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GRADE 11 BASELINE ASSESSMENT ACTIVITIES

Instructions:

- Choose any questions from the list given below.
- Learners will indicate the word “baseline assessment” where they usually indicate “homework” or “classwork”.
- **Use the grade 10 baseline assessment activities in conjunction with these.**
- These activities do not replace homework and or classwork.
- For each week, there has to be an informal assessment activity administered.
- Each assessment activity should, preferably, treat mid and higher order questions.
- For the HW and CW, the questions should be developed in line with the 2021 Examination guideline of the grade 12.

Revisit the grade 10 baseline assessment activities to give background to the grade 11 content. The do the following:

1. Define the following concepts/terms

One mark for a well-defined term/concept

- Goals
- Goal setting
- Life goals
- Short term goals
- Mid-term goal
- Long term goal.
- Problem solving skills
- Perseverance
- Persistence

2. State the steps involved in planning
3. Why are relationships important?
4. Explain how relationships are influenced by on own well-being?
5. Identify the factors that could contribute to relationships that are detrimental to well-being.?
6. How culture and societal values can influence relationships?
7. Critically analyse the impact of the media on values and beliefs about relationships.
8. Why are the admission point scores important?
9. What is involved in a career portfolio?
10. Explore requirements for admission to additional and higher education courses at: - Universities of Technology -Technical and Vocational Education and Training (TVET) colleges.
11. Explain the purpose of the National Benchmark Tests (NBTs)
12. Explore options for financial assistance: - Bursaries (Example: NSFAS, Funza Lushaka, and other) - Study loans - Scholarships - Learner-ships - Sector Education and Training Authorities (SETAs) Outline the obligations in terms of financial arrangements.
13. Explain the principles, processes and procedures for democratic participation Investigate the principles, processes and procedures for democratic participation: - Public participation in democratic structures and petition processes - Governance - Law-making process - Rule of Law: definition, importance and benefits - Transparency -Representation – Accountability
14. Explain the functions of structures instituted to address the interests of civil society: - Constitutions - Elections - Representation of constituencies - Mandates – Lobbying
15. How sport can support or detract from nation building Participant and spectator behaviour in sport: incidences that may trigger certain behaviour?
16. Explain the impact of particular behaviours on participants, spectators, teams, opposition, the referee, community, society and nation at large
17. Critically discuss how sport can support or detract from nation building

Possible responses.

NOTE:

- Consider the following in the learners' responses. The responses should be crafted in line with the needs of the question.
- Mark according to the principles of marking. Check the 2021 Examination guideline for cues on how that has to be done.

1. Define the following concepts/terms

- **Goals** are the desired states that people seek to obtain, maintain or avoid.
- **Goal setting** is the process of envisioning, planning for, and committing to achieving these desired results¹.
- **Life goals** are broad goals that encompass different aspects of one's life, such as relationship goals, career goals, financial goals, and more¹.
- **Short term goals** are goals that can be accomplished in a short period of time, such as an hour, a day, or a week². They help us feel like we're making progress and motivate us to keep going towards long-term goals².
- **Mid term goals** are goals that can be accomplished in a medium period of time, such as a month, a quarter, or a year. They bridge the gap between short term and long term goals and help us stay focused and organized³.
- **Long term goals** are goals that can be accomplished in a long period of time, such as several years, a decade, or a lifetime. They reflect our vision, values, and purpose and require dedication, perseverance, and grit.
- **Problem solving skills** are the abilities to identify, analyse, and resolve problems effectively and efficiently. They involve cognitive processes such as critical thinking, creativity, and decision making, as well as behavioural processes such as communication, collaboration, and action.
- **Perseverance** is the quality of continuing to pursue a goal or task despite difficulties, obstacles, or failures. It involves having a positive mindset, a strong will, and a resilient attitude.
- **Persistence** is the quality of repeating or maintaining a goal or task until it is achieved or completed. It involves having a clear vision, a consistent plan, and a flexible approach.

2. Steps in planning

- **Perception of opportunities:** This step involves being aware of the business opportunities in the firm's external environment as well as within the firm. Once such opportunities get recognized, the managers can recognize the actions that need to be taken to realize them. A realistic look must be taken at the prospect of these new opportunities and SWOT analysis should be done.
- **Establishing objectives:** This is the second and perhaps the most important step of the planning process. Here we establish the objectives for the whole organization and also individual departments. Objectives can be long term and short term as well. They indicate the end result the company wishes to achieve.
- **Developing planning premises:** Planning is always done keeping the future in mind, however, the future is always uncertain. So, in the function of management certain assumptions will have to be made. These assumptions are the premises. Such assumptions are made in the form of forecasts, existing plans, past policies, etc. These planning premises are also of two types – internal and external.
- **Identifying alternative courses of action:** The fourth step of the planning process is to identify the alternatives available to the managers. There is no one way to achieve the objectives of the firm, there is a multitude of choices. All of these alternative courses should be identified.
- **Evaluating alternative courses:** Once the alternatives have been identified, the next step is to evaluate them. The evaluation should be based on the feasibility, acceptability, and suitability of the alternatives.
- **Choosing an alternative plan:** After evaluating the alternatives, the next step is to choose the best alternative plan. The plan that is chosen should be the one that is most feasible, acceptable, and suitable.
- **Formulating supporting plans:** Once the alternative plan has been chosen, the next step is to formulate supporting plans. These plans are designed to support the main plan and ensure that it is implemented successfully.

- **Implementing the plan:** The final step of the planning process is to implement the plan. This involves putting the plan into action and ensuring that it is executed successfully. The implementation of the plan should be monitored and reviewed regularly to ensure that it is on track and that any necessary adjustments are made.

3. Why are relationships important?

Relationships are important because they help us with our physical, mental and emotional well-being. They also allow us to grow, learn, and share our lives with others. Here are some of the benefits of healthy relationships, according to various sources.

- They help us live longer, deal with stress better, have healthier habits, and have stronger resistance to colds.
- They satisfy our needs for connection, belonging, love, and support.
- They enable us to communicate effectively, compromise, and build trust.
- They promote a balanced life and enrich our experiences.
- They bring us joy, laughter, and happiness.

Relationships are at the core of our existence and have a lot to do with how we've evolved. They help us navigate complex social challenges and solve adaptive problems¹. That's why it's important to nurture and maintain healthy relationships with our family, friends, partners, and others.

4. How relationships are influenced by wellbeing?

Healthy relationships sow the seeds of well-being. They strengthen your immune system, allow you to live longer, and make you more resilient to stress. Yet the opposite is also true: Well-being strengthens our relationships. Those who feel healthy, happy, and content in their lives make better friends, coworkers, lovers, and life partners.

5. Identify factors that could contribute to relationships that are detrimental to your wellbeing.

There are many factors that can contribute to relationships that are detrimental to well-being, such as cheating, lack of communication, control, jealousy, unrealistic expectations, gossiping, lying, cheating, backbiting, condescending behaviour,

gaslighting, domineering attitudes, seeking to always prove a point, looking down upon others, slander, etc.

These factors can cause tension, conflict, stress, mistrust, and disrespect in the relationship, which can affect the health and happiness of those in that relationship.

6. How culture and societal values can influence relationships.

Culture and societal values are the shared beliefs, norms, and practices that shape the way people think, feel, and behave in different contexts. They can influence relationships in various ways, such as:

How people choose their partners, friends, and associates.

Culture and societal values can affect people's preferences, expectations, and compatibility with others, based on factors such as religion, ethnicity, education, social class, and personality.

How people communicate and resolve conflicts.

Culture and societal values can affect people's verbal and nonverbal communication styles, such as how direct, expressive, or polite they are. They can also affect how people approach and handle disagreements, such as how assertive, cooperative, or compromising they are.

How people express and experience intimacy and affection.

Culture and societal values can affect people's attitudes and behaviours regarding love, romance, sexuality, and fidelity. They can also affect how people show and receive affection, such as through physical contact, words, or gifts.

How people balance their individual and relational needs.

Culture and societal values can affect how people view their roles and responsibilities in a relationship, such as how independent or interdependent they are. They can also affect how people manage their personal and relational goals, such as how flexible or rigid they are.

Culture and societal values can enrich and challenge relationships, as they can provide a sense of identity, belonging, and diversity, but also create misunderstandings, conflicts, and biases. Therefore, it is important to be aware of and

respect the cultural differences and similarities in relationships, and to communicate and negotiate them effectively.

7.Critically analyse the impact of the media on values and beliefs about relationships

The media can have a significant impact on our values and beliefs about relationships, both positively and negatively. Here are some points to consider for a critical analysis of this topic:

The media can provide us with information, entertainment, and social connection, which can enhance our relationships. For example, we can learn from different perspectives, enjoy shared interests, and communicate with our loved ones through various media platforms.

The media can also influence our expectations, attitudes, and behaviors in relationships, which can harm our relationships. For example, we can be exposed to unrealistic and harmful portrayals of relationships, such as idealized romance, toxic behavior, and sexual objectification.

The media can affect different types of relationships, such as romantic, familial, and friendship, in different ways. For example, social media can help us stay connected with long-distance friends and family, but it can also reduce the quality of our in-person interactions and create jealousy and insecurity in our romantic partners .

The media can have different effects on different individuals, depending on their personal and situational factors. For example, some people may be more vulnerable or resilient to the media influence, depending on their personality, self-esteem, relationship satisfaction, and media literacy .

To conclude, the media can have both positive and negative effects on our values and beliefs about relationships, depending on how we use and interpret it. Therefore, it is important to be aware of the potential benefits and risks of media consumption, and to seek out diverse and healthy representations of relationships.

8. Why are the admission point scores important?

Admission point scores (APS) are important because they are used by universities and colleges to determine if you meet the minimum requirements for a specific course or programme. APS is calculated by converting your matric marks into points out of 10, and then adding them up for your best subjects. Different courses and institutions may have different APS thresholds, so you should check the APS.

9. What is involved in a career portfolio?

A career portfolio is a collection of materials that showcase your work experience and skills to potential clients and employers. It can help you stand out from other candidates and demonstrate your value and achievements. A career portfolio may include the following elements¹²:

- Career summary: A short paragraph that describes your relevant work experience, skills and professional accomplishments.
- Mission statement: A statement that expresses your professional beliefs and goals.
- Resume: A document that summarizes your education, work history, skills and qualifications.
- Work samples: Examples of your best work that illustrate your abilities and achievements in your field.
- Skills: A list of your hard and soft skills that are relevant to your career goals.
- Awards and certifications: Any recognition or credentials that you have received for your work or education.
- Testimonials: Positive feedback or recommendations from your clients, employers, colleagues or mentors.
- References: Contact information of people who can vouch for your work performance and character.

To create a career portfolio, you should first identify your target audience and career objective. Then, you should select the most relevant and impressive elements to include in your portfolio. You should also organize your portfolio in a logical and clear way, and use a professional and consistent format. You can create a digital portfolio using a website builder or a platform like Upwork¹, or a physical portfolio using a binder

or a folder. You should update your portfolio regularly and review it before applying for a job or meeting with a client.

Learn more

10. Explore the admission requirements for different types of institutions in SA

- Universities of Technology (UoT) offer vocational and career-oriented programmes that are usually more practical than theoretical. They award qualifications such as diplomas, advanced diplomas, bachelor's degrees, and postgraduate degrees.
- Technical and Vocational Education and Training (TVET) colleges offer occupational and skills-based programmes that prepare students for the world of work. They award qualifications such as National Certificates (Vocational), NATED/Report 191 programmes, and occupational programmes.

The admission requirements for UoT and TVET colleges may vary depending on the institution and the programme, but generally, they are based on the following criteria:

- National Senior Certificate (NSC): This certificate is essential for most UoT and TVET programmes. It is obtained by passing Grade 12 with a minimum of 30% in the language of learning and teaching, and 40% in three other subjects.
- Admission Point Score (APS): This is a point system that converts your NSC marks into points out of 10, and then adds them up for your best subjects. Different UoT and TVET programmes may have different APS thresholds, so you should check the admission criteria before applying⁴.
- NQF Level Qualifications: Some UoT and TVET programmes may require relevant qualifications registered on the National Qualifications Framework (NQF), such as N1-N6 certificates, NC (V) certificates, or occupational certificates.

To apply for admission to UoT or TVET colleges, you should follow these steps:

- Identify the institution and the programme that you are interested in, and check the admission requirements and the application deadline.

- Complete the institution's prescribed application form, either online or offline, and submit it with all the required documentation, such as your ID, NSC, and previous qualifications.
- If you are an international student, you should also apply for a study permit and the evaluation of your earlier qualifications by SAQA.
- Wait for the institution to process your application and notify you of the outcome. If you are accepted, you should confirm your acceptance and pay the registration fee

11.What is the purpose of the National Benchmark Test (NBT)?

The National Benchmark Tests (NBTs) are assessments for first-year applicants into higher education institutions in South Africa. The purpose of the NBTs is to measure a writer's ability to transfer understanding of Academic Literacy, Quantitative Literacy, and Mathematics to the demands of tertiary coursework. The NBTs complement and support, rather than replace or duplicate, the final matric results. The NBTs are used by some universities to help with admission decisions, placement, and academic support. The NBTs consist of two tests: the Academic and Quantitative Literacy (AQL) test and the Mathematics (MAT) test. The AQL test assesses the ability to understand and use language, numbers, graphs, and tables in academic contexts. The MAT test assesses the ability to apply mathematical concepts and procedures in problem-solving situations. The NBTs are written online and the results are available within 10 working days. The NBTs are compulsory for all South African university applicants.

12.EXPLORE FINANCIAL ASSISTANCE FOR TERTIARY INSTITUTIONS

There are many options for financial assistance for higher education in South Africa. Here are some of them:

- Bursaries: These are grants that do not have to be repaid, but may have certain conditions attached, such as academic performance, service obligations, or field of study. Some examples of bursaries are the National Student Financial Aid Scheme (NSFAS), the FUNZA Lushaka bursary programme, and the Ikusasa Student Financial Aid Programme (ISFAP)¹.

- Study loans: These are loans that have to be repaid, usually with interest, after graduation or leaving the institution. Some loans may have grace periods or repayment options based on income. Some examples of study loans are the Eduloan, the Standard Bank Student Loan, and the ABSA Student Loan.
- Scholarships: These are awards that do not have to be repaid, and are usually based on merit, such as academic achievement, talent, or leadership. Some scholarships may also consider financial need, community service, or other criteria. Some examples of scholarships are the Mandela Rhodes Scholarship, the Allan Gray Orbis Foundation Fellowship, and the Exness Fintech Scholarship.
- Learnerships: These are work-based learning programmes that combine theory and practice, and lead to a qualification registered on the National Qualifications Framework (NQF). Learnerships are offered by employers, training providers, or Sector Education and Training Authorities (SETAs). Some examples of learnerships are the Eskom Learnership, the Transnet Learnership, and the SAB Miller Learnership.
- Sector Education and Training Authorities (SETAs): These are organisations that facilitate skills development and training in various sectors of the economy. SETAs provide funding for learnerships, apprenticeships, internships, and bursaries. Some examples of SETAs are the Services SETA, the Manufacturing, Engineering and Related Services SETA, and the Health and Welfare SETA.

The obligations in terms of financial arrangements depend on the type and terms of the financial assistance. Generally, students who receive financial assistance are expected to:

- Maintain a satisfactory academic progress and meet the minimum requirements of their programme.
- Comply with the rules and regulations of their institution and the financial aid provider.
- Repay any loans according to the agreed schedule and interest rate.
- Fulfill any service or work obligations that are attached to their bursaries or scholarships.
- Report any changes in their personal or financial circumstances that may affect their eligibility or amount of financial assistance.

- Apply for financial assistance every year, as it is not automatically renewed.

13.Explain the Principles, processes and procedures for democratic participation Investigate the principles, processes and procedures for democratic participation: - Public participation in democratic structures and petition processes - Governance - Law-making process - Rule of Law: definition, importance and benefits - Transparency -Representation – Accountability

- Principles, processes and procedures for democratic participation are the ways in which citizens can influence and take part in the decisions and actions of their government and public institutions. They are based on the values of democracy, such as freedom, equality, justice, and human rights¹.
- Public participation in democratic structures and petition processes is the involvement of people in the activities and functions of the government, such as elections, referendums, consultations, petitions, and protests. It allows people to express their opinions, needs, and preferences, and to hold the government accountable.
- Governance is the way in which a country, city, company, or organization is controlled by the people who run it. It involves the processes and mechanisms of decision-making, policy-making, service delivery, and accountability. Good governance is based on principles such as participation, transparency, responsiveness, effectiveness, efficiency, equity, and rule of law⁴.
- Law-making process is the procedure by which laws are proposed, drafted, debated, amended, passed, and approved by the legislative branch of the government, such as the parliament or the provincial or local councils. The law-making process should follow clear and democratic rules and procedures, and allow for public input and scrutiny²⁵.
- Rule of law is the principle that all citizens of a country have to follow its laws, no matter how powerful they are, and that the government must run the country according to the laws and the constitution. The rule of law ensures that the laws are clear, fair, consistent, and accessible, and that they protect the rights and freedoms of the people. The rule of law also ensures that the government is

accountable to the people and that there is an independent and impartial judiciary to enforce the laws²⁵.

- Transparency is the principle that the government and public institutions should operate in an open and honest manner, and that they should provide accurate and timely information to the public about their activities, policies, decisions, and finances. Transparency enables the public to monitor and evaluate the performance and accountability of the government and public institutions, and to detect and prevent corruption, fraud, and abuse of power⁴.
- Representation is the principle that the government and public institutions should reflect the diversity and interests of the people they serve, and that they should consult and involve the people in their decision-making and policy-making processes. Representation ensures that the people have a voice and a choice in the governance of their country, and that they can elect and recall their representatives through free and fair elections⁴.

Accountability is the principle that the government and public institutions should be responsible and answerable to the people for their actions and decisions, and that they should report on their performance and outcomes.

14. Explain the functions of structures instituted to address the interests of civil society: - Constitutions - Elections - Representation of constituencies - Mandates – Lobbying

- **Constitutions:** These are the supreme laws of a country that define the basic principles, structures, and functions of the government and the rights and duties of the citizens. Constitutions are important for civil society because they provide the legal framework and the guarantees for the protection and promotion of civil and political rights, such as freedom of expression, association, and assembly¹.
- **Elections:** These are the processes by which citizens choose their representatives and leaders in the government through voting. Elections are important for civil society because they enable the participation and representation of the people in the governance of their country, and they ensure the accountability and legitimacy of the government².
- **Representation of constituencies:** These are the ways in which elected representatives act on behalf of the people who voted for them in a specific

geographic area or a group of interest. Representation of constituencies is important for civil society because it ensures that the diverse and specific needs, preferences, and opinions of the people are reflected and addressed in the decision-making and policy-making processes of the government³.

- **Mandates:** These are the authority and responsibility given to the elected representatives and leaders by the people to govern and act on their behalf. Mandates are important for civil society because they define the scope and limits of the power and actions of the government, and they provide the basis for the evaluation and feedback of the performance and outcomes of the government⁴.
- **Lobbying:** This is the act of influencing or persuading the government or public officials to adopt or change certain policies, laws, or decisions that are favorable to a specific cause or interest. Lobbying is important for civil society because it enables the advocacy and mobilization of civil society organizations and groups to advance their agendas and interests, and to hold the government accountable for its actions and decisions.

15.how sport can support or detract from nation building participant and spectator behaviour in sport: incidences that may trigger certain behaviour

Sport can have both positive and negative effects on nation building, depending on how it is practiced and perceived by participants and spectators. Here are some points to consider:

Sport can support nation building by fostering social cohesion, national pride, and positive values. For example, sport can bring people together across different backgrounds, cultures, and languages, and create a sense of belonging and identity¹. Sport can also inspire people to achieve excellence, teamwork, and fair play, and to celebrate their achievements and talents. Sport can also enhance the country's image and reputation, and attract tourism and investment.

Sport can detract from nation building by creating division, conflict, and violence. For example, sport can be used to promote nationalism, racism, and xenophobia, and to incite hatred and hostility against other countries or groups. Sport can also trigger violence and aggression among participants and spectators, and cause damage and

injury to people and property. Sport can also divert attention and resources from more pressing national issues and challenges.

Participant and spectator behaviour in sport can be influenced by various factors, such as emotions, expectations, norms, and incentives. For example, participants and spectators may behave differently depending on whether they are winning or losing, whether they are playing at home or away, whether they are following the rules or not, and whether they are rewarded or punished for their actions. Some examples of incidents that may trigger certain behaviour are:

- A controversial referee decision may trigger anger and frustration among participants and spectators, and lead to protests, arguments, or fights.
- A national anthem or flag may trigger pride and patriotism among participants and spectators, and lead to cheering, singing, or saluting.
- A goal or a victory may trigger joy and excitement among participants and spectators, and lead to celebration, celebration, or congratulation.
- A foul or an injury may trigger sympathy and compassion among participants and spectators, and lead to apology, assistance, or consolation.

16.Explain the impact of particular behaviours on participants, spectators, teams, opposition, the referee, community, society and nation at large.

Particular behaviours in sport can have various impacts on different stakeholders, such as participants, spectators, teams, opposition, the referee, community, society and nation at large.

Some examples of positive behaviours are fair play, respect, teamwork, support, and celebration. These behaviours can enhance the personal and social development of participants, create a pleasant and enjoyable atmosphere for spectators, foster a sense of pride and cohesion among teams, facilitate friendly and constructive relationships with opponents, promote a fair and smooth game for referees, contribute to community development and inclusiveness, inspire societal values and identity, and boost national morale and reputation.

Some examples of negative behaviours are aggression, cheating, unsportsmanlike conduct, violence, excessive drinking, and racist or discriminatory remarks. These behaviours can result in disciplinary action, loss of self-esteem, and damaged relationships for participants, create a dangerous and unpleasant environment for spectators, undermine the performance and reputation of teams, incite hatred and hostility towards opponents, hinder the role and well-being of referees, damage public spaces and increase crime rates in the community, erode societal values and trust, and tarnish national image and legitimacy.

The impact of particular behaviours in sport can also depend on various factors, such as the level and type of sport, the context and culture of the sport, the expectations and norms of the sport, and the incentives and consequences of the sport.

17. Critically discuss how sport can support or detract from nation building

Sport can support nation building by fostering social cohesion, national pride, and positive values. For example, sport can bring people together across different backgrounds, cultures, and languages, and create a sense of belonging and identity. Sport can also inspire people to achieve excellence, teamwork, and fair play, and to celebrate their achievements and talents. Sport can also enhance the country's image and reputation, and attract tourism and investment.

Sport can detract from nation building by creating division, conflict, and violence. For example, sport can be used to promote nationalism, racism, and xenophobia, and to incite hatred and hostility against other countries or groups. Sport can also trigger violence and aggression among participants and spectators, and cause damage and injury to people and property. Sport can also divert attention and resources from more pressing national issues and challenges.

The impact of sport on nation building can also depend on various factors, such as the level and type of sport, the context and culture of the sport, the expectations and norms of the sport, and the incentives and consequences of the sport.

To critically discuss how sport can support or detract from nation building, you will need to:

- Define what nation building means and why it is important for a country like South Africa.
- Provide examples of how sport has supported or detracted from nation building in South Africa or other countries, and explain the reasons and outcomes of these examples.
- Compare and contrast the advantages and disadvantages of using sport as a tool for nation building, and evaluate the effectiveness and appropriateness of this approach.
- Consider alternative or complementary ways of promoting nation building, such as education, culture, or politics, and how they can work with or against sport.