FURTHER EBUCATION & TRAINING PHASE (FET) IFE ORIENTATION SBA EXEMPLAR BOOKLET GRADES 10-12



basic education Department: Basic Education REPUBLIC OF SOUTH AFRICA





FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR'HM MWELI DIRECTOR-GENERAL DATE: 1309(3017)

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1. INTRODUCTION

2. THE SCHOOL-BASED ASSESSMENT BOOKLET

The SBA booklet is designed to assist in benchmarking of assessment tasks. The booklet provides exemplars of School-Based Assessment tasks for Grades 10, 11 and 12. The booklet is intended as a guide and is by no means a definitive way of completing tasks. The memo is a suggested guide and is open to any other relevant answers. Please adapt and make changes to suit your contextual factors. Pease accept any short comings that one may find as measures were put in place to ensure rigour. In each of the tasks a concept block has been included to ensure that learners have the adequate prior knowledge and skills to complete the task.

Learners need to be equipped for the 21st century skills which are vital for sustainable livelihoods. The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

SCHOOL-BASED ASSESSMENT SHOULD

- provide a more balanced and trustworthy assessment system, increasing the range and diversity of assessment tasks;
- improve the validity, reliability and credibility of assessment;
- have a beneficial effect on teaching and learning;
- empower teachers to become part of the assessment process;
- enhance collaboration and sharing of expertise within and across schools.

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GRADES 10 AND 11								
TERM	TASKs	MARKS PER TER	M	YEAR %				
		RECORDING	REPORTING					
TERM ONE	Written Task	80	100	25%				
	PET	20						
TERM TWO	Mid-year Exams	80	100	25%				
	PET	20						
TERM THREE	Project	80 100		25%				
	PET	20						
TERM FOUR	End-of year exams	80	100	25%				
	PET	20						
Total		400	400	100%				

GRADES 12				
TERM	TASKS	MARKS PER TERM	YEAR %	
		RECORDING	REPORTING	
TERM ONE	Written Task	80	100	25%
	PET	ÉcoleBooks		
TERM TWO	Mid-year Exams	80		
	Project	80		
	PET	40	200	50%
TERM THREE	Final Examinations	80	_	
	PET	20	100	25%
TOTAL		400	400	100%

Formal assessments in Life Orientation must cater a range of cognitive levels and abilities of learners as follows:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
30%	Lower	Levels 1 & 2	What? Why? Who? List
40%	Middle	Levels 3 & 4	Discuss, explain, describe
30%	Higher	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

4

The action verbs associated with each cognitive level in CAPS is inadequate. The table below provides further action verbs.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
L 1	L2	L3	L4	L5	L6
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by organizing com- paring translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying motive or causes. Make inference and find evidence to support generali- sations	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Complied infor- mation together in a different way by combin- ing elements in a new pattern or proposing an alternative solution
Choose	Classify	Apply	Analyse	Apply	Change
Define	Compare	Choose	Assume	Appraise	Choose
Find	Contrast	Develop	Categorise	Assess	Combine
How	Explain	Identify	Classify	Compare	Compile
List	Illustrate	Interview	Compare	Conclude	Compose
Match	Outline	Construct	Contrast	Criticise	Construct
Name	Summarise	Report	Conclusion	Decide	Create
Relate	Infer	Change Conclude	Distinguish	Defend	Develop
Select	Relate	Demonstrate	Examine	Determine	Discuss
What	Show	Discuss Explain	Infer	Evaluate	Elaborate
When	Demonstrate	Identify	List	Explain	Imagine
Where		Illustrate Interpret Report		Interpret	Improve
Which		Review Sum-		Judge	Plan
Who		marise		Justify	Predict
Why		Tell		Opinion	Propose
		Prepare		Recommend	Solve
		Show		Support	Suppose
				Argue	Produce

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PHYSICAL EDUCATION

ASSESSMENT TOOL FOR PET

The assessment tools

- > The frequency of participation is not assessed.
- > Only movement performance is assessed.

Criterion 1: Frequency of Participation (no marks allocated)

A record for each learner participation a will be kept in the teacher file for each type of movement assessment.

Criterion 2: Movement Performance

While a record will be kept of learner participation per period in the teacher file;

learners will not be assessed on movement performance in every Physical Education period, but will be formally assessed TWICE across a school term for formal assessment purpose to determine their level of movement performance.

A mark out of 10 will be allocated for each of the two formal assessments in movement performance. The TWO assessments will be added to obtain a final mark out of 20

Generic assessment tool for learner movement performance.

Formal Assessment 1: Movement Performance

Level	Limited	Adequate Books	Proficient	Excellent
Assessment Criterion	Needs significant	Requires attention	Efficient, effective	Exceptional level of
Movement performance	attention: movements	and refinement:	and appropriate	skills: movement always
	do not produce the	lapses in movements	movements mostly	produce the desired
	desired outcome	which do not always	produce the correct	outcome
		produce the desired	desired outcome	
		outcome		
10 Marks	0-2	3-5	6-7	8-10

Formal Assessment 2: Movement Performance

Level	Limited	Adequate	Proficient	Excellent
Assessment Criterion	Needs significant	Requires attention	Efficient, effective	Exceptional level of
Movement performance	attention: movements	and refinement:	and appropriate	skills: movement always
	do not produce the	lapses in movements	movements mostly	produce the desired
	desired outcome	which do not always	produce the correct	outcome
		produce the desired	desired outcome	
		outcome		
10 Marks	0-2	3-5	6-7	8-10

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A recording sheet will be generated by using a $\sqrt{}$ for participation, "a" for absent or "x".

A mark out of 20 will be allocated for movement performance at the end of each term that is four class lists for Grades 10 and 11 and three class lists for Grade 12.

The number of PE periods will depend on the Department of Basic Education school calendar for the year. There are THREE different movement sections:

- Fitness;
- Games and Sport; and
- Recreation and relaxation.

EXEMPLAR CLASS LIST

Term 1	Frequency of participation						Movement performance		Total 20
	No marks allocated								
			-		omplet	ed			
	each	term (P1=1p	eriod)					
Learner's	P1	P2	P3	P4	P5	P6	Assessment 1	Assessment 2	Total
Names							10 Marks	10 Marks	Marks
					C	Éco	eBooks		20
1. Patience. M	\checkmark	\checkmark	\checkmark	а	\checkmark	\checkmark			
2. Sharon. K	\checkmark	х	\checkmark	\checkmark	x	Х			

PHYSICAL EDUCATION

SAFETY

Please note, before any physical activity, teachers should ensure that the area is safe free from any sharp objects and obstacles that could cause physical injuries to learners.

All schools to provide First aid Kits.

Teachers to keep medical records of learners that are unable to participate in physical activity.

All learners should sign an indemnity to mitigate risks for teachers.

5. EXEMPLAR PHYSICAL EDUCATION LESSON

GRADES 10 AND 11

NB: NO CHANGES IN PET MARK FOR GRADE 12

Term : 1	Focus area : Fitness
	Activity : Circuit training
Time allocation	1 hour (Over a period of 10 weeks)
Warming up: safety issues	Arm rotations and swings, windmills, arm and leg stretches, jumping jacks.

Skills development	Circuit training is a sequence or series of exercises that are developed at different levels of difficulty. It consists of those that are easy and those that are difficult. If one is unfit the number of repetitions will be less and if fit, the number will be more for a particular duration.
	Learners group themselves into 5s. Each group has to spend at least 3 minutes in a station. The circuit will consist of 6 stations:
	• Step-ups -From a standing position on the ground, each learner steps on to a bench (+-30 cm high) with one leg after the other and then step down in the same sequence. The heels may not be fully on the bench when stepping on the bench, but the feet should be fully on the ground when stepping down. Counting starts when both feet are on the ground.
	 Push-ups * Lie down with hands apart at shoulder width and arms fully extended.
	* They then lower the body until the elbows reach a 90 degree angle.
	Return to the starting position with the arms fully extended. The feet are not to be held by any assistant. EcoleBooks The push up action has to be continuous without rest.
	• Heel-to- kick Performed by kicking the left arm touching the right toes and vise- versa. Legs should be kicked up to chest height and be straight at all times. One kick is counted after kicking both left and right legs.
	 Sit ups Learners lie down with the knees bent at a 90 degree angle, with both feet flat on the floor and with hands laced behind the neck. Each sit-up is started with the learners' back on the floor. The learners raise themselves up to touch the knees with their elbows and then return to the floor. The may be held by a partner to ensure that the feet do not leave the ground. When counting, the first one is when the learner returns back to the starting position.
	 Jogging on the spot Each learner jogs on the spot lifting the knees at a 90 degree angle. Three consecutive jogs are counted as 1.
	• These activities help to develop one's cardio-respiratory fitness (heel-toe-kicks, the step-up and jogging on the spot), while the muscular strength or endurance is developed through sit-ups and push-ups.
	 Bottle lifts Learners sit on a bench, keeping the back straight. Each learner holds a 1litre plastic bottle filled with sand in each hand. The learner pushes each bottle up alternatively and then with both arms, and arms should be straight up when they are lifted. The counts are only read when both arms are lifted up.

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Application of skills Learners will go to each station without resting.						
Cooling down	Jogging slowly, arm and leg stretches.					

5.1 EXEMPLAR PET INSTRUCTIONS AND RUBRICS: TERM 1

Focus area	Fitness
Activity Circuit training	
Term	1
Grade	10 and 11
Name of learner	

INSTRUCTIONS

- 1. You have participated in a circuit training for development of cardio- vascular fitness, muscle strength and endurance.
- 2. Therefore, you are expected to participate in a circuit training of 4 stations:

sit-ups, push- ups, step-ups and bottle lifts

Each activity at a station should be performed in 2 minutes.

- 3. Your movement performance will be measured against the number of repetition per given time (2 minutes). At least 30 repetitions should be done at each station.
- 4. You will be assessed on your muscular strength and endurance.
- 5. Assistants will be given help in counting the number of repetitions per station.

TERM: 1



	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT			
					First 10	Second 10	Marks 20
Criterion Outcome of movement performance 20 marks Skills:	Needs significant attention: Unable or able to do 30 repetitions in at least 1 station	Requires attention and refinement: Able to do at least 30 repetitions in 2 or 3 stations	Efficient, effective and appropriate: Able to do 30 repetitions in all the 4 stations	Exceptional level of skill: Able to do more than 30 repetitions at all stations			
Muscular endurance and strength	(0-2 mark)	(3-5 marks)	(6-7 marks)	(8-10 marks)			
TOTAL LEARNER	MARKS						
TOTAL TERM MARK					20		

TERM: 2

TERM : 2	Focus area : Games and sport
	Activity : Netball [could be adapted for volley ball]
Time allocation :	1 hour(Over a period of 7 weeks)
Safety issues: Warming up	Jogging on the spot, arm stretches, heel-toe-kick, side stretches.

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Skills development	1.	Ball handling (In pairs)
	1.1	Throwing – Players throw the ball to each other. Throw 5 balls to each other with one hand and then later 5 times with both hands. Then increase the distance in between and repeat the same. The ball may be thrown in any way one likes.
	1.2	Catching- players catch the ball with both hands and then throw with either one or both hands. Players are only allowed to catch the ball for 3 seconds. The ball may be batted/ tipped (usually in the air) or bounced (on the ground) once to another player.
	1.3	Transfer of the ball- When transferring the ball from one hand to the other, the ball must be contact with one of the hands all the time.
	2.	Footwork (In pairs and later in threes i.e. lazy 8)
	2.1	Landing with both feet- A player may catch the ball and land with both feet simultaneously or catch the ball while standing still and
	(i)	throw the ball while both feet are grounded
	(ii)	or may jump to throw the ball
	(iii)	or may move (pivot) one foot in any direction as many times as the player wishes
	(iv)	The other foot (landing foot) may be lifted but may not be grounded before the ball leaves the hand.
	2.2	Landing with one foot –The player catches the ball and then lands with one foot (landing foot) or catches the ball while one foot is grounded and then
	(i)	May put the other foot down and/or move it freely (either jump or step on the other foot and
	(ii)	The landing foot may not be re-grounded before the ball leaves the hand but may be lifted but not stepped or jumped onto it before passing the ball.
	(iii)	The player may pivot on the landing foot
	(iv)	A player may jump from the landing foot onto the other foot and then jump to throw the ball BUT the ball must leave the hands before the landing foot is re-grounded.
	2.3	The landing foot should not drag, slide or skid in any way.
	3.	Contact - Netball is a non-contact sport, therefore no player should contact opposite players in any way either accidentally or deliberately.
	4.	Obstruction (In threes) - A defending player may not attempt to intercept or defend the ball but when defending the distance from the landing foot should not be less than 0,9m or approximately 1metre from a player in possession of the ball. Intimidation to an opponent with or without a ball is not allowed.
	5.	The Netball court - The Netball court is divide into 3 equal thirds, being 2 goal thirds and one centre third. The centre third has a centre circle and the goal thirds have goal circles.
	6.	 Playing positions - Netball is played by 2 teams of 7 players per team being the GS (Goal Shooter), GA (Goal Attack), WA (Wing Attack), C (Centre), WD (Wing Defense), GD (Goal Defense), and GK (Goal Keeper).
		 The GS plays only in the goal third and its goal circle. The GK of the opposite team plays the same area as the GS.
		• The GA plays in the centre third and in one goal third and its goal circle. GD of the opposite team plays in the same third as GA and they defend each other.
		• The WA plays in the centre third and in the goal third but does not enter its goal circle. The WD of the opposite team defends the WA and play in the same playing areas.
		• The C plays in all the 3 thirds but not in the goal circles of the two goal thirds and is defended by the C of the opposing team.

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	Application of skills	Engage learners in a real Netball game and apply all the learnt skills.
	Cooling down	Leg stretches with hands on the hips.
		Breathing in and out while swinging the arms.

EXEMPLAR PET INSTRUCTION AND RUBRICS

Focus area	Games and Sport
Activity	Netball
Term	2
Grade	10 and 11
Name of learner	

NB : Activities should not be stereotyped according to gender.

INSTRUCTIONS

- You will be expected to participate in Netball for 20 minutes.
- You will be divided into groups of 7 members per team.
- Two teams will play against each other.
- The following skills will be assessed while playing: Ball handling and footwork.

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT			
					First 10	Second 10	TOTAL 20
Criterion Outcome of movement performance 20 marks	Needs significant attention:	Requires attention and refinement:	Efficient, effective and appropriate:	Exceptional level of skills:			
Skills: Ball handling and footwork	Limited or no ability to handle the ball well and/ or footwork is not adhered to. There is a lot of challenges experienced. (0 – 2mark)	Below average or average ability to handle the ball well and/or adherence to footwork. Few challenges are experienced. (3-5 marks)	Above average or good ability in ball handling and/ or adherence to footwork. Very minimal challenges are experienced. (6-7 marks)	Excellent or outstanding ability in ball handling and footwork. No challenges experienced at all.			
TOTAL LEARN	ER MARKS						
TOTAL TERM N	IARK						

Term : 3	Focus area : Recreation
	Activity : Dancing with a hand apparatus (whoops)
	NB: If the school is without whoops, improvise.
Time allocation	1 hour (Over a period of 10 weeks)
Warming up:	Jogging on the spot, side-kicks with arms on the hips, twist
safety issues	
Skills development	STEP 1: Each learner holds a whoop in the strongest hand, then swings it from the side
	and jumps into it and lands with both feet simultaneously, catch it with the othe
	hand at hips height and then swings it back to the side and jumps out of it.
	Repeat same movement 5 times. The educator will count up to 5 for the learners
	STEP 2: Then in the same way, from the side (depending on your strong arm) swing
	the whoop but land with one foot. The feet should not land simultaneously OR
	the other foot may not touch the ground but you must retain the balance and
	avoid falling down or losing the balance. Then repeat the movement 5 times without stopping.
	STEP 3: Each learner swings the whoop from the front and jumps into it and land with
	one foot but the whoop should swing through the whole body from the toes
	to the head. There should be a good control of the whoop when swinging through (arm-whoop control). The movement should be repeated until all learner
	are able to swing through. Then repeat the same movement 5 times.
	STEP 4: Repeat the above movement 5 times without stopping.
	STEP 5: Now you swing the whoop from the side (this would depend whether you are
	left-handed or right-handed). Repeat the movement until all the learners are able
	to swing through from the sides. The same movement should be done continu ously 5 times without stopping.
	STEP 6: In the next movement, hold the whoop with the right hand, lift the right leg and
	swing it thereunder and receive it in the left hand and put the right leg down. The
	swing the whoop to the right hand again and then lift the left leg and swing it
	through. Repeat the same movement 5 times without stopping.
	through. Repeat the same movement 5 times without stopping.
	 Do all the 4 sequences in a raw without stopping. Each movement should be repeated 5 times.
	 Learners group themselves into 5s. Each group should add 2 more own
	movements in the sequence and each movement to repeat 5 times. Each group
	should be retained until the final assessment for the term is completed.
Application of	The learnt movements are then performed using music.
skills	
Cooling down	Walking slowly while stretching the legs

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Focus area	Recreation
Activity	Dance with the use of apparatus (whoops)
Term	3
Grade	10 and 11
Name of learner	

INSTRUCTIONS

- 1. You have participated in a Dance using the apparatus.
- 2. You are therefore expected to execute any 5 movement patterns from those taught and/or those you developed or designed yourselves as a group.
- 3. The same groups used when practicing additional movement patterns should be retained.
- 4. Although you have been practicing as a group, this will be an individual assessment within a group. You will be assessed on creativity and rhythmic dance in your movements.
- 5. You choose your own music to dance to (you may use the one used in class or the one you have been using when practicing).
- 6. Ensure that the type of music chosen to be used, will enable all the 5 movement patterns to be repeated 5 times each rhythmically. Your music should cover all the 5 movement patterns.

	LIMITED	ADEQUATE	PROFICIENT				
					First 10	Second 10	Marks 20
Criterion Outcome of movement performance	Needs significant attention:	Requires attention and refinement:	Efficient, effective and appropriate:	Exceptional level of skill:			
20 marks							
Skills: Creativity and rhythm when dancing to the 5 different movement patterns	None or at least 1 of the 5 movement patterns is well done.	2 or 3 of the 5 movement patterns are well done.	<i>4</i> or 5 of the 5 movement patterns are well done.	All the 5 movement patterns are excellently done.			
	(0-2 mark)	(3-5 marks)	(6-7 marks)	(8-10 marks)			
TOTAL LEARNER	MARKS	1	1	1	1	1	
TOTAL TERM MA	RK						20

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6.1 EXEMPLAR COVER PAGE

LEARNER DETAILS				
NAME OF LEARNER				
GRADE				
NAME OF SCHOOL				
TASK				
ACTIVITY	MARK OBTA	INED	DATE	SIGNATURE
TOTAL	80			
FEEDBACK FROM LEAF	RNER: (Please loo	k at feedback writte	n in the task)	
MODERATION				
HOD/SENIOR				
TEACHER				
DATE				
CLUSTER/DISTRICT				
DATE				

PROJECT

> The purpose of the project is to develop: research, critical thinking and problem-solving skills of learners.

ÉcoleBooks

- > The project must be written in an essay format with sub-headings related to the task.
- > The project should be bound or stapled.

WHEN ENGAGING IN A PROJECT, CONSIDER THE FOLLOWING:

- > Cover page
- Table of contents
- > Topic
- Key question
- Introduction
- > Texts divided into paragraphs /sections as indicated in the instructions /criteria for the project.
- Conclusion
- Self-Reflections
- Bibliography

To improve the quality of tasks, learners should be encouraged to use pictures, graphs, illustrations, statistical data, comparative analysis, photos, charts, videos, power-point presentations, posters among others. Graphs may sometimes make statistical data read more effectively whilst relevant illustrations enhance meaning.

Guide To Referencing

Books

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

Example

Armstrong, F. & Barton. L. 1999. Disability, human rights and education: Cross-cultural perspectives. 2nd edition. Buckingham: Open University Press.

Interviews:

The interview has same format as books.

Brown, P.J., Managing Director of Pegasus Properties. 1987. Statement to author, 10 July. Johannesburg.

Encyclopaedia

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macropedia, Volume 9. 15th edition.

Newspapers

Khumalo, S. 2017. Why is Religion controversial in schools? Daily Sun. 4 April .Page 17.2017.

Internet

Surname, initial(s). Year. Title of document. Organisation responsible for the site. From: URL (accessed Day Month Year)

NOTE: Do **NOT** provide only <u>www.google.co.za</u> as a reference; copy the ENTIRE URL address of the actual page where you get your information.

Johnston, J.C. 1991. A psychological perspective on the new design concepts for William Head Institute (British Colombia). 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.

Radio or Television Programmes

Station. Year. Title. [TV program]. Day. Month.

References must be arranged in ALPHABETICAL order.

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GRADE 10 WRITTEN TASK

	Development of the self in society
ΤΟΡΙϹ	Careers and career choices
	 Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self esteem
SUB-TOPICS	 Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability)
	 Definition of concepts: power, power relations, masculinity, femininity and gender, stereotyping
	Influence of gender inequality on relationships and general well-being: sexual abuse
	Diversity
	 Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility
	 Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths
	Difference between career field, occupation, career and job
	Life domains
	 Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process
PURPOSE	Develop skills that will enable learners to develop strategies to build confidence in self and others
	 Achieve knowledge about self in relation to own subjects, career choice, interests, abilities and strengths
	 Understand gender power relations and influence on general well-being
	 Understand life domains to create balance and confidenceDifference between career field, occupation, career and job
	 Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process
FORMS OF ASSESS- MENT	Case Study
MARKS	80 marks
DURATION	
DATE OF SUBMIS- SION	
MENT MARKS DURATION DATE OF SUBMIS-	options, steps in choosing and decision-making process Case Study

WRITTEN TASK: GRADE 10

INSTRUCTIONS

This task consists of two sections:

- SECTION A and
- SECTION B.

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

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.

The answers must be neatly written or typed

Provide a cover page and table of contents.

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This is a source based task and the articles/sources are used as *stimuli only, i.e. In order to demonstrate understanding and application of knowledge. You will require critical, creative informed decision-making and problem-solving skills. (*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

Concepts

Self-esteem, self-development, self-awareness, confidence, diversity, power relations, career field, occupation, National Curriculum Statement, life domains

Read the case study and answer the questions that follow.

Do not take answers exactly from the passage.

CASE STUDY

Lerato Maple, an IsiZulu speaking Grade 9 learner who obtained a scholarship to study at a prestigious Afrikaans medium school called Hoërskool Uitnemendheid (Excellence).

Lerato lived in an informal settlement where the most basic amenities were lacking. Since her mother was unemployed and her father unknown to her life was difficult.

Prior to Hoërskool Uitnemendheid (Excellence), she attended an English medium school. She had to make many adjustments to adjust to her new school. She had to learn Afrikaans and make new friends. She was shy and lacked confidence when she first went to her new school. She loved sport. Her favourite sport was netball.

The netball practices at her new school were more specialised than her previous school. She enjoyed her practices of two hours a day, six days a week. There were days when she felt lonely and thought about her friends from her previous school. Fortunately, her classmates made her feel welcome and she soon had good friends. Her friends helped her to learn the new language. She was not alone with her language barrier at school. Some learners were discriminated against because of their sexual orientation and they had to cope emotionally with the harassment.

One afternoon whilst she was on her way to netball practice, a group of older boys accosted and attempted to gang rape her. Lerato's quick decision - making skills made her scream as loud as she could and this made the boys panic and run as fast as they could. Fortunately, she managed to escape the terrible ordeal.

Lerato attached great importance to hard work, honesty and respect. She worked hard and produced good results. She soon became very popular in her new school. Her self-knowledge and self-esteem drove her to achieve remarkable success in netball and academics. She excelled in the following subjects, Mathematics, Physical Sciences, English, Afrikaans, and Life Orientation. She matriculated four years later with a Bachelor's pass and went on to obtain degree in Sports Science. As a Sports Scientist, she assisted sportspeople to achieve the best possible sporting performance. Sports scientists are growing in demand and there is much scope for employment opportunities.

During her holidays as a Sports Scientist she provided motivational talks on rape and transactional sex and the importance of education to young women

	Section A	
1.	Define the following concepts:	
1.1.1	Self-esteem and	(2)
1.1.2	Self-awareness.	(2)
1.2	Explain how Lerato could improve her self-esteem.	2 x 2 (4)
	Discuss how gender inequality in relationships could contribute to the following:	2x3(6)
1.2.1	Sexual abuse.	
1.2.2	Teenage pregnancy.	
1.2.3	STIs including HIV and AIDS.	
1.3	Provide Four reasons how physical activity can benefit your mental health.	4 x 2 (8)
1.4	Some sporting activities are often associated with a particular gender.	2x2(4)
1.4.1	Critically evaluate whether females are discriminated in sporting activities. Give an examples to illustrate your answer.	
1.4.2	You have been asked to give advice to your friends on how to overcome stereotypes.	2x2(4)
	Write down TWO ideas that you will share with them.	
	The school included learners from diverse backgrounds and different home languages.	
1.4.3	Explain the term <i>diversity.</i>	(2)
1.4.4	Some learners were discriminated against because of their sexual orientation. Discuss THREE ways in which the school could address discrimination at school.	3 x 2 (6)
1.4.5	Suggest two ways in which women can protect themselves against female abuse.	(4)
1.4.6	Express your opinion on the slogan	(4)
	"Real men don't rape"	
	Sub-total:	46
	Section B	
2		
2.2.1	Consider Lerato's personality, talents, interests and abilities.	
2.2.2	Identify ONE other possible careers that Lerato could have pursued and give a reason to justi- fy your choice. (Do not use Sports Science as an example)	(3)
	Critically discuss how career and study choices are influenced by each of the following so-	
	cio-economic factors:	
2.2.3		2 x 2 (4)
2.2.3 2.2.4	cio-economic factors:	2 x 2 (4) 2x2(4)

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	A pass in the National Senior Certificate examinations	
	could allow you entry into any of the qualifications listed below.	
	List the pass requirements for each qualification. in the following categories:	
2.2.6	Bachelors Pass	
2.2.7	Diploma	
2.2.8	Certificate Pass	3x4 (12)
	For each of the subject grouping listed in the Addendum below:	
2.2.9	identify ONE career field and	(1)
2.2.10	Give ONE possible job/ career or occupation for EACH categories.	(4)
	Sub-total	34
	Total	80

ADDENDUM

SCHOOL SUBJECTS	CAREER FIELDS	JOB/OCCUPATION / CAREER
Religion Studies, Geography, History, Life		
Orientation		
	(Com)	
All official languages, and approved	ÉcoleBooks	
non-official languages		
Accounting, Business Studies, Economics		
Computer Applications Technology, Infor-		
mation Technology, Life Sciences, Mathe-		
matical Literacy or Mathematics, Physical		
Sciences		
Consumer Studies Hospitality Studies,		
Tourism		
Agricultural Management Practices, Agri-		
cultural Sciences, Agricultural Technology		
Civil Technology, Electrical Technology,		
Mechanical Technology, Engineering		
(Graphics and Design)		
Dance Studies, Design, Dramatic Arts, Mu- sic, Visual Arts		
L		

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	Section A					
	NB Please note that answers can be very subjective hence the memo is only a guideline. Answers could be, changed, adapted or improved.					
1.	Define the following concepts:					
1.1.1	Self-esteem and					
1.1.2	Self-awareness.	(2)				
	Self-esteem- The way you think and feel about yourself. The confidence and					
	the worth you feel about yourself. \checkmark The self-regard, self-respect, pride, dignity that you feel about yourself. \checkmark					
	Self -awareness- knowing how you are feeling both physically and mentally $\checkmark \checkmark$					
	OR to explain why you are feeling that way \checkmark and therefore considering constructive responses to others. \checkmark e.g. I lack confidence and unworthy of myself because my grades are lower than my class mates: I need to improve my grades					
1.2	Explain how Lerato could improve her self-esteem.	2 x 2 (4)				
	 Believe in herself: think of her strengths (good at netball; dedicated and hard worker) and feel proud 					
	• Participate in activities that could build her self-esteem, such as the choir, dancing club, drama society,					
	 Improve on her social skills and social life e.g. invites friends over, join friends in doing voluntary work. 					
	 Recognize and celebrate the value that others place on her; 					
	Recognize that she received support from her teammates because of her amiable character					
	Any relevant two answers $\sqrt{4} + \sqrt{4}$					
	Discuss how gender inequality in relationships could contribute to the following:	(6)				
1.2.1	Sexual abuse.					
1.2.2	Teenage pregnancy.					
1.2.3	STIs including HIV and AIDS.					
	Sexual abuse					
	 Males and females are not having equal or same power in relationships – inequality power relations. 					
	In some cases one of the partners become dominant and thus abuse the other sex.					
	• Usually males have too much power over women and often decide the conditions under which sex happens – forced sex.					
	• Sexual abuse includes rape incest and violent sexual acts e.g. beating up women.					

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	Teena	ge pregnan	су						
	•	teenagers	forced to engage in	sex due t	o unequal	power			
	•	forced to g	get pregnant becaus	e the man	i wants a b	aby: h	is decision		
	•	the partne	r (male) does not al	low the gir	l to use co	ntrace	ption		
	•	the partne	r (male) does not al	low the gir	l to use a	condoi	m		
	STIs in	cluding HIV	′ and AIDS						
	•	males acting out of their masculine roles and take control of sexual relationships							
	•	women may not negotiate for safer sex e.g. condom use, hence they will not be protected against STIs and HIV							
	•	age-mixing	g in sexual relations	hips e.g. a	a man of 4	5 havir	ng a relationship with a girl of 15		
	•	transaction	nal sex, that is sex t	hat is paid	for				
	•	rape							
1.3	Provide	e Four reas	ons how physical ac	tivity can l	benefit you	ır men	tal health.	4 x 2 (8)	
	•	Helps elev	ate your moods esp	pecially wh	nen you ar	e depr	essed		
	•	•	es changes in the b tterns that promote		-	-	th, reduced inflammation, and new eing		
	It improves concentration, motivation, and memory.								
	•		eleases 'feel good h enjoy life/ yourself,			orphin	s; hence these hormones create a		
	•	Gives you	stronger mental and	d physical	resilience				
	•	Boosts Hig	gher self-esteem. It	fosters you	ur sense o	f			
		self-worth	and.üü						
	•	helps boos	st your immune syst	em and re	duce the i	mpact	of stress		
	•	you sleep	better and hence fe	el an over	all sense c	of well-	being		
	•	lt helps yo	u to keep your body	toned and	d in good s	shape	which improves self -esteem		
	•	Any four r	elevant answers			4x	2 (8)		
1.4	Some	sporting act	ivities are often asso	ociated wit	th a particu	ılar ge	nder.	2x2(4)	
1.4.1		lly evaluate our answer.	whether females are	e discrimin	nated in sp	orting	activities. Give an examples to illus-		
	•	Soccer, ru	gby, volleyball rega	rded as ma	ale sports			-	
	•	Netball, so	oftball regarded as fe	emale spo	rts				
	•	Boxing as	sociated with males						
	•	Soccer : B media	anyana-Banyana na	ational ferr	nale socce	r team	: not given the same coverage in the		
	•	Tennis : fe	emales do not earn t	he same a	as their ma	le cou	nterparts		
	•	Netball – t	here are no males p	participatin	ig in netba	I			

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	You have been asked to give advice to your friends on how to overcome of stereotypes. Write down TWO ideas that you will share with them	22(4)							
	Ideas on how to overcome stereotypes:								
	 Identify the stereotypes that have marred your judgment/. Begin by examining the stereotype and ask "why?' If we can see that a stereotype is based on wrongly held assumptions, we can take away the power of the stereotype. ✓✓ 								
	• Evaluate the reasons for the power of the stereotype. For example, is the stereotype powerful because it is based on differences? Most stereotypes are based in the miscomprehension over not understanding other people and ideas. ✓✓								
	• Encourage acceptance of differences rather than demonizing and redefine stereotypes. ✓✓								
	 Think "outside the box". Just because everyone may believe in a certain way, that does not make it right. We must look at things from multiple perspectives. ✓✓ 								
	• Check your own ideas about people who are different than you. Think about the kinds of stereotypes you place on others. ✓✓								
	 Eliminate harmful words and phrases from your vocabulary, such as "Every" and "That's just like a …"✓✓ 								
	 Challenge stereotypes people express about others./Challenge categories people assign you to automatically. Suggest politely, "You're mistaken in your opinion about me. Let me tell you why." ✓✓ 								
	 With tact and goodwill, you and I can resist accepting the labels we don't fit. We'll win respect, and we will pave the way for unblemished communication. ✓✓ (10) (Any relevant/suitable option ✓✓) 								
	Stereotyping is believing unfairly that all people or things with particular characteristics are the same. It can be positive (men are good providers for their families) or negative (men are lazy and do not help with any work at home)								
	It can also apply to careers and can limit the careers we think are possible. People can say things like (doing laundry is a woman's job) or (Fixing cars are men's work) which is not true								
1.4	The school included learners from diverse backgrounds and different home languages.								
1.4.1	Explain the term <i>diversity</i> .	2 x 1 (2)							
	Diversity means understanding that everyone is unique and one recognises individual differences. It is inclusive of one's National origin, colour, socio-economic ical abilities, religious beliefs, political beliefs etc. $\checkmark\checkmark$								
1.4.2	Some learners were discriminated against because of their sexual orientation. Discuss THREE ways in which the school could address discrimination at school.	3 x 2 (6)							
	 By showing the importance of diversity in schools ✓. Provides opportunities for people to interact with others who are different from themselves, ✓ and helps to break down barriers based on stereotypes and discrimination. ✓ 								
	• <i>Hoërskool</i> could teach learners about multicultural role models/invite ✓ them to address and motivate learners. This demonstrates that people of all genders, ethnicities, sexual orientation and appearances can have ✓ a positive influence on the world and deserve to be respected and emulated.								

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	 Craft the right environment to be inclusive for culturally responsive learning. e.g., Use your wall spaces to display posters depicting LGBTQ, cultural groups in a non-stereotypical fashion √. This will help promote an environment in which learners from diverse backgrounds feel more comfortable and accepted being themselves √ and will help insulate learners from the cultural and ethnic stereotypes that pervade television and other mass media outlets √. 						
	Any 3 relevant answers						
1.4.3	Suggest two ways in which women can protect themselves against female abuse.	(4)					
	• Woman can take self-defense classes and do exercises to be physical stronger. $\checkmark\checkmark$						
	 They can go out in groups for support against attacks/ensure group safety/intimidate potential perpetrators ✓ ✓ 						
	 Report any physical attack to police and lay criminal charges ✓ ✓ 						
	• Obtain an interdict against the perpetrator $\checkmark \checkmark$						
	 If abuse takes place at the place of work report to manager or to Human Resource Department. ✓✓ 						
	 Do not stay in the abusive relationship or dangerous situation but find alternative accommodation ✓ ✓. 						
	 Never allow anyone to make you feel guilty if you reported the case to the police and the person is arrested. Do not withdraw the case. ✓✓ 						
	• Find or establish a support group for victims and survivors of any type of $abuse \checkmark \checkmark$.						
	(Any 2 relevant answers)						
1.4.4	Express your opinion on the slogan						
	"Real men don't rape"	(4)					
	Rape can be committed by strangers or by people known to the victims \checkmark – colleagues, family members, friends, classmates, romantic / sexual partners, teachers, police officers, well respected celebrities and community leaders \checkmark . This simply means that rape can be committed by any person and not only by "men who are considered respected members of society. \checkmark						
	Hence the slogan "Real men don't rape" is miss leading as it creates the perception that as long as the person is behaving in a normal way he / she cannot be a rapist. \checkmark The truth is that <u>anybody can</u> rape and be raped, regardless of their character, their gender, or their age <u>even feminists can be abusive</u> .						
	Sub-total:	46					
	Section B						
2							
2.2.1	Consider Lerato's personality, talents, interests and abilities.	(1)					
	Identify ONE other possible careers that Lerato could have pursued and give a reason to justify your choice.	(2)					
	(Do not use Sports Science as an example)						
	Clerk, entrepreneur, office worker, gym instructor, physical education teacher, Medical doctor, Pilot, Engineer, Social Worker, Therapist, Dentist etc.						

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	 Career in Medicine/Health; she has Mathematics and Physical Science; she is hard-working; driven to succeed and a great sense of care and social responsibility 					
	 Career in Science or Engineering; she has Mathematics and Physical Science and a Bachelor's pass; she aims to discover and develop new talents 					
	Fitness trainer – she has the qualification, abilities and strengths					
	 Social work or Psychology - she is hard-working; and displays a great sense of care and social responsibility, especially towards women/ she counsels young women who experience trauma and risk- against rape and transactional sex. She has a Bachelor's pass, passed mathematics and passed well in English, Afrikaans, and Life Orientation. 					
	 Project Manager: She has the appropriate subject combinations, and passed Mathematics and Life Orientation well; she is driven to succeed, can relate to people she aims to discover and develop new talents for herself and others. In the 21st century people have more than one job/ career and a 'job for life' is changing. Lerato needs to be able to adapt to change. She could choose the path artisanal skills and trades as an electrician. 					
	 Lerato could work as an apprentice plumber, carpenter for a few months whilst waiting for a bursary – the skills she learns there will be useful in later life (to do her own house repairs as well as an additional skill to earn money if she loses her other job 					
	(Learners must provide one reason per career choice for two marks per reason)					
2.2.2	Critically discuss how career and study choices are influenced by each of the following socio-econom- ic factors:					
2.2.3	Community needs					
	Availability of finances / affordability	2x2(4)				
		2x2(4)				
	Community needs					
	 Learners to look at the community current situation against what should be – e.g. areas where there are skills shortage 					
	Choosing a career that will allow the learner to give back to the community					
	• Studying the community in which the learner lives and choose a career that would benefit the community.					
	 Careers to be based on factors surrounding you e.g. learners along oceans could do Maritime studies 					
	 Choosing careers that would make learners utilise the available community resources or assets e.g. 					
	2.2.2 Availability of finances / affordability					
	Learners to explain the funding of studying at higher education institutions e.g. university and or TVET Colleges. The following means of getting financial assistance should be discussed:					
	Bursary					
	Student Loan					
	Scholarships					
	Learnerships					
2.2.4	Differentiate between career field and an occupation	2 x 3 (6)				
	Career field : A career field is one or more occupations that require similar knowledge and skills $\checkmark \checkmark$					
	An occupation: A job or a profession work that requires specialisation, training and skill \checkmark					

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2.2.6	6		A pass in the	Natio	onal Senior Certificate exami	nations			3x4 (12)
2.2.7	7		could allow you entry into any of the qualifications listed below. List the pass requirements for each qualification. in the following categories:						
2.2.8	8	•							
		•	Diploma						
		•	Certificate Pa	SS					
• B	Bac	helors	Pass	• (Certificate Pass	• Pas	S		
•	NS	C		•	NSC	Pass	40 % in Home language		
•	Mir	nimum o	f 30% in the	•	Minimum of 30% in the	Pass	2 other subjects with 40%		
	tea	iching of	f learning and the higher nstitution.		language of learning and teaching of the higher education institution.	Pass	3 other subjects with 30%		
•	of 4 in f	4 (50-59	ment rating %) or better ects on the list.	•	Institutions may require appropriate combinations of recognised NSC subjects and level of achievement.				
•	to s req an sub	specify s quiremer appropr oject ach	on is entitled subject its and/or iate level of ievement for programme.		École	Books			
2.2.9		For eac	identify ONE of	care	ouping listed in the Addendur er fields and e job/ career or occupation fo				(1) (4)

Complete the career fields with the appropriate subjects in the attached table.

SCHOOL SUBJECTS	CAREER FIELDS	JOB/OCCUPATION/ CAREER
Religion Studies, Geography, Histo	ry, Education & Training	Primary School Teacher, University Profes-
Life Orientation		sor, School Social Worker, Librarian, Sport
		Coach
All official languages, and approved	Government & Public Administra-	Soldier, City Planner, Post Office Worker,
non-official languages	tion	Meter Reader, Tax Collector, Municipality
		Clerk
Accounting, Business Studies, Eco	- Marketing, Sales & Services	Cashier, Marketing Manager, Sales Repre-
nomics		sentative, Market Research Analyst
Computer Applications Technology	Science Technology, Engineering	Aerospace Engineer, Architect, Drafts
Information Technology, Life Science	- & Mathematics	Person, Electrical Engineer, Quality
es, Mathematical Literacy or Mathe	-	Control Manager, Micro Biologist, Geogra-
matics, Physical Sciences	Health Science	pher, Statistician, Mining Engineer, Nurse,
		Doctor, Dentist, Optometrist, Pharmacist,
		Vet, Dental Hygienist, Biologist, Laboratory
		Technician
Consumer Studies Hospitality Stud	- Hospitality & Tourism	Bartender, Baker, Chef, Tour Guide, Travel
ies, Tourism		Agent, Airline Attendant, Chiropractors
Agricultural Management Practices	, Agriculture, Food and National	Farmer, Veterinarian, Veterinary Techni-
Agricultural Sciences, Agricultural	Resources	cian, Environmental Engineer, Food Scien-
Technology	ÉcoleBooks	tist, Game Warden, Soil & Plant Scientist
Civil Technology, Electrical Technol	- Manufacturing	TV Installer, Locksmith, Boilermaker, Med-
ogy, Mechanical Technology, Engi-		ical Appliance Technician, Watch Repairer,
neering (Graphics and Design)		Chemical Plant operator, Jeweller, Printer,
		Welder, Upholster
Dance Studies, Design, Dramatic	Arts & Communication	
Arts, Music, Visual Arts		
earners must choose 4 groups of s	chool subjects and	
are given one mark per career field	and one mark	
per job / occupation / career they me	ention.	
Sub-total 34		
Total 80		

PROJECT: GRADE 10	
ТОРІС	Social and Environmental Responsibility
CRITICAL QUESTIONS/	Social issues associated with poverty in communities
ISSUES	Harmful effects associated with the related issues
	Ubuntu, Change and improving a situation
	Understanding the value of contribution,
CRITICAL QUESTIONS/ ISSUES	Social issues associated with poverty in communities Harmful effects associated with the related issues Ubuntu, Change and improving a situation Understanding the value of contribution,
SUB-TOPICS	Social issues that impact negatively on communities;
	Social, constructive and critical thinking skills necessary to participate in civic life.
PURPOSE	Create awareness of a social issue in regards poverty and contributions to alleviation of the social issue -
	Poverty–related issues
MARKS	80 marks
	Section A: 50 - Individual responses
	Section A: 30 - Individual responses within small group
	social activism and intervention
DURATION	Six weeks
DATE OF SUBMISSION	
CONCEPTS	social responsibility, environmental responsibility, social issue, environmental issue,
	contemporary social issues, harmful effects, contemporary environmental issues,
	social justice, environmental justice, social thinking skills, critical thinking skills; Ubuntu;
	contribution, volunteerism, community services, projects and organisations; local
	communities; global communities; sustainability, poverty alleviation, corporate social
	responsibility, individual and social responsibility.
INSTRUCTIONS 1	TO LEARNERS

	INTRODUCTION						
1.	Choose one social issue:						
	You need to participate in the community activity to show how you will contribute to civic						
	responsibility and nation building.						
	Identify any ONE organisation, institution or project that you would like to assist to address social issues (see list below you)						
	 poor living conditions 						
	 Parents working away from home and unable to provide adequate support; 						
	 Old age homes; 						
	 Poor economic status unable buy basic necessities 						
	 Provide meals / food to those in need; 						
	 Education (improving literacy) 						
	 Raise funds to support certain causes; 						
	 Homes HIV and AIDS. 						
1.1	Explain FOUR contributory factors to social problem locally and globally.	2x4(8)					
1.2	Discuss ONE consequence of the social problem on	(2x3) (6)					
1.2.1	the individual; and						
1.2.1	the community						
1.3	Research and answer the following questions:						
	ÉcoleBooks						
1.3.1	Demonstrate how any TWO of following concepts could help to fight social challenges :	(2x4) 8					
	social and environmental responsibility,						
	Ubuntu,						
	social activism,						
	social justice						
1.3.2	Evaluate the extent to which the Government has contributed to each of the issue below:	(3x4)12					
	1.3.1 social grants						
	1.3.2 nutrition						
	1.3.3 school fees						
	1.3.4 health care						
	1.3.5 housing						
	SUB-TOTAL	34					
		34					
3.	SECTION B						

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	COMMUNITY PARTICIPATION,					
	WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY					
	Name the organization, institution or project that you will support. Include their address					
	and or website.					
	Explain how the organisation supports the community.	(2)				
	 Discuss TWO challenges experienced by the organisation. 	(2x2)4				
	 Explain your role as a volunteer to support the community activity. 	(2x2)4				
	 Date, time-period of your participation. 	(2x2)4				
	Show evidence that permission was granted to work as volunteer in the orgonomic project and	ganization or (2)				
	 Show evidence of your participation; and 	2x4(8))			
	 Present photographs, pictures, video clips etc. that show your community 					
	 Discuss the challenges you encountered. 	2x2 (4)				
	 Evaluate whether the organisation had a positive or negative impact on the 		,			
		community.				
	Explain whether you made any contribution to the project.					
	Recommendations Provide ONE recommendation to address the social challenge. What have you learnt from your project.	(2x2)4 (2)				
	Bibliography					
	Include a bibliography according to an acknowledged reference technique. Use a m resources used to conduct your research[books , websites, pictures, videos, etc.]	ninimum of four (4)				
	Number of sources Mark allocation					
	4 correctly captured resources 4					
	3 correctly captured resources 3					
	2 correctly captured resources 2					
	1 correctly captured resources 1					
	No mark if no resources were provided 0					
	SUB-TOAL	34				
	SUB-TOTALS	46				
	TOTAL					

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			GUIDELINES GRADE 10			
	Answers are subject to contextual factors					
	GUIDANCE TO THE EDUCATOR:					
4	•	Candid	ates whose responses show insight, relevance and creativity have to be credited			
1.	INTRO	DUCI	ΓΙΟΝ			
1.1	Contribu	utory fac	ctors could be:	2x4(8)		
		•	Overcrowding $$ where there are large numbers of people with too few resources and too little space. $$			
		•	Poor living conditions- No access to basic services such as sanitation because of lack of municipal planning $\!$			
			Overpopulation- $$ there is large numbers of people with too few			
			resources and too little space. \checkmark			
			Dumping of waste into rivers/dams $\sqrt{\sqrt{}}$ lack of money to buy basic			
			necessities $\sqrt[]{}$ lack of access to purchase affordable housing $$			
		•	Impact of poor education)- $$ illiteracy and lack of education prevent			
			people from earning a living and providing for their families. \checkmark			
		•	Environmental factors - $$ the deterioration of the natural environment, including the atmosphere, bodies of water, soil, and forests lead to shortages of food, clean water, materials for shelter, and other essential resources. $$			
		•	An increase in single-parent families- $\sqrt{\text{lack}}$ of income to provide for the entire household. $$			
		•	Unemployment- $$ lack of jobs for people to earn and support their families. $$			
		•	Corruption $$ is both a major cause and a result of poverty around the world, affects the poorest			
		•	Alcohol and substance abuse;			
		•	Impact of HIV and AIDS			
		Or any	v other well-explained relevant factor for TWO marks each.			

1.2 Discuss ONE consequence of the social problem on (2x3)6 • the individual; and • • the community 1.2.1 Impact on Individual - MARKS ∜√ Lack access to clean water will lead to transmission of contagious diseases such as cholera, tuberculosis and other water-borne schemases %√. Lack of education and resources to maintain a healthy living will perpetuate sexually transmitted diseases, depression and entrapment in the cycle of poverty/ √ 1.2.1 Impact on the community MARKS ∜√ There will be an increase in single-parent families and Child-headed households because of death of parents and family member's *√. The community will feel disillusioned because of poverty/√. • no provision of basic necessities • addiction affecting basic functioning of parental responsibilities towards members in the family • young single parent women • lack of education. • lack of drive and belief in improvement despite circumstances/disempowerment Consequences individual • port health • prostituion • lack of drive and belief in improvement despite circumstances/disempowerment • lack of drive and belief in improvement despite circumstances/disempowerment • lack of drive and belief in improvement despite circumstances/disempowerment • lack of drive and belief in improvement despite circumstances/disempowerment • lack of drive and belief in improvement despite circumstances/disempowerment <t< th=""><th>Downl</th><th>oad more resources like this on ECOLEBOOKS.COM</th><th></th></t<>	Downl	oad more resources like this on ECOLEBOOKS.COM	
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incapacity to maintain a healthy living environment		unable to lead a normal, healthy life.	
children living on street		-	
children vulnerable to predators			

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	children vulnerable to criminal activities			
	abuse of aged			
	 loss of dignity of children and aged 			
	aged robbed of pensions			
	Entrapment in the cycle of poverty			
	cannot afford appropriate medicines to treat illnesses			
	• diseases are very common in people living in poverty $$			
	• Forced to engage in illegal activities for money ($$) e.g. prostitution, selling drugs,			
	participating in crime leading to sexually transmitted diseases OR unwanted pregnancy			
	 Engaging in illegal ways of making money Increase in criminal activity 			
	 Increase in criminal activity Starvation 			
	 People resort to begging 			
	 Suffer depression/ disillusionment 			
	 unhealthy living environment. 			
	 downgrading of community environment 			
1.3	Research and answer the following questions:			
1.3.1	Demonstrate how any TWO of following concepts could help to fight social challenges :	(2x4)8		
	 social and environmental responsibility, 			
	➢ Ubuntu,			
	social activism,			
	 social justice 			
	Social and environmental responsibility – because our lives are interwoven/ interdependent with other people's lives and the environment $$ individuals and organisations have a duty/obligation/ responsibility to act $$ for the benefit of society and the environment/ ecosystem			
	Our lives are interwoven/ interdependent with other people's lives and the environment $$. It calls for values of caring and respect and accountability to society and the natural resources $$ / we are responsible to care for society and the natural resources			
	Ubuntu – our lives are by nature interwoven/ interconnected/interdependent with each other \sqrt{as} in "I am because you are". Hence Ubuntu encourages the spirit of giving/making a contribution, respect, responsibility $\sqrt{(accountability, compassion and kindness, integrity)} \sqrt{2}$ 2 MARKS			
	Social justice – ensuring the distribution of resources and facilities $$, especially to the vulnerable/marginalized in order to maintain and sustain equality of access $$,			
	dignity and productivity of people's lives			
	Social activism – direct confrontational action/ \sqrt{e} fforts such as a demonstration or strike, a picket, etc., to improve a situation, \sqrt{s} society/ to oppose or support a cause/to bring about change.			
	Evaluate the extent to which the Government has contributed to any THREE of the issue below:	3x4 (12)		
	1.3.1 social grants			
	1.3.2 nutrition			
	1.3.3 school fees			
	1.3.4 health care			
	1.3.5 housing			

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1.3.2		
	Social grants- there are various social grants such as old age pension/ disability grant, /	
	maintenance grant for orphans/ as well as child support grant for the children from poor	
	backgrounds $$ to help provide some income to poor households. $$	
	- School nutrition programmes are established - $\sqrt{Primary}$ and secondary schools	
	located in rural communities, including urban schools where learners are at risk of neglect	
	of healthy nutrition, benefit by learners receiving a full meal per school day. In this way,	
	they do not go hungry and can go to school every day. \checkmark	
	- No fee schools have been identified $$	
	All children who attend the schools that the government has declared as no-fee schools do	
	not pay school fees, regardless of their family background. \checkmark	
	- Free health care facilities have been introduced $$	
	Consultations at government clinics, health centres, hospitals, including testing for HIV are	
	provided free of charge. \checkmark	
	• RDP Houses have been built $$	
	Many poor people in South Africa have benefited from this programme whereby the	
	government built houses $$ for them at an affordable price. $$	
	• Provision of housing in times of disaster \checkmark	
	SUB-TOTAL	34
3.	SUB-TOTAL SECTION B	34
3.		34
3.	SECTION B	34
3.	SECTION B COMMUNITY PARTICIPATION, ÉcoleBooks	34
3.	SECTION B COMMUNITY PARTICIPATION, ÉcoleBooks PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS	34
3.	SECTION B COMMUNITY PARTICIPATION, ECOLOBOOKS PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY > Name the organization, institution or project that you will support. Include their address	(2)
3.	SECTION B COMMUNITY PARTICIPATION, PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO Make EVERY DAY A MANDELA DAY > Name the organization, institution or project that you will support. Include their address and or website.	
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3.	 SECTION B COMMUNITY PARTICIPATION, EcoleBooks PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY Name the organization, institution or project that you will support. Include their address and or website. Explain how the organisation supports the community. Discuss TWO challenges experienced by the organisation. Explain your role as a volunteer to support the community activity. Date, time-period of your participation. 	(2) (2x2)4 (2x2)4 (2x2)4
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3.	 SECTION B COMMUNITY PARTICIPATION, ECCLEBOOKS PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY Name the organization, institution or project that you will support. Include their address and or website. Explain how the organisation supports the community. Discuss TWO challenges experienced by the organisation. Explain your role as a volunteer to support the community activity. Date, time-period of your participation. Show evidence that permission was granted to work as volunteer in the organization or project and Show evidence of your participation; and Present photographs, pictures, video clips etc. that show your community participation. 	(2) (2x2)4 (2x2)4 (2x2)4
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3.	 SECTION B COMMUNITY PARTICIPATION, COMPARING COMPARING COMMUNITY PARTICIPATION, COMPARING COMPARI	(2) (2x2)4 (2x2)4 (2x2)4 (2) 2x4(8)
3.	 SECTION B COMMUNITY PARTICIPATION, PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY Name the organization, institution or project that you will support. Include their address and or website. Explain how the organisation supports the community. Discuss TWO challenges experienced by the organisation. Explain your role as a volunteer to support the community activity. Date, time-period of your participation. Show evidence that permission was granted to work as volunteer in the organization or project and Show evidence of your participation; and Present photographs , pictures , video clips etc. that show your community participation. 	(2) (2x2)4 (2x2)4 (2x2)4 (2) 2x4(8) 2x4(8)
3.	 SECTION B COMMUNITY PARTICIPATION, COMPARING COMPARING COMMUNITY PARTICIPATION, COMPARING COMPARI	(2) (2x2)4 (2x2)4 (2x2)4
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3.	 SECTION B COMMUNITY PARTICIPATION, PLEASE NOTE THE ANSWERS WILL DEPEND ON CONTEXTUAL FACTORS WRITE A REPORT ON YOUR UBUNTU PROJECT TO MAKE EVERY DAY A MANDELA DAY Name the organization, institution or project that you will support. Include their address and or website. Explain how the organisation supports the community. Discuss TWO challenges experienced by the organisation. Explain your role as a volunteer to support the community activity. Date, time-period of your participation. Show evidence that permission was granted to work as volunteer in the organization or project and Show evidence of your participation; and Present photographs , pictures , video clips etc. that show your community participation. Discuss the challenges you encountered. Evaluate whether the organisation had a positive or negative impact on the community. Explain whether you made any contribution to the project. 	(2) (2x2)4 (2x2)4 (2x2)4 (2) 2x4(8) 2x4(8)

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Bibliograp	hy						
		according to an ack duct your research[nique. Use a minimum of four videos, etc.]	(4)
N	umber of so	ources			Mark	allocation	1
4	correctly ca	aptured resources			4		1
3	correctly ca	aptured resources			3]
2	correctly ca	aptured resources			2]
1	correctly ca	aptured resources			1		
N	o mark if no	o resources were pro	vided		0		
SUB-TOAI	_						34
SUB-TOTA	LS						46
TOTAL							80

WRITTEN TASK GRADE 11

WRITTEN TASK GRADE 11					
TOPICS	 Development of self in the society Democracy and Human Rights Careers and career choices 				
	Careers and career choices				
CRITICAL QUESTION / ISSUE	To create awareness influence of relationships that contribute or are detrimental to well-being, democratic rights and requirements for admission to additional and higher education				
SUB-TOPICS	 The principles, process and procedures for democratic public participation and petition process career choices Requirements for admission to additional and higher 				
	How different relationships can have an impact on well-being				
	To expose you to your constitutional rights and responsibilities,				
PURPOSE	To equip you with knowledge, skills and values to make				
	informed decisions about careers, additional and higher				
	education requirements and opportunities				
FORM OF ASSESS- MENT	Assignment				
	Section A: 35				
MARKS	Section B: 33				
MARKS	Section C: 12				
	TOTAL : 80				
DURATION					
DATE ISSUED					
DATE OF SUBMIS- SION					

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This task consists of two sections:

- SECTION A and
- SECTION B.

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

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.

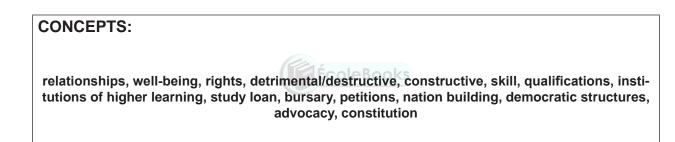
Marks will be awarded depending on the level of answers. Example: for a FOUR mark question you could obtain 4, 3, 2, 1, or 0 subject to the quality of your answers

The answers must be neatly written or typed

Provide a cover page and table of contents.

This is a source based task and the articles/sources are used as *stimuli only, i.e. In order to demonstrate understanding and application of knowledge you will require critical, creative informed decision-making and problem solving skills to answer the questions.

(*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)



SECTION A QUESTION 1

DEVELOPMENT OF SELF IN THE SOCIETY

ACTIVITY 1 - TOPIC: Development of the self in society

Changing nature of relationships



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1.1	The THREE positive qualities required for a healthy relation.	(1x3)=3
1.1		(1,3)=3
1.2	Explain the cultural views expressed in the extract.	(2)
1.3	Discuss TWO ways how cultural views can affect relationship.	(2x2)=4
1.4	State any TWO rights of women and children in relationships.	(1x2)
1.5	Explain how constructive and destructive relationships could influence your well-being.	(2x2)4
1.6	Tabulate THREE roles each of men and women and evaluate whether they have changed over time. Elaborate your responses with ONE example.	(2x3)=6
1.7	Name and explain TWO factors that contribute to a detrimental relationship.	(2x3)=6
1.8	Describe in TWO ways how African Traditional Religion contributes to a harmonious society	(2x2) =4
1.9	Recommend THREE ways in which women and children can be protected from discrimination and violence.	(1x3)= 3
	SUB-TOTAL	35

SECTION B

QUESTION 2

DEMOCRACY AND HUMAN RIGHTS

Read the extract below and answer the questions that follow.

ROLE OF CITIZENS AND DEMOCRATIC STRUCTURES

In the South African government, there are five democratic structures. These structures deal with different aspects of governance. Citizens all allowed to participate in these structures.

For democracy to work effectively, citizens must have insight about issues that can improve their lives. They must be free to express their views about governmental processes and public affairs; thus holding those in government accountable.

Barriers to citizen participation are multiple in every country. For full citizenship to be achieved, we must remove these barriers, whether they are based on gender, race, ethnicity, sexual orientation, disabilities, religion, age or another status. These barriers could be addressed through campaigns, lobbying, etc.

https://brainly.com; www.demworks.org/citizens (Adapted: 06 July 2017)

2.1.	List three democratic structures of South Africa	(3x1)=3
2.2.	Compare TWO functions of National and Provincial Government.	(2X2)=4
	National	
2.3.	Explain how you can get involved in a local community structures.	(2X1)=2
2.4.	Advocacy is the act or process of supporting a cause or proposal.	(2X1)=2
2.4.1	Give TWO examples of an advocacy campaign and discuss two	(2X2)=4
2.4.2.	ways in which it can raise awareness.	
2.5.	The Rule of Law protects human rights. It keeps us safe, solves arguments and helps us to be successful and is based on the Laws and Constitution.	(1X5)=5
	Discuss the five principles that define the Rule of Law.	

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2.6.	Define the following democratic principles.	(2X3)=6
	2.6.1. Accountability	
	2.6.2. Public Participation	
	2.6.3. Representation	
2.7.	One way in which the public can exercise its right to participate in Government is through submitting a petition to Parliament or to the Provincial or local Government. A petition is a formal request asking the Government to do something about a matter.	
	Draw up a Petition to request an orphanage to cater for the street children in your area.	
	2.7.1. Use the correct format.	(1X3)=3
	2.7.2. Give well-structured reasons why you need the facilities.	(2X1)=2
	2.7.3. Explain how the orphanage will be used.	(2X1)=2
	SECTION B: TOTAL	[33]

SECTION C QUESTION 3

CAREERS AND CAREER CHOICES

Use the information on the National Senior Certificate results of Learners A, B and answer the following questions:

NATIONAL SENIOR CERTIFICATE			NATIONAL SENIOR CERTIFICATE			NATIONAL SENIOR CERTIFICATE		
SUBJECT	%	LEVEL	SUBJECT	%	LEVEL	SUBJECT	%	LEVEL
Zulu Home Language	59	4	Afrikaans Home Language	61	5	English Home Language	65	5
English 1st Add Lang	46	3	English 1st Additional Lang	50	4	Afrikaans 1st Add Language	70	6
Life Orientation	60	5	Life Orientation	62	5	Life Orientation	82	7
Maths Lit	33	2	Accounting	47	3	Mathematics	60	5
Tourism	45	3	Business Studies	45	3	Accounting	62	5
Geography	30	2	Economics	57	4	Life Science	63	5
B studies	35	2	Mathematics	44	3	P. Science	50	4
LEARNER A			LEARNER B			LEARNER C		

3.1	What pass do learner A, B and C above qualify to study at a tertiary institution? Calculate APS score for learner A. Give TWO options he/she could purse at a TVET college.	(3x1)(3)
3.2	Suggest THREE possible training courses/careers learners A, B, C would qualify for, based on their key subjects and results.	(2X3)(6)
3.3	The National Benchmark Tests (NBTs) were commissioned by <u>Universities</u> <u>South Africa</u> (formerly: Higher Education South Africa: HESA) with the task of assessing academic readiness of first year university students as a sup- plement to secondary school reports on learning achieved in content specific courses.	
	Do a brief summary on the main aspects of the National Benchmark Tests.	(2x1)(2)
	SECTION C: TOTAL	12
	GRAND TOTAL:	80
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NB: Candidates whose responses show insight, relevance and creativity have to be credited

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SECT	ION A- QUESTION 1: Development of the self in society	
1.1	The THREE positive qualities required for a healthy relation.	(1x3)=3
	 Honesty ✓ 	
	 Loyalty√ 	
	 Love ✓ 	
	• Care√	
	● Empathy ✓	
	● Sharing√	
	Any other relevant response	
1.2	Explain the cultural views expressed in the extract.	(1x2)=2
	• Patriarchy whereby the man is the sole leader and gives direction \checkmark	
	 An autocratic father who expects everyone to follow his instructions without questions ✓ 	
	Any other relevant answer from the extract	
	 Join a support group: I such a group you would be able to share your feelings with others who have gone through the same pain. ✓ ✓ 	
1.3	Discuss TWO ways how cultural views can affect relationship.	(2x2)=4
	• Cultural views can subject women and children to abuse $\checkmark \checkmark$	
	 It can lead to one sided decision making whereby one partner leads and expect to be fol- lowed ✓ ✓ 	
	 It limits self-dependence and tarnishes one's self confidence ✓ ✓ 	
	 It can frustrate one partner especially women in case where she is not allowed to work but to depend financially on her partner/ husband ✓ ✓ 	
	Any other relevant response	
1.4	State any TWO rights of women and children in relationships.	
	 To respect ✓ 	(2x1)=2
	To be trustworthy ✓	
	 A right to be heard ✓ 	
	 A right to privacy ✓ 	
	 A right to say no and to be assertive ✓ 	
1.5	Explain how constructive and destructive relationships could influence your well-being.	
	 Good/healthy and constructive relationships assist you to feel better and boost your well-being, gives you a positive self-concept and a high self-esteem ✓ ✓ 	(2X2)=4
	• It can influence your positive outlook towards life and assist you in achieving your goals $\checkmark \checkmark$	
	 Negative and destructive relationships have a negative influence on your well-being, gives you a low self-esteem and a negative self- concept ✓✓ 	
	 It gives a person a need to depend on others and not to think and make decisions for them- selves ✓✓ 	
1.6	Tabulate THREE roles each of men and women and evaluate whether they have changed over time. Elaborate your responses with ONE example.	(3x2)=6

	Men	Women	
	• Regarded as the head of the family therefore	• Her place is at home and to take care of the	
	makes decisions regarding the family \checkmark	household and children√	
	Sole provider who work and support the family	• Depend on the husband/partner for financial	
	financially√	support√	
	Ensures that traditional values and beliefs are	 Not allowed to get educated and to work√ 	
	implemented in his family without considering		
	other people's feelings√		
	Any other relevant response		
	• There is improvement in terms of women getting e	education and being allowed to work \checkmark	(1x1)=1
	• Women are able to choose which religion to follow	•	
4 -			
1.7	Name and explain TWO factors that contribute to a c	detrimental relationship.	(2x3)=6
	Dishonesty		
	This removes the trust that the other partner has and dealings. $\checkmark \checkmark$	I places doubt regarding your intentions and	
	 Selfishness√ 		
	It makes the other partner to feel used as they are al	ways giving and receiving nothing in return. \checkmark	
	● Mistrust✓		
	It creates insecurity in the relationship and if unfound self-esteem. $\checkmark\checkmark$	led causes the other partner to have a lower	
	 Jealousy✓ 	oleBooks	
	It may cause hatred/insecurity that based on the fact deavours while the other is not. $\checkmark \checkmark$		
	Any two / any other relevant response		
1.8	Describe in TWO ways how African Traditional Relig	ion contributes to a harmonious society	(2x2) =4
	A .In Traditional African Societies, peace is a normal and balance. Part of the religious of family heads an	-	
	Societies is peace making. This includes settling arg	•	
	B. African Traditional Religion promotes harmony, sc	cial and environmental justice, love, forgive-	
	ness, reconciliation, balance and understanding of e		
	Practitioners who play leadership role in social and c	community events. They often act as peace-	
	keepers, negotiators and mediators. $\checkmark \checkmark$		
	Any two / any other relevant response		
1.9	Recommend THREE ways in which women and child violence.	dren can be protected from discrimination and	(3x1)= 3
	 Women and children must be encouraged to trust about the abuse and then report it√ 	SPEAK OUT. You need to tell somebody you	
	 They can apply for a Protection order at your 	nearest police station.√	
	They can lay a criminal charge at a police sta	ation√	
	 Educating women and children about ABUSI and workshops√ 	E and making them aware through campaigns	
	TOTAL		35
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SECTION B

QUESTION 2

DEMOCRACY AND HUMAN RIGHTS

2.1.	List three democratic structures of South Africa	(3x1)=3
	 National✓ 	
	Provincial ✓	
	 Local government✓ 	
2.2.	Compare TWO functions of National and Provincial Government.	(2X2)=4
	National	
	 The executive council comprises of the president and a number of NEC mem- bers ✓ 	
	 National Government makes and carries out laws and policies for the whole country √. 	
	Provincial	
	 The executive council of a province comprises of a premier and a number of mem- bers√ 	
	Makes and carries out laws and policies that affect the Province only.✓	
2.3.	Explain how you can get involved in a local community structure	(2X1)=2
	 Participate in youth, woman's groups, neighbourhood watches 	
	Start advocacy campaign ÉcoleBooks	
	Start a civil society ✓	
	Volunteer to work ✓	
	 Participate in school governing bodies ✓ 	
2.4.	Advocacy is the act or process of supporting a cause or proposal.	(2X1)=2
2.4.1	Give TWO examples of an advocacy campaign and discuss two	(2X1)=2
	ways in which it can raise awareness.	
	Examples: Save the children campaign ✓, Violence against Women	
	Campaign✓, National Minimum wage campaign✓,	
	iThemba advocacy campaign√, etc.	
2.4.2.	Awareness	(2X2)=4
£T.£.		
	 It influences the decisions made about a particular issue through marches and demon- strations√ 	
	 They raise awareness about the issue ✓ 	
	• Lobby the Government about it \checkmark	

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2.5.	The Rule of Law protects human rights. It keeps us safe, solves arguments and helps us	(1X5)=5
	to be successful and is based on the Laws and Constitution.	
	Discuss the five principles that define the Rule of Law .	
	 A Government that is accountable ✓ 	
	 An open Government that enforces laws and regulations ✓ 	
	 As access to justice ✓ 	
	 Security and order√ 	
	 Fundamental rights√ 	
2.6.	Define the following democratic principles.	(2X3)=6
	2.6.1. Accountability	
	2.6.2. Public Participation	
	2.6.3. Representation	
	Accountability	
	• means that those in power or authority must take responsibility for their actions, perfor-	
	mance and	
	decisions√√	
	Public Participation	
	It involves people in thinking, decision making, planning an active role in developing	
	and operating services that affect their lives	
	Representation	
	People who are elected in speaking and acting for the public. These elected people	
	represent you $\checkmark \checkmark$. There are two types:	
	a. Proportional- Parties get a certain number of seats in Parliament according to the per-	
	centage of votes.	
	b. Constituency-based representation – The country is divided into voting areas which are	
	called constituencies. Each political party chooses one person or candidate to rep-	
	resent the party. The candidate who gets the most votes in that constituency goes to Parliament	
	T amament	
2.7.	One way in which the public can exercise its right to participate in Government is through sub-	
	mitting a petition to Parliament or to the Provincial or local Government. A petition is a formal	
	request asking the Government to do something about a matter.	
	Draw up a Petition to request an orphanage to cater for the street children in your area.	
	2.7.1. Use the correct format.	(1X3)=3
	2.7.2. Give well structured reasons why you need the facilities	(2X1)=2
	2.7.2. Give well-structured reasons why you need the facilities.	(2X1)=2
	2.7.3. Explain how the orphanage will be used.	

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	Petition	
	Your Address	
	Date	
	Gauteng Provincial Legislature	
	07 Wale Street	
	Cape Town	
	8000	
	To the Speaker of the Gauteng Provincial Legislature	
	This petition from concerned citizens from Alexandria represented by Mr B.D. Ndlovu	
	Draws the attention of the Speaker and the House to :	
	Many children who are orphans are left on the streets with no housing and pastoral care.	
	ÉcoleBooks	
	We therefore ask the Speaker and the House to:	
	Ask the Government to fund an orphanage which could be used to house the street orphans with security so that facilities such as counselling, sport, drama and academic coaching could be provided. This will keep the children out of mischief, drugs, substance abuse, sexual abuse and delinquent behaviour.	
	PRINCIPAL PETITIONER	
	Name and surname: Mr B.D.Ndlovu Signature:	
	Address:	
	Telephone:	
	email:	
	Name and Signature	
	SECTION B: TOTAL	[33]

QUESTION 3

CAREER AND CAREER CHOICES

Use the information on Learner A, B and C to answer the following questions:

NATIONAL SENIOR CERTIFICATE			SENIOR CERTIFICATE NATIONAL SENIOR CERTIFICATE			NATIONAL SENIOR CERTIFICATE		
SUBJECT	%	LEVEL	SUBJECT	%	LEVEL	SUBJECT	%	LEVEL
Zulu Home Language	59	4	Afrikaans Home Language	61	5	English Home Language	65	5
English 1st Add Lang	46	3	English 1st Additional Lang	50	4	Afrikaans 1st Add Language	70	6
Life Orientation	60	5	Life Orientation	62	5	Life Orientation	82	7
Maths Lit	33	2	Accounting	47	3	Mathematics	60	5
Tourism	45	3	Business Studies	45	3	Accounting	62	5
Geography	30	2	Economics	57	4	Life Science	63	5
B studies	35	2	Mathematics	44	3	P. Science	50	4
LEARNER A			LEARNE B	R		LEARNEF C	२	

QUESTIONS

2.1	What pass did learner A, B and C above qualify for to study at a tertiary institution?	(1,2) 2						
	A:Certificate, B: Diploma, C: Bachelor's	(1x3)=3						
2.2	Based on the results as well as subject combinations of Learners A, B, and C give TWO possi- ble courses/careers for each learner. Motivate your answer. Learner A: Travel Agent Tourism Manager	(3x2)=6						
	 Learner A qualified with a certificate hence he/she can be able to study at colleges to pursue a career in humanities field 							
	Learner B: Database Typist							
	Hospital Manager							
	Data Typist							
	Learner B cannot register for a degree course but rather for a diploma due to low marks							
	Learner C: Bachelor of Architecture							
	Bachelor of communication marketing							
	The learner qualifies to register for a Bachelor of Degree at a particular University because of his/her APS points							
	Any other relevant response							
2.3	Discuss briefly what the National Bench mark test entails?	(1x3)=3						
	Where can you register to write the NBT	(1x3)=3						
	When do you write the NBT							
	What is the purpose of this test for universities? Where can one register for NBT							
	NBT website/internet							
	When do you write the NBT							

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 1.1.3 What is the purpose of this test for universities? The NBTP reports inform learners and universities about the level of academic support that may be required for successful completion of programmes ✓. Results are also used by universities in course development, programme planning and placement decisions. ✓ 	
SECTION C:TOTAL	12

GRAND TOTAL: [80]

GRADE 11: RESEARCH

TOPIC	Development of the self in society				
	Addressing risky behaviour and situations in regard to alcohol abuse amongst adolescents.				
SUB-TOPICS	Healthy and balanced lifestyle choices, accidents, risky behaviour and situations, socio-eco- nomic environment, positive role models, impact of unsafe practices on self and others.				
PURPOSE	Investigate the impact of				
	Alcohol abuse				
	Accidents				
	Risky behaviour on the lives and well-being of adolescents.				
	Give suggestions on how to accept responsibility for informed choices				
	To overcome barriers by making use of the opportunities that are available to make positive lifestyle choices.				
	Establish safe environments				
	Access services that promote safe and healthy living for yourself and others.				
CRITICAL QUES- TIONS/	Investigate the impact of: • Alcohol abuse				
ISSUES	Accidents				
	Risky behaviour on the lives and well-being of adolescents.				
FORMS of ASSESS- MENT	Research				
MARKS	80				
DURATION	Four weeks				

BASELINE KNOWLEDGE

Wellness; substance abuse; sexuality and life-style choices. self-awareness, critical thinking, problem-solving and decision-making, assertiveness,

CONCEPTS

Alcohol abuse, effects on good judgement and engagement in impulsive behaviours; personal safety, road use; Accidents: unsafe attitudes and behaviours; Socio-economic environment: culture and social environment

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Use the extract on the "Second Risk behaviour survey 2008" below (see Addendum A) as background and research on risk behaviour amongst South African youth.

Write a research report of 3-4 pages on your findings using the following headings and sub-headings:

	RISKY BEHAVIOUR AMONGST TODAY'S YOUTH	
	Introduction	
1.1	Define the concept "risky behaviour" and explain why it is important for teenagers to investi- gate and be knowledgeable about it.	(2+4)(6)
1.2	Types of risky behaviour	(6x2)(12)
	Describe any SIX risky situations young people are frequently exposed to.	
1.3	Factors causing risky behaviour amongst teenagers	(6x2)(12)
	Discuss ONE factor that may cause teenagers to engage in each of the abovementioned risky situations.	
1.4	The impact of risk behaviour	
	• Examine the impact of risky behaviour on the different spheres of well-being by conducting interviews with at least FOUR young adults.	(4x1)(4)
	 Include the evidence (written/audio recording) of each interview. Interviewees should be kept anonymous. 	
	 Summarize your findings. Refer to the following spheres of well-being: 	
	- Social	
	- Emotional	(4x3)(12)
	- Physical	
	- Spiritual	
	• Evaluate the impact of risky behaviour on your personal expectations in relation to the career you want to follow.	(2x2)(4)
1.5	Changes in Youth Risk Behaviour	
	Read the extract on the 2008 Youth Risk Behaviour Survey (Addendum A), analyse the find- ings and discuss the possible reasons for any observed changes since the 2002 Survey.	(6)
	(Note: State respectively the type of behaviour, the findings of the 2008 Survey in relation to the 2002 Survey and provide two reasons for observed changes for each type of risk behaviour).	
		56
1.6	Recommendations	
	Suggest practical solutions on how any SIX of the youth risk behaviours which you have investigated can be addressed/reduced.	(6x2)(12)
	Assess the value of positive role models on one's behaviour.	(4x2)(8)
1.7	Bibliography	
	Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources used to conduct your research.	(4)
Numb	er of sources	Mark
	rrectly captured sources	3-4

Number of sources	Mark
3-4 correctly captured sources	
1-2 correctly captured sources	0-2
No mark for incorrect bibliography	
Sub-total	24
TOTAL	80

INTRODUCTION

The youth of South Africa are constantly exposed to risks, which may promote substance use, unprotected sex, unhealthy eating habits and violence. These behaviours that are usually adopted during their youthful years and often persist into adulthood, are interrelated, and in most cases, are preventable. In addition to resulting in morbidity (obesity) and sometimes mortality (death), these behaviours simultaneously result in many of the social and educational problems that confront the nation, including failure to complete high school, unemployment, and crime.

In order to protect the youth from these risk behaviours, it is therefore necessary to educate them at an early age on the dangers and consequences, as well as to foster health promoting behaviours and environments.

2nd South African National Youth Risk Behaviour Survey 2008

April 20, 2010

Reveals Safer Sexual Behaviour but Riskier General Behaviour

Johannesburg-- The Medical Research Council released the results of the 2nd South African National Youth Risk Behaviour Survey 2008 today. This nationally representative survey among 10,270 secondary school learners in grades 8 through 11, reports on the prevalence of behaviours that place them at risk for disease and ill health. The survey was conducted by a team of researchers from the Health Promotion Research and Development Unit of the Medical Research Council, headed by principal investigator Professor Priscilla Reddy. Dr Reddy stated, "this survey has given us a scientific window into the conditions our young people face growing up in South Africa today. Seeing where the stresses are on this vital part of our population will allow us to put precious resources to work in the best way. Following the first Youth Risk Behaviour Survey in 2002, this survey investigated behaviours related to infectious diseases (sexual risk behaviour and hygiene), injury and trauma (violence and traffic safety), mental health (depression, suicide related behaviour, substance use), and chronic diseases (nutrition and physical activity). The data from the YRBS surveys may contribute useful evidence as government plans its long-term strategy by showing trends in behaviours that place youth at risk for disease and ill health".

The following is a summary of the 2008 Youth Risk Behaviour Survey:

Some positive developments

The 2008 survey showed significant reductions in risky sexual behaviour. Fewer school learners had ever had sex (from 41% to 38%). Of those who had sex, the number of school learners that had two or more sexual partners in their lifetime significantly reduced (from 45% to 41%), and less learners had one or more sexual partners during the past three months (from 70% to 52%). Also, of those who ever had sex, the incidence of sexually transmitted infections significantly reduced (from 7% to 4%), while consistent condom use increased slightly (29% to 31%).

Increasing health threats

The survey showed clear reductions in physical activity, increased threat to mental health and unsafe traffic behaviour. A significant increase in physical inactivity (38% to 42%) and TV watching for more than 3 hours per day (25% to 29%) was observed. Regarding mental health, more learners made one or more suicide attempt during the past six months (17% to 21%). Regarding unsafe traffic behaviour, more learners drove a vehicle after drinking alcohol in the past 30 days (8% to 18%) and were driven by someone who had been drinking alcohol in the past 30 days (35% to 38%).

United States Diplomatic Mission to South Africa 2/21/12 2010 Press Releases United States Diplomatic Mission to South Africa southafrica.usembassy.gov/press100420.html 2/2 Information also available at http://www.mrc.co.za/

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Learners should write a research report of 3-4 pages by using the following headings and subheadings:

	RISKY BEHAVIOUR AMONGST TODAY'S YOUTH			
	Introduction			
1.1	Define the concept "risky behaviour" and explain why it is important for teenagers to investi- gate and be knowledgeable about it.	(2+4)(6)		
	Definition of risky behaviour:			
	• Risky behaviour are the types of behaviour that may expose you to harm/the risk of harm ($$) which may prevent you from reaching your full potential. ($$)	(1x2)(2)		
	It is important for teenagers to investigate and be knowledgeable about risky behaviour because it may help them to			
	- avoid unsafe situations ($\!$	(1x2)(2)		
	- control their own behaviour (\checkmark) so that they can make better lifestyle choices. (\checkmark)	(1x2)(2)		
1.2	Types of risky behaviour			
	Describe any SIX risky situations young people are frequently exposed to.	(6x2)(12)		
	Risky situations could include:			
	- One's personal safety that may be compromised ($\!$			
	 Reckless road use by oneself or others (√) which may lead to injury/death of oneself or others. (√) 			
	- Substance use and abuse (\checkmark) which may cause brain damage/health problems/one to land in jail/lead to criminal behaviour. (\checkmark)			
	• Unsafe sexual behaviour ($$) which may expose one to the risk of contracting STIs/HIV and AIDS/unwanted/unplanned pregnancy/lead to a bad social reputation. ($$)			
	 Attempts to commit suicide (√) at the risk of losing one's life/ending up with severe damage to one's organs. (√) 			
	- Poor hygiene and dietary behaviour (\checkmark) which could cause illnesses/ disease/obesity/ lack of nutrients to keep the body healthy. (\checkmark)			
	• Peer pressure ($$) causing one to abandon one's values/beliefs that may leave one with regrets/have to deal with the negative consequences of one's actions. ($$)			
	Any SIX above for TWO marks each. ($\sqrt{}$)			
1.3	Factors causing risky behaviour amongst teenagers			
	Discuss ONE factor that may cause teenagers to engage in each of the abovementioned risky situations.	(6x2)(12)		
	Personal safety:			
	$\circ~$ Being ill-informed about how to prevent dangerous situations ($\!$			
	• Displaying unsafe attitudes/irresponsible behaviour ($$) which causes one to be more vulnerable to unsafe situations. ($$)			

- Road use:
 - Speeding on the road/driving under the influence of drugs/alcohol/endangering one's life when crossing the road while using earphones ($\sqrt{}$) as teenagers may regard it as cool.($\sqrt{}$)
 - Young teen drivers who are inexperienced and adventurous may be driving recklessly ($\sqrt{}$) due to the fact that they may think they are invincible/nothing will happen to them. ($\sqrt{}$)
 - Traffic violations not regarded seriously ($\sqrt{}$) as people often get away without paying fines/facing the consequences. ($\sqrt{}$)
- Substance use and abuse:
 - Family members who smoke/drink/media advertisements/social media promoting such behaviour/influence from friends who drink/use illegal drugs/ smoke/easy access/experimenting ($\sqrt{}$) so teenagers may regard this behaviour as the norm. ($\sqrt{}$)
- Sexual behaviour:
 - Pressure from friends or partner/experimenting ($\sqrt{}$) as they lack assertiveness/ self-control/do not know how to say 'no'. ($\sqrt{}$)
- Risk of pregnancy:
 - The myth that one will not fall pregnant when one has sexual intercourse for the first time/being uninformed/ignoring information about contraceptive methods/not comfortable to go to the clinic for contraceptives ($\sqrt{}$) which may lead to one falling victim to such a risk. ($\sqrt{}$)
- Teenage suicides:
 - Anxiety/depression/ failed relationships/ pressure to perform/broken homes/ socio-economic challenges (child headed households)/alcohol & drug abuse (√) due to a lack of coping skills. (√)
- Poor hygiene:
 - $\circ~$ Failing to take care of personal hygiene (\checkmark) as a result of poverty/lack of resources/not having shelter. (\checkmark)
- Dietary behaviour:
 - Overeating ($\sqrt{}$) due to stress/emotional issues. ($\sqrt{}$)
 - Unhealthy eating habits ($\sqrt{}$) as people may not be able to afford healthy food/ be influenced by media messages about physical appearances (being obsessed by becoming thin). ($\sqrt{}$)
- Sexually transmitted infections and contracting HIV & AIDS:
 - Having sexual intercourse with more than one partner/ unprotected sex/rape/ sexual assault ($\sqrt{}$) due to them being defenseless. ($\sqrt{}$)
- Peer pressure:
 - Giving in to resist peer pressure ($\sqrt{}$) because you want to be accepted by the group/fit in/liked/may worry that other teens might make fun of you. ($\sqrt{}$)
 - Any SIX above for TWO marks each. ($\sqrt{\sqrt{}}$)

(6x2)(12)

The impact of risk behaviour					
Examine the impact of risky	behaviour on the different sphere	s of well-being by conducting			
interviews with at least FOUR y	oung adults.				
• Include the evidence (written/audio recording) of each interview. Interviewees should be					
kept anonymous.					
 Summarize your findin 	gs. Refer to the following spheres of	well-being:			
			(4x1)(
- Social					
- Emotional					
- Physical					
- Spiritual					
Evaluate the impact of risky bel want to follow.	naviour on your personal expectation	s in relation to the career you	(4x3)(
• Examine the impact of risky beh with at least FOUR young adult	naviour on the different spheres of we s.	ell-being by conducting interviews	(2x2)(
• Include the evidence (written/audio recording) of each inter	view. *Interviewees should be			
kept anonymous.	<i></i>				
MARKING GUIDELINES	FOR EVIDENCE: OF INTE	RVIEWS			
0 – 1	2-3	4			
• No evidence of interviews. (0)	• Evidence Includes TWO/ THREE interviews.	• Evidence includes FOUR interviews.			
Evidence includes ONE					
interview only. (1)					
		1			
Summarize your findings. Refer to t	he following spheres of well-being:	·			
Summarize your findings. Refer to t	he following spheres of well-being:	,			
- Social	he following spheres of well-being:	,			
- Social - Emotional	the following spheres of well-being:	,			
- Social - Emotional - Physical	the following spheres of well-being:	,			
- Social - Emotional	the following spheres of well-being:				
- Social - Emotional - Physical					
- Social - Emotional - Physical - Spiritual		4 – 12			
- Social - Emotional - Physical - Spiritual MARKING GUIDELINES FOR	SUMMARY	4 – 12			
- Social - Emotional - Physical - Spiritual MARKING GUIDELINES FOR 0 – 2	SUMMARY 3 – 9				
- Social - Emotional - Physical - Spiritual MARKING GUIDELINES FOR 0 – 2 • No summary (0)	SUMMARY 3 – 9 • Contains reference to the	Contains reference			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 - 2 No summary (0) Contains reference to 	SUMMARY 3 – 9 • Contains reference to the impact of risky behaviour on TWO/THREE spheres	 Contains reference to the impact of risky behaviour on all FOUR 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky be- 	SUMMARY 3 – 9 • Contains reference to the impact of risky behaviour	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 - 2 No summary (0) Contains reference to 	SUMMARY 3 – 9 • Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) • Demonstrates a clear	 Contains reference to the impact of risky behaviour on all FOUR 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1) 	SUMMARY 3 – 9 • Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) • Demonstrates a clear understanding of each one	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 - 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of 	SUMMARY 3 – 9 Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) Demonstrates a clear understanding of each one of the issues at hand. Full	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear understanding of all 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1) Demonstrates no under- 	SUMMARY 3 – 9 • Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) • Demonstrates a clear understanding of each one	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1) Demonstrates no understanding of the issue at 	 SUMMARY 3 – 9 Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) Demonstrates a clear understanding of each one of the issues at hand. Full marks are only awarded for well-explained responses, i.e. each answer includes a 	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear understanding of all FOUR issues at hand. Full marks are only awarded for well-ex- 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1) Demonstrates no understanding of the issue at hand. (0) 	 SUMMARY 3 – 9 Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) Demonstrates a clear understanding of each one of the issues at hand. Full marks are only awarded for well-explained responses, i.e. each answer includes a statement(✓) and moti- 	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear understanding of all FOUR issues at hand. Full marks are only awarded for well-ex- plained responses, i.e. 			
 Social Emotional Physical Spiritual MARKING GUIDELINES FOR 0 – 2 No summary (0) Contains reference to the impact of risky behaviour on ONE sphere of well-being only.(1) Demonstrates no understanding of the issue at hand. (0) Demonstrates little under- 	 SUMMARY 3 – 9 Contains reference to the impact of risky behaviour on TWO/THREE spheres of well-being. (1+1+1) Demonstrates a clear understanding of each one of the issues at hand. Full marks are only awarded for well-explained responses, i.e. each answer includes a statement(✓) and motivation (✓) for two marks 	 Contains reference to the impact of risky behaviour on all FOUR spheres of well-being. (1+1+1+1) Demonstrates a clear understanding of all FOUR issues at hand. Full marks are only awarded for well-ex- plained responses, i.e. each answer includes a 			
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	while ad more resources like this on ECOLEBOOKS.CC	
	You may	(2x2)(4)
	o not be able to complete your schooling/ meet the pass requirements/perform poorly ($$) thereby not qualifying for the course you intended to study. ($$)	
	\circ lose interest in your career goals (\checkmark) due to the fact that you may lose focus/become distracted by these destructive activities. (\checkmark)	
1.5	Changes in Youth Risk Behaviour	
	Read the extract on the 2008 Youth Risk Behaviour Survey (Addendum A), analyse the find- ings and discuss the possible reasons for any observed changes since the 2002 Survey.	(6)
	(Note: State respectively the type of behaviour, the findings of the 2008 Survey in relation to the 2002 Survey and provide two reasons for observed changes for each type of risk behaviour).	
	Read the extract on the 2008 Youth Risk Behaviour Survey (see Addendum A below), analyse the findings and discuss the possible reasons for any observed changes since the 2002 Survey.	
	(Note: State respectively the type of behaviour, the findings of the 2008 Survey in relation to the 2002 Survey and provide two reasons for observed changes for each type of risk behaviour).	
	Learners' responses should:	
	Chosen risky behaviour	
	• Compare the 2002 & 2008	(2)
	Comment if there is any change (either the increase/decrease)	(2)
	• Explain reasons for change (reasons must be well-substantiated)	(2)
		56
1.6	Recommendations	
	Suggest practical solutions on how any SIX of the youth risk behaviours which you	
	have investigated can be addressed/reduced.	
	Assess the value of positive role models on one's behaviour.	
	• Suggest FOUR practical solutions on how any of the youth risk behaviours which you have investigated can be addressed/ reduced.	
	Possible solutions could include:	
	Personal safety:	
	• Always be aware of yourself and surroundings ($$) in order to prevent any kind of danger. ($$)	
	Road use:	
	• Obey/follow basic rules of the road ($$) in order to ensure your own safety and those of other road users. ($$)	
	Substance use and abuse:	
	• Be informed about the harm that substances can cause ($$) thereby ensuring healthy lifestyle choices. ($$)	
	Sexual behaviour:	
	• Know that you have the power/right to say" NO"/wait until you are ready/for the right time ($$) thereby protecting your physical and emotional well-being/your-	
	self from contracting STI's/HIV&AIDS. ($$)	

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	•	Risk of	pregnancy:							
		0	Take responsibility fo	•	-			•	(√)	
	thereby preventing a situation you may not be ready/prepared for. $()$									
	Teenage suicides:									
		0	Seek help as soon as structive thoughts ($$)				•••	•		
			loved ones in the pro		pievent j	Jourse		urting yoursen/or yo	Jui	
		0	Be informed about th will not have to live w					.,		
			your vital organs. (\checkmark)					,		
	•	Hygiene	e and dietary behaviou	ur:						
		0	bath regularly/use de the dangers	odorant to	avoid bad	smell	l/you are	what you eat/know	'	
	•	Peer pr	essure:							
		0	Develop skills to be n identity/stay true to w be liked/accepted by	ho you are	e (\checkmark) which	n may l	help you		to	4x2)(8)
	•	Any FO	UR of the above or ar	ny other FC	OUR well-	explair	ned respo	onses for TWO ma	rks	
		each. (\		,		·	·			
			ue of positive role m are more likely to	odels on	one's beł	naviou	ır. Teena	gers who have pos	i-	
		0	develop a better self- school/adopt positive		сојево	JKS .		•		
		0	avoid drug and alcoh there are more const		-					
		0	develop positive habi	ts ($ angle$) whic	h may lea	d to ac	chieving	success in life. (\checkmark)	(2x2)(4)
		0	develop essential life	skills (e.g	. anger ma	anager	ment/con	flict resolution/		272)(4)
			effective problem sol	-		skills)	(√) whic	h will enable them	to	
			handle life's challeng	es much b	etter.(√)					
	Any T\	NO of the	above or any other T	WO well-e	explained i	respon	ises for T	WO marks each. (√√)	
1.7	Biblio	graphy								
			graphy according to an sources used to condu			rence	techniqu	e. Use a minimum	of (4)
			graphy according to an sources to conduct yo			rence	techniqu	e. Use a minimum	of (4x2)(8)
	Numb	per of sou	rces					Mark allocation		
		, ,	tured sources					4x2		
			tured sources					3x2		
		<i>,</i> ,	tured sources tured source					2x2 1x2		
			correct bibliography					0		
								<u> </u>		
	GRAN	DTOTAL	80							

GRADE 12 WRITTEN TAS	К
TOPICS	Development of the self in society
	Career and Career choice
SUB-TOPICS	Life skills required to adapt to change as part of ongoing healthy lifestyle choices
	 Initiating, building and sustaining positive relationships
	 Adapting to growth and change-transition between school and post-school destina- tion
	Counteracting unemployment
CRITICAL QUESTION/ ISSUE	 Transition between school and post-school; adapting to growth and change; coun- teracting unemployment and job hunting skills
PURPOSE	To acquire knowledge and life skills to enhance quality of life
	To develop skills that will enable learners to adapt to change
	To empower leaners with skills and abilities to critically analyze unemployment
FORM OF ASSESSMENT	Written Task:
	Source Based
	Case Study
TOTAL MARKS	80 marks
	Section A : 30
	Section B: 32
	Section C: 18
DURATION	FIVE-week period
DATE ISSUED	
DATE OF SUBMISSION	

ÉcoleBooks

Concepts

- "Culture shock" is the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.
- "Hitting the economic wall" refers to going broke; all funds are exhausted and left with no money.
- "Street-savvy" street smart
- Daunting intimidating/difficult to deal with
- Tricky requiring skills to deal with
- Obstacles things that block one's way or prevent progress.
- Hobby an activity done regularly in one's leisure time for pleasure transition, tertiary institutions, post-school destination, social change, social routine, social behaviour, employment, unemployment, discrimination, scarce skills, job hunting, employers

GENERAL INSTRUCTIONS AND INFORMATION

This task consists of three sections: SECTION A, SECTION B and SECTION C.

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.

This is a source based task and the articles/sources are used as *stimuli only, i.e. it is expected of you to digest, interpret

and analyse the information from the sources and respond appropriately to the questions.

(*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

SECTION A QUESTION 1

Read the following article thoroughly before answering the questions.

SURVIVING THE TRANSITION FROM HIGH SCHOOL TO TERTIARY INSTITUTION/ WORK

Making the transition from a learner to a student/an employee can be a scary and intimidating change, one which could best be described as a "culture shock". Teachers, parents, friends and family try their best to prepare you for this, but often the focus is more on the academic side of things, while social changes are likely to present equally daunting obstacles.

Simply put, you'll go through a number of 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, most street-savvy student.

You Magazine (2014) (Adapted: July 2017)

	TOTAL	.: SECTION A	30
1.6	Discus	s ONE challenge you might face post-school that you would turn into an opportunity.	(1x3)(3)
1.5		te TWO social skills that could help you to minimize feelings of anxiety associated with change.	(2x3)(6)
1.4	religior	an you improve the way you are currently responding to people who are practicing different ns, speaking different languages, and upholding different value systems?	(2x2)(4)
1.3		ill you adapt your post-school social routine to minimize the impact that social pressures ave on your academic or work performance?	(2x2)(4)
1.2	Asses behavi	s the importance of finding a balance between personal freedom and responsible social our.	2
	1.1.3	Discuss TWO ways people react to change.	
	1.1.2	Explain how you would deal with the social changes you have identified in 1.1.1 to count- er any negative impact on your success as a student/an employee.	(2x2)4
		as a student or as an employee next year.	(2x2)(4)
1.1	1.1.1	Briefly define the term social change and state TWO social changes you may encounter	(1+2)(3)

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Read the article below and answer the questions that follow.

HUGE CONCERN AS UNEMPLOYMENT INCREASES

Nearly 800 people applied for a single post as a typist at a hospital in a town. This is after an investigation on the alarming unemployment situation.

Unemployment is increasing drastically. Between 20 and 50 people are inquiring daily for jobs at employment agencies. Very few workers are being recruited; jobs are scarce. Unemployment also has a negative effect on employment agencies. If there are no jobs, they do not have work either.

According to companies they are inundated with people who are desperate for work. Many men have lost their jobs at the beginning of the year.

Sipho, also unemployed, said that Xhosa speaking job seekers are sometimes excluded from job opportunities because they speak English instead of Afrikaans. 'This makes it even more difficult to find work,' he said.

Poorer people are becoming poorer and there are currently more than 87,000 people receiving social grants in just one district. Last year there were almost 21,000 families on the housing waiting list in another district.

Anonymous

	TOTAL: SECTION B	32
2.7	Propose TWO sustainable ways in which businesses could assist the National Department of Education to ensure that school leavers are better prepared for the workplace.	(2x2)(4)
2.6	Suggest THREE things that COULD inspire you to avoid being unemployed next year.	(3x2)(6)
2.5	Give advice to young job seekers who may experience rejection while job hunting.	(2x2)(4)
2.4	Discuss THREE ways in which employment could minimize emotional stress factors.	(3x2)(6)
	the unemployment rateother essential services.	(1x3)(3) (1x3)(3)
2.3	Discuss what impact the increasing number of social grants may have on:	
2.2	Identify from the extract, what could be regarded as a form of discrimination and justify your approval or disapproval of the employer's action.	(1+2)(3)
2.1	Define the term <i>unemployment</i> and explain the primary reason for unemployment amongst the South African youth.	(1+2)(3)

SECTION C QUESTION 3

Read the extract below and follow the instructions.

JOB HUNTING SKILLS

You need to be proactive to secure your place in today's job market. Vacancies/ career opportunities/ learnerships/ internships are out there.

It is also important to stay up to date with the current job trends, i.e. the jobs that require scarce skills.

With an increased competition to find a job and in an effort to counteract unemployment you'll need to adapt to a more effective approach in exploring job opportunities – be it next year or after completion of your tertiary studies.

Anonymous

3.1	Define the term <i>scarce skill</i> and identify THREE scarce skills jobs in any field of study.	(1+3)(4)
	3.1.1 Research and provide details of learnerships for the your chosen scarce skills jobs.	(2)
	Identify place of study and or places where you could obtain an apprenticeship.	(2)
3.2	Discuss TWO benefits of pursuing a scarce skills job.	(2X2)(4)
3.3	Suggest THREE ways to market yourself to potential employers that could improve your chances to obtain a job.	(3x2)(6)
	TOTAL: SECTION C	18
	GRAND TOTAL	80

MEMORANDUM

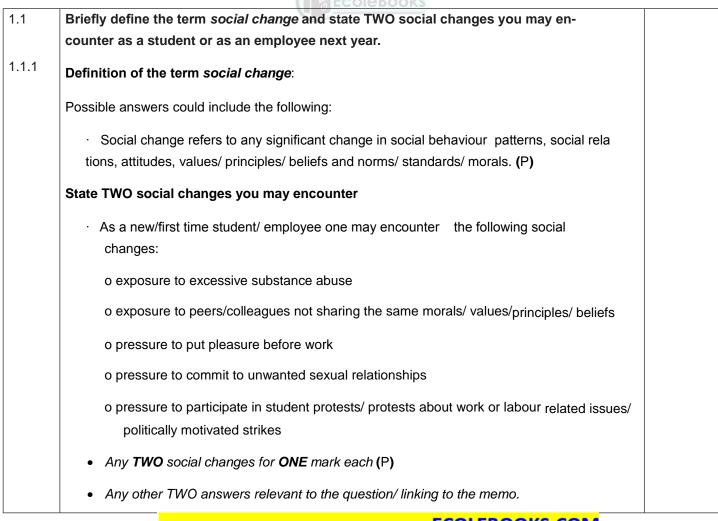
GRADE 12 WRITTEN TASK

GENERAL NOTES TO THE TEACHER

1. This memorandum should be used as a marking guide and credit should be given to learners who provide well-reasoned qualified answers/statements/arguments as expected from the questions.

- 2. Place a tick ($\sqrt{}$) at the fact that is being awarded to <u>avoid global marking</u>.
- 3. A tick ($\sqrt{}$) equals one mark.
- 4. Indicate the final mark on the front page/ cover page of the learner's task

SECTION A QUESTION 1



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1.1.2	Explain how you would deal with the social changes you have identified in 1.1.1 to counter any negative impact on your success as a student/an employee.	(1+2)(3)
	Dealing with social changes	
	Marks will be awarded as follow:	
	ONE mark for the statement and ONE mark for the qualifier/ justification/motivation.	
	As a student/ an employee I will have to:	
	 be assertive (P) when exposed to social drinking/ use of substances, so that one will still be able to socialize but in a responsible way. (P) 	
	 trust in/ stick to/ uphold one's own values/ principles/ morals(P) to ensure that one does not compromise on these ethics that should help one to succeed in life.(P) 	
	 uphold the work ethics that are important to self (P) thereby one's academic prog- ress as a student/ productivity at work will not be hindered. (P) 	
	 make sound decisions about sexual activity (P) to avoid unnecessary emotional stress which could influence one's performance negatively. (P) 	
	 familiarize oneself with the validity of the protests and make an informed decision to partake (P) so that one does not jeopardize studies/ work responsibilities in the process. (P) 	
	OR	
	partake in protests in a responsible/ lawful manner, (P) not to jeopardize opportu- nities to complete one's studies/ compromise one's work responsibilities. (P)	
1.1.3	Any TWO ways to deal with social changes. ONE mark for the statement (P) and ONE mark for the qualifier(P)	(2x2)(4)
	Any other TWO answers relevant to the question/ linking to the memo.	
	Discuss THREE ways people react to change	
	 Non-active are those people who do not move forward and stay stuck to their circumstances. ✓They resist the change and choose to remain in denial. ✓ 	
	 Reactive are those people that don't have all the necessary facts but still make a decision ✓ to eliminate their immediate stress and worry ✓. 	
	Proactive and positive are those people that put their focus on what they could do, focused on the positive outcomes \checkmark and take action \checkmark .	
1.2	Assess the importance of finding a balance between personal freedom and responsible	
	social behaviour.	
	Marks will be awarded as follow:	
	ONE mark for each statement and ONE mark for each qualifier/ justification/motivation to that statement.	
	 Having more personal freedom usually offers you an opportunity to behave how you want (P) therefore one should ensure that one's social behaviour is a true reflection of one's value system/ morals/ principles. (P) 	
	 More personal freedom could result in one not knowing how to deal with this unusual sense of inner power (P) which makes it important to regularly evaluate one's social behaviour in order to stay in control of one's social life. (P) 	

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	OR								
			st be able to manage onal freedom (P) there						
	-		wing how to handle t playing more reckless						
	OR								
			g how to handle this and this and the second s					ay result in one	
			true to oneself whilst iences such as havir		•		• •		
			ers: ONE mark for the answers relevant to					ualifier. (P)	(2x2)(4)
1.3	How	will you a	dapt your post-sch	ool social	routine to	o mini	mize the impa	ict that social	
	press	ures may	have on your acade	emic or wo	ork perfo	manc	e?		
	Marks	will be aw	arded as follow:						
		nark for or	ach statement and C	NE mark f	for each a	ualifio	r/ iustificatior	motivation to	
		atement.	ach statement and C			uanne	i/ justification		
	•	Adapt m	y morning routine by	allocating	a limited	time to	check for and	respond to	
			nt calls/messages fro	-		• • •	-		
		not be d	istracted by feelings	CAI			al calls I might	: miss. (P)	
	•	Get into	a more structured ro		coleBoo ate a caler		minder to chec	k social calls at	
		a time w	hen I am able to atte	nd to it, (P	') which w	ill help	me to focus or	n my academic-/	
		work prid	orities at the time. (P)					
	•	Attend to	o daily social activitie	s such as	sleeping,	eating,	relaxing on m	y own/with friends	
		on a mo	re organized basis, (P) so that	this routin	e will le	ead to consiste	ent positive be-	
		haviour	which will not hampe	r my acad	emic/ wor	k time.	(P)		
	•	Take tim	e in the morning to in	nform famil	ly membe	rs and/	friends about i	my programme for	
			(P) so there will be r		•				
		hours. (P	')						
	•	Minimizi	ng the risk of giving i	n to hiah s	ocial dem	ands h	y putting a pin	board on mv	
			nelp me getting used	-				•	
		so that it	t can serve as a cons	stant remin	der to my	self an	d them of wha	t a convenient	
		time wou	uld be to respond to	social calls	5. (P)				
	•	Do regu	lar reviews on my so	cial routine	e and char	nge it v	vhen necessar	y, (P) to ensure	
		-	pes not interfere in ar			-			
	•	Getting	into a habit of assess	ing the ma	ntive of a c	ocial c	all hefore just	hastily respond-	
			which will help me m						
			ny academic/ work tir						
	Anv T	-	· ers: ONE mark for the		<i>nt</i> (P) and	ONE	mark for the a	ualifier. (P)	
			answers relevant to				-		(2x2)(4)
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1.4	How can you improve the way you are currently responding to people who are practicing different religions, speaking different languages and upholding different value systems?	
	Marks will be awarded as follow:	
	ONE mark for each statement and ONE mark for each qualifier/ justification/motivation to that statement.	
	 Avoid doing and saying things which might be offensive, (P) in that way you will build trust in others. (P) 	
	 Be more open and respectful to the ideas or perspectives of others, (P) which will_ create a safe environment for friendships/ collegiality to start and grow.(P) 	
	 Be more open to learn about/familiarize myself with other cultures and religions(P) by finding and practicing ways to be tolerant. 	
	 Promote tolerance amongst my group of friends/ colleagues, (P) which will motivate self and others to get to know each other instead of being prejudice/ judgmental. (P) 	
	 Be more supportive of legislature that promotes/protects the rights of all people, (P) which will help self and others to respect and practice the South African Constitution. 	
	 Support programs/gatherings (P) that will enhance interaction of diverse groups and help people to get along better. (P) 	
	 Take initiative to dispel misconceptions, stereotypes, prejudices among friends and colleagues, (P) thereby oneself and others will be more accepting/ open to connect with others. 	
	 Make a conscious decision to read books/ watch movies/ documentaries (P) to assist you in dealing with diversity in a more appropriate way. (P) 	
	Any THREE answers for TWO marks each which will improve current responses towards people practicing different religions/ speaking different languages/ upholding different value systems.	(3x2)(6)
	Any answers relevant to the question/ linking to the memo.	
1.5	Evaluate TWO social skills that could help you to minimize feelings of anxiety associated with social change.	
	Marks will be awarded as follow:	
	ONE mark for identifying each social skill. ONE mark for each opinion and ONE mark for each qualifier/ justification/ motivation of the opinion.	
	 Develop skills to initiate friendships. (P) Meeting new friends in a new environment is important as it creates a sense of belonging (P) which will offer a support system and make it easier to adapt to change. (P) 	
	 Being flexible (P) will allow one to respond appropriately to challenges (P) thus over- coming possible feelings of insecurity.(P) 	
	 Develop an ability to bounce back/ recover/ pull through when things do not work out, (P) which will enhance a sense of being in control (P) and ability to handle any given situation.(P) 	
	 Embrace change instead of resisting it. (P) It will give one the courage to face new challenges (P) leaving one with a sense of achievement/ empowerment instead of disablement. (P) 	
	 Develop a sense of humour. (P) Keeping a good temperament will improve one's frame/ state of mind (P) and add towards a positive attitude. (P) 	
	 Improving one's communication skills (P) will assist in expressing one's feelings in an appropriate manner, (P) thereby reducing negative feelings. (P) 	
	Any TWO alternative answers relevant to the question/ linking to the memo.	

Any TWO alternative answers relevant to the question/ linking to the memo.

(2x3)(6)

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1.6	Discuss ONE challenge you might face post-school that you would turn into an opportu- nity.					
	Marks will be awarded as follow:					
	ONE mark for the challenge and ONE mark for the opinion and ONE mark for the qualifier / justification/ motivation to that opinion.					
	One might					
	 experience loneliness (P) due to the fact that one is separated from family and friends (P) but one can turn this experience into an opportunity to become independent. (P) 					
	 have to live in an unfamiliar community (P) but could regard this as a new environment (P) with new prospects/ possibilities. (P) 					
	 have to give up your privacy (P) due to the fact that one has to share one's space with strangers (P) but instead one could use this as an opportunity to meet new connec- tions/ contacts for future purposes. (P) 					
	 have to walk to one's destination (P) but could see walking as one's daily exercise to keep a fit body (P) which is necessary to keep a healthy mind. (P) 	(1x3)(3)				
	Any alternative answer relevant to the question and which links to the memo.					
	TOTAL: SECTION A	30				

SECTION B QUESTION 2

Define the term unemployment and explain the primary reason for unemployment amongst the South African youth. Definition for unemployment: • Unemployment occurs when a person who is actively searching for employment is unable to find work. (P) PRIMARY reason for unemployment amongst youth:	
 Definition for unemployment: Unemployment occurs when a person who is actively searching for employment is unable to find work. (P) 	
• Unemployment occurs when a person who is actively searching for employment is unable to find work. (P)	
PRIMARY reason for unemployment amongst youth:	
· · · · · · · · · · · · · · · ·	
 Lack or mismatch of Education, Skills, qualifications, entrepreneurship opportunities / Inexperience/Ignoring lower paying jobs/Jobseekers becoming discouraged/ Fewer opportunities due to the cycle of employment/Poor people having fewer opportunities to become employed / Lack of knowledge on how to apply for jobs/Lack of job search or networking skills/Low pass marks for the NSC. 	
Any TWO of the above or any other TWO relevant answers for ONE mark each. (\checkmark) (\checkmark)	(1+2)(3)
Identify from the extract, what could be regarded as a form of discrimination and justify your approval or disapproval of the employer's action.	
 Xhosa-speaking job seekers being turned away because they cannot speak Afrikaans. (P) 	
• The employer's actions can be regarded as unfair discrimination (P) as there seems to be no justifiable reason/these actions seem only to serve the interest of the employer. (P)	(1+2)(3)
Discuss what impact the increasing number of social grants may have on the unemployment rate and other essential services.	
• The unemployment rate may increase and cause poverty to escalate (P) because it may encourage dependency on grants (P) instead of people making an effort to look for or create job opportunities. (P)	(1x3)(3)
 Less money will be available for essential services such as education, health services and security (P) which might compromise (P) the effectiveness, quality and sustainability (P) of these services to the community. 	(1x3)(3)
_	 Inexperience/Ignoring lower paying jobs/Jobseekers becoming discouraged/ Fewer opportunities due to the cycle of employment/Poor people having fewer opportunities to become employed / Lack of knowledge on how to apply for jobs/Lack of job search or networking skills/Low pass marks for the NSC. Any TWO of the above or any other TWO relevant answers for ONE mark each. (√) (√) Identify from the extract, what could be regarded as a form of discrimination and justify your approval or disapproval of the employer's action. Xhosa-speaking job seekers being turned away because they cannot speak Afrikaans. (P) The employer's actions can be regarded as unfair discrimination (P) as there seems to be no justifiable reason/these actions seem only to serve the interest of the employer. (P) Discuss what impact the increasing number of social grants may have on the unemployment rate and other essential services. The unemployment rate may increase and cause poverty to escalate (P) because it may encourage dependency on grants (P) instead of people making an effort to look for or create job opportunities. (P) Less money will be available for essential services such as education, health services and security (P) which might compromise (P) the effectiveness, quality and

2.4	Discuss THREE ways in which employment could minimize emotional stress factors.	
	Marks will be awarded as follow:	
	ONE mark for each opinion (P) and ONE mark for each qualifier/ justification/motivation. (P)	
	Having a job	
	 eliminates feelings like constant worry, anxiety and uncertainty about the future, (P) which enhances or contributes to/ sustain our emotional well- being.(P) adds meaning/ significance to your life/ bring happiness and fulfilment, (P) which is what we need to be emotionally healthy. (P) gives you an opportunity to fulfil your purpose in life(P) which brings you happiness/ joy/ fulfilment. (P) gives you a sense of empowerment/enablement (P) which fulfil one of our basic 	
	psychological needs as human beings. (P)	
	Any THREE of the above or alternative answers relevant to the question or which link to the memo.	(3x2)(6)
2.5	Give advice to young job seekers who may experience rejection while job hunting.	
	Marks will be awarded as follow:	
	ONE mark for each opinion (P) and ONE mark for each qualifier/ justification/motivation. (P)	
	One could	
	 remind oneself not to measure one's capabilities based on situations over which one has no control, (P) thereby not doubting in one's qualification for the job. (P) 	
	 make a conscious decision to accept reality and move on, (P) reminding oneself to focus on one's ultimate goal to find a job that will match one's attributes/ personality. (P) 	
	 turn the rejection into a learning opportunity, (P) using the experience/feedback to pre- pare oneself better for the next job opportunity. (P) 	
	 make peace with the fact that sometimes one might not have been the best candidate for the job, (P) which will remind oneself to refocus on one's own strengths. (P) 	
	 remember not to put one's hopes on one specific job, (P) as it might not be the perfect fit to one's traits/ attributes.(P) 	
	 focus on one's interests/ job values (P) by identifying opportunities that one is passion- ate about. (P) 	
	 remind oneself that you are not the only one that has ever been turned down for a job (P) which will make it easier to focus on the next opportunity. (P) 	
	Any TWO of the above or alternative answers relevant to the question or which links to the memo.	(2x2)(4)
2.6	Suggest THREE things that would inspire you to avoid being unemployed next year.	
	 Will be able to support oneself financially; (P) which will give one a sense of independence. (P) 	
	 To keep one's sense of pride and identity, (P) which will enhance one's self- esteem. (P) 	
	• To be productive (P) will add meaning to one's life. (P)	
	 One will be able to develop oneself, (P) which will prepare one for new opportuni- ties. 	
	 To get an opportunity to improve one's quality of life,(P) which will create a sense of personal achievement. (P) 	(3x2)/6)
	Any THREE of the above or alternative answers relevant to the question or which link to the memo.	(3x2)(6)

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2.7	Propose TWO sustainable ways in which businesses could assist the National Depart- ment of Education to ensure that school leavers are better prepared for the workplace.	
	• Businesses could work closely with the National Education Department to adapt the school curricula after a certain period of time as new jobs evolve (P) so that learners are continually exposed to new basic skills development at school level already and according to the scarce skills demands determined for the near future. (P)	
	 Businesses do regular projections as to which skills will be needed in future(P) and therefore know what is needed for someone to become more employable.(P) Any alternative answer relevant to the question and which links to the memo. 	
		(2x2)(4)
	TOTAL: SECTION B	32

SECTION C QUESTION 3

3.1	Define the term <i>scarce skill</i> and identify THREE scarce skills jobs in any field of study.	
	Definition (ONE mark):	
	• A scares skill is a qualification/ expertise for which there are too few available people to do the job. (P)	
	Identify jobs requiring scares skills:	
	These occupations are currently in HIGH DEMAND in South Africa, 2016:	
	 Electrical Engineering Civil Engineering Mechanical Engineering Quantity Surveying Project Operating Management Finance Management Physical Engineering and Science Technicians Industrial Engineering Electricians Chemical Engineering 	(1+3)(4)
3.2	memo for ONE mark each. (P)(P)(P) Discuss THREE benefits of pursuing a scarce skills job.	
	Marks will be awarded as follow:	
	ONE mark for each statement (P) and ONE mark for each qualifier/ justification/motivation. (P)	
	One will:	
	 be able to find a job more easily (P) because there is a demand for one's expertise/ skills/ knowledge. (P) 	
	• get paid better (P) due the fact that employers want to retain the scarce skill for the pros- perity of the company. (P)	
	• be able to progress faster to the top of one's career path,(P) ensuring better benefits/ more fulfilment/ greater success. (P)	

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3.2	 have job security, (P) which will give one that peace of mind of a secure and long-term financial income. (P) 	
	 have skills/ expertise/ qualifications/ that are universally/ globally scarce,(P) which means that international opportunities may be available.(P) 	
	Any THREE of the above or alternative answers relevant to the question or which link to the memo for TWO marks each. (P)(P)	(3X2)(6)
3.3	Suggest FOUR ways to market yourself to potential employers that could improve your chances to obtain a job.	
	Marks will be awarded as follow:	
	ONE mark for each statement (P) and ONE mark for each qualifier/ justification/motivation. (P)	
	 Make an effort to visit workplaces/ potential employers(P) because it gives an indica- tion that one is making an effort to find a job and not waiting for opportunities to come to you. (P) 	
	• Do research on potential companies or organizations one could approach for a possible job; (P) it will give one a better idea on how to prepare one's CV. (P)	
	• Prepare oneself well for an interview; (P) by being able to say why one wants to work for the company or organization/ why one thinks one will be the suitable candidate for the position. (P)	
	• Get a holiday job even if not in one's career field; (P) it offers experience/ provides a foot in the door/ gives insight into the culture of an organization/ what other jobs the company/ organization offers. (P)	
	 Do voluntary service; (P) so that the organization / company will get insight into how they might benefit from one's services/ one gets an opportunity to display one's strengths / talents / attributes. (P) 	
	 Create/use opportunities to strengthen the soft/ critical skills needed for the job mar- ket,(P) e.g. good writing and oral communication skills, analytical skills, etc. (P) 	
	• Use the benefits of social media (P) to join careers-related groups. (P)	
	 Use social media responsibly (P) by making sure not to post anything that may be questionable to a potential employer/which may jeopardize one's chances to be con- sidered for a job. (P) 	
	Any FOUR of the above or alternative answers relevant to the question or which link to the memo for TWO marks each. (P)(P)	(4x2)(8)
	TOTAL: SECTION C	18
	GRAND TOTAL	80

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Analysis of Grade 12 written task

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2.7 Career and Career Choices Higher 4 C 3.1 Career and Career Choices Lower 4 Development of Self Development of Self Lower 4		2.6	Career and Career Choices	Higher	6
C 3.1 Career and Career Choices Lower 4 Development of Self Image: Content of Self Image: Content of Self Image: Content of Self			Development of Self Rights		
Development of Self		2.7	Career and Career Choices	Higher	4
Development of Self					
	С	3.1	Career and Career Choices	Lower	4
3.2 Career and Career Choices Middle 6			Development of Self		
		3.2	Career and Career Choices	Middle	6
Development of Self			Development of Self		
3.3 Career and Career Choices Higher 8		3.3	Career and Career Choices	Higher	8
Development of Self			Development of Self		

TOTAL MARKS:	LOWER ORDER	MIDDLE ORDER	HIGHER ORDER
80	24	32	24
TARGET	30% = 24 marks	40 %= 32 marks	30% = 24 marks

ANALYTICAL GRID – LIFE ORIENTATION GRADE 12: WRITTEN TASK

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Ques. No.	Topics	Verbs	Cognitive Cate- gory	Cognitive Level	Mark Alloca- tion
ACTIVITY 1	DEVELOPMENT OF SELF IN SOCIETY				
1.1		Distinguish	Understanding	Lower	4
1.2		Discuss	Understanding	Lower	6
1.3		Examine	Analysing	Middle	8
1.4		Analyse	Analysing	Middle	6
1.5		Evaluate	Evaluating	Higher	6
ACTIVITY 2	DEVELOPMENT OF SELF IN SOCIETY				
2.1		Explain	Understanding	Lower	2
2.2		Differentiate	Understanding	Lower	4
2.3		Analyse	Analysing	Middle	6
2.4		Examine	Analysing	Middle	6
2.5		Recommend	Evaluating	Higher	6
ACTIVITY 3	CAREERS AND CA- REER CHOICES				
3.1		Explain	Understanding	Lower	2
3.2		Discuss	Understanding	Lower	6
3.3		Analyse	Analysing	Middle	6
3.4		Recommend	Evaluating	Higher	6
3.5		Evaluate	Evaluating	Higher	6

Cognitive category	Percentage %	Marks Book	Marks allocated per question
Lower order	30	24	24
Middle order	40	32	32
High order	30	24	24

COVER PAGE : PROJECT

NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

ACTIVITY	MARK OBTAINED	DATE
Activity 1: Intro and Literature Review	/ 20	
Activity 2: Data Gathering / Interviews	/ 10	
Activity 3: Findings	/ 23	
Activity 4: The Media	/ 16	
Activity 5: Conclusion	/ 8	
Activity 6: References	/ 3	
TOTAL:	/80	

Educator's signature: _____

Date: _____

FEEDBACK T	O LEARNER:
------------	------------

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

TASK 2: PROJECT

COVER PAGE	
SUBJECT	Life Orientation
GRADE	12
TYPE OF TASK	Project
TOPIC	HUMAN RIGHTS AND DEMOCRACY
	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
SUB TOPIC	Investigate any human rights violation or discrimination that has taken place in your community
CRITICAL QUESTION	What impact does human rights violations have on communities? How could human rights violations be addressed?
PURPOSE	The project will involve thorough investigation into and sourcing information on human rights violations.
FORMS OF ASSESSMENT	Investigation Sourcing information Interview
MARKS	Activity 1 = 20 marks Activity 2 = 10 marks Activity 3 = 23 marks Activity 4 = 16 marks Activity 5 = 8 marks Activity 6 = 3 marks TOTAL: = 80 marks
DURATION	The task should be completed in aweek period and handed in before the end of term 2 as it will be part of the SBA mark for term 2. Due date to be determined by teacher.

Refer to Addendum A and Addendum B to assist you to complete the task:

Human rights violations / discrimination take place in our communities every day. Too many of us have become de-sensitized to these issues. Our challenge in becoming responsible citizens of our country is to become better informed, become proactive in raising awareness and to find solutions to the problems around us.

Anon.

Choose **ONE** of the topics below and complete the project as per the guidance provided below. Consult 5 sources or more. <u>Your focus must remain on the chosen topic throughout the task.</u> Please also refer to the rubric which will provide further clarity on the details of what you are required to do.

- Violence against women/men
- Xenophobia
- Poor service delivery
- Violence against children

	Activity 1: Introduction and literature review	
	Introduction	
1.1	Write a clear PROBLEM STATEMENT by doing the following:	
	1.1.1 Define and describe the human rights violation that you have chosen.	2
	1.1.2 Give a description of a recent (2015-2107) example of how this problem is displaying itself in your community.	2
	1.1.3 Give your own position on this specific problem in your community.	2
	Sub-total	(6)
1.2	Literature Review:	3
	Your literature review should be presented in ESSAY format and should centre around the hu- man rights violation that you have chosen.	
	1.2.1. Introduction:	
	Name one law/legislation that protects citizens against this specific human right violation and briefly describe, in two sentences	3
	1.2.2. Body:	2x2(4)
	Describe how the above law protects citizens against human right violations.	
	 Discuss how a citizen's responsibilities can protect others against human right violations. 	
	 Give a brief outline of how discussions, projects, campaigns and events can support victims of human right violations. Express your views on how the law, the citizen and community can 	(2)
	protect and support victims of human rights violations.	(2)
		[20]
	Activity 2: Data gathering through Interviews	
	Interview 5 learners at your school about their knowledge on human rights	
	violations. After the interview, answer the following questions:	
	Interview questions:	
	1.1 What does the term HUMAN RIGHTS mean to you?	
	1.2 Do you think that victims of human rights abuses are protected? Give	
	an example from your community to substantiate your answer.	
	1.3 Is the government doing enough to ensure that human rights are	
	protected? Explain your viewpoint.	
	1.4 Which department/organization would you approach if your human rights	
	had been violated?	
	1.5 Assess the knowledge of the persons you are interviewing on human rights. Do you think that they will be able to protect themselves or others against human rights violations? Give a reason for your answer based on the above questions.	
		5 x 2 [10]

66

	Activity 3: Findings					
	Use the findings from the interview and literature research (from internet, books,					
	newspapers, magazines) to answer the questions below :					
3.1	3.1 Restorative justice is a new concept in the South African legal landscape.					
	3.1.1. Define restorative justice.	2				
	3.1.2. Briefly explain TWO of its main principles	2x3 (6)				
3.2	Discuss THREE contributing factors that lead to the chosen issue.					
3.3	3 Critically evaluate the extent to which the following institutions have	2				
	supported affected communities. Use an example for each to support	2				
	your answer:	2				
	1.1.1 Government,					
	1.1.2 community organisations; and					
	1.1.3 religious organisations					
		23				

Activity 4: The Media

Study the picture below and answer the questions that follow:



4.1	Explain the role of social media in:				
	4.1.1. The protection of human rights. Give an example.4.1.2. The violation of human rights. Give an example.				
	What role does the media have in reporting human rights violations in a responsible manner?	4x2 (8)			
5	Activity 5: Conclusion.				
	From your findings, what recommendations and conclusions can you make on this issue to:				
	5.1 Government; and	4			
	5.2 Communities	4			
		8			

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(6	Activity 6: References.	3				
		Write your bibliography in which you indicate about four to five (or even more) sources used in compiling this project. See Guide to referencing in a bibliography.					
		GRANDTOTAL: [80]					
Γ	Life Orientation						
	Guide to referencing in a bibliography						
	TAKE NOTE of the intricacies of punctuation - full stops, commas, colons, etc. These are MUSTS in your referencing						
	format!						

BOOKS

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

Example:

Armstrong, F. & Barton. L. 1999. <u>Disability, human rights and education: Cross-cultural perspectives</u>. 2nd edition. Buckingham: Open University Press.

INTERVIEWS

Brown, P.J., Managing Director of Pegasus Properties. 1987. Statement to author, 10 July. Johannesburg.

ENCYCLOPEDIAS

a) Books

Chow, T.C. 1983. Hydrologic sciences. Encyclopedia Britannica: Macropedia, 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 EN-TIRE URL address of the actual page where you get your information from i.e. do NOT provide <u>www.google.co.za</u> 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. <u>A psychological perspective on the new design concepts for William Head Institute (British Co-</u> <u>lombia</u>). Correctional service of Canada. From:<u>http://www.csc-scc.gc.ca/test/pblct/forum/e032/e032g.shmtl</u> (accessed 5 April 2000).

If there is no author, then you leave the author out.

RADIO OR TELEVISION PROGRAMMES

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!!

ADDENDUM A:

Guidelines on the presentation of the project

The project must have COVER PAGE with the following information:

- 1. Name:
- 2. Grade:
- 3. Subject:
- 4. Task:
- 5. School:
- 6. Topic:

TABLE OF CONTENTS: Include the following:

	Title of report as a heading		
1.	Activity 1: Introduction and literature review	Page No:	
2.	Activity 2: Data gathering through interviews	Page No:	
3.	Activity 3: Findings	Page No:	
4.	Activity 4: The Media	Page No:	
5.	Activity 5: Conclusion	Page No:	
6.	Activity 6: References	Page No:	

PRESENTATION:

Present a typed or neatly hand written task with sub-headings and clear numbering related to the criteria. It must be presented bound or stapled. The numbering of questions serves to provide structure to the task. Please follow the same numbering system as used in the task.

QUALITY:

You are encouraged 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.

* You will not be penalized if the tasks are not typed.

ADDENDUM B

Guidelines on how to do a project

What is a Project?

- > A project is a piece of work in which your knowledge, skills and values regarding the topic will be demonstrated.
- > The project will require extended reading and writing.
- Extended writing will require you to write a coherent structured essay of 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.

MARK			12		2	12	/3
	REVIEW	2	The definition and description of the human rights violation was stated clearly and concisely and was related to the topic.	2	Provide an outstanding explanation and example showing exceptional understanding of human rights violations and how it affects the community.	Must give own position on issue showing critical insight into how it influences one personally.	e citizen against the chosen r weak.
TASK 2 - PROJECT	ACTIVITY 1: INTRODUCTION AND LITERATURE REVIEW	L	Gives a superficial understanding of the definition and description. It not stated clearly not linked to the topic	Ţ	A reasonable clear description of an example that shows a limited understanding of human rights violations is displayed in the community. Lacks depth.	A reasonably clear position that shows a limited understanding of human rights violation. Lacks depth.	 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.
	ACTIVITY 1: INT	0	No idea of the definition or description. Not clearly stated. Not linked clearly to the topic	0	Fails to answer the question. No conceptual understanding on the issue.	Fails to answer the question. No conceptual understanding on the issue.	 1.2.1. Introduction: (3 marks) Learner gets 1 mark for identifying a law/legislat human rights violation. Allocate 0 if the description of the above law/leg Allocate 1 mark if the description is satisfactory. Allocate 2 marks if the description is excellent.
CRITERIA		Activity 1.1	1.1 Definition and description of human rights violation.		 1.2 Describe recent human rights violation that is taking place in your community 	 Give your own position on this issue 	Activity 1.2

<u></u>	1.2.2. Body: (9 marks)	
ΪË	HOW THE LAW PROTECTS THE CITIZEN AGAINST CHOSEN HUMAN RIGHTS VIOLATION (3 marks)	/3
0 the	0 = poor description lacking insight, not sufficient information, irrelevant information, no reference to the law.	
ch -	1 = satisfactory description, sufficient information, relevant information, reference to the specific law chosen.	
in 2	2 = good description, good information provided, shows understanding of how this law protects the individual against the chosen human rights abuses.	/4
	3 = excellent standard. Comprehensive information, excellent and detailed description of how the individual is protected by this law.	
A	A CITIZEN'S RESPONSIBILITY: (4 marks)	
	 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 bv it. protect others from being violated. educate others. / 	/2
	 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 \checkmark , a citizen can act as an example to others to minimize the violations of human rights. \checkmark	
	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)	

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 violations more effectively / It can raise awareness of vic It can educate the communit It can give professional help It can give protection to victir Any other relevant answer for 	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
1.2.3. Conclusion: (2 marks) 0 = learner cannot express a	narks) press a view on how the law, citizen and community can support victims of
human rights violations. 1 = learner expresses s	human rights violations. 1 = learner expresses satisfactory view on the above.
2 = learner expresses excellent insight on support victims of human rights violations.	2 = learner expresses excellent insight on how the three components work together to protect and support victims of human rights violations.
	TOTAL: 14 MARKS
ACTIVITY 2:	ACTIVITY 2: DATA GATHERING THROUGH INTERVIEWS
2.1 Human rights = inherent to all r national or ethnic origin, colour, rel to our human rights without discrim and have certain inherent rights, of deprive or divest their posterity	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 society, they cannot, by any compact, deprive or divest their posterity //
2.2 Allocate 1 mark for opinio allocate marks if no example	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.
2.3 Allocate 1 mark for allocate marks if no exp	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.

	2.4 Give two mar	2.4 Give two marks for department / organisation.	organisation.			
	2.5 Allocate 1 mark if learner ca human rights violation. Allocate been provided.	ark if learner can asse lation. Allocate 1 mar	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.	erviewed can protect ot allocate any marks	themselves against if no reason has	
		ACTIVITY	ACTIVITY 3: FINDINGS			
1.1 Restorative stice	Restorative justice is about addr such a way that both parties, as	ce is about addressing both parties, as well a	Restorative justice is about addressing the hurts and the needs of both victims and offenders $^{\!$	eds of both victims an lich they are part of, a	d offenders√ in re healed. ✓	/2
1.2 Three rinciples of storative justice	Three principles	Three principles of restorative justice				
	 Crime is seen as something th spirit of ubuntu that the criminal j of imbalances and the restoration 	as something that cau nat the criminal justice id the restoration of b	 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. 	, offenders and comm the healing of breec	nunities. It is in the hes, the redressing	
	 Not only government, but victir criminal justice process < at the 	ment, but victims, off rocess ✓ at the earlie	 Not only government, but victims, offenders and their communities should be actively involved in the criminal justice process	munities should be ac ximum extent possibl	tively involved in the e. <	9/
	 In promoting just responsible for exponsible 	 In promoting justice, the government responsible for establishing peace. 	- In promoting justice, the government is responsible for preserving order $^{ m V}$ and the community is responsible for establishing peace. $ m V$	serving order $^{ m /}$ and th	e community is	
	0-1	2-3	4-5	6-7	8-9	
	_				-	

6		9/
Excellent standard and quality of investigation. Comprehensive, well-structured and information. Excellent link with interview information and research data. Presentation par excellence.	9	Excellent standard and quality of evaluation. Comprehensive, well-structured and insightful information. Excellent link with information and research data. Presentation par excellence.
Good Investigation carried out. Good information provided. Learner was able to demonstrate link with interview and research.	2	Good evaluation carried out. Good information provided. Learner was able to demonstrate link with interview and research
Satisfactory investigation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	4	Satisfactory evaluation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.
Reasonable investigation done. Key question fair and linked with interview and research in some way linked.	3	Fair evaluation. Reasonable information provided. Report semi structured. Not all information relevant and needs focus.
Weak investigation Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question.	0-2	Weak evaluation. Lacks sufficient information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question
3.2 Discuss the TWO contributing factors that lead to this issue. (10)		 3.3 Evaluate to what extent has Government, community and religious organizations or other organizations supported those affected. (6)

ACTIVITY 4: 4.1.1. Social media can protect human rights:	ACTIVITY 4: THE MEDIA ect human rights:	
	2 = excellent explanation on how social media can protect human rights. 1 = reasonable explanation. 0 marks = no explanation.	/2
2	2 marks for an example	21
4	4.1.2. Social media can violate human rights:	Į
0 0	2 = excellent explanation on how social media can protect human rights. 1 = reasonable explanation. 0 marks = no explanation.	
	2 mark for an example.	
	It is the responsibility of the media to:	
	 expose human rights violations To report on illegal activities 	
	 exercise exceptional care and consideration in matters involving dignity and reputation <i>xx</i> The media should consider a person's right to privacy <i>xx</i> 	
	 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 \star	
	•	
	 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 \checkmark	
	 Must explain issues without being sensational or trying to use shock 	

8			/8		/3	
ies just to sell papers to ous allegations vate lives portrayal </td <td>G</td> <td>∞</td> <td>Excellent information provided on findings and recommendations</td> <td></td> <td></td> <td>Total: /80</td>	G	∞	Excellent information provided on findings and recommendations			Total: /80
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 Journalists should be trained/workshopped on respecting people's private lives Journalists should learn to differentiate positive and negative people's portrayal Journalists should be workshopped conduct which will serve a guideline Journalists should be workshopped continuously on matters pertaining to human dignity Any other reasonable answers for two marks each.	r c	6-7	Proficient information provided on findings and recommendations	RENCES	OUR or MORE resources in the CORRECT forr REE resources in the CORRECT format. or LESS resources in the CORRECT format.	
Should not focus on scandals or use untrue/biased/unfounded head get their viewership and listenership numbers up // Need to differentiate between facts and opinions, and gossip and se 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 pJournalists should learn to differentiate positive and negative people Journalists should sign a code of conduct which will serve a guidelin Employment contract should clearly state the repercussions of nega Journalists should be workshopped continuously on matters pertaini Any other reasonable answers for two marks each.		4- 5	Adequate information provided on findings and recommendations	ACTIVITY 5: REFERENCES	THREE resources in the (WO or LESS resources in	
 Should not focus on s get their viewership al Need to differentiate t Nust train reporters to Must train reporters in Should publish correct Journalists should be Journalists should lea Journalists should lea Journalists should be Any other reasonable 		0-3	Insufficient information provided on findings and recommendations		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.	
			From your findings, what recommendations and conclusions can you make on this issue to: Government; and communities		Allocate <u>THREE</u> m Allocate <u>TWO</u> mark Allocate <u>ONE</u> mark	

