



LIFE ORIENTATION

SCHOOL BASED ASSESSMENT

LEARNER GUIDELINE

2016

NAME OF LEARNER	
NAME OF SCHOOL	
GRADE 12	



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: _____

Summary of Learner's Marks 2016

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	/ 24	
Activity 2: Source Based	/ 29	
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 = 24 marks</p> <p>Activity 2 = 29 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
COMMUNICATION AND CONFLICT

COMMUNICATION AND CONFLICT:

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.

- 1.1 A) Advise a friend who responds to conflict by **AVOIDANCE** on why it is not healthy in sustaining positive relationships. (2)
- B) Recommend TWO ways in which he / she should approach conflict resolution instead. (4)
- 1.2 A) Advise a friend who responds to conflict by **CONFRONTATION** on why it is not healthy in sustaining positive relationships. (2)
- B) Recommend TWO ways in which he / she should approach conflict resolution instead. (4)

[12]

TOTAL: 24

ACTIVITY 2: Financial and social viability of entrepreneurship

Read the following extract and answer the questions.

We are living in a time where technology is taking over a lot of jobs in almost all the sectors of the economy. More advanced production processes, intelligence systems and management systems require less people to do the same work. The transformation of technology however, poses diverse opportunities for entrepreneurs to generate profit. Entrepreneurs do not only create their own income but are acknowledged as the biggest contributor to creating new jobs.

Anon

- 2.1 Define the concept: **entrepreneurship** (2)
- 2.2 Name ONE organizations that can help a **new entrepreneur** with:
- funding
 - skills development
- (2x1)
- 2.3 Read the following quote and answer the question that follows:
- “Entrepreneurship provides an answer to youth unemployment in South Africa. As a South African youth you should have information for a **viable business idea**”
- What is meant by a **viable business idea**? (2)
- 2.4 List any **3 documents** required by the **Department of Trade and Industry** when registering a private company. (3x1)
- 2.5 Discuss TWO ways in which entrepreneurship can help to combat unemployment and improve the economy of South Africa. (3x2)
- 2.6 Read the story of Walt Disney on the next page. His story is an example of how childhood dreams can come true. Answer the following questions:
- 2.6.1 Describe two setback that Walt Disney experienced. (2x1)
- 2.6.2 how did he (Walt Disney) overcome them to obtain business success? (2x1)

**The motivational story of Walt Disney:
How to make wishes come true.**

His childhood hobby, believe it or not, was sketching cartoons. When he returned from serving as a Red Cross volunteer in World War I he'd had enough time to think about his future. He wanted to make cartoon motion pictures. So in 1920 he started his own company at the age of 19, drawing cartoons of the creatures from his childhood.

Portrait of Walt Disney, 1 January 1954



At the same time he had so little money to pay the rent, being forced to live with friends and often going without food. But even though he failed to sell a single cartoon he persisted. Three years later he left Kansas City for Hollywood to pursue his childhood dream. He set up a studio in a converted garage and, after five years - a long time when you're without an income - he struck success with a short animation of *'Alice in Cartoonland'* and *'Oswald the Rabbit'*.

Then in 1928 some of his cartoonists left taking Oswald with them. Disney was shattered. His success was short lived and he returned to having nowhere to live and little money for food. But his secret of success was within him (read *'The Belief Secret'* to learn how you can do the same). Out of the disaster he created his first Mickey Mouse character and, suddenly, he was on the road to real success.

Until now people laughed at him and his dream to make cartoon movies. His first feature film *'Snow White'* was ridiculed ... at first. It turned out to be one of Hollywood's biggest money-makers and is still earning big money today. Then came his reality TV shows starting with *'Davey Crocket'* and *'Zorro'* which attracted some of television's largest audiences of the time.

Walt Disney's biggest risk of all was to create a 300 acre \$50 million amusement park which was built in the mid-1950s. This was at a time when other amusement parks were losing favour and closing down. Of course there was also the huge TV success *'The Mickey Mouse Club'* airing daily on TV for many years. **What about you, are you following your dreams? Disney did and look where it got him!**

Source: <http://www.the-motivational-story-of-walt-disney.html>

2.7 Conduct research on a successful **South African entrepreneur**. Write a short essay in which you include the following:

- Background / beginnings (3)
 - Rise to success (3)
 - TWO entrepreneurial traits that helped him / her to succeed – Motivate your answer. (4)
- (10)

TOTAL : [29]

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)

- **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 Provide TWO reasons why are people hesitant to report corruption? (2)
- 3.2 Name TWO principles of good governance that help prevent corruption. (2)
- 3.3 In your own words explain TWO functions of the public protector. (2x2)
- 3.4 How is a person who reports corruption protected? (2)
- 3.5 Discuss **TWO** of the government's anti-corruption strategies that attempts to deal with corruption as a whole. (2x2)
- 3.6 Evaluate the impact / effects of fraud and corruption on TWO of the following:
- a) An individual
 - b) A company
 - c) A country (3x2)
- 3.7 Research any organization in South Africa that is dealing with **corruption and fraud** (excluding SAPS). **Evaluate** if they have been successful (or not) in exercising their mandate. Your answer should be approximately half a page. (7)

[27]

GRAND TOTAL : 80



COVER PAGE TASK 2: PROJECT

NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

ACTIVITY	MARK OBTAINED	DATE
Activity 1: Intro and Literature Review	/ 17	
Activity 2: Data Gathering	/ 10	
Activity 3: Findings	/ 30	
Activity 4: The Media	/ 8	
Activity 5: Conclusion	/ 10	
Activity 6: References	/ 5	
TOTAL:	/80	

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

FEEDBACK TO LEARNER:

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

GRADE 12 – TERM 2, 2016

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 or in a neighbouring community
FORM OF ASSESSMENT	Activity 1: Introduction and literature review Activity 2: Data gathering through interviews Activity 3: Findings
MARKS	Activity 1 = 17 marks Activity 2 = 10 marks Activity 3 = 53 marks TOTAL: = 80 marks
DURATION	Activity 1: Introduction and literature review (2 HRS) Activity 2: Data gathering through interviews (1 HR) Activity 3: Findings (3HRS)
DATE OF COMPLETION	As per subject assessment plan.

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

- Guidelines on how to do a project - refer to ADDENDUM A
- Guidelines on the presentation of the project - refer to ADDENDUM B.

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

ACTIVITY1 : INVESTIGATION

Human rights violations / discrimination take place in our communities every day. Too many of us have become desensitized 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 plus the OBJECTIVE of your project. (i.e. What is the actual problem and why are you conducting this research). This statement and objective should be clear and concise. (2)

1.2 **Describe** the chosen human rights violation that is taking place in your community or in a neighbouring community. **Give your own position** on this issue. (3+2)

1.3 Literature Review: **Choose ONE LAW/LEGISLATION** and **discuss** its relevance to the issue you are discussing and the extent to which this law/legislation protects the individual against human rights violations.

(10)

[17]

Activity 2: Data gathering through interviews

Interview FIVE or more persons about their knowledge on human rights violations. Use the questions below to gather information the information and submit interview notes with the task:

GUIDELINES for the INTERVIEWS

Remember the more individuals you interview or speak to you the more rich data you will gather on issues that you are investigating.

You may interview **FIVE or more persons**: examples

- Victim/s
- Members from the organization/ Community leaders / Youth activists
- Local government leaders / Local councillors/ Religious leader



PS: the questions provided serve as a guideline. Remember to delve deeper to acquire rich insightful and meaningful data!

Interview questions:

- What does the term HUMAN RIGHTS mean to you?
- Do you think that victims of human rights abuses are protected? Substantiate.
- Is the government doing enough to ensure that human rights are protected? Explain.
- Would you know which department/organization to approach if your human rights have been violated? (name the department/organisation)
- What is meant by RESTORATIVE JUSTICE?
- How does the involvement of the victim in the RESTORATIVE JUSTICE process help the victim?

You will be assessed using the following criteria:

Criteria	0-3 (Lacking)	4-5 (Adequate)	6-7 (Proficient)	8-10 (Excellent)
Quality of data gathered	Data lacking and irrelevant	Data adequate but lacks deeper detail	Data meaningful and sufficiently detailed	Rich, insightful and meaningful data collected

[10

Activity 3: Findings

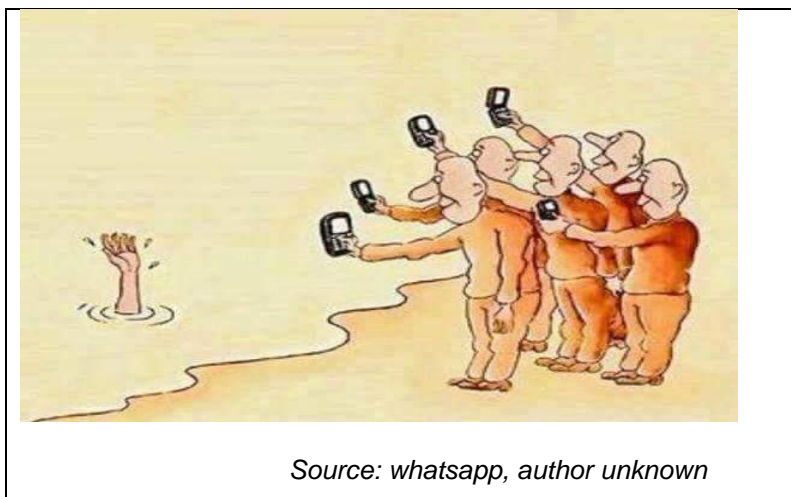
Use the findings from the **interview** and **literature research** (from internet, books, newspapers, magazines) to answer the questions below :

- 3.1 Are individuals empowered and do they understand their human rights or when their rights / the rights of others are being violated. Provide FIVE reasons for your analysis and standpoint. (10)
- 3.2 Discuss the contributing factors that lead to this issue. (10)
- 3.3 Critically evaluate the extent to which the following institutions have supported affected communities:
- 3.3.1 Government, (4)
- 3.3.2 community organisations; and (3)
- 3.3.3 religious organizations (3)
- 3.4 Restorative justice is a new concept in the South African legal landscape. Explain briefly what its intentions are in the process of human rights violations. (4)

[30]

Activity 4: The Media

Study the picture below and answer the questions that follow:



- 4.1 The youth shows general apathy towards human rights violations.
How can you, as a young person prevent human rights violations
from taking place under your watch? (2x2)
- 4.2 What role do the media have in reporting human rights violations in a
responsible manner? (2x2)

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 (6)

Activity 6: References.

Write your bibliography in which you indicate about four to five (or even more)
sources used in compiling this project. (5)

[23]

TOTAL: [53]

GRANDTOTAL: [80]

ADDENDUM A:

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 800-1000 words with sub-heading (depending on size of writing and fonts used / spacing approximately 5-10 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**.
- The evidence must be written **in the form of an essay with sub-headings**.
- Although you will spend time outside of contact time to collect resources and information, the completion of the task will be facilitated by your teacher during class time.

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.
- Name the organization
- Compile a **questionnaire** for the interviews.
- Conduct **interviews** with the following individuals: people who are experts and have knowledge on this issue (you could go to an one who you consider knowledgeable / lecturer / people affected, people from the organization, etc.)

Collating information

- Write down all the responses that individuals give you when interviewed.
- You can use a tape recorder 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 purpose. 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.
- Therefore it is important to craft your questionnaire to the focus questions of the project.

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.

ADDENDUM B

Guidelines on the presentation of the project

The project must have a 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: |

Pictures , photos, diagrams and graphs can be included under relevant activities.

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 task should be at LEAST 5 PAGES or more! The numbering of questions serves to provide structure to the task. Please follow the same numbering system as used in the task.

Quality of research. You also need to use pictures, graphs, illustrations, statistical data, comparative analysis, validity and reliability of the data . The relevant pictures to the project should be appropriately placed and linked with the question at hand, wherever necessary , 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.

CRITERIA	TASK 2 - PROJECT				MARK
INTRODUCTION					
Activity 1	0	1	2		
1.1. Statement of the objective of the Project	No idea of the objective. Not clearly stated. Not linked clearly to the topic	Gives a superficial understanding of the objective. It not stated clearly not linked to the topic	The objective of the project was stated clearly and concisely and was related to the topic.		/2
	0	1-2	3-4	5	
1.2 Describe human rights violation that is taking place in your community or in the neighboring community. Give your own position on this issue	Fails to answer the question. No conceptual understanding on the issue.	A reasonable clear opinion that shows a limited understanding of human rights violations. Lacks depth.	A well detailed opinion – based explanation that shows mature, clear and logical thinking of human rights violations	Provide an outstanding explanation showing exceptional understanding of human rights violations. Must give own position on issue showing critical	/5
	0-2	3-4	5-7	8-10	
1.3 Discuss laws, legislations and the extent to which these laws protect the individual against human rights violations.(8)	Weak investigation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question. Made no reference to laws and legislations.	Satisfactory investigation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research. Made satisfactory attempt to discuss laws and legislations.	Good Investigation carried out. Good information provided. Learner was able to demonstrate link with interview and research. Good link with the laws and legislations and shows understanding of how these laws protects the individuals against human rights abuses.	Excellent standard and quality of investigation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data. Presentation par excellence. Laws and legislations well cited.	/10
Activity 2	0-2	3-4	5-7	8-10	
Interviews (Questionnaires)	Data lacking and irrelevant	Data adequate but lacks deeper detail	Data meaningful and sufficiently detailed	Rich, insightful and meaningful data collected	/10
BODY: FINDINGS					
Body of the essay : Use the findings from the interview and literature research (from internet , books , newspapers , magazines) to answer the questions below :					
Activity 3	0-2	3-4	5-6	7-8	
3.1. Are individual's empowered and do they understand their human rights or when their rights are being violated. (10)	Weak investigation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question. Had not understanding of empowerment.	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.	/8
	0-2	3-4	5-6	7-8	
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.	Satisfactory investigation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research. An	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.	/10

	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. (8)	Weak evaluation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	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.	/10
	0-1	2	3	4	
3.4 Restorative justice is a new concept in the South African legal landscape. Explain briefly how it works and what purpose does it serve in the process of human rights violations.	Lacking knowledge on restorative justice and the purpose it serves in the process of human rights violations.	Adequate knowledge on restorative justice and the purpose it serves in the process of human rights violations.	Proficient knowledge o restorative justice and the purpose it serves in the process of human rights violations.	Excellent knowledge on restorative justice and the purpose it serves in the process of human rights violations.	/4
Activity 4	0-1	2	3	4	
4.1 The youth shows general apathy towards human rights violations. How can you, as a young person prevent human rights violations from taking place under your watch?	Lack of knowledge on how to prevent human rights violations	Adequate knowledge on how to prevent human rights violations	Proficient knowledge on how to prevent human rights violations	Excellent knowledge on how to prevent human rights violations	/4
	0-1	2	3	4	
4.2 What role do the media have in reporting human rights violations in a responsible manner?	Lack of knowledge of the role that the media needs to play in reporting on human rights violations	Adequate knowledge of the role that the media needs to play in reporting on human rights violations	Proficient knowledge of the role that the media needs to play in reporting on human rights violations	Excellent knowledge of the role that the media needs to play in reporting on human rights violations	/4
Activity 5	0-3	4-5	6-7	8-10	
6. From your findings, what recommendations and conclusions can you make on this issue to: 6.1 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	/10
References					
	0-1	2-3	4	5	
Resources used	1 relevant resource	2-3 relevant resources	4 relevant resources	5 Or more relevant resources Correct referencing technique	/5
Total:					/80