



Province of the
EASTERN CAPE
Department of Education

**NATIONAL SENIOR CERTIFICATE
SCHOOL BASED ASSESSMENT**

GRADE 12

**LIFE ORIENTATION
COMMON PROVINCIAL SBA TASK
PROJECT
2025 TERM 2**

MARKS: 90

This project consists of 12 pages.


NAME OF LEARNER	
GRADE 12	
NAME OF SCHOOL	

QUESTION	POSSIBLE MARK	TEACHER'S MARK		HOD/SCHOOL MODERATOR		DISTRICT MODERATOR		PROVINCIAL MODERATOR	
		Mark	Initial	Mark	Initial	Mark	Initial	Mark	Initial
Section A	43 Marks								
Question 1	30								
Question 2	13								
SECTION B	47 Marks								
Question 3	23								
Question 4	24								
TOTAL	90								

OVERALL FEEDBACK TO LEARNER:

MODERATION:	NAME	SIGNATURE	DATE
TEACHER/MARKER			
HOD/SCHOOL MODERATOR			
DISTRICT MODERATOR			
PROVINCIAL MODERATOR			

TOPICS	1. DEMOCRACY AND HUMAN RIGHTS 2. SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
PURPOSE	Create an awareness of the importance of campaigns in addressing human rights violations.
ASSESSMENT	<p>Sections A and B will expect you to display knowledge, skills and values and certain competencies which are to be demonstrated. The project requires extended reading and writing on the part of the learner. The project will involve thorough investigation into and sourcing information on Human rights violations, Gender-based violence (Section A) and social and environmental responsibility, Section B.</p> <p>All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.</p>
MARKS	<p><u>Section A: 43 Marks</u></p> <p>Question 1: 30 Marks Question 2: 13 Marks</p> <p><u>Section B: 47 Marks</u></p> <p>Question 3: 24 Marks Question 4: 23 Marks</p> <p>TOTAL: = 90 marks</p>
CONTENT	<ul style="list-style-type: none"> • Evaluate impact studies that relate to projects that address social and environmental issues. • Evaluate your own position when dealing with discrimination and human rights violations, considering the Bill of Rights. • Create a campaign or event concerning GBV, which addresses discrimination and human rights violations. • Evaluation of the relevance of campaigns. • Role of the media in a democratic society. • Environmental responsibilities • Social media and social media platforms. • Freedom of expression and limitations. • Elaborate on the responsibilities of various levels of government. • Responsibility of different levels of government

 DURATION	Time should be spent outside schooling time, collecting resources and information. The completion of the task must be facilitated by the teacher in class time. You will need adequate guidance at the outset of the project and progress should be monitored throughout. DURATION: 4 weeks
DATE OF COMPLETION	As per subject assessment plan. DATE OF ISSUE: _____ DATE OF SUBMISSION: _____

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE:

NAME		 Stanmorephysics.com
SCHOOL		
CENTRE NUMBER		
DISTRICT		

Declaration by the Teacher:

I declare that all the work done in this learner collection of evidence is the sole work of this learner.

Signed: _____


Date: _____

Declaration by the Learner:

I declare that all the work done in this collection of evidence is my own work.

Signed: _____

Date: _____



SCHOOL BASED TASK 2 PROJECT

Section A: Human rights issues and the impact of the media

Question 1:

Study the sources below and use the bullets that follow to write well-thought-out research essay

Human rights are interconnected, interdependent, and inseparable. The South African Human Rights Commission operates within a context marked by systemic racism, poverty, and inequality. Since 2012, equality has consistently been the most frequently reported human rights violation each year, making it the most infringed-upon right in South Africa.

Unfair discrimination based on race continues to be the most commonly reported form of discrimination, with a significant portion of these cases involving race-based hate speech. However, complaints related to Economic and Social Rights have surged, now accounting for 75% of all reported equality violations. As a result, Equality and Economic and Social Rights have become the two most frequently reported human rights violations to the Commission in South Africa.

Accessed from: <https://www.sahrc.org.za> on 05 March 2021

Use the points provided to help structure your research essay.

Provide a definition for the following terms:

- Human rights violations
- Unfair discrimination
- Poverty
- Racism

4x1 (4)

- List **FOUR** societal beliefs in South Africa that contribute to the high frequency of sexual assault.

4x1 (4)

- Explain the terms **electronic media** and **print media** and provide **TWO** examples of each.

2+4 (6)

- Discuss **TWO** ways how poverty is a violation of **TWO** specific human rights as mentioned in the constitution.

(2x2)(4)

- Describe **ONE disadvantage** of BOTH electronic and print media as part of a campaign for human rights violations.
(i.e. *ONE disadvantage for print and ONE disadvantage for electronic media*)

2x2 (4)

- Explain **TWO possible advantages** of **BOTH** print media and electronic media for creating awareness of human rights violations.

4x2 (8)

[TOTAL QUESTION 1: 30 Marks]

Question 2:**Gender-based violence campaign and analysis**

Read the source below and create your **own campaign** to combat the human rights violation of **Gender Based Violence (GBV)** in South Africa.

The impact of lockdown on gender-based violence (GBV) has been starkly revealed by a researcher who gathered data from various support call centers. According to Rose Gawaya, a gender adviser at the Social Policy Network, the government's GBV and femicide command center recorded over 120,000 victims within the first three weeks of lockdown. By mid-April, in Tshwane alone, the call center was receiving between 500 and 1,000 calls daily. Vodacom's support call centers also reported a 65% surge in calls from women and children trapped in their homes, urgently seeking help after the lockdown was implemented.

Definition:

Femicide is the intentional killing of a woman or girl because of her gender. It is often driven by factors such as domestic violence, honor killings, or deep-rooted societal gender discrimination.

Accessed from: <https://www.timeslive.co.za> on 16 February 2021

2.1 Creating a media campaign to stop Gender Based Violence (GBV)

Create your own campaign to raise awareness for GBV. This may be in the form of a poster or pamphlet. Consider the mark allocations

Your campaign media document **MUST** include the following:

- Mention **ONE** reason why South Africans need to help those affected by gender-based violence (1x1) (1)
- State **TWO** reasons why lockdown could have led to an increase in gender-based violence. (1x2) (2)
- Recommend **FIVE** strategies that South Africans could put into place to prevent gender-based violence. (5x2) (10)



[TOTAL QUESTION 2: 13 Marks]

[TOTAL SECTION A: 43 Marks]

Section B: Social and Environmental responsibility.

Question 3:

Read the extract below and answer the questions that follow.

GOVERNMENT SYSTEMS IN SOUTH AFRICA

Government has the responsibility to make policies and laws about the rights and responsibilities of citizens and the delivery of government services. The government collects revenue (income) from taxes and uses this money to provide services and infrastructure that improves the lives of all the people in the country, particularly the poor.

The Constitution of South Africa sets the rules for how government works.

(Source: Adopted from <http://edu.org.za>)

3.1 Define the term **POLICY**.

1x2 (2)

3.2 Indicate **TWO** main roles of each of the **THREE** levels of government.

(3x2) (6)

3.3 Briefly discuss **THREE** things that a local government can do to promote a healthy environment

(3x2) (6)

3.4 Examine the challenges the South African government may face in implementing policies effectively.

(5x2) (10)

[TOTAL QUESTION 3: 24 MARKS]

Question 4

SANITATION IN SCHOOLS – EASTERN CAPE

Learners and educators at Dalaguba Junior Secondary School did not have safe, usable toilets and had resorted to relieving themselves outside. Whilst toilets were due to be built for the school in 2013/14, the contractor failed to complete the necessary work. Zanewonga Senior Secondary School lacked an adequate water supply at the school, with a borehole project initiated in 2017 having been left unfinished. The schools thus primarily relied on untreated river water. Ngqwara Primary School lacked an adequate water supply and its learners have still been using dilapidated and dangerous plain pit latrines.

Five toilets had been built to complement the plain pit latrines but two were structurally unsound. Whilst the Department initially opposed the application, it acknowledged the parlous state of ablution facilities and the absence of potable water at the Applicant schools. Accordingly, the parties committed to finding a resolution to the matter which would ensure dignified and adequate sanitation and water supply at all of the schools. Following engagement, the Department agreed to ensure both temporary and long-term sanitation to all three schools. (Source: Adopted from *eelawcentre.org.za*, 2024)

4.1 Name **THREE** positive effects of changing sanitation system in schools

(3x1) (3)

4.2 Discuss **FIVE** benefits of having caretakers for toilets in schools

(5x2) (10)

SPAZA SHOP SCRUTINY**Scarcity of health inspectors in Soweto 'jeopardises safety of our children'**

In the wake of the hospitalization of more than 100 children and the deaths of six in Gauteng linked to suspected food poisoning, government officials enforced consumer protection regulations and by-laws. They conducted raids on spaza shops that exposed widespread noncompliance.

(Source: Adopted from Daily maverick co.za 2024)

4.3 Recommend what the community's responsibility should be to ensure environments and services that promote safe and healthy living, especially regarding what learners buy from spaza shops

(5x2) (10)

[TOTAL QUESTION 4: 23 MARKS

[TOTAL SECTION B: 47 MARKS

Referencing

Be sure to follow the instructions regarding the Harvard Referencing Format, attached to this project. You will need to create a **reference list** (bibliography) according to the Harvard Referencing Style, acknowledging all sources consulted in completing this project. All pictures are also considered to be sources and will need to have a reference in your reference list as well as a caption underneath each picture.

[GRAND TOTAL = 90]

Harvard Referencing Style

Referencing means that you give credit to the various sources you have used when writing your assignment/report. All sources should be arranged alphabetically according to the surname of the first author.

1. Books

Author's surname and initials, year of publication, title (underlined), edition, place of publication, publisher.

Example:

Marais, B.V.C. and Horne, K.W.W. 2011. The influence of the media on public opinion, Pretoria: Juta

2. Journals

Author's surname and initials, year of publication of the journal, title of article, title of journal (underlines), volume, pages.

Example:

Wobbe, T. 2001. How to organise the unorganised, Human Resource Management, 12(8), 8-9.

3. Chapters in books

Author's surname and initials, title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages.

Example:

Gericke, H.B. The place democracy has in our country, in South Africa, the democratic ideal edited by J.J. Matthews. London: Benton: 44-45.

4. Newspaper articles

Author surname and initials, year, title, newspaper (underlined), date and month, page.

Example:

Louw, S.2002. Water crisis, what's next. Daily news. 29 January: 7

5. Internet Referencing

Author surname and initials, year, title (on-line) Available: (full web address) Date accessed:

Example:

Unknown (2004) Sentient microfilaments: A tempest in a tubule (On-line). Available: <http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley>
Date accessed: 5 May 2011.

6. Personal Interview

Surname and initials. Year. Personal Interview. Date, Place.

Example:

Malan, B.D. 2011. Personal Interview. 5 May, Stellenbosch.