



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

GRADE 8

LIFE ORIENTATION

TERM 3 NON-TEST

PROJECT 2025

Date of Issue	29 July 2025
Date of submission	15 September 2025
Duration	08 weeks
Marks	70
Number of pages	13

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE



NAME AND SURNAME	
SCHOOL	
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: _____

SUBJECT:	LIFE ORIENTATION
GRADE:	8
MARKS:	70
TOPICS:	Health, Social and Environmental Responsibility (HSER)
SUBTOPICS / CONTENT AREAS:	Health, Social and Environmental Responsibility (HSER) Environmental health issues <ul style="list-style-type: none">• Application of laws and policies to protect environmental health.• Address an environmental issue
PURPOSE:	The project seeks to instil various and competitive skills for grade 8 learners to be able to effectively investigate, interpret, relate aspects embedded in the topic of Health, Social and Environmental Responsibility through application of the 21st century and the 4th Industrial skills which include, among others, collaboration, team working, empathy, problem solving, innovation, critical thinking and creative thinking skills which are inherent in this era.
FORM OF ASSESSMENT:	PROJECT

INSTRUCTION TO THE LEARNER

- Learners will spend time outside of class-contact time to collect the needed resources for the completion of the project.
- The learners will be guided on the type and nature of materials required to complete the task.
- Learners will digest the collected materials with an aim of grasping its content to effectively respond to questions. The aim is to solve real life challenges based on the content in the LO, 2025 ATP.
- Learners will be guided and monitored throughout the process by the teacher.
- Each completed section must be submitted before the next section could be done.
- No learner may continue with the next section, if the first section has not yet been concluded.
- Even if learners may have worked in groups, only individual learner's attempt will be credited. Therefore, the product will not be a group's invention.
- The project requires learners to display their individual attempt to solve the problems, in keeping with the questions and content treated in the task.
- Each activity treats content in an integrated manner. Therefore, learners could only complete the activities in this task after the content related to it has been taught. Meaning that the task could only be done after the content has been treated in class.

INSTRUCTION TO THE TEACHER

- The teacher will explain the assessment process and the criteria in detail.
- The teacher will not give answers to the learners; but, discussions of the related topics/content that must be done is permitted; however, the teacher should not directly or indirectly answer the questions on behalf of the learners.

TECHNICAL CONSIDERATIONS FOR COMPLETION OF THE TASK

- In this task you will be required to complete **TWO** activities.
- You need to compile a suitable cover page for your task.
- You may use all available and authentic sources including your textbooks, internet sources, knowledge gained from class activities etc. to complete the task.
- Learners must not present answers derived from internet sources or Artificial Intelligence Applications (AI-APPs) as they are. These answers must be interpreted and presented according to the needs of the questions.
- The task should be well-structured by considering the following aspects:
 - A completed cover page with learner and task details.
 - Attach a fully completed and signed declaration form.
 - Correctly number your answers, in keeping with the questions.
 - Each section should be answered on a new page.
 - Write legibly and neatly.
 - Use proper grammar and present meaningful sentences as answers to questions.
 - Proof-read your work before submission.
 - Consider the mark allocation, which informs the extent of the required answer (s).
 - Sequence and number all your pages.
 - The task must be bound / stapled.

Summary of Assessment Rubric: Weighting (Expected)	Weighting (Actual)	Cognitive level	Bloom's taxonomy
40% (25 marks)	25 marks	Lower Order	Levels 1&2
40% (25 marks)	25 marks	Middle Order	Levels 3&4
20% (20 marks)	20 marks	Higher Order	Levels 5&6

Activity	Description	Possible Marks	Actual Marks Obtained	Moderated Mark
Activity 1	Problem solving activity: Application of laws and policies to protect environmental health	35		
Activity 2	Problem solving activity: Address an environmental issue	35		
TOTAL		70		



ACTIVITY 1

Application of laws and policies to protect environmental health

The National Environmental Management Act (NEMA) is the foundational legislation for environmental management in South Africa. It sets out the framework for environmental governance, environmental impact assessments, conservation, and sustainable development.

Taken from: Wikipedia https://en.wikipedia.org/wiki/South_African_environmental_management_act

1. Mention **FOUR** acts that form part of the National Environmental Management Act. (4x1) (4)
2. From your answer above, which **TWO** acts affect your school the most. Substantiate your answer. (2+1) (3)

Each year on April 22, more than a billion people celebrate Earth Day to protect the planet from things like pollution and deforestation. By taking part in activities like picking up litter and planting trees, we are making our world a happier, healthier place to live in. Taken from <https://kids.nationalgeographic.com>

3. Discuss **THREE** ways by which you can be kind to your school's environment. (3x2) (6)
4. Suggest **TWO** points why the preservation of our environment should be everyone's responsibility. (2x2) (4)
5. Your school represents an environment for teaching and learning. Advise your school principal on programmes that the school can implement to preserve the school environment. (2x2) (4)
6. Describe **FOUR** ways in which you would make your fellow students start caring for the school environment. (4x2) (8)
7. Critically discuss the negative results of neglecting your school environment (1+1) (2)

TOTAL MARKS ACTIVITY 1

[35]

Activity 2 Group work

Read the background information

Fifteen Amazing Facts About South Africa's Climatic Condition

1. South Africa Is Warming at Twice The Global Rate

In April 2022, severe flooding in the KwaZulu-Natal Province of South Africa resulted in over 400 fatalities, with more than 12000 houses destroyed and more than 40000 people displaced. Due to South Africa's structural inequality, ecological dependency, and limited adaptive capacity, the country is significantly more susceptible to the effects of climate change.

2. South Africa Emits the Highest Levels of Carbon Emissions in Africa

South Africa is among the top 25 greenhouse gas emitting countries globally. This is the case as the country's energy and electricity supply majorly originates from coal. Currently, South Africa contributes more than one-third of the total energy-related carbon dioxide (CO₂) emissions on the African continent. Renewable energy is the only path to turning South Africa from a climate criminal to a solution country.

3. When It Comes to Climate Change, One Nation's Emissions are Everyone's Problem

Although South Africa is responsible for more greenhouse gas emissions than any other country on the continent, the impact of climate change caused by these emissions is felt by everyone, regardless of where they live on the continent. South Africa's almost complete reliance on coal for electricity has dire consequences for other countries on the continent. Effects such as food and water shortages, displacement of populations, and damage to infrastructure and, ecosystems.

4. Climate Change, Often Perceived and Described As "Global Warning", Has Climatic Ramifications Well Beyond Temperature Rises

Climate change is leading to dangerous levels of temperature increases. However, the climate emergency in South Africa also looks like heatwaves, drought, extreme

bouts of rainfall leading to floods, and unpredictable weather. All these are a result of our climate changing for the worse in the country.

5. Extreme Weather Events Are Not Natural Disasters but Are a Result of Human-Induced Climate Change

Human activity is the principal cause of the climate crisis. From floods to drought, extreme weather is a direct consequence of bad energy policies, the senseless burning of fossil fuels and reckless destruction of our forests. Climate change is exacerbating both water scarcity and water-related hazards, such as floods and droughts. For the people living in South Africa, extreme weather translates into death, food insecurity and water shortages, disease, displacement, poverty and conflict.

6. Economic Impacts Attributable to Climate Change Are Increasingly Affecting Peoples' Livelihoods

Climate change is one of the biggest threats to economic stability. Heatwaves make us less able to work and reduce productivity. Droughts Shrink harvests, further complicating the arduous task of feeding the nation. The World Bank is warning: if we don't do something immediately, climate change could push 100 million more people into poverty by 2030

7. In Urban Settings, Climate Change Has Caused Adverse Impacts on Human Health, Livelihoods and Key Infrastructure

According to the World Health Organization, climate change is the single biggest health threat facing humanity, and health professionals here in South Africa are already responding to the health harms caused by this unfolding crisis. Countries with weak health infrastructure like ours – will be the least able to cope. Climate change is already impacting health in a myriad of ways, including by leading to death and illness from increasingly frequent extreme weather events, such as heatwaves, storms and floods. Additionally, climate change can spike in water-borne diseases during flooding events. It can lead to an increase in temperatures eventually causing Heat-related illnesses like heat stroke, and heat exhaustion.

8. The Burning of Fossil Fuels Is the Primary Cause of Current Climate Change In South Africa

When fossil fuels are burned, they release large amounts of carbon dioxide, a greenhouse gas, into the air. Greenhouse gases trap heat in our atmosphere, causing global warming. Already the average global temperature has increased by 1°C. Warming above 1.5°C risks further sea level rise, extreme weather, biodiversity loss and species extinction, as well as food scarcity, worsening health and poverty for millions of people worldwide.

9. Climate Change Is Exacerbating Existing Social and Economic Inequalities In South Africa

The most vulnerable groups in society have neither the means to protect themselves against climate events nor to recover from them when they strike. This is likely to exacerbate existing inequalities: when higher temperatures reduce productivity, earnings and health, and hurricanes destroy homes and employment opportunities, the economic situation of those most in need is made more precarious still and further worsens their economic standing.

10. Climate Change Is Having a Significant Impact on Agriculture In South Africa And as A Result Food Security

As rainfall patterns become less predictable, and pests and diseases become more prevalent the ultimate result is reduced food availability. Abnormal amounts of rain have caused historic flooding. If it's not flooding, increased heat and drought are reducing crop yields. Both these events (droughts and floods) work together so farmers struggle to stay afloat. Farmers then experience reduced income levels due to these climate-related challenges, and food prices can spike as a result.

11. Global Warming and Climate Change In South Africa Already Contributes to Rural-Urban Migration.

Climate change in South Africa is expected to exacerbate the climate-linked migration problem. One example of this phenomenon can be seen in the Limpopo Province of South Africa. The province has experienced a series of droughts in recent years, which have had devastating impacts on local agriculture and rural

livelihoods. As a result, many people have migrated to urban areas such as Polokwane and Johannesburg in search of work and better living conditions.

12. The Country's Biodiversity Is Also Under Threat from Climate Change, With Many Species at Risk of Extinction

The environmental changes being driven by climate change are disturbing natural habitats and species. Rising temperatures also have the potential to alter ecosystems over longer periods by changing what can grow and live within them. Changes in climate have the potential to affect the geographic location of ecological systems, the mix of species that they contain, and their ability to provide a wide range of benefits on which societies rely on for their continued existence.

13. Unabated Climate Change Has Women and Girls Bearing the Brunt of This Crisis Here In South Africa

Women and girls experience the greatest impacts of climate change, which amplifies existing gender inequalities and poses unique threats to their livelihoods, health, and safety. During climate-related shocks, women and girls experience the most severe consequences. In South Africa, climate change has a particularly strong impact on the human rights and dignity of women and girls, due to the intersecting discriminations they face. Women and girls are more likely to live in poverty compared to men, and in disaster situations, they experience higher levels of mortality and morbidity. Additionally, the climate crisis further erodes the safety and protection of women and girls, violating their basic rights. It intensifies harmful gender norms that lead to increased violence against women and girls, including sexual exploitation, transactional sex to access food and other necessities, forced and early marriages, and forced pregnancies.

14. Due to Climate Change the Country's Rainfall Patterns Have Become More Erratic, Leading to Flash Floods and Water Scarcity in Some Areas

Water stress is expected to significantly affect poor, disenfranchised communities as well as ecosystems that have been underfunded and exploited.

15. The Youth's Vulnerability to Climate Change In South Africa Is High

Today's youth, and all future generations, are faced with the virtually certain probability of severe harms from a range of increasingly severe impacts caused by climate change. Specifically, increased average surface temperature brought about by increased emissions through human activities, principally the burning of fossil fuels, will drive these changes.

Taken from:

Develop and implement an environmental health programme on climate change and water resources

Split into FOUR groups and answer the following questions in an A3 sheet.

Use black markers for putting information on the sheet

- Research the effect climate change has had on a local ecosystem. (5x1) (5)
- Prepare a **THREE-minute** story pretending to be an animal whose (ecosystem) way of life has been impacted by climate change. (5x1) (5)
(Must be an ecosystem found in South Africa)
- In no more than 250 words, summarise the information you have read and decide what the key messages are. (5+5) (10)
- Investigate what South Africa's climate change policy is and what the country is doing to reduce our carbon footprint. (5x1) (5)
- Using this information develop your own policy for your school to reduce its carbon footprint. (5x1) (5)
- Develop an implementation plan. (5x1) (5)

Total Activity 2

[35]

Note to the teacher

- Learners should practically participate in the maintenance of the school health environment (e.g., selection of water sources, proper storage of drinking-water and chlorination, garbage disposal, maintenance of latrines, and hygienic food handling practices during school lunch)
- Learners' participation in the environmental health programme should be through enactment of dramas, exhibitions, storytelling and role playing.

- Learners can use slide projection to make their environmental health programme more appealing to fellow learners.
- Teachers should be innovative and choose particularly those methods that involve active student participation.

