

GRADE 12 TASK 2: PROJECT

TOPIC	HUMAN RIGHTS AND DEMOCRACY SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
PURPOSE	Investigate any human rights violation or discrimination that has taken place in your community
ASSESSMENT	<ul style="list-style-type: none"> • In Activities 1 – 6 you will be expected to display knowledge, skills and values and demonstrate certain competencies. • 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. • All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.
MARKS	<ul style="list-style-type: none"> • Activity 1 = 20 marks • Activity 2 = 13 marks • Activity 3 = 20 marks • Activity 4 = 16 marks • Activity 5 = 8 marks • Activity 6 = 3 marks <p>TOTAL: = 80 marks</p>
DURATION	<ul style="list-style-type: none"> • Although you will spend time outside of contact time to collect resources and information, the completion of the task has to be facilitated by the teacher in class during contact time. • You will need adequate guidance at the onset of the project and progress should be monitored throughout.
DATE OF COMPLETION	As per subject assessment plan.

NOTE: The following are provided as annexures to assist you to complete the task:

- a. Annexure A: Guidelines for a project & notes to the Learner
- b. Annexure B: How to compile a BIBLIOGRAPHY
- c. Annexure C: Guidelines on the presentation of the project

PLEASE ENSURE THAT YOU READ THROUGH THESE ANNEXURES BEFORE YOU ATTEMPT THE TASK

PROJECT

GRADE 12

LIFE ORIENTATION

South Africa has, over the years, built a **robust** and independent **judiciary** essential for respect for the **rule of law**, but in 2017, the government's record on human rights and respect for the rule of law was poor. **Corruption** poverty, **gender-based violence**, poor service delivery, high unemployment, and crime significantly restricted South African's enjoyment of their rights.

Anon

- Choose **ONE** of the topics below and conduct a research by consulting 5 sources or more.
- Your focus must remain on the chosen topic throughout the task.
- Please also refer to the rubric which will provide further clarity on the details of what you are required to do.

a. Poor service delivery

OR

b. Gender-based violence

Activity 1

- 1.1 Introduction
- 1.1.1 Define and describe the human rights violation that you have chosen. (2)
- 1.1.2 Give a description of a recent (2017 – 2019) example of how this problem has displayed itself in your community. (2)
- 1.1.3 Give your own position on this specific problem in our country. (2)
- 1.2 Based on the research that you conducted, answer the following questions in which you address the following issues:
- 1.2.1 Name and explain the purpose of one law/legislation that protects citizens against the specific human right violation that you have chosen. (2)
- 1.2.2 Describe TWO ways in which the above law protects citizens against human rights violations. 2 x 2 (4)
- 1.2.3 How can discussions, projects, campaigns and events support victims of human rights violations. (4)
- 1.2.4 Express your views on how the law, the citizens and community can protect and support victims of human rights violations. (4)

(20)

Activity 2 Data gathering through interviews

Interview at least 10 adults about their knowledge on human rights violations. Use the questions below as a possible guide to help you.

Interview questions:

- Question 1:** Do you know what human rights are? Please explain your answer.
- Question 2:** Are you aware of human rights violations happening in your community? Explain.
- Question 3:** Which laws protect citizens from human rights violations?
- Question 4:** Is the government doing enough to ensure that human rights are protected? Explain your viewpoint.
- Question 5:** Which department/organisation would you approach if your human rights have been violated?

Assess the knowledge of the people you have interviewed by conducting an **analysis** of the responses (**data**) that you gathered for each of the questions above and respond to the questions below:

- a. Draw a **bar graph** to present your data. (3)
- b. Explain the findings for each question and provide a reason for your answers. 5 x 2 (10)
- (13)**

Activity 3 Findings

- 3.1 Discuss THREE contributing factors that led to the human rights violation that you have chosen. 3 x 2 (6)
- 3.2 Evaluate to what extent the following institutions have supported communities affected by human rights violations. Use an example for each to support your answer.
- 3.2.1 non-governmental organisations (6)
- 3.2.2 community and (4)
- 3.3.3 religious organisations (4)
- (20)**

Activity 4 Human Rights and The Media

- 4.1 Find 4 pictures on the topic that you have chosen and make a collage. Study the pictures and answer the question below.
Critically evaluate how social media reports on poor service delivery/ gender-based violence. Illustrate your responses by giving examples from your collage. 4 x 2 (8)
- 4.2 Assess how the media is supposed to exercise its roles and responsibilities in reporting on human rights violations in a democracy. 4 x 2 (8)
- (16)**

Activity 5 Conclusion

From your findings, what **recommendations** and **conclusions** can you make on the issue of human rights violations to:

- 5.1 Your peers; and (4)
 - 5.2 Department of Education (4)
- (8)**

Activity 6 References

Write your bibliography in which you indicate about four to five (or even more) sources used in compiling this project. (3)

GRAND TOTAL: (80)

Annexure A: Guidelines for a project & notes to the Learner

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.

Annexure B: How to compile a BIBLIOGRAPHY

PRESENTATION:

Present a typed or neatly handwritten 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.**

**TAKE NOTE of the intricacies of punctuation – full stops, commas, colons, etc.
These are MUSTS in referencing format!**

BOOKS

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

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

INTERVIEWS

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

ENCYCLOPAEDIAS

Books

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macromedia, 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 ENTIRE URL address of the actual page where you get your information from i.e. **do NOT provide www.google.co.za 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. 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.shtml> (accessed 5 April 2000).

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

Annexure C: Guidelines on the presentation of the project

Radio

or

television programme

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!!

The project must have **COVER PAGE** with the following information:

- ✗ Name:
- ✗ Grade:
- ✗ Subject:
- ✗ Task:
- ✗ School:
- ✗ Topic:

TABLE OF CONTENTS:

Include the following:

- | | |
|---|----------|
| 1. Title of report as a heading | |
| 2. Activity 1: Introduction and literature review | Page No: |
| 3. Activity 2: Data gathering through interviews | Page No: |
| 4. Activity 3: Findings | Page No: |
| 5. Activity 4: The Media | Page No: |
| 6. Activity 5: Conclusion | Page No: |
| 7. Activity 6: References | Page No: |

PRESENTATION:

Present a typed or neatly handwritten 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 also need 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.

MARKING RUBRIC FOR GRADE 12 PROJECT (2020)

TASK:		PROJECT				
NAME:						
TOTAL		/80				
Activity:	Criteria					Mark
1.1.1	0	1	2			
	No idea of the definition or description. Not clearly stated. Not linked clearly to the topic	Gives a superficial understanding of the definition and description. It not stated clearly not linked to the topic	The definition and description of the human rights violation was stated clearly and concisely and was related to the topic.			2
1.1.2	Fails to answer the question. No conceptual understanding on the issue.	A reasonable clear description of an example that shows a limited understanding of human rights violations is displayed in the community. Lacks depth.	Provide an outstanding explanation and example showing exceptional understanding of human rights violations and how it affects the community.			2
1.1.3	Fails to answer the question. No conceptual understanding on the issue.	A reasonably clear position that shows a limited understanding of human rights violation. Lacks depth.	Must give own position on issue showing critical insight into how it influences one personally.			2
1.2.1	Naming and explaining the purpose of the law/legislation that protects the citizen against the chosen human rights violation.					
	0	1	2			
	Naming and explaining of the purpose of the above law/legislation is lacking or weak.	Naming and explaining of the purpose is satisfactory.	Naming and explaining of the purpose is excellent.			2
1.2.2	0-1	1-2	2-3	3-4		
	Weak evaluation. Lacks enough information.	Fair evaluation. Reasonable information provided.	Satisfactory evaluation carried. The key question was answered in a satisfactory manner.	Good evaluation carried out. Good information provided.		4
1.2.3	Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	Report semi structured. Not all information relevant and needs focus.		Learner was able to demonstrate link.		4
1.2.4						4
2	Bar Graph: x-axis ✓ y-axis ✓ bars for each question ✓					3
	2.1 Human rights: Give marks for explanation. 2 marks for adequate explanation/1 mark for basic explanation. 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 2 marks for the laws and opinions given. 2.4 Give two marks for department / organisation. 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.					10
3.1	0-1	2-3	4	5	6	
	Weak investigation. Lacks enough information. Report unstructured with irrelevant information.	Reasonable investigation done. Key question fair and linked with interview and research in some way linked.	Satisfactory investigation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	Good Investigation carried out. Good information provided. Learner was able to demonstrate link with interview and research.	Excellent standard and quality of investigation. Comprehensive, well-structured and insightful. Excellent link with interview information and research data.	6
3.2.1	Weak evaluation. Lacks enough information.	Fair evaluation. Reasonable information	Satisfactory evaluation carried. The key	Good evaluation carried out. Good information	Excellent standard and quality of evaluation.	6

	Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	provided. Report semi structured. Not all information relevant and needs focus.	question was answered in a satisfactory manner. Little link was shown with interview and research.	provided. Learner was able to demonstrate link with interview and research	Comprehensive, well-structured and insightful information. Excellent link with interview information and research data.	
3.2.2	0	1	2	3	4	
	Weak evaluation. Lacks enough information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	Fair evaluation. Reasonable information provided. Report semi structured. Not all information relevant and needs focus.	Satisfactory evaluation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	Good evaluation carried out. Good information provided. Learner was able to demonstrate link with interview and research	Excellent standard and quality of evaluation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data.	4
3.2.3	Weak evaluation. Lacks enough information. Report unstructured with irrelevant information. Irrelevant information given not related to the focus question	Fair evaluation. Reasonable information provided. Report semi structured. Not all information relevant and needs focus.	Satisfactory evaluation carried. The key question was answered in a satisfactory manner. Little link was shown with interview and research.	Good evaluation carried out. Good information provided. Learner was able to demonstrate link with interview and research	Excellent standard and quality of evaluation. Comprehensive, well-structured and insightful information. Excellent link with interview information and research data.	4
4.1	0	1-4		5-8		
	No explanation.	Reasonable explanation & explanation		Excellent explanation & example		8
4.2	Four reasonable answers for assessing how, two marks each.					8
5.	0-1	1-2	2-3	3-4		
5.1	Insufficient information provided on recommendations and conclusion	Adequate information provided on recommendations and conclusion	Proficient information provided on recommendations and conclusion	Excellent information provided on recommendations and conclusion		4
5.2						4
6	0	1	2	3		
	No bibliography/ one source referenced,	Bibliography contains TWO or LESS resources in the CORRECT format.	Bibliography contains THREE resources in the CORRECT format.	Bibliography contains FOUR or MORE resources in the CORRECT format		3
TOTAL						80