



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12



**LIFE ORIENTATION
PROJECT : MARKING GUIDELINE (MG)
2021
ZULULAND DISTRICT**

MARKS: 90

This Marking Guideline consists of 14 pages

TECHNICAL ASPECTS

The mark allocation will be done as follows:

ONE mark (✓) each for a correct presentation of the following:

1. Cover page (✓), Title (✓), and Personal information (✓). (3x1) (3)
2. Table of contents (Coherence (✓), Page numbers on the right hand and their topics (✓) and numbering of the content aspects on the left hand side (✓). (3x1) (3)

(6)

1. INTRODUCTION

1.1 Define *human rights violation* and state FOUR factors that may contribute to incidents of human rights violation in your community.

Note to the teacher:

The question has TWO parts to consider, namely, the definition and stating of FOUR factors.

For the first part.

Marks will be awarded as follows:

TWO marks (✓✓) for a correct definition.

Human rights violation may refer to ...

- a deliberate act in which one person/an individual acts in ways that have a potential to deny other people the opportunity to enjoy/exercise/experience/benefit from their rights as enshrined in the South African constitution, i.e. the Bill of rights (✓) which may make them feel worthless/demeaned/lowered/uncomfortable/exploited/undermined/disadvantaged/dergraded/humiliated/deprived of opportunities etc. (✓)

(1X2) (2)

The second part

Marks will be awarded as follows:

ONE mark (✓) for each well explained response.

Factors that may contribute to human rights violation could include the following:

- Irresponsible/uncaring/pompous state/government/politicians who believe in using repressive/exploitative/cruel/brutal/approaches in dealing with opposition or the citizens of a country to maintain their position of power. (✓)
- Different economic/financial status/poverty/illiteracy levels wherein rich people/those with financial means/educated/well to do people subject poor/illiterate/financially excluded/people of opposite gender/disadvantaged people into inhumane/degrading working/living environment **or** poor/illiterate people are treated as trash/disrespected/disregarded merely because they are poor/illiterate/disadvantaged/old/females/males. (✓)

- Certain cultures/religions/ideologies/worldviews/philosophy of life may enforce unfair treatment/segregate against certain groups of people based on differences in their cultural or religious beliefs/economic differences/differences in gender /different sexual orientations in ways that threaten their lives/dignity/frustrate the enjoyment and exercise of their human rights. (✓)
- Ignorance in which certain people or group of people believe they are better off than others and they tend to view others in less important ways. (✓)
- Children who are raised in households where disrespect of human rights is regarded as an achievement or the right thing to do, tend to exercise disrespect/use undermining tactics/treat others unfairly/use profane language towards others/hurt/maim other etc. because they believe it is the right thing to do. (✓)
- Employers who use their position of power to humiliate/undermine/scorn/slur/hurt/beat employees because they know that employees are dependent on them for their livelihood. (✓)
- Instructors in certain sport codes who use their position of authority to force players in doing certain acts/sexual harassment/uncomfortable caressing/sexual advances etc. because they know players will give in as they aspire to make the team. (✓)
- Inability of people/government/other institutions to exercise social and environmental justice has a potential to subject both people and the environment in positions prone to inflict pain/cause death/subject people to unclean/unhygienic living environment or may subject others to less privileged living/social conditions. (✓)
- Any FOUR of the above for ONE mark each (4x1) (4)
(2 + 4) (6)

1.2 Define the word *media* and indicate FOUR of its importance in fair reporting of gender based violence in communities.

Note to the teacher:

The question has TWO parts to consider, namely, the definition and stating of FOUR factors.

For the first part.

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

Media could be defined as...

- the main means of mass communication which may include print, electronic and internet means of broadcasting, publishing, sharing, disseminating news content/information of different nature etc. to consumers/friends/families/public etc. (✓) in order to inform/educate/for leisure/recreational purposes etc. (✓)
OR
- the various means of mass communication which may include television, radio, internet, computer and the newspaper (✓) through which news, information, knowledge, cultural activities, social content etc. is shared by different consumers in a given country/society etc. (✓)
- Any ONE of the above for ONE mark each (1x2) (2)

The second part of the question

Marks will be awarded as follows:

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

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

...

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

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

- begin to view the victims of gender based violence differently.(✓)
- accept them without making any negative judgement of their ordeal. (✓)
- assist the community to teach others about the negative effects of gender based violence. (✓)
- become vigilant to spot/identify cases/occurrences of GBV (✓)
- Any FOUR of the above for ONE mark each

(4x1) (4)

(2 + 4) (6)

1.3 What does being a responsible citizen mean and mention FOUR benefits of responsible citizenship

Note to the teacher:

The question has TWO parts to consider, namely, the definition and mentioning of FOUR benefits

For the first part.

Marks will be awarded as follows:

TWO marks for a well explained response.

Being a responsible citizen refers to a person who ...

- acts as a change agent that fights against social, economic, environmental etc. injustices (✓) which could contribute in making the living environment a better place/could ensure that all citizens live harmoniously. (✓)

OR

- gets involved in community activities aimed at promoting better neighborhoods (✓) which may enhance the quality of life of all the citizens in that living environment. (✓)

(1x2) (2)

For the second part of the question

Marks will be awarded as follows:

ONE mark (✓) for a well explained response.

Being a responsible citizen may ...

- generate feelings of belonging in that community (✓)
- push you to take part in programs that seek to help needy members of the community. (✓)
- encourage you to participate in the development taking place in your community (✓)
- enable you to take responsibility for your living environment. (✓)
- motivate you to pay for the required community services. (✓)
- instill responsibility to safeguard the amenities/services in your community. (✓)
- assist you make informed decisions about the type of leaders you want in your community. (✓)
- drive you to demand accountability for the type of services rendered in your community. (✓)
- make you available to participate in community campaigns/events/programs aimed at elevating the living conditions in your community. (✓)
- Any FOUR of the above for ONE mark each

(4x1) (4)

(2 + 4) (6)
(Sub-total: 18)

2. GENDER BASED VIOLENCE IN MY COMMUNITY (DHR)

2.1 State FOUR reasons why incidents of gender based violence in communities continue despite various campaigns to discourage it.

Marks will be awarded as follows:

ONE mark (✓) for FOUR well explained responses.

Incidents of gender based violence are not reported because the ...

- victims fear for their lives. (✓)
- perpetrators may be breadwinners and the victims may lose their livelihood. (✓)
- perpetrators may be known members of the community and that scares the victims. (✓)
- victims may not be sure whether she/he will be taken seriously if the incident is reported. (✓)
- victims may lack the necessary energy to withstand secondary victimisation if the case goes to trial. (✓)
- victims may be scared of being let down by the judiciary system in the country. (✓)

- victims may be shy to come up for fear of victimisation by communities. (✓)
- most victims do not report GBV and the cases remain unknown. (✓)
- some community members may ridicule victims of GBV. (✓)
- certain socio-cultural beliefs/traditions/philosophy of life/religious beliefs may discourage reporting of incidents of GBV. (✓)
- victims may find themselves in the street if they reported such incidents as the perpetrator happens to be the breadwinner. (✓)
- Any FOUR of the above for ONE mark each (4x1) (4)

2.2 Mention FOUR negative effects of irresponsible discussion of reasons for gender based violence to the victims.

Marks will be awarded as follows:

ONE mark (✓) for FOUR well explained responses.

Irresponsible discussions may ...

- aggravate their pains. (✓)
- make them feel worthless. (✓)
- generate feelings of helplessness. (✓)
- cause them to feel responsible for the incidents. (✓)
- develop emotional strain/depression/suicidal thoughts/anxiety etc. (✓)
- cause them to live life in solitude. (✓)
- drive them to avoid social interaction with others. (✓)
- push the victim not to talk about his/her ordeal. (✓)
- Any FOUR of the above for ONE mark each (4x1) (4)

2.3 Explain TWO ways in which responsible citizens could bring about awareness on the negative impacts of gender based violence on the victims.

Marks will be awarded as follows:

TWO marks (✓✓) for TWO well explained responses.

Responsible citizens could ...

- face the perpetrator of GBV (✓) so that the dangers caused by his/her actions on the victims are understood. (✓)
- initiate a campaign (events/panel discussion/debates etc.) in which condemnation of GBV features prominently (✓) which could assist naïve perpetrators understand the ordeal they subject their victims to. (✓)
- participate in educational programs discouraging GBV in which the negative effects of GBV are raised (✓) so that potential perpetrators could realise how the lives of the victims were ruined. (✓)
- teach perpetrators of responsible and better ways of putting their frustrations across (✓) which could make them realise the hurt they cause to the victims if that could happen to them. (✓)
- make perpetrators realise that GBV is a diseases that afflicts the quality of life of their loved ones (✓) which is not effective in building better and prosperous relationships in households. (✓)

- assist victims of GBV to report the incidents (✓) which could make the perpetrator realise the gravity of their acts on the victim. (✓)
- use survivors of GBV to talk about their ordeal (✓) so that potential perpetrators could develop an understanding of how it affects the victims. (✓)
- Any TWO of the above for TWO marks each. (2x2) (4)

2.4 Discuss how social media may perpetuate attacks on lesbian, gay, bisexual, transgender, queer/questioning, intersex (LBBTQI) and sexual/aromantic/agender individuals.

Marks will be awarded as follows:

TWO (✓✓) marks for THREE well explained responses

Social media may perpetuate attacks on LGBTQI individuals if users may ...

- share messages that condemn LGBTQIs (✓) which may entrench negative perceptions/views/perspectives towards the LGBTQI individuals (✓)
- send graphic pictures where social media friends laugh/encourage acts of attacks against the LGBTQI individuals (✓) which may encourage others to do the same against LGBTQIs. (✓)
- circulate audio clips that demonises the LGBTQIs (✓) which may influence other community members to share the ill-gotten feeling/views/attitudes towards the LGBTQIs. (✓)
- photoshop images that portray straight people as the better ones compared to the LGBTQIs (✓) which may entrench the belief that LGBTQIs are not normal people. (✓)
- form social groups whose aim is to attack/talk ill of the LGBTQIs (✓) which may influence other group members to commit heinous acts against them. (✓)
- Any THREE of the above for TWO marks each. (3x2) (6)

2.5 Critically discuss how cyber bullying may lead to suicide amongst the youth.

Note to the teacher:

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4 marks question, candidate could and should be awarded 4, 3, 2, 1 or a 0 (zero) depending on the level of the answers given.
- To be awarded the full FOUR marks, candidates must give a statement (✓), elaborate/explain the statement (✓), qualify it (✓) and give an outcome. (✓)

Marks will be awarded as follows:

FOUR marks (✓✓✓✓) for TWO well explained responses.

If the youth is cyberbullied, they may ...

- view themselves as worthless individuals (✓) as they may not have the skills to fight back (✓) which could make it difficult for them to manage the negative feelings/emotions (✓) resulting in worse forms of depression. (✓)

- be scared to socialize in real life (✓) for the ridicule they may come across during social interaction based on the negative things that were said about them on social media (✓) which could frustrate the victims from seeking help (✓) and that may eliminate any reason to live. (✓)
- be hesitant of reporting it to their friends/parents/siblings etc. (✓) as reporting or talking about it may minimise the negative feelings (✓) which could further bottle up the negative feelings (✓) and the individual may be unable to cope at all. (✓)
- shy away from social interaction (✓) as their self-confidence is challenged (✓) which could further push them to soliloquy/isolation (✓) and that may eventually aggravates feelings of worthlessness. (✓)
- feel like the world is against them (✓) as most of their friends make fun of them/ridicule them/rubbishes them on social media (✓) which may instil feelings of self-hate (✓) and they may lose interest in life. (✓)
- Any TWO of the above for FOUR marks each (2x4) (8)

2.6 Make suggestions on how being cyber-savvy could help the campaign against generalized hatred (Homophobia) directed towards the LGBTQI

Marks will be awarded as follows:

TWO marks (✓✓) for TWO well explained responses

Being cyber-savvy could help in that it may enable ...

- participants in a campaign against the LGBTQIs to make informed decisions about the content they post on social media (✓) as correct messaging is critical in teaching people about the negative effects of homophobia. (✓)
- campaigners to design online and ethical promotional material (✓) which could be used to instil understanding and love for all people regardless of their sexual orientation. (✓)
- promoters of the campaign to be wary of posting personal or sensitive information of the LGBTQI individuals (✓) which could negatively expose them to bullies furthering attacks against them. (✓)
- the LGBTQIs to be sensitive of the social media networks (digital dating sites etc.) they participate in (✓) as potential bullies may take advantage of the discussion and unleash hate against them. (✓)
- craft informed digital messages about the LGBTQIs (✓) which could educate the general public about them, thus minimising the generalised hate. (✓)
- showcase their abilities and skills typical of any human being on social media (✓) so that the general public could view or accept them as complete human beings capable of doing everything that others could do. (✓)
- develop online promotional material that could pop-up when online users utilize the internet (✓) so that the message about the negative effects of homophobia could be spread far afield. (✓)
- Any TWO of the above for TWO marks each (2x2) (4)

(Sub-total: 30)

3. RESPONSIBILITY OF COMMUNITIES TO ENSURE ENVIRONMENTS THAT PROMOTE HEALTH AND SAFETY LIVING (SER)

Note to the marker:

Before marking of this section commences, make sure that the worksheet is adequately completed. Marking cannot be done if the worksheet is incomplete or not completed at all.

3.1 Define the concept *environmental personal mission statement* and indicate FOUR reasons why you think having it may enhance responsible living in your environment.

There are TWO parts to the question: one deals with the definition, whereas the other one requires them to indicate.

For the first part.

Marks will be awarded as follows:

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

Environmental personal mission statement may refer to the ...

- fundamental/basic personal belief systems/ideologies a person has developed towards the environment (✓) which may influence your personal views/feelings/attitudes/behavior/perspectives/perceptions about the importance of protecting the environment for our personal lives. (✓)
- (1x2) (2)

For the second part.

Marks will be awarded as follows:

ONE mark (✓) for a well explained response.

Having an environmental personal mission statement may enable you to ...

- appreciate the value of the environment to our personal lives and that of others. (✓)
- respect the environment by not littering/dumping/spoiling it. (✓)
- realise that our life is dependent on clean and healthy environment. (✓)
- bring about an awareness on the negative effects that human behaviour have on the quality of our environment. (✓)
- engage the relevant level of government about the enforcement of environmental laws and regulations. (✓)
- teach other people about the importance of clean and healthy environment. (✓)
- educate the general public about acceptable ways of interacting with the environment. (✓)
- suggest innovative ways of dealing with general environmental problems/challenges. (✓)
- run a campaign/participate in a campaign against irresponsible use of the environment. (✓)

- fundraise equipment that community members may use for their trash. (✓)
- help local government with information related to illegal dumping/littering in your community. (✓)
- join environmental organisations to promote clean and healthy living environment. (✓)
- engage business on environmentally friendly ways of doing business. (✓)
- urge you to develop placards or any other promotional material that discourage irresponsible use of the environment. (✓)
- Any FOUR of the above for ONE mark each (4x1) (4)
(2+4) (6)

3.2 Explain to which extent your ideology about responsible usage of environmental resources could ensure the survival of the human race.

Marks will be awarded as follows:

TWO marks (✓✓) for any TWO well explained responses.

My ideology may ...

- Inform me of the appropriate ways of disposing waste (✓) which may minimise the negative effects of irresponsible littering and dumping making the environment healthy and safe for human living. (✓)
- Guide me to use the available dumping facilities in my locality (✓) which could eliminate or reduce the quantities of litter idling around ensuring quality dwelling spaces. (✓)
- Caution me to use recyclable waste papers (✓) which could reduce the quantities of non-degradable material spoiling the environment. (✓)
- Assist me to be watchful of acts of irresponsible dumping of toxic waste by individuals or companies (✓) so that animals and human beings are saved from exposure to toxic waste. (✓)
- Enable me to run an educational program to alert individuals/communities/governments of the harmful effects of dumping (✓) which could instil better and healthy ways of managing waste. (✓)
- Motivate me to distribute information leaflets/placards/campaign material to the public on how dumping and littering affects human life (✓) which may encourage them to adopt healthy ways of controlling waste. (✓)
- Any TWO of the above for TWO marks each. (2x2) (4)

3.3 Discuss the impact of vision on your actions to keep a clean environment.

Marks will be awarded as follows:

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

My vision on my actions may ...

- direct me not to litter/dump (✓) as that is against what I envisage the environment to be in the future. (✓)
- channel my behaviour to practice responsible ways of dealing with the environment (✓) for sustenance of its quality for years to come (✓)

- enable me to share best practices of treating the environment (✓) which could assist community members to use the environment responsibly for our future generations. (✓)
- urge me to cooperate with CBOs/NGOs etc. in promoting effective ways of dealing with littering/dumping (✓) so that the environment can continue to produce and maintain life for many years to come. (✓)
- motivate me to take part in campaigns/events/programs whose aim is to promote responsible use of the environment (✓) so that people and future generations could not be harmed by our environmental irresponsible ways. (✓)
- Any TWO of the above for TWO marks each (2x2) (4)

3.4 Highlight why it is important to evaluate impact assessment studies before any development could be made on the environment.

Marks will be awarded as follows:

TWO marks (✓✓) for any TWO well explained responses.

Evaluation of impact assessment studies may enable ...

- companies/individuals/government/business to determine whether environmental space targeted for any development is actually suitable for that development (✓) so that the envisaged development could not negatively affect the environment. (✓)
- interested parties to understand the different views/findings of experts about the texture/nature and potential danger that their actions may have on the environment (✓) so that better ways could be adopted or chosen for the envisaged development. (✓)
- government to know in advance the value of the environment on which the development is envisaged to take place (✓) so that geological work could be done before the environment is used. (✓)
- the different levels of government to plan and promulgate appropriate environmental laws (✓) which could regulate how certain parts of the environment could be used. (✓)
- all role players to determine the possible impact of using certain parts of the environment (✓) as different views/findings are contained in different reports (✓)
- role players to refute certain reports (✓) as the information they contain may not be correct judged by what other evaluators have found. (✓)
- land users to take informed decision to use different parts of the environment (✓) as evaluation reports may contain valuable information to consider for the use of the different parts of the environment. (✓)
- Any TWO of the above for TWO marks each. (2x2) (4)

3.5 Critically discuss why the environment in most communities continue to be dirty amidst the existence of local government structures.

Note to the teacher:

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4 marks question, candidate could and should be awarded 4, 3, 2, 1 or a 0 (zero) depending on the level of the answers given.
- To be awarded the full FOUR marks, candidates must give a statement (✓), elaborate/explain the statement (✓), qualify it (✓) and give an outcome. (✓)

Marks will be awarded as follows:

FOUR marks (✓✓✓✓) for any TWO well explained responses

The environment continues to be dirty due to ...

- Inefficient resources/facilities for its upkeep (✓) as they seem unable to effectively address the problems (✓) which may indicate that they do not do anything (✓) and the environment will continue to appear dirty. (✓)
- Allocation of environmental responsibility to less/unqualified individuals (✓) who may not have the necessary knowledge of how the environment could be kept clean (✓) which may perpetuate irresponsible usage of the environment (✓) and that may worsen the condition of unkempt living environments. (✓)
- Non-implementation of environmental rules and regulations (✓) as that may help minimise acts of irresponsible usage of the environment (✓) which could promote callous/heartless/irresponsible environmental behaviour (✓) and that could perpetuate unkempt living environments. (✓)
- Inability to educate communities about healthy ways of treating the environment (✓) as education may discourage them from acting out irresponsible behaviour (✓) as a result of lack of that education and awareness, the communities may not realise the damage they are causing (✓) and the dangerous and irresponsible behaviour would continue unabated. (✓)
- Any TWO of the above for TWO marks each (2x4) (8)

3.6 Make innovative suggestions on how you could instill healthy environmental values in communities.

Note to the teacher:

- Innovative ways do not mean reciting available and known ways of instilling good environmental values.

Marks will be awarded as follows:

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

Innovative ways could include the following:

- Award individual community members who consistently use the available resources to put trash in (✓) as that may encourage other community members who are ignorant of that to do the same. (✓)
- Commend good environmental behaviour acted out by individual community members/business/institutions on community radio stations/any local media who act responsibly (✓) so that others may emulate that example. (✓)

- Run a competition of local schools in which the clean school may earn a prize (✓) which could encourage all the local schools to promote healthy environmental ethics. (✓)
 - Appoint community members to monitor adherence to environmental good standards in which offenders are reported for public shaming (✓) as that may force all community members to adhere to good environmental behavioural ethics. (✓)
 - Any TWO of the above for TWO marks each (2x2) (4)
- (Sub-total: 30)**

4. CONCLUSION

In your conclusion, do the following:

4.1 Suggest how National and Provincial governments could help local government to effectively keep clean communal environments.

Marks will be awarded as follows:

TWO marks (✓✓) for TWO well explained responses.

National and Provincial governments may ...

- enforce steadfast adherence to the rules and regulations on keeping clean and healthy environments (✓) so that the local authority could do everything in its power to keep the environment clean. (✓)
- demand regular reports on the execution of available plans to keep the environment clean (✓) as that may encourage them to monitor their environment for adherence to healthy standards. (✓)
- appoint environmental ground health officers to monitor adherence to environmental laws and regulations by local government (✓) as that may keep the local government structure on check for adherence. (✓)
- allocate budget for the promotion of healthy environmental usage and upkeep (✓) as that may ease the burden of allocating scarce financial resources to keep the environment clean. (✓)
- provide needed expertise in ensuring that local government is fully equipped to tackle their environmental problems/challenges (✓) as that may support their initiatives to keep the environment clean. (✓)
- Any TWO of the above for TWO marks each (2x2) (4)

4.2 Indicate how communities could embrace LGBTQI individuals

Marks will be awarded as follows:

TWO marks for ONE well explained response.

Communities could ...

- Learn to accept that people have different sexual orientations (✓) which is normal as societies in the world are diverse. (✓)
- Teach one another on the implications of being an LGBTQI individual (✓) as that may enhance their understanding to peacefully cohabit. (✓)

- Openly discourage children in the household to scorn people of different sexual orientations (✓) as that may make them aware that LGBTQI individuals are human beings. (✓)
- Run campaigns/educational programs to teach community members about LGBTQIs (✓) so that they may begin to understand the LGBTQIs leading to acceptance of their nature. (✓)
- Use scorn free language when referring to LGBTQI individuals (✓) as that may cultivate positive ethos/attitudes towards them. (✓)
- Appreciate diversity as part and parcel of life (✓) as that may instil positive perspectives towards the LGBTQI individuals. (✓)
- Any TWO of the above for TWO marks each (1x2) (2)

(Sub-total: 6)
[Grand-Total: 90]

