



**Adult Education and Training (AET)
Site-Based Assessment
Portfolio of Evidence**

Human and Social Sciences:	NQF Level 1
Total:	50 marks
Duration:	5 hours
Task 1:	Assignment

Learner Information

Name : _____

Surname : _____

**Identity/
Passport Number** : _____

Employee Number : _____

Company : _____

Centre : _____

Date : _____

Declaration

I declare that this portfolio of evidence is my own work: _____

Signature



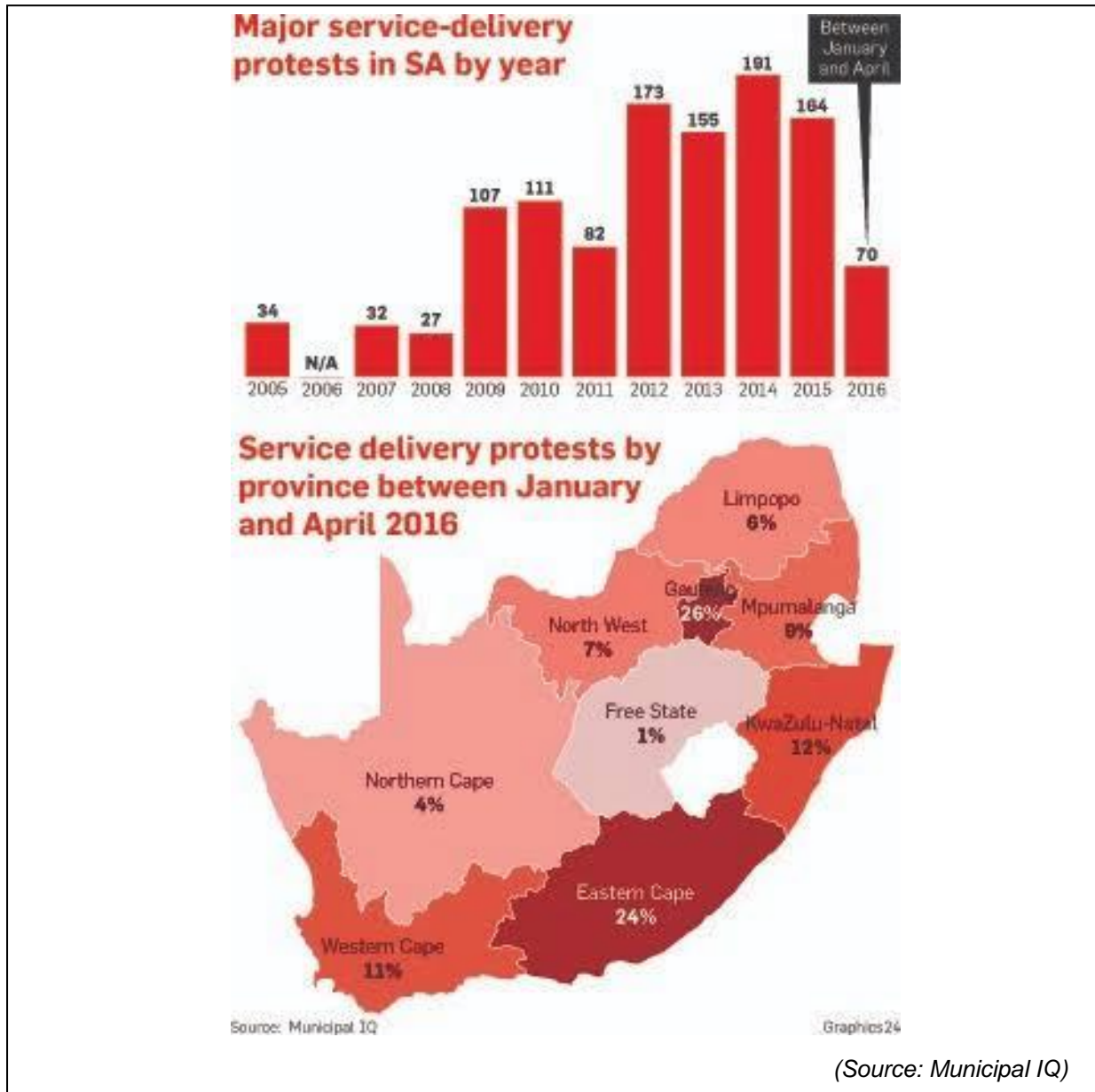
INSTRUCTIONS

1. This assignment consists of **THREE ACTIVITIES**.
2. Answer **ALL ACTIVITIES**.
3. Adhere to the numbering used in this assignment.
4. Learners should work on this assignment as individuals.
5. Facilitators/Educators are encouraged to find extra information and make resources available for learners to do this assignment.



ACTIVITY 1: SERVICE DELIVERY PROTESTS

Study the graph and the map on service delivery protests and answer the questions based on them.



1.1 In which year did South Africa experience the highest number of service delivery protests?

(1)

1.2 Provide any FIVE demands that protestors are likely to bring forward to those in power.

(5)

1.3 Name the province with the least number of service delivery protests.

(1)

1.4 Suggest any FOUR negative effects of the service delivery protests in the community.

(8)

1.5 Provide ONE possible reason why the government would allow people to protest against service delivery.

(2)



1.6 Which level of government is responsible for providing service delivery to the people?

(1)

1.7 Compare the occurrence of service delivery protests in Gauteng with those in the Free State.

(2)

1.8 Give ONE possible reason for your answer provided in 1.7.

(2)

1.9 Provide TWO reasons why the graph shows an increase in service delivery protest from 2005.

(4)

1.10 Discuss TWO solutions you would implement in order to deal with the high number of protests if you were the President of South Africa.

(4)

TOTAL MARKS FOR ACTIVITY 1

[30]



ACTIVITY 2

Study the picture below and answer the questions that follow:

2019 NATIONAL ELECTIONS IN NUMBERS...
25 YEARS INTO ITS DEMOCRACY, SOUTH AFRICA HOSTS ITS 6TH NATIONAL (AND PROVINCIAL) ELECTIONS WITH:
OVER 60 MILLION BALLOT PAPERS,
ALMOST 300 000 BALLOT BOXES,
NEARLY 45 000 VOTING BOOTHS,
25 000 VOTING ARROW SIGNS,
OVER 56 000 STATIONERY PACKS,
121 GLOBAL VOTING STATIONS,
22 924 VOTING STATIONS IN SA,
1 059 TENTS,
189 000 VOLUNTEER IEC OFFICIALS,
OVER 51 000 POLICE OFFICERS,
ABOUT 3 500 RESERVISTS,
26 736 803 REGISTERED VOTERS,
774 094 SPECIAL VOTERS,
76 PARTIES*
2 BALLOTS* PER VOTER...

*National + Provincial

CART EWN

(Source: EWN 2019 – Fearton: The- Election-In Numbers)

2.1 Identify the activity in the picture.

(1)

2.2 Name the commission in South Africa that is responsible for this activity.

(1)

2.3 How many police officers were employed during this important event in South Africa?

(1)

2.4 Why is it important for any South African to participate in this event?

(2)

2.5 Discuss ONE reason why a person should be alone in the ballot box.

(2)

2.6 How many ballot papers were provided to each voter?

(1)

2.7 Analyse the words said by the person in the ballot box and provide your own interpretation.

(2)

TOTAL MARKS FOR ACTIVITY 2

[10]



ACTIVITY 3

Study the following extract on the formation of an integrated and unified army after 1994.

At the time of the significant changes in 1994, there were seven armies in South Africa. With Mandela's vision for peace, these armies needed to be integrated and unified, as well as down-sized since a big army was no longer necessary. At that time there was an excess of 50 000 personnel – more than the country would possibly need for defense purposes. Of the 50 000 members, only 7 238 ex-combats were formally demobilised. During the demobilisation process, they were offered counselling, advice, and assistance with their integration into a civilian and peaceful society. The rest were simply discharged and left to find their own way in the new South Africa.

In returning to civilian life they faced challenges, such as lack of resources and skills. The veterans of the struggle for freedom were not asked to deny their past. Instead, they were given the responsibility to learn, to develop and to live with their former enemies. This gave them special status – they became leaders in the grassroots process of dialogue, reconciliation, and transition. Having fought for a new order, the ex-soldiers were now asked to construct and shape the future that they succeeded in achieving.

(Adapted from Stimela, Human & Social Sciences Level 4 Our Natural and Social Environment, 2006. P114)

3.1 Discuss why it was necessary for Mandela to unify and integrate the seven armies in the country.

(2)



3.2 Provide ONE negative effect of the following statement in the first paragraph.

“The rest were simply discharged and left to find their own way in the new South Africa.”

(2)

3.3 Explain the meaning of “veteran of the struggle”.

(2)

3.4 Mention Two ways the veterans of the struggle were assisted with integration into civilian life.

(2)

3.5 Which special status did the veterans assume?

(1)

3.6 What were the ex-soldiers expected to do after fighting for a new order?

(1)

TOTAL MARKS FOR ACTIVITY 3 **[10]**

TOTAL MARKS FOR TASK 1 **[50]**



Total for Task 1: 50 Marks

Task	Activity	Maximum Mark	Learner's Mark	Moderated Mark
Task 1	Activity 1	30		
	Activity 2	10		
	Activity 3	10		
	Total: Task 1	50		

