



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN SOUTH

2021 GRADE 12 LIFE ORIENTATION PROJECT

Activity 1: 45 marks

Memorandum

ACTIVITY 1: Discussions, project, campaigns and events which address discrimination and human rights violation

MARKS: 45

Question 1

1. Define and give an example of the following:

1.1.1 Discrimination (1x2=2)

- The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.✓
- The intended or accomplished differential treatment of persons or social groups for reasons of certain generalized traits.✓

Example of discrimination

- An example is if an older employee is not allowed to work as part of a social media marketing team because they are considered too old to understand the concepts, despite having the same level of expertise as younger employer.✓
- Girls not allowed to play soccer at school because it's a boys sport.
- Not getting a promotion because you are pregnant. ✓
- Being refused entry in some public places like hotels, shops because you are black. ✓

1.1.2 Human rights violation (1x2=2)

- the disallowance of the freedom of thought and movement to which all humans legally have a right✓
- those rights aren't protected or blatantly disregarded✓

Example of human rights violation

- Forcibly evicting people from their homes (the right to adequate housing)✓
- Contaminating water, for example, with waste from State-owned facilities (the right to health)✓
- Failure to ensure a minimum wage sufficient for a decent living (rights at work)✓
- Failure to prevent starvation in all areas and communities in the country (freedom from hunger)✓
- Denying access to information and services related to sexual and reproductive health (the right to health)✓
- Systematically segregating children with disabilities from mainstream schools (the right to education)✓
- Failure to prevent employers from discriminating in recruitment (based on sex, disability, race, political opinion, social origin, HIV status, etc.) (The right to work)✓
- Failure to prohibit public and private entities from destroying or contaminating food and its source, such as arable land and water (the right to food)✓
- Failure to provide for a reasonable limitation of working hours in the public and private sector (rights at work)✓
- Banning the use of minority or indigenous languages (the right to participate in cultural life)✓
- Denying social assistance to people because of their status (e.g., people without a fixed domicile, asylum-seekers) (the right to social security)✓

- Failure to ensure maternity leave for working mothers (protection of and assistance to the family)✓
- Arbitrary and illegal disconnection of water for personal and domestic use (the right to water).✓

1.2 Identify any FOUR form of human rights violation. (4x1=4)

- Forcibly evicting people from their homes (the right to adequate housing)✓
- Contaminating water, for example, with waste from State-owned facilities (the right to health)✓
- Failure to ensure a minimum wage sufficient for a decent living (rights at work)✓
- Failure to prevent starvation in all areas and communities in the country (freedom from hunger)✓
- Denying access to information and services related to sexual and reproductive health (the right to health)✓
- Systematically segregating children with disabilities from mainstream schools (the right to education)✓
- Failure to prevent employers from discriminating in recruitment (based on sex, disability, race, political opinion, social origin, HIV status, etc.) (The right to work)✓
- Failure to prohibit public and private entities from destroying or contaminating food and its source, such as arable land and water (the right to food)✓
- Failure to provide for a reasonable limitation of working hours in the public and private sector (rights at work)✓
- Banning the use of minority or indigenous languages (the right to participate in cultural life)✓
- Denying social assistance to people because of their status (e.g., people without a fixed domicile, asylum-seekers) (the right to social security)✓
- Failure to ensure maternity leave for working mothers (protection of and assistance to the family)✓
- Arbitrary and illegal disconnection of water for personal and domestic use (the right to water).✓

(ONLY FOUR FOR ONE MARK EACH)

1.3 Differentiate between a right and obligation and give a clear example of each. (2x2=4)

Right

- a moral or legal entitlement to have or do something
- what people are entitled to
- is something a person has which people think should not be taken away

Example of right

- Human dignity (Everyone has the right to be respected.)✓
- Life (Everyone has the right to life. South Africa does not allow the death penalty.)✓
- Freedom and security 9No one may be arrested without trial, violently assaulted, tortured or punished in cruel, inhuman or degrading ways.)✓

- Slavery (No one can be forced to work as a slave, without pay or forced to work against their will.)
- Privacy (Everyone has the right to privacy, to not have their home, body or property searched, their possessions seized or private communications read or listened to without their permission.)✓
- Freedom of religion, belief and opinion (Everyone may practise the religion they choose, do what they believe is right and hold their own opinions, as long as they are consistent with the Bill of Rights and the Constitution.)✓
- Freedom of expression (Everyone may express themselves freely, including press and media, share ideas and art and do academic and scientific research. No one may encourage war, incite violence or use hate speech.)✓
- Freedom of assembly (Everyone has the right to gather together peacefully and unarmed to demonstrate and protest.)✓
- Freedom of association (Everyone can join with other people for whatever reason.)✓
- Political rights (Everyone can participate in politics; have free, fair and regular elections, vote and stand for public office and hold office if elected.)✓
- Citizenship (Citizenship of South Africa cannot be taken away from any citizen.)✓
- Freedom of movement and residence (Any citizen can leave South Africa and return, live where they choose and have a passport.)✓
- Freedom of trade, occupation and profession (Everyone can choose their trade, occupation and profession.)✓
- Labour relations (Everyone has a right to fair labour practices, join trade unions, form or join employers' organisations.)✓
- Environment (Everyone has a right to an environment that does not harm their health and is protected against polluting)✓
- Property (Everyone has the right to own land and other property. If the government needs privately owned land or property, a fair price must be paid for it.)✓
- Health care, food, water and social security (Everyone has a right to health care, food and water. Social security (grants of money) is to be available for people who cannot support themselves or their dependants by working.)✓

Obligation

- An act or course of action to which a person is morally or legally bound; a duty or commitment✓

Examples of obligation

- Children must respect and appreciate parents and guardians✓
- Children must respect others' privacy✓
- Children have the responsibility to take good care of themselves✓
- Children have the responsibility to study and respect Teachers✓
- Children have the responsibility to keep their rooms tidy✓
- Children have the responsibility not to sexually abuse others or put themselves in danger of being abused✓

1.4 Identify and give a brief description of organisation's mission that addresses discrimination and human rights violation. (3x2=6)

- People Against Suffering, Oppression and Poverty (PASSOP)✓ This grassroots non-profit works in Cape Town, South Africa, and focuses on the rights of refugees, immigrants, and asylum seekers. Founded in 2007 by Zimbabweans living in South Africa, the organisation was a response to asylum seekers fleeing Robert Mugabe and the xenophobia these vulnerable people encountered.✓
- Lawyers for Human Rights (LHR)✓Founded in 1979, the Pretoria-based Lawyers for Human Rights began as an organization fighting human rights abuse and oppression under apartheid. ✓
- Centre for Human Rights✓ In 1986, the University of Pretoria's Faculty of Law established the Centre for Human Rights. It serves as an academic department and an NGO focused on human rights education. It was one of the few institutions within South Africa to speak against apartheid abuses, and in 1994, it served as a technical adviser during the writing of the Constitution. In 2006, it was awarded the UNESCO Prize for Human Rights Education.✓
- Dullah Omar Institute for Constitutional Law, Governance, and Human Rights ✓Founded in 1990 by Dullah Omar, this institute was originally called the Community Law Centre. It was a major player in negotiations between the National Party government and democratic parties as apartheid came to an end✓
- The Commission for the Promotion and Protection of the Rights of Cultural, Religious, and Linguistic Communities (CRL Rights ✓Commission)This independent chapter nine institution was formed in 2002 under the South African Constitution. Its mandate is to "promote respect" and guard the rights of cultural, religious, and linguistic communities. These communities are vulnerable and have faced oppression, so the CRL Rights Commission's job is to protect them by receiving and investigating complaints✓
- Amnesty International South Africa ✓Amnesty International South Africa is a South African organisation that works to end human rights abuses along with its affiliate organization Amnesty✓
- (ONLY THREE FOR TWO MARKS EACH)

1.5 From the organisation you mentioned above (1.4), evaluate the effectiveness of the project each organisation has been involved or engaged in. (3x2=6)
Learners are required to identify the projects each organisation has been involved in and say whether it has work or not of two marks each'

Example :

People Against Suffering, Oppression and Poverty (PASSOP)

Their projects include LGBTQ+ refugee advocacy, gender rights, disabled children support, and more. PASSOP fights for the rights of all immigrants, including undocumented ones who lack reliable access to essentials like healthcare and shelter. ✓PASSOP frequently protests current South African foreign policies regarding immigration, and advocates for change in the Department of Home Affairs. ✓

1.6 Define media (2) and indicate FOUR of its importance in fair reporting of gender based violation:

- a) Victim (4x1=4)
- b) Community (3x1=3)

For the first part.

TWO marks (✓✓) for ONE well explained response.

Media could be defined as...

- the main means of mass communication which may include print, electronic and internet means of broadcasting, publishing, sharing, disseminating news content/information of different nature etc. to consumers/friends/families/public etc. ✓ in order to inform/educate/for leisure/recreational purposes etc. ✓

OR

- the various means of mass communication which may include television, radio, internet, computer and the newspaper ✓ through which news, information, knowledge, cultural activities, social content etc. is shared by different consumers in a given country/society etc. ✓
- Any ONE of the above for ONE mark each (1x2)

The second part of the question

Marks will be awarded as follows:

ONE mark (✓) for any FOUR well explained responses.

If the media reports fairly incidents of gender based violence, the victims may

- feel understood/accepted/supported. ✓
- be encouraged to report such incidents. ✓
- realise that they are cared for/people (community) sympathise/empathise with them. ✓
- stop blaming themselves for being victims to GBV. ✓
- not feel worthless/good for nothing etc. ✓
- Acknowledge that the media understands their plight ✓
- be motivated to speak up more about gender based violence. ✓
- realise that the community does not judge them. ✓
- easily integrate into their communities. ✓
- develop strength to regain their composure in the communities. ✓

If the media fairly reports incidents of gender based violence, the community may

- begin to view the victims of gender based violence differently. ✓
- accept them without making any negative judgement of their ordeal. ✓

- assist the community to teach others about the negative effects of gender based violence. ✓
- become vigilant to spot/identify cases/occurrences of GBV ✓
Any THREE of the above for ONE mark each

1.7 Recommend THREE ways in which schools or communities can support campaigns that deal with discrimination and human rights violation. (3x2=6)

- Get involved in your local area and help support human rights across the world ✓ You can also organize public events which raise awareness and money and encourage action on the big issues. ✓
- Organize a stunt ✓ An eye-catching street action or stunt will make sure the authorities and the media hear your call for change. It's also a great way to help your supporters and volunteers understand the issues. First of all, think of the single, simple message you want to get across. Because it's usually so urgent, it has to be easy to understand so people can join in. ✓
- Make your school a Human Rights Friendly School ✓ which is a place human rights are at the heart of the learning experience and makes human rights an integral part of everyday school life. From the way decisions are made in schools, to the way people treat each other, to the curriculum and extra-curricular activities on offer, right down to the very surroundings in which students are taught, the school becomes an exemplary model for human rights education ✓
- Schools and communities can also raise awareness campaigns ✓ by putting posters of stop bullying around the school and also do plays on domestic violence ✓

1.8 Collect the relevant newspaper articles, data statistics or pictures to support information about discrimination and human rights violation. (3)

Collect the relevant newspaper articles, data statistics or pictures to support information about discrimination and human rights violation	0	1	2	3
	No relevant resource material. No pictures, graphs, illustrations, no statistical data	Some relevant resource material. Some pictures, graphs, illustration and statistical data, but not all relevant to research topic	Good and relevant resource material. Good pictures, graphs, illustration and statistical data, all relevant to research topic	Excellent relevant resource material. Excellent pictures, graphs, illustration and statistical data. All relevant to research topic. All data applicable to topic

1.9 Write a bibliography to acknowledge all the sources you used. (3)

When assembling a final bibliography, your sources (texts, articles, interviews, and so on) should be listed in alphabetical order as informed by the authors' last names. Sources that don't have authors (encyclopaedias, movies) should be put into alphabetical order by title.

FOR A BOOK:

Author (last name first). Title of the book. City: Publisher, Date of publication.

EXAMPLE:

Dahl, Roald. The BFG. New York: Farrar, Straus and Giroux, 1982.

FOR AN ENCYCLOPEDIA:

Encyclopedia Title, Edition Date. Volume Number, "Article Title," page numbers.

EXAMPLE:

The Encyclopedia Britannica, 1997. Volume 7, "Gorillas," pp. 50-51.

FOR A MAGAZINE:

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

EXAMPLE:

Jordan, Jennifer, "Filming at the Top of the World." Museum of Science Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

FOR A NEWSPAPER:

Author (last name first), "Article Title." Name of newspaper, city, state of publication. (date): edition if available, section, page number(s).

EXAMPLE:

Powers, Ann, "New Tune for the Material Girl." The New York Times, New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

ONLINE RESOURCES

Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

EXAMPLE:

Ellen Block, (September 15, 1995). New Winners. Teen Booklist (Online). Helen Smith@wellington.com

World Wide Web:

URL (Uniform Resource Locator or WWW address). Author (or item's name, if mentioned), date.

EXAMPLE: (Boston Globe's www address)

<http://www.boston.com>. Today's News, August 1, 1996.

TOTAL: 45

MARKING RUBRIC FOR ACTIVITY 1

Name and Surname of Learner: _____ Grade: _____					
Criteria	Marks				
1. Define and give an example of the following; 1.1.1 Discrimination 1.1.2 Human rights violation	0 Did not define any term and no example was given.	1-2 Did define the term/s but did not give an example	3 Definitions given with one example	4 Definitions given with clear examples	/4
1.2 Identify any FOUR form of human rights violation.	0 No form of human right violation was identified	1-2 One or two forms of human right violation was identified	3 Three forms of human right violation was identified	4 Four forms of human right violation was identified	/4
1.3 Differentiate between a right and obligation and give a clear example of each	0 Did not differentiate a right and obligation and no clear example was given	1-2 Definition of one term was given with one example.	3 Able to differentiate between a right and obligation and one clear example was given.	4 Able to differentiate between a right and obligation and two clear examples of each was given	/4
1.4 Identify and give a brief description of organisation's mission that addresses discrimination and human rights violation.	0-2 One/two organisations were identified but no description of any mission	3-4 Two/three organisations were identified with one description of mission	5 Three organisations were identified with two descriptions of missions	6 Three organisations were identified with good descriptions of their missions	/6
1.5 From the organisation you mentioned above (1.4), evaluate the effectiveness of the project each organisation has been involved or engaged in	0 No evaluation of any project was done	1-2 Evaluation of one organisation's project was done	3-4 Evaluation of two organisation's projects was done	5-6 Evaluation of all three organisation's projects was done very well	/6
1.6 Define media (2) and indicate FOUR of its importance in fair reporting of gender based violation on	0-4 Definition given with one or two importance in fair reporting of gender based violation on	5-6 Definition given with two to four importance in fair reporting of gender based violation on victim and	7-8 Definition given with five to six importance in fair reporting of gender based violation on victim and	9 Definition given with seven importance in fair reporting of gender based violation on victim and	/9

victim and community	victim and community	community	community	community	
1.7 Recommend THREE ways in which schools or communities can support campaigns that deal with discrimination and human rights violation.	0 No way was recommended	1-2 Only one recommend in which schools or communities can support campaigns that deal with discrimination and human rights violation.	3-4 Two ways recommended in which schools or communities can support campaigns that deal with discrimination and human rights violation.	5-6 Three ways recommended in which schools or communities can support campaigns that deal with discrimination and human rights violation.	/6
1.8 Collect the relevant newspaper articles, data statistics or pictures to support information about discrimination and human rights violation	0 No relevant resource material. No pictures, graphs, illustrations, no statistical data	1 Some relevant resource material. Some pictures, graphs, illustration and statistical data, but not all relevant to research topic	2 Good and relevant resource material. Good pictures, graphs, illustration and statistical data, all relevant to research topic	3 Excellent relevant resource material. Excellent pictures, graphs, illustration and statistical data. All relevant to research topic. All data applicable to topic	/3
1.9 Write a bibliography to acknowledge all the sources you used	0 No source provided	1 Provided one/two sources- incorrect reference technique	2 Provide at least three to four sources according to acknowledge technique with some minor mistakes	3 Provided at least five sources according to an acknowledged reference technique without any mistakes	/3
TOTAL					/45

Educator: _____ Date: _____

TASK 2: PROJECT

COVER PAGE

NAME OF LEARNER	
GRADE	12
NAME OF SCHOOL	

Activity		Educator's mark		HOD/School moderator		District moderator		Provincial moderator	
Question 1.1.1	2								
Question 1.1.2	2								
Question 1.2	4								
Question 1.3	4								
Question 1.4	6								
Question 1.5	6								
Question 1.6	9								
Question 1.7	6								
Question 1.8	3								
Question 1.9	3								
TOTAL	45								



OVERALL FEEDBACK TO LEARNER

MODERATION	NAME	SIGNATURE	DATE
Educator/Marker			
HOD/School Moderator			
District Moderator			
Provincial Moderator			