MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA
education

NATIONAL
SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION
TASK 2: PROJECT
2024

MARKS: 90

Pages including cover: 17

Duration: 4- 6 weeks

ASSESSMENT FRAMEWORK

TOPICS AND SUB-TOPICS	**HUMAN RIGHTS AND DEMOCRACY** (USE AND ABUSE OF SOCIAL MEDIA AND VIOLATION OF HUMAN RIGHTS) **SOCIAL AND ENVIRONMENTAL RESPONSIBILITY** (COMMUNITY RESPONSIBILITY TO ENSURE SAFE AND HEALTHY LIVING ENVIRONMENTS**)**
PURPOSE	Investigate how ABUSE OF SOCIAL MEDIA may lead to acts of human rights violation and to further recommend strategies to deal with the issue.
CONTENT TREATED	• Dangers of use and abuse of social media, • violation of human rights, • Community's responsibility to ensure environments and services that promote safe and healthy living.
ASSESSMENT	This activity will require learners to demonstrate knowledge, skills, competencies and values related to the challenges of usage and abuse of social media in this digital era. To do that, learners will be required to embark on extended reading and writing leading to the presentation of their findings by answering the questions in each activity. To form a complete picture about the depth of the problem in their schools, they will be expected to use a questionnaire to investigate the problem. The findings will then be analsyed and presented graphically. Then they will be able to suggest solutions to the problem being informed by data gathered through reading and field work. All assessment criteria applicable to the project will be discussed by the teacher before learners could commence with the completion of the project.
MARKS	**90**
COGNITIVE LEVELS ENVISAGED	Lower Order = 30% (27 Marks) Middle Order = 40% (36 Marks) Higher Order = 30% (27 Marks)

DURATION	Although learners are expected to spend quality time collecting resources and information (data), the completion of the task MUST be facilitated by the teacher in class time. Learners will, therefore, need adequate guidance at the onset and progress will be closely monitored by the teacher throughout. **4-6 weeks**
DATE OF ISSUE	**5 APRIL 2024**
DATE OF COMPLETION	**3 MAY 2024**

INSTRUCTION TO TEACHERS

- The teacher MUST provide adequate guidance at the beginning of the project and progress should be monitored throughout.
- All assessment criteria/questions of the project have to be discussed with the learners prior to the commencement of the task.
- Learners must be engaged in practical participation in the project. This will involve collection of information (data) through the usage of the questionnaire (survey form). For the completion of the questionnaires, they will be expected to sample or choose FIVE grade 10 OR grade 11 learners as respondents.

COVER PAGE OF LEARNER'S SUBMISSION

NAME OF LEARNER	
GRADE & CLASS	12
NAME OF SCHOOL	
TOPIC/CONTENT OF THE PROJECT	**HUMAN RIGHTS AND DEMOCRACY** (USE AND ABUSE OF SOCIAL MEDIA AND VIOLATION OF HUMAN RIGHTS) **SOCIAL AND ENVIRONMENTAL RESPONSIBILITY** (COMMUNITY RESPONSIBILITY TO ENSURE SAFE AND HEALTHY LIVING ENVIRONMENTS)

Activity	Teacher's mark		HOD/School moderator		District Moderator		Provincial Moderator	
	Mark	Initial	Mark	Initial	Mark	Initial	Mark	Initial
Activity 1:								
Activity 2:								
Activity 3:								
Activity 4:								
Activity 5:								
Activity 6:								
Activity 7:								
Total: **90**								

OVERALL FEEDBACK TO LEARNER:

MODERATION:	NAME	SIGNATURE	DATE
Teacher/Marker (red pen)			
DH/School Moderator (green pen)			
District Moderator (orange pen)			
Provincial Moderator (Pink pen)			

N.B. This cover page MUST be attached to the front of learners' completed tasks.

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

NAME	
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: _____

NB: This declaration form must be attached with the submission.

INSTRUCTIONS TO LEARNERS

- The project will require extended reading and writing on the part of the learner which will involve thorough investigation into and sourcing information on the topics of DEMOCRACY AND HUMAN RIGHTS and SOCIAL AND ENVIRONMENTAL RESPONSIBILITY.

- Investigation and sourcing information will take the form of a questionnaire (survey form). In other words, the questionnaire will be used as a data collection tool.

- For that to happen, learners will have to choose **FIVE** (10) Grade 10 <u>or</u> 11 learners to complete the questionnaires. See <u>Worksheet 1</u> for the questionnaire.

- The collected data will be interpreted, described, explained, discussed, and analysed for recommendations to be made on the challenges of ABUSE OF SOCIAL MEDIA.

- For proper completion of the essays, sub-headings may be used in line with the activities in this task. The numbers used on each question are meant to guide learners. This is not a test; therefore, answers must be presented in a discursive manner.

- Learners will be required to spend quality time outside to collect resources and information (data) for the completion of the task. However, each learner must complete the project independently from others, i.e., learners may not present the same project as their group work. Individual attempt in the completion of the project will be accepted and credited.

- Questions should be answered in full sentences and presented in an essay form.

- The minimum requirements for the completion of the project are as follows:
  - A cover page where your completed task will be attached.
  - A table of contents
  - Different activities
  - Bibliography (List of reference) as indicated in the instruction/criteria of the project.
  - Completed questionnaire of the 5 respondents
  - The project should be bound or stapled for final submission.

- The project should be well structured/organized and chronologically arranged.

- The mark allocation per question indicates the depth and level of the answer(s) required.
- The answer (s) should be neatly written in black pen.

PROBLEM STATEMENT

Read the problem statement below and complete the activities being guided by the questions in this project.

Dangers related to use and abuse of social media

There is guidance of "dos" and "don'ts" for social media users or interaction on the [1]cyberspace. A number of grounds are explained and advice rendered on the options available to a person in case their rights are violated. People take for granted that their responsibility is only confined to them solely exercising their freedom of expression when they interact on cyber (online) platforms and, therefore, they have nothing to worry about. To them, the cyberspace is unlike the physical space where contact with other users may take place, leading to either physical confrontation or [2]institution of lawsuits. Little do they know that; even social media is controlled and there are laws and regulations that are applicable to it.

The application of these laws is not something that the majority of users may have experienced before and such a lack of knowledge may lead them to continue with their unfortunate behaviour. On the contrary, it has been confirmed that some users had unpleasant experiences such as being prosecuted or sentenced for statements made on social media platforms. Most of those who have had unpleasant experiences never thought their actions could eventually result in a [3]brush with the law. To them it was merely an action of chasing the clout and the inherent need to be noticed, celebrated and to receive more likes, bookmarks etc.

Quite strikingly, this ignorance is actually responsible for the continued expression of harmful statements which may, directly or indirectly, violate other users' rights. As a consequence of this, many young people have unfavourable cyber footprints. Often this is ignored and most users think they can do as they please. Hence, there is [4]anecdotal evidence that some social media influencers are hellbent at damaging the reputation of some "celebrities" by posting them in compromising positions and

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blowing it out of proportion. They may even push or campaign for the "[5]cancellation" of some individuals, i.e., under the [6]aegis of the "cancel culture", which could lead to some celebrities committing suicide. That does not end with celebrities, ordinary citizens are also victims of this sustained effort to do the extreme in order to get more followers. That is done inconsiderate of the applicable laws and the negative effects that their behaviour may have on the victims. Probably, the laws are not visible or effective enough to successfully apprehend irresponsible users. As a result, the mischief continues, despite the potential danger it may put both the users and victims.

The actual extent of the application of rights and responsibility when using the social media is actually [7]murky; for example, to lodge a complaint or litigate in a court of law, there is defence if the publication is, for example, true and in the public interest. The defamed person may institute a civil action before a court of law. This makes it even difficult for victims to stand out against perpetrators of this cyber mischief or irresponsible behaviour in this [8]digital age or on [9]cybespace.

Most importantly, the behaviour of school going youth, in all contexts, is a [10]microcosm of what is happening in their homes, churches, society and communities. They tend to act out behaviours they were socialised in. It is therefore, the responsibility of individual members of the community to ensure the upkeep of safe living environments (physical or on cyberspace).

Glossary

[1]**Cyberspace** - the notional environment in which communication over computer networks occurs.

[2]**Institution of lawsuit** – the act of initiating a case against an individual.

[3]**brush with the law** – a brief encounter with the legal system or law enforcement agencies.

[4]**anecdotal** - not necessarily true or reliable, because it may be based on personal accounts rather than facts or research.

> [5]**Cancelling** - to be invalidated with the new use of cancel culture through social media.
>
> [6]**Aegis** – context or the environment within which something happens.
>
> [7]**murky** – obscure or morally questionable.
>
> [8]**Digital age** - the present time, when most information is in a digital form, especially when compared to the time when computers were not used.
>
> [9]**Cyberspace** - the notional environment in which communication over computer networks occurs.
>
> [10]**Microcosm** - a community/place/situation/characteristics regarded as a typical summary of something much larger.
>
> Adapted from https://www.unisa.ac.za. Accessed on the 29th March 2024

Completion instructions:

- For successful completion of this project, you will be required to consult, at least, 4 – 5 relevant sources which will be acknowledged by completing a list of references.

- Your project should be presented in a form of an ESSAY and should focus on ABUSE OF SOCIAL MEDIA, as an act of human rights violation.

- **Numbers have been used to guide the presentation. This is a non-test activity; therefore, answers should be presented in a form of an essay.**

<u>**NOTE:**</u> In addition to the extract above, read different literature on ABUSE OF SOCIAL MEDIA as an act of human rights violation and answer the questions in each of the activities below.

ACTIVITY 1: INTRODUCTION

Your introduction should include the following:

1.1 Define the term *abuse of social media*.   (1x2) (2)

1.2 Briefly state TWO ways in which social media could lead to human rights violation.

                                                                    (2x1) (2)

1.3 Describe ONE way in which abuse of social media may be happening in schools.

                                                                     (1x2) (2)

1.4 Explain why knowing your rights and responsibility when using social media may improve the quality of interaction between you and your online friends.   (1x2) (2)

[08]

ACTIVITY 2: LITERATURE REVIEW

Instruction:

Your literature review should be done in an essay form and should focus on the following:

2.1 Briefly state TWO limitations to the right to freedom of expression.   (2x1) (2)

2.2 Identify TWO human rights that could be violated by abuse of social media?

(2x1) (2)

2.3 Explain how any FOUR key rights in the Constitution of the Republic of South Africa could be violated by the abuse of social media.   (4x2) (8)

2.4 Do you think any South African Law that has been put in place to deal with human rights violation, as a result of abuse of social media, is succeeding in dealing with the problem. Motivate your answer.   (1x2) (2)

[14]

ACTIVITY 3: DATA GATHERING THROUGH QUESTIONNAIRES (SURVEY FORMS)

DATA COLLECTION: Use worksheet 1 to collect data on the abuse of social media by following the guide below.

- Choose at least **FIVE** Grade 10 <u>or</u> 11 learners at your school/community to complete the questionnaire about their knowledge on **abuse of social media**.
- Use the attached worksheet 1 to collect the needed data.
- Each learner will make copies of 5 survey forms for the collection of data.
- Only learners must complete the survey forms.
- The completed FIVE survey forms, per a grade 12 learner, must be attached to the final product. In other words, evidence of field work must be availed.

3.1 ANALYSIS OF THE COLLECTED DATA

Analyse the data collected through the survey forms by following the guide below.

3.1.1 Summarise your findings by indicating how the respondents answered the questions. For example, you may present your findings as shown below.   **(7x1) (7)**

Example

To a question asking "how often do you use social media platforms?", you may present your findings as demonstrated below.

- *How often do you use social media platforms?*

| *All the time*	
Rarely	

Suppose 4 out of 5 respondents indicated that they spend much of their time on different social media platforms; now, based on the collected data, you may then say,

- 4 out of 5 respondents indicated that they use social media platforms all the time.

NB: Proper completion of this part will enable you to do the next part, i.e., the development of the bar graph*.*

3.1.2 Draw a **bar graph** to present your data.

Use the summary of the findings to project the views/feelings/perspectives of the respondents. A bar graph must be used for the projection of the findings as demonstrated in the example below.

Example,
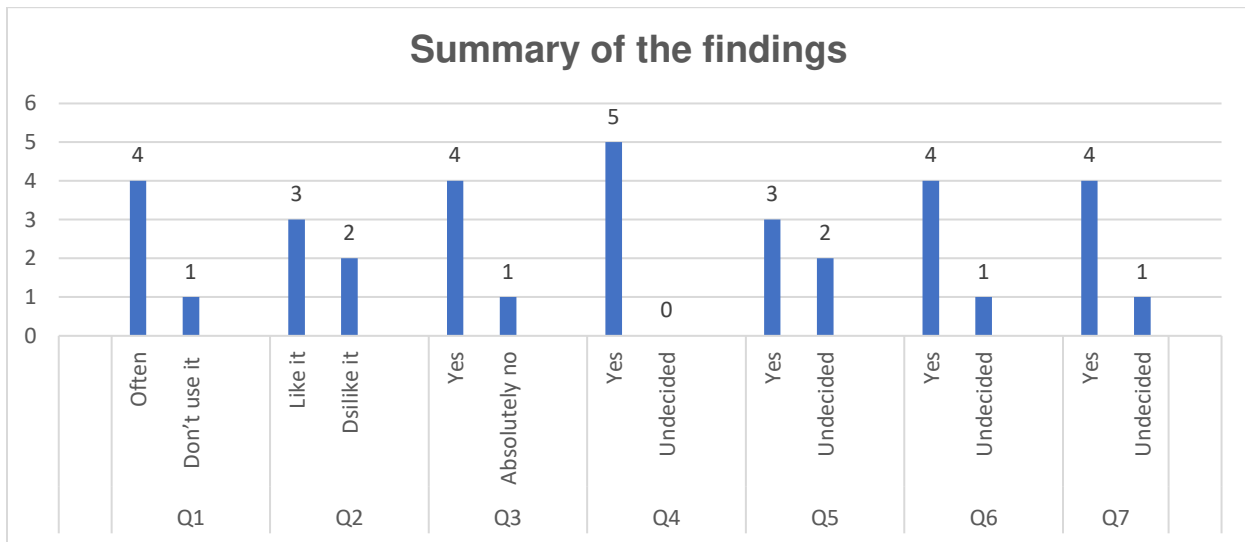
(7x1) (7)

3.1.3 Explain the findings of the SEVEN interview questions. Take note that your explanation should be based on the summary of the findings in each question.

(7x2) (14)

__For example__, your explanation could be done as shown below. The ticks serve to demonstrate how you may earn full marks for a __meaningful explanation __of each finding:

For question 1,

- Question 1 required the respondents to express their views about how often they spend time on social media. The findings indicated that 4 out of 5 respondents spend more time on social media platforms.

  Based on the findings in question 1, it seems the majority of the youth spend more of their quality time on social media platforms (✓) which could interfere with their ability to engage in other important (school/family/extracurricular) activities in their lives. (✓)

[28]

ACTIVITY 4: THE GENERAL IMPLICATIONS OF THE FINDINGS.

Instruction:

Based on the above findings and in line with the problem statement, answer the following questions.

4.1 Discuss why abuse of social media is a major concern in today's digital age?

(4x2) (8)

4.2 Critically discuss why young people of today seem more concerned about having more followers on social media, inconsiderate of the negative effects, it may have on them. (1x4) (4)

4.3 Evaluate the role played by your school, as part of your community, in dealing with the abuse of social media by the youth. (1x4) (4)

[16]

ACTIVITY 5: RECOMMENDATIONS

Based on your findings, make recommendations by following the questions below.

5.1 What advice could you give to young people who may have been victims of social media abuse? In EACH answer, also indicate how they could protect themselves in the future. (2x3) (6)

5.2 Suggest TWO ways in which bystanders could also be encouraged to speak out against abuse of social media by the youth. Motivate EACH answer. (2x2) (4)

5.3 Recommend THREE ways in which responsible online behaviour among teenagers could be promoted. (3x2) (6)

[16]

ACTIVITY 6: REFLECTION:
- Evaluate your own position regarding abuse of social media. (1x4) (4)

[4]

ACTIVITY 7: LIST OF REFERENCES
- Write your list of references containing at least 4 sources used in the compilation of this project. *See the attached guide to referencing.* (4x1) (4)

[4]

1. From a book:

Author (last name first). Title of the book. City: Publisher, Date of publication.

EXAMPLE: Dahl, Roald. The BFG. New York: Farrar, Straus and Giroux, 1982.

2. From an encyclopaedia:

Encyclopaedia Title, Edition Date. Volume Number, "Article Title," page numbers.

EXAMPLE: The Encyclopaedia Brittanica, 1997. Volume 7, "Gorillas," pp. 50-51.

3. From a magazine:

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

EXAMPLE: Jordan, Jennifer, "Filming at the Top of the World." Museum of Science Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

4. From a newspaper:

Author (last name first), "Article Title." Name of newspaper, city, state of publication. (date): edition if available, section, page number(s).

EXAMPLE: Powers, Ann, "New Tune for the Material Girl." The New York Times, New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

5. From online sources

Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

a) EXAMPLE: Ellen Block, (September 15, 1995). New Winners. Teen Booklist (Online). Helen Smith@wellington.com. World Wide Web: URL (Uniform Resource Locator or WWW address). author (or item's name, if mentioned),

date.

b) EXAMPLE: (Boston Globe's www address) http://www.boston.com. Today's News, August 1, 1996.

http://www.teachervision.fen.com/researchpapers/writing/2123.html

(Extract from Teacher visions: http://www.teachervision.fen.com/research paper.

ANALYSIS GRID

ACTIVITIES	Questions	TOPICS/SUB-TOPICS/Content	Cognitive levels	Difficulty levels	MARKS	TOTAL
ACTIVITY 1						
	1.1	Abuse of social media	Low	Easy	2	
	1.2	Social media and violation of human rights violation	Low	Moderate	2	
	1.3	Abuse of social media	Low	Moderate	2	
	1.4	Social media and violation of human rights	Mid	Moderate	2	**8**
ACTIVITY 2						
	2.1	Limitations to constitutional rights	Low	Easy	2	
	2.2	Social media and violation of human rights	Low	Easy	2	
	2.3	Abuse of social media	Mid	Moderate	8	
	2.4	Abuse of social media and human rights violation	High	Moderate	2	**14**
ACTIVITY 3						
	3.1.1	Abuse of social media (Summarize)	Low	Moderate	7	
	3.1.2	Abuse of social media (Draw)	Low	Moderate	7	
	3.1.3	Abuse of social media	Mid	Easy	14	**28**
ACTIVITY 4						
	4.1	Abuse of social media	Mid	Moderate	8	
	4.2	Abuse of social media	High	Moderate	4	
	4.3	Abuse of social media and community responsibility to ensure safe and healthy living environments. (**SER)**	High	Moderate	4	**16**
ACTIVITY 5						
	5.1	Abuse of social media	High	Moderate	6	
	5.2	Abuse of social media	High	Challenging	4	
	5.3	Abuse of social media	High	Challenging	6	**16**
				Challenging		
ACTIVITY 6		Abuse of social media	High	Challenging	4	**4**
ACTIVITY 7		Abuse of social media (Technical aspects)	Low	Challenging	**4**	**4**
					TOTAL	**90**

Summary of the cognitive levels

Weighting (Expected)	Weighting (Actual)	Cognitive levels	Difficulty levels
30% (27 Marks)	**28**	Low order	1 and 2
40% (36 Marks)	**32**	Mid order	3 and 4
30% (27 Marks)	**30**	Higher Order	5 and 6

Comments:

The task seems favourable to both struggling learners and highfliers. Based on the calculated cognitive levels, there seems to be an excess of 1 mark for the lower order cognitive level questions. Higher order questions have 3 more marks, while Mid order questions are short of 4 marks. It should be noted that the thinking skills required by some questions may inadvertently change the organisation of the cognitive levels because of their intensity.

Moses Nsimbini
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