



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

**LIFE ORIENTATION
TERM 1
SOURCE BASED TASK
ACTIVITY 1
10 February 2026**

Total Marks : 90

Duration : One hour

THIS QUESTION PAPER CONSISTS OF 6 PAGES INCLUDING COVER PAGES

COVER PAGE TASK: SOURCE - BASED TASK

NAME OF LEARNER	
GRADE 11	
NAME OF SCHOOL	

Activity	Teacher's Mark		HOD / School Moderator		District Moderator		Provincial Moderator	
	Mark	Initial	Mark	Initial	Mark	Initial	Mark	Initial
Activity 1: [30]								
Activity 2: [60]								

OVERALL FEEDBACK TO THE LEARNER:

MODERATION	NAME	SIGNATURE	DATE
Teacher / Marker			
Departmental Head/ School Moderator			
District Moderator			

TASK 1 SOURCE - BASED TASK

WRITTEN TASK GRADE 11	
TOPICS	▪ Development of self in the society ▪ Careers and career choices ▪ Democracy and Human Rights
CRITICAL QUESTION /ISSUE	▪ To create awareness influence of relationships that contribute or are detrimental to well-being, democratic rights and requirements for admission to additional and higher education ▪ (Universities and TVET Colleges)
SUB-TOPICS	▪ The principles, process and procedures for democratic public participation and petition process career choices ▪ Requirements for admission to additional and higher education
PURPOSE	▪ How relationships can influence well being ▪ To explore and evaluate additional and higher education options ▪ To be able to deal with the stigma attached to universities and TVET colleges ▪ To equip you with knowledge, skills and values to make informed decisions about careers, additional and higher education requirements and opportunities
FORM OF ASSESSMENT	Source-Based Task
MARKS	Activity 1: 30 Activity 2: 60 TOTAL: 90
PET	Participation in activities that promote physical fitness
Date of administration	Refer to the dates given in the assessment plan

GENERAL INSTRUCTIONS AND INFORMATION

ACTIVITY 1 - TOPIC: Development of the self in society

CONTENT COVERED IN WEEK 1 – 3

1. This is a source-based task, and the articles/sources are used as ***stimuli only**, i.e., to demonstrate understanding and application of knowledge. You will require **critical and creative thinking skills**, as well as informed decision-making and problem-solving skills.

stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.

2. This task consists of **TWO** activities. Answer ALL the questions in all sections.
3. Read ALL the questions carefully and follow the instructions closely.
4. Answer questions in **full sentences** except for questions that require one- word answers.
5. Number the answers correctly according to the numbering system used in this task
6. The mark allocation per question is an indication of the length of your answer.
7. Write neatly and legibly.
8. Abide by the submission dates

NOTE TO LEARNER:

- The Source Based Task consists of **TWO** activities which will be administered in class.
- You must bring your resources to class as advised by your teacher.
- Complete the task on your **own** to demonstrate that you understand the content.
- Plagiarism is strictly prohibited. Should your teacher notice that you were helping one another, or you have copied from your classmate, an irregularity shall be declared, and you will have to go through a disciplinary hearing based on the findings of the investigation by the Irregularity Team from your school up to the Provincial team.

ACTIVITY 1: DEVELOPMENT OF SELF IN SOCIETY

Read the abstract below and answer the questions below

Youth Month allows Engen to reflect on the ongoing assistance it provides gifted South Africans like Matome Tlou who is fast developing into a business leader of tomorrow via the company's graduate development programme.

Hailing from Topanama Villlage in Limpopo, Matome matriculated from Mokhapa High School before completing a Bachelor of Technology Degree in Taxation *cum laude* at Cape Peninsula University of Technology.

Despite a less-than-ideal childhood, Matome marched against the grain and surprised his family when he was accepted into university.

"Throughout my schooling, I stayed with my uncle and basically brought myself up as he is a taxi driver and works irregular hours and I received very little support from my family who live in the Limpopo," recounts Matome.

Reflecting on the significance of 16 June in our country's history, Matome advises the country's youth to remember that our deepest fear is not that we are inadequate but that we are powerful beyond measure.

"It's not our darkness but our light that most frightens us and as we let each one of our light's shines, we are unconsciously giving others the opportunity to do the same because we were all meant to shine."

And his biggest concern about the world today?

"A lack of humility! It seems many people work for financial gain only, rather than helping or contributing towards making the world a better place."

Matome however believes that the world is full of opportunities. "With a great plan and enough ambition, we can all achieve all our goals."

After fulfilling his dream of attending university, Matome graduated and was accepted on to Engen's prestigious graduate development programme.

The Engen Graduate Development Programme sees graduates spend time across a broad range of business functions.

To date Matome has worked in Engen's Fixed Asset Team and in the Tax Department as a graduate trainee.

"I never imagined myself working for one of the petroleum industry leaders!

"It was an exciting opportunity for me to join Engen and see how I can contribute to making the value chain more effective and efficient, so that ultimately real value is added to the end customer."

As a graduate trainee at Engen, he is discovering where he best fits in within the company. “I really appreciate the company’s culture and beliefs – they put their money into growing people skills, while the leadership style adopted by top management is indicative of how the company puts its employees first and creates a space for everyone to learn and grow as individuals.”

So, what is Matome’s greatest ambition?

“I really want to touch people’s lives. I don’t want to say change people’s lives because I feel like it’s up to each individual to change their own lives, but what I can do, is assist them in the process of changing their lives.”

Continuing to attract and grow talented young minds like Matome, demonstrates Engen’s ongoing commitment to developing our countries future experts and leaders.

In 2020, the company invested R9.8 million in Learnerships and Bursaries. They also continue to provide supplementary Maths, Science and Technology tuition to approximately 1 800 under-privileged Grade 10-12 learners across South Africa through the Engen Maths and Science School programme.

It is why Engen is passionate about progress and seeks to provide opportunities for talented young adults to explore new horizons, reach their goals and shine.

Tzaneen news 2025

- 1.1. From the extract you read above, define the term goal setting. (1x2) (2)
- 1.2. Identify and explain **TWO** types of goals in line with Matome ‘story. (2+2) (4)
- 1.3. From the above source, career choices are regarded. Discuss the benefits of goal setting on your career choice. (2x2) (4)
- 1.4. Discuss any **TWO** challenges Matome experienced that could have been obstacles in achieving his goals. (2x3) (6)
- 1.5. Analyse how Matome’s personal values contributed to his success. (3x2) (6)
- 1.6. Based on the information gathered from the above source, critically discuss the impact that ongoing changes in parent or guardian relationships of the Grade11s could have on their ability to achieve academic goals. (2x4) (8)

TOTAL ACTIVITY 1: [30]