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LIFE ORIENTATION/GRADE 12

2025 PROJECT

MP DoE



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**LIFE ORIENTATION
TASK 2: PROJECT
2025**

MARKS: 90

Pages including cover: 19

Duration: 4- 6 weeks



ASSESSMENT FRAMEWORK

TOPICS AND SUB-TOPICS	<p>HUMAN RIGHTS AND DEMOCRACY Analyse and debate the role of the media in a democratic society, particularly print, electronic and social media platforms)</p> <p>SOCIAL AND ENVIRONMENTAL RESPONSIBILITY (Responsibilities of various levels of government to create and amend laws, regulations and rules for the provision of community services to promote safe and healthy living environments. In addition to that, the project shall deal with community responsibility to ensure environments and services that promote safe and healthy living.)</p>
PURPOSE	Investigate how usage and abuse of social media and electronic media could result in violation of human rights and how communities can ensure environments that promote safe and healthy living, including in the digital space.
CONTENT TREATED	<ul style="list-style-type: none"> • 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.
SKILLS TO BE DEVELOPED BY THE PROJECT	<ul style="list-style-type: none"> • Data collection, data interpretation, responsible usage of technology for presentation of data, collaboration, communication, critical and creative thinking, conflict resolution, team working, problem solving, meta cognition, empathy and accountability.
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. It will also challenge them to play an active role in ensuring a safe and healthy operational digital space for all and sundry. 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 of the activities in this project.



MARKS	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 analysed 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.
COGNITIVE LEVELS ENVISAGED	90
COGNITIVE LEVELS ENVISAGED	Lower Order = 30% (27 Marks)
	Middle Order = 40% (36 Marks)
	Higher Order = 30% (27 Marks)
DURATION	4-6 weeks NB: 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.
DATE OF ISSUE	8 APRIL 2025
DATE OF COMPLETION	5 MAY 2025

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 to practically engage in the activities by using the 21st



century skills. 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 (05) 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	<p>HUMAN RIGHTS AND DEMOCRACY Analyse and debate the role of the media, particularly digital media, in a democratic society, especially electronic and social media platforms)</p> <p>SOCIAL AND ENVIRONMENTAL RESPONSIBILITY (Responsibilities of various levels of government to create and amend laws, regulations and rules for the provision of community services to promote safe and healthy living environments. In addition to that, the project shall deal with community responsibility to ensure environments and services that promote safe and healthy living.)</p>

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:



LIFE ORIENTATION/GRADE 12

2025 PROJECT

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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 forms). In other words, the questionnaire will be used as a data collection tool.
- For that to happen, learners will have to choose **FIVE (5)** Grade 10 or 11 learners to complete the questionnaires. See Worksheet 1 for the questionnaire/survey form.
- The collected data will be interpreted, described, explained, discussed, and analysed for recommendations to be made on the challenges of usage and 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.

The influence of social media on South African youth

Social media has become an integral part of the lives of South African youth, shaping their communication, education, career opportunities, and mental health. Platforms such as Facebook, Instagram, Twitter (X), TikTok, and WhatsApp dominate the ¹digital media landscape, influencing how young people interact with the world around them. While social media presents numerous opportunities, it also poses challenges that may severely impact the youth in various ways. While there are benefits born out of the usage of electronic and social media platforms, there are also serious challenges that may negatively affect young people, their school mates, friends, relatives, parents, guardians and community members. Unfortunately, the laws and regulations that have been enacted to regulate the electronic and social media space seem ineffective to completely eradicate the ongoing digital media problem in communities, due to various reasons.

Glossary:

¹**Digital media** - any content created, stored, and distributed using digital technologies, encompassing forms like text, audio, video, and graphics, accessible through devices like computers, tablets, and smartphones.

Adapted from <https://beraportal.com>. Accessed on the 20th March 2025

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 usage and abuse of digital media and how it negatively impacts the human rights of users. Furthermore, how current legislations are applied to enhance safe and healthy living digital space for all communities.



- **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.**

NOTE: In addition to the extract above, read different literature on the usage and abuse of digital media and how it negatively impacts the human rights of users. Furthermore, determine how current legislations are applied to enhance safe and healthy living digital space for all communities. That could be done by answering the questions in each of the activities below.

ACTIVITY 1: INTRODUCTION

Your introduction should include the following:

- 1.1 Define the term *social media footprint*. (1x2) (2)
- 1.2 Briefly state TWO ways in which social media footprint could damage a young person's reputation in communities. (2x1) (2)
- 1.3 Describe ONE way in which learners may, unknowingly, create a negative social media foot print while interacting on social media. (1x2) (2)
- 1.4 Explain why insisting on always being cyber safe could minimise chances of young people becoming victims to cyberbullied when interacting online friends. (1x2) (2)

[08]

ACTIVITY 2: LITERATURE REVIEW

Instruction:

Your literature review should be done in an essay form by focussing on the following:

- 2.1 Briefly state TWO ways in which sharing explicit content on social media could result in lawsuits. (2x1) (2)
- 2.2 Identify TWO human rights that could be violated by sharing explicit images or videos of your friends, without their expressed consent, on social media. (2x1) (2)



- 2.3 Explain how sharing explicit media content on social media could negatively affect the psychological wellbeing of the victims. (4x2) (8)
- 2.4 Argue whether the implementation of the Defamation and Hate Speech Laws in South Africa succeeded in dealing with online human rights violation. (1x2) (2)

[14]

ACTIVITY 3: DATA GATHERING THROUGH QUESTIONNAIRES (SURVEY FORMS)

DATA COLLECTION: Use worksheet 1 to collect data on the impact of social media foot print on social media users by following the guide below.

- Choose at least **FIVE** Grade 10 or 11 learners at your school/community to complete the questionnaire about their knowledge on **the effects of negative cyber footprint**.
- 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)

- To a question asking “how often have you been bullied online?”, you may follow the steps indicated below to present your findings.*

Illustratively:

- how often have you been bullied online?*

<i>All the time</i>	
<i>Rarely</i>	



- Suppose 4 out of 5 respondents indicated that they have always been bullied on different social media platforms; now, based on the collected data, you may then say,

The summary then could be:

- 4 out of 5 respondents indicated that they are often bullied.

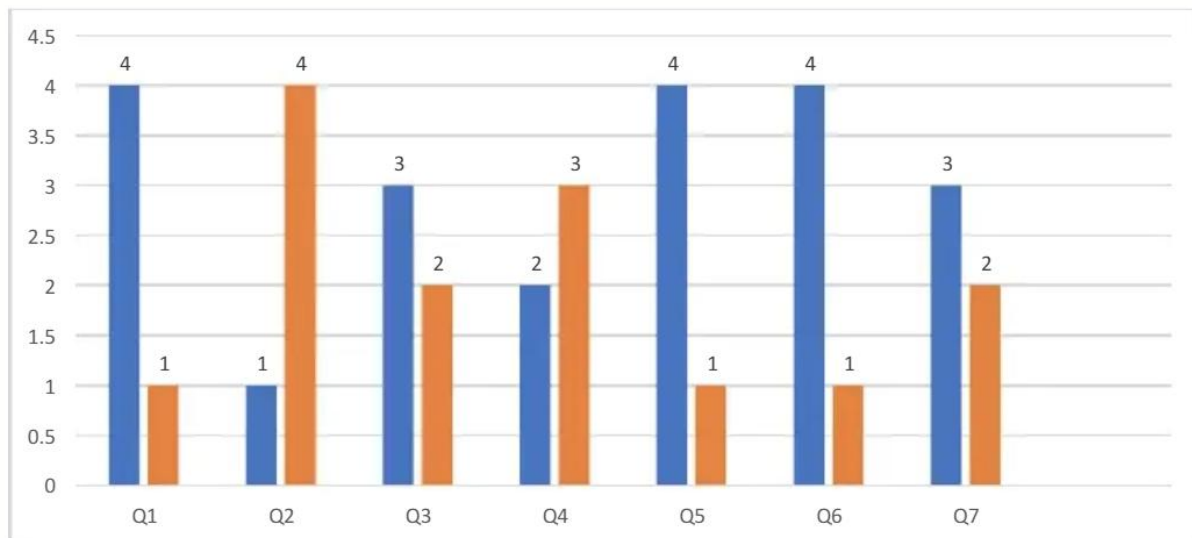
NB:

- **This has to be done for the 7 questions in the survey form.**
- **Proper completion of this part will enable you to do the next part, i.e., the development of a bar graph. The graph shall, therefore, depict a summary of the findings based on the seven questions.**

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, based on the seven questions, as demonstrated in the example below.

Example,



You will be allocated 7 marks if the columns cohere with the findings.

(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 presentation of answers to question 1,

- Question 1 required the respondents to indicate whether they had experienced cyber bullying. The findings indicated that 4 out of 5 respondents experienced incidents of cyber bullying on social media platforms.

The explanation will then be:

Based on the findings in question 1, it seems the majority of the youth have experienced cyber bullying while interacting with their friends on the different social media platforms (✓) which generated feelings of resentments/hate/anger/ at being ambushed like that. (✓)

Essentially, you need to start by summarising the meaning of the findings, followed by a qualifier to earn two marks for each question.

[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 a negative cyber foot print is a major concern for young people in this digital age? (4x2) (8)
- 4.2 Critically discuss why young people develop an urge to always post offensive or explicit content 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 continued sharing of offensive content by young people. (1x4) (4)

[16]

ACTIVITY 5: RECOMMENDATIONS

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

- 5.1 What advice could you, as a young person, give to other young people to always monitor the content they share on social media. In EACH answer, also indicate how that could ensure a positive cyber footprint. (2x3) (6)
- 5.2 Suggest TWO ways in which community members could encourage young people to use social media for effective learning. (2x2) (4)
- 5.3 Recommend THREE ways in which a positive cyber footprint could create a positive image for grade 12 learners who are about to venture into the world of work. (3x2) (6)

[16]

ACTIVITY 6: REFLECTION:

- Evaluate your own position regarding cyber footprint. (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]

GRAND TOTAL: 90**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 Britannica, 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.



LIFE ORIENTATION/GRADE 12

2025 PROJECT

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ANALYSIS GRID

ACTIVITIES	Questions	TOPICS/SUB-TOPICS/Content	Cognitive levels	Difficulty levels	MARKS	TOTAL
ACTIVITY 1						
	1.1	Social media foot print	Low	Easy	2	
	1.2	Social media foot print	Low	Moderate	2	
	1.3	Social media foot print	Low	Moderate	2	
	1.4	Cyber safety and cyber bullying	Mid	Moderate	2	8
ACTIVITY 2						
	2.1	Abuse of social media	Low	Easy	2	
	2.2	Human rights violation Abuse of social media	Low	Easy	2	
	2.3	Abuse of social media	Mid	Moderate	8	
	2.4	Human rights violation Bill of rights	High	Moderate	2	14
ACTIVITY 3						
	3.1.1	Social media foot print Abuse of social media	Low	Moderate	7	
	3.1.2	Social media foot print Abuse of social media	Low	Moderate	7	
	3.1.3	Social media foot print Abuse of social media	Mid	Easy	14	28
ACTIVITY 4						
	4.1	Cyber foot print	Mid	Moderate	8	
	4.2	Abuse of social media	High	Moderate	4	
	4.3	Abuse of social media	High	Moderate	4	16
ACTIVITY 5						
	5.1	Cyber foot print	High	Moderate	6	
	5.2	Use and abuse of social media	High	Challenging	4	
	5.3	Cyber foot print	High	Challenging	6	16
				Challenging		
ACTIVITY 6		Cyber safety and social responsibility	High	Challenging	4	4
ACTIVITY 7		Social media foot print and abuse of social media (Technical aspects)	Low	Challenging	4	4
TOTAL						90



LIFE ORIENTATION/GRADE 12

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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. Furthermore, a project is a high-stake activity that requires, in the main, treatment of higher order thinking skills.

Moses Nsimbini**Internal moderator for Life Orientation.**

30/03/ 2025