



KING CETSHWAYO DISTRICT
NATIONAL
SENIOR CERTIFICATE
GRADE 11

SUBJECT:	LIFE ORIENTATION
GRADE:	11
MARKS:	90
TOPICS:	Development of the Self in Society (DSS) Democracy and Human Rights (DHR)
SUBTOPICS/Content areas:	• DSS: Goal setting • CCC: Career decisions
PURPOSE:	The purpose of this Task is to instil the necessary life skills to enable grade 11 learners to effectively deal with the challenges of an inability to set goals as they prepare for the exit grade. It will also enable them prepare for pursuance of their post school goals. These are serious challenges that grade 11 learners must grapple with in order to succeed in life.
DURATION:	3 Weeks
Date of issue	02 March 2026
Date of final completion	• Activity 1 (06 March 2026) • Activity 2 (13 March 2026) • Activity 3 (20 March 2026)

(This paper consists of 11 pages including the cover page)

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: _____

LEARNER'S INSTRUCTIONS

- ✓ Learners will spend time outside of school-contact time to collect 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.
- ✓ The task requires learners to do 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 content could be interpreted from different angles, resulting in better interpretation or understanding of the problems which could be tested through learners' ability to conduct informed discussions, define the key concepts, analyse the related concepts, critically assess 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 THREE activities (Activity 1=27marks, activity 2=36marks, and activity 3=27). You can submit each activity either typed out or handwritten and attached to the ultimate presentation.
- ✓ Full 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 teacher).
 - Correctly numbered answers to correspond with questions.
 - Each section should be answered on a new page.
 - Write neatly and legibly.
 - Use proper grammar and present meaningful sentences as answers to questions.
 - Proof-reading 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 size 12, justified, 1.5 line spacing should be considered if typed on computer.
 - Handwritten submissions are also welcome.
- ✓ Even if learners may work in groups, individual learners' attempts will be credited. Therefore, the end product will not be a group's product. The task requires learners to display their individual attempt to solve problems, in keeping with the questions and content treated in the task.

ACTIVITY 1 Read the source below and follow the completion instructions to answer the questions that follow.

Goals setting and how it can help grade 11 learners realise their dreams Goal setting and relationships

Goal setting is a powerful tool that can significantly benefit learners by providing clarity,

In this way, there are good and detrimental relationships out there. It is actually a mixed bag of challenges. It depends on the people involved in a relationship. Grade 11 learners must always be vigilant because it is their responsibility to ensure that their goals in life are reached. Therefore, the challenges are many; unfortunately, grade 11 learners must pursue their educational goals, i.e., learning for success, in spite of the challenges.

Glossary:

1. **inherently difficult** - Something that is naturally or by its very nature hard to do, understand, or deal with.
2. **pursue** - To chase, follow, or work towards something with effort and determination

Adapted from <https://positivepsychology.com/>. Accessed on the 28th January 2026

Study the extract above answer the questions that follows

- 1.1. a) Define the term 'goal setting' (1x2) (2)
 b) identify TWO (2) problems that teenagers could encounter if they don't put enough thought into the goal. (2x1) (2)
- 1.2. State five benefits of setting smart goals. (5x1) (5)
- 1.3. Differentiate between realistic and unachievable goals. (2x2) (4)
- 1.4. Describe **two** consequences for the grade11 learners' schoolwork if they don't have relevant academic goals. (2x2) (4)
- 1.5. Advise teenagers on how get back on track with their goals after having encountered obstacles while pursuing their goals. (2x2) (4)
- 1.6. In the above source, it is said that goals are not automatically achieved but there has to be planning done. Examine how planning could help you to easily achieve acceptable levels of academic performance at grade 11. (3x2)(6)

[TO

TAL: 27 MARK]

ACTIVITY 2: CAREERS AND CAREER CHOICES

Read the case study below and answer the questions that follow. Answer in full sentences.

ADMISSION REQUIREMENTS TO INSTITUTION OF HIGHER LEARNING

South Africa faces a significant challenge with a workforce that is largely unskilled or semi-skilled. Although progress has been made in recent years, there remains a pressing need for more engineers and artisans. The target is to produce at least 30,000 artisans annually by 2030, but currently, the country trains only about 19,000 to 20,000 artisans each year.

Technical and Vocational Education and Training (TVET) colleges play a crucial role in addressing this skills gap. With over 364 campuses across the country and approximately 800,000 students enrolled annually, TVET colleges were established as Further Education and Training (FET) institutions to tackle South Africa's shortage of skilled labour. These colleges focus on vocational and occupational training, equipping students with the practical skills needed to excel in various trades.

There is a common belief that attending university is the only pathway to securing a high-paying job after graduation, but this is not necessarily true. Graduates from TVET institutions often have opportunities comparable to those of university graduates, especially in fields where their hands-on training and practical expertise are highly valued.

Another misconception is that TVET graduates are less employable. However, TVET programmes provide students with substantial industry experience, allowing them to apply their knowledge and skills in real-world settings before completing their studies.

Additionally, many people mistakenly associate TVET only with traditional trades like carpentry and welding. In reality, TVET colleges now offer a diverse range of courses, including programmes in fields such as oil and gas, construction, electrical work, business, graphic design, tourism, culinary arts, fashion, and even digital technology.

By debunking these myths and highlighting the opportunities available through TVET, more

people can see these institutions as a viable and rewarding option for building a successful career.

Adapted from: <https://www.ssbfn.net.com/ojs/index.php/ijrbs/article/view/2732>. Accessed on 14 January 2026

Glossary:

- **occupational** – relating to the activity or business for which you are trained.
- **artisan** – a skilled worker who practices some trade or handcraft.
- **culinary arts** – it is the art of cooking.

2.1 Provide any THREE examples of vocational courses available at TVET Colleges.

(3X1) (3)

2.2 Draw a table to compare a University of Technology with a TVET college.

(2+2) (4)

2.3 Identify and describe THREE forms of financial assistance available for a student in higher education institutions.

(3x2) (6)

2.4 Discuss any THREE challenges that young people face when trying to access higher education in South Africa.

(3x3) (9)

2.5 Mention any THREE common misconceptions that students are faced with when attending TVET colleges.

(3x2) (6)

2.6 Analyse TWO strategies that the Department of Higher Education and Training could implement to encourage greater interest in trade and vocational careers.

(2x4) (8)

TOTAL:36 MARKS

ACTIVITY 3

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 CONTEXT OF ITS 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 crux ² 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, injustice 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 need the bridge the gap between 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 unreliable provided. The sad part about the whole arrangement is that, 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 provided.

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 environment 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 wellbeing. Furthermore, it may also deprive the communities of the voice of agency in the decision-making processes which could negatively impact 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 temporal measure, while the infrastructure is being attended to. In many rural communities, water tankers have become normal way of receiving water. Some communities have recently questioned the protability of water brought by water tankers.

Glossary

Attributed – regard something as resulting from something/events/situations.

Crux - the decisive or most important point at issue.

Resultant – caused by the event or situation already mentioned.

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

Answer the following questions which are based on the above extract:

3.1 Based on the information gathered from the above source and other relevant sources, define the term democratic principles. (1x2)

(2)

3.2 In the above source, democratic principles are highly regarded. Briefly state.

THREE reasons why the democratic principles should be considered by local government in the equitable provision of services to communities in South Africa. (1x3) (3)

3.3 The above source makes a reference to democratic structures and

Democracy. Differentiate between democratic structures and democratic principles. (2x2) (4)

3.4 Discuss how local government could be transparent when it engages communities for sustainable provision of water services to different communal areas. (1x2) (2)

3.5 Explain how residents could effectively be lobbied to express their dissatisfaction with poor quality of water services in their communities. 2x2 (4)

3.6 Critically discuss how communities could ensure responsible usage of available resources in their areas. 2x4 (8)

3.7 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)

TOTAL MARKS =27

ASSESSMENT GRID

Questions	Topic/Content	Verbs & contexts	Cognitive level	Difficulty levels	Total
1.1 a)	Goals & goal setting	Define	LO	2	2
1.1 b)	Goals & goal setting	identify	LO	2	2
1.2		State	LO	1	5
1.3	Goals & goal setting	Differentiate	MO	4	4
1.4	Goals & goal setting	Describe	HO	5	4
1.5	Goals & goal setting	Advise	HO	5	4
1.6	Goals & goal setting	Examine	MO	4	6
					27
2.1	Career choices	Provide	LO	1	3
2.2	Career choices	Draw a table	MO	3	4
2.3	Career choices	Identify & describe	LO	2	6
2.4	Career choices	Discuss	HO	5	9
2.5	Career choices	Mention	LO	1	6
2.6	Career choices	Analyse	MO	4	8
					36
3.1	Democratic principles	Define the concept	LO	1	2
3.2	Democratic principles	Briefly state	LO	1	3
3.3	Democratic structures	Differentiate	MO	4	4
3.4	Democratic structures	Discuss	MO	3	2
3.5	Principles of democracy	Explain	LO	2	4
3.6	Democratic participation	Critically discuss	HO	5	8
3.7	Democratic structures	Evaluate	HO	5	4
					27