



**LIFE ORIENTATION
SCHOOL BASED ASSESSMENT
GRADE 12**

**LEARNER GUIDELINE
2017**

NAME OF LEARNER	
NAME OF TEACHER	
NAME OF SCHOOL	



DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

NAME	
SCHOOL	
CENTRE NUMBER	
DISTRICT	

Declaration by the Teacher:

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

Signed: _____

Date: _____

Declaration by the Learner:

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

Signed: _____
Date: _____



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Summary of Learner's Marks 2017

Learner's Name: _____

TERM	TASK	Total	Mark Obtained
TERM 1	WRITTEN TASK	80	
	PET	20	
	TOTAL	100	
TERM 2	PROJECT	80	
	MID-YEAR EXAM	80	
	PET	40	
	TOTAL	200	
TERM 3	FINAL EXAM (CAT)	80	
	PET	20	
	TOTAL	100	
SBA MARK (Excluding CAT)		320	
FINAL MARK		400	
PROMOTION MARK		120+	

COVER PAGE TASK 1: WRITTEN TASK

NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

ACTIVITY	MARK OBTAINED	DATE
Activity 1: Essay	/ 22	
Activity 2: Source Based	/ 31	
Activity 3: Case Study	/ 27	
TOTAL: 80		

Educator's signature: _____ Date: _____

FEEDBACK TO LEARNER:

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

TASK 1: WRITTEN TASK

TOPIC	DEVELOPMENT OF SELF IN SOCIETY CAREERS AND CAREER CHOICES
PURPOSE	<p>Activity 1: To explore one's own personality and to acquire life skills to deal with conflict in everyday situations;</p> <p>Activity 2: To develop awareness of entrepreneurship and the type of mindset required to succeed in a business venture in order to combat unemployment; and</p> <p>Activity 3: to create awareness of the factors that lead to fraud and corruption and how to become an active participant in the combatting of fraud and corruption.</p>
FORM OF ASSESSMENT	<p>Activity 1: Essay</p> <p>Activity 2: Source Based</p> <p>Activity 3: Case Study</p>
MARKS	<p>Activity 1 = 22 marks</p> <p>Activity 2 = 31 marks</p> <p>Activity 3 = 27 marks</p> <p>TOTAL: = 80 marks</p>
DURATION	<p>Activity 1: 2 hours</p> <p>Activity 2: 2 hour</p> <p>Activity 3: 1 hour</p>
DATE OF COMPLETION	<p>Activity 1: End of week 4</p> <p>Activity 2: End of week 7</p> <p>Activity 3: End of week 8</p>

NOTE TO LEARNER:

A written task focuses on specific content that has been integrated. In this task each activity is preceded by a source (stimulus) that will serve to create the context of the topic/s as prescribed in the CAPS. The task will require in-depth reading and then to respond based on informed decision-making and problem solving. You will be expected to interpret, analyze and make suggestions to the situation/s that will be posed in each activity. In order to demonstrate your understanding and application of the knowledge, skills and values you will have to employ critical and creative thinking.

Activity 1: Conflict and conflict resolution

Write an essay in which you:

- 1.1 Choose THREE of the following factors and discuss in your own words how they influence **effective communication**:

- Personality
- Attitudes and Values
- Acceptance of responsibility
- Appropriate expression of views and feelings
- Respect the feelings of others

3 x 4 (12)

- 1.2 Read the following and answer the questions that follow:

Conflict Response Styles

- 1. Conflict Avoidance**
A person denies that there is a conflict and/or attempts to please others at his/her expense.
- 2. Conflict Confrontation**
A person attempts to settle a disagreement in a hostile, defiant and aggressive way.
- 3. Conflict Resolution**
A person uses conflict resolution skills to resolve a disagreement in a healthful, safe, legal, respectful, and nonviolent way.

- 1.2 (A) Advise a friend who responds to conflict by **AVOIDANCE** on why it is not healthy in sustaining positive relationships. (2)
- 1.2 (B) Advise a friend who responds to conflict by **CONFRONTATION** on why it is not healthy in sustaining positive relationships. (2)
- 1.3. Recommend THREE ways in which a person should approach conflict resolution in order to sustain healthy relationships. (6)

[10]

TOTAL: 22

ACTIVITY 2: Entrepreneurship

Read the following passage and answer the questions that follow:

Unemployment rate: South Africa a ticking time bomb

23 November 2016, 12:58

Yesterday, Statistics SA released the latest employment figures and sadly, the figures are rather disappointing with 27.1% of the population without a job, the highest in 13 years.

In my opinion, South Africa's downfall when it comes to combating poverty is lack of entrepreneurship and new venture creation. It is easy for many to talk about entrepreneurship, but in all practicality, it not a natural process in our society today. Our education system doesn't enhance critical thinking and creativity. The only thing that has been drilled into my pretty little head since I was young was to get good grades so I can eventually get a good job, but if that was true for everyone, we wouldn't be sitting with millions of discouraged job seekers with degrees in our population.

I remember the first time I drove home, how most of the community members deemed me "successful" because I was driving a car (a ford fiesta by the way) when in fact they should have applauded the guy at the taxi rank who owned a telephone container that employed three other people from our village. Such is the attitude that most South Africans have when it comes to accomplishment. If you post a status on facebook and rave about buying the latest VW Golf GTI you will be applauded more than the guy who just started his own garden and sells vegetables as a street vendor, despite the fact that it will take you six years to finally call the car your own.

Now I am not discouraging buying expensive cars or living a lavish lifestyle, in fact I am an advocate of wealth generation. The point I am trying to make here is that we need to start applauding and recognising people that are trying to lift themselves out of the gutter by daring to be different and defying the odds before them. We need a society that recognises business, no matter the size because in one way or the other, they contribute to the growth of the economy.

So where do we start? Perhaps we should start by incorporating entrepreneurial skills in our education system from an early age instead of teaching the little ones nursery rhymes about two little birds named Peter and Paul sitting on a tree. Not that I am against them, what I am merely saying is that we could incorporate useful techniques in our system that will encourage problem solving from an early age. As the saying goes "a stick is bent while it is wet". Potential is in all of us, we just need to be taught how to tap into it and unleash it... and what better way to start tapping that potential at an early age.

Kelahloko Mashiloane **MyNews24**

Adapted from: <http://www.news24.com/MyNews24/unemployment-rate-south-africa-a-ticking-time-bomb-20161123>

- 2.1 Explain the term 'unemployment'. (3)
- 2.2 Provide TWO entrepreneurial skills that should be taught from an early age according to the author of the article. (2x2)
- 2.3 Explain FOUR strategies to overcome unemployment. (4x2)
- 2.4 Discuss THREE ways in which entrepreneurship can help to combat unemployment and improve the economy of South Africa. (3x2)
- 2.5 Interview an entrepreneur (someone who has their own business / is self-employed) in your community or that you know. Collect information and then write a short essay in which you explain:
- Background and what they do now 2x2 (4)
 - The challenges that entrepreneurs face 2x2 (4)
 - TWO entrepreneurial traits that helped them to succeed. 2x2 (4)

TOTAL : [31]

Activity 3: Fraud and Corruption

Read the text below and answer the questions that follow:



LOSS OF PRINCIPLE – NEW REPORT

By Corruption Watch 23 Oct 2015, 14:18

On Thursday 22 October Corruption watch released a report titled *Loss of Principle*, which looks at reports of **fraud and corruption** across South Africa received between January 2012 and July 2015. The report highlights the main areas of corruption in the public sector, the key players in corruption and the heroic work of **whistleblowers**, and makes some recommendations on how to lessen this corruption.

To date Corruption Watch has received over 1 100 cases of corruption since the organisation started its campaign. Of these reports, 54% **implicate** senior officials as the primary **culprits** in corrupt activities. "Senior officials and governing bodies have been shown to **manipulate** basic financial rules and regulations in order to directly enrich themselves," said Leanne Govindsamy, the head of Corruption Watch's legal and investigations department. "Our investigations have revealed gross financial mismanagement, including **misappropriation** of funds, **procurement** irregularities and failures to prepare for and implement school budgets," Govindsamy explained. She said the reports follow a pattern of **collusion** between stakeholders and other outside parties involved in contractual arrangements with public sector organisations.

Source: <http://www.corruptionwatch.org.za/loss-of-principle-new-report/>

English across the curriculum: (basic)

CORRUPTION
SAY NO

"Corruption is authority plus monopoly minus transparency."



- **Implicate:** to show or claim that someone was involved in some wrongdoing or criminal act
- **Culprit:** a person who has been involved in some wrongdoing or crime
- **Manipulate:** skillfully force or persuade someone to do what you want
- **Misappropriation:** process of taking money (e.g. from a company / organization) without permission and using it for your own purposes
- **Procurement:** the act of obtaining something such as supplies
- **Collusion:** secret or illegal cooperation

For examinations purposes it will be important that you know terminology and be able to provide examples:

- **Bribery:** Taking money to give people preferential treatment. Example: officials accepting bribes to move people up on the housing waiting list.
- **Embezzlement:** Stealing money or resources that are supposed to be under your control. Example: using public money to buy personal goods like a car/airline ticket.
- **Fraud:** Making false claims for benefits. Example: applying for false social grants and pocketing the money.
- **Extortion:** When a public official forces someone to give them benefits in exchange for acting/ not acting in a particular way. Example: police officers taking money from criminals to lose their case evidence.
- **Abuse of power:** Using one's power or position of authority to improperly benefit or discriminate against another person. Example: a teacher asks for sexual favours in return for passing a student.
- **Abuse of privileged information:** Using information you have access to because of your job to benefit someone who can make money from it. Example: you know government wants some vacant land for a new housing development and you tell a friend to buy the land so that they can sell it at a huge profit.
- **Favouritism:** Unfairly providing services or resources to friends. Example: a head of department makes sure that all her friends in the department go overseas with her on official trips.
- **Nepotism:** Giving jobs or services unfairly to family members. Example: giving a contract for training to a company owned by your spouse without going through the proper procurement procedures.

3.1 Read the extract below and answer the questions that follow.

TRAFFIC COPS DENIED BAIL IN CASE OVER FAKE LICENCES

By Ivan Pijoo (2016-10-19)

Johannesburg – Thirteen traffic officials were denied bail in the Benoni Regional Court on Wednesday, after they were arrested in connection with the fraudulent issuing of learner’s and driver’s licenses, the Road Traffic Management Corporation said.



(Taken from news24.com)

- 3.1.1 Define the term “BAIL”. (2)
- 3.1.2 Give two reasons why these traffic cops could have been denied bail. (2)
- 3.1.3 Explain why is it problematic if someone is issued with a fraudulent license. (3)
- 3.2 Provide TWO reasons why are people hesitant to report corruption? (2x2)
- 3.4 Evaluate the impact / effects of fraud and corruption on the country (3x2)
- 3.5 Research any organization in South Africa that is dealing with **corruption and fraud** (excluding SAPS). Write an **essay** on this organization following the headings below:
- Name the organization and write an introductory paragraph in which you describe the vision and mission of the organization. (3)
 - In the body of your essay, describe one success and one failure of the organisation. (4)
 - In your conclusion, evaluate the effectiveness of the organisation according to the research that you have done. (2)

[27]

GRAND TOTAL : 80

COVER PAGE

LIFE ORIENTATION - TASK 2: PROJECT

NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

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	
TOTAL:	/80	

Educator's signature: _____ **Date:** _____

FEEDBACK TO LEARNER:

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

LIFE ORIENTATION: GRADE 12 – TERM 2, 2017

TASK 2: PROJECT

TOPIC	HUMAN RIGHTS AND DEMOCRACY SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
PURPOSE	Investigate any human rights violation or discrimination that has taken place in your community
ASSESSMENT	Activities 1 – 6 will expect you to display knowledge, skills and values and certain competencies are to be demonstrated. The project requires extended reading and writing on the part of the learner. The project will involve thorough investigation into and sourcing information on human rights violations. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.
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 TOTAL: = 80 marks
DURATION	Although learners will spend time outside of contact time to collect resources and information, the completion of the task has to be facilitated by the teacher in class time. Learners should be given a project before the end of the second term, after the content related to the project has been addressed, for submission during the third term. Learners will need adequate guidance at the outset of the project and progress should be monitored throughout.
DATE OF COMPLETION	As per subject assessment plan.

Additionally, the following is also provided to assist you to complete the task:

- Guidelines on referencing – refer to ADDENDUM A
- Guidelines on how to do a project - refer to ADDENDUM B
- Guidelines on the presentation of the project - refer to ADDENDUM C

NB : Please read through the attached guidelines / addendums before you attempt the task!

PROJECT

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 **ONE** of the topics below and complete the project as per the guidance provided below. Consult 5 sources or more. Your focus must remain on the chosen topic throughout the task. Please also refer to the rubric which will provide further clarity on the details of what you are required to do.

- Violence against women/men
- Xenophobia
- Poor service delivery
- Violence against children

Activity 1: Introduction and literature review

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 (2015-2017) 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)
- [6]

1.3 Literature Review:

Your literature review should be presented in ESSAY format and should centre around the human rights violation that you have chosen.

Write your essay using the following headings:

- 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:**
- Describe how the above law protects citizens against human right violations. (3)
 - Discuss how a citizen's responsibilities can protect others against human right violations. 2 x 2 (4)
 - Give a brief outline of how discussions, projects, campaigns and events can support victims of human right violations. (2)
- 1.3.3. **Conclusion:**
- Express your views on how the law, the citizen and community can protect and support victims of human rights violations. (2)

(14)
[20]

Activity 2: Data gathering through Interviews

Interview 5 learners at your school about their knowledge on human rights violations. After the interview, answer the following questions:

Interview questions:

- 2.1 What does the term HUMAN RIGHTS mean to you?
- 2.2 Do you think that victims of human rights abuses are protected?
Give an example from your community to substantiate your answer.
- 2.3 Is the government doing enough to ensure that human rights are protected? Explain your viewpoint.
- 2.4 Which department/organization would you approach if your human rights had been violated?
- 2.5 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.

2. Use the findings from the **interview** and **literature research** (from internet, books, newspapers, magazines) to write a summary of the findings (based on the responses of your interviewees). (5x2)

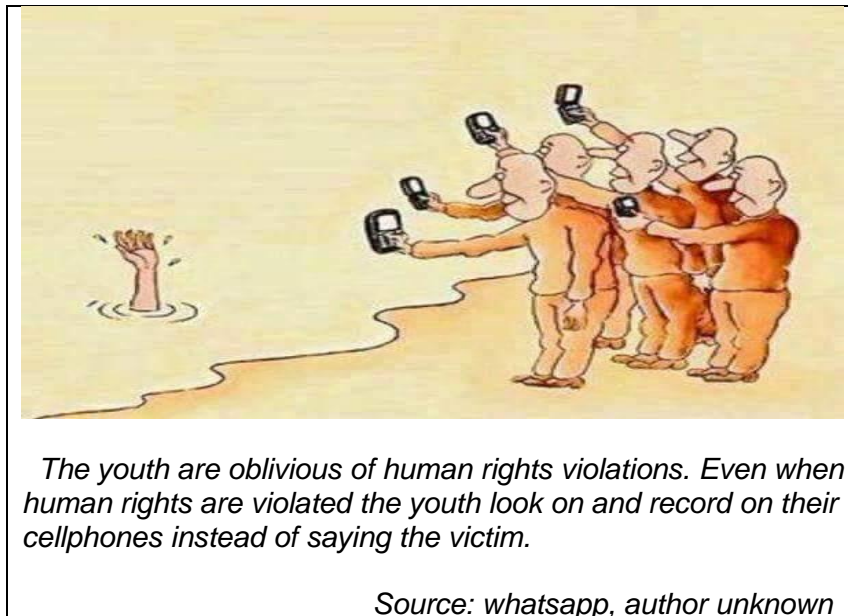
Activity 3: Findings

- 3.1 Restorative justice is a new concept in the South African legal landscape.
 - 3.1.1. Define *restorative justice*. (2)
 - 3.1.2. Briefly explain the main principles behind restorative justice. (3)
- 3.2
 - 3.2.1 List THREE state institutions that deal with human rights violations. 3 x 1 (3)
 - 3.2.2 Briefly explain the role of each institution in addressing human rights violations. 3 x 3 (9)
- 3.3 Critically evaluate the extent to which the following religious organisations have supported affected communities. (6)

[23]

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)

4.1.2. The violation of human rights. Give an example. . (2x2)

4.2 What role does the media have in reporting human rights violations in a responsible manner? (4x2)

[16]

Activity 5: Conclusion.

From your findings, what recommendations and conclusions can you make on this issue to:

5.1 Government; and (4)

5.2 Communities (4)

[8]

Activity 6: References.

Write your bibliography in which you indicate about four to five (or even more) sources used in compiling this project. See **Guide to referencing in a bibliography.** [3]

ADDENDUM A**Guide to referencing in a bibliography****Life Orientation**

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. 2nd 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. 15th 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 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 Colombia). 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 B:

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:

- | | |
|---|----------|
| 1. Title of report as a heading | |
| 2. Activity 1: Introduction and literature review | Page No: |
| 3. Activity 2: Data gathering through interviews | Page No: |
| 4. Activity 3: Findings | Page No: |
| 5. Activity 4: The Media | Page No: |
| 6. Activity 5: Conclusion | Page No: |
| 7. 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 also need 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, although typed tasks are highly commended.

ADDENDUM C

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.

CRITERIA	TASK 2 - PROJECT			MARK
ACTIVITY 1: INTRODUCTION AND LITERATURE REVIEW				
Activity 1.1	0	1	2	
1.1 Definition and description of human rights violation.	No idea of the definition or description. Not clearly stated. Not linked clearly to the topic	Gives a superficial understanding of the definition and description. It not stated clearly not linked to the topic	The definition and description of the human rights violation was stated clearly and concisely and was related to the topic.	/2
	0	1	2	
1.2 Describe recent human rights violation that is taking place in your community	Fails to answer the question. No conceptual understanding on the issue.	A reasonable clear description of an example that shows a limited understanding of human rights violations is displayed in the community. Lacks depth.	Provide an outstanding explanation and example showing exceptional understanding of human rights violations and how it affects the community. .	/2
1.3 Give your own position on this issue	Fails to answer the question. No conceptual understanding on the issue.	A reasonably clear position that shows a limited understanding of human rights violation. Lacks depth.	Must give own position on issue showing critical insight into how it influences one personally.	/2
Activity 1.2	1.2.1. Introduction: (3 marks) Learner gets 1 mark for identifying a law/legislation that protects the citizen against the chosen human rights violation. Allocate 0 if the description of the above law/legislation is lacking or weak. Allocate 1 mark if the description is satisfactory. Allocate 2 marks if the description is excellent.			/3
	1.2.2. Body: (9 marks) HOW THE LAW PROTECTS THE CITIZEN AGAINST CHOSEN HUMAN RIGHTS VIOLATION (3 marks) 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.			/3
	A CITIZEN'S RESPONSIBILITY: (4 marks) <ul style="list-style-type: none"> 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)			/4
	PROJECTS, CAMPAIGNS, EVENTS (2 marks) <ul style="list-style-type: none"> The above can contribute to pressure on government to change laws to prevent human rights violations more effectively ✓ It can raise awareness of victims and initiate support programmes ✓ It can educate the community on human rights violations ✓ It can give professional help to victims of human rights violations ✓ It can give protection to victims of human rights violations ✓ Any other relevant answer for 1 mark.			/2
	1.2.3. Conclusion: (2 marks) 0 = learner cannot express a view on how the law, citizen and community can support victims of human rights violations. 1 = learner expresses satisfactory view on the above.			/2

	2 = learner expresses excellent insight on how the three components work together to protect and support victims of human rights violations.					
					TOTAL: 14 MARKS	/14
ACTIVITY 2: DATA GATHERING THROUGH INTERVIEWS						
Interviews	<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 state of 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> <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>					/10
ACTIVITY 3: FINDINGS						
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"> • 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 breaches, the redressing of imbalances and the restoration of broken relationships. ✓ • 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. ✓ • In promoting justice, the government is responsible for preserving order ✓ and the community is responsible for establishing peace. ✓ 					/6
	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
	0-3	4-5	6-7	8-10		

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						
The media	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.					/2
	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.					/2
	It is the responsibility of the media to: <ul style="list-style-type: none"> • expose human rights violations To report on illegal activities ✓✓ • exercise exceptional care and consideration in matters involving dignity and reputation ✓✓ • The media should consider a person's right to privacy ✓✓ • No child under 18 may be interviewed, photographed or filmed without the consent of the parent or guardian ✓✓ • Complaints or concerns about reports in newspapers and magazines can be submitted to the Press Ombudsman ✓✓ • The media should provide unbiased, accurate and reliable information that media users need in order to make informed decisions ✓✓ • The media should provide access to important information and represent all views impartially ✓✓ • The media can expose the wrongs that may be happening within the country without infringing the people's rights. ✓✓ • Should explain what is happening and give enough information to explain what is happening ✓✓ • Must explain issues without being sensational or trying to use shock ✓✓ • Should not focus on scandals or use untrue/biased/unfounded headlines just to sell papers to get their viewership and listenership numbers up ✓✓ • Need to differentiate between facts and opinions, and gossip and serious allegations ✓✓ • Must train reporters to check sources carefully before reporting ✓✓ • Must train reporters in human rights and how to protect them ✓✓ • Should publish corrections and apologies if they make mistakes. ✓✓ • Journalists should be trained/workshopped on respecting people's private lives ✓✓ • Journalists should learn to differentiate positive and negative people's portrayal ✓✓ • Journalists should sign a code of conduct which will serve a guideline ✓✓ • Employment contract should clearly state the repercussions of negative reporting ✓✓ • Journalists should be workshopped continuously on matters pertaining to human dignity ✓✓ Any other reasonable answers for two marks each.					/8
ACTIVITY 5: CONCLUSION						
0-3		4-5		6-7		8-10

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
ACTIVITY 5: REFERENCES					
Allocate <u>THREE</u> marks if bibliography contains FOUR or MORE resources in the CORRECT format. Allocate <u>TWO</u> marks if bibliography contains THREE resources in the CORRECT format. Allocate <u>ONE</u> mark if bibliography contains TWO or LESS resources in the CORRECT format.					/3
Total:					/80