



SEKHUKHUNE SOUTH DISTRICT

GRADE 11

**LIFE ORIENTATION
TERM 3 TASK - PROJECT
JULY 2025**

MARKS: 90

DURATION: 14-29 AUGUST 2025

This project consists of 14 pages including the cover page

BROAD INSTRUCTIONS

- 1.1 The activity must be one consolidated piece of work.
- 1.2 This activity would require extensive reading on the part of the learners.
- 1.3 Learners will be required to investigate, collate information, interpret and make suggestions.
- 1.4 Life Orientation textbooks and additional but relevant materials will be required.
- 1.5 All articles used in this activity must be acknowledged.
- 1.6 Write full sentences and avoid short-hand.
- 1.7 Don't write a statement if it does not make sense to you.
- 1.8 Check (proofread) the project before submission.
- 1.9 All phrases must be well structured.
- 1.10 There has to be a flow of arguments/discussions.
- 1.11 Write neatly and legibly.
- 1.12 All questions are compulsory, and number your questions the same as in the task.
- 1.13 Carefully, read **ALL** the instructions.

GRADE 11 2025 TASK 3: PROJECT

TOPIC	DEMOCRACY AND HUMAN RIGHTS SOCIAL AND ENVIRONMENTAL RESPONSIBILITY
PURPOSE	In Grade 11, you are at a crucial stage of personal development, making decisions that will significantly impact your future. This research project aims to deepen your understanding of how your daily choices, your awareness of risks, and your personal attributes contribute to a healthy, balanced, and successful life, including your future career path. "This project encourages learners to explore interconnected themes crucial for their well-being and future success".
ASSESSMENT	- You will be expected to display knowledge, skills and values and demonstrate certain competencies. - The project requires extended reading and writing on the part of the learner. - The project will involve thorough investigation and sourcing information on the healthy and balanced lifestyle choices, risky behaviour and situations, factors that impact positively on lifestyle choices and competencies, abilities, and ethics for career development. - All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.
MARKS	Technical aspects = 2 marks Activity 1: Introduction = 7 marks Activity 2 : Literature Review = 55 marks Activity 3 : Data Collection (Interviews and Analysis) =12 marks Activity 4 : Conclusion= 14 marks TOTAL: = 90 marks
DURATION	- Time will be spent outside of contact time to collect resources and information and the completion of the task has to be facilitated by the teacher in class during contact time. - Adequate guidance at the onset of the project and progress should be monitored throughout. 3-4 WEEKS
ISSUE DATE	14 AUGUST 2025
COMPLETION DATE	29 AUGUST 2025

LEARNER COLLECTION OF EVIDENCE: DECLARATION OF OWNERSHIP

NAME OF LEARNER	
NAME OF SCHOOL	
SUBJECT	
GRADE	
CIRCUIT	
DISTRICT	
TASK	

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 learner:

I declare that all the work done in this collection of evidence is my own work.

Signed _____

Date _____

SPECIFIC INSTRUCTIONS

1. Cover page must include, name of learner, name of school, grade and name of task.
2. **Create an appropriate title for this project.** The title should address the content of the problem statement. It is essential to do thorough research on the content to create appropriate title. **(1x1) (1)**
3. Create a table of contents indicating page numbers. Use the same numbering system outlined in this document.
4. This project will require extensive reading and writing skills. It is therefore essential that you do thorough research on the following aspects: The role of the media in a democratic society and the responsibilities of different levels of government in maintaining nation building and healthy environments.
5. **Learners are not allowed to plagiarise as they will be penalised. Learners must not present answers derived from internet sources as they are.**
6. You are expected to present your answers in meaningful sentences/phrases. You must therefore answer the questions which appear in the different sections of the project in full sentences.
7. Your teacher will provide adequate guidance at the start of the project and your progress will be monitored throughout.
8. Before you start answering the questions, you must first make sure that you understand all the assessment criteria that apply to the project.
9. Complete ALL the activities indicated in the project.
10. Ensure that each section is submitted on time according to the submission schedule. A submission schedule should be attached to this project.
11. A variety of sources must be used to complete the project. **Consult at least four (4) sources** so that your project is well-rounded and comprehensive. **(1x1)(1)**
12. The project must be bound / stapled.
13. Although you must collect resources and information outside of class time, the completion of the task, during class time, will be facilitated by your teacher.
14. **All the relevant content and assessment criteria that apply to the project will be taught and discussed with you before the start of the project.**

SUBTOTAL: 2 marks

PROBLEM STATEMENT

Study the problem statement below and examine the underlying challenges contained in it before answering the questions that follow

Why are the choices teens make now so important?



Life is full of choices. For small children, those choices are mostly simple. They may decide which flavour of ice cream they want or whether to colour with crayons or markers, but most of the important decision-making is handled by their parents. a teenager, you still get to decide which ice cream flavour you want; however, you're now at a stage of life when many of the decisions you make are more significant. From what you choose to eat and which classes you take in school, to how you spend your free time and whether you avoid underage drinking — your choices can have a huge impact on your future .Making healthy choices doesn't mean being a killjoy or missing out on fun. It's about recognizing that your decisions over the next few years will lay the foundation for the rest of your life. Some aspects of your life that can be impacted by safe decision making. Clearly, your future happiness doesn't hang in the balance with every little decision you make, but there will be some moments when making healthy choices is crucial. There are big decisions teens frequently face, and the benefits of choosing a healthy path.

[Making Healthy Choices & Safe Decisions: A Guide for Teens](#). Accessed on :29.07.202

ACTIVITY 1. Introduction

- Define the term balanced lifestyle and suggest **THREE** examples of lifestyle choices that may lead to happiness. **(2+3) (5)**
 - Discuss **ONE** long-term benefits of maintaining a healthy and balanced lifestyle. **(1x2) (2)**
- [Subtotal: 7]**

ACTIVITY 2: LITERATURE REVIEW

2.1 Risky Behaviour and Situations:

- Identify **FIVE** common risky behaviours and situations that Grade 11 students might encounter daily. **(5x1) (5)**
- Explain **TWO** potential negative consequences associated with these risky behaviours. **(2x3) (6)**
- Assess **TWO** strategies that can be employed to mitigate the impact of risky behaviours and situations? **(2X3) (6)**

[Subtotal: 17]

2.2 Factors that Impact Positively on Lifestyle Choices:

- Based on the studied literature, evaluate the effectiveness of intrinsic motivation towards driving positive lifestyle changes in grade 11 learners. **(2x2) (4)**
- Analyse **TWO** protective factors that may help grade 11 learners navigate challenging situations and make healthier decisions? **(2X4) (8)**

[Subtotal: 12]

2.3 Competencies, Abilities, and Ethics for Career Development:

- Identify and explain **FOUR** key competencies and abilities that are essential for success in the 21st-century workplace. **(4x2) (8)**
- Recommend **TWO** ethical considerations that are crucial for professional career development. Also indicate with **EACH** answer how this can lead to positive social change in communities **(2x4) (8)**
- Evaluate how grade 11 learners can develop their social responsibility and community engagement during their school years to prepare for future career. **(2x3)(6)**
- Discuss **TWO** importance of a strong work ethic, integrity, and responsibility in any career path. **(2x2) (4)**

[Subtotal: 26]

ACTIVITY 3: DATA COLLECTION (QUESTIONNAIRES AND ANALYSIS)

3.1. Use questionnaires to collect data on **lifestyle choices and decision making**.

Your teacher will provide you with FOUR copies of which:

You are required to request FOUR learners from your school to complete as **respondents**, on how they view **lifestyle choices and decision making**.

- Each of the FOUR learners should answer the six (6) questions asked.
- The questionnaires (**WORKSHEET 1**) should be used to record responses.
- The FOUR completed questionnaires must be attached to your Research Project as evidence of data gathering.

NB: You must assure the respondents that the questionnaires will remain anonymous. (4 x 1) (4)

The rubric below will be used to mark this question.

Excellent (4)	Good (2-3)	Poor (1-0)
All the questions in the questionnaire were addressed, and clear answers that accurately reflected the respondents' knowledge of the subject were provided.	A sufficient effort was made to address all the questions from the questionnaire. Some answers could have been clearer to accurately reflect the respondents' knowledge of the subject.	A feeble attempt has been made to address all the questions. ONE or MORE questions from the questionnaire were not answered. The answers are unclear and imprecise. No attempt was made to get further answers from the respondent

3.2 **Analysis of results:** Analyse the data collected by completing **WORKSHEET 2**.
(4 + 4) (8)

The rubric below will be used to grade your work.

BAR GRAPH

Excellent (4)	Good (3)	Adequate (2)	Poor (1-0)
The bar graph accurately represents the data collected, with each rating category (1-5) appropriately depicted and the frequency or proportion of respondents clearly displayed.	The bar graph mostly represents the data accurately, but there may be minor inconsistencies or inaccuracies in the depiction of ratings.	The bar graph partially represents the data accurately, with some notable inconsistencies or inaccuracies in the depiction of ratings.	The bar graph inaccurately represents the data, with significant inconsistencies or inaccuracies in the depiction of ratings.

ANALYSIS

Excellent (4)	Good (3)	Adequate (2)	Poor (1-0)
Learner was able to identify key points and themes as well as infer deeper meaning. They provided clear references to the questionnaire and graph to support their analysis. Their answers show high levels of insight, maturity and creative thinking in order to present their arguments in a clear and organized manner.	Learner was able to identify relevant key points and themes and provided clear references to the questionnaire and graph to support their analysis. Their answers show insight and maturity so that their findings are organized and to the point.	Learner was able to identify some of the key points and themes. They provided adequate references to the questionnaire and graph to support their analysis. Their answers are somewhat insightful but lack thoroughness and maturity so that their findings lack a clear organization and structure.	Learner has very little attempt identify key points. Their analysis lacks information and references to the questionnaire and graph. Their argument is disorganized and lacks critical insight.

[Subtotal: 12]

ACTIVITY 4. CONCLUSION

Based on the literature review (Activity 2) and the data collection (Activity 3), write a conclusion for your project by answering the questions below.

- Examine **TWO** ways that technological advancements can make it easier for grade 11 learners to make and track positive lifestyle choices? **(2x3) (6)**
- Discuss how you can apply your knowledge and understanding to promote positive change in your community. **(2x2) (4)**
- Provide **personal reflections** on how you have learned about the positive behaviour that leads to the correct lifestyle choices and better decisions. **(own words) (4x1)(4)**

PERSONAL REFLECTION

Excellent (4)	Good (3)	Adequate (2)	Poor (1-0)
Learner was able to identify key points as well as infer deeper meaning. They provided clear positive behaviour that leads to the correct lifestyle choices and better decisions	Learner was able to identify relevant key points and provided clear positive behaviour that leads to the correct lifestyle choices and better decisions.	Learner was able to identify some of the key points. They provided adequate positive behaviour that leads to the correct lifestyle choices and better decisions	Learner has very little attempt identify key points. Their reflection lacks positive behaviour that leads to the correct lifestyle choices and better decisions
Their reflection shows high levels of insight, maturity and creative thinking in order to present their personal learning in a clear and organized manner.	Their reflection shows insight and maturity so that their findings are organized and to the point.	Their reflections are somewhat insightful but lack thoroughness and maturity so that their personal learning lack a clear organization and structure.	Their reflection is disorganized and lacks critical insight.

[Subtotal: 14]
GRAND TOTAL: 90

BIBLIOGRAPHY

- Acknowledge all sources used during the completion of the project by compiling a bibliography.
- Arrange the sources alphabetically and then according to the year in which they were published or released.
- Use more than FOUR sources.
- Use the Harvard referencing method in your bibliography).

TAKE NOTE of the intricacies of punctuation – full stops, commas, colons, etc. These are MUSTS in referencing format!

BOOKS

Author, Initial(s). Year. Name of Book. Edition. Place: Publisher.

Armstrong, F. & Barton. L. 1999. Disability, human rights and education: Cross-cultural perspectives. 2nd edition. Buckingham: Open University Press.

ENCYCLOPAEDIAS

Books

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macromedia, Volume 9. 15th edition.

NEWSPAPERS

Surname, initial(s). Year. Title of article. Name of newspaper. Day Month: Page numbers.

INTERNET

BE CAREFUL about using the Internet as a reference! Select reputable websites and ensure that you copy the ENTIRE URL address of the actual page where you get your information from **i.e. do NOT provide www.google.co.za as a reference!**

Surname, initial(s). Year. Title of document. Organisation responsible for the site. From: URL (accessed Day Month Year)

Johnston, J.C. 1991. A psychological perspective on the new design concepts for William Head Institute (British Columbia). Correctional service of Canada. From: <http://www.csc-scc.gc.ca/test/pblct/forum/e032/e032g.shmtl> (accessed 5 April 2000).

If there is no author, then you leave the author out.

Radio or television programme

Station. Year. Title. [TV program]. Day. Month.

NB: Your list of references must appear at the back of your report. They must be arranged in ALPHABETICAL order!!

ANALYSIS GRID (GRADE 11 TERM 3 PROJECT)

Sections	Questions	Topics/Sub-Topics/Content	Verbs and context	Cognitive Levels	Difficulty Levels	Marks
		Technical aspects	Create	1	1	1
		Technical aspects	Give	1	1	1
		Total				2
Activity 1	Bullet 1	Balanced lifestyle and examples of lifestyle choices	Define/suggest	2	2	5
	Bullet 2	Benefits of maintaining a healthy and balanced lifestyle	Discuss	1	1	2
Activity 2		Total				7
	2.1 Bullet 1	Common risky behaviours and situations	Identify	1	1	5
	Bullet 2	Negative consequences associated with these risky behaviours.	Explain	3	5	6
	Bullet 3	Strategies that can be employed to mitigate the impact of risky behaviours and situations.	Assess	3	5	6
		Total				17
	2.2 Bullet 1	Effectiveness of intrinsic motivation towards driving positive lifestyle changes	Evaluate	2	3	4
	Bullet 2	Protective factors that may help to navigate challenging situations and make healthier decisions?	Analyse	3	6	8
		Total				12
	2.3 Bullet 1	Competencies and abilities that are essential for success in the 21st-century workplace .	Identify/explain	2	3	8
	Bullet 2	Ethical considerations that are crucial for professional career development.	Recommend	3	6	8
	Bullet 3	Develop their social responsibility and community engagement during their school years to prepare for future career	Evaluate	3	5	6
	Bullet 4	Importance of a strong work ethic, integrity, and responsibility in any career path	Discuss	2	3	4
		Total				26
Activity 3	3.1	Use the attached Worksheet 1 to conduct interviews with your schoolmates .	Interview	2	2	4
	3.2	Analysis of results	Analyse data	3	5	8
		Total				12

Activity 4	Bullet 1	Ways that technological advancements can make it easier to make and track positive lifestyle choices?	Examine	3	5	6
	Bullet 2	Can apply your knowledge and understanding to promote positive change in your community.	Discuss	2	3	4
	Bullet 3	How you have learned about the positive behaviour that leads to the correct lifestyle choices and better decisions	Reflect	2	3	4
		Total				14
		GRAND TOTAL: 90				