



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE WEST DISTRICT

GRADE 11

LIFE ORIENTATION

**COMMON ASSESSMENT TASK
SOURCE-BASED TASK**

MARKING GUIDELINES

ACTIVITY 2

12 MARCH 2026

MARKS: 60

These marking guidelines consist of 10 pages.

INSTRUCTIONS TO MARKERS

1. The marker should read the task carefully and underline/encircle key instructions in questions before marking.
2. Use the marking guideline as a guide and give credit to learners who provide well-reasoned qualified arguments and statements as expected from the questions.
3. A tick (✓) equals one mark.
4. **A tick (✓) must be placed at the fact that it is being awarded and a qualifier if two marks are to be awarded including an outcome if three marks are awarded.**
5. **In all responses produced by the learners, distinction should be made between the excellent, good, satisfactory and the poor.**
6. The total mark for each activity must be indicated at the start of each activity.
7. The **final total** for the task must be transferred to the front of the cover page. **The teacher must sign and date each script marked.**
8. The DH / school moderator must clearly indicate with a **GREEN PEN** how marks were allocated. **The DH / school moderator must sign and date each moderated script.**

2.1.

2.1.1. What does it mean to be physically fit? (1X1) (1)

- Means having the strength, energy, and flexibility to live an active life ✓
- Means the body is healthy, strong, and able to do daily activities. ✓
- It means your body and organs such as heart, lungs, muscles, and joints are strong and be able to work well. ✓

Any **ONE** of the above responses for **ONE** mark each.

2.1.2. Identify **TWO** components of physical fitness. (2x1)(2)

- Cardiovascular endurance ✓
- Muscular strength ✓
- Muscular endurance ✓
- Flexibility ✓
- Body composition ✓

Any **TWO** of the above responses for **ONE** mark each.

2.1.3. Give **TWO** examples of a physical activity that improves cardiovascular fitness. (1x2) (2)

- Running ✓
- Jogging ✓
- Cycling ✓
- Swimming ✓
- Skipping rope ✓
- Aerobic dancing/ Zumba ✓

- Playing soccer/ netball/basketball ✓

Any **TWO** of the above responses for **ONE** mark each.

2.1.4. Why is it important to do warm- up exercise before doing a physical activity? 2X1 (2)

- To prepare the body and mind for an activity ✓
- To prevent muscle injury. ✓
- To increase the heart rate and the blood flow. ✓
- To enable more oxygen to reach the muscles. ✓
- To improve performance. ✓
- To increase flexibility. ✓

Any **TWO** of the above responses for **ONE** mark each.

2.1.5. Explain THREE physical benefits of participating in physical exercise (3X1) (3)

Exercise can help prevent excess weight gain or help maintain weight loss. When you engage in physical activity, you burn calories. The more intense the activity, the more calories you burn. ✓

- Regular exercise helps prevent or manage a wide range of health problems and concerns, including stroke, metabolic syndrome, type 2 diabetes, depression, a number of types of cancer, arthritis and falls ✓
- Exercise boosts energy- exercise delivers oxygen and nutrients to your tissues and helps your cardiovascular system work more efficiently, and when your heart and lung health improve, you have more energy to tackle daily chores. ✓
- Improve sleep- Regular physical activity can help you fall asleep faster and deepen your sleep. ✓
- Reduces obesity- physical activity helps to reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. When physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases. ✓
- Heightened immunity- Regular workouts might help your body fight off colds and the flu by increasing the circulation of cells that ward off viruses and bacteria and by improving your body's response to the influenza vaccine ✓

Any **THREE** of the above responses for **ONE** mark each.

[10]

2.2. Careers and career choices.

2.2. 1. What are the advantages of obtaining a matric certificate? (2x1) (2)

- Gives you access to further education, such as a university ✓
- It gives you access to better employment opportunities ✓
- It enables you to get a higher earning potential ✓
- It allows you to have flexibility in your career and choose a career path you want. ✓
- It allows for personal development and makes better decisions for the future ✓

- It is a foundation for lifelong learning. ✓

Any **TWO** of the above responses for **ONE** mark each.

2.2.2. Identify **TWO** available learning opportunities towards lifelong learning. (2x1) (2)

- Many universities and TVET colleges offer part-time certificates or short courses designed for working professionals. ✓
- Digital platforms like Coursera, Udemy, or Khan Academy provide access to a vast range of subjects. ✓
- Many employers provide internal workshops, seminars, or mentorship programs. ✓

Any **TWO** of the above responses for **ONE** mark each.

2.2.3. Describe **TWO** potential challenges you may be faced with after grade 12. (2x2) (4)

- Transitioning from high school to higher education or vocational training introduces increased academic demands. ✓ Unlike high school, where teachers closely monitor progress, students must now manage their own study schedules, meet deadlines, and handle complex assignments independently. ✓
- Student independency requires strong self-discipline, time management, and organizational skills. ✓ Many students struggle initially with the volume of work and the need to learn independently, which can lead to stress or burnout if not managed effectively. ✓
- Life after Grade 12 often brings new financial responsibilities. ✓ Students may need to cover tuition, textbooks, accommodation, and daily living expenses, sometimes relying on student loans or part-time work. ✓
- Developing financial literacy, such as budgeting, prioritizing needs over wants, and understanding debt, is crucial. ✓ Without proper planning, financial stress can affect both academic performance and personal well-being. ✓
- Other challenges include career uncertainty, limited access to higher education due to financial or geographic constraints, and emotional stress from adjusting to independence. ✓ Many students also face societal pressure to pursue university education, which may not align with their skills or interests, potentially leading to frustration or poor academic outcomes. ✓
- By anticipating these challenges, students can prepare strategies such as seeking mentorship, ✓ attending financial literacy workshops, and developing effective study habits to navigate life after Grade 12 successfully. ✓
- Any **TWO** of the above responses for **TWO** marks each.

2.2.4. Describe **THREE** forms of financial assistance for a student in higher education institutions. (3x2) (6)

- Bursary✓- Money given by an organisation to someone who wishes to study. There are sometimes conditions attached to accepting the bursary e.g., you work for the organisation after graduation. ✓
- Loan✓- Money that you borrow from the bank or organisation like Edu loan to study. You usually must pay this back when you start working. ✓
- Scholarship✓- Money awarded to you to pay for your studies, usually because you have done well academically✓.
- NSFAS✓- money from the government that helps students pay for their studies at universities and TVET colleges✓.

3 Any **THREE** of the above responses for **TWO** marks each.

2.2.5. Evaluate two misconceptions that students face when attending TVET colleges. (2x3) (6)

- TVET colleges are for the weak learners✓- learners believe that TVET colleges are for the weak learners who cannot cope in mainstream✓, therefore they feel ashamed to apply to TVET colleges. ✓
- TVET college qualifications are not respected by employers✓. Students fear that they will not get proper jobs after studying at TVET colleges because employers do not take them seriously; therefore✓, they lose interest in enrolling. ✓
- TVET graduates earn low salaries✓- students believe that a qualification from TVET colleges will make them earn less salary✓, therefore they would rather go to a higher institution to earn more. ✓
- TVET colleges have poor quality teaching and facilities✓- learners think TVET colleges do not offer valuable and modern training✓, which reduce their interest and investments in vocational learning. ✓

Any **TWO** of the above responses for **THREE** marks each.

2.2.6. Discuss the key factors to consider when choosing higher education institution. (3x2) (6)

Location

- When looking for HEI ask yourself whether you'd rather be in a rural, or urban location and how far is the school from where you would live✓ and does the town require you to use public transportation✓ / daily living costs like **accommodation**/Consider the safety of the surrounding area because some campuses are in places more prone to crime. ✓

Cost

- Cost is an important factor to consider when choosing a school. Ask yourself

if you can afford tuition, books, and other extra expenses. ✓ Research how much the fees will be each term and find out if there are any scholarships, grants, or bursaries available for you. ✓

Accreditation

- When choosing the right institution for you, be sure to research the accreditation of each before enrolling ✓ to make certain the college or university you're trying to get into is accredited by Higher institution of education. ✓

Choosing a mode of study

- Going to tertiary full-time or part-time/distance learning is an option for Students to consider. ✓ With busy schedules and demanding responsibilities, students should take a thorough look at their desired schedule before enrolling in a program. ✓

Facilities

- Equally important is the availability of facilities ✓ it is obviously important to have a decent library, computer access, Laboratories.

Student Support

- Institutions provide a range of welfare and academic support to students, but the availability and type of support provided varies from one university to another. ✓ / Investigate any support service that are important for you, such as having a disability, long-term health condition or other additional needs. ✓

Programs Offered:

- It should go without saying that you should attend at an institution that offers the degree/ diploma/ certificate that you are interested in. students, ✓ You should research the program to see if it stands up nationally. ✓ / and more importantly, what is the school's graduation rate, students, ✓ / and career services offered to help you achieve your dream. students, ✓

Any **THREE** of the above responses for **TWO** marks each.

[26]

2.3. Democracy and human rights.

2.3.1.1. Define the concept of nation-building and explain its importance in South Africa

(2+2) (4)

- Nation-building is the process of uniting people of a country✓ by promoting shared values, common identity, and a sense of belonging. ✓

Importance

- It helps bring together people from different cultures and backgrounds. ✓
- Strengthens democratic values such as equality and human rights. ✓
- Encourages peaceful solutions instead of violence. ✓
- Strengthens national identity and helps South Africa to feel proud of their country. ✓
- It encourages fairness and equal opportunity for all citizens. ✓

2.3.2. State TWO benefits of the Democratic government.

(2x1) (2)

- Protects the interest of the citizens. ✓
- There are ways to resolve different views and conflicts peacefully. ✓
- Citizens are free express their opinions or ideas in various ways either through speech/ music/ poetry etc. ✓
- Respect for human dignity. ✓
- The freedom to act, speak and think freely (if it does not stop others doing the same). ✓
- Safe and secure community. ✓
- Good government that is efficient, transparent, responsive, and accountable to citizens. ✓
- Equality before the law. ✓
- Ability to hold elected representatives accountable. ✓

Any **TWO** of the above responses for **ONE** mark each.

2.3.3. Identify TWO democratic values/ principles shown when learners of different backgrounds play together.

(2x1) (2)

- Respect ✓
- Equality ✓
- Fairness ✓
- Teamwork ✓
- Cooperation ✓
- Tolerance and acceptance✓
- Responsibility✓

Any **TWO** of the above responses for **ONE** mark each.

2.3.4. Explain how the school's sports for unity campaign promotes human rights (1x2) (2)

- It promotes human rights by ensuring that all learners, regardless of race, gender, or backgrounds✓ are allowed to participate equally. ✓
- It encourages inclusion as it involves all learners, including those from disadvantaged backgrounds,✓ to come and work together. ✓
- It can create social cohesion, bringing learners from diverse backgrounds together✓ to reduce prejudice. ✓

Any **ONE** of the above responses for **TWO** marks each.

2.3.5. Describe ways in which teamwork in sports can strengthen relationships

among learners.

(2x3) (6)

- It can build trust✓ - as learners begin to rely on each other during the games and practices✓, trust grows because they support and work together to achieve a win as an end goal. ✓
- It can improve communication✓- teamwork requires learners to talk, listen, and coordinate✓; therefore, clear communication helps them to understand each other better. ✓
- A team in sports can strengthen relationships through encouragement of cooperation✓ learners working in a team learn to share responsibilities and work towards a common goal✓; this cooperation strengthens bonds and reduces conflict. ✓
- Teamwork in sports builds empathy and understanding in relationships✓.

Working with each other helps learners understand different personalities✓, and they end up developing empathy and compassion towards each other as they begin to tolerate each other. ✓

Any **TWO** of the above responses for **THREE** marks each.

2.3.6. Evaluate how negative spectator behavior during sporting events can affect

teamwork, unity, and the broader goals of nation-building in a democratic society. (2x4)

(8)

Note: learners must give a fact, elaborate on the fact, a qualifier, and an outcome. The learner may begin with any of the given. Responses may focus on teamwork, unity, and/or the broader goal of nation-building.

- Negative spectators create pressure and fear.✓ players became anxious and fearful if spectators are misbehaving✓, negative behavior such as negative comments

demotivate✓ them and make it harder for them to cooperate.✓

- Negative spectator behavior, such as bad comments and insults✓, distracts players from focusing and working together✓ they may begin to blame each other and mistrust each other,✓ which in turn breaks team focus.✓
- negative spectator behavior weakens the democratic values✓, such as values like respect, tolerance, and dignity, which are core principles of democracy✓. When these values are neglected through mocking and disrespect✓, it discourages current and future participation, and individuals may avoid participating due to fear of being mocked.✓
- Negative behavior undermines positive citizenship✓. This may occur when spectators discriminate and become aggressive during the event✓, the negative behavior becomes harmful towards all involved✓, and everyone learns harmful actions that impede the nation, and harmful behaviors instead of democratic ones.✓

Any **TWO** of the above responses for **FOUR** marks each.

TOTAL ACTIVITY 2: 60

GRAND TOTAL: 90 MARKS