



SCHOOL BASED ASSESSMENT LEARNER GUIDELINE 2020

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 2020 (Programme of Assessment)

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	
LO CAT		80	
FINAL MARK		400	
PROMOTION MARK		120+	

Command words

Analyse

separate information into components and identify their characteristics

Assess

make an informed judgement

Consider

review and respond to given information

Criticise

assess worth against explicit expectations

Comment

present an informed opinion

Define

specify meaning

Describe

set out characteristics

Discuss

present key points

Deduce

draw conclusions from information provided

Examine

investigate closely

Explore

investigate without preconceptions about the outcome

Evaluate

judge from available evidence

Explain

set out purposes or reasons

Illustrate

present clarifying examples

Interpret

translate information into recognisable form

Outline

set out main characteristics

Summarise

present principal points without detail

State

express in clear terms

Relate

demonstrate connections between items

Review

survey information

Argue

present a reasoned case

Debate

present different perspectives on an issue

Give

produce an answer from recall

Justify

support a case with evidence

Estimate

assign an approximate value

Calculate

work out the value of something

Suggest

present a possible case

Prove

demonstrate validity on the basis of evidence

Compare

identify similarities

Contrast

identify differences

Apply

put into effect in a recognised way

Complete

finish a task by adding to given information

Develop

take forward or build upon given information

Identify

name or otherwise characterize

21st Century Life Skills Framework

(to create opportunities amidst 21st century challenges)



(c) Khel Planet

TASK 1: WRITTEN TASK

NOTE TO THE 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.

Before you attempt the first activity it is very important that you understand how an essay is written. It takes preparation, knowledge and skills of essay-writing to communicate in a way that you can show your understanding.

GENERAL INSTRUCTIONS AND INFORMATION

- This task consists of three activities. 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.

Steps that can help you in your essay. (The steps can be followed in no specific order.)

1. Analyse the questions and define key terms. In the texts/extract you will see words that have been **bolded**. Ensure that you understand those words/terms before proceeding to the next line or question.
2. Ensure that you understand each bullet
3. **Research the topic.** Use books, journals and other credible academic sources for support and evidence.
4. Take notes from your readings.
5. Write an essay plan and organise your ideas. Each bullet should be a different paragraph but at the same time your essay should flow.
6. Write a first draft to include your introduction, body and conclusion
7. Set the draft aside for a day or two, then re-read and make changes.
8. Have a friend or parent/ guardian read it.
9. Edit and redraft your essay
10. Complete your final draft and hand it in

WRITTEN TASK

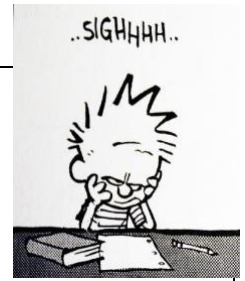
ACTIVITY 1:

Read the extract below and answer the questions that follow.

What could be done with: "STRESS"

The rising rate of stress in college students is revealing the very real need for mental health and counselling services on campuses. Many campuses offer these services but are struggling to keep up with the increasing rate of students coming in the colleges.

<https://www.stress.org/stress-an-epidemic-among-college-students>



1.1 Explain the following concepts:

- (a) stress
- (b) communication

2 X 2 (4)

1.2 Identify TWO types of stressors that learners are likely to experience in a post-school destination such as a college or university, or the workplace.

(2)

1.3 Discuss the effects of the TWO stressors you have identified in 1.2 on your quality of life as a new student in university.

2 x 2 (4)

Read the following extract and answer the questions that follow.

Conflict

If you view conflict as something that shouldn't happen, something that harms relationships, it becomes negative, and then you avoid it and hope it will go away. But if you see conflict as a fact of life, an opportunity to strengthen relationships, you have a way of resolving conflict by turning it into something creative. When problem-solving everyday issues become tug-of-war over who's right and who's wrong, then settling even the smallest of discussions becomes a battle.

Source adapted: <http://wittcom.com/how-to-resolve-conflict>

1.4 "Sometimes conflict can be healthy". Critically discuss this statement.

4x1 (4)

1.5 Recommend THREE ways in which a person should approach conflict resolution in order to sustain healthy relationships.

3x2 (6)

[20]

ACTIVITY 2: TRANSITION AND CHANGE

Read the following passage and answer the questions that follow.

TRANSITION FROM HIGH SCHOOL TO TERTIARY INSTITUTION/WORK



Making the transition from a learner to a student or an employee can be a scary and **intimidating** change. Simply put, you'll go through several 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 learners.**

Source: You Magazine (2014) - Adapted: July 2018

Glossary

1. **Intimidating** - Having a frightening or threatening effect.
2. **Fascinated** - Strongly attracted and interested.
3. **Intrigued** - Arouse the curiosity or interest
4. **Glamorizing** - Make (something) seem glamorous or desirable
5. **Familiarize** - Give (someone) knowledge or understanding of something.

Remember to use your own words and to answer in full sentences.

- 2.1 Define the term 'change' and state ONE negative change you may encounter as a student or as an employee in the future. (2+1)
- 2.2 Explain how you would deal with the change you have identified in 2.1 above to counter any negative impact on your success as a student or employee. 3x2(6)
- 2.3 Read the **bolded** sentence in the passage above. Advise a Gr. 12 learner on how to find a balance between the **new-found freedom** and **responsible behaviour**. 3x2 (6)

[15]

ESSAY – Post-school destination



2.4 Many young people struggle to cope with post-school destinations. Write a short essay in which you focus on the following:

- Discuss two reasons why young people find the transition between school and university challenging? 2X2= (4)
- Explain briefly what are the causes for students to drop-out from university? 2X2= (4)
- Provide 3 strategies that one can employ to ensure that you will not drop out of university. (3)
- What does NSFAS stand for and how does this scheme assist students? (4)

[15]

ACTIVITY 3

This activity is unseen and will be given in class. The topic that learners will be assessed on is **UNEMPLOYMENT**. Learners are allowed to gather as much information as possible to complete the task.

TOTAL: [30]

GRAND TOTAL: 80

TASK 2: PROJECT
COVER PAGE TASK: PROJECT

NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

Activity	Teacher's mark		HOD/School Moderator		District Moderator		Provincial Moderator	
	Mark	Initial	Mark	Initial	Mark	Initial	Mark	Initial
Activity 1: 20								
Activity 2: 13								
Activity 3: 20								
Activity 4: 16								
Activity 5: 8								
Activity 6: 3								
Total: 80								

OVERALL FEEDBACK TO LEARNER:

MODERATION:	NAME	SIGNATURE	DATE
Teacher/Marker			
HOD/School Moderator			
District Moderator			
Provincial Moderator			

GRADE 12 2019 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	<ul style="list-style-type: none"> • In Activities 1 – 6 you will be expected to display knowledge, skills and values and demonstrate certain competencies. • 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	<ul style="list-style-type: none"> • Activity 1 = 20 marks • Activity 2 = 13 marks • Activity 3 = 20 marks • Activity 4 = 16 marks • Activity 5 = 8 marks • Activity 6 = 3 marks <p>TOTAL: = 80 marks</p>
DURATION	<ul style="list-style-type: none"> • Although you 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 during contact time. • You will need adequate guidance at the onset of the project and progress should be monitored throughout.
DATE OF COMPLETION	As per subject assessment plan.

NOTE: The following are provided as annexures to assist you to complete the task:

- a. Annexure A: Guidelines for a project & notes to the Learner
- b. Annexure B: How to compile a BIBLIOGRAPHY
- c. Annexure C: Guidelines on the presentation of the project

**PLEASE ENSURE THAT YOU READ THROUGH THESE ANNEXURES BEFORE YOU
ATTEMPT THE TASK**

PROJECT



South Africa has, over the years, built a **robust** and independent **judiciary** essential for respect for the **rule of law**; but in 2017, the government's record on human rights and respect for the rule of law was poor. **Corruption**, poverty, **gender-based violence**, poor service delivery, high unemployment, and crime significantly restricted South Africans' enjoyment of their rights.

Anon.

- Choose **ONE** of the topics below and conduct research by consulting 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.
- Your research should be presented in ESSAY format and should centre around the human rights violation that you have chosen.
 - a. Poor service delivery
 - b. Gender-based violence

Activity 1:

1.1 Introduction

- 1.1.1. Define and describe the human rights violation that you have chosen. (2)
- 1.1.2. Give a description of a recent (2017-2019) example of how this problem has displayed itself in your community. (2)
- 1.1.3. Give your own position on this specific problem in our country. (2)

1.2 Based on the research that you conducted write an essay in which you address the following issues:

- Name and explain the purpose of one law/legislation that protects citizens against the specific human right violation you have chosen. (2)
- Describe TWO ways in which the above law protects citizens against human rights violations. 2x2 (4)
- How can discussions, projects, campaigns and events support victims

of human right violations. (4)

- Express your views on how the law, the citizens and community can protect and support victims of human rights violations. (4)

[20]

Activity 2: Data gathering through Interviews

Interview at least 10 learners at your school about their knowledge on human rights violations. Use the questions below as a possible guide to help you.

Interview questions:

Question 1: Do you know what human rights are? Please explain your answer.

Question 2: Are you aware of human rights violations happening in your community? Explain.

Question 3: Which laws protect citizens from human rights violations?

Question 4: Is the government doing enough to ensure that human rights are protected? Explain your viewpoint.

Question 5: Which department/organization would you approach if your human rights have been violated?

Assess the knowledge of the learners you have interviewed by conducting an **analysis** of the responses (**data**) that you gathered for each of the questions above and respond to the questions below:

- Draw a **bar graph** to present your data. (3)
- Explain the findings for each question and provide a reason for your answers. (5x2)

[13]

Activity 3: Findings

3.1 Discuss THREE contributing factors that led to the human rights violation that you have chosen. 3x2 (6)

3.2 Evaluate to what extent the following institutions have supported communities affected by human rights violations. Use an example for each to support your answer.

- non-governmental organisations (6)
- community and (4)
- religious organisations (4)

[20]

Activity 4: Human Rights and The Media



- 4.1 Find 4 pictures on the topic that you have chosen and make a collage. Study the pictures and answer the question below:

Critically evaluate how social media reports on poor service delivery/gender-based violence. Illustrate your responses by giving examples from your collage. 4x2 (8)

- 4.2 Assess how the media is supposed to exercise its *roles and responsibilities* in reporting on human rights violations in a democracy. 4x2(8)
[16]

Activity 5: Conclusion.

From your findings, what recommendations and conclusions can you make on the Issue of human rights violations to:

- 5.1 .Your peers; and (4)
5.2. Department of Education (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. [3]

GRANDTOTAL: [80]

Annexure A: Guidelines for a project & notes to the Learner

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.

Annexure B: How to compile a BIBLIOGRAPHY

PRESENTATION:

Present a typed or neatly handwritten 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.**

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

BOOKS

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

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.

ENCYCLOPAEDIAS

Books

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macromedia, 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 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.

Annexure C: Guidelines on the presentation of the project

Radio or television programme

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!!

The project must have **COVER PAGE** with the following information:

- ✘ Name:
- ✘ Grade:
- ✘ Subject:
- ✘ Task:
- ✘ School:
- ✘ 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 handwritten 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.