

SBA

Task 1: Written task

Term 1

LIFE ORIENTATION

GRADE 11

DURATION: 3 weeks

TOTAL MARKS: 90

DATE ISSUED: 26/01/2026

DUE DATE: 13/02/2026

EXAMINER: T. Julius

MODERATOR: Z. Moolla



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Plagiarism is when you use someone else's work without giving them credit. Please ensure that you do not copy the answers from the online campus or any other sources. Complete the assessment in your own words.

PLAGIARISM DECLARATION

I declare that all work in this formal assessment is my own. I have not committed plagiarism as defined by the plagiarism policy, nor have I accessed any resources on the online campus to help me complete this assessment. I have not used any artificial intelligence (AI) tools, such as ChatGPT or other AI-assisted content generators, to produce, edit, or improve any part of my responses in this assessment. I have not used text-to-speech software (such as Natural Readers) or any other type of concession unless I have an approved typing or scribe concession, which must be stated in the form of an internal UCT Online High School concession approval letter (Grade 8–9) or SACAI concession approval letter (Grade 10–12). I have ensured that this assessment is completed in my own handwriting and that I have not used any stylus to assist in writing this paper.

Add your name here

Student signature

LEARNING OUTCOME

- **Demonstrate** understanding of modules 2 to 5.
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INSTRUCTIONS

1. The front page of your answer sheet must include:
 - a. Your name
 - b. Your student number
 - c. The signed plagiarism declaration
 2. Remember to label your questions as per the question paper and number each page of your answer script.
 3. This activity comprises **FOUR** main questions.
 4. Complete all questions in the order that they are presented to you.
 5. Please include a bibliography listing all sources of facts, quotations, or ideas that are not your own. This is mandatory and required to uphold academic integrity.
 6. The maximum mark for this SBA is **90**.
 7. You have 3 weeks to complete this SBA.
 8. All formal assessments, including SBAs, cycle tests, and examinations, must be handwritten unless you have an approved typing or scribe concession. Such concessions must be documented in an internal UCT Online High School concession approval letter (Grades 8–9) or a SACAI concession approval letter (Grades 10–12). Any typed submission without this approval will not be marked, and a zero will be awarded.
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QUESTION 1: RELATIONSHIPS IN OUR LIVES AND THEIR IMPACT
[21 MARKS]**Question 1.1 [2 + 2 = 4 marks]**

Define the term relationship in your own words. Then, **identify** two reasons why humans are described as social creatures.

Question 1.2 [3 x 2 = 6 marks]

Describe how relationships are different in each of the following life stages:

1.2.1. Primary school years

1.2.2. Teenage years

1.2.3. Early adulthood

Question 1.3 [(3 × 1) + (2 × 2) + (4 × 1) = 11 marks]

In a well-developed paragraph, **describe** three positive qualities that contribute to healthy relationships, **discuss** two effects that negative relationships can have on a person's well-being, and **list** four cultural views that can influence relationships in society.

TOTAL: 21

QUESTION 2: HIGHER EDUCATION OPTIONS [26 MARKS]

Question 2.1 [15 marks]

Essay Question:

In a well-structured essay, explain the different higher education options available to South African learners after obtaining the National Senior Certificate (NSC).

Rubric:

Criteria	Description	Marks
Introduction	Introduces the topic clearly.	[1x2 =2]
Paragraph 1	Describe what the National Senior Certificate (NSC) is and how the National Senior Certificate is relevant to you.	[1x2 =2] [1x1 =1]
Paragraph 2	Discuss why Grade 11 results are important for learners applying to universities, colleges, or other tertiary institutions.	[2x1 =2]
Paragraph 3	Explain three higher education options available to learners in South Africa after obtaining the National Senior Certificate (NSC).	[3x2 =6]
Conclusion	Concludes the essay clearly.	[1x2 =2]
Total	15 marks	

Question 2.2 $[(1 \times 2) + (3 \times 1) = 5 \text{ marks}]$

In a short paragraph, **explain** what is meant by the Admission Point Score (APS) and **suggest** three practical ways learners can improve their APS or marks in Grade 11.

Question 2.3 $[3 + 2 + 1 = 6 \text{ marks}]$

Using Sam's results below, calculate his Admission Point Score (APS). Then **explain** what his total score means in relation to possible study opportunities after Grade 12. Support your answer with an **example** of a qualification he might qualify for.

Sam achieved the following in Grade 12:

English – 74%, isiXhosa – 68%, Mathematics – 64%, Life Orientation – 76%, Consumer Studies – 64%, Dramatic Arts – 75%, History – 61%.

TOTAL: 26

QUESTION 3: THE IMPACT OF EDUCATION ON CAREER CHOICES
[20 MARKS]

Scenario:

Zanele is a Grade 11 learner who enjoys Mathematics and Life Sciences. She has always been curious about how the human body works and wants to help people stay healthy. Her Life Orientation teacher encourages her to research different career fields that match her interests.

During her research, Zanele learns about several career fields such as Health Sciences, Education, and Commerce. She also discovers that each career requires specific higher education qualifications and levels of achievement in school.

Zanele's parents did not have the opportunity to attend university, so she feels motivated to work hard and achieve good marks. However, she is unsure about how her subject choices and education level will influence her career options after Grade 12.

Question 3.1 [2 x 1 = 2 marks]

Identify two personal factors from the scenario that may influence Zanele's career choice.

Question 3.2 [2 x 1 + 1 = 3 marks]

Explain how a career field and a career are not the same thing. Use an example from the scenario to show the difference.

Question 3.3 [1 x 2 = 2 marks]

Describe the educational pathway Zanele would need to follow if she decides to study in the field of Health Sciences.

Question 3.4 [4x1 = 4 marks]

In a paragraph, **analyse** how Zanele's education level could affect her employment opportunities in South Africa.

What You Need to Do	Expectations	Marks
Stay on topic	Your paragraph clearly answers the question and shows you understand how education affects job chances.	1
Show understanding	You explain why education level makes a difference — not just what it is. Show cause and effect.	1
Use of Example	You include an example from Zanele's situation or from real life in South Africa.	1
Write clearly	Your paragraph makes sense, uses full sentences, and flows logically.	1
Total	4 marks	

Question 3.5 [4x1 = 4 marks]

In a paragraph, **evaluate** the following statement in relation to Zanele's situation:

"Choosing the right qualification early can improve your future employability."

Use examples from the scenario to support your answer.

What You Need to Do	Expectations	Marks
Stay on topic	Your paragraph clearly answers the question and shows you understand how education affects job chances.	1
Show understanding	You explain why education level makes a difference — not just what it is. Show cause and effect.	1
Use of Example	You include an example from Zanele's	1

	situation or from real life in South Africa.	
Write clearly	Your paragraph makes sense, uses full sentences, and flows logically.	1
Total	4 marks	

Question 3.6 [(3 × 1) + (1 × 2) = 5 marks]

Recommend three practical steps Zanele could take to make informed decisions about her future study or career options. Provide a practical explanation showing how these steps can help her make informed decisions.

TOTAL: 20

**QUESTION 4: FINANCIAL ASSISTANCE FOR HIGHER EDUCATION
[23 MARKS]**
Scenario:

Lethabo is a Grade 12 learner who wants to study Mechanical Engineering at a University of Technology. Her parents support her dreams, but they cannot afford the tuition fees. Lethabo decides to research different financial assistance options.

She learns about bursaries, scholarships, learnerships, apprenticeships, and the National Student Financial Aid Scheme (NSFAS). She also hears about Sector Education and Training Authorities (SETAs), which fund training opportunities in specific industries.

Lethabo now needs to decide which funding option would suit her situation best and what commitments might come with it.

Question 4.1 [2 + (2x2) = 6 marks]

Define the term financial assistance. Then, state two differences between a bursary and a scholarship that Lethabo could apply for.

Question 4.2 [1 x 2 = 2 marks]

Explain how SETAs (Sector Education and Training Authorities) can help learners like Lethabo gain skills and qualifications needed for employment.

Question 4.3 [2 x 2 = 4 marks]

In a well-structured paragraph, briefly **explain** the difference between a learnership and an apprenticeship, and give one example of each that could help Lethabo gain practical experience.

Question 4.4 [2 x 2 = 4 marks]

In a short paragraph, **discuss** two advantages that a learnership or apprenticeship programme could offer to Lethabo as she prepares for her future in Mechanical Engineering.

Question 4.5 [2 x 2 = 4 marks]

Explain two reasons why Lethabo might choose to apply for a student loan instead of a bursary.

Question 4.6 [3 × 1 = 3 marks]

Design a short plan (3–4 lines) showing how Lethabo could research and apply for funding for her future studies after Grade 12.

TOTAL: 23**GRAND TOTAL: 90****SBA END**