



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN SOUTH

2021 GRADE 12 LIFE ORIENTATION PROJECT

TASK 2: 90 MARKS

The **purpose of the project** will be to teach learners research skills. Learners will acquire knowledge through the process of research and they will also require other skills like writing an introduction, conclusion and how to write a proper bibliography.

The project requires extended reading and writing on the part of the learner. The project will involve thorough research (activity 1) and investigation (activity 2) into and sourcing information on a selected topic covered in the CAPS content. The Project will carry a total of 90 marks. The project has been broken down in two activities to give learners extended opportunity to perform well in the different types of assessment



Guidance to learners:

For learners to be successful in task 2 (activity 1 and 2) they would need clear instructions and guidance from their teacher, **it is therefore advisable that the teacher discusses the research and investigation with the learners during class time** and let them come back at a later stage with questions and problems they experience. This will also help to monitor the process.

The evidence of the project (task 2 activities 1 and 2) will be in the form of an essay with sub-headings relating to the criteria of the task. Learners will spend time outside of contact time to collect resources and information, but the completion of the task has to be facilitated by the teacher in class time.

The topic and nature of the project will be determined by the content covered according to the 2021 Annual Teaching Plan. After completing the content related to the project, the teacher can hand out the instructions, discuss the project with learners and then give a date for feedback and submission before the end of a term. Learners will have to source out information on discussions, project, campaigns and events which address discrimination and human rights violation.

Learners will need adequate guidance at the outset of the project e.g. explanation of the topic and progress should be monitored throughout. All assessment criteria applicable to the project have to be discussed with the learners prior to the commencement of the project. The teacher must supply and discuss the marking tool with learners as provided in this guide prior to the start of the research.

When preparing a project, (activity 1) consider these minimum requirements:

- A cover page
- A table of contents
- Text divided into paragraphs/sections as indicated in the instructions/criteria for the project
- Pictures, photos, diagrams and graphs may be included
- Include a bibliography
- The project should be bound or stapled.

Learners should also be given clear guidance on how to write a bibliography and an example should be given to them for this purpose. Remember we are preparing our learners for tertiary studies as well as the world of work where extended research will be needed.

Ensure that the content that learners are to work on is dealt with by the teacher in the classroom. In a project, it is where the learners are engaged in in-depth research in a particular topic or topics. The following project consists of 2 parts that add up to a total of 90 marks.

Learners are required to have 2 submission dates [set by the teacher] this gives them time to work on one part and finish it then proceed to the next. It also assists the teacher to assess the level of understanding and performance of the learners in the first part so that learners who did not understand will be assisted before attempting the second part.



Give learners 1 to 8 days [depending on the teacher] to work on the first part of the project as indicated in the Learners' book. The instructions are crucial and in line with the CAPS assessment of the project

INFORMATION GRID ACTIVITY 1

TOPIC	Democracy and Human Rights
PURPOSE	To teach learners research skills and to apply their knowledge in answering questions. The project will require extended reading and writing. On the part of the learner. It will involve thorough investigation into sourcing information.
FORMS OF ASSESSMENT	Activity 1: Research on discussions, project, campaigns and events which address discrimination and human rights violation.
MARKS	Activity 1 = 45
DUE DATE (Estimated – to be set by the educator)	

INSTRUCTIONS AND NOTES TO LEARNERS

- Your project must be written in an essay form with sub- headings clearly indicated
- Follow the same numbering as in the questions.
- Your project/research could be typed or hand written.
- The mark allocation guides you about the length of your answer
- Create a neat cover page and table of contents for your project/research
- Your project must be tightly stapled or bound together
- Stick to the submission dates
- All sources consulted must be acknowledged in the form of Bibliography**

HOW TO WRITE A BIBLIOGRAPHY

A bibliography is a list of the sources you used to get information for your report. It is included at the end of your report, on the last page (or last few pages). You will find it easier to prepare your final bibliography if you keep track of each book, encyclopaedia, or article you use as you are reading and taking notes.

Start a list of bibliography on a separate sheet of paper and outline all your sources. Note down the full title, author, publisher, place of publication and date of publication for each source.

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.

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)
 - 1.1.2 Human rights violation (1x2=2)
- 1.2 Identify any FOUR form of human rights violation. (4x1=4)
- 1.3 Differentiate between a right and obligation and give a clear example of each. (2x2=4)
- 1.4 Identify and give a brief description of organisation's mission that addresses discrimination and human rights violation. (3x2=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. (3x2=6)
- 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)
- 1.7 Recommend THREE ways in which schools or communities can support campaigns that deal with discrimination and human rights violation. (3x2=6)
- 1.8 Collect the relevant newspaper articles, data statistics or pictures to support information about discrimination and human rights violation. (3)
- 1.9 Write a bibliography to acknowledge all the sources you used. (3)

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 victim and community	0-4 Definition given with one or two importance in fair reporting of gender based violation on victim and community	5-6 Definition given with two to four importance in fair reporting of gender based violation on victim and community	7-8 Definition given with five to six importance in fair reporting of gender based violation on victim and community	9 Definition given with seven importance in fair reporting of gender based violation on victim and community	/9

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			