



LIFE ORIENTATION

SCHOOL BASED ASSESSMENT



TEACHER GUIDELINE

GRADE 12

2017

Dear Life Orientation Teachers

This SBA guideline is designed to assist you in making classroom practice more manageable. It is highly recommended that you follow the structure and suggestions set out in this guideline. This guideline uses as its source of reference **all National and Provincial policy documents**. This document will assist you in ensuring that you meet the policy requirements.

In order to facilitate the process of benchmarking, guidelines are given for each formal assessment task. It is strongly recommended that you make use of the exemplars and wherever the need arises to adapt it to suit contextual factors. If you follow the guidelines you can be assured of meeting the requirements as stipulated in policy.

In teaching Life Orientation, it is vital to ensure that the content is sufficiently unpacked to allow the learners to gain knowledge. Activities are meant to gain skills and should be preceded by the acquisition of knowledge.

The activities in the SBAs are aligned to the CAPS and timeframes are stipulated for their completion. Classroom practice should therefore be characterised by proper time management to ensure that ALL content is covered in the given time period and that SBAs are completed by the end of each term.

The provincial SBAs are COMPULSORY. All care has been taken to ensure that they are standardised and are of the requisite standard. Schools who wish to deviate from this arrangement should acquire written permission to develop their own SBAs and these must be submitted to the district and provincial office for moderation.

PET is a compulsory component in Life Orientation and no learner may be exempted from participation. It is only in unique circumstances (e.g. serious medical reasons) that schools may enquire from the provincial office on how to deal with a special case.

If there are unique problems that your school experiences, do not hesitate to seek help using the proper protocol channels. Remember that at all times the Gauteng Department of Education Life Orientation team is ready to assist in ensuring service delivery and meeting the needs of learners and teachers.

Life Orientation Provincial Team



LIFE ORIENTATION

TEACHER GUIDE



| | |
|-------------------------|-------------|
| Name of Teacher | |
| Name of School | |
| Name of District | |
| EMIS NUMBER | |
| Grade 12 | |
| Year | 2017 |

BLOOM's TAXONOMY: Understanding the question

Question keywords are also called 'command' words. These are the words in your SBA and exam questions that tell you what the educator wants you to do. By understanding these command words, you are on your way to understanding your SBA and exam questions.

| 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)*





1. Introduction

1.1 School-Based Assessment

School-based assessment (SBA) is a form of assessment which is embedded in the teaching and learning process and is an integral part of learners' preparation for the final examinations. It has a number of important characteristics which distinguishes it from other forms of assessment:

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It allows for the collection of a number of samples of learner performance over a period of time.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed.
- It is carried out in the classrooms and is conducted by the learners' own teacher.
- It takes place at different stages of the learning process, as required in Chapter 4 of the Curriculum and Assessment Policy Statement (CAPS).
- It involves learners more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to learners.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations.

1.1.1 The FIVE steps of quality School-Based Assessment



Step 1: Generating and collecting evidence of learners' performance

This is done through the various assessment tasks given to learners by the teacher.

Step 2: Assessing learners' performance

This is achieved when the teacher marks the learners' responses using an appropriate assessment tool in order to arrive at a mark which indicates the learners' understanding of the topic(s) covered by the assessment task.

Step 3: Recording learners' performance

The teacher records the learners' marks to track their progress throughout the year and also records specific challenges experienced by the learners in order to plan intervention.

Step 4: Analysing learners' performance to improve the process of learning and teaching

By analysing learner responses, the teacher may choose to repeat certain aspects of the content or use a variety of strategies to improve learning. This can be followed by extended opportunities for learners to improve their learning.

Step 5: Feedback to learners

Feedback from the teacher is essential to improve the learners' confidence, self-awareness and enthusiasm for learning. It should be done in such a way that it maximises the learners' potential at different stages of the learning and teaching process.

1.1.2 The THREE functions of a quality assessment programme

- ASSESSMENT **FOR** LEARNING — teachers monitor learners' progress to inform their teaching
- ASSESSMENT **AS** LEARNING — learners reflect on their progress to inform their future learning
- ASSESSMENT **OF** LEARNING — teachers use evidence of learners' performance to make judgments on learner achievement against clearly stated standards.

School-based assessment needs to be continuous and integrated naturally into every stage of the teaching-learning cycle, not just at the end.



Source: <http://www.hkeaa.edu.hk>

1.1.3 The difference between formative and summative assessment

School-based assessment tasks can be used for *formative* as well as *summative* purposes.

Summative assessment

Refers to more formal planned assessments at the end of a unit or term / year which are used primarily to assess learners' progress.

Formative assessment

Is usually more informal and more frequent, involving the gathering of information about learners and their learning needs **while they are still learning**.

Formative assessment has two key functions: **informing** and **forming**.

Formative assessment shapes the decisions about what to do next, by helping the teacher to select what to teach in the next lesson, or even in the next moment in the lesson and the learners to understand what they have learnt and what they need to learn next.

Summary of Learner's Marks 2017

| TERM | TASK | MARK | TOTAL |
|----------------|---------------|------|-------|
| TERM 1 | WRITTEN TASK | / 80 | / 100 |
| | PET | / 20 | |
| TERM 2 | PROJECT | / 80 | / 200 |
| | MID-YEAR EXAM | / 80 | |
| | PET | / 40 | |
| TERM 3 | FINAL EXAM | / 80 | / 100 |
| | PET | / 20 | |
| FINAL MARK | | | / 400 |
| PROMOTION MARK | | | 120 |

PLEASE NOTE: IN ORDER FOR ASSESSMENT TO TAKE PLACE TIMEOUSLY, ACCURATELY AND FAIRLY – STUDY SKILLS SHOULD BE COVERED AT THE END OF THE TERM.

THEREFORE, THE ORDER OF THE TOPICS IN TERM ONE WILL BE AS FOLLOWS:

- | | |
|-----------------------------------|--------------|
| 1. Development of Self in Society | Weeks 1 – 5 |
| 2. Careers and Career Choices | Weeks 6 – 8 |
| 3. Study Skills | Weeks 9 - 10 |



PROGRAMME OF ASSESSMENT (GRADE 12)

| TERM | TASK | ACTIVITIES | MARK | TOTAL |
|--------------------------------|--|--|------------|-------|
| Term 1 | Task 1: Development of the self in society; Career & career Choices | Essay, Source base and Case Study | 80 | 100 |
| | Physical Education Task: PET 1 | Participation in programmes that promote achievement of personal fitness and health goals | 20 | |
| Term 2 | Task 2 Human Rights and Democracy |  Project Investigation | 80 | 200 |
| | Task 3 Examination 1 | Mid-year Examination | 80 | |
| | Physical Education Task PET 2 | Participation in programmes that promote long term engagement in community and/or playground and/or indigenous games or traditional and or non-traditional sports that promote physical activity | 40 | |
| Term 3 | Task 4 Examination 2 | September Examination | 80 | 100 |
| | Physical Education Task: PET 3 | Participation in programmes that promote long term engagement in relaxation and recreational activities | 20 | |
| FINAL MARK (100 X 4) | | | 400 | |
| PROMOTION MARK (30 X 4) | | | 120 | |

GRADE 12 - TASK 1: WRITTEN TASK

| | |
|--------------------|--|
| TOPIC | DEVELOPMENT OF SELF IN SOCIETY CAREERS AND CAREER CHOICES |
| PURPOSE | Activity 1: To explore one's own personality and to acquire life skills to deal with conflict in everyday situations; 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 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. |
| FORM OF ASSESSMENT | Activity 1: Essay Activity 2: Source Based Activity 3: Case Study |
| MARKS | Activity 1 = 24 marks Activity 2 = 29 marks Activity 3 = 27 marks TOTAL: = 80 marks |
| DURATION | Activity 1: 2 hours Activity 2: 2 hour Activity 3: 1 hour |
| DATE OF COMPLETION | Activity 1: End of week 4 Activity 2: End of week 7 Activity 3: End of week 8 |

A written task focuses on specific content that has been integrated with some of the topics. The task will require in-depth reading. The learner responses will require informed decision-making and problem solving. The learner will be expected to interpret, analyze and make suggestions. In order to demonstrate their understanding and application of the knowledge they have they will have to engage in critical and creative thinking.

MARKING GUIDE (MEMORANDUM): WRITTEN TASK - GRADE 12

TASK ONE ACTIVITY 1: ESSAY

COMMUNICATION AND CONFLICT

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

LEARNERS TO CHOOSE ANY THREE FACTORS:

- **Personality**

- Often if someone is more outgoing (extroverted) ✓ they are better able to communicate ✓
- Sometimes if people are less outgoing (introverted) ✓ they are less able to effectively communicate. ✓
- People who are confident ✓ are more likely to speak out about what they see and feel effectively. ✓3
- Some personalities are intimidating ✓ and people are less likely to communicate with them thus hindering effective communication. ✓
- People are less likely to communicate (seek help from or confide in) ✓ harsh and judgmental personality types thus standing in the way of effective communication. ✓
- Extroverts sometimes can speak well ✓ but not always listen well and this hinders effective communication. ✓
- Introverts sometimes can listen well ✓ but not express themselves well and this hinders effective communication. ✓

Any TWO relevant responses for TWO marks each

2 x 2 (4)

- **Attitudes and Values**

- People who have an open attitude and listen ✓ are more likely to get cooperation than people who are critical ✓
- People who have a negative attitude ✓ will convey this by their tone and body language and this will hinder effective communication. ✓
- People who are positive ✓ will make other people feel accepted and will increase effective communication ✓
- People who value other people ✓ will communicate respectfully regardless of differences ✓
- People who are okay with people thinking differently to them ✓ don't feel they need to convince everyone to their way of thinking ✓
- People who have a superior attitude ✓ are less likely to communicate effectively with others.

Any TWO relevant responses for TWO marks each

2 x 2 (4)

- **Acceptance of responsibility**

- People who are responsible for what they say and the way they communicate ✓ are able to admit when they said something unfairly or inappropriately. ✓
- People need to be responsible when they listen ✓ if they don't listen they cannot expect to understand and it hinders effective communication. ✓
- People who accept responsibility are able to apologise ✓ and not shift responsibility. ✓
- People who accept responsibility understand that they cannot use guilt or shame ✓ to manipulate people when communicating. ✓
- People who are responsible do not sugarcoat issues ✓ but acknowledge them truthfully and this increases effective communication. ✓

Any TWO relevant responses for TWO marks each

2 x 2 (4)

- **Appropriate expression of views and feelings**

- Acceptance that people may have different views ✓ will help with effective communication because it will be more appropriate. ✓
- Even though it is important to be honest ✓ it is also important to be appropriate in our expression of views and feelings. ✓
- It means that you can express yourself ✓ but not at the expense of hurting other people. ✓
- In order to appropriately express views and feelings a person must be a skilled communicator ✓ because it takes restraint and self control. ✓
- People who understand appropriate communication understand that you do not speak in the same way to your principal as what you would to your best friend ✓ they understand there is an appropriate way in which to communicate in different situations. ✓
- Appropriate communication indicates that what you say ✓ and the way in which you say it matches.
- Body language and tone ✓ are congruent with what you are saying. ✓

Any TWO relevant responses for TWO marks each

2 x 2 (4)

- **Respect the feelings of others**

- People who can communicate respectfully understand that different cultures and religions ✓ communicate differently. ✓
- When you show compassion / empathy ✓ you are showing respect for others feelings.
- People who respectful do not dismiss other peoples feelings as unimportant ✓ they listen and are open. ✓
- People do not judge others ✓ when they respectfully communicate. ✓
- Respectful communication means you do not trivialise (make unimportant) ✓ what other people are saying or feeling. ✓
- People who communicate with respect do not interrupt ✓ while other people are speaking as it hinders effective communication. ✓

Any THREE relevant responses for TWO marks each

3 x 4 (12)

1.2

A) Why AVOIDANCE is not healthy in sustaining positive relationships:

- It attempts to avoid directly confronting the issue at hand. ✓
- Changing the subject or putting off a discussion until later will mean the problem has not been sorted out. ✓
- It could result in people withdrawing from a relationship because they don't feel heard. ✓

- An issue or problem cannot be resolved ✓
- Conflict avoidance can actually create further conflict because it creates another point of contention.
- If an issue is avoided / not discussed people may think something else is actually wrong.
- Keep feeling inside and pent up can be harmful to our health. ✓

Any TWO Relevant responses for ONE mark each. (2)

1.2 B) Why CONFRONTATION is not healthy in sustaining positive relationships:

- This behavior increases conflict ✓ rather than reducing or resolving it. ✓
- Often it involves a “all or nothing” mentality ✓ and does not take the time or effort to analyse a situation. ✓
- Being confrontational often ends up with unmanaged emotions ✓ and extreme behaviours. ✓
- Often this behavior ends up blaming others ✓ and isn't focused on resolution of the issue.
- This behavior is not healthy because is negative ✓ and does not focus on a win – win situation.
- Confrontational people often are unable to reflect on their own behavior ✓ and focus only on other peoples' behavior. ✓
- This behavior does seldom includes empathy ✓ which is important in effective communication ✓
- People who confront could be doing it to avoid responsibility ✓ and this isn't healthy in a relationship. ✓

Any TWO Relevant responses for ONE mark each. (2)

1.3. Recommend THREE ways in one can resolve conflict in order to sustain healthy relationships.

- Start speaking your mind about small issues first ✓ and then build up to bigger issues that must be dealt with. ✓
- Be clear on what you want ✓ you're going to be more successful if you clearly express yourself. ✓
- Do not let people's feelings make you avoid dealing with an issue ✓ They are responsible for the way they respond ✓
- Don't feel guilty or shameful when you speak your truth ✓ be proud that you spoke up.
- Although conflict is not easy ✓ it is inevitable – you cannot go through life without it. ✓
- Speaking your mind does not mean that you have to be rude or disrespectful ✓ communication is vital for a healthy relationship. ✓
- You have to know what issue you are planning to address and have already thought what you would like to say ✓ but what you would like the solution to be in the outcome of the conversation. ✓
- There doesn't have to be an argument ✓ two people can differ and have a conversation.
- Approach people with understanding and good intentions ✓ if you start with anger you will end in anger. ✓
- Consider the other person's state of mind ✓ Is he/she tired, under stress and bear this in mind when communicating. ✓
- Consider if you have a control over your emotions about the issue ✓ and if you have the proper perspective / facts to discuss the issue. ✓
- Hold off on the discussion if the time is not right ✓ especially if it is a potentially difficult

- conversation. ✓
- Keep your head open to other thoughts ✓ and remember it doesn't have to be solved in one discussion ✓
- Any FOUR Relevant responses for TWO marks each.

3 x 2 (6)

[10]

TOTAL: 22

ACTIVITY 2: SOURCE-BASED

2.1 What is unemployment?

Unemployment represents the number of people in the work force who want to work but do not have a job ✓ The **work force** is made up of those people who want to work ✓ it excludes people who are retired, disabled, and able to work but not currently looking for a position; for instance, they may be taking care of children or going to college ✓ (3)

2.2 According to the author of the passage the entrepreneurial skills are:

- Critical thinking
 - creativity and/ or
 - problem solving
- Any TWO for TWO marks each. (4)

2.3 Explain 3 strategies to overcome unemployment.



- **Volunteering** ✓
By volunteering one learns new skills ✓ can help choose a career ✓
volunteering also helps protect mental and physical health. ✓ (2)
 - **Entrepreneurship** ✓
You can work for yourself ✓
These can have a number of advantages and disadvantages. For example, it means you would be in control of what she is doing ✓ and she could organise her own hours. ✓ On the other hand, it can involve working very hard and she may no longer have a regular income ✓ (2)
 - **Part-time job** ✓
This provides flexibility ✓ could be added to a CV ✓ helps build experiences ✓ and fills the gap in employment history. ✓ (2)
 - **Community work** ✓
Service-learning has a positive effect on the personal development ✓ it provides opportunities people to become active, positive contributors to society ✓ helps people acquire academic skills and knowledge ✓ (2)
- 3 x 2 (6)

2.4 Discuss THREE ways in which entrepreneurship can help to combat unemployment and improve the economy of South Africa

1. **Entrepreneurs create business that hire people** ✓

Entrepreneurs provide their employees a job and income. The workers' income puts food on the table and feed their family members. The same income will be needed to be able to buy necessities such as food, clothing and shelter. This in turn will help spur the economy and provide necessary jobs and businesses for people that meet these basic needs. This will benefit the people working or providing these kind of businesses. ✓

2. Entrepreneurs pay taxes ✓

The small businesses that entrepreneurs established are required to pay necessary local, state, and/or the federal government taxes. The tax money from the businesses will be used by the government to provide people with basic services such as health care, transportation, education, construction etc. ✓

3. Entrepreneurs create demand for products which in turn create jobs and other businesses ✓

Entrepreneurs need raw material or products to produce finished goods. Buying raw materials for their businesses will create other businesses which in turn more create jobs ✓

4. Entrepreneurs introduce new technologies to the market ✓

They come up with new technologies, create new products and provide new services ✓

5. Entrepreneurs stimulate the economy by instilling confidence in people ✓

The economic health of the nation generally depends on the Gross Domestic Product (GDP) performance. Entrepreneurs, through the jobs and businesses they create, are vital to the GDP equation. Having a healthy economy makes people confident to invest, live and work in that place in times of recession ✓

3 x 2 (6)

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. 2x2 (4)

Background

SEE THE RUBRIC FOR MARKING

Challenges:

- It involves hard work and you make decisions on your own
- There are many risks involved
- As the business is small, it is harder to find economies of scale from which big firms are able to benefit
- Initially there might be little time for holidays
- Small firms cannot afford to employ a range of specialists
- It is costly to raise finance / lack of funding

Any **TWO** of the above or any well substantiated answer.

SEE THE RUBRIC FOR MARKING

Types of answers could include:

TWO entrepreneurial **traits** that helped him / her to succeed:

- Creativity- successful entrepreneurs can twist / take old ideas or business models and revolutionize them, making them attractive to potential clients or customers✓✓
- Intuition - successful entrepreneurs understand how fast current trends change and know how to keep up with them✓✓
- Self-motivation - successful entrepreneurs do not need someone who holds them accountable or forces them to be efficient and productive. They have a drive to sustain what they do✓✓
- Authoritativeness - successful entrepreneurs do not allow themselves to be easily influenced though there is nothing wrong with taking advice or opinions, in the end, they must make decisions that they strongly believe will better their✓✓
- Strong-willed - successful entrepreneurs do not let pessimism, difficulty or any other problems stand in their way✓✓

Any TWO traits well motivated

| 1 | 2 | 3 | 4 |
|--|--|--|---|
| Background / beginnings Limited / partial / weak information gathered of how the entrepreneur and what they do now | Reasonable/fair/ satisfactory information gathered of entrepreneur and what they do now | Good / considerable / suitable / relevant information gathered of how the entrepreneur and what they do now Appropriate insight eminent | Excellent and relevant information gathered of how the entrepreneur and what they do now. Shows a great deal of insight |
| 1 | 2 | 3 | 4 |
| Lack valuable information of entrepreneurial traits that helped them | Fair/Satisfactory understanding of how the entrepreneurial skills and how it helped them | Good / considerable / suitable/ relevant insight shown regarding entrepreneurial traits | Excellent and valuable insight |

4 x 2 (8)

TOTAL: [31]

ENTREPRENEURSHIP: USEFUL WEBSITES FOR THE EDUCATOR- More websites may be explored.

What is entrepreneurship: <http://www.businessnewsdaily.com/2642-entrepreneurship.html>

What constitutes a viable Business: <http://biztaxlaw.about.com/od/glossaryv/g/viability.htm>

How Entrepreneurs Improve the Economy:

<http://www.brighthub.com/office/entrepreneurs/articles/47092.aspx>

Documents required for starting: <http://www.quickcc.co.za/>

How to register a company number online and what are the costs:<http://www.registercompany.co.za/>

Characteristics of a successful entrepreneur: http://www.iplanner.net/business-financial/online/how-to-articles.aspx?article_id=entrepreneur-characteristics

Characteristics of a successful entrepreneur: <http://www.entrepreneur.com/article/200730>

ACTIVITY 3: CASE STUDY

- 3.1.1 Define the term “bail”. (2)
- the temporary release of an accused person awaiting trial, sometimes on condition that a sum of money is lodged to guarantee their appearance in court.
- 3.1.2 Give two reasons why these traffic cops could have been denied bail. (2)
- they are law officers who are expected to uphold the law and have failed to respect the law
 - they are expected to enforce the law, yet they are found to be breaking the law
 - they have made a pledge of honour and honesty to the country and have broken that code
 - there is a need to root out fraud and corruption and an example is set with these officials
- 3.1.3 Explain why is it problematic if someone is issued with a fraudulent license. (3)
- It puts your person/integrity in disrepute as you are seen as being corrupt as well.
 - You may be seen as aiding and abating criminality in the country.
 - You may lose out on employment opportunities – especially where a license is required.
- 3.2 Provide TWO reasons why are people hesitant to report corruption?
- They may feel they stand to lose the most by speaking up.
 - The fear of being labelled a “sneak” or a troublemaker
 - The fear of “breaking ranks” and appearing disloyal to colleagues
 - The fear of being required to provide irrefutable evidence.
 - To protect others and the interests of their employers that are not participating
 - They feel they will be disadvantaged, disciplined or even dismissed for speaking out.
 - They may feel they will find themselves out of a job or out of a career.
 - They are benefitting indirectly from the fraud /corruption.
 - They don’t feel it will make a difference.
 - They are unaware of who to speak / report it to.
- Any TWO relevant answers for ONE mark each. 2 x 2 (2)
- 3.4 Evaluate the impact / effects of fraud and corruption on the country. 3 x 2 (6)
- Gauteng Department of Education Life Orientation TG Gr 12 - 2017

| 1-2 | 3-4 | 5-6 |
|---|--|---|
| Limited / partial / weak explanation whether evaluation the effects of fraud and corruption. inadequate insight and evaluation provided | Reasonable/fair/ satisfactory explanation whether evaluation the effects of fraud and corruption. Some insight and evaluation provided | Good / considerable / suitable / capable explanation whether evaluation the effects of fraud and corruption. Appropriate insight and evaluation provided. |

- If a country is known to be corrupt, foreign investors will NOT want to invest their money in the country. ✓
- It hinders democracy and the rule of law ✓
- This means fewer jobs are created and unemployment remains high. ✓
- People's standard of living remains low and the cycle of poverty continues ✓
- Fraud and corruption have an economic impact, e.g. in government bribes can influence who gets a contract, the terms of the contract as well as terms of subcontracts when the project is implemented. ✓
- Cynicism and reducing interest of political participation, political instability, reducing political competition, reducing the transparency of political decision making ✓
- Political intolerance, problems of accountability and transparency to the public, low level of democratic culture, principles of consultation and participation dialogue ✓
- Corruption leads to the depletion of national wealth. It is often responsible for increased costs of goods and services, the funnelling of scarce public resources to uneconomic high profile projects at the expense of the much needed projects such as schools, hospitals and roads, or the supply of potable water, diversion and misallocation of resources, conversion of public wealth to private and personal property, inflation, imbalanced economic development, weakling work ethics and professionalism, hindrance of the development of fair in market structures and unhealthy competition there by deterring competition. Large scale corruption hurts the economy and impoverishes entire population. ✓
- Corruption discourages people to work together for the common good. Frustration and general apathy among the public result in a weak civil society. Demanding and paying bribes becomes the tradition. It also results in social inequality and widened gap between the rich and poor, civil strife, increased poverty and lack of basic needs like food, water and drugs, jealousy and hatred and insecurity ✓
- Causes loss of business reputation ✓
- Increases cost of doing business ✓
- Undermines innovation since bribes, instead of performance, determine project award ✓
- Large-scale corruption, meanwhile, damages the quality of public services on which the poor depend particularly, to meet basic needs.

Allocate 2 marks for each

(3x2) (6)

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)

- Name the Organization and write an introductory paragraph in which you describe the vision and mission of the organization.
Give **one mark** for naming the organization ✓
Give **two marks** for the introduction: one mark for the vision and one mark for the mission.
✓✓ (3)
- In the body of your essay, describe one success and one failure of the organisation.
Give **two marks** for an excellent description of a success ✓✓ and two marks for an excellent description of a failure. ✓✓
Allocate **one mark** for an average description both. ✓✓
Allocate 0 marks if the description is not appropriate. (4)
- In your conclusion, evaluate the effectiveness of the organisation according to the research that you have done.
Allocate **two marks** for an excellent evaluation based on the above two qualifiers. ✓✓
Allocate **one mark** for an average evaluation. ✓
Allocate 0 marks for a poor or inappropriate conclusion. (2)

[27]

TOTAL : 80

| 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 = learner expresses excellent insight on how the three components work together to protect and support victims of human rights violations. | | | /2 |

| | | | | | 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 ste 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 breeches, 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 | | |

| | | | | | | |
|--|---|--|--|---|---|-----------|
| <p>3.3 Evaluate to what extent has Government, community and religious organizations or other organizations supported those affected. (6)</p> | <p>Weak evaluation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question</p> | <p>Fair evaluation. Reasonable information provided. Report semi structured. Not all information relevant and needs focus.</p> | <p>Satisfactory evaluation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.</p> | <p>Good evaluation carried out. Good information provided. Learner was able to demonstrate link with interview and research</p> | <p>Excellent standard and quality of evaluation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data. Presentation par excellence.</p> | <p>/6</p> |
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ACTIVITY 4: THE MEDIA

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|-------------------------|---|-----------|
| <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</p> |
| | <p>It is the responsibility of the media to:</p> <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 ✓✓ <p>Any other reasonable answers for two marks each.</p> | <p>/8</p> |

ACTIVITY 5: CONCLUSION

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| | 0-3 | 4-5 | 6-7 | 8-10 | |
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| 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 |

