

EMPANGENI HIGH SCHOOL



[Signature]
26/06/2025

GRADE 11 - RESEARCH PROJECT

LIFE ORIENTATION

Development of the Self in Society & Careers and Career Choices

2025

Examiner: Miss L. Mkhize

Date: 23 July 2025

Moderator: Miss N. Ishwarchund

Total: 90

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

NAME	
SCHOOL	
CLASS	

Declaration by the Learner:

I declare that all the work done in this collection of evidence is my own work.

Signed: _____

Date: _____

Page

INSTRUCTIONS ON TECHNICAL ASPECTS

- 1 . Provide a cover page where your personal particulars are indicated.
2. Use a workable title for this project by basing it on the content it is based on, and the problems/challenges spoken about in the problem statement. For that, you must read relevant material to gain deeper understanding of the content.
(1 x 1) (1)
3. A table of contents must be used. There has to be coherence between the aspects treated and the page numbers. To do that, use the same numbering system in your final product as used in the project. The items presented should also be considered in your table of contents and for the completion of the project.
4. This project will require extended reading and writing on the part of the learner. To that effect, it will involve a thorough investigation into and sourcing of information on:
 - Healthy and balanced lifestyle choices.
 - Risky behaviour and situations.
 - Competencies, abilities and ethics that will assist in securing a job and developing a career.
5. In this task, learners will be required to present their answers in meaningful and sensible sentences/phrases.
6. Learners will need adequate guidance at the outset of the project, and progress should be monitored throughout.
7. All assessment criteria applicable to the project have to be discussed with the learners prior to the commencement of the project.
8. Complete ALL the activities indicated in the project.
9. Submit each section according to the indicated timetable for submission.
10. Different sources should be used to complete the project. At least FOUR sources must be used. **(1 x 1) (1)**
- 1 1 Sources used must be acknowledged using the format provided:

A simple Harvard referencing style could be used For example:

According to Brown (2019), human rights violations cannot be resolved.

Brown (2019) views human rights violations as an insurmountable problem.

(This is a paraphrased quote)

"Human rights violations cannot be resolved". (Brown, 2019). (This is a direct quote)

12. The project must be bound/stapled

13. Although learners will spend time outside of contact time to collect resources and information, the completion of the task must be facilitated by the teacher in class time.

14. All the relevant content and assessment criteria applicable to the project must be taught and discussed with the learners prior to its commencement.

[2]

Educator Feedback:

MARKING GRID

Description	Possible Mark	Mark Obtained	Moderated Mark
Technical aspects	2		
ACTIVITY 1: INTRODUCTION	11		
ACTIVITY 2: EXTENT OF THE PROBLEM			
A. Prevalence and patterns of risky behaviour among adolescents	12		
B. Influences on lifestyle choices and barriers to healthy living	12		
C. Career competency gaps and the support systems that bridge them	22		
ACTIVITY 3: DATA GATHERING			
D. Interviews	4		
ACTIVITY 4: DATA ANALYSIS			
E. Analysis	8		
ACTIVITY 5: CONCLUSION	19		
ACTIVITY 6: BIBLIOGRAPHY			
TOTAL	90		

PROBLEM STATEMENT

Read the problem statement below and investigate the issues related to it in order to answer the questions in each activity.

LIFESTYLE CHOICES, RISKY BEHAVIOURS AND THE ROAD TO RESPONSIBLE FUTURES

In our increasingly demanding society, adolescents are faced with numerous lifestyle choices and behavioural influences that impact their overall well-being and future opportunities. Despite growing awareness of the importance of healthy and balanced lifestyles, many young people still engage in risky behaviours such as substance abuse, poor nutrition, unsafe sexual practices and neglect of physical activity. These decisions are often shaped by negative factors, including peer pressure, emotional distress, unsafe environments and limited access to information and resources.

At the same time, socio-economic barriers create further obstacles to making informed, positive choices. In this context, the role of positive influences becomes essential in helping adolescents develop the competencies, self-awareness and work ethics required to navigate the world of work and further education.

However, disparities in access to these supports raise concerns about unequal preparation for adulthood and career success, highlighting the need to examine how adolescents can be better equipped to make healthy, informed and responsible choices in all areas of life,

[Adapted from <https://pmc.ncbi.nlm.nih.gov/articles/PMC705934/> Accessed on: 23 April 2025]

5 | Page**SPECIFIC 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 in order to guide you on the important aspects of your answers. No answer must be given in a point form. Follow the sequence given below.

Main question:

How can individuals, communities and institutions support adolescents in making informed lifestyle choices, avoiding risky behaviours, and developing the personal

competencies and ethical values needed to lead healthy lives and succeed in South Africa's evolving socio-economic landscape?

Sub-questions:

A To what extent do adolescents understand and apply knowledge about healthy and balanced lifestyle choices to maintain physical, emotional, social, and spiritual well-being amidst peer pressure and environmental challenges? B. To what extent do social, emotional, and economic factors contribute to risky behaviours among adolescents, and how can targeted support systems reduce their negative impact on personal health and future prospects?

C. How can schools, families and communities foster personal responsibility, ethical decision-making, and positive role modelling to encourage informed career planning, job readiness, and long-term well-being?

To answer the above probing questions, follow the completion instructions below.

Completion Instructions:

- Your project should be presented in the form of an ESSAY and should focus on how lifestyle choices, risky behaviours and career competencies affect adolescent well-being and future success in South Africa's evolving social and economic context.
- Numbers have been used to guide the presentation. This is a non-test activity; therefore, answers should be presented in the form of an essay.

ACTIVITY 1: INTRODUCTION

Your introduction should include the following:

- 1.1 Define the concept 'healthy and balanced lifestyle' and state TWO ways in which young people can support their physical health in times of high pressure. (1 + 2) (3)
- 1.2 Define the term 'personal responsibility' and explain why it is important for adolescents to take responsibility for their lifestyle choices. (2 + 2) (4)
- 1.3 Give TWO reasons why adolescents from economically disadvantaged backgrounds may be more vulnerable to risky behaviours. (2 x 1) (2)
- 1.4 Indicate why it is important for young people to be aware of how their current lifestyle decisions could affect their ability to access job opportunities. (2 x 2) (4)

ACTIVITY 2: LITERATURE REVIEW ON THE EXTENT OF THE PROBLEM

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

A. PREVALENCE AND PATTERNS OF RISKY BEHAVIOUR AMONG ADOLESCENTS

- 2.1 Mention FOUR factors which could have contributed towards adolescents' lack of knowledge about unsafe sexual behaviour. (4 x 1) (4)
- 2.2 Indicate FOUR reasons why adolescents may be particularly vulnerable to peer pressure that encourages them to abuse alcohol. (4 x 1) (4)
- 2.3 Explain how an adolescent's home environment could unintentionally promote behaviours that neglect an adolescent's physical health. (2 x 2) (4)

B. INFLUENCES ON LIFESTYLE CHOICES AND BARRIERS TO HEALTHY LIVING

- 2.4 Identify TWO reasons why adolescents may not seek support to help them change their risky behavioursn (2 x 1) (2)
- 2.5 Explain how showing poor decision-making skills in the media could lead to teenagers driving recklessly or making unsafe choices on the road. (3 x 2) (6)
- 2.6 Recommend TWO ways in which schools could create a safe environment where adolescents can participate in healthy physical activity.(2

c.CAREER COMPETENCY GAPS AND THE SUPPORT SYSTEMS THAT BRIDGE THEM

- 27 Identify factors which may make it difficult for adolescents to develop career competencies that could assist them in applying for a job. (4 x 1) (4)
- 2.8 Describe actions adolescents could take to develop work ethics while they are still at school. (3 x 2) (6)
- 2.9 Critically discuss how peers could help each other to acquire knowledge about skills required for specific jobs. (1 x 4) (4)
- 2.10 Evaluate the effectiveness of adolescents consulting others on higher education required for their future career. (2 x 4) (8)

ACTIVITY 3: DATA GATHERING

D. INTERVIEWS (SURVEY)

3.1 . Data Collection

- Use Worksheet 1 to gather information/data on making healthy lifestyle choices and preparing for their future career from FOUR peers.
- Do not complete your own worksheets — only your peers (respondents) may fill them out
- Attach the completed worksheet to your project.
- Include a copy of the rubrics (page 7 of Worksheet 1) with your project • Refer to the rubric below to guide your interviews.

Excellent (4)	Good (2-3)	Poor (0—1)
The learner has made an effort to collect the data from FOUR peers related to ALL of the questions. The answers provided are clear and accurately reflect their peers' knowledge of the topic.	The learner has made an adequate attempt to collect the data from FOUR peers related to ALL of the questions. Some answers could have been clearer to accurately reflect their peers' knowledge of the topic.	The learner has made a poor attempt to collect data. ONE or MORE of the interviews have not been conducted. The answers are unclear and inaccurate. No effort was made to draw out further answers from their peers.

(4 x 1) (4)

[4]

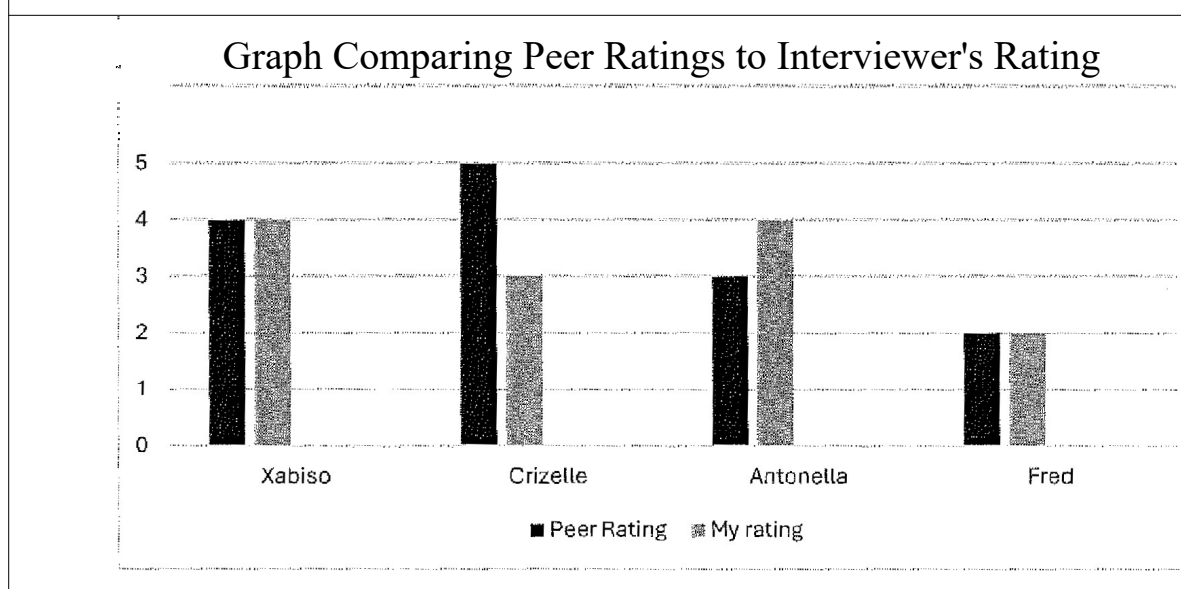
ACTIVITY 4: DATA ANALYSIS E. ANALYSIS OF RESULTS

4.1. Graphic Representation

Based on the findings from Worksheet 1, use Worksheet 2 to give a rating out of 5 for each of the views/feelings/perspectives of the respondents. Create a bar graph in the space provided on Worksheet 2 to compare the respondents' ratings to your own.

An example bar graph can be seen below to help guide you.

Example:



Refer to the rubric below to help guide your work.

Excellent 4	Good 3	Adequate 2	Poor 0—1
The bar graph accurately represents the collected data, clearly comparing each peer's (1—4) self-rating with the interviewer's rating.	The bar graph mostly represents the data accurately, but minor inconsistencies or inaccuracies are present in the comparison of ratings.	The bar graph partially represents the data accurately, with notable inconsistencies or inaccuracies in the comparison of ratings.	The bar graph does not accurately represent the data, with significant inconsistencies or inaccuracies in the comparison of ratings.

All FOUR representations are correct. Appropriate graph title, captions, and key are shown.	At least THREE representations are correct.	At least TWO representations are correct.	At least ONE representation is correct.
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4.2 Analysis of results

Based on the data collection and the bar graph you created, analyse your findings by answering the questions in Worksheet 3. Use the rubric below to help guide your work.

Excellent (4)	Good (3)	Adequate (2)	Poor (0-1)
The learner was able to clearly identify key points and themes as well as infer deeper meaning. They provided clear references to the interviews and graph to support their analysis. Their answers show high levels of insight and creative thinking. Their arguments are presented in a clear and organised manner.	The learner was able to identify relevant key points and themes and provided clear references to the interviews and graph to support their analysis. Their answers show insight and their findings are organised and to the point.	The learner was able to identify some of the key points and themes. They provided adequate references to the interviews and graph to support their analysis. Their answers are somewhat insightful but lack thoroughness. Their findings lack clear organisation and structure.	The learner has made little attempt to identify key points- Their analysis lacks information and references to the interviews and graph Their argument is disorganised and lacks critical insight,

[4 + 4 = 8]

ACTIVITY 5: CONCLUSION

Based on the above-collected data, answer the following questions:

5.1 Explain how positive role models could help adolescents make positive lifestyle choices to maintain their psychological health. (4 × 2) (8)

5.2 Critically discuss how taking part in activities that increase an adolescent's knowledge of themselves in relation to the world of work could help adolescents develop their future career. (2 × 4) (8)

53 Recommend ONE action adolescents could take while still at school that could prepare them to secure a job in the future. In your answer, also indicate how this action could help them secure future employment. (1 × 3) (3)

[19]

ACTIVITY 6: BIBLIOGRAPHY

Acknowledge all sources used for the completion of the project as follows:



Indicate all the sources you have used to complete the project.



Arrange them alphabetically



Arrange them chronologically based on the year they were published or released.



Using additional sources (more than FOUR) will ensure that your project is more comprehensive.



Use the guide on the following page to reference correctly.

[GRAND TOTAL: 2 + 11 + 12 + 12 + 22 + 4 + 8 + 19 = 90]

Worksheet 1

Interview Questions — Respondent 1

Note to Interviewer: Before each peer completes the questions, please ask them to rate their level of confidence in making healthy lifestyle choices and preparing for their future career on a scale of 1—5. Record their answers below to be used in Worksheet 2,

Very poor	Poor	Average	Good	Excellent
1	2	3	4	5

Instruction: Ask each peer to respond to the following questions:

- a) Describe the choices you have made to help you live a healthy and balanced lifestyle.

- b) Discuss some consequences teenagers could face if they take part in risky behaviours,

- c) Explain some of the steps you have taken to prepare for the world of work or apply for further education after school.

- d) To what extent do you think that programmes or school lessons have helped you feel more prepared for your future?

Interview Questions — Respondent 2

Note to Interviewer: Before each peer completes the questions, please ask them to rate their level of confidence in making healthy lifestyle choices and preparing for their future career on a scale of 1—5. Record their answers below to be used in Worksheet 2.

Very poor	Poor	Average	Good	Excellent
1	2	3	4	5

instruction: Ask each peer to respond to the following questions:

e) Describe the choices you have made to help you live a healthy and balanced lifestyle.

f) Discuss some consequences teenagers could face if they take part in risky behaviours.

g) Explain some of the steps you have taken to prepare for the world of work or apply for further education after school.

h) To what extent do you think that programmes or school lessons have helped you feel more prepared for your future?

Worksheet 2.

Interview Questions — Respondent 3

Note to Interviewer: Before each peer completes the questions, please ask them to rate their level of confidence in making healthy lifestyle choices and preparing for their future career on a scale of 1—5. Record their answers below to be used in

Very poor	Poor	Average	Good	Excellent
	2	3	4	5

Instruction: Ask each peer to respond to the following questions:

- i) Describe the choices you have made to help you live a healthy and balanced lifestyle.

~~Interview Questions – Respondent 4~~

Note to Interviewer: Before each peer completes the questions, please ask them to rate their level of confidence in making healthy lifestyle choices and preparing for their future career on a scale of 1—5. Record their answers below to be used in

Discuss some consequences teenagers could face if they take part in risky behaviours.

k) Explain some of the steps you have taken to prepare for the world of work or apply for further education after school.

l) To what extent do you think that programmes or school lessons have helped you feel more prepared for your future?

Interview Questions – Respondent 5

Note to Interviewer: Before each peer completes the questions, please ask them to rate their level of confidence in making healthy lifestyle choices and preparing for their future career on a scale of 1—5. Record their answers below to be used in

Worksheet 2.

Very poor	Poor	Average	Good	Excellent
1	2	3	4	5

Instruction: Ask each peer to respond to the following questions:

m) Describe the choices you have made to help you live a healthy and balanced lifestyle.

n) Discuss some consequences teenagers could face if they take part in risky behaviours.

o) Explain some of the steps you have taken to prepare for the world of work or apply for further education after school.

- p) To what extent do you think that programmes or school lessons have helped you feel more prepared for your future?

Worksheet 2: Graphic Representation

- a) Based on your understanding of healthy lifestyle choices and future career options as well as the answers that respondents provided, give each respondent your own rating on their understanding of healthy lifestyle choices and career readiness.

You could base your rating on the following:

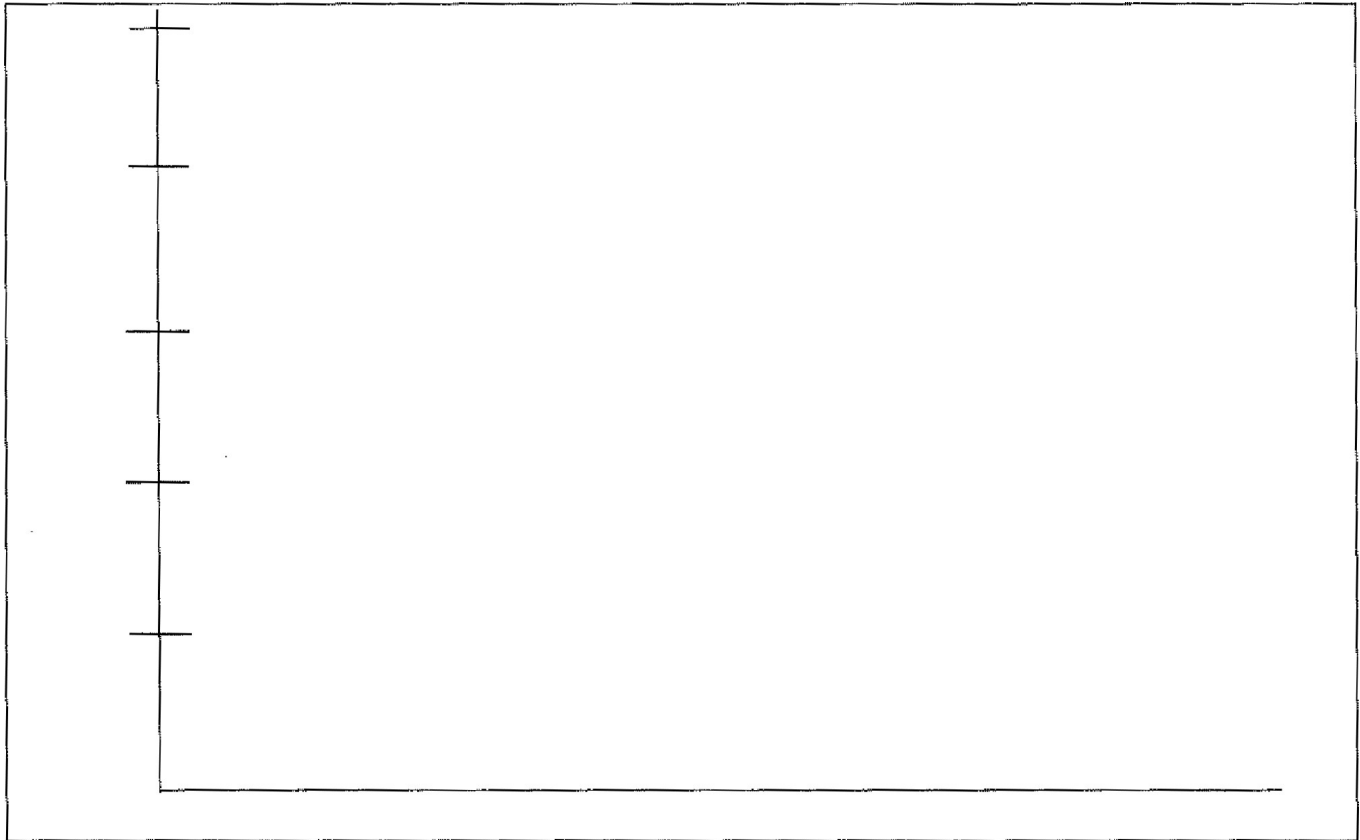
- Have they made responsible choices to maintain a balanced and healthy lifestyle?
- Do they have an accurate idea of the consequences of risky behaviour? ● Were they able to explain the different steps they have taken to prepare for their future?
- To what extent were they able to learn from programmes and school lessons?

Place a checkmark (V) in the appropriate column for each respondent.

THE TABLE BELOW REFERS TO YOUR OWN EVALUATION OF THE RESPONDENTS' RESPONSES.

	Very Poor	Poor 2	Average 3	Good 4	Excellent 5
Respondent 1					
Respondent 2					
Respondent 3					
Respondent 4					

- b) In the box below, or as a separate addendum, create a bar graph to compare respondents' own rating with the rating you gave them for healthy lifestyle choices and career readiness.



Worksheet 3: Analysis of Results

Use your bar graph to answer the questions below.

- a) To what extent did respondents' ratings correspond with your ratings?

b) Discuss reasons

c) How could underestimating the consequences of risky behaviour put a teenager at risk?

d) Suggest possible methods for respondents to enhance their ability to prepare for their future careers in areas of identified weakness.

Please Note: Attach this page to your project.

3.1 Interview

Excellent (4)	Good (2-3)	Poor (0-1)
The learner has made an effort to collect the data from FOUR peers related to ALL of the questions. The answers provided are clear and accurately reflect their peers' knowledge of the topic.	The learner has made an adequate attempt to collect the data from FOUR peers related to ALL of the questions. Some answers could have been clearer to accurately reflect their peers' knowledge of the topic.	The learner has made a poor attempt to collect data. ONE or MORE of the interviews have not been conducted. The answers are unclear and inaccurate. No effort was made to draw out further answers from their peers.

4.1 Graphic Representation

Excellent 4	Good 3	Adequate 2	Poor 0-1
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The bar graph accurately represents the collected data, clearly comparing each peer's (1—4) self-rating with the interviewer's rating. All FOUR representations are correct. Appropriate graph title, captions, and key are shown.	The bar graph mostly represents the data accurately, but minor inconsistencies or inaccuracies are present in the comparison of ratings. At least THREE representations are correct	The bar graph partially represents the data accurately, with notable inconsistencies or inaccuracies in the comparison of ratings. At least TWO representations are correct.	The bar graph does not accurately represent the data, with significant inconsistencies or inaccuracies in the comparison of ratings. At least ONE representation is correct.
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42 Analysis of results

Excellent (4)	Good (3)	Adequate (2)	Poor (0-1)
The learner was able to clearly identify key points and themes as well as infer deeper meaning. They provided clear references to the interviews and graph to support their analysis. Their answers show high levels of insight and creative thinking. Their arguments are presented in a clear and organised manner.	The learner was able to identify relevant key points and themes and provided clear references to the interviews and graph to support their analysis. Their answers show insight and their findings are organised and to the point.	The learner was able to identify some of the key points and themes. They provided adequate references to the interviews and graph to support their analysis. Their answers are somewhat insightful but lack thoroughness. Their findings lack clear organisation and structure.	The learner has made little attempt to identify key points. Their analysis lacks information and references to the interviews and graph. Their argument is disorganised and lacks critical insight.

Harvard Referencing Style

Referencing means that you credit the various sources you used when writing your project. Sources should be arranged alphabetically according to the surname of the first author.

1. Books Author's surname and initials, year of publication, title (underlined), edition, place of publication, publisher.

Example:

Marais, B.V.C. and Horne, K.N.V., 2011 in The influence of the media on public opinion, Pretoria: Juta

2. Journals

Author's surname and initials, year of publication of the journal, title of article, title of journal (underlines), volume, pages.

Example: Wobbe, T. 2001. How to organise the unorganised, <u>Human Resource Management</u>, 12(8), 8-9.
3. Chapters in books Author's surname and initials, title of the chapter, title of the book (underlined), editor of book, place of publication, publisher* pages.
Example: Gericke, H R. The place democracy has in our country, in <u>South Africa the democratic ideal</u> edited by J.J. Matthews. London: Benton: 44-45,
4. Newspaper articles Author surname and initials, year, title, newspaper (underlined), date and month, page.
Example: Louw, S.2002. Water crisis, what's next. <u>Daily news</u>. 29 January: 7
5. Internet Referencing Author surname and initials, year, title (on-line) Available: (full web address) Date accessed:
Example: Unknown (2004) Sentient microfilaments: A tempest in a tubule (On-line). Available: http :somecom uter. rinter.edu/ ub/harnad/ s c.95.3.26/consciousness/11/bixle Date accessed: 5 May 2011.
6. Personal Interview Surname and initials. Year. Personal Interview. Date, Place.
Example:

Malam B.D. 2011, Personal Interview. 5 May, Stellenbosch.

Click on "Reference" toolbar in Word. Click "Insert Citation", choose your source e.g. webpage and fill in the information. Add Citation and then add Bibliography.

Reference instructions adapted: Expo 2014, L. Kroukamp

