

**FURTHER EDUCATION &  
TRAINING PHASE (FET)**

**LIFE ORIENTATION**

**SBA EXEMPLAR BOOKLET**

**GRADES 10-12**



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

A handwritten signature in black ink, appearing to be 'HM MwelI', written in a cursive style.

**MR HM MWELI**

**DIRECTOR-GENERAL**

**DATE:** 13/09/2012



## TABLE OF CONTENTS

1. Introduction.....	3
2. The School-based assessment booklet.....	3
3. Programme of assessment .....	4
4. Task five physical education.....	6
5. Exemplar physical education lesson .....	7
6. School based assessments grade 10-12.....	14

### 21st Century Life Skills Framework *(to create opportunities amidst 21st century challenges )*



(c) Khel Planet

## **SECTION A: GENERIC FOR TEACHERS**

### **1. INTRODUCTION**

### **2. THE SCHOOL-BASED ASSESSMENT BOOKLET**

The SBA booklet is designed to assist in benchmarking of assessment tasks. The booklet provides exemplars of School-Based Assessment tasks for Grades 10, 11 and 12. The booklet is intended as a guide and is by no means a definitive way of completing tasks. The memo is a suggested guide and is open to any other relevant answers. Please adapt and make changes to suit your contextual factors. Please accept any shortcomings that one may find as measures were put in place to ensure rigour. In each of the tasks a concept block has been included to ensure that learners have the adequate prior knowledge and skills to complete the task.

Learners need to be equipped for the 21st century skills which are vital for sustainable livelihoods. The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

### **SCHOOL-BASED ASSESSMENT SHOULD**

- provide a more balanced and trustworthy assessment system, increasing the range and diversity of assessment tasks;
- improve the validity, reliability and credibility of assessment;
- have a beneficial effect on teaching and learning;
- empower teachers to become part of the assessment process;
- enhance collaboration and sharing of expertise within and across schools.

### 3. PROGRAMME OF ASSESSMENT

GRADES 10 AND 11				
TERM	TASKs	MARKS PER TERM		YEAR %
		RECORDING	REPORTING	
TERM ONE	Written Task	80	100	25%
	PET	20		
TERM TWO	Mid-year Exams	80	100	25%
	PET	20		
TERM THREE	Project	80	100	25%
	PET	20		
TERM FOUR	End-of year exams	80	100	25%
	PET	20		
Total		400	400	100%

GRADES 12				
TERM	TASKS	MARKS PER TERM		YEAR %
		RECORDING	REPORTING	
TERM ONE	Written Task	80	100	25%
	PET	20		
TERM TWO	Mid-year Exams	80		
	Project	80		
TERM THREE	PET	40	200	50%
	Final Examinations	80		
	PET	20	100	25%
TOTAL		400	400	100%

Formal assessments in Life Orientation must cater a range of cognitive levels and abilities of learners as follows:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
30%	Lower	Levels 1 & 2	What? Why? Who? List
40%	Middle	Levels 3 & 4	Discuss, explain, describe
30%	Higher	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

The action verbs associated with each cognitive level in CAPS is inadequate. The table below provides further action verbs.

<b>Remembering</b> <b>L 1</b>	<b>Understanding</b> <b>L2</b>	<b>Applying</b> <b>L3</b>	<b>Analysing</b> <b>L4</b>	<b>Evaluating</b> <b>L5</b>	<b>Creating</b> <b>L6</b>
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by organizing comparing translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying motive or causes. Make inference and find evidence to support generalisations	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Complied information together in a different way by combining elements in a new pattern or proposing an alternative solution
Choose Define Find How List Match Name Relate Select What When Where Which Who Why	Classify Compare Contrast Explain Illustrate Outline Summarise Infer Relate Show Demonstrate	Apply Choose Develop Identify Interview Construct Report Change Conclude Demonstrate Discuss Explain Identify Illustrate Interpret Report Review Sum- marise Tell Prepare Show	Analyse Assume Categorise Classify Compare Contrast Conclusion Distinguish Examine Infer List	Apply Appraise Assess Compare Conclude Criticise Decide Defend Determine Evaluate Explain Interpret Judge Justify Opinion Recommend Support Argue	Change Choose Combine Compile Compose Construct Create Develop Discuss Elaborate Imagine Improve Plan Predict Propose Solve Suppose Produce

## 4. TASK FIVE PHYSICAL EDUCATION

### PHYSICAL EDUCATION

#### ASSESSMENT TOOL FOR PET

The assessment tools

- The frequency of participation is not assessed.
- Only movement performance is assessed.

#### Criterion 1: Frequency of Participation (no marks allocated)

A record for each learner participation a will be kept in the teacher file for each type of movement assessment.

#### Criterion 2: Movement Performance

While a record will be kept of learner participation per period in the teacher file;

learners will not be assessed on movement performance in every Physical Education period, but will be formally assessed TWICE across a school term for formal assessment purpose to determine their level of movement performance.

A mark out of 10 will be allocated for each of the two formal assessments in movement performance. The TWO assessments will be added to obtain a final mark out of 20

Generic assessment tool for learner movement performance.

#### Formal Assessment 1: Movement Performance

Level	Limited	Adequate	Proficient	Excellent
<b>Assessment Criterion</b> Movement performance	Needs significant attention: movements do not produce the desired outcome	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate movements mostly produce the correct desired outcome	Exceptional level of skills: movement always produce the desired outcome
<b>10 Marks</b>	<b>0-2</b>	<b>3-5</b>	<b>6-7</b>	<b>8-10</b>

#### Formal Assessment 2: Movement Performance

Level	Limited	Adequate	Proficient	Excellent
<b>Assessment Criterion</b> Movement performance	Needs significant attention: movements do not produce the desired outcome	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate movements mostly produce the correct desired outcome	Exceptional level of skills: movement always produce the desired outcome
<b>10 Marks</b>	<b>0-2</b>	<b>3-5</b>	<b>6-7</b>	<b>8-10</b>

## RECORDING SHEET

A recording sheet will be generated by using a √ for participation, “a” for absent or “x”.

A mark out of 20 will be allocated for movement performance at the end of each term that is four class lists for Grades 10 and 11 and three class lists for Grade 12.

The number of PE periods will depend on the Department of Basic Education school calendar for the year. There are THREE different movement sections:

- Fitness;
- Games and Sport; and
- Recreation and relaxation.

## EXEMPLAR CLASS LIST

Term 1	Frequency of participation						Movement performance		Total 20
	No marks allocated								
	Number of PE periods completed each term (P1=1period)								
Learner's Names	P1	P2	P3	P4	P5	P6	Assessment 1 10 Marks	Assessment 2 10 Marks	Total Marks 20
1. Patience. M	√	√	√	a	√	√			
2. Sharon. K	√	x	√	√	x	X			

## PHYSICAL EDUCATION

### SAFETY

Please note, before any physical activity, teachers should ensure that the area is safe free from any sharp objects and obstacles that could cause physical injuries to learners.

All schools to provide First aid Kits.

Teachers to keep medical records of learners that are unable to participate in physical activity.

All learners should sign an indemnity to mitigate risks for teachers.

## 5. EXEMPLAR PHYSICAL EDUCATION LESSON

### GRADES 10 AND 11

**NB: NO CHANGES IN PET MARK FOR GRADE 12**



<b>Term : 1</b>	<b>Focus area : Fitness</b> <b>Activity : Circuit training</b>
<b>Time allocation</b>	1 hour (Over a period of 10 weeks)
<b>Warming up: safety issues</b>	Arm rotations and swings, windmills, arm and leg stretches, jumping jacks.

<b>Skills development</b>	<p>Circuit training is a sequence or series of exercises that are developed at different levels of difficulty. It consists of those that are easy and those that are difficult. If one is unfit the number of repetitions will be less and if fit, the number will be more for a particular duration.</p> <p>Learners group themselves into 5s. Each group has to spend at least 3 minutes in a station. The circuit will consist of 6 stations:</p> <ul style="list-style-type: none"> <li>• <b>Step-ups</b> -From a standing position on the ground, each learner steps on to a bench (+30 cm high) with one leg after the other and then step down in the same sequence. The heels may not be fully on the bench when stepping on the bench, but the feet should be fully on the ground when stepping down. Counting starts when both feet are on the ground.</li> <li>• <b>Push-ups</b> * Lie down with hands apart at shoulder width and arms fully extended. * They then lower the body until the elbows reach a 90 degree angle. Return to the starting position with the arms fully extended. The feet are not to be held by any assistant. The push up action has to be continuous without rest.</li> <li>• <b>Heel-to- kick</b> Performed by kicking the left arm touching the right toes and vice- versa. Legs should be kicked up to chest height and be straight at all times. One kick is counted after kicking both left and right legs.</li> <li>• <b>Sit ups</b> Learners lie down with the knees bent at a 90 degree angle, with both feet flat on the floor and with hands laced behind the neck. Each sit-up is started with the learners' back on the floor. The learners raise themselves up to touch the knees with their elbows and then return to the floor. The may be held by a partner to ensure that the feet do not leave the ground. When counting, the first one is when the learner returns back to the starting position.</li> <li>• <b>Jogging on the spot</b> Each learner jogs on the spot lifting the knees at a 90 degree angle. Three consecutive jogs are counted as 1.</li> <li>• These activities help to develop one's cardio-respiratory fitness (heel-toe-kicks, the step-up and jogging on the spot), while the muscular strength or endurance is developed through sit-ups and push-ups.</li> <li>• <b>Bottle lifts</b> Learners sit on a bench, keeping the back straight. Each learner holds a 1litre plastic bottle filled with sand in each hand. The learner pushes each bottle up alternatively and then with both arms, and arms should be straight up when they are lifted. The counts are only read when both arms are lifted up.</li> </ul>
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<b>Application of skills</b>	Learners will go to each station without resting.
<b>Cooling down</b>	Jogging slowly, arm and leg stretches.

## 5.1 EXEMPLAR PET INSTRUCTIONS AND RUBRICS: TERM 1

<b>Focus area</b>	Fitness
<b>Activity</b>	Circuit training
<b>Term</b>	1
<b>Grade</b>	10 and 11
<b>Name of learner</b>	

### INSTRUCTIONS

1. You have participated in a circuit training for development of cardio-vascular fitness, muscle strength and endurance.
2. Therefore, you are expected to participate in a circuit training of 4 stations:  
sit-ups, push-ups, step-ups and bottle lifts  
Each activity at a station should be performed in 2 minutes.
3. Your movement performance will be measured against the number of repetition per given time (2 minutes). At least 30 repetitions should be done at each station.
4. You will be assessed on your muscular strength and endurance.
5. Assistants will be given help in counting the number of repetitions per station.

### TERM: 1

	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT				
					First 10	Second 10	Marks 20	
Criterion Outcome of movement performance <b>20 marks</b> Skills: Muscular endurance and strength	Needs significant attention: Unable or able to do 30 repetitions in at least 1 station  <b>(0-2 mark)</b>	Requires attention and refinement: Able to do at least 30 repetitions in 2 or 3 stations  <b>(3-5 marks)</b>	Efficient, effective and appropriate: Able to do 30 repetitions in all the 4 stations  <b>(6-7 marks)</b>	Exceptional level of skill: Able to do more than 30 repetitions at all stations  <b>( 8-10 marks)</b>				
<b>TOTAL LEARNER MARKS</b>								
<b>TOTAL TERM MARK</b>								<b>20</b>

### TERM: 2

TERM : 2	Focus area : Games and sport Activity : Netball [could be adapted for volley ball]
Time allocation :	1 hour( Over a period of 7 weeks)
Safety issues: Warming up	<i>Jogging on the spot, arm stretches, heel-toe-kick, side stretches.</i>

Skills development	<p><b>1. Ball handling (In pairs)</b></p> <p><b>1.1 Throwing</b> – Players throw the ball to each other. Throw 5 balls to each other with one hand and then later 5 times with both hands. Then increase the distance in between and repeat the same. The ball may be thrown in any way one likes.</p> <p><b>1.2 Catching-</b> players catch the ball with both hands and then throw with either one or both hands. Players are only allowed to catch the ball for 3 seconds. The ball may be batted/ tipped (usually in the air) or bounced (on the ground) once to another player.</p> <p><b>1.3 Transfer of the ball-</b> When transferring the ball from one hand to the other, the ball must be contact with one of the hands all the time.</p> <p><b>2. Footwork (In pairs and later in threes i.e. lazy 8)</b></p> <p><b>2.1 Landing with both feet-</b> A player may catch the ball and land with both feet simultaneously or catch the ball while standing still and</p> <p>(i) throw the ball while both feet are grounded</p> <p>(ii) or may jump to throw the ball</p> <p>(iii) or may move (pivot) one foot in any direction as many times as the player wishes</p> <p>(iv) The other foot (landing foot) may be lifted but may not be grounded before the ball leaves the hand.</p> <p><b>2.2 Landing with one foot</b> –The player catches the ball and then lands with one foot (landing foot) or catches the ball while one foot is grounded and then</p> <p>(i) May put the other foot down and/or move it freely (either jump or step on the other foot and</p> <p>(ii) The landing foot may not be re-grounded before the ball leaves the hand but may be lifted but not stepped or jumped onto it before passing the ball.</p> <p>(iii) The player may pivot on the landing foot</p> <p>(iv) A player may jump from the landing foot onto the other foot and then jump to throw the ball BUT the ball must leave the hands before the landing foot is re-grounded.</p> <p><b>2.3 The landing foot should not drag, slide or skid in any way.</b></p> <p><b>3. Contact</b> - Netball is a non-contact sport, therefore no player should contact opposite players in any way either accidentally or deliberately.</p> <p><b>4. Obstruction (In threes)</b> - A defending player may not attempt to intercept or defend the ball but when defending the distance from the landing foot should not be less than 0,9m or approximately 1metre from a player in possession of the ball. Intimidation to an opponent with or without a ball is not allowed.</p> <p><b>5. The Netball court</b> - The Netball court is divide into 3 equal thirds, being 2 goal thirds and one centre third. The centre third has a centre circle and the goal thirds have goal circles.</p> <p><b>6. Playing positions</b> - Netball is played by 2 teams of 7 players per team being the <b>GS</b> (Goal Shooter), <b>GA</b> (Goal Attack), <b>WA</b> (Wing Attack), <b>C</b> (Centre), <b>WD</b> (Wing Defense), <b>GD</b> (Goal Defense), and <b>GK</b> (Goal Keeper).</p> <ul style="list-style-type: none"> <li>• The GS plays only in the goal third and its goal circle. The GK of the opposite team plays the same area as the GS.</li> <li>• The GA plays in the centre third and in one goal third and its goal circle. GD of the opposite team plays in the same third as GA and they defend each other.</li> <li>• The WA plays in the centre third and in the goal third but does not enter its goal circle. The WD of the opposite team defends the WA and play in the same playing areas.</li> <li>• The C plays in all the 3 thirds but not in the goal circles of the two goal thirds and is defended by the C of the opposing team.</li> </ul>
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Application of skills	Engage learners in a real Netball game and apply all the learnt skills.
Cooling down	Leg stretches with hands on the hips. Breathing in and out while swinging the arms.

## EXEMPLAR PET INSTRUCTION AND RUBRICS

<b>Focus area</b>	Games and Sport
<b>Activity</b>	Netball
<b>Term</b>	2
<b>Grade</b>	10 and 11
<b>Name of learner</b>	

NB : Activities should not be stereotyped according to gender.

### INSTRUCTIONS

- You will be expected to participate in Netball for 20 minutes.
- You will be divided into groups of 7 members per team.
- Two teams will play against each other.
- The following skills will be assessed while playing: Ball handling and footwork.

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT			
					First 10	Second 10	TOTAL 20
<b>Criterion</b> Outcome of movement performance <b>20 marks</b>  <b>Skills:</b> Ball handling and footwork	Needs significant attention:  <b>Limited or no ability</b> to handle the ball well and/or footwork is not adhered to.  There is a lot of challenges experienced.  (0 – 2mark)	Requires attention and refinement:  <b>Below average or average</b> ability to handle the ball well and/or adherence to footwork. Few challenges are experienced.  (3-5 marks)	Efficient, effective and appropriate:  <b>Above average or good ability</b> in ball handling and/or adherence to footwork. Very minimal challenges are experienced.  (6-7 marks)	Exceptional level of skills:  <b>Excellent or outstanding ability</b> in ball handling and footwork. No challenges experienced at all.  (8-10 marks)			
<b>TOTAL LEARNER MARKS</b>							
<b>TOTAL TERM MARK</b>							

### Term : 3

Term : 3	<p><b>Focus area : Recreation</b></p> <p><b>Activity</b> : Dancing with a hand apparatus (whoops)</p> <p>NB: If the school is without whoops, improvise.</p>
Time allocation	1 hour (Over a period of 10 weeks)
Warming up: safety issues	Jogging on the spot , side-kicks with arms on the hips, twist
Skills development	<p><b>STEP 1:</b> Each learner holds a whoop in the strongest hand, then swings it from the side and jumps into it and <b>lands with both feet</b> simultaneously, catch it with the other hand at hips height and then swings it back to the side and jumps out of it. Repeat same movement 5 times. The educator will count up to 5 for the learners.</p> <p><b>STEP 2:</b> Then in the same way, <b>from the side (depending on your strong arm)</b> swing the whoop but <b>land with one foot</b>. The feet should not land simultaneously <b>OR</b> the other foot may not touch the ground but you must retain the balance and avoid falling down or losing the balance. <b>Then repeat the movement 5 times without stopping.</b></p> <p><b>STEP 3:</b> Each learner <b>swings the whoop from the front</b> and jumps into it and land with one foot but the <b>whoop should swing through the whole body from the toes to the head</b>. There should be a good control of the whoop when swinging through (arm-whoop control). The movement should be repeated until all learners are able to swing through. Then repeat the same movement 5 times.</p> <p><b>STEP 4: Repeat the above movement 5 times without stopping.</b></p> <p><b>STEP 5:</b> Now you <b>swing the whoop from the side</b> (this would depend whether you are left-handed or right-handed). Repeat the movement until all the learners are able to swing through from the sides. <b>The same movement should be done continuously 5 times without stopping.</b></p> <p><b>STEP 6:</b> In the next movement, <b>hold the whoop with the right hand</b>, lift the right leg and swing it thereunder and receive it in the left hand and put the right leg down. Then swing the whoop to the right hand again and then lift the left leg and swing it through. <b>Repeat the same movement 5 times without stopping.</b></p> <ul style="list-style-type: none"> <li>• <b>Do all the 4 sequences in a row without stopping. Each movement should be repeated 5 times.</b></li> <li>• Learners group themselves into 5s. Each group should add 2 more own movements in the sequence and each movement to repeat 5 times. Each group should be retained until the final assessment for the term is completed.</li> </ul>
Application of skills	The learnt movements are then performed using music.
Cooling down	Walking slowly while stretching the legs



## EXEMPLAR PET INSTRUCTION AND RUBRICS

Focus area	Recreation
Activity	Dance with the use of apparatus (whoops)
Term	3
Grade	10 and 11
Name of learner	

### INSTRUCTIONS

1. You have participated in a Dance using the apparatus.
2. You are therefore expected to execute any 5 movement patterns from those taught and/or those you developed or designed yourselves as a group.
3. The same groups used when practicing additional movement patterns should be retained.
4. Although you have been practicing as a group, this will be an individual assessment within a group. You will be assessed on creativity and rhythmic dance in your movements.
5. You choose your own music to dance to (you may use the one used in class or the one you have been using when practicing).
6. Ensure that the type of music chosen to be used, will enable all the 5 movement patterns to be repeated 5 times each rhythmically. Your music should cover all the 5 movement patterns.

	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT				
					First 10	Second 10	Marks 20	
<b>Criterion</b> Outcome of movement performance <b>20 marks</b>  <b>Skills:</b> Creativity and rhythm when dancing to the 5 different movement patterns	Needs significant attention:          None or at least 1 of the 5 movement patterns is well done.          (0-2 mark)	Requires attention and refinement:          2 or 3 of the 5 movement patterns are well done.          (3-5 marks)	Efficient, effective and appropriate:          4 or 5 of the 5 movement patterns are well done.          (6-7 marks)	Exceptional level of skill:          All the 5 movement patterns are excellently done.          (8-10 marks)				
<b>TOTAL LEARNER MARKS</b>								
<b>TOTAL TERM MARK</b>								<b>20</b>

## 6. SCHOOL BASED ASSESSMENTS GRADES 10-12

### 6.1 EXEMPLAR COVER PAGE

LEARNER DETAILS			
NAME OF LEARNER			
GRADE			
NAME OF SCHOOL			
TASK			
ACTIVITY	MARK OBTAINED	DATE	SIGNATURE
TOTAL	80		

FEEDBACK FROM LEARNER: (Please look at feedback written in the task)

MODERATION	
HOD/SENIOR TEACHER	
DATE	
CLUSTER/DISTRICT	
DATE	

### PROJECT

- The purpose of the project is to develop: research, critical thinking and problem-solving skills of learners.
- The project must be written in an essay format with sub-headings related to the task.
- The project should be bound or stapled.

#### WHEN ENGAGING IN A PROJECT, CONSIDER THE FOLLOWING:

- Cover page
- Table of contents
- Topic
- Key question
- Introduction
- Texts divided into paragraphs /sections as indicated in the instructions /criteria for the project.
- Conclusion
- Self-Reflections
- Bibliography

To improve the quality of tasks, learners should be encouraged to use pictures, graphs, illustrations, statistical data, comparative analysis, photos, charts, videos, power-point presentations, posters among others.

Graphs may sometimes make statistical data read more effectively whilst relevant illustrations enhance meaning.

## Guide To Referencing

### Books

Author, Initial(s). Year. Name of Book. Edition. Place: Publisher.

### Example

Armstrong, F. & Barton. L. 1999. Disability, human rights and education: Cross-cultural perspectives. 2<sup>nd</sup> edition. Buckingham: Open University Press.

### Interviews:

The interview has same format as books.

Brown, P.J., Managing Director of Pegasus Properties. 1987. Statement to author, 10 July. Johannesburg.

### Encyclopaedia

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macropedia, Volume 9. 15<sup>th</sup> edition.

### Newspapers

Khumalo, S. 2017. Why is Religion controversial in schools? Daily Sun. 4 April .Page 17.2017.

### Internet

Surname, initial(s). Year. Title of document. Organisation responsible for the site. From: URL (accessed Day Month Year)

**NOTE:** Do **NOT** provide only [www.google.co.za](http://www.google.co.za) as a reference; copy the ENTIRE URL address of the actual page where you get your information.

Johnston, J.C. 1991. A psychological perspective on the new design concepts for William Head Institute (British Columbia). Correctional service of Canada. From: <http://www.csc-scc.gc.ca/test/pblct/forum/e032/e032g.shtml> (accessed 5 April 2000).

If there is no author, then you leave the author out.

### Radio or Television Programmes

Station. Year. Title. [TV program]. Day. Month.

References must be arranged in ALPHABETICAL order.

## SECTION B: SCHOOL BASED ASSESSMENTS

### GRADE 10 WRITTEN TASK

<b>TOPIC</b>	<ul style="list-style-type: none"><li>• Development of the self in society</li><li>• Careers and career choices</li></ul>
<b>SUB-TOPICS</b>	<ul style="list-style-type: none"><li>• Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self esteem</li><li>• Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability)</li><li>• Definition of concepts: power, power relations, masculinity, femininity and gender, stereotyping</li><li>• Influence of gender inequality on relationships and general well-being: sexual abuse</li><li>• Diversity</li><li>• Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility</li><li>• Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths</li><li>• Difference between career field, occupation, career and job</li><li>• Life domains</li><li>• Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process</li></ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"><li>• Develop skills that will enable learners to develop strategies to build confidence in self and others</li><li>• Achieve knowledge about self in relation to own subjects, career choice, interests, abilities and strengths</li><li>• Understand gender power relations and influence on general well-being</li><li>• Understand life domains to create balance and confidenceDifference between career field, occupation, career and job</li><li>• Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process</li></ul>
<b>FORMS OF ASSESSMENT</b>	Case Study
<b>MARKS</b>	80 marks
<b>DURATION</b>	
<b>DATE OF SUBMISSION</b>	

### WRITTEN TASK: GRADE 10

#### INSTRUCTIONS

This task consists of two sections:

- SECTION A and
- SECTION B.

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

Number the answers correctly according to the numbering system used in this task.

The mark allocation per question is an indication of the length of your answer.

The answers must be neatly written or typed

Provide a cover page and table of contents.

## Question one

This is a source based task and the articles/sources are used as \*stimuli only, i.e. In order to demonstrate understanding and application of knowledge. You will require critical, creative informed decision-making and problem-solving skills. (\*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

### Concepts

Self-esteem, self-development, self-awareness, confidence, diversity, power relations, career field, occupation, National Curriculum Statement, life domains

**Read the case study and answer the questions that follow.**

Do not take answers exactly from the passage.

## CASE STUDY

Lerato Maple, an IsiZulu speaking Grade 9 learner who obtained a scholarship to study at a prestigious Afrikaans medium school called Hoërskool Uitnemendheid (Excellence).

Lerato lived in an informal settlement where the most basic amenities were lacking. Since her mother was unemployed and her father unknown to her life was difficult.

Prior to Hoërskool Uitnemendheid (Excellence), she attended an English medium school. She had to make many adjustments to adjust to her new school. She had to learn Afrikaans and make new friends. She was shy and lacked confidence when she first went to her new school. She loved sport. Her favourite sport was netball.

The netball practices at her new school were more specialised than her previous school. She enjoyed her practices of two hours a day, six days a week. There were days when she felt lonely and thought about her friends from her previous school. Fortunately, her classmates made her feel welcome and she soon had good friends. Her friends helped her to learn the new language. She was not alone with her language barrier at school. Some learners were discriminated against because of their sexual orientation and they had to cope emotionally with the harassment.

One afternoon whilst she was on her way to netball practice, a group of older boys accosted and attempted to gang rape her. Lerato's quick decision - making skills made her scream as loud as she could and this made the boys panic and run as fast as they could. Fortunately, she managed to escape the terrible ordeal.

Lerato attached great importance to hard work, honesty and respect. She worked hard and produced good results. She soon became very popular in her new school. Her self-knowledge and self-esteem drove her to achieve remarkable success in netball and academics. She excelled in the following subjects, Mathematics, Physical Sciences, English, Afrikaans, and Life Orientation. She matriculated four years later with a Bachelor's pass and went on to obtain degree in Sports Science. As a Sports Scientist, she assisted sportspeople to achieve the best possible sporting performance. Sports scientists are growing in demand and there is much scope for employment opportunities.

During her holidays as a Sports Scientist she provided motivational talks on rape and transactional sex and the importance of education to young women

Source: Unknown



<b>Section A</b>		
1.	Define the following concepts:	
1.1.1	Self-esteem and	(2)
1.1.2	Self-awareness.	(2)
1.2	Explain how Lerato could improve her self-esteem.	2 x 2 (4)
	Discuss how gender inequality in relationships could contribute to the following:	2x3(6)
1.2.1	• Sexual abuse.	
1.2.2	• Teenage pregnancy.	
1.2.3	• STIs including HIV and AIDS.	
1.3	Provide Four reasons how physical activity can benefit your mental health.	4 x 2 (8)
1.4	Some sporting activities are often associated with a particular gender.	2x2(4)
1.4.1	Critically evaluate whether females are discriminated in sporting activities. Give an examples to illustrate your answer.	
1.4.2	You have been asked to give advice to your friends on how to overcome stereotypes. Write down TWO ideas that you will share with them.	2x2(4)
	The school included learners from diverse backgrounds and different home languages.	
1.4.3	Explain the term <i>diversity</i> .	(2)
1.4.4	Some learners were discriminated against because of their sexual orientation. Discuss THREE ways in which the school could address discrimination at school.	3 x 2 (6)
1.4.5	Suggest two ways in which women can protect themselves against female <b>abuse</b> .	(4)
1.4.6	Express your opinion on the slogan “Real men don’t rape”	(4)
	Sub-total:	<b>46</b>
<b>Section B</b>		
2		
2.2.1	Consider Lerato’s personality, talents, interests and abilities.	
2.2.2	Identify ONE other possible careers that Lerato could have pursued and give a reason to justify your choice. (Do not use Sports Science as an example)	(3)
	Critically discuss how career and study choices are influenced by each of the following socio-economic factors:	
2.2.3	Community needs	2 x 2 (4)
2.2.4	Availability of finances / affordability	2x2(4)
2.2.5	Differentiate between <i>career field</i> and an <i>occupation</i>	2 x 2 (6)

	A pass in the National Senior Certificate examinations could allow you entry into any of the qualifications listed below. List the pass requirements for each qualification. in the following categories:	
2.2.6	• Bachelors Pass	3x4 (12)
2.2.7	• Diploma	
2.2.8	• Certificate Pass	
	For each of the subject grouping listed in the Addendum below:	
2.2.9	• identify ONE career field and	(1)
2.2.10	• Give ONE possible job/ career or occupation for EACH categories.	(4)
	Sub-total	<b>34</b>
	Total	<b>80</b>

## ADDENDUM

SCHOOL SUBJECTS	CAREER FIELDS	JOB/OCCUPATION / CAREER
Religion Studies, Geography, History, Life Orientation		
All official languages, and approved non-official languages		
Accounting, Business Studies, Economics		
Computer Applications Technology, Information Technology, Life Sciences, Mathematical Literacy or Mathematics, Physical Sciences		
Consumer Studies Hospitality Studies, Tourism		
Agricultural Management Practices, Agricultural Sciences, Agricultural Technology		
Civil Technology, Electrical Technology, Mechanical Technology, Engineering (Graphics and Design)		
Dance Studies, Design, Dramatic Arts, Music, Visual Arts		

## QUESTION ONE: MARKING GUIDLINE GRADE 10 WRITTEN

	<p><b>Section A</b></p> <p><b>NB</b> Please note that answers can be very subjective hence the memo is only a guideline. Answers could be, changed, adapted or improved.</p>	
1.	Define the following concepts:	
1.1.1	Self-esteem and	(2)
1.1.2	Self-awareness.	(2)
	<p>Self-esteem- The way you think and feel about yourself. The confidence and the worth you feel about yourself. ✓ The self-regard, self-respect, pride, dignity that you feel about yourself. ✓</p> <p>Self -awareness- knowing how you are feeling both physically and mentally ✓✓</p> <p>OR to explain why you are feeling that way ✓ and therefore considering constructive responses to others. ✓ e.g. I lack confidence and unworthy of myself because my grades are lower than my class mates: I need to improve my grades</p>	
1.2	Explain how Lerato could improve her self-esteem.	2 x 2 (4)
	<ul style="list-style-type: none"> <li>• Believe in herself: think of her strengths (good at netball; dedicated and hard worker) and feel proud</li> <li>• Participate in activities that could build her self-esteem, such as the choir, dancing club, drama society,</li> <li>• Improve on her social skills and social life e.g. invites friends over, join friends in doing voluntary work.</li> <li>• Recognize and celebrate the value that others place on her;</li> <li>• Recognize that she received support from her teammates because of her amiable character</li> </ul> <p>Any relevant two answers ✓✓ + ✓✓</p>	
1.2.1	Discuss how gender inequality in relationships could contribute to the following:	(6)
1.2.2	Sexual abuse.	
1.2.3	Teenage pregnancy.	
	STIs including HIV and AIDS.	
	<p>Sexual abuse</p> <ul style="list-style-type: none"> <li>• Males and females are not having equal or same power in relationships – inequality power relations.</li> <li>• In some cases one of the partners become dominant and thus abuse the other sex.</li> <li>• Usually males have too much power over women and often decide the conditions under which sex happens – forced sex.</li> <li>• Sexual abuse includes rape incest and violent sexual acts e.g. beating up women.</li> </ul>	

	<p>Teenage pregnancy</p> <ul style="list-style-type: none"> <li>• teenagers forced to engage in sex due to unequal power</li> <li>• forced to get pregnant because the man wants a baby: his decision</li> <li>• the partner (male) does not allow the girl to use contraception</li> <li>• the partner (male) does not allow the girl to use a condom</li> </ul> <p>STIs including HIV and AIDS</p> <ul style="list-style-type: none"> <li>• males acting out of their masculine roles and take control of sexual relationships</li> <li>• women may not negotiate for safer sex e.g. condom use, hence they will not be protected against STIs and HIV</li> <li>• age-mixing in sexual relationships e.g. a man of 45 having a relationship with a girl of 15</li> <li>• transactional sex, that is sex that is paid for</li> <li>• rape</li> </ul>	
1.3	Provide Four reasons how physical activity can benefit your mental health.	4 x 2 (8)
	<ul style="list-style-type: none"> <li>• Helps elevate your moods especially when you are depressed</li> <li>• It promotes changes in the brain, including neural growth, reduced inflammation, and new activity patterns that promote feelings of calm and well-being</li> <li>• It improves concentration, motivation, and memory.</li> <li>• Exercise releases ‘feel good hormones called endorphins; hence these hormones create a positive to enjoy life/ yourself, and you feel happy</li> <li>• Gives you stronger mental and physical resilience.</li> <li>• Boosts Higher self-esteem. It fosters your sense of self-worth and.üü</li> <li>• helps boost your immune system and reduce the impact of stress</li> <li>• you sleep better and hence feel an overall sense of well-being</li> <li>• It helps you to keep your body toned and in good shape which improves self –esteem</li> <li>• <i>Any four relevant answers</i> <span style="float: right;">4x2 (8)</span></li> </ul>	
1.4	Some sporting activities are often associated with a particular gender.	2x2(4)
1.4.1	Critically evaluate whether females are discriminated in sporting activities. Give an examples to illustrate your answer.	
	<ul style="list-style-type: none"> <li>• Soccer, rugby, volleyball regarded as male sports</li> <li>• Netball, softball regarded as female sports</li> <li>• Boxing associated with males</li> <li>• Soccer : Banyana-Banyana national female soccer team: not given the same coverage in the media</li> <li>• Tennis : females do not earn the same as their male counterparts</li> <li>• Netball – there are no males participating in netball</li> </ul>	

	<p>You have been asked to give advice to your friends on how to overcome of stereotypes. Write down TWO ideas that you will share with them..</p> <p>Ideas on how to overcome stereotypes:</p> <ul style="list-style-type: none"> <li>• Identify the stereotypes that have marred your judgment/. Begin by examining the stereotype and ask “why?” If we can see that a stereotype is based on wrongly held assumptions, we can take away the power of the stereotype. ✓✓</li> <li>• Evaluate the reasons for the power of the stereotype. For example, is the stereotype powerful because it is based on differences? Most stereotypes are based in the miscomprehension over not understanding other people and ideas. ✓✓</li> <li>• Encourage acceptance of differences rather than demonizing and redefine stereotypes. ✓✓</li> <li>• Think “outside the box”. Just because everyone may believe in a certain way, that does not make it right. We must look at things from multiple perspectives. ✓✓</li> <li>• Check your own ideas about people who are different than you. Think about the kinds of stereotypes you place on others. ✓✓</li> <li>• Eliminate harmful words and phrases from your vocabulary, such as “Every” and “That’s just like a ...” ✓✓</li> <li>• Challenge stereotypes people express about others./Challenge categories people assign you to automatically. Suggest politely, “You’re mistaken in your opinion about me. Let me tell you why.” ✓✓</li> <li>• With tact and goodwill, you and I can resist accepting the labels we don’t fit. We’ll win respect, and we will pave the way for unblemished communication. ✓✓ (10) (Any relevant/suitable option ✓✓)</li> </ul> <p>Stereotyping is believing unfairly that all people or things with particular characteristics are the same. It can be positive (men are good providers for their families) or negative (men are lazy and do not help with any work at home)</p> <p>It can also apply to careers and can limit the careers we think are possible. People can say things like (doing laundry is a woman’s job) or (Fixing cars are men’s work) which is not true</p>	2 2 (4)
1.4	The school included learners from diverse backgrounds and different home languages.	
1.4.1	Explain the term <i>diversity</i> .	2 x 1 (2)
	Diversity means understanding that everyone is unique and one recognises individual differences. It is inclusive of one’s National origin, colour, socio-economic status, sexual orientation, age, physical abilities, religious beliefs, political beliefs etc. ✓✓	
1.4.2	Some learners were discriminated against because of their sexual orientation. Discuss THREE ways in which the school could address discrimination at school.	3 x 2 (6)
	<ul style="list-style-type: none"> <li>• By showing the importance of diversity in schools✓. Provides opportunities for people to interact with others who are different from themselves, ✓ and helps to break down barriers based on stereotypes and discrimination. ✓</li> <li>• <i>Hoërskool</i> could teach learners about multicultural role models/invite✓ them to address and motivate learners. This demonstrates that people of all genders, ethnicities, sexual orientation and appearances can have ✓a positive influence on the world and deserve to be respected and emulated.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Craft the right environment to be inclusive for culturally responsive learning. e.g., Use your wall spaces to display posters depicting LGBTQ, cultural groups in a non-stereotypical fashion✓. This will help promote an environment in which learners from diverse backgrounds feel more comfortable and accepted being themselves✓ and will help insulate learners from the cultural and ethnic stereotypes that pervade television and other mass media outlets✓.</li> </ul> <p>Any 3 relevant answers</p>	
1.4.3	Suggest two ways in which women can protect themselves against female <b>abuse</b> .	(4)
	<ul style="list-style-type: none"> <li>• Woman can take self-defense classes and do exercises to be physical stronger. ✓✓</li> <li>• They can go out in groups for support against attacks/ensure group safety/intimidate potential perpetrators✓✓</li> <li>• Report any physical attack to police and lay criminal charges✓✓</li> <li>• Obtain an interdict against the perpetrator✓✓</li> <li>• If abuse takes place at the place of work report to manager or to Human Resource Department. ✓✓</li> <li>• Do not stay in the abusive relationship or dangerous situation but find alternative accommodation✓✓.</li> <li>• Never allow anyone to make you feel guilty if you reported the case to the police and the person is arrested. Do not withdraw the case. ✓✓</li> <li>• Find or establish a support group for victims and survivors of any type of abuse✓✓.</li> </ul> <p>(Any 2 relevant answers )</p>	
1.4.4	Express your opinion on the slogan “Real men don’t rape”	(4)
	<p>Rape can be committed by strangers or by people known to the victims✓ – colleagues, family members, friends, classmates, romantic / sexual partners, teachers, police officers, well respected celebrities and community leaders✓. This simply means that rape can be committed by any person and not only by “men who are considered respected members of society. ✓</p> <p>Hence the slogan “Real men don’t rape” is miss leading as it creates the perception that as long as the person is behaving in a normal way he / she cannot be a rapist. ✓ The truth is that <u>anybody can rape and be raped</u>, regardless of their character, their gender, or their age <u>even feminists can be abusive</u>.✓</p>	
	Sub-total:	<b>46</b>
	<b>Section B</b>	
<b>2</b>		
2.2.1	Consider Lerato’s personality, talents, interests and abilities.	(1)
	Identify ONE other possible careers that Lerato could have pursued and give a reason to justify your choice.	(2)
	(Do not use Sports Science as an example)	
	Clerk, entrepreneur, office worker, gym instructor, physical education teacher, Medical doctor, Pilot, Engineer, Social Worker, Therapist, Dentist etc.	

	<ul style="list-style-type: none"> <li>• Career in Medicine/Health; she has Mathematics and Physical Science; she is hard-working; driven to succeed and a great sense of care and social responsibility</li> <li>• Career in Science or Engineering; she has Mathematics and Physical Science and a Bachelor's pass; she aims to discover and develop new talents</li> <li>• Fitness trainer – she has the qualification, abilities and strengths</li> <li>• Social work or Psychology - she is hard-working; and displays a great sense of care and social responsibility, especially towards women/ she counsels young women who experience trauma and risk- against rape and transactional sex. She has a Bachelor's pass, passed mathematics and passed well in English, Afrikaans, and Life Orientation.</li> <li>• Project Manager: She has the appropriate subject combinations, and passed Mathematics and Life Orientation well; she is driven to succeed, can relate to people she aims to discover and develop new talents for herself and others. In the 21<sup>st</sup> century people have more than one job/ career and a 'job for life' is changing. Lerato needs to be able to adapt to change. She could choose the path artisanal skills and trades as an electrician.</li> <li>• Lerato could work as an apprentice plumber, carpenter for a few months whilst waiting for a bursary – the skills she learns there will be useful in later life (to do her own house repairs as well as an additional skill to earn money if she loses her other job)</li> </ul> <p>(Learners must provide one reason per career choice for two marks per reason)</p>	
2.2.2	Critically discuss how career and study choices are influenced by each of the following socio-economic factors:	
2.2.3	Community needs Availability of finances / affordability	2x2(4) 2x2(4)
	<p>Community needs</p> <ul style="list-style-type: none"> <li>• Learners to look at the community current situation against what should be – e.g. areas where there are skills shortage</li> <li>• Choosing a career that will allow the learner to give back to the community</li> <li>• Studying the community in which the learner lives and choose a career that would benefit the community.</li> <li>• Careers to be based on factors surrounding you e.g. learners along oceans could do Maritime studies</li> <li>• Choosing careers that would make learners utilise the available community resources or assets e.g.</li> </ul> <p><b>2.2.2 Availability of finances / affordability</b></p> <p>Learners to explain the funding of studying at higher education institutions e.g. university and or TVET Colleges. The following means of getting financial assistance should be discussed:</p> <ul style="list-style-type: none"> <li>• Bursary</li> <li>• Student Loan</li> <li>• Scholarships</li> <li>• Learnerships</li> </ul>	
2.2.4	Differentiate between <i>career field</i> and an <i>occupation</i>	2 x 3 (6)
	<p><b>Career field:</b> A career field is one or more occupations that require similar knowledge and skills✓✓</p> <p><b>An occupation:</b> A job or a profession work that requires specialisation, training and skill✓✓</p>	

2.2.6	A pass in the National Senior Certificate examinations	3x4 (12)
2.2.7	could allow you entry into any of the qualifications listed below. List the pass requirements for each qualification. in the following categories:	
2.2.8	<ul style="list-style-type: none"> <li>• Bachelors Pass</li> <li>• Diploma</li> <li>• Certificate Pass</li> </ul>	

• Bachelors Pass	• Certificate Pass	• Pass
<ul style="list-style-type: none"> <li>• NSC</li> <li>• Minimum of 30% in the language of learning and teaching of the higher education institution.</li> <li>• An achievement rating of 4 (50-59%) or better in four subjects on the designated list.</li> <li>• An institution is entitled to specify subject requirements and/or an appropriate level of subject achievement for a particular programme.</li> </ul>	<ul style="list-style-type: none"> <li>• NSC</li> <li>• Minimum of 30% in the language of learning and teaching of the higher education institution.</li> <li>• Institutions may require appropriate combinations of recognised NSC subjects and level of achievement.</li> </ul>	Pass 40 % in Home language Pass 2 other subjects with 40% Pass 3 other subjects with 30%

	For each of the subject grouping listed in the Addendum below:	
2.2.9	<ul style="list-style-type: none"> <li>• identify ONE career fields and</li> </ul>	(1)
2.2.10	<ul style="list-style-type: none"> <li>• Give ONE possible job/ career or occupation for EACH categories.</li> </ul>	(4)

**Complete the career fields with the appropriate subjects in the attached table.**

<b>SCHOOL SUBJECTS</b>	<b>CAREER FIELDS</b>	<b>JOB/OCCUPATION/ CAREER</b>
Religion Studies, Geography, History, Life Orientation	Education & Training	Primary School Teacher, University Professor, School Social Worker, Librarian, Sport Coach
All official languages, and approved non-official languages	Government & Public Administration	Soldier, City Planner, Post Office Worker, Meter Reader, Tax Collector, Municipality Clerk
Accounting, Business Studies, Economics	Marketing, Sales & Services	Cashier, Marketing Manager, Sales Representative, Market Research Analyst
Computer Applications Technology, Information Technology, Life Sciences, Mathematical Literacy or Mathematics, Physical Sciences	Science Technology, Engineering & Mathematics  Health Science	Aerospace Engineer, Architect, Drafts Person, Electrical Engineer, Quality Control Manager, Micro Biologist, Geographer, Statistician, Mining Engineer, Nurse, Doctor, Dentist, Optometrist, Pharmacist, Vet, Dental Hygienist, Biologist, Laboratory Technician
Consumer Studies Hospitality Studies, Tourism	Hospitality & Tourism	Bartender, Baker, Chef, Tour Guide, Travel Agent, Airline Attendant, Chiropractors
Agricultural Management Practices, Agricultural Sciences, Agricultural Technology	Agriculture, Food and National Resources	Farmer, Veterinarian, Veterinary Technician, Environmental Engineer, Food Scientist, Game Warden, Soil & Plant Scientist
Civil Technology, Electrical Technology, Mechanical Technology, Engineering (Graphics and Design)	Manufacturing	TV Installer, Locksmith, Boilermaker, Medical Appliance Technician, Watch Repairer, Chemical Plant operator, Jeweller, Printer, Welder, Upholster
Dance Studies, Design, Dramatic Arts, Music, Visual Arts	Arts & Communication	

Learners must choose 4 groups of school subjects and are given one mark per career field and one mark per job / occupation / career they mention.

Sub-total	<b>34</b>
Total	<b>80</b>

<b>PROJECT: GRADE 10</b>	
<b>TOPIC</b>	<b>Social and Environmental Responsibility</b>
<b>CRITICAL QUESTIONS/ ISSUES</b>	Social issues associated with poverty in communities Harmful effects associated with the related issues Ubuntu, Change and improving a situation Understanding the value of contribution,
<b>CRITICAL QUESTIONS/ ISSUES</b>	Social issues associated with poverty in communities Harmful effects associated with the related issues Ubuntu, Change and improving a situation Understanding the value of contribution,
<b>SUB-TOPICS</b>	Social issues that impact negatively on communities; Social, constructive and critical thinking skills necessary to participate in civic life.
<b>PURPOSE</b>	Create awareness of a social issue in regards poverty and contributions to alleviation of the social issue - Poverty-related issues
<b>MARKS</b>	80 marks Section A: 50 - Individual responses Section A: 30 - Individual responses within small group social activism and intervention
<b>DURATION</b>	Six weeks
<b>DATE OF SUBMISSION</b>	
<b>CONCEPTS</b>	social responsibility, environmental responsibility, social issue, environmental issue, contemporary social issues, harmful effects, contemporary environmental issues, social justice, environmental justice, social thinking skills, critical thinking skills; Ubuntu; contribution, volunteerism, community services, projects and organisations; local communities; global communities; sustainability, poverty alleviation, corporate social responsibility, individual and social responsibility.
<b>INSTRUCTIONS TO LEARNERS</b>	

<p>1.</p> <p>1.1</p> <p>1.2</p> <p>1.2.1</p> <p>1.2.1</p>	<p><b>INTRODUCTION</b></p> <p><b>Choose one social issue:</b></p> <p>You need to participate in the community activity to show how you will contribute to civic responsibility and nation building.</p> <p>Identify any ONE organisation, institution or project that you would like to assist to address social issues (see list below you)</p> <ul style="list-style-type: none"> <li>○ <i>poor living conditions</i></li> <li>○ <i>Parents working away from home and unable to provide adequate support;</i></li> <li>○ <i>Old age homes;</i></li> <li>○ <i>Poor economic status unable buy basic necessities</i></li> <li>○ <i>Provide meals / food to those in need;</i></li> <li>○ <i>Education (improving literacy)</i></li> <li>○ <i>Raise funds to support certain causes;</i></li> <li>○ <i>Homes HIV and AIDS.</i></li> </ul> <p>Explain <b>FOUR</b> contributory factors to social problem locally and globally.</p> <p>Discuss ONE consequence of the social problem on</p> <ul style="list-style-type: none"> <li>• the individual; and</li> <li>• the community</li> </ul>	<p>2x4(8)</p> <p>(2x3) (6)</p>
<p>1.3</p> <p>1.3.1</p> <p>1.3.2</p>	<p><b>Research and answer the following questions:</b></p> <p>Demonstrate how any TWO of following concepts could help to fight social challenges :</p> <ul style="list-style-type: none"> <li>• social and environmental responsibility,</li> <li>• Ubuntu,</li> <li>• social activism,</li> <li>• social justice</li> </ul> <p>Evaluate the extent to which the Government has contributed to each of the issue below:</p> <p>1.3.1 social grants</p> <p>1.3.2 nutrition</p> <p>1.3.3 school fees</p> <p>1.3.4 health care</p> <p>1.3.5 housing</p>	<p>(2x4) 8</p> <p>(3x4)12</p>
	<p><b>SUB-TOTAL</b></p>	<p><b>34</b></p>
<p>3.</p>	<p><b>SECTION B</b></p>	

	<p><b>COMMUNITY PARTICIPATION,</b></p> <p><b>WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY</b></p> <ul style="list-style-type: none"> <li>➤ Name the organization, institution or project that you will support. Include their address and or website.</li> <li>➤ Explain how the organisation supports the community.</li> <li>➤ Discuss TWO challenges experienced by the organisation.</li> <li>➤ Explain your role as a volunteer to support the community activity.</li> <li>➤ Date, time-period of your participation.</li> <li>➤ Show evidence that permission was granted to work as volunteer in the organization or project and</li> <li>➤ Show evidence of your participation; and</li> <li>➤ Present photographs , pictures , video clips etc. that show your community participation.</li> <li>➤ Discuss the challenges you encountered.</li> <li>➤ Evaluate whether the organisation had a positive or negative impact on the community.</li> <li>➤ Explain whether you made any contribution to the project.</li> </ul>	<p>(2)</p> <p>(2x2)4</p> <p>(2x2)4</p> <p>(2x2)4</p> <p>(2)</p> <p>2x4( 8)</p> <p>2x4 (8)</p> <p>2x2 (4)</p>												
	<p><b>Recommendations</b> Provide ONE recommendation to address the social challenge.</p> <p>What have you learnt from your project.</p>	<p>(2x2)4</p> <p>(2)</p>												
	<p><b>Bibliography</b> Include a bibliography according to an acknowledged reference technique. Use a minimum of four resources used to conduct your research[ books , websites, pictures, videos, etc.]</p> <table border="1" data-bbox="197 1312 1355 1559"> <thead> <tr> <th>Number of sources</th> <th>Mark allocation</th> </tr> </thead> <tbody> <tr> <td>4 correctly captured resources</td> <td>4</td> </tr> <tr> <td>3 correctly captured resources</td> <td>3</td> </tr> <tr> <td>2 correctly captured resources</td> <td>2</td> </tr> <tr> <td>1 correctly captured resources</td> <td>1</td> </tr> <tr> <td>No mark if no resources were provided</td> <td>0</td> </tr> </tbody> </table>	Number of sources	Mark allocation	4 correctly captured resources	4	3 correctly captured resources	3	2 correctly captured resources	2	1 correctly captured resources	1	No mark if no resources were provided	0	<p>(4)</p>
Number of sources	Mark allocation													
4 correctly captured resources	4													
3 correctly captured resources	3													
2 correctly captured resources	2													
1 correctly captured resources	1													
No mark if no resources were provided	0													
	<p><b>SUB-TOAL</b></p>	<p><b>34</b></p>												
	<p><b>SUB-TOTALS</b></p>	<p><b>46</b></p>												
	<p><b>TOTAL</b></p>													



**MARKING GUIDELINES  
PROJECT GRADE 10**

**Answers are subject to contextual factors**

**GUIDANCE TO THE EDUCATOR:**

- Candidates whose responses show insight, relevance and creativity have to be credited

**INTRODUCTION**

Contributory factors could be:

- **Overcrowding** ✓ where there are large numbers of people with too few resources and too little space. ✓
- **Poor living conditions-** No access to basic services such as sanitation because of lack of municipal planning ✓✓  
Overpopulation- ✓ there is large numbers of people with too few resources and too little space. ✓  
Dumping of waste into rivers/dams ✓✓ lack of money to buy basic necessities ✓✓ lack of access to purchase affordable housing ✓
- **Impact of poor education)-** ✓ illiteracy and lack of education prevent people from earning a living and providing for their families. ✓
- **Environmental factors-** ✓ the deterioration of the natural environment, including the atmosphere, bodies of water, soil, and forests lead to shortages of food, clean water, materials for shelter, and other essential resources. ✓
- **An increase in single-parent families-** ✓ lack of income to provide for the entire household. ✓
- **Unemployment-** ✓ lack of jobs for people to earn and support their families. ✓
- **Corruption** ✓ is both a major cause and a result of poverty around the world, affects the poorest
- **Alcohol and substance abuse;**
- **Impact of HIV and AIDS**

*Or any other well-explained relevant factor for TWO marks each.*

2x4(8)

1.2	<p>Discuss ONE consequence of the social problem on</p> <ul style="list-style-type: none"> <li>• the individual; and</li> <li>• the community</li> </ul> <p><b>1.2.1 Impact on Individual - MARKS √√√</b></p> <p>Lack access to clean water will lead to transmission of contagious diseases such as cholera, tuberculosis and other water-borne sicknesses√√√. Lack of education and resources to maintain a healthy living will perpetuate sexually transmitted diseases, depression and entrapment in the cycle of poverty√√</p> <p><b>1.2.2 Impact on the community MARKS √√√</b></p> <p>There will be an increase in single-parent families and Child-headed households because of death of parents and family member's √√√. The community will feel disillusioned because of poverty√√√.</p> <p><b>neglect of children or the elderly (Community)</b></p> <ul style="list-style-type: none"> <li>• no provision of basic necessities</li> <li>• addiction affecting basic functioning of parental responsibilities towards members in the family</li> <li>• family resources depleted because of addiction in the family</li> <li>• young single parent women</li> <li>• lack of education.</li> <li>• unemployment</li> <li>• lack of drive and belief in improvement despite circumstances/disempowerment</li> </ul> <p><b>Consequences individual</b></p> <ul style="list-style-type: none"> <li>• Poor health</li> <li>• illness</li> <li>• vulnerability to predators</li> <li>• vulnerability to abuse</li> <li>• entrapment in crime/gangsterism</li> <li>• resorting to street life</li> <li>• Prostitution</li> <li>• separation from family as a result of neglect</li> <li>• lack of capacity to buy basic necessities for household/families</li> <li>• unemployment/ results in living in informal settlements</li> <li>• lack of food, sufficient clothes,</li> <li>• lack of adequate water, electricity, sanitation</li> <li>• unable to lead a normal, healthy life.</li> <li>• incapacity to afford adequate housing</li> <li>• incapacity to maintain a healthy living environment</li> </ul> <p><b>Impact on the community -</b></p> <ul style="list-style-type: none"> <li>• lack of capacity to buy basic necessities for household/families</li> <li>• unemployment/ results in living in informal settlements</li> <li>• lack of food, sufficient clothes,</li> <li>• lack of adequate water, electricity, sanitation</li> <li>• unable to lead a normal, healthy life.</li> <li>• incapacity to afford adequate housing</li> <li>• incapacity to maintain a healthy living environment</li> <li>• children living on street</li> <li>• children vulnerable to predators</li> </ul>	(2x3)6
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	<ul style="list-style-type: none"> <li>• children vulnerable to criminal activities</li> <li>• abuse of aged</li> <li>• loss of dignity of children and aged</li> <li>• aged robbed of pensions</li> <li>• Entrapment in the cycle of poverty</li> <li>• cannot afford appropriate medicines to treat illnesses</li> <li>• diseases are very common in people living in poverty√</li> <li>• Forced to engage in illegal activities for money (√) e.g. prostitution, selling drugs, participating in crime leading to sexually transmitted diseases OR unwanted pregnancy</li> <li>• Engaging in illegal ways of making money</li> <li>• Increase in criminal activity</li> <li>• Starvation</li> <li>• People resort to begging</li> <li>• Suffer depression/ disillusionment</li> <li>• unhealthy living environment.</li> <li>• downgrading of community environment</li> </ul>	
<p>1.3</p> <p>1.3.1</p>	<p><b>Research and answer the following questions:</b></p> <p>Demonstrate how any TWO of following concepts could help to fight social challenges :</p> <ul style="list-style-type: none"> <li>➤ social and environmental responsibility,</li> <li>➤ Ubuntu,</li> <li>➤ social activism,</li> <li>➤ social justice</li> </ul> <p>Social and environmental responsibility – because our lives are interwoven/ interdependent with other people’s lives and the environment√ individuals and organisations have a duty/obligation/ responsibility to act √for the benefit of society and the environment/ ecosystem</p> <p>Our lives are interwoven/ interdependent with other people’s lives and the environment√. It calls for values of caring and respect and accountability to society and the natural resources√ / we are responsible to care for society and the natural resources</p> <p>Ubuntu – our lives are by nature interwoven/ interconnected/interdependent with each other √ as in “I am because you are”. Hence Ubuntu encourages the spirit of giving/making a contribution, respect, responsibility √ (accountability, compassion and kindness, integrity) √                    2 MARKS</p> <p>Social justice – ensuring the distribution of resources and facilities√, especially to the vulnerable/ marginalized in order to maintain and sustain equality of access√, dignity and productivity of people’s lives</p> <p>Social activism – direct confrontational action/ √efforts such as a demonstration or strike, a picket, etc., to improve a situation, √society/ to oppose or support a cause/to bring about change.</p> <p>Evaluate the extent to which the Government has contributed to any THREE of the issue below:</p> <ul style="list-style-type: none"> <li>1.3.1 social grants</li> <li>1.3.2 nutrition</li> <li>1.3.3 school fees</li> <li>1.3.4 health care</li> <li>1.3.5 housing</li> </ul>	<p>(2x4)8</p> <p>3x4 (12)</p>



<b>Bibliography</b>		<b>(4)</b>
Include a bibliography according to an acknowledged reference technique. Use a minimum of four resources used to conduct your research[ books , websites, pictures, videos, etc.]		
Number of sources	Mark allocation	
4 correctly captured resources	4	
3 correctly captured resources	3	
2 correctly captured resources	2	
1 correctly captured resources	1	
No mark if no resources were provided	0	
<b>SUB-TOAL</b>		<b>34</b>
<b>SUB-TOTALS</b>		<b>46</b>
<b>TOTAL</b>		<b>80</b>

## WRITTEN TASK GRADE 11

WRITTEN TASK GRADE 11	
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>• Development of self in the society</li> <li>Democracy and Human Rights</li> <li>• Careers and career choices</li> </ul>
<b>CRITICAL QUESTION / ISSUE</b>	To create awareness influence of relationships that contribute or are detrimental to well-being, democratic rights and requirements for admission to additional and higher education
<b>SUB-TOPICS</b>	<ul style="list-style-type: none"> <li>• The principles, process and procedures for democratic public participation and petition process career choices</li> <li>• Requirements for admission to additional and higher</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>• How different relationships can have an impact on well-being</li> <li>• To expose you to your constitutional rights and responsibilities,</li> <li>• To equip you with knowledge, skills and values to make informed decisions about careers, additional and higher education requirements and opportunities</li> </ul>
<b>FORM OF ASSESSMENT</b>	Assignment
<b>MARKS</b>	Section A: 35 Section B: 33 Section C: 12 <b>TOTAL : 80</b>
<b>DURATION</b>	
<b>DATE ISSUED</b>	
<b>DATE OF SUBMISSION</b>	

## GENERAL INSTRUCTIONS

This task consists of two sections:

- **SECTION A and**
- **SECTION B.**

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

Number the answers correctly according to the numbering system used in this task.

The mark allocation per question is an indication of the length of your answer.

Marks will be awarded depending on the level of answers. Example: for a FOUR mark question you could obtain 4, 3, 2, 1, or 0 subject to the quality of your answers

The answers must be neatly written or typed

Provide a cover page and table of contents.

This is a source based task and the articles/sources are used as \*stimuli only, i.e. In order to demonstrate understanding and application of knowledge you will require critical, creative informed decision-making and problem solving skills to answer the questions.

(\*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

### CONCEPTS:

**relationships, well-being, rights, detrimental/destructive, constructive, skill, qualifications, institutions of higher learning, study loan, bursary, petitions, nation building, democratic structures, advocacy, constitution**

## SECTION A QUESTION 1

### DEVELOPMENT OF SELF IN THE SOCIETY

#### ACTIVITY 1 - TOPIC: Development of the self in society

Changing nature of relationships



**“BOTH CHILDREN AND PARENTS INVOLVED IN DIVORCE EXPERIENCE THE CIRCUMSTANCES DIFFERENTLY .**

1.1	The THREE positive qualities required for a healthy relation.	(1x3)=3
1.2	Explain the cultural views expressed in the extract.	(2)
1.3	Discuss TWO ways how cultural views can affect relationship.	(2x2)=4
1.4	State any TWO rights of women and children in relationships.	(1x2)
1.5	Explain how constructive and destructive relationships could influence your well-being.	(2x2)4
1.6	Tabulate THREE roles each of men and women and evaluate whether they have changed over time. Elaborate your responses with ONE example.	(2x3)=6
1.7	Name and explain TWO factors that contribute to a detrimental relationship.	(2x3)=6
1.8	Describe in TWO ways how African Traditional Religion contributes to a harmonious society	(2x2) =4
1.9	Recommend THREE ways in which women and children can be protected from discrimination and violence.	(1x3)= 3
	SUB-TOTAL	35

**SECTION B**

**QUESTION 2**

**DEMOCRACY AND HUMAN RIGHTS**

Read the extract below and answer the questions that follow.

<p><b>ROLE OF CITIZENS AND DEMOCRATIC STRUCTURES</b></p> <p>In the South African government, there are five democratic structures. These structures deal with different aspects of governance. Citizens all allowed to participate in these structures.</p> <p>For democracy to work effectively , citizens must have insight about issues that can improve their lives. They must be free to express their views about governmental processes and public affairs; thus holding those in government accountable.</p> <p>Barriers to citizen participation are multiple in every country. For full citizenship to be achieved, we must remove these barriers, whether they are based on gender, race, ethnicity, sexual orientation, disabilities, religion, age or another status. These barriers could be addressed through campaigns, lobbying, etc.</p> <p><a href="https://brainly.com">https://brainly.com</a>; <a href="http://www.demworks.org/citizens">www.demworks.org/citizens</a> (Adapted: 06 July 2017)</p>	
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2.1.	List three democratic structures of South Africa	(3x1)=3
2.2.	Compare TWO functions of National and Provincial Government. National	(2X2)=4
2.3.	Explain how you can get involved in a local community structures.	(2X1)=2
2.4.	<i>Advocacy is the act or process of supporting a cause or proposal.</i>	(2X1)=2
2.4.1	Give TWO examples of an advocacy campaign and discuss two	(2X2)=4
2.4.2.	ways in which it can raise awareness.	
2.5.	<i>The Rule of Law protects human rights. It keeps us safe, solves arguments and helps us to be successful and is based on the Laws and Constitution.</i>  Discuss the five principles that define the Rule of Law.	(1X5)=5






2.6.	Define the following democratic principles. 2.6.1. Accountability 2.6.2. Public Participation 2.6.3. Representation	(2X3)=6
2.7.	One way in which the public can exercise its right to participate in Government is through submitting a petition to Parliament or to the Provincial or local Government. A petition is a formal request asking the Government to do something about a matter.  Draw up a Petition to request an orphanage to cater for the street children in your area. 2.7.1. Use the correct format. 2.7.2. Give well-structured reasons why you need the facilities. 2.7.3. Explain how the orphanage will be used.	(1X3)=3 (2X1)=2 (2X1)=2
SECTION B: TOTAL		[33]

## SECTION C

### QUESTION 3

#### CAREERS AND CAREER CHOICES

Use the information on the National Senior Certificate results of Learners A, B and answer the following questions:

 <b>NATIONAL SENIOR CERTIFICATE</b>	 <b>NATIONAL SENIOR CERTIFICATE</b>	 <b>NATIONAL SENIOR CERTIFICATE</b>																																																																								
<table border="1"> <thead> <tr> <th>SUBJECT</th> <th>%</th> <th>LEVEL</th> </tr> </thead> <tbody> <tr><td>Zulu Home Language</td><td>59</td><td>4</td></tr> <tr><td>English 1st Add Lang</td><td>46</td><td>3</td></tr> <tr><td>Life Orientation</td><td>60</td><td>5</td></tr> <tr><td>Maths Lit</td><td>33</td><td>2</td></tr> <tr><td>Tourism</td><td>45</td><td>3</td></tr> <tr><td>Geography</td><td>30</td><td>2</td></tr> <tr><td>B studies</td><td>35</td><td>2</td></tr> </tbody> </table> <p style="text-align: center;"><b>LEARNER A</b></p>	SUBJECT	%	LEVEL	Zulu Home Language	59	4	English 1st Add Lang	46	3	Life Orientation	60	5	Maths Lit	33	2	Tourism	45	3	Geography	30	2	B studies	35	2	<table border="1"> <thead> <tr> <th>SUBJECT</th> <th>%</th> <th>LEVEL</th> </tr> </thead> <tbody> <tr><td>Afrikaans Home Language</td><td>61</td><td>5</td></tr> <tr><td>English 1st Additional Lang</td><td>50</td><td>4</td></tr> <tr><td>Life Orientation</td><td>62</td><td>5</td></tr> <tr><td>Accounting</td><td>47</td><td>3</td></tr> <tr><td>Business Studies</td><td>45</td><td>3</td></tr> <tr><td>Economics</td><td>57</td><td>4</td></tr> <tr><td>Mathematics</td><td>44</td><td>3</td></tr> </tbody> </table> <p style="text-align: center;"><b>LEARNER B</b></p>	SUBJECT	%	LEVEL	Afrikaans Home Language	61	5	English 1st Additional Lang	50	4	Life Orientation	62	5	Accounting	47	3	Business Studies	45	3	Economics	57	4	Mathematics	44	3	<table border="1"> <thead> <tr> <th>SUBJECT</th> <th>%</th> <th>LEVEL</th> </tr> </thead> <tbody> <tr><td>English Home Language</td><td>65</td><td>5</td></tr> <tr><td>Afrikaans 1st Add Language</td><td>70</td><td>6</td></tr> <tr><td>Life Orientation</td><td>82</td><td>7</td></tr> <tr><td>Mathematics</td><td>60</td><td>5</td></tr> <tr><td>Accounting</td><td>62</td><td>5</td></tr> <tr><td>Life Science</td><td>63</td><td>5</td></tr> <tr><td>P. Science</td><td>50</td><td>4</td></tr> </tbody> </table> <p style="text-align: center;"><b>LEARNER C</b></p>	SUBJECT	%	LEVEL	English Home Language	65	5	Afrikaans 1st Add Language	70	6	Life Orientation	82	7	Mathematics	60	5	Accounting	62	5	Life Science	63	5	P. Science	50	4
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3.1	What pass do learner A, B and C above qualify to study at a tertiary institution? Calculate APS score for learner A. Give TWO options he/she could pursue at a TVET college.	(3x1)(3)
3.2	Suggest THREE possible training courses/careers learners A, B, C would qualify for, based on their key subjects and results.	(2X3)(6)
3.3	<b><i>The National Benchmark Tests (NBTs) were commissioned by <u>Universities South Africa</u> (formerly: Higher Education South Africa: HESA) with the task of assessing academic readiness of first year university students as a supplement to secondary school reports on learning achieved in content specific courses.</i></b>  Do a brief summary on the main aspects of the National Benchmark Tests.	(2x1)(2)
<b>SECTION C: TOTAL</b>		<b>12</b>
<b>GRAND TOTAL:</b>		<b>80</b>

## MEMORANDUM: WRITTEN TASK GRADE11

NB: Candidates whose responses show insight, relevance and creativity have to be credited

SECTION A- QUESTION 1: Development of the self in society		
1.1	The THREE positive qualities required for a healthy relation.	(1x3)=3
	<ul style="list-style-type: none"> <li>• Honesty ✓</li> <li>• Loyalty ✓</li> <li>• Love ✓</li> <li>• Care ✓</li> <li>• Empathy ✓</li> <li>• Sharing ✓</li> </ul> <p>Any other relevant response</p>	
1.2	Explain the cultural views expressed in the extract.	(1x2)=2
	<ul style="list-style-type: none"> <li>• Patriarchy whereby the man is the sole leader and gives direction ✓</li> <li>• An autocratic father who expects everyone to follow his instructions without questions ✓</li> </ul> <p>Any other relevant answer from the extract</p>	
	<ul style="list-style-type: none"> <li>• <b>Join a support group:</b> In such a group you would be able to share your feelings with others who have gone through the same pain. ✓✓</li> </ul>	
1.3	Discuss TWO ways how cultural views can affect relationship.	(2x2)=4
	<ul style="list-style-type: none"> <li>• Cultural views can subject women and children to abuse ✓✓</li> <li>• It can lead to one sided decision making whereby one partner leads and expect to be followed ✓✓</li> <li>• It limits self-dependence and tarnishes one's self confidence ✓✓</li> <li>• It can frustrate one partner especially women in case where she is not allowed to work but to depend financially on her partner/ husband ✓✓</li> </ul> <p>Any other relevant response</p>	
1.4	State any TWO rights of women and children in relationships.	
	<ul style="list-style-type: none"> <li>• To respect ✓</li> <li>• To be trustworthy ✓</li> <li>• A right to be heard ✓</li> <li>• A right to privacy ✓</li> <li>• A right to say no and to be assertive ✓</li> </ul>	(2x1)=2
1.5	Explain how constructive and destructive relationships could influence your well-being.	
	<ul style="list-style-type: none"> <li>• Good/healthy and constructive relationships assist you to feel better and boost your well-being, gives you a positive self-concept and a high self-esteem ✓✓</li> <li>• It can influence your positive outlook towards life and assist you in achieving your goals ✓✓</li> <li>• Negative and destructive relationships have a negative influence on your well-being, gives you a low self-esteem and a negative self- concept ✓✓</li> <li>• It gives a person a need to depend on others and not to think and make decisions for themselves ✓✓</li> </ul>	(2X2)=4
1.6	Tabulate THREE roles each of men and women and evaluate whether they have changed over time. Elaborate your responses with ONE example.	(3x2)=6

	<table border="1"> <thead> <tr> <th>Men</th> <th>Women</th> </tr> </thead> <tbody> <tr> <td>• Regarded as the head of the family therefore makes decisions regarding the family✓</td> <td>• Her place is at home and to take care of the household and children✓</td> </tr> <tr> <td>• Sole provider who work and support the family financially✓</td> <td>• Depend on the husband/partner for financial support✓</td> </tr> <tr> <td>• Ensures that traditional values and beliefs are implemented in his family without considering other people's feelings✓</td> <td>• Not allowed to get educated and to work✓</td> </tr> <tr> <td colspan="2">Any other relevant response</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>• There is improvement in terms of women getting education and being allowed to work✓</li> <li>• Women are able to choose which religion to follow and which beliefs to observe✓</li> </ul> </td> </tr> </tbody> </table>	Men	Women	• Regarded as the head of the family therefore makes decisions regarding the family✓	• Her place is at home and to take care of the household and children✓	• Sole provider who work and support the family financially✓	• Depend on the husband/partner for financial support✓	• Ensures that traditional values and beliefs are implemented in his family without considering other people's feelings✓	• Not allowed to get educated and to work✓	Any other relevant response		<ul style="list-style-type: none"> <li>• There is improvement in terms of women getting education and being allowed to work✓</li> <li>• Women are able to choose which religion to follow and which beliefs to observe✓</li> </ul>		(1x1)=1
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• Regarded as the head of the family therefore makes decisions regarding the family✓	• Her place is at home and to take care of the household and children✓													
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1.7	Name and explain TWO factors that contribute to a detrimental relationship.	(2x3)=6												
	<ul style="list-style-type: none"> <li>• Dishonesty✓</li> </ul> <p>This removes the trust that the other partner has and places doubt regarding your intentions and dealings.✓✓</p> <ul style="list-style-type: none"> <li>• Selfishness✓</li> </ul> <p>It makes the other partner to feel used as they are always giving and receiving nothing in return.✓✓</p> <ul style="list-style-type: none"> <li>• Mistrust✓</li> </ul> <p>It creates insecurity in the relationship and if unfounded causes the other partner to have a lower self-esteem.✓✓</p> <ul style="list-style-type: none"> <li>• Jealousy✓</li> </ul> <p>It may cause hatred/insecurity that based on the fact that the one partner is excelling in their endeavours while the other is not.✓✓</p> <p>Any two / any other relevant response</p>													
1.8	Describe in TWO ways how African Traditional Religion contributes to a harmonious society	(2x2) =4												
	<p>A .In Traditional African Societies, peace is a normal way of life. Peace is linked to order, harmony and balance. Part of the religious of family heads and political leaders in most traditional African Societies is peace making. This includes settling arguments and offering prayers for peace.✓✓</p> <p>B. African Traditional Religion promotes harmony, social and environmental justice, love, forgiveness, reconciliation, balance and understanding of earthly and heavenly matters. There are also Practitioners who play leadership role in social and community events. They often act as peace-keepers, negotiators and mediators.✓✓</p> <p>Any two / any other relevant response</p>													
1.9	Recommend THREE ways in which women and children can be protected from discrimination and violence.	(3x1)= 3												
	<ul style="list-style-type: none"> <li>• Women and children must be encouraged to <b>SPEAK OUT</b>. You need to tell somebody you trust about the abuse and then report it✓</li> <li>• They can apply for a Protection order at your nearest police station.✓</li> <li>• They can lay a criminal charge at a police station✓</li> <li>• Educating women and children about <b>ABUSE</b> and making them aware through campaigns and workshops✓</li> </ul>													
	<b>TOTAL</b>	<b>35</b>												

## SECTION B

### QUESTION 2

#### DEMOCRACY AND HUMAN RIGHTS

2.1.	<p>List three democratic structures of South Africa</p> <ul style="list-style-type: none"> <li>• National✓</li> <li>• Provincial ✓</li> <li>• Local government✓</li> </ul>	(3x1)=3
2.2.	<p>Compare TWO functions of National and Provincial Government.</p> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• The executive council comprises of the president and a number of NEC members✓</li> <li>• National Government makes and carries out laws and policies for the whole country✓.</li> </ul> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• The executive council of a province comprises of a premier and a number of members✓</li> <li>• Makes and carries out laws and policies that affect the Province only.✓</li> </ul>	(2X2)=4
2.3.	<p>Explain how you can get involved in a local community structure</p> <ul style="list-style-type: none"> <li>• Participate in youth, woman's groups, neighbourhood watches✓</li> <li>• Start advocacy campaign✓</li> <li>• Start a civil society✓</li> <li>• Volunteer to work✓</li> <li>• Participate in school governing bodies✓</li> </ul>	(2X1)=2
2.4.	<p><b><i>Advocacy is the act or process of supporting a cause or proposal.</i></b></p>	(2X1)=2
2.4.1	<p>Give TWO examples of an advocacy campaign and discuss two ways in which it can raise awareness.</p> <p><b>Examples:</b> Save the children campaign✓, Violence against Women Campaign✓, National Minimum wage campaign✓, iThemba advocacy campaign✓, etc.</p>	(2X1)=2
2.4.2.	<p><b>Awareness</b></p> <ul style="list-style-type: none"> <li>• It influences the decisions made about a particular issue through marches and demonstrations✓</li> <li>• They raise awareness about the issue✓</li> <li>• Lobby the Government about it ✓</li> </ul>	(2X2)=4

2.5.	<p><b><i>The Rule of Law protects human rights. It keeps us safe, solves arguments and helps us to be successful and is based on the Laws and Constitution.</i></b></p> <p>Discuss the five principles that define the Rule of Law .</p> <ul style="list-style-type: none"> <li>• A Government that is accountable✓</li> <li>• An open Government that enforces laws and regulations✓</li> <li>• As access to justice✓</li> <li>• Security and order✓</li> <li>• Fundamental rights✓</li> </ul>	(1X5)=5
2.6.	<p>Define the following democratic principles.</p> <p>2.6.1. Accountability</p> <p>2.6.2. Public Participation</p> <p>2.6.3. Representation</p> <p>Accountability</p> <ul style="list-style-type: none"> <li>• means that those in power or authority must take responsibility for their actions, performance and decisions✓✓</li> </ul> <p>Public Participation</p> <ul style="list-style-type: none"> <li>• It involves people in thinking, decision making, planning an active role in developing and operating services that affect their lives✓✓</li> </ul> <p>Representation</p> <ul style="list-style-type: none"> <li>• People who are elected in speaking and acting for the public. These elected people represent you✓✓ . There are two types: <ul style="list-style-type: none"> <li>a. Proportional- Parties get a certain number of seats in Parliament according to the percentage of votes.</li> <li>b. Constituency-based representation – The country is divided into voting areas which are called constituencies. Each political party chooses one person or candidate to represent the party. The candidate who gets the most votes in that constituency goes to Parliament</li> </ul> </li> </ul>	(2X3)=6
2.7.	<p>One way in which the public can exercise its right to participate in Government is through submitting a petition to Parliament or to the Provincial or local Government. A petition is a formal request asking the Government to do something about a matter.</p> <p>Draw up a Petition to request an orphanage to cater for the street children in your area.</p> <p>2.7.1. Use the correct format.</p> <p>2.7.2. Give well-structured reasons why you need the facilities.</p> <p>2.7.3. Explain how the orphanage will be used.</p>	<p>(1X3)=3</p> <p>(2X1)=2</p> <p>(2X1)=2</p>

**Petition**

Your Address

Date

Gauteng Provincial Legislature

07 Wale Street

Cape Town

8000

To the Speaker of the Gauteng Provincial Legislature

This petition from concerned citizens from Alexandria represented by Mr B.D. Ndlovu

Draws the attention of the Speaker and the House to :

Many children who are orphans are left on the streets with no housing and pastoral care.

We therefore ask the Speaker and the House to:

Ask the Government to fund an orphanage which could be used to house the street orphans with security so that facilities such as counselling, sport, drama and academic coaching could be provided. This will keep the children out of mischief, drugs, substance abuse, sexual abuse and delinquent behaviour.

**PRINCIPAL PETITIONER**

Name and surname: Mr B.D.Ndlovu

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

email: \_\_\_\_\_

Name and Signature

**SECTION B: TOTAL**




[33]

## SECTION C

### QUESTION 3

#### CAREER AND CAREER CHOICES

Use the information on Learner A, B and C to answer the following questions:

 NATIONAL SENIOR CERTIFICATE			 NATIONAL SENIOR CERTIFICATE			 NATIONAL SENIOR CERTIFICATE		
SUBJECT	%	LEVEL	SUBJECT	%	LEVEL	SUBJECT	%	LEVEL
Zulu Home Language	59	4	Afrikaans Home Language	61	5	English Home Language	65	5
English 1st Add Lang	46	3	English 1st Additional Lang	50	4	Afrikaans 1st Add Language	70	6
Life Orientation	60	5	Life Orientation	62	5	Life Orientation	82	7
Maths Lit	33	2	Accounting	47	3	Mathematics	60	5
Tourism	45	3	Business Studies	45	3	Accounting	62	5
Geography	30	2	Economics	57	4	Life Science	63	5
B studies	35	2	Mathematics	44	3	P. Science	50	4
<b>LEARNER A</b>			<b>LEARNER B</b>			<b>LEARNER C</b>		

#### QUESTIONS

2.1	What pass did learner A, B and C above qualify for to study at a tertiary institution? A:Certificate, B: Diploma, C: Bachelor's	(1x3)=3
2.2	Based on the results as well as subject combinations of Learners A, B, and C give TWO possible courses/careers for each learner. Motivate your answer.  Learner A: Travel Agent Tourism Manager <ul style="list-style-type: none"> <li>Learner A qualified with a certificate hence he/she can be able to study at colleges to pursue a career in humanities field</li> </ul> Learner B: Database Typist Hospital Manager Data Typist <ul style="list-style-type: none"> <li>Learner B cannot register for a degree course but rather for a diploma due to low marks</li> </ul> Learner C: Bachelor of Architecture Bachelor of communication marketing The learner qualifies to register for a Bachelor of Degree at a particular University because of his/her APS points Any other relevant response	(3x2)=6
2.3	Discuss briefly what the National Bench mark test entails? <ul style="list-style-type: none"> <li>Where can you register to write the NBT</li> <li>When do you write the NBT</li> <li>What is the purpose of this test for universities?</li> </ul> Where can one register for NBT <ul style="list-style-type: none"> <li>NBT website/internet</li> </ul> When do you write the NBT	(1x3)=3



	<p>The NBTs assess the ability to combine aspects of prior learning in competency areas - Academic Literacy (AL), Quantitative Literacy (QL); and Mathematics (MAT) - that directly impact on success of first year university students. ✓✓✓ AL and QL are combined in the AQL test and written in a three hour morning session; the MAT is written in a three hour afternoon session. Both are administered under standardized testing conditions at sites across South Africa on designated 'national' test dates. ✓✓</p> <p>1.1.3 What is the purpose of this test for universities?</p> <p>The NBTP reports inform learners and universities about the level of academic support that may be required for successful completion of programmes✓. Results are also used by universities in course development, programme planning and placement decisions. ✓</p>	
	<b>SECTION C:TOTAL</b>	<b>12</b>

**GRAND TOTAL: [80]**

## GRADE 11: RESEARCH

<b>TOPIC</b>	Development of the self in society Addressing risky behaviour and situations in regard to alcohol abuse amongst adolescents.
<b>SUB-TOPICS</b>	Healthy and balanced lifestyle choices, accidents, risky behaviour and situations, socio-economic environment, positive role models, impact of unsafe practices on self and others.
<b>PURPOSE</b>	<p>Investigate the impact of</p> <ul style="list-style-type: none"> <li>• Alcohol abuse</li> <li>• Accidents</li> <li>• Risky behaviour on the lives and well-being of adolescents.</li> </ul> <p>Give suggestions on how to accept responsibility for informed choices</p> <p>To overcome barriers by making use of the opportunities that are available to make positive lifestyle choices.</p> <p>Establish safe environments</p> <p>Access services that promote safe and healthy living for yourself and others.</p>
<b>CRITICAL QUESTIONS/ ISSUES</b>	<p>Investigate the impact of:</p> <ul style="list-style-type: none"> <li>• Alcohol abuse</li> <li>• Accidents</li> <li>• Risky behaviour on the lives and well-being of adolescents.</li> </ul>
<b>FORMS of ASSESSMENT</b>	Research
<b>MARKS</b>	80
<b>DURATION</b>	Four weeks

## BASELINE KNOWLEDGE

Wellness; substance abuse; sexuality and life-style choices. self-awareness, critical thinking, problem-solving and decision-making, assertiveness,

## CONCEPTS

Alcohol abuse, effects on good judgement and engagement in impulsive behaviours; personal safety, road use; Accidents: unsafe attitudes and behaviours; Socio-economic environment: culture and social environment



### INTRODUCTION

The youth of South Africa are constantly exposed to risks, which may promote substance use, unprotected sex, unhealthy eating habits and violence. These behaviours that are usually adopted during their youthful years and often persist into adulthood, are interrelated, and in most cases, are preventable. In addition to resulting in morbidity (obesity) and sometimes mortality (death), these behaviours simultaneously result in many of the social and educational problems that confront the nation, including failure to complete high school, unemployment, and crime.

In order to protect the youth from these risk behaviours, it is therefore necessary to educate them at an early age on the dangers and consequences, as well as to foster health promoting behaviours and environments.

2nd South African National Youth Risk Behaviour Survey 2008

April 20, 2010

#### **Reveals Safer Sexual Behaviour but Riskier General Behaviour**

Johannesburg-- The Medical Research Council released the results of the 2<sup>nd</sup> South African National Youth Risk Behaviour Survey 2008 today. This nationally representative survey among 10,270 secondary school learners in grades 8 through 11, reports on the prevalence of behaviours that place them at risk for disease and ill health. The survey was conducted by a team of researchers from the Health Promotion Research and Development Unit of the Medical Research Council, headed by principal investigator Professor Priscilla Reddy. Dr Reddy stated, "this survey has given us a scientific window into the conditions our young people face growing up in South Africa today. Seeing where the stresses are on this vital part of our population will allow us to put precious resources to work in the best way. Following the first Youth Risk Behaviour Survey in 2002, this survey investigated behaviours related to infectious diseases (sexual risk behaviour and hygiene), injury and trauma (violence and traffic safety), mental health (depression, suicide related behaviour, substance use), and chronic diseases (nutrition and physical activity). The data from the YRBS surveys may contribute useful evidence as government plans its long-term strategy by showing trends in behaviours that place youth at risk for disease and ill health".

The following is a summary of the 2008 Youth Risk Behaviour Survey:

#### **Some positive developments**

The 2008 survey showed significant reductions in risky sexual behaviour. Fewer school learners had ever had sex (from 41% to 38%). Of those who had sex, the number of school learners that had two or more sexual partners in their lifetime significantly reduced (from 45% to 41%), and less learners had one or more sexual partners during the past three months (from 70% to 52%). Also, of those who ever had sex, the incidence of sexually transmitted infections significantly reduced (from 7% to 4%), while consistent condom use increased slightly (29% to 31%).

#### **Increasing health threats**

The survey showed clear reductions in physical activity, increased threat to mental health and unsafe traffic behaviour. A significant increase in physical inactivity (38% to 42%) and TV watching for more than 3 hours per day (25% to 29%) was observed. Regarding mental health, more learners made one or more suicide attempt during the past six months (17% to 21%). Regarding unsafe traffic behaviour, more learners drove a vehicle after drinking alcohol in the past 30 days (8% to 18%) and were driven by someone who had been drinking alcohol in the past 30 days (35% to 38%).

*United States Diplomatic Mission to South Africa*

*2/21/12 2010 Press Releases United States Diplomatic Mission to South Africa*

*[southafrica.usembassy.gov/press100420.html](http://southafrica.usembassy.gov/press100420.html) 2/2*

*Information also available at <http://www.mrc.co.za/>*

## MARKING GUIDLEINE

Learners should write a research report of 3-4 pages by using the following headings and subheadings:

	<b>RISKY BEHAVIOUR AMONGST TODAY'S YOUTH</b>	
	<b>Introduction</b>	
1.1	<p>Define the concept "risky behaviour" and explain why it is important for teenagers to investigate and be knowledgeable about it.</p> <p><b>Definition of risky behaviour:</b></p> <ul style="list-style-type: none"> <li>• <b>Risky behaviour</b> are the types of behaviour that may expose you to harm/the <b>risk</b> of harm (√) which may prevent you from reaching your full potential. (√)</li> </ul> <p><b>It is important for teenagers to investigate and be knowledgeable about risky behaviour because it may help them to ...</b></p> <ul style="list-style-type: none"> <li>• avoid unsafe situations (√) which may impact negatively on their personal safety. (√)</li> <li>• control their own behaviour (√) so that they can make better lifestyle choices. (√)</li> </ul>	<p>(2+4)(6)</p> <p>(1x2)(2)</p> <p>(1x2)(2)</p> <p>(1x2)(2)</p>
1.2	<b>Types of risky behaviour</b>	
	<p>Describe any SIX risky situations young people are frequently exposed to.</p> <p><b>Risky situations could include:</b></p> <ul style="list-style-type: none"> <li>• One's personal safety that may be compromised (√) whereby one may experience physical/emotional harm. (√)</li> <li>• Reckless road use by oneself or others (√) which may lead to injury/death of oneself or others. (√)</li> <li>• Substance use and abuse (√) which may cause brain damage/health problems/one to land in jail/lead to criminal behaviour. (√)</li> <li>• Unsafe sexual behaviour (√) which may expose one to the risk of contracting STIs/HIV and AIDS/unwanted/unplanned pregnancy/lead to a bad social reputation. (√)</li> <li>• Attempts to commit suicide (√) at the risk of losing one's life/ending up with severe damage to one's organs. (√)</li> <li>• Poor hygiene and dietary behaviour (√) which could cause illnesses/ disease/obesity/ lack of nutrients to keep the body healthy. (√)</li> <li>• Peer pressure (√) causing one to abandon one's values/beliefs that may leave one with regrets/have to deal with the negative consequences of one's actions. (√)</li> </ul> <p>Any SIX above for TWO marks each. (√√)</p>	(6x2)(12)
1.3	<b>Factors causing risky behaviour amongst teenagers</b>	
	<p>Discuss ONE factor that may cause teenagers to engage in each of the abovementioned risky situations.</p> <ul style="list-style-type: none"> <li>• Personal safety: <ul style="list-style-type: none"> <li>○ Being ill-informed about how to prevent dangerous situations (√) consequently one is unable to make informed decisions regarding one's safety. (√)</li> <li>○ Displaying unsafe attitudes/irresponsible behaviour (√) which causes one to be more vulnerable to unsafe situations. (√)</li> </ul> </li> </ul>	(6x2)(12)

- Road use:
  - Speeding on the road/driving under the influence of drugs/alcohol/ endangering one's life when crossing the road while using earphones (✓) as teenagers may regard it as cool. (✓)
  - Young teen drivers who are inexperienced and adventurous may be driving recklessly (✓) due to the fact that they may think they are invincible/nothing will happen to them. (✓)
  - Traffic violations not regarded seriously (✓) as people often get away without paying fines/facing the consequences. (✓)
- Substance use and abuse:
  - Family members who smoke/drink/media advertisements/social media promoting such behaviour/influence from friends who drink/use illegal drugs/ smoke/easy access/experimenting (✓) so teenagers may regard this behaviour as the norm. (✓)
- Sexual behaviour:
  - Pressure from friends or partner/experimenting (✓) as they lack assertiveness/ self-control/do not know how to say 'no'. (✓)
- Risk of pregnancy:
  - The myth that one will not fall pregnant when one has sexual intercourse for the first time/being uninformed/ignoring information about contraceptive methods/not comfortable to go to the clinic for contraceptives (✓) which may lead to one falling victim to such a risk. (✓)
- Teenage suicides:
  - Anxiety/depression/ failed relationships/ pressure to perform/broken homes/ socio-economic challenges (child headed households)/alcohol & drug abuse (✓) due to a lack of coping skills. (✓)
- Poor hygiene:
  - Failing to take care of personal hygiene (✓) as a result of poverty/lack of resources/not having shelter. (✓)
- Dietary behaviour:
  - Overeating (✓) due to stress/emotional issues. (✓)
  - Unhealthy eating habits (✓) as people may not be able to afford healthy food/ be influenced by media messages about physical appearances (being obsessed by becoming thin). (✓)
- Sexually transmitted infections and contracting HIV & AIDS:
  - Having sexual intercourse with more than one partner/ unprotected sex/rape/ sexual assault (✓) due to them being defenseless. (✓)
- Peer pressure:
  - Giving in to resist peer pressure (✓) because you want to be accepted by the group/fit in/liked/may worry that other teens might make fun of you. (✓)
- Any SIX above for TWO marks each. (✓✓)

(6x2)(12)

1.4	<b>The impact of risk behaviour</b>	
	<ul style="list-style-type: none"> <li>• Examine the impact of risky behaviour on the different spheres of well-being by conducting interviews with at least FOUR young adults. <ul style="list-style-type: none"> <li>○ Include the evidence (written/audio recording) of each interview. <b>Interviewees should be kept anonymous.</b></li> <li>○ Summarize your findings. Refer to the following spheres of well-being: <ul style="list-style-type: none"> <li>- Social</li> <li>- Emotional</li> <li>- Physical</li> <li>- Spiritual</li> </ul> </li> </ul> </li> <li>• Evaluate the impact of risky behaviour on your personal expectations in relation to the career you want to follow.</li> <li>• Examine the impact of risky behaviour on the different spheres of well-being by conducting interviews with at least FOUR young adults. <ul style="list-style-type: none"> <li>○ Include the evidence (written/audio recording) of each interview. <b>*Interviewees should be kept anonymous.</b></li> </ul> </li> </ul>	<p>(4x1)(4)</p> <p>(4x3)(12)</p> <p>(2x2)(4)</p>
<b>MARKING GUIDELINES FOR EVIDENCE: OF INTERVIEWS</b>		
0 – 1	2 – 3	4
<ul style="list-style-type: none"> <li>• No evidence of interviews. (0)</li> <li>• Evidence includes ONE interview only. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence Includes TWO/THREE interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence includes FOUR interviews.</li> </ul>
Summarize your findings. Refer to the following spheres of well-being:		
<ul style="list-style-type: none"> <li>- Social</li> <li>- Emotional</li> <li>- Physical</li> <li>- Spiritual</li> </ul>		
<b>MARKING GUIDELINES FOR SUMMARY</b>		
0 – 2	3 – 9	4 – 12
<ul style="list-style-type: none"> <li>• No summary (0)</li> <li>• Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1)</li> <li>• Demonstrates no understanding of the issue at hand. (0)</li> <li>• Demonstrates little understanding of the issue at hand. (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1)</li> <li>• Demonstrates a clear understanding of each one of the issues at hand. Full marks are only awarded for well-explained responses, i.e. each answer includes a statement(✓) and motivation (✓) for two marks each. (3x2)</li> </ul>	<ul style="list-style-type: none"> <li>• Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1)</li> <li>• Demonstrates a clear understanding of all FOUR issues at hand. Full marks are only awarded for well-explained responses, i.e. each answer includes a statement (✓) and motivation (✓) for two marks each. (4x2)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Evaluate the impact of risky behaviour on your personal expectations in relation to the career you want to follow.</b></li> </ul>		

	<p>You may...</p> <ul style="list-style-type: none"> <li>○ not be able to complete your schooling/ meet the pass requirements/perform poorly (√) thereby not qualifying for the course you intended to study. (√)</li> <li>○ lose interest in your career goals (√) due to the fact that you may lose focus/become distracted by these destructive activities. (√)</li> </ul>	(2x2)(4)
1.5	<b>Changes in Youth Risk Behaviour</b>	
	<p>Read the extract on the 2008 Youth Risk Behaviour Survey (Addendum A), analyse the findings and discuss the possible reasons for any observed changes since the 2002 Survey.</p> <p><i>(Note: State respectively the type of behaviour, the findings of the 2008 Survey in relation to the 2002 Survey and provide two reasons for observed changes for each type of risk behaviour).</i></p> <p><b>Read the extract on the 2008 Youth Risk Behaviour Survey (see Addendum A below), analyse the findings and discuss the possible reasons for any observed changes since the 2002 Survey.</b></p> <p><i>(Note: State respectively the type of behaviour, the findings of the 2008 Survey in relation to the 2002 Survey and provide two reasons for observed changes for each type of risk behaviour).</i></p> <p><u>Learners' responses should:</u></p> <ul style="list-style-type: none"> <li>• Chosen risky behaviour</li> <li>• Compare the 2002 &amp; 2008</li> <li>• Comment if there is any change (either the increase/decrease)</li> <li>• Explain reasons for change (reasons must be well-substantiated)</li> </ul>	<p>(6)</p> <p>(2)</p> <p>(2)</p> <p>(2)</p>
		<b>56</b>
1.6	<b>Recommendations</b>	
	<ul style="list-style-type: none"> <li>• Suggest practical solutions on how any SIX of the youth risk behaviours which you have investigated can be addressed/reduced.</li> <li>• Assess the value of positive role models on one's behaviour.</li> <li>• <b>Suggest FOUR practical solutions on how any of the youth risk behaviours which you have investigated can be addressed/ reduced.</b></li> </ul> <p><b>Possible solutions could include:</b></p> <ul style="list-style-type: none"> <li>• Personal safety: <ul style="list-style-type: none"> <li>○ Always be aware of yourself and surroundings (√) in order to prevent any kind of danger. (√)</li> </ul> </li> <li>• Road use: <ul style="list-style-type: none"> <li>○ Obey/follow basic rules of the road (√) in order to ensure your own safety and those of other road users. (√)</li> </ul> </li> <li>• Substance use and abuse: <ul style="list-style-type: none"> <li>○ Be informed about the harm that substances can cause (√) thereby ensuring healthy lifestyle choices. (√)</li> </ul> </li> <li>• Sexual behaviour: <ul style="list-style-type: none"> <li>○ Know that you have the power/right to say "NO"/wait until you are ready/for the right time (√) thereby protecting your physical and emotional well-being/yourself from contracting STI's/HIV&amp;AIDS. (√)</li> </ul> </li> </ul>	



- Risk of pregnancy:
  - Take responsibility for your actions/use protection if you are sexually active (√) thereby preventing a situation you may not be ready/prepared for. (√)
- Teenage suicides:
  - Seek help as soon as you experience overwhelmingly negative feelings/destructive thoughts (√) in order to prevent yourself from hurting yourself/or your loved ones in the process. (√)
  - Be informed about the consequences of attempted suicides (√) thereby you will not have to live with the consequences of unnecessary harm inflicted on your vital organs. (√)
- Hygiene and dietary behaviour:
  - bath regularly/use deodorant to avoid bad smell/you are what you eat/know the dangers
- Peer pressure:
  - Develop skills to be more self-confident/belief in who you are/know your true identity/stay true to who you are (√) which may help you to avoid the need to be liked/accepted by others for the wrong reasons. (√)
- Any FOUR of the above or any other FOUR well-explained responses for TWO marks each. (√√)

(4x2)(8)

**Assess the value of positive role models on one's behaviour.** Teenagers who have positive role models are more likely to...

- develop a better self-esteem (√) which may help them to perform better in school/adopt positive attributes/make more effective choices in life. (√)
- avoid drug and alcohol abuse (√) as they learn from these role models that there are more constructive ways to overcome difficulties in life. (√)
- develop positive habits (√) which may lead to achieving success in life. (√)
- develop essential life skills (e.g. anger management/conflict resolution/effective problem solving/communication skills) (√) which will enable them to handle life's challenges much better.(√)

(2x2)(4)

Any TWO of the above or any other TWO well-explained responses for TWO marks each. (√√)

1.7 **Bibliography**

Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources used to conduct your research.

(4)

Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.

(4x2)(8)

Number of sources	Mark allocation
4 correctly captured sources	4x2
3 correctly captured sources	3x2
2 correctly captured sources	2x2
1 correctly captured source	1x2
No mark for incorrect bibliography	0

**GRANDTOTAL 80**

<b>GRADE 12 WRITTEN TASK</b>	
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>• Development of the self in society</li> <li>• Career and Career choice</li> </ul>
<b>SUB-TOPICS</b>	<ul style="list-style-type: none"> <li>• Life skills required to adapt to change as part of ongoing healthy lifestyle choices</li> <li>• Initiating, building and sustaining positive relationships</li> <li>• Adapting to growth and change-transition between school and post-school destination</li> <li>• Counteracting unemployment</li> </ul>
<b>CRITICAL QUESTION/ISSUE</b>	<ul style="list-style-type: none"> <li>• Transition between school and post-school; adapting to growth and change; counteracting unemployment and job hunting skills</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>• To acquire knowledge and life skills to enhance quality of life</li> <li>• To develop skills that will enable learners to adapt to change</li> <li>• To empower learners with skills and abilities to critically analyze unemployment</li> </ul>
<b>FORM OF ASSESSMENT</b>	Written Task: <ul style="list-style-type: none"> <li>• Source Based</li> <li>• Case Study</li> </ul>
<b>TOTAL MARKS</b>	80 marks
	Section A : 30 Section B: 32 Section C: 18
<b>DURATION</b>	FIVE-week period
<b>DATE ISSUED</b>	
<b>DATE OF SUBMISSION</b>	

### Concepts

- “Culture shock” is the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.
  - “Hitting the economic wall” refers to going broke; all funds are exhausted and left with no money.
  - “Street-savvy” – street smart
  - Daunting – intimidating/difficult to deal with
  - Tricky – requiring skills to deal with
  - Obstacles - things that block one’s way or prevent progress.
  - Hobby – an activity done regularly in one’s leisure time for pleasure
- transition, tertiary institutions, post-school destination, social change, social routine, social behaviour, employment, unemployment, discrimination, scarce skills, job hunting, employers

## GENERAL INSTRUCTIONS AND INFORMATION

This task consists of three sections: SECTION A, SECTION B and SECTION C.

Answer ALL the questions in all sections.

Read ALL the questions carefully and follow the instructions closely.

Number the answers correctly according to the numbering system used in this task.

The mark allocation per question is an indication of the length of your answer.

Write neatly and legibly.

Abide by the submission dates.

This is a source based task and the articles/sources are used as \*stimuli only, i.e. it is expected of you to digest, interpret and analyse the information from the sources and respond appropriately to the questions.

(\*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

## SECTION A

### QUESTION 1

Read the following article thoroughly before answering the questions.

#### **SURVIVING THE TRANSITION FROM HIGH SCHOOL TO TERTIARY INSTITUTION/ WORK**

Making the transition from a learner to a student/an employee can be a scary and intimidating change, one which could best be described as a “culture shock”. Teachers, parents, friends and family try their best to prepare you for this, but often the focus is more on the academic side of things, while social changes are likely to present equally daunting obstacles.

Simply put, you’ll go through a number of phases when attempting to adapt to your new environment. You may initially feel fascinated and intrigued by observing the new structure, but glamorizing this phase can quickly result in a lot of anxiety and frustration when you struggle to find your place. Then comes adjustment; the more you’re exposed to this new environment, the more likely you are to familiarize yourself with the setting, learn what to expect and finally become comfortable in your new environment. You may even open yourself up to new, exciting opportunities.

Your actions in this second phase, which is characterized by anxiety, are of great importance in managing your life and finding your “place”. Suddenly, having more responsibility, but also having more personal freedom than ever before, can be tricky; even for the smartest, most street-savvy student.

You Magazine (2014) (Adapted: July 2017)

1.1	1.1.1	Briefly define the term <i>social change</i> and state TWO social changes you may encounter as a student or as an employee next year.	(1+2)(3)
	1.1.2	Explain how you would deal with the social changes you have identified in 1.1.1 to counter any negative impact on your success as a student/an employee.	(2x2)(4)
	1.1.3	Discuss TWO ways people react to change.	( 2x2)4
1.2		Assess the importance of finding a balance between personal freedom and responsible social behaviour.	2
1.3		How will you adapt your post-school social routine to minimize the impact that social pressures may have on your academic or work performance?	(2x2)(4)
1.4		How can you improve the way you are currently responding to people who are practicing different religions, speaking different languages, and upholding different value systems?	(2x2)(4)
1.5		Evaluate TWO social skills that could help you to minimize feelings of anxiety associated with social change.	(2x3)(6)
1.6		Discuss ONE challenge you might face post-school that you would turn into an opportunity.	(1x3)(3)
	<b>TOTAL: SECTION A</b>		<b>30</b>

## SECTION B

### QUESTION 2

Read the article below and answer the questions that follow.

#### HUGE CONCERN AS UNEMPLOYMENT INCREASES

Nearly 800 people applied for a single post as a typist at a hospital in a town. This is after an investigation on the alarming unemployment situation.

Unemployment is increasing drastically. Between 20 and 50 people are inquiring daily for jobs at employment agencies. Very few workers are being recruited; jobs are scarce. Unemployment also has a negative effect on employment agencies. If there are no jobs, they do not have work either.

According to companies they are inundated with people who are desperate for work. Many men have lost their jobs at the beginning of the year.

Sipho, also unemployed, said that Xhosa speaking job seekers are sometimes excluded from job opportunities because they speak English instead of Afrikaans. 'This makes it even more difficult to find work,' he said.

Poorer people are becoming poorer and there are currently more than 87,000 people receiving social grants in just one district. Last year there were almost 21,000 families on the housing waiting list in another district.

Anonymous

2.1	Define the term <i>unemployment</i> and explain the <b>primary</b> reason for unemployment amongst the South African youth.	(1+2)(3)
2.2	Identify from the extract, what could be regarded as a form of discrimination and justify your approval or disapproval of the employer's action.	(1+2)(3)
2.3	Discuss what impact the increasing number of social grants may have on: <ul style="list-style-type: none"> <li>• the unemployment rate</li> <li>• other essential services.</li> </ul>	(1x3)(3) (1x3)(3)
2.4	Discuss THREE ways in which <b>employment</b> could minimize emotional stress factors.	(3x2)(6)
2.5	Give advice to young job seekers who may experience rejection while job hunting.	(2x2)(4)
2.6	Suggest THREE things that COULD inspire you to avoid being unemployed next year.	(3x2)(6)
2.7	Propose TWO sustainable ways in which businesses could assist the National Department of Education to ensure that school leavers are better prepared for the workplace.	(2x2)(4)
	<b>TOTAL: SECTION B</b>	<b>32</b>

## SECTION C

### QUESTION 3

Read the extract below and follow the instructions.

#### JOB HUNTING SKILLS

You need to be proactive to secure your place in today's job market. Vacancies/ career opportunities/ learnerships/ internships are out there.

It is also important to stay up to date with the current job trends, i.e. the jobs that require scarce skills.

With an increased competition to find a job and in an effort to counteract unemployment you'll need to adapt to a more effective approach in exploring job opportunities – be it next year or after completion of your tertiary studies.

Anonymous

3.1	Define the term <b>scarce skill</b> and identify THREE scarce skills jobs in any field of study. 3.1.1 Research and provide details of learnerships for the your chosen scarce skills jobs. Identify place of study and or places where you could obtain an apprenticeship.	(1+3)(4) (2) (2)
3.2	Discuss TWO benefits of pursuing a scarce skills job.	(2X2)(4)
3.3	Suggest THREE ways to market yourself to potential employers that could improve your chances to obtain a job.	(3x2)(6)
	<b>TOTAL: SECTION C</b>	<b>18</b>
	<b>GRAND TOTAL</b>	<b>80</b>

## MEMORANDUM

### GRADE 12 WRITTEN TASK

#### GENERAL NOTES TO THE TEACHER

1. This memorandum should be used as a marking guide and credit should be given to learners who provide well-reasoned qualified answers/statements/arguments as expected from the questions.
2. Place a tick (✓) at the fact that is being awarded to avoid global marking.
3. A tick (✓) equals one mark.
4. Indicate the final mark on the front page/ cover page of the learner's task

## SECTION A

### QUESTION 1

1.1	<b>Briefly define the term <i>social change</i> and state TWO social changes you may encounter as a student or as an employee next year.</b>	
1.1.1	<p><b>Definition of the term <i>social change</i>:</b></p> <p>Possible answers could include the following:</p> <ul style="list-style-type: none"> <li>· Social change refers to any significant change in social behaviour patterns, social relations, attitudes, values/ principles/ beliefs and norms/ standards/ morals. (P)</li> </ul> <p><b>State TWO social changes you may encounter</b></p> <ul style="list-style-type: none"> <li>· As a new/first time student/ employee one may encounter the following social changes: <ul style="list-style-type: none"> <li>o exposure to excessive substance abuse</li> <li>o exposure to peers/colleagues not sharing the same morals/ values/principles/ beliefs</li> <li>o pressure to put pleasure before work</li> <li>o pressure to commit to unwanted sexual relationships</li> <li>o pressure to participate in student protests/ protests about work or labour related issues/ politically motivated strikes</li> </ul> </li> <li>• Any <b>TWO</b> social changes for <b>ONE</b> mark each (P)</li> <li>• Any other <b>TWO</b> answers relevant to the question/ linking to the memo.</li> </ul>	

1.1.2	<p>Explain how you would deal with the social changes you have identified in 1.1.1 to counter any negative impact on your success as a student/an employee.</p> <p><b>Dealing with social changes</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for the <b>statement</b> and ONE mark for the <b>qualifier/ justification/motivation</b>.</p> <p>As a student/ an employee I will have to:</p> <ul style="list-style-type: none"> <li>· be assertive (P) when exposed to social drinking/ use of substances, so that one will still be able to socialize but in a responsible way. (P)</li> <li>· trust in/ stick to/ uphold one's own values/ principles/ morals(P) to ensure that one does not compromise on these ethics that should help one to succeed in life.(P)</li> <li>· uphold the work ethics that are important to self (P) thereby one's academic progress as a student/ productivity at work will not be hindered. (P)</li> <li>· make sound decisions about sexual activity (P) to avoid unnecessary emotional stress which could influence one's performance negatively. (P)</li> <li>· familiarize oneself with the validity of the protests and make an informed decision to partake (P) so that one does not jeopardize studies/ work responsibilities in the process. (P)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>partake in protests in a responsible/ lawful manner, (P) not to jeopardize opportunities to complete one's studies/ compromise one's work responsibilities. (P)</p>	(1+2)(3)
1.1.3	<p>Any <b>TWO</b> ways to deal with social changes. <b>ONE</b> mark for the <b>statement</b> (P) and <b>ONE</b> mark for the <b>qualifier</b>(P)</p> <p>Any other <b>TWO</b> answers relevant to the question/ linking to the memo.</p> <p>Discuss THREE ways people react to change</p> <ul style="list-style-type: none"> <li>• Non-active are those people who do not move forward and stay stuck to their circumstances. ✓They resist the change and choose to remain in denial. ✓</li> <li>• Reactive are those people that don't have all the necessary facts but still make a decision✓ to eliminate their immediate stress and worry✓.</li> </ul> <p>Proactive and positive are those people that put their focus on what they could do, focused on the positive outcomes✓ and take action✓.</p>	(2x2)(4)
1.2	<p><b>Assess the importance of finding a balance between personal freedom and responsible social behaviour.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>statement</b> and ONE mark for each <b>qualifier/ justification/motivation</b> to that statement.</p> <ul style="list-style-type: none"> <li>• Having more personal freedom usually offers you an opportunity to behave how you want (P) therefore one should ensure that one's social behaviour is a true reflection of one's value system/ morals/ principles. (P)</li> <li>• More personal freedom could result in one not knowing how to deal with this unusual sense of inner power (P) which makes it important to regularly evaluate one's social behaviour in order to stay in control of one's social life. (P)</li> </ul>	

	<p><b>OR</b></p> <p>One must be able to manage one's sense of power resulting from this sudden unlimited personal freedom(P) thereby staying in control of one's social relations.(P)</p> <ul style="list-style-type: none"> <li>· Not knowing how to handle this sudden unlimited personal freedom (P) may result in one displaying more reckless/ careless/ irresponsible social behaviour.(P)</li> </ul> <p><b>OR</b></p> <p>Knowing how to handle this sudden unlimited personal freedom (P) may result in one displaying more thoughtful/ careful/ responsible social behaviour. (P)</p> <ul style="list-style-type: none"> <li>· Staying true to oneself whilst enjoying one's personal freedom (P) will avoid the consequences such as having to struggle with feelings of regret afterwards. (P)</li> </ul> <p><i>Any TWO answers: <b>ONE</b> mark for the <b>statement</b> (P) and <b>ONE</b> mark for the <b>qualifier</b>. (P)</i>  <i>Any other TWO answers relevant to the question/ linking to the memo.</i></p>	(2x2)(4)
1.3	<p><b>How will you adapt your post-school social routine to minimize the impact that social pressures may have on your academic or work performance?</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>statement</b> and ONE mark for each <b>qualifier/ justification/motivation</b> to that statement.</p> <ul style="list-style-type: none"> <li>• Adapt my morning routine by allocating a limited time to check for and respond to important calls/messages from family and/or friends (P) in that way_I will be at ease and not be distracted by feelings of worry/anxiety about social calls I might miss. (P)</li> <li>• Get into a more structured routine/ create a calendar reminder to check social calls at a time when I am able to attend to it, (P) which will help me to focus on my academic- /work priorities at the time. (P)</li> <li>• Attend to daily social activities such as sleeping, eating, relaxing on my own/with friends on a more organized basis, (P) so that this routine will lead to consistent positive behaviour which will not hamper my academic/ work time. (P)</li> <li>• Take time in the morning to inform family members and/friends about my programme for the day, (P) <u>so</u> there will be no unnecessary disturbances during my academic- /work hours.(P)</li> <li>• Minimizing the risk of giving in to high social demands by putting a pin board on my door to help me getting used to my new social routine and to notify friends/visitors, (P) so that it can serve as a constant reminder to myself and them of what a convenient time would be to respond to social calls. (P)</li> <li>• Do regular reviews on my social routine and change it when necessary, (P) to ensure that it does not interfere in any way with my academic/ work responsibilities. (P)</li> <li>• Getting into a habit of assessing the motive of a social call before just hastily responding, (P) which will help me make sound and calculated decisions without compromising any of my academic/ work time. (P)</li> </ul> <p><i>Any TWO answers: <b>ONE</b> mark for the <b>statement</b> (P) and <b>ONE</b> mark for the <b>qualifier</b>. (P)</i>  <i>Any other TWO answers relevant to the question/ linking to the memo</i></p>	(2x2)(4)



<p>1.4</p>	<p><b>How can you improve the way you are currently responding to people who are practicing different religions, speaking different languages and upholding different value systems?</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>statement</b> and ONE mark for each <b>qualifier/ justification/motivation</b> to that statement.</p> <ul style="list-style-type: none"> <li>• Avoid doing and saying things which might be offensive, (P) in that way you will build trust in others. (P)</li> <li>• Be more open and respectful to the ideas or perspectives of others, (P) which will create a safe environment for friendships/ collegiality to start and grow.(P)</li> <li>• Be more open to learn about/familiarize myself with other cultures and religions(P) by finding and practicing ways to be tolerant.</li> <li>• Promote tolerance amongst my group of friends/ colleagues, (P) which will motivate self and others to get to know each other instead of being prejudice/ judgmental. (P)</li> <li>• Be more supportive of legislature that promotes/protects the rights of all people, (P) which will help self and others to respect and practice the South African Constitution.</li> <li>• Support programs/gatherings (P) that will enhance interaction of diverse groups and help people to get along better. (P)</li> <li>• Take initiative to dispel misconceptions, stereotypes, prejudices among friends and colleagues, (P) thereby oneself and others will be more accepting/ open to connect with others.</li> <li>• Make a conscious decision to read books/ watch movies/ documentaries (P) to assist you in dealing with diversity in a more appropriate way. (P)</li> </ul> <p><i>Any <b>THREE</b> answers for <b>TWO</b> marks each which will improve current responses towards people practicing different religions/ speaking different languages/ upholding different value systems.</i></p> <p><i>Any answers relevant to the question/ linking to the memo.</i></p>	<p>(3x2)(6)</p>
<p>1.5</p>	<p><b>Evaluate TWO social skills that could help you to minimize feelings of anxiety associated with social change.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for <b>identifying</b> each social skill. ONE mark for each <b>opinion</b> and ONE mark for each <b>qualifier/ justification/ motivation</b> of the opinion.</p> <ul style="list-style-type: none"> <li>• Develop skills to initiate friendships. (P) Meeting new friends in a new environment is important as it creates a sense of belonging (P) which will offer a support system and make it easier to adapt to change. (P)</li> <li>• Being flexible (P) will allow one to respond appropriately to challenges (P) thus overcoming possible feelings of insecurity.(P)</li> <li>• Develop an ability to bounce back/ recover/ pull through when things do not work out, (P) which will enhance a sense of being in control (P) and ability to handle any given situation.(P)</li> <li>• Embrace change instead of resisting it. (P) It will give one the courage to face new challenges (P) leaving one with a sense of achievement/ empowerment instead of disablement. (P)</li> <li>• Develop a sense of humour. (P) Keeping a good temperament will improve one's frame/ state of mind (P) and add towards a positive attitude. (P)</li> <li>• Improving one's communication skills (P) will assist in expressing one's feelings in an appropriate manner, (P) thereby reducing negative feelings. (P)</li> </ul> <p><i>Any <b>TWO</b> alternative answers relevant to the question/ linking to the memo.</i></p>	<p>(2x3)(6)</p>



1.6	<p><b>Discuss ONE challenge you might face post-school that you would turn into an opportunity.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for the <b>challenge</b> and ONE mark for the <b>opinion</b> and ONE mark for the <b>qualifier/ justification/ motivation</b> to that opinion.</p> <p>One might...</p> <ul style="list-style-type: none"> <li>• experience loneliness (P) due to the fact that one is separated from family and friends (P) but one can turn this experience into an opportunity to become independent. (P)</li> <li>• have to live in an unfamiliar community (P) but could regard this as a new environment (P) with new prospects/ possibilities. (P)</li> <li>• have to give up your privacy (P) due to the fact that one has to share one's space with strangers (P) but instead one could use this as an opportunity to meet new connections/ contacts for future purposes. (P)</li> <li>• have to walk to one's destination (P) but could see walking as one's daily exercise to keep a fit body (P) which is necessary to keep a healthy mind. (P)</li> </ul> <p><i>Any alternative answer relevant to the question and which links to the memo.</i></p>	(1x3)(3)
	<b>TOTAL: SECTION A</b>	<b>30</b>

## SECTION B

### QUESTION 2

2.1	<p><b>Define the term <i>unemployment</i> and explain the <u>primary</u> reason for unemployment amongst the South African youth.</b></p> <p><b>Definition for unemployment:</b></p> <ul style="list-style-type: none"> <li>• Unemployment occurs when a person who is actively searching for employment is unable to find work. (P)</li> </ul> <p><b>PRIMARY</b> reason for unemployment amongst youth:</p> <ul style="list-style-type: none"> <li>• Lack or mismatch of Education, Skills, qualifications, entrepreneurship opportunities / Inexperience/Ignoring lower paying jobs/Jobseekers becoming discouraged/ Fewer opportunities due to the cycle of employment/Poor people having fewer opportunities to become employed / Lack of knowledge on how to apply for jobs/Lack of job search or networking skills/Low pass marks for the NSC.</li> </ul> <p>Any TWO of the above or any other TWO relevant answers for ONE mark each. (√) (√)</p>	(1+2)(3)
2.2	<p><b>Identify from the extract, what could be regarded as a form of discrimination and justify your approval or disapproval of the employer's action.</b></p> <ul style="list-style-type: none"> <li>• Xhosa-speaking job seekers being turned away because they cannot speak Afrikaans. (P)</li> <li>• The employer's actions can be regarded as unfair discrimination (P) as there seems to be no justifiable reason/these actions seem only to serve the interest of the employer. (P)</li> </ul>	(1+2)(3)
2.3	<p><b>Discuss what impact the increasing number of social grants may have on the unemployment rate and other essential services.</b></p> <ul style="list-style-type: none"> <li>• The unemployment rate may increase and cause poverty to escalate (P) because it may encourage dependency on grants (P) instead of people making an effort to look for or create job opportunities. (P)</li> <li>• Less money will be available for essential services such as education, health services and security (P) which might compromise (P) the effectiveness, quality and sustainability (P) of these services to the community.</li> </ul>	(1x3)(3)  (1x3)(3)

2.4	<p><b>Discuss THREE ways in which <u>employment</u> could minimize emotional stress factors.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>opinion (P)</b> and ONE mark for each <b>qualifier/ justification/motivation. (P)</b></p> <p>Having a job...</p> <ul style="list-style-type: none"> <li>• eliminates feelings like constant worry, anxiety and uncertainty about the future, (P) which enhances or contributes to/ sustain our emotional well- being.(P)</li> <li>• adds meaning/ significance to your life/ bring happiness and fulfilment, (P) which is what we need to be emotionally healthy. (P)</li> <li>• gives you an opportunity to fulfil your purpose in life(P) which brings you happiness/ joy/ fulfilment. (P)</li> <li>• gives you a sense of empowerment/enablement (P) which fulfil one of our basic psychological needs as human beings. (P)</li> </ul> <p><i>Any THREE of the above or alternative answers relevant to the question or which link to the memo.</i></p>	(3x2)(6)
2.5	<p><b>Give advice to young job seekers who may experience rejection while job hunting.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>opinion (P)</b> and ONE mark for each <b>qualifier/ justification/motivation. (P)</b></p> <p>One could...</p> <ul style="list-style-type: none"> <li>• remind oneself not to measure one's capabilities based on situations over which one has no control, (P) thereby not doubting in one's qualification for the job. (P)</li> <li>• make a conscious decision to accept reality and move on, (P) reminding oneself to focus on one's ultimate goal to find a job that will match one's attributes/ personality. (P)</li> <li>• turn the rejection into a learning opportunity, (P) using the experience/feedback to prepare oneself better for the next job opportunity. (P)</li> <li>• make peace with the fact that sometimes one might not have been the best candidate for the job, (P) which will remind oneself to refocus on one's own strengths. (P)</li> <li>• remember not to put one's hopes on one specific job, (P) as it might not be the perfect fit to one's traits/ attributes.(P)</li> <li>• focus on one's interests/ job values (P) by identifying opportunities that one is passionate about. (P)</li> <li>• remind oneself that you are not the only one that has ever been turned down for a job (P) which will make it easier to focus on the next opportunity. (P)</li> </ul> <p><i>Any TWO of the above or alternative answers relevant to the question or which links to the memo.</i></p>	(2x2)(4)
2.6	<p><b>Suggest THREE things that would inspire you to avoid being unemployed next year.</b></p> <ul style="list-style-type: none"> <li>• Will be able to support oneself financially; (P) which will give one a sense of independence. (P)</li> <li>• To keep one's sense of pride and identity, (P) which will enhance one's self- esteem. (P)</li> <li>• To be productive (P) will add meaning to one's life. (P)</li> <li>• One will be able to develop oneself, (P) which will prepare one for new opportunities.</li> <li>• To get an opportunity to improve one's quality of life,(P) which will create a sense of personal achievement. (P)</li> </ul> <p><i>Any THREE of the above or alternative answers relevant to the question or which link to the memo.</i></p>	(3x2)(6)

2.7	<p><b>Propose TWO sustainable ways in which businesses could assist the National Department of Education to ensure that school leavers are better prepared for the workplace.</b></p> <ul style="list-style-type: none"> <li>• Businesses could work closely with the National Education Department to adapt the school curricula after a certain period of time as new jobs evolve (P) so that learners are continually exposed to new basic skills development at school level already and according to the scarce skills demands determined for the near future. (P)</li> <li>• Businesses do regular projections as to which skills will be needed in future(P) and therefore know what is needed for someone to become more employable.(P)</li> </ul> <p><i>Any alternative answer relevant to the question and which links to the memo.</i></p>	(2x2)(4)
	<b>TOTAL: SECTION B</b>	<b>32</b>

**SECTION C**  
**QUESTION 3**

3.1	<p><b>Define the term <i>scarce skill</i> and identify THREE scarce skills jobs in any field of study.</b></p> <p><b>Definition (ONE mark):</b></p> <ul style="list-style-type: none"> <li>• A scarce skill is a qualification/ expertise for which there are too few available people to do the job. (P)</li> </ul> <p><b>Identify jobs requiring scarce skills:</b></p> <p>These occupations are currently in HIGH DEMAND in South Africa, 2016:</p> <ul style="list-style-type: none"> <li>• Electrical Engineering</li> <li>• Civil Engineering</li> <li>• Mechanical Engineering</li> <li>• Quantity Surveying</li> <li>• Project Operating Management</li> <li>• Finance Management</li> <li>• Physical Engineering and Science Technicians</li> <li>• Industrial Engineering</li> <li>• Electricians</li> <li>• Chemical Engineering</li> </ul> <p><i>Any THREE of the above or alternative answers relevant to the question or which link to the memo for ONE mark each. (P)(P)(P)</i></p>	(1+3)(4)
3.2	<p><b>Discuss THREE benefits of pursuing a scarce skills job.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>statement</b> (P) and ONE mark for each <b>qualifier/ justification/motivation.</b> (P)</p> <p>One will:</p> <ul style="list-style-type: none"> <li>• be able to find a job more easily (P) because there is a demand for one's expertise/ skills/ knowledge. (P)</li> <li>• get paid better (P) due the fact that employers want to retain the scarce skill for the prosperity of the company. (P)</li> <li>• be able to progress faster to the top of one's career path,(P) ensuring better benefits/ more fulfilment/ greater success. (P)</li> </ul>	

3.2	<ul style="list-style-type: none"> <li>• have job security, (P) which will give one that peace of mind of a secure and long-term financial income. (P)</li> <li>• have skills/ expertise/ qualifications/ that are universally/ globally scarce,(P) which means that international opportunities may be available.(P)</li> </ul> <p><i>Any THREE of the above or alternative answers relevant to the question or which link to the memo for TWO marks each. (P)(P)</i></p>	(3X2)(6)
3.3	<p><b>Suggest FOUR ways to market yourself to potential employers that could improve your chances to obtain a job.</b></p> <p>Marks will be awarded as follow:</p> <p>ONE mark for each <b>statement (P)</b> and ONE mark for each <b>qualifier/ justification/motivation. (P)</b></p> <ul style="list-style-type: none"> <li>• Make an effort to visit workplaces/ potential employers(P) because it gives an indication that one is making an effort to find a job and not waiting for opportunities to come to you. (P)</li> <li>• Do research on potential companies or organizations one could approach for a possible job; (P) it will give one a better idea on how to prepare one's CV. (P)</li> <li>• Prepare oneself well for an interview; (P) by being able to say why one wants to work for the company or organization/ why one thinks one will be the suitable candidate for the position. (P)</li> <li>• Get a holiday job even if not in one's career field; (P) it offers experience/ provides a foot in the door/ gives insight into the culture of an organization/ what other jobs the company/ organization offers. (P)</li> <li>• Do voluntary service; (P) so that the organization / company will get insight into how they might benefit from one's services/ one gets an opportunity to display one's strengths / talents / attributes. (P)</li> <li>• Create/use opportunities to strengthen the soft/ critical skills needed for the job market,(P) e.g. good writing and oral communication skills, analytical skills, etc. (P)</li> <li>• Use the benefits of social media (P) to join careers-related groups. (P)</li> <li>• Use social media responsibly (P) by making sure not to post anything that may be questionable to a potential employer/which may jeopardize one's chances to be considered for a job. (P)</li> </ul> <p><i>Any FOUR of the above or alternative answers relevant to the question or which link to the memo for TWO marks each. (P)(P)</i></p>	(4x2)(8)
	<b>TOTAL: SECTION C</b>	<b>18</b>
	<b>GRAND TOTAL</b>	<b>80</b>

## Subject: Life Orientation

### Analysis of Grade 12 written task

Section	Question No.	Topics	Cognitive Level	Marks
<b>A</b>	1.1.1	Development of Self	Lower	3
	1.1.2	Development of Self	Lower	4
	1.2	Development of Self	Lower	4
	1.3	Development of Self	Middle	4
	1.4	Development of Self	Middle	6
	1.5	Development of Self	Higher	4
	1.6	Development of Self	Lower	1
	1.6	Development of Self	Higher	2
<b>B</b>	2.1	Career and Career Choices Development of Self	Lower	3
	2.2	Career and Career Choices Development of Self	Lower	3
	2.3	Career and Career Choices Development of Self	Middle	6
	2.4	Career and Career Choices Development of Self	Middle	6
	2.5	Career and Career Choices Development of Self	Middle	4
	2.6	Career and Career Choices Development of Self Rights	Higher	6
	2.7	Career and Career Choices	Higher	4
<b>C</b>	3.1	Career and Career Choices Development of Self	Lower	4
	3.2	Career and Career Choices Development of Self	Middle	6
	3.3	Career and Career Choices Development of Self	Higher	8

TOTAL MARKS:	LOWER ORDER	MIDDLE ORDER	HIGHER ORDER
80	24	32	24
TARGET	30% = 24 marks	40 % = 32 marks	30% = 24 marks

**TERM 1**

Ques. No.	Topics	Verbs	Cognitive Category	Cognitive Level	Mark Allocation
ACTIVITY 1	DEVELOPMENT OF SELF IN SOCIETY				
1.1		Distinguish	Understanding	Lower	4
1.2		Discuss	Understanding	Lower	6
1.3		Examine	Analysing	Middle	8
1.4		Analyse	Analysing	Middle	6
1.5		Evaluate	Evaluating	Higher	6
ACTIVITY 2	DEVELOPMENT OF SELF IN SOCIETY				
2.1		Explain	Understanding	Lower	2
2.2		Differentiate	Understanding	Lower	4
2.3		Analyse	Analysing	Middle	6
2.4		Examine	Analysing	Middle	6
2.5		Recommend	Evaluating	Higher	6
ACTIVITY 3	CAREERS AND CAREER CHOICES				
3.1		Explain	Understanding	Lower	2
3.2		Discuss	Understanding	Lower	6
3.3		Analyse	Analysing	Middle	6
3.4		Recommend	Evaluating	Higher	6
3.5		Evaluate	Evaluating	Higher	6

Cognitive category	Percentage %	Marks	Marks allocated per question
Lower order	30	24	24
Middle order	40	32	32
High order	30	24	24

**COVER PAGE : PROJECT**

<b>NAME OF LEARNER</b>	
<b>GRADE 12</b>	
<b>NAME OF SCHOOL</b>	

ACTIVITY	MARK OBTAINED	DATE
Activity 1: Intro and Literature Review	/ 20	
Activity 2: Data Gathering / Interviews	/ 10	
Activity 3: Findings	/ 23	
Activity 4: The Media	/ 16	
Activity 5: Conclusion	/ 8	
Activity 6: References	/ 3	
<b>TOTAL:</b>	<b>/80</b>	

Educator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>FEEDBACK TO LEARNER:</b>

MODERATION:	NAME	SIGNATURE	DATE
HOD (School)			
District Moderator			
Provincial Moderator			

## TASK 2: PROJECT

COVER PAGE	
SUBJECT	Life Orientation
GRADE	12
TYPE OF TASK	Project
TOPIC	HUMAN RIGHTS AND DEMOCRACY SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
SUB TOPIC	Investigate any human rights violation or discrimination that has taken place in your community
CRITICAL QUESTION	What impact does human rights violations have on communities? How could human rights violations be addressed?
PURPOSE	The project will involve thorough investigation into and sourcing information on human rights violations.
FORMS OF ASSESSMENT	Investigation Sourcing information Interview
MARKS	Activity 1 = 20 marks Activity 2 = 10 marks Activity 3 = 23 marks Activity 4 = 16 marks Activity 5 = 8 marks Activity 6 = 3 marks <b>TOTAL: = 80 marks</b>
DURATION	The task should be completed in a ...week period and handed in before the end of term 2 as it will be part of the SBA mark for term 2. Due date to be determined by teacher.

Refer to Addendum A and Addendum B to assist you to complete the task:

Human rights violations / discrimination take place in our communities every day. Too many of us have become de-sensitized to these issues. Our challenge in becoming responsible citizens of our country is to become better informed, become proactive in raising awareness and to find solutions to the problems around us.  Anon.
---

Choose <b>ONE</b> of the topics below and complete the project as per the guidance provided below. Consult 5 sources or more. <u>Your focus must remain on the chosen topic throughout the task.</u> Please also refer to the rubric which will provide further clarity on the details of what you are required to do.	<ul style="list-style-type: none"> <li>• Violence against women/men</li> <li>• Xenophobia</li> <li>• Poor service delivery</li> <li>• Violence against children</li> </ul>
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	<b>Activity 1: Introduction and literature review</b>	
1.1	Introduction Write a clear PROBLEM STATEMENT by doing the following:	
	1.1.1 Define and describe the human rights violation that you have chosen.	2
	1.1.2 Give a description of a recent (2015-2107) example of how this problem is displaying itself in your community.	2
	1.1.3 Give your own position on this specific problem in your community.	2
	<b>Sub-total</b>	<b>(6)</b>
1.2	Literature Review: Your literature review should be presented in ESSAY format and should centre around the human rights violation that you have chosen.	3
	1.2.1. Introduction:  Name one law/legislation that protects citizens against this specific human right violation and briefly describe, in two sentences	3
	1.2.2. Body:  <ul style="list-style-type: none"> <li>• Describe how the above law protects citizens against human right violations.</li> <li>• Discuss how a citizen's responsibilities can protect others against human right violations.</li> <li>• Give a brief outline of how discussions, projects, campaigns and events can support victims of human right violations. Express your views on how the law, the citizen and community can</li> </ul> protect and support victims of human rights violations.	2x2(4)  (2)  (2)
		<b>[20]</b>
	<b>Activity 2: Data gathering through Interviews</b>	
	<b>Interview</b> 5 learners at your school about their knowledge on human rights violations. After the interview, answer the following questions:	
	<b>Interview questions:</b>  1.1 What does the term HUMAN RIGHTS mean to you?  1.2 Do you think that victims of human rights abuses are protected? Give an example from your community to substantiate your answer.  1.3 Is the government doing enough to ensure that human rights are protected? Explain your viewpoint.  1.4 Which department/organization would you approach if your human rights had been violated?  1.5 Assess the knowledge of the persons you are interviewing on human rights. Do you think that they will be able to protect themselves or others against human rights violations? Give a reason for your answer based on the above questions.	
		5 x 2 <b>[10]</b>



	<b>Activity 3: Findings</b> Use the findings from the <b>interview</b> and <b>literature research</b> (from internet, books, newspapers, magazines) to answer the questions below :	
3.1	3.1 Restorative justice is a new concept in the South African legal landscape. 3.1.1. Define <i>restorative justice</i> . 3.1.2. Briefly explain TWO of its main principles	2 2x3 (6)
3.2	Discuss THREE contributing factors that lead to the chosen issue.	3x3(9)
3.3	3 Critically evaluate the extent to which the following institutions have supported affected communities. Use an example for each to support your answer:  1.1.1 Government,  1.1.2 community organisations; and  1.1.3 religious organisations	2 2 2
		<b>23</b>

#### Activity 4: The Media

Study the picture below and answer the questions that follow:



4.1	Explain the role of social media in:	
	4.1.1. The protection of human rights. Give an example.	2x2 (4)
	4.1.2. The violation of human rights. Give an example.	2x2(4)
	What role does the media have in reporting human rights violations in a responsible manner?	4x2 (8)
<b>5</b>	<b>Activity 5: Conclusion.</b> From your findings, what recommendations and conclusions can you make on this issue to:  5.1 Government; and 5.2 Communities	4 4 8

6	<b>Activity 6: References.</b> Write your bibliography in which you indicate about four to five (or even more) sources used in compiling this project. See <b>Guide to referencing in a bibliography.</b>	3
		[16]
	<b>GRANDTOTAL: [80]</b>	

## Life Orientation

### Guide to referencing in a bibliography

**TAKE NOTE** of the intricacies of punctuation – full stops, commas, colons, etc. These are **MUSTS** in your referencing format!

#### BOOKS

Author, Initial(s). Year. Name of Book. Edition. Place: Publisher.

##### Example:

Armstrong, F. & Barton. L. 1999. Disability, human rights and education: Cross-cultural perspectives. 2<sup>nd</sup> edition. Buckingham: Open University Press.

#### INTERVIEWS

Brown, P.J., Managing Director of Pegasus Properties. 1987. Statement to author, 10 July. Johannesburg.

#### ENCYCLOPEDIAS

a) Books

Chow, T.C. 1983. Hydrologic sciences. Encyclopedia Britannica: Macropedia, Volume 9. 15<sup>th</sup> edition.

#### NEWSPAPERS

Surname, initial(s). Year. Title of article. Name of newspaper. Day Month: Page numbers.

#### INTERNET

BE CAREFUL about using the Internet as a reference! Select reputable websites and ensure that you copy the ENTIRE URL address of the actual page where you get your information from i.e. do NOT provide [www.google.co.za](http://www.google.co.za) as a reference!

Surname, initial(s). Year. Title of document. Organisation responsible for the site. From: URL (accessed Day Month Year)

Johnston, J.C. 1991. A psychological perspective on the new design concepts for William Head Institute (British Columbia). Correctional service of Canada. From: <http://www.csc-scc.gc.ca/test/pblct/forum/e032/e032g.shmtl> (accessed 5 April 2000).

If there is no author, then you leave the author out.

#### RADIO OR TELEVISION PROGRAMMES

Station. Year. Title. [TV program]. Day. Month.

*Your list of references must appear at the back of your report. They must be arranged in ALPHABETICAL order!!*

## ADDENDUM A:

Guidelines on the presentation of the project

The project must have COVER PAGE with the following information:

1. Name:
2. Grade:
3. Subject:
4. Task:
5. School:
6. Topic:

TABLE OF CONTENTS: Include the following:

	Title of report as a heading	
1.	Activity 1: Introduction and literature review	Page No:
2.	Activity 2: Data gathering through interviews	Page No:
3.	Activity 3: Findings	Page No:
4.	Activity 4: The Media	Page No:
5.	Activity 5: Conclusion	Page No:
6.	Activity 6: References	Page No:

## PRESENTATION:

Present a typed or neatly hand written task with sub-headings and clear numbering related to the criteria. It must be presented bound or stapled. The numbering of questions serves to provide structure to the task. Please follow the same numbering system as used in the task.

## QUALITY:

You are encouraged to use pictures, graphs, illustrations, statistical data, comparative analysis, photos etc under the appropriate headings. Graphs could be used if required to make your statistical data read more effectively, relevant illustrations should be used to enhance meaning .

\* You will not be penalized if the tasks are not typed.

## ADDENDUM B

Guidelines on how to do a project

What is a Project?

- A project is a piece of work in which your knowledge, skills and values regarding the topic will be demonstrated.
- The project will require extended reading and writing.
- Extended writing will require you to write a coherent structured essay of with sub-headings (depending on size of writing and fonts used / spacing approximately 5-7 pages).
- The project will involve thorough investigation and sourcing information.
- Thorough planning should take place and should be followed by research,
- And finally the data / information is to be collated into evidence.

### Some Ideas on To Assist You on Your Project

- Conduct research in a chosen topic.
- Research information on the topic from books, magazines, journals, internet, etc.
- Compile a questionnaire for the interviews.

### Collating information

- Write down all the responses that individuals give you when interviewed.
- You can use a tape recorder or your phone to assist you during the interview if you are unable to write responses. Please note that your teacher will not be listening to your interview. This is only for your purposes. You will have to return home and write out some of the transcript.
- Analyse your responses and present your findings.
- When you write down all what individuals have said.
- Take different colour markers and highlight information that you identify as a link with some of your topics. This will be vital information for you to use when you are writing your findings.
- In each category you can quote either from individuals who made statements, or from the books or the internet to support your claims.

### NOTE

- Look for books on the topic in the local library or browse the internet, using keywords from your project title to search for information.
- Collect newspapers, magazine and journal articles on your chosen topic.
- Approach organizations, various role players / church leaders / CBOs/ NGOs/ Governmental/ political support structures / Universities / community forums / police forums/ for information.



1.2.2. Body: (9 marks)

HOW THE LAW PROTECTS THE CITIZEN AGAINST CHOSEN HUMAN RIGHTS VIOLATION (3 marks)

/3

0 = poor description lacking insight, not sufficient information, irrelevant information, no reference to the law.

1 = satisfactory description, sufficient information, relevant information, reference to the specific law chosen.

2 = good description, good information provided, shows understanding of how this law protects the individual against the chosen human rights abuses.

3 = excellent standard. Comprehensive information, excellent and detailed description of how the individual is protected by this law.

/4

A CITIZEN'S RESPONSIBILITY: (4 marks)

/2

- By being aware of human rights, respecting human rights and promoting human rights ✓, a citizen can identify when human rights violations take place and support those who are affected by it, protect others from being violated, educate others. ✓
  - By participating in campaigns, projects and events that is against the violation of human rights ✓, a citizen can support victims of human rights violations. ✓
  - By following the law ✓, a citizen can act as an example to others to minimize the violations of human rights. ✓
- Any other suitable and relevant answer (1 mark for the citizen's action and 1 mark on how it can protect against human rights violations)

	<p><b>PROJECTS, CAMPAIGNS, EVENTS (2 marks)</b></p> <ul style="list-style-type: none"> <li>• The above can contribute to pressure on government to change laws to prevent human rights violations more effectively ✓</li> <li>• It can raise awareness of victims and initiate support programmes ✓</li> <li>• It can educate the community on human rights violations ✓</li> <li>• It can give professional help to victims of human rights violations ✓</li> <li>• It can give protection to victims of human rights violations ✓</li> </ul> <p>Any other relevant answer for 1 mark.</p>	
<p>1.2.3. Conclusion: (2 marks)</p> <p>0 = learner cannot express a view on how the law, citizen and community can support victims of human rights violations.</p> <p>1 = learner expresses satisfactory view on the above.</p> <p>2 = learner expresses excellent insight on how the three components work together to protect and support victims of human rights violations.</p>		/2
<p><b>ACTIVITY 2: DATA GATHERING THROUGH INTERVIEWS</b></p>		
<p><b>Interviews</b></p>	<p>2.1 Human rights = inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. ✓ We are all equally entitled to our human rights without discrimination ✓ OR all men are by nature equally free and independent and have certain inherent rights, of which, when they enter a society, they cannot, by any compact, deprive or divest their posterity ✓✓</p> <p>2.2 Allocate 1 mark for opinion, and one mark for an example that supports their opinion. Do not allocate marks if no example has been given.</p> <p>2.3 Allocate 1 mark for opinion, and one mark for an explanation that supports their opinion. Do not allocate marks if no explanation has been given.</p>	/10
<p><b>TOTAL: 14 MARKS</b></p>		

	<p>2.4 Give two marks for department / organisation.</p> <p>2.5 Allocate 1 mark if learner can assess whether people interviewed can protect themselves against human rights violation. Allocate 1 mark for the reason. Do not allocate any marks if no reason has been provided.</p>						
<b>ACTIVITY 3: FINDINGS</b>							
3.1.1 Restorative justice	Restorative justice is about addressing the hurts and the needs of both victims and offenders ✓ in such a way that both parties, as well as the communities which they are part of, are healed. ✓	/2					
3.1.2 Three principles of restorative justice	<p>Three principles of restorative justice</p> <ul style="list-style-type: none"> <li>• Crime is seen as something that causes injuries to victims, offenders and communities. ✓ It is in the spirit of ubuntu that the criminal justice process should seek the healing of breeches, the redressing of imbalances and the restoration of broken relationships. ✓</li> <li>• Not only government, but victims, offenders and their communities should be actively involved in the criminal justice process ✓ at the earliest point and to the maximum extent possible. ✓</li> <li>• In promoting justice, the government is responsible for preserving order ✓ and the community is responsible for establishing peace. ✓</li> </ul>	/6					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">0-1</td> <td style="width: 25%; text-align: center;">2-3</td> <td style="width: 25%; text-align: center;">4-5</td> <td style="width: 25%; text-align: center;">6-7</td> <td style="width: 25%; text-align: center;">8-9</td> </tr> </table>	0-1	2-3	4-5	6-7	8-9	
0-1	2-3	4-5	6-7	8-9			



3.2 Discuss the TWO contributing factors that lead to this issue. (10 )	Weak investigation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question.	Reasonable investigation done. Key question fair and linked with interview and research in some way linked.	Satisfactory investigation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	Good Investigation carried out. Good information provided. Learner was able to demonstrate link with interview and research.	Excellent standard and quality of investigation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data. Presentation par excellence.	/9
3.3 Evaluate to what extent has Government, community and religious organizations or other organizations supported those affected. (6)	Weak evaluation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	Fair evaluation. Reasonable information provided. Report semi structured. Not all information relevant and needs focus.	Satisfactory evaluation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	Good evaluation carried out. Good information provided. Learner was able to demonstrate link with interview and research	Excellent standard and quality of evaluation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data. Presentation par excellence.	/6

ACTIVITY 4: THE MEDIA

<p>The media</p>	<p>4.1.1. Social media can protect human rights:                  2 = excellent explanation on how social media can protect human rights. 1 = reasonable explanation.                  0 marks = no explanation.                  2 marks for an example. .</p> <p>4.1.2. Social media can violate human rights:                  2 = excellent explanation on how social media can protect human rights. 1 = reasonable explanation.                  0 marks = no explanation.                  2 mark for an example.</p>	<p>/2  /2</p>
	<p>It is the responsibility of the media to:</p> <ul style="list-style-type: none"> <li>• expose human rights violations To report on illegal activities ✓✓</li> <li>• exercise exceptional care and consideration in matters involving dignity and reputation ✓✓</li> <li>• The media should consider a person's right to privacy ✓✓</li> <li>• No child under 18 may be interviewed, photographed or filmed without the consent of the parent or guardian ✓✓</li> <li>• Complaints or concerns about reports in newspapers and magazines can be submitted to the Press Ombudsman ✓✓</li> <li>• The media should provide unbiased, accurate and reliable information that media users need in order to make informed decisions ✓✓</li> <li>• The media should provide access to important information and represent all views impartially ✓✓</li> <li>• The media can expose the wrongs that may be happening within the country without infringing the people's rights. ✓✓</li> <li>• Should explain what is happening and give enough information to explain what is happening ✓✓</li> <li>• Must explain issues without being sensational or trying to use shock ✓✓</li> </ul>	

	<ul style="list-style-type: none"> <li>• Should not focus on scandals or use untrue/biased/unfounded headlines just to sell papers to get their viewership and listenership numbers up ✓✓</li> <li>• Need to differentiate between facts and opinions, and gossip and serious allegations ✓✓</li> <li>• Must train reporters to check sources carefully before reporting ✓✓</li> <li>• Must train reporters in human rights and how to protect them ✓✓</li> <li>• Should publish corrections and apologies if they make mistakes. ✓✓</li> <li>• Journalists should be trained/workshopped on respecting people's private lives ✓✓</li> <li>• Journalists should learn to differentiate positive and negative people's portrayal ✓✓</li> <li>• Journalists should sign a code of conduct which will serve a guideline ✓✓</li> <li>• Employment contract should clearly state the repercussions of negative reporting ✓✓</li> <li>• Journalists should be workshopped continuously on matters pertaining to human dignity ✓✓</li> <li>• Any other reasonable answers for two marks each.</li> </ul>	/8			
<b>ACTIVITY 5: CONCLUSION</b>					
	0-3	4-5	6-7	8	
From your findings, what recommendations and conclusions can you make on this issue to: Government; and communities	Insufficient information provided on findings and recommendations	Adequate information provided on findings and recommendations	Proficient information provided on findings and recommendations	Excellent information provided on findings and recommendations	/8
<b>ACTIVITY 5: REFERENCES</b>					
Allocate <u>THREE</u> marks if bibliography contains <b>FOUR</b> or <b>MORE</b> resources in the <b>CORRECT</b> format. Allocate <u>TWO</u> marks if bibliography contains <b>THREE</b> resources in the <b>CORRECT</b> format. Allocate <u>ONE</u> mark if bibliography contains <b>TWO</b> or <b>LESS</b> resources in the <b>CORRECT</b> format.					
Total:					/80
					/3

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