



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

LIFE ORIENTATION

SUBJECT	LIFE ORIENTATION
GRADE	11
TYPE OF TASK	SOURCE BASED TASK
TOPICS	• Development of the self in society • Careers and Career choice • Physical Education • Democracy and human rights
PURPOSE	To encourage learners to: • apply various life skills to provide evidence of an ability to plan and achieve life goals. • assess different types of relationships whilst maintaining their individuality in those relationships. • explain the purposes of NBTs and SETA. • explore options of financial assistance. • explore on the admission requirements to additional and higher education courses of interest. • investigate the principles, processes and procedures for democratic participation. • participation in physical fitness activities and understanding the importance thereof.
FORMS OF ASSESSMENT	SOURCE BASED • Activity 1- 4
TERMS	• Goals, goal setting, relationships, financial assistance, NBTs, SETA, TVET, APS, Certificate, Diploma, bachelor's degree, Rule of law, Transparency, Accountability, Mandates, Lobbying, Advocacy, Fitness.
MARKS	• Activity 1 = 30 • Activity 2 = 28 • Activity 3 = 10 • Activity 4 = 22 • Total = 90
DURATION	3 weeks (16 February – 09 March 2026)
DATE OF SUBMISSION	09 March 2026

LIFE ORIENTATION GRADE 11
PROVINCIAL ASSESSMENT TASK 1, TERM 1
SOURCE BASED TASK, 2026

NAME OF LEARNER	
GRADE	11
NAME OF SCHOOL	

ACTIVITIES	MARKS	TEACHER	DH	DISTRICT/LEO	PROVINCE	OTHER
ACTIVITY 1	30					
ACTIVITY 2	28					
ACTIVITY 3	10					
ACTIVITY 4	22					
TOTAL	90					

FEEDBACK TO LEARNER:

MODERATION

MODERATOR	NAME	SIGNATURE	DATE
DH			
DISTRICT/LEO			
PROVINCE			
OTHER			

(COVER PAGE TO BE PROVIDED FOR EACH LEARNER)

INSTRUCTIONS AND INFORMATION

1. This Source Based Task must be submitted on the: 09 March 2026
2. This Source Based Task consists of 8 pages.
3. The task should be well structured, by including the following aspects:
 - A completed cover page with learner and task details (provided by the teacher)
 - Answers should be in accordance with the numbering in the question paper.
 - Each activity should be answered on a new page.
 - Acknowledge sources used.
 - The task must be bound/stapled.
4. Read and understand all the terms/concepts in the question paper and be able to answer questions with relevance.
5. The teacher will explain the task in detail and facilitate the process in class time i.e. each learner should complete the task independently under supervised conditions.

ACTIVITY 1

DEVELOPMENT OF THE SELF IN SOCIETY

Read the article below and answer questions that follow.

The psychology of setting goals

Every January millions of people set out with the best intentions to change. They will go to gym this year, eat healthier, save money, learn a new skill – the list goes on. But most people – about 90% give up on their New Year's resolutions within the first few weeks.

Turns out, it's really difficult for people to change.

"Research shows that we all tend to break our long- term goals or slip up under certain circumstances," said Naomi Sadeh, associate professor in the Department of psychological and brain sciences...

Part of the reason it's so hard to make long-term changes is that humans are wired to prioritize instant gratification over delayed rewards. In other words, when posed with an option, we tend to pick the easy choice with an immediate outcome to satisfy need today instead of saving money, order takeout instead of cooking a healthy meal, or binge – watch a TV show instead of going to gym.

"With impulsivity and with breaking New Year's resolution, often it's when people tend to opt for that sooner, smaller reward over the longer, bigger reward," Sadeh said. 'The sooner reward is really tempting, even, if it is not satisfying in the long run as the longer goal or bigger goal that you had.'...

When people set goals, they tend to feel very motivated for a few days and falsely assume they're committed to their goal. But as soon as that motivation wears off, they give up....

Adapted from [*Article by Amy Wolf 02 January 2026*]

1.1 Define the following terms:

1.1.1 Self- management

1.1.2 Time management (2x1) (2)

1.2 State FOUR possible negative effects of an inability to prioritize life goals as a grade 11 learner. (4x1) (4)

1.3 Differentiate between perseverance and persistence when executing a plan to achieve life goals. (2x1) (2)

1.4 Describe in TWO ways how relationships can be influenced by your own well-being. (2x2) (4)

1.5 Discuss THREE reasons for the changing nature of relationships between you as a grade 11 learner and adults at home. (3x2) (6)

- 1.6 Explain in TWO ways how setting of goals will improve your own academic goals. (2x2) (4)
- 1.7 Critically discuss in TWO ways how the overuse of social media can affect your values on relationships as a teenager (2x4) (8)

[30]

ACTIVITY 2

CAREERS AND CAREER CHOICES

Career choices: The importance of chance

“What do you want to be when you grow up?”

You probably remember being asked that question when you were a child. If you answered, “I don’t know,” then the adult who asked the question most likely responded by listing a series of occupations and asking you to consider them.

Have you ever listened to college freshmen getting to know each other during the first week of school? A common question is, “So, what are you going to major in?”

Perhaps a family member asked you if you were avoiding the real world when you decided to apply to graduate school?

In American culture, we are expected to be decisive about the direction of our careers and it is generally unacceptable to be unsure about what we want to do with our lives. The importance we place on being “decided” in our society can make those who are uncertain about their future career feel as if something is wrong with them. However, an undecided person who is actively exploring and learning about career opportunities may very well find themselves following an unexpected, but fulfilling, career.

Typically, career-planning techniques – such as matching interests, skills, and abilities to a particular job or laying out a plan of one’s life for the next 10, 20, or 70 years – are often very helpful in planning and deciding upon a career. But sometimes, if we become too wrapped up in making the one right decision about our careers, we can forget the importance of chance.

Adapted from [<https://www.sciencedirect.com> 02/02/26]

- 2.1 List FOUR options of financial services that students can access (4x1) (4)
- 2.2 Learnership programmes are normally arranged by SETAs. Mention FOUR examples of SETAs you have studied. (4x1) (4)
- 2.3 Explain in THREE ways why a bursary will be considered as a better option for student success. (3x2) (6)

- 2.4 Discuss any THREE obligations of NSFAS as one of the options for financial assistance. (3x2) (6)
- 2.5 Examine TWO benefits of following, Technical and Vocational Training Education as an alternative. (2x4) (8)

[28]

ACTIVITY 3

PHYSICAL EDUCATION

Sporting for wellness:

Football: Encourages cardio fitness and strategic play. **Basketball:** Improves agility, hand-eye coordination, and teamwork. **Volleyball:** Focuses on positional awareness and communication. **Rugby:** Builds strength, resilience, and endurance.

Adapted from [<https://www.dut.co.za> 25/01/26]

- 3.1 List THREE examples of fitness activities. (3x1) (3)
- 3.2 State THREE reasons for doing warm up exercises before physical education activities (3x1) (3)
- 3.3 Explain TWO environmental factors that may discourage young people from participating in Physical activities. (2x2) (4)

[10]

ACTIVITY 4

DEMOCRACY AND HUMAN RIGHTS

Study the pictures below and answer questions



Adapted from [<https://www.democracywatch.com> 31/01/26]

4.1 Define the following terms

4.1.1 Petition

4.1.2 Rule of law

4.1.3 Legislature

4.1.4 Constitution (4x1) (4)

4.2 Outline THREE responsibilities of the local government (3x1) (3)

4.3 Discuss TWO ways on how communities could be negatively impacted when the local government fails to provide basic services. (2x2) (4)

4.4 Analyse the importance of citizens knowing the role of public representatives for the improvement of their living conditions. (1x3) (3)

- 4.5 Recommend TWO ways the responsible measures in which local government could advocate for responsible usage of water, as a municipal service by citizens. In your answer, also indicate how that could benefit all members of the community (2x4) (8)

[22]

TOTAL: [90]