



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

MTHONJANENI CMC

GRADE 11

LIFE ORIENTATION

TERM 1

SOURCE -BASED TASK

MARKS : 90
SUBMISSION DATE : 20 MARCH 2026

This question paper consists of 09 pages

**LIFE ORIENTATION GRADE 11
SOURCE-BASED TASK: 2026
COVER PAGE
TERM 1**

NAME OF LEARNER	
GRADE 11	
NAME OF SCHOOL	

Declaration by the learner:

Ideclare that all the work done in this evidence collection is my work.

Signed:.....

Date:.....

ACTIVITY	Marks obtained (Educator)	Marks Obtained (DH)	Marks Obtained (District)
Activity 1:	/45	/45	/45
Activity 2:	/45	/45	/45
TOTAL:	/90	/90	/45

FEEDBACK TO LEARNER:

Educator/Maker:..... Signature:..... Date:.....

MODERATION	NAME	SIGNATURE	DATE
HOD/School/Moderator			
District Moderator			
Provincial Moderator			

TASK 1: SOURCE -BASED TASK

SUBJECT	LIFE ORIENTATION
GRADE	11
MARKS	90
TOPICS	• Development of the Self in Society • Democracy and Human Rights
SUBTOPICS/ CONTENT AREAS	• Goal and goal setting • Relationships • Principles, process and procedures for democratic participation
PURPOSE	The purpose is to instill the necessary life skills to enable the youth to effectively set goals and to tackle the various challenges that could emanate from being involved in different types of relationships. The aim is to enable learners to gain a better understanding of goal setting and relationships, with the ultimate aim of enabling them to effectively cope with various social, emotional, psychological, and mental challenges in their lives. Moreover, it will accord them an opportunity to develop a firm understanding of the principles of democracy and how these principles are used by the structures of government to provide water services to communities and how those communities experience that service.
DURATION	03 Weeks
DATE OF ISSUE	02 March 2026
COMPLETED BY	Activity 1: 16 March 2026
COMPLETED BY	Activity 2: 19 March 2026
SUBMISSION DATE	20 March 2026

INSTRUCTIONS TO LEARNERS

1. This task consists of **TWO** activities. Answer **ALL** the questions in all the activities
2. The text does not have answers. Its aim is to introduce the topic/content treated in the questions.
3. **Plagiarism is strictly prohibited.**
4. Number the answers correctly according to the numbering system used in this task.
5. The mark allocation per question indicates the length and depth of your answer.
6. Write neatly and legibly.

Activity 1

Read the source below and consider the completion instructions to answer the question that follow.



SETTING GOALS ARE VERY EASY, BUT ACHIEVING THEM IS NOT:

Goal setting is an important exercise in life; without goals, we would just drift along. The setting of goals allows us to be proactive, instead of just being reactive. Goal setting theory is one of the most valid and useful motivation theories. Research in goal setting shows that specific and difficult goals let to better task performance than ¹vague or easy goals. Rather say “I am going to get 90% for my next Accounting test” (a specific goal) than “I am going to do my best in my next Accounting test” that is vague and abstract.

Many of us learned to set SMART goals. Remember, goal setting is just the first step to achievement and isn’t an exercise that you can finish in five minutes. Goal setting is a process, a route to achievement. There is no guarantee you will always reach every goal you set for yourself. But if you apply SMART goals, you have a much better chance of success. One of the biggest mistakes people make is to set goals that are really huge, and that can be intimidating later on down the road. It is important to strike an appropriate balance between a challenging goal and a realistic goal. Setting a goal that you will fail to achieve is de-motivating. It is important to think about the goals you set for yourself. It must be realistic expectations and it must not be based on the behaviour of other people—make it your own.

Goal setting is a powerful way of motivating yourself- which, in turn, improved performance. Take baby steps to reach your goal instead of on big giant step. Employers are more likely to appoint someone who has reached his/her personal goals. We do not live-in silos. Our goals together with the action plans may have an influence on your personal life and career. Planning for the future is very important even if those plans may change. One way in which we plan for the future is by setting goals. Goals may be either short- or long-term goals. Short term goals are often a stop along the way to our long-

term goals. Align your goals with your values. If your goals don't reflect your beliefs and character then you'll have difficulty achieving it.

Be flexible when setting goals. If you encounter barriers that seem like they might ³impede your progress, don't give up on your goals. Instead modify them to meet your current situation. If a particular goal becomes something that is no longer important to you, then you should be open to letting it go. We actually set goals regularly when we plan what we want to accomplish that day, week or month. Define your goals and list all your steps you must take to reach your goal. Your performance will be much better if you are committed to the goals you have set. Share your goals and action plans with other people and establish a support system. For goals to be effective, you need feedback that reveals progress in relations to the goals. Set due dates for each step and reward yourself as you reach certain milestones.

It's important to recognise your own strengths and shortcomings. Ask yourself if your goal is reachable within the time frame and whether you have the necessary resources and knowledge to achieve your goal. If you have one big goal, break it down into smaller parts. Sometimes, small goals can mesh together to create a large one. Actions you take to accomplish goals will play a huge role in whether you reach your goal. Sometimes we can't do everything all by ourselves. Don't be afraid to ask for help. Hubbard an American philanthropist said: ***"Many people fail in life, not for lack of ability or brains or even courage, but simply because they have never organized their energies around a goal"***.

GLOSSARY

Vague- thinking or communicating in an unfocused way

Silos- refers to the mindset in which teams or departments operate independently and do not collaborate or share information with one another.

Impede-delay or prevent (someone or something) by obstructing them; hinder.

Accessed from; <https://www.about-goal-setting.com> on 16 March 2020

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|------|---|-----------|
| 1.1 | Define the term goal setting . | (1X2)(2) |
| 1.2 | Based on the source above, If you encounter barriers that seem like they might impede your progress, don't give up on your goals. Briefly state FOUR reasons why teenagers should be advised on how best to get back on track with their goals after having encountered obstacles pursuing them | (4X1) (4) |
| 1.3 | Differentiate between perseverance and persistence when goals are pursued. | (2x2) (4) |
| 1.4 | Describe how personal values may enable you to set personal specific goals in line with your vision | (1X2)(2) |
| 1.5 | Above source, sometimes we can't do everything all by ourselves. Don't be afraid to ask for help, explain how having positive relationships with your school mates could enable you to achieve your personal health goals | (3X2)(6) |
| 1.6 | Discuss FOUR ways in which teenagers could benefit from asking adults to guide them through the goal setting process. | (4X2)(8) |
| 1.7 | Analyse how planning could help you to easily achieve acceptable levels of academic performance at grade 11. | (2X2)(4) |
| 1.8 | Critically discuss how negative relationships with your school mates could affect your achievement of academic goals. | (2X4)(8) |
| 1.9 | Evaluate the impact of using personal values when relating to your teachers in the classroom. | (1X4)(4) |
| 1.10 | Recommend ways in which grade 11 learners may use goals to plan for his/her studies. In your answer, also indicate how that could help you perform better in your studies. | (1X3)(3) |

Sub-total: 45

Activity 2

Read the source below and consider the completion instructions to answer the question that follow.

THOUSAND WITHOUT WATER IN KZN COMMUNITY AFTER ANGRY PROTESTERS GO ON RAMPAGE

Thousands of residents have been left without water in Mhlathuze after saboteurs damaged water infrastructure during service delivery protest-over water. The city of uMhlathuze said that the supply of water at Esikhaleni communities, near Richards Bay, and surrounding areas has been affected and tensions were running high after community members attacked municipal officials who were working to repair the damage.

The community went on the ¹rampage after being left without water for a week. Police were in the area and monitoring the situation. According to the municipality and police, the damage to water infrastructure was the act of ²sabotage and damage to municipal property were caused after the valves in the pipe system were locked and welded on to block the supply of water from Cubhu Late to Cemetery ³reservoirs. A group of community members attacked municipal officials who were working on the damaged site fixing the valves to restore the water supply. Police had to intervene using teargas and rubber bullets until the team of employees flee the site, the city said in statement.

Upon moving out of the scene, municipal systems monitoring the supply of water indicated that there has been damage in the same spot. This happened while the City of uMhlathuze Mayor was holding a meeting with delegation from the protesting group to try to ⁴solicit ⁵amicable solutions to the community grievances. The municipality said that the Madlankala route remained blocked and police were monitoring the situation, trying to restore calm and open roads to allow safe movements as well as social services.

We are aware of a series of challenges facing in the supply of water in this area and we have been working tirelessly to restore the supply through our systems. We are also confronted with a number of challenges ranging from a number of illegal connections, acts of sabotage in our infrastructure and as a result, we have opened cases with SAPS to investigate and institute a forensic investigation to get to the bottom of the alleged sabotage. We are hoping that all these investigations will reveal who exactly has interfered with our infrastructure so that they are brought to our books, Municipal Manager said. The city said it will continue to negotiate | w d t h e the

delegation until engagements reach ⁶consensus of restoring the situation into normal before the mayor and his leadership collective formally engages with the affected communities. Municipal spokesperson said protesters allegedly shut the water valves using a gas welding machine. On Monday, five people aged between 18 and 57 were arrested and appeared in the Esikhawini Magistrate's Court. They were charged with public violence after allegedly blockading roads in Empangeni during protests.

The city has also sent water tankers into the area. Mandlankala residents began the protest after being without water for about a week. "We think they have gone and ⁷agitated other people and have caused the protest to spill over in the whole town of esikhaleni. We are facing a ⁸multi-pronged challenge that also includes illegal water connections that cause pipes to burst, water loss to the municipality as well as protests." Ncalane said.

Glossary

Rampage- a period of violent and uncontrollable behavior by a group of people.

Sabotage- deliberately destroy/damage something especially for political advantage.

Reservoirs- a large natural or artificial lake used as a source of water supply.

Solicit- ask for or try to obtain something from someone.

Amicable- characterized by friendliness and absence of discord.

Consensus- a general agreement.

Agitated- feeling or appearing troubled or nervous.

Multi-pronged- a strategy or approach that uses several different methods, elements or directions simultaneously to achieve a goal.

Accessed from <http://iol.co.za> on 09 February 2021

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|------|--|-----------|
| 2.1 | Define the term public participation | (1X2)(2) |
| 2.2 | According to the above source the community went on the rampage after being left without water for a week, briefly state FOUR reasons why protestors should avoid using violent during protests. | (4X1)(4) |
| 2.3 | Differentiate between provincial and local government. | (2X2)(4) |
| 2.4 | Based on the above source, five people aged between 18 and 57 were arrested and charged with public violence, describe how Esikhaleni and Madlankala protestors should peacefully/effectively communicate their demands for service delivery and avoid future conflicts. | (1X2)(2) |
| 2.5 | In the source above, Madlankala route remained blocked by the violent protest, explain how the Esikhaleni protestors violated the human rights of community members through their action. | (3X2)(6) |
| 2.6 | Discuss FOUR responsible ways in which a municipality could reach out to communities who were negatively affected by protests that disrupted provision of community service | (4X2)(8) |
| 2.7 | Analyze how effective the use of online petitions is to pressure local government into taking urgent action. | (2X2)(4) |
| 2.8 | Critically discuss how communities could ensure responsible usage of available water resources in their areas. | (2X4)(8) |
| 2.9 | Based on the source above it is mentioned that saboteurs damaged water infrastructure during a service delivery protest-over water, assess the impact of damaging water infrastructures on the community | (1X4)(4) |
| 2.10 | Recommend ways in which local government could provide sustainable water services to communities. In your answer also indicate how that could promote the quality of life of these communities. | (1X3) (3) |

Sub-total:	45
Grand-total:	90

QUESTIONS	TOPIC/CONTENT	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
Activity				
1.1.	Goal setting	1	1	2
1.2.	Goal setting	1	2	4
1.3.	Perseverance and persistence	1	2	4
1.4.	Personal values	1	2	2
1.5.	Relationships	2	3	6
1.6	Goal setting	2	4	8
1.7.	Planning and life goals	2	4	4
1.8.	Relationships	3	5	8
1.9.	Personal values	3	5	4
1.10.	Goals	3	6	3
	Sub-total			45
Activity 2				
2.1.	Public participation	1	1	2
2.2.	Democratic participation	1	1	4
2.3.	Democratic structures	1	2	4
2.4.	Advocacy	1	2	2
2.5.	Rule of law	2	3	6
2.6.	Accountability	2	4	8
2.7.	Petition	2	4	4
2.8.	Democratic participation	3	5	8
2.9.	Public participation	3	5	4
2.10	Democratic structures	3	6	3
	Sub-total			45
	Grand-total			90

Summary of cognitive level

Cognitive level	Expected percentage and marks	Actual percentage and marks	comments
Low order	30% (27 marks)	30% (27 marks)	Balanced
Mid order	40% (36 marks)	40% (36 marks)	Balanced
High order	30% (27 marks)	30% (27 marks)	Balanced

