



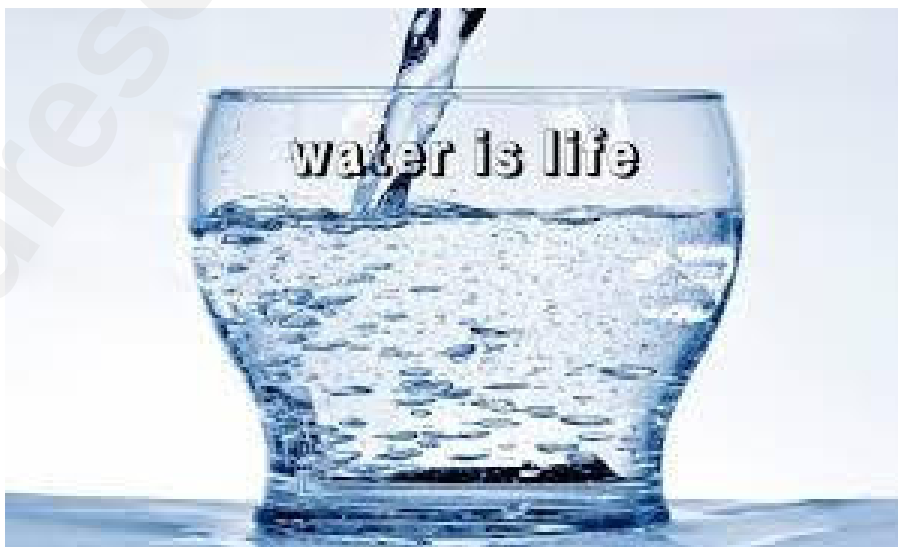
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## LIFE ORIENTATION SCHOOL BASED ASSESSMENT PROJECT

|                 |      |
|-----------------|------|
| NAME OF LEARNER |      |
| NAME OF SCHOOL  |      |
| GRADE 12        |      |
| YEAR            | 2024 |



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### ***DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE***

|                      |  |
|----------------------|--|
| <b>NAME</b>          |  |
| <b>SCHOOL</b>        |  |
| <b>CENTRE NUMBER</b> |  |
| <b>DISTRICT</b>      |  |

#### **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: \_\_\_\_\_

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## COVER PAGE TASK: 2 PROJECT

| <b>NAME OF LEARNER</b> |                |         |                      |         |                    |         |                      |         |  |
|------------------------|----------------|---------|----------------------|---------|--------------------|---------|----------------------|---------|--|
| <b>GRADE 12</b>        |                |         |                      |         |                    |         |                      |         |  |
| <b>NAME OF SCHOOL</b>  |                |         |                      |         |                    |         |                      |         |  |
| Activity               | Teacher's mark |         | HOD/School moderator |         | District Moderator |         | Provincial Moderator |         |  |
|                        | Mark           | Initial | Mark                 | Initial | Mark               | Initial | Mark                 | Initial |  |
| Activity 1: 10         |                |         |                      |         |                    |         |                      |         |  |
| Activity 2: 19         |                |         |                      |         |                    |         |                      |         |  |
| Activity 3: 35         |                |         |                      |         |                    |         |                      |         |  |
| Activity 4: 12         |                |         |                      |         |                    |         |                      |         |  |
| Activity 5: 10         |                |         |                      |         |                    |         |                      |         |  |
| Activity 6: 4          |                |         |                      |         |                    |         |                      |         |  |
| Total: <b>90</b>       |                |         |                      |         |                    |         |                      |         |  |

## OVERALL FEEDBACK TO LEARNER:

|  |
|--|
|  |
|  |
|  |

| MODERATION:          | NAME | SIGNATURE | DATE |
|----------------------|------|-----------|------|
| Teacher/Marker       |      |           |      |
| HOD/School Moderator |      |           |      |
| District Moderator   |      |           |      |
| Provincial Moderator |      |           |      |



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## GRADE 12 2024 TASK 2: PROJECT

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC</b>                    | <p><b>DEMOCRACY AND HUMAN RIGHTS</b></p> <p><b>SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PURPOSE</b>                  | <p><b>Project Based Learning (Poor access to clean water):</b> the purpose of the project is to foster deeper understanding and explore the topic of democracy and human rights violation in a meaningful context of the content. It will also promote critical thinking and problem-solving skills and cultivate a sense of ownership and engagement in their learning process. Learners are expected to research about <b>poor access to clean water</b> and compile a comprehensive report guided by the questions given.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>PROBLEM STATEMENT</b>        | <p>Despite significant improvements in water infrastructure development, there are still <b>communities in South Africa &amp; globally</b> that continue to face inadequate access to clean water, posing a serious threat to their health, well-being, and even socio-economic development. Therefore, <b>addressing the lack of access to clean water is crucial for upholding human rights and promoting the health and wellbeing of all individuals.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>INSTRUCTIONS TO LEARNERS</b> | <ul style="list-style-type: none"> <li>❖ The project requires extensive reading, thorough research from books and sourcing online material, literature review and providing feedback on the topic of poor access to clean water.</li> <li>❖ All the information obtained from books and online articles will be used to compile a comprehensive report based on poor access to clean water.</li> <li>❖ You will spend time outside your school contact time and conduct online search.</li> <li>❖ Your final report will be written in an essay form, with an introduction, body, and conclusion.</li> <li>❖ You will be guided by the questions to compile your report, this means all answers must be written in full sentences.</li> <li>❖ Each activity should be completed as per the stipulated date.</li> <li>❖ Do not change the order of the questions.</li> <li>❖ You should write your report neatly. Typing is also accepted but not mandatory.</li> <li>❖ The final compiling of the report and all activities will be finalized in class under supervision during the Life Orientation class.</li> <li>❖ You will then submit the final compiled portfolio with all the activities.</li> <li>❖ Portfolio must consist of the following. <ul style="list-style-type: none"> <li>- Cover page &amp; Declaration form.</li> <li>- Second cover page indicating all the activities and indication of marks.</li> <li>- The final compiled activities (report)</li> </ul> </li> </ul> |

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|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>List of references (Harvard method)</li> <li><b>NB: Plagiarism is strictly prohibited. Should your teacher notice that you were helping one another, or you have copied from your classmate, an irregularity shall be declared, and you will have to go through a disciplinary hearing and be given a letter of warning, based on the findings of the investigation by the Irregularity team from your school up to the Provincial team. You will also receive “0” for relevant questions and section. Referencing must be done for every resource used. At least four or more sources must be used.</b></li> </ul> |
| <b>ASSESSMENT</b>                   | Activities 1 – 6 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. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.                                                                                                                                                                                                    |
| <b>MARKS</b>                        | Activity 1 = 10 marks<br>Activity 2 = 19 marks<br>Activity 3 = 35 marks<br>Activity 4 = 12 marks<br>Activity 5 = 10 marks<br>Activity 6 = 4 marks<br><b>TOTAL: = 90 marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>DURATION</b><br><b>2-4 weeks</b> | Although you will spend time inside and outside of contact time to collect resources and information, the completion of the task must be facilitated by the teacher in class time. You will need adequate guidance at the onset of the project and progress will be monitored throughout.                                                                                                                                                                                                                                                                                                                                                                  |
| <b>DATE OF COMPLETION</b>           | As per subject assessment plan. Final submission: <b>20 May 2024</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**POOR ACCESS TO CLEAN WATER**

Poor access to clean water has become a global significant issue especially in the developing countries. South Africa is one of the countries that is experiencing poor access to clean water particularly in rural areas and informal settlements where infrastructure may be inadequate or lacking. Communities without access to clean water often face challenges in meeting their basic need and are at greater risk of water related illness. Clean and safe drinking water is vital for human health and can reduce the burden of common illness such as diarrheal diseases and cholera.

Residents of communities with inadequate water supply are left with no alternative other than to find

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local sources of drinking water. Rural areas are most affected, and residents then resort to the collection of water from lakes, rivers, and rainwater. The issue of water is worse in rural areas however lately there has been reports that also in cities, towns and some suburbs regularly experience water shortages. A report by the South African Council for Scientific and Industrial Research clearly showed that almost 2.11 million people in South Africa lack access to any safe water infrastructure. The consumption of water from any unimproved sources without treatment constitutes a major public health risk.

Although access to clean and drinking water is stipulated as a constitutional right for all South Africans in the country's constitution, sustainable access to a potable water supply by millions of South Africans is lacking. The local government has a responsibility in providing communities with clean water in different communities, however, there are communities that experience **poor service delivery such as clean water**. There is not much accountability from government officials. Citizens also play a major role in reporting water crisis and ensuring that water is used wisely.

The persistent problem of poor access to clean water affects mainly the marginalized populations, particularly those in rural areas and informal settlement and this challenge does not only cause health challenges but it also poses a threat to socio-economic development and reveals the existing inequalities and hindering progress towards achieving sustainable development goals.

**Scenario adapted from:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6310213/pdf/nihms-989490.pdf>

**Other recommended articles and readings**

**South Africa year book. 2015. Water and Sanitation.**

**Available from:** <https://www.gcis.gov.za/sites/default/files/docs/resourcecentre/yearbook/WaterSanitation-SAYB1516.pdf>

## PROJECT

### ACTIVITY 1: INTRODUCTION

- **Explain** what is meant by “Poor access to clean water” **1x2 (2)**
- **Identify** and **explain** the possible underlying factors that lead to limited availability of clean water in our country. **2x2 (4)**
- **Assess** your own position and experience regarding other poor service delivery challenges/ issues in your community or close to your community **2x2(4)**

[10]

**ACTIVITY 2: Literature and article review.**

Read the article attached thoroughly to get a comprehensive understanding of the topic. Take note of other recommended articles that can help you throughout your literature review. Your report of literature review should be in an essay format and use the following guidelines:

- **Explain** why poor access to clean water is regarded as a human rights violation. **1x2 (2)**
- **Identify** one law/legislation in South African that address the issue of poor access to clean water and **explain** the purpose of the law identified. **1+2 (3)**
- **Discuss** three other **issues** that can arise in a community due to lack of unequal access to clean water and **explain** how these concerns can be addressed from a human rights perspective. **3x2 (6)**
- **Critically examine** how the following can play a role in addressing issues of water accessibility and quality. **2x4 (8)**
  1. Government policies.
  2. Government structures.

[19]

**ACTIVITY 3****PART A: Data analysis.**

Read the report below and answer the questions that follows.

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**UNICEF and World Health Organisation report on inequalities in access to clean water**

According to UNICEF report 2019, 1 in 3 people globally do not have access to safe drinking water. A new report on inequalities in access to water, sanitation and hygiene also reveals that more than half of the world does not have access to safe sanitation services. According to the new report by UNICEF and World Health Organization, 2.2 billion people around the world do not have safely managed drinking water and 4.2 billion people do not have safely managed sanitation services. 5 billion people still lack basic service and 2 billion people around the world still lack basic sanitation. The report also indicates that 1.5 billion people still drink untreated surface water. The report also revealed that 2.1 billion people have gained access to basic sanitation services since 2000 but in many parts of the world the wastes produced are not safely managed. Finally, the report also highlighted that 3 billion people lack hand washing facilities at home since 2017. According to the report, among the billions of people still lacking basic sanitation, 7 out of 10 live in rural areas and one third live in the least developed countries. There is a huge gap between those in rural areas and those in cities. There is always a sense of urgency when issues of water are reported to the local government in the city than in the rural areas. The report indicates that closing inequality gaps in the accessibility, quality and availability of water, sanitation and hygiene should be at the heart of government funding and planning strategies.

Adapted from: World Health Organisation. 2019. New report on inequalities in access to water, sanitation and hygiene also reveals more than half of the world does not have access to safe sanitation services. New York; Geneva

Available from: <https://www.who.int/news/item/18-06-2019-1-in-3-people-globally-do-not-have-access-to-safe-drinking-water-unicef-who>

**Part A**

The report is providing stats on what is happening in the world regarding access to clean water, it highlights few challenges experienced due to poor access to clean water.

- What issues does the report indicate to close inequality gaps. Mention issues that redress equality gaps. (4x1) (4)
- **Suggest two** possible reasons on what might be the cause of a quicker response in the city and suburbs than in the rural and farm areas. (2x2) (4)

**PART B**

**From the information gathered through research and article readings, compile your report. Use the guidelines provided below to do your report.**

- **Explain** the impact of socio-economic factors on access to clean water. (2x3) (6)
- **Describe** the role of infrastructure in providing access to clean water in both urban and rural

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areas? (2x2) (4)

- **ASSESS** possible long-term consequences of consuming contaminated water on food security. (3x3) (9)

*The role of local government in ensuring access to safe and clean water in communities is crucial for promoting public health, sustainable development, and social equity.*

- **Evaluate** the role played by the local government in ensuring access to safe and clean water in communities. 2x4 (8)

**[35]**

**ACTIVITY 4:** Findings: provide a report on your findings from the information gathered.

Use the following guidelines to present your findings.

- Describe how social media can be used positively to report poor service delivery in communities. 2x2 (4)

*As much as social media have become one of the best ways to report community challenges, it can also be used negatively for wrong reasons such giving misleading information.*

- **Evaluate** TWO ways through which social media can be abused or manipulated in the context of reporting poor service delivery. 2x4 (8)

**[12]**

**ACTIVITY 5: Recommendations**

- **Suggest** ways in which campaigns, projects and events can be used to raise awareness on the dangers of consuming contaminated water. 3x2 (6)
- **Recommend** two systems or mechanisms that government can put in place and implement to ensure accountability of government officials in providing adequate and quality service delivery.

2x2 (4)

**[10]**

**ACTIVITY 6: References.**

**Write** your list of references, containing at least four or more sources used in compiling this project. See the attached Harvard referencing guide to compile your referencing.

**[4]**

**GRAND TOTAL: [90]**