



education

**MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA**

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**LIFE ORIENTATION
Source-based task
2024**

MARKS: 90

This Source-based task consists of 13 pages, including the cover page and the Analysis grid

Duration: 3 - 4 weeks

Development of the Self in Society, Careers and Career Choices and Democracy and Human rights

SUBJECT:	LIFE ORIENTATION
GRADE:	11
MARKS:	90
TOPICS:	Development of the Self in Society (DSS) Democracy and Human Rights (DHR)
SUBTOPICS/Content areas:	• Goals and goal setting • Relationships • Principles, processes and procedures for democratic participation
PURPOSE:	The purpose of this Task is to instill the necessary life skills to enable the youth to effectively set life goals, easily deal with the challenges of reaching their goals and to tackle the various challenges that could emanate from being involved in different types of relationships. The aim is to enable learners to gain a better understanding of goals and relationships, with the ultimate aim of enabling them to effectively cope with various social, emotional, psychological, and mental challenges in their lives. Moreover, it will accord them an opportunity to develop a firm understanding of the principles of democracy and how these principles are used by the structures of government to provide water services to communities and how those communities experience that service.

DURATION:	3 – 4 Weeks
Date of issue	2 February 2024
Date of final completion	26 February 2024, i.e., • Activity 1 (12 February 2024) • Activity 2 (26 February 2024)
FORM OF ASSESSMENT:	SOURCE-BASED TASK (SBT)

TEACHERS' INSTRUCTIONS

- The teacher will actively guide learners on the type and nature of the required material to complete the task. Thus, learners will collect the needed resources to class and the teacher will help them understand the content thereof, in keeping with the questions in each section of the Source-based task, under the framework of the 2024 ATP.
- Resources may vary depending on the nature and aim of the Source-based task.
- Additional resources, i.e., reliable website material, textbooks of other subjects, life Orientation (LO) handouts, notes given by teachers, the concept document and other DBE resources may be used.
- The teacher will guide learners on how the task could successfully be completed.
- Learners will be monitored through-out the completion process.
- Learners should not expect answers from teachers; however, discussions of the related topics/content could be done.
- Each completed section must be submitted before the next section is commenced with.
- The teacher will indicate if a learner is ready to continue with the next section.

LEARNERS' INSTRUCTIONS

- Learners will spend time outside of class-contact time to collect needed resources for the completion of the Source-based task. The collection of information will be guided by the questions.
- The text does not have answers. Its aim is to introduce the topic/content treated in the questions.
- This task requires learners to do an in-depth or extended reading that could accord them an opportunity to digest the content/concepts treated in the task. To that effect, related material could be read, so that the content could be interpreted from different angles, resulting in a better interpretation or understanding of the problems which could be tested through learners' ability to conduct informed discussions, define the key concepts, analyze the related concepts, critically discuss certain aspects, evaluate certain instances and make recommendations based on the problem in each activity.
- Therefore, learners should digest the information in the two sources and then respond to application questions based on informed decision-making and problem-solving skills.
- In this task you will be required to complete TWO activities of 45 marks each. You will need to submit each activity typed out and attached to the ultimate presentation.
- Fully completed declaration forms must be attached to the completed task.
- The task should be well-structured by taking into account the following aspects:
 - A completed cover page with learner and task details (provided by the teacher).
 - Correctly numbered answers to correspond with questions.
 - Each section should be answered on a new page.
 - Write legibly and neatly.
 - Use proper grammar and present meaningful sentences as answers to questions.
 - Proof-read your work before submission.

- Consider the mark allocation in each question. It informs you of the extent of the required answer (s).
- Sequence and number all your pages.
- The task must be bound / stapled.
- Arial, font 12, justified, 1.5 spacing should be considered if typed on computer.
- Hand written submissions are also welcome.
- Even if learners may work in groups, individual learner's attempt will be credited. Therefore, the end product will not be a groups' product. The task requires learners to display their individual attempt to solve the problems, in keeping with the questions and content treated in the task.

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: _____

ACTIVITY 1

Read the source below and consider the completion instructions to answer the questions that follow.

GOALS AND GOAL SETTING: THE MOST IMPORTANT LIFE ASPECTS TO CONSIDER FOR MEANINGFUL AND TO ESTABLISH HEALTHY RELATIONSHIPS WITHOUT NEGATIVELY IMPACTING YOUR INDIVIDUALITY

People often think most of what they do and achieve comes as a result of luck. Luck could be a feature, but successful people have goals: they plan for what they want to achieve and achieving your goals, through thorough working out your aims and objectives in life, may gratify your soul. In the same way, general state of physical, psychological, mental, social and emotional well-being could be achieved through working on your life-goals. Therefore, setting goals is the most important thing that people should do, if they are ¹intent at living successful and balanced life. Goal setting does not have to be boring. There are many benefits and advantages to having a set of goals to work towards. Setting goals comes as an important step towards living a self-fulfilling life. In the end, you can't manage what you don't measure and you can't improve upon something that you do not have the ability to successfully manage.

On the other hand, there are various challenges or obstacles you may come across when you set, implement a plan to reach your goals. That may require effective strategies to overcome. Most importantly, you may be required to be perseverant and persistent in implementing your plans. However, practising perseverance and persistence could not on its own lead to successful realisation of your goals. For example, seeking to realise your goals with a proper plan is like building a house without a foundation. The house will not be firm, even though you may build additional structure to support it. It will eventually fall, because there is no foundation to support its main structures.

For one to eventually succeed in one's plans, one will be required to use the Specific, Measurable, Achievable, Realistic and Time bound (SMART) principles to set and implement workable goals. For the smart principles to be used effectively, one has to also have positive values which will serve as a guide on what to do, how to do it, when to do it, with whom could it be done and when is that supposed to be done. This feels like we are going back to the plans; it

is indeed the backbone on which the plans could be based. In other words, all that you have got to do must be informed by your personal values.

Personal values will guide your actions and associations you will have to make, for your plans to succeed. Plainly, the ²notion of relationships in various contexts, i.e., school, friends, teachers, family (parents/guardians) comes to the picture. Therefore, positive relationships is what you must always aspire for if you want your goals to effectively succeed. There are many benefits and shortcomings you may come across as a result of you being involved in one or the other form of a relationships.

In a ³nutshell, planning, prioritising, usage of the SMART principles, formation of positive personal values, relationships etc. are all important in the effective realisation of goals; be it life goals, academic goals, relationship goals, wellness goals, financial goals etc. It all boils down to one's ability to work out what one really needs in life. Your situatedness in any environment is not by chance: it may have come as a result of planning, poor planning, a lack of personal values, intention and vision.

Glossary:

¹intent : the underlying motivation behind an action, or the state of mind with which an act is done.

²notion: a mental idea, concept, or belief that someone has. For example, "She had a vague notion of what he was talking about" means that she had a rough understanding of his topic.

³nutshell: it is a word commonly used as an idiom to mean "in a few words" or "in summary".

Adapted from <https://positivepsychology.com>. Accessed on the 21 of January 2024.

Completion instructions:

Read the above source, digest its content, use additional sources to add on the available sources at your school, discuss the significance of the concepts and implication of the content thereof. Proper reading will enable you to answer the application questions below. Bear in mind the fact that, group discussions may precede answering of the question; however, a learner will be credited for his or her unique responses. The questions will require you to apply your critical, creative and problem-solving skills to eventually make recommendations based on the challenges related to the source.

- 1.1 Based on the above source, goals are important to a young person's life; define the term *life-goals*. (1x2) (2)
- 1.2 For one to be able to realise one's life goals, it is important to prioritise planning; briefly state FOUR reasons why it is important to plan for realisation of life-goals. (4X1) (4)
- 1.3 Based on the above source, there are always obstacles to be overcome if you want to successfully realise your goals; differentiate between *perseverance* and *persistence* when goals are pursued. (2x2) (4)
- 1.4 In the source above, an indication is made that values are central to all human activities, to live successfully; describe how personal values could enable you to set personal specific goals in line with your vision. (1x2) (2)
- 1.5 Above, it is indicated that all human beings are in some form of relationships; explain why having positive relationships with your school mates could enable you to achieve your personal health goals (3x2) (6)
- 1.6 In the above source, it is stated that relationships could either be positive or negative; discuss how positive relationships could influence your goals towards enhancing your wellbeing. (4x2) (8)
- 1.7 In the above source, it is said, goals are not automatically achieved, but there has to be planning done; analyse how planning could help you to easily achieve acceptable levels of academic performance at grade 11. (2x2) (4)
- 1.8 It has been discussed above that relationships could either be helpful or unhelpful; critically discuss how negative relationships with your school mates could affect your achievement of academic goals. (2x4) (8)
- 1.9 An indication was made in the above source that personal values are central to all human activities; evaluate the impact of using personal values when relating to your teachers in the classroom. (1x4) (4)
- 1.10 Now, recommend ways in which a grade 11 learner may use goals to plan for his/her studies. In your answer, also indicate how that could help you to perform better in your studies. (1x3) (3)

Sub-total: 45

Activity 2

Read the source below and consider the completion instructions to answer the questions that follow.

THE ROLE OF LOCAL GOVERNMENT IN THE PROVISION OF WATER SERVICES IN THE CONTEXT OF ITS DESIRED ROLES AND FUNCTIONS

The provision of clean potable water is a basic human right and a key responsibility of local governments in South Africa. However, many municipalities face various challenges in delivering water services to their communities. There are many reasons ¹attributed to this challenge; however, the ²crux of the matter is that water is gradually becoming a huge problem to all South Africans. Essentially, local government and provincial government structures have a critical role to play in ensuring adequate provision of water to all communities in South Africa. However, not all South Africans are able to benefit from that service.

One of the ³resultant effects of an inability to adhere to the principles of democracy when services such as water are provided is that, it may lead to inequality, injustices and lawsuits. For example, some communities may have better access to water than others, depending on their location, income, or political influence. This may create resentment and conflict among different groups of people. It could also undermine the ideals of social cohesion and the need to bridge the gap between the poor and the better off members of society.

Public participation in a democratic country could enable local government to provide sufficient services to communities, according to affordability and need. If residents are not made aware of their responsibility to sustain both the provision of water and maintenance of water infrastructure, water will continue to be unreliably provided. The sad part about the whole arrangement is that, the very same community will complain about water not being provided. Clearly, public participation could lead to accountability and transparency in how the system works. That could result in communities becoming responsible for all the services that local government is entrusted authority to provide.

This is the case because water is not only a basic human right issue, but also a key factor for economic growth, social welfare, and environmental sustainability. If water services are not delivered in a democratic and inclusive way, it may limit the potential and opportunities for communities to improve their living standards, health, education, and well-being. Furthermore, it may also deprive the communities of their voice and agency in the decision-making processes which could negatively impact the realisation of some democratic principles, e.g., accountability, representation and democratic participation. If that happens, people may embark on ⁴protracted disruptive actions, including petitions and protests against local government for the lack of services.

Interestingly, there is a going trend of providing water through water tankers to rural communities. This is supposed to be a temporal measure, while the infrastructure is being attended to. However, in many rural communities, water tankers have become a normal way of receiving water. Some communities have recently questioned the potability of water brought by water tankers.

Glossary

¹attributed – regard something as resulting from something/events/situations

²crux - the decisive or most important point at issue

³resultant – caused by the event or situation already mentioned.

Adapted from <https://www.researchgate.net>. Accessed on the 12th of January 2024

Completion instructions

Before answering the questions below, carefully digest the content and concept of entrepreneurship. You may discuss these aspects in groups. However, only individual attempt will be credited. The questions will require you to conduct group discussions, use various sources on the challenges of water services in the context of the roles and functions of the different democratic structures. That will enable you to gain a deeper understanding of the challenges related to the provision of water services to communities.

- 2.1 Based on information gathered from the above source and (1x2) (2) other relevant sources, define the term *democratic principles*

- 2.2 In the above source, democratic principles are highly regarded; briefly state FOUR reasons why the democratic principles should be considered by local government in the equitable provision of services to communities in South Africa. (4X1) (4)
- 2.3 The above source makes reference to democratic structures and democracy, differentiate between *democratic structures* and *democratic representation*. (2x2) (4)
- 2.4 Describe how local government could be transparent when it engages communities for sustainable provision of water services to different communal areas. (1x2) (2)
- 2.5 Explain how residents could effectively use the petition process to raise their dissatisfaction about the poor state of water services in their locality. (3x2) (6)
- 2.6 Discuss how provincial government could assist local government with the provision of potable water services to communities affected by floods. (4x2) (8)
- 2.7 Analyse how residents could effectively be lobbied to express their dissatisfaction with the poor quality of water services in their communities. (2x2) (4)
- 2.8 Critically discuss how communities could ensure responsible usage of available water resources in their areas. (2x4) (8)
- 2.9 Evaluate the role played by temporal measures, such as water tankers, to provide temporal relief to areas affected by a lack of water services. (1x4) (4)
- 2.10 Recommend ways in which local government could provide sustainable water services to communities. In your answer, also indicate how that could promote the quality of life of these communities. (1x3) (3)

Sub-total: 45

Grand-Total 90

QUESTIONS	TOPIC/CONTENT	VERBS AND CONTEXTS	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
Activity 1					
1.1.	Life goals	Define the concept	1	1	2
1.2	Life goals	Briefly State	1	2	4
1.3	Perseverance and persistence	Differentiate	1	2	4
1.4	Personal values	Describe	1	2	2
1.5	Relationships	Explain	2	3	6
1.6	Relationships	Discuss	2	4	8
1.7	Planning and life goals	Analyse	2	4	4
1.8	Relationships	Critically discuss	3	5	8
1.9	Personal values	Evaluate	3	5	4
1.10	Goals	Recommend	3	6	3
					45
Activity 2					
2.1	Democratic principles	Define the concept	1	1	2
2.2	Democratic principles	Briefly State	1	1	4
2.3	Democratic structures	Differentiate	1	2	4
2.4	Principles of democracy	Describe	1	2	2
2.5	Petition	Explain	2	3	6
2.6	Democratic structures	Discuss	2	4	8
2.7	Lobbying	Analyse	2	4	4
2.8	Democratic participation	Critically discuss	3	5	8
2.9	Democratic structures	Evaluate	3	5	4
2.10	Democratic structures	Recommend	3	6	3
					45
					[90]

Summary of cognitive levels

Cognitive levels	Expected percentage and marks	Actual percentage and marks	Comments
Low order	30% (27 marks)	30% (27 marks)	Balanced
Mid order	40% (36 marks)	40% (36 marks)	Balanced
High order	30% (27 marks)	30% (27 marks)	Balanced

Due to its nature and the critical thinking, creative and problem-solving skills required, Source-based tasks are essentially pitched at higher cognitive level; however, this task attempted to adhere to the applicable and prescribed cognitive levels, as enjoined by Section 4 of the CAPS, Abridged Section 4 of the CAPS and the 2021 Examination guideline document.

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Internal moderator for Life Orientation

23 January 2024