



Province of the
EASTERN CAPE
EDUCATION

BCM
LIFE ORIENTATION TERM 3
PROJECT
2024

DEVELOPMENT OF THE SELF IN SOCIETY:

RISKY BEHAVIOUR AND GENDER-BASED VIOLENCE

CAREER AND CAREER CHOICES

Date Issued:

Due Date:

Recommended Duration: 3 - 4 Weeks

Total Marks: 90

NAME AND SURNAME OF LEARNER	
NAME OF SCHOOL	
GRADE 11	

	MARK OBTAINED	EDUCATOR'S SIGNATURE	DATE
RESEARCH PROJECT (90 MARKS)			

FEEDBACK BY EDUCATOR:

MODERATOR	NAME AND SURNAME	MARK OBTAINED	SIGNATURE	DATE
SUBJECT HEAD / HOD				

FEEDBACK BY MODERATOR:

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DECLARATION OF OWNERSHIP OF LEARNER
COLLECTION OF EVIDENCE

NAME AND SURNAME	
SCHOOL	
CENTRE NUMBER	
DISTRICT	

Declaration by the Teacher / Parent / Guardian:

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:	11
MARKS:	90
TOPIC	• DEVELOPMENT OF THE SELF IN SOCIETY: RISKY BEHAVIOUR AND GENDER-BASED VIOLENCE • CAREER AND CAREER CHOICES
SUB-TOPICS	• Healthy and balanced lifestyle choices, accidents, risky behaviour and situations, socio-economic environment, positive role models, impact of unsafe practices on self and others. • Gender-Based Violence integrated with risky behaviour. • Evaluating the effects of risky behaviour on careers and career choices.
PURPOSE:	• Provide suggestions on how to accept responsibility for informed choices. • To overcome barriers by making use of the opportunities that are available to make positive lifestyle choices. • Create safe environments. • Access services that promote safe and healthy living for yourself and others. • To create awareness about risky behaviour and Gender-Based Violence. • To understand the effects of risky behaviour on one's social life, work life and in general. • To inculcate skills enabling learners to effectively deal with the challenges of youth risk behaviours and Gender Based Violence.
DATE OF ISSUE:	
SUBMISSION DATE:	
DURATION:	3 – 4 Weeks
FORM OF ASSESSMENT:	Project

INSTRUCTIONS ON TECHNICAL ASPECTS

1. This project will require extended reading and writing on the part of the learner. To that effect, it will involve thorough investigation into and sourcing information on youth risky behavior and gender-based violence.
2. Learners will be required to collect data related to youth risks behavior and gender-based violence, in order to develop a deeper understanding of the challenges that these two topics may have on the livelihoods of the youth, so that solutions to these problems can be found.
3. For the learner to present a coherent argument, a topic bordering on the issues referred to in the purpose of this project must be provided. (1x1)
(1)
4. In this task, it is mandatory to present answers in meaningful and rational sentences/phrases.
5. Learners will need sufficient guidance at the start of the project and progress should be monitored throughout.
6. All assessment criteria applicable to the project must be discussed with the learners prior to the commencing of the project.
7. Complete ALL the sections indicated in the project.
8. Different sources should be used to complete the project. At least four (4) sources must be used. More sources used will be an advantage to the learner.
NB: The learners will be awarded 1 mark for having used at least four sources.
(1x1)
(1)
9. Sources used must be acknowledged.
A simple Harvard referencing style could be used. Refer to the last page of the project for the different examples.
10. You are allowed to type / write out the project. Be creative in your design.
11. Your teacher will explain the assessment process in detail.

(Sub-total: 2)

Summary of Assessment Rubric:

Weighting (Expected)	Weighting (Actual)	Cognitive level	Bloom's taxonomy
30% (27 marks)	28 marks	Lower Order	Level 1&2
40% (36 marks)	32 marks	Middle Order	Level 3&4
30% (27 marks)	30 marks	Higher Order	Level 5&6

Description	Possible Mark	Mark Obtained	Moderated Mark
Technical aspects	02		
1. Introduction	11		
2. Extent of the problem			
A. Risky behaviour influencing healthy and balanced lifestyle choices (Gender-based violence)	17		
B. Risky behaviour influencing competencies and abilities in the workplace (Gender-based violence).	17		
C. Interview	4		
D. Newspaper Article	20		
3. CONCLUSION	19		
TOTAL	90		

PROBLEM STATEMENT:

Read the problem statement below and investigate the issues related to it, in order to understand the underlying content, it treats.

Adolescent and young adult health

South African youth are persistently exposed to risky behaviors and gender-based violence in their respective communities and workplaces. This exposure can promote unhealthy sexual behavior, substance abuse, unhealthy ways of living, violence which can have extreme consequences when transitioning from a teenager to an adult.

Young adults participating in risky behavior and gender-based violence can face negative consequences in the workplace; these behaviors can influence their job applications, university applications, reputation in the workplace and so much more.

Key facts

- Over 1.5 million adolescents and young adults aged 10–24 years died in 2020, nearly 5000 every day.
- Young adolescents aged 10–14 years have the lowest risk of death of all age groups.
- Injuries (including road traffic injuries and drowning), violence, self-harm and maternal conditions are the leading causes of death among adolescents and young adults.
- Half of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated.
- Early onset of substance use is associated with higher risks of developing dependence and other problems during adult life, and people of younger ages are disproportionately affected by substance use compared with people of older ages.
- Globally, there were 41 births per 1000 to girls aged 15–19 years in 2020.

[Adapted from <https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>. accessed on the 23rd of April 2023.]

SPEISIFIC INSTRUCTIONS:

All the questions must be answered in a discursive manner, depending on the context of the required answer. To that end, full sentences, in paragraphs, must be used. The questions are provided to guide you on the salient (important) aspects of your answers. No answer must be given in point form. Follow the sequence given below. Bind your Project so that all pages are held together.

MAIN QUESTIONS:

Youth risky behaviour, gender-based violence and risky behaviour in the workplace are serious topics in many communities in South Africa. Media, journalism, writing, and research are ways in which we can create awareness about the following: -

1. The effects of risky behaviour on the lives and well-being of adolescents.
2. How risky behaviour influence decision-making.
3. Decreasing risky behaviour and gender-based violence in society by creating awareness and developing support structures.
4. The impact of risky behaviour on performances in the workplace.

Learners should address the above concerns by answering the following sub-questions. Answers should demonstrate a high level of research and in-depth understanding of the problem by conducting interviews as well as reading different but relevant textbooks, articles, online materials, legislation, and other appropriate resources.

1. INTRODUCTION

- 1.1 Define the term '*youth risky behaviour*' and give TWO examples of youth risk behaviour. (1+2)
(3)
- 1.2 State TWO reasons why a good understanding of risky behaviour can help the youth make more responsible decisions. (2x1)
(2)
- 1.3 Mention TWO ways in which risky behaviour could lead to gender-based violence in the workplace. (2x1) (2)
- 1.4 Discuss TWO reasons why teenagers would want to engage in risky behaviour. (2x2)
(4)

(Sub-total: 11)

2. THE EXTENT OF THE PROBLEM

A. RISKY BEHAVIOUR INFLUENCING HEALTHY AND BALANCED LIFESTYLE CHOICES.

- 2.1 What is meant by the concept '*living a healthy and balanced lifestyle*'? (3x1)
(3)
- 2.2 Discuss how THREE types of risky behaviors could negatively impact a healthy and balanced lifestyle of the youth. (3x2)
(6)
- 2.3 Explain how your individuality in relationships could assist you to successfully fight off peer pressure for risky behaviour. (2x2)
(4)
- 2.4 Analyse why the youth continue to engage in risky behaviour, while fully aware of its negative effects to their wellbeing. (2x2) (4)

(Sub-total: 17)

B. RISKY BEHAVIOUR INFLUENCING COMPETENCIES AND ABILITIES IN THE WORKPLACE.

- 3.1 Define the term '*positive role models*' and give TWO ways in which positive role models could influence the youth to shun youth risk behaviour. (1+2)
(3)
- 3.2 Discuss FIVE ways in which long professional work hours could negatively affect the youths' eating habits leading to a risky life. (2x5) (10)
- 3.3 Give your opinion on ways in which a criminal record due to risky behaviour can affect your job / university application. (2x2) (4)

(Sub-total: 17)

C. INTERVIEW

Use worksheet 1 to conduct an interview of FOUR interviewees, these interviews will be used in the next section of your project. You can interview learners in your school / community or adults in your community. Attach your interviews at the back of your project. (4x1)

(4)

D. NEWSPAPER ARTICLE

Based on the information you have gathered, write a newspaper article on youth risky behaviour. Use the collected data to explain how this issue can affect an individual's healthy and balanced lifestyle as well as their career and career choices.

Use the set of questions below to guide you in constructing your paragraphs.

INTRODUCTORY PARAGRAPH

- 4.1 Referring back to your interviews, compare how the interviewees understand youth risky behaviour with the research you have gathered. (4x1)
(4)

- 4.2 Summarise your interviewees' responses on the impact of risky behaviour on an individual.
(4x1) (4)

BODY PARAGRAPHS

- 4.3 Explain TWO negative consequences of unhealthy sexual behaviour. (2x2)
(4)

- 4.4 Critically discuss the influence peer pressure could have on the youth's ability to make responsible decisions about their personal safety.
(2x2) (4)

RECOMMENDATIONS

- 4.5 Recommend TWO ways in which social media could be used to create awareness on how to avoid youth risky behaviour. (2x2)
(4)

(Sub-total: 20)

5. CONCLUSION

Based on the above collected data and newspaper article, answer the following questions:

- 5.1 Assess ways in which community members could put pressure on the government to address the challenges of youth risk behaviour. (2x4)
(8)
- 5.2 Critically discuss ONE way in which the youth could seek support from their parents if they find themselves in a risky situation because of irresponsible choices. (1x4)
(4)
- 5.3 Recommend TWO strategies a young female could consider to effectively deal with challenges of having fallen pregnant while still at school. (2x2) (4)
- 5.4 Suggest ways in which knowledge of the consequences of youth risk behaviour could enhance the youths' ability to take informed decisions about the manner they should live their lives. (3x1) (3)

(Sub-total: 19)

[GRAND TOTAL: 2 + 11 + 17 + 17 + 4 + 20 + 19 = 90]