

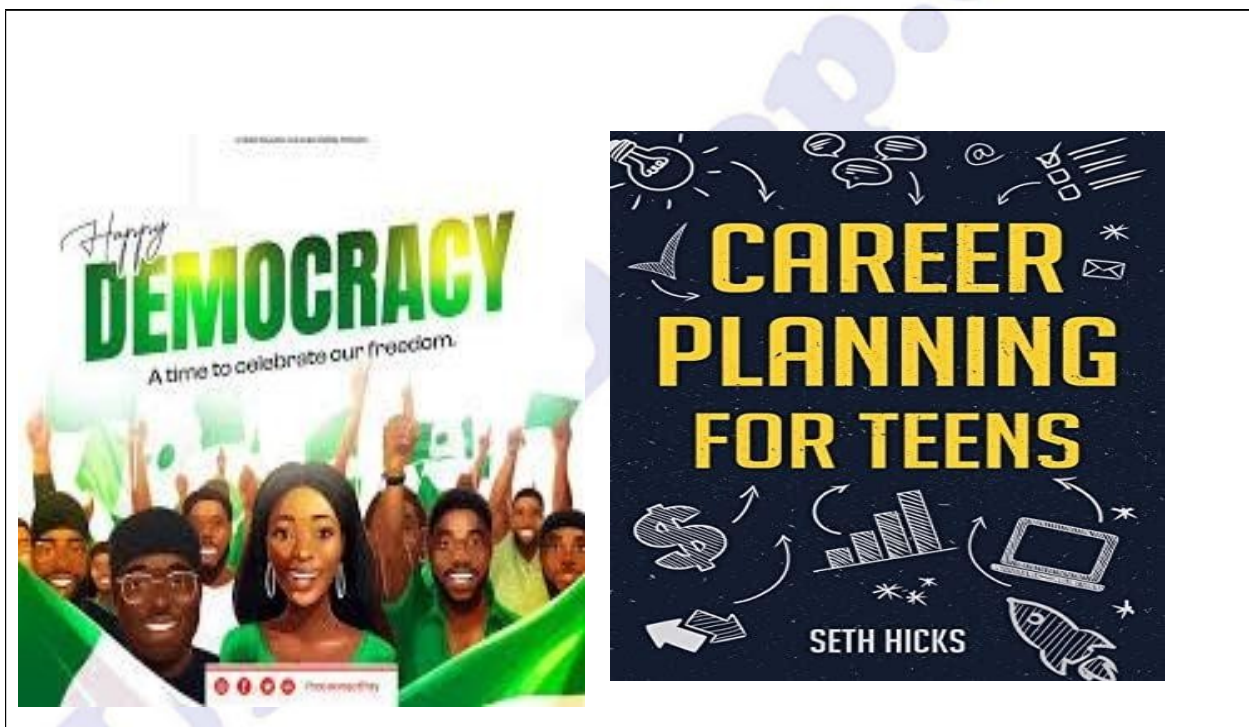


LIFE ORIENTATION TASK 2: SUPERVISED WRITTEN ACTIVITY

TEACHER GUIDE

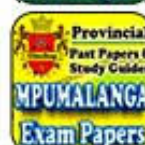
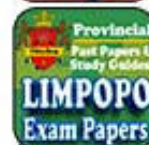
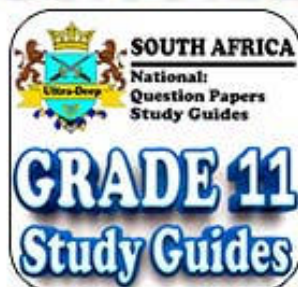
GRADE: GRADE 11 TIME: 1 HOUR

DATE: MARCH 2025 MARKS: 50



2026

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**SECTION A (COMPULSORY)**

Answer ALL the questions in this section

Question 1

Various options are provided as possible with answers to the following questions. Choose the correct answer and write only the letter (A–D) next to the question numbers.

- 1.1.1 B ☐
- 1.1.2 D ☐
- 1.1.3 A ☐
- 1.1.4 D ☐
- 1.1.5 C ☐

1.2 Answer the following questions in full sentences.**1.2.1 What does it mean to be physically fit (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. ☐

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

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



1.2.3 Give TWO examples of a physical activity that improves cardiovascular fitness.

2x1 (2)

- Running ☐
- Jogging ☐
- Cycling ☐
- Swimming ☐
- Skipping rope ☐
- Aerobic dancing/ Zumba ☐
- Playing soccer/ netball/basketball ☐

Total section A=10

SECTION B

QUESTION 2 (Careers and career choices)

2. 1 What is the advantage 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. ☐

2. 2 Explain ONE socio-economic factor that may influence your career or study choice.

1x2

(2)

- Family income ☐- if the family has limited income, I may have to choose a career and institution that is more affordable. ☐
- Level of education in the family ☐- family members who are educated can offer a push, guidance, and support to study a specific career. ☐
- Community influence ☐- careers seen in the community may shape what learners think is possible. ☐
- Social status and expectations ☐- some communities and families may encourage you to do a certain career because it is popular and respected. ☐
- Transport and distance ☐- if the college or university is far away, transport costs and accommodations may limit your options. ☐

2.3. Discuss TWO important factors you should consider when deciding on a career that you want to pursue at a higher education institution. 2x2 (4)

- Interest- consider your interest and passion, know if you will enjoy and keep motivated for the career you choose.
- Consider the availability of finances- will you be able to afford the course you want to pursue.

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- Employment opportunities□- know and research about the demand of the career, will you be able to easily get a job.□
- Values and life goals□- check if the career is aligned with your goals and values.□
- Skills and subject performance in school- ensure that you have the skills, and you have good performance on the subject required for the career.

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□.

2.5. Evaluate two misconceptions that students face when attending TVET colleges, also evaluate their effects and impacts. 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. □

[20]



SECTION C

QUESTION 3 (Democracy and human rights)

3.1 .Define the concept of nation-building and explain its importance in South Africa 1+1

- 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. □

3.2 Identify two democratic values/ principles shown when learners of different backgrounds play together.

2x1 (2)

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

3.3 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 background, are allowed to participate equally.
- It encourages inclusion as it involves all learners, including

those from disadvantaged backgrounds, to come and work together.

- Sports events create awareness about human rights among learners.

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- The sports campaign has a way of promoting respect and dignity.
- It can create social cohesion, bringing learners from diverse backgrounds together to reduce prejudice.

3.4 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.

3.5 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.



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- 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.

[20]

TASK TOTAL= 50