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Province of the
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Education

**NATIONAL SENIOR CERTIFICATE
SCHOOL BASED ASSESSMENT**

GRADE 12

LIFE ORIENTATION

**COMMON PROVINCIAL
SOURCED BASED TASK
2026 TERM 1**

MARKS: 90

This source-based task consists of 7 pages





DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

NAME	
SCHOOL	
CENTRE NUMBER	
DISTRICT	

Declaration by the Teacher:

I declare that all the work done in this learner's collection of evidence is the sole work of this learner.

Signed: _____

Date: _____

Declaration by the Learner:

Declaration:

I, _____, hereby declare that this source-based task is my original work and has been completed under the guidance of my subject teacher. I confirm that all the information and content in this task is true to the best of my knowledge. Any external sources used in this task have been properly referenced and credited.

I understand that any form of plagiarism is unacceptable and can result in the dismissal of my work.

Signed: _____

Date: _____

NB: Attach this page to your final task.



**TASK INFORMATION:**

SUBJECT:	LIFE ORIENTATION
GRADE:	12
MARKS:	90
TOPICS:	<ul style="list-style-type: none"> • Development of the Self in Society • Study Skills • Careers and Career Choices
SUBTOPICS/ CONTENT AREAS:	<ul style="list-style-type: none"> • Apply a range of life skills required to adapt to change • Identify and define stress and stressors • Stress management • Conflict resolution skills • Develop a study plan • Entrepreneurship as an innovative strategy • Characteristics of an entrepreneur • Benefits and challenges of entrepreneurship • Financial viability of entrepreneurship
PURPOSE:	<p>The Source-based Task (SBT) seeks to challenge learners to develop and apply a range of skills that will enable them to effectively deal with various challenges arising from attempts to navigate their matric year, either through pursuance of tertiary education or considering employment opportunities. For example, uncertainty about the future may set in, the pressure of studying large volumes of academic work may be overbearing, the pressing need to engage in social activities may be difficult to ignore and the persistent negative news/narratives of the increasing number of unemployed graduates and the high rate of unemployment may be a difficult hurdle (obstacle) to overcome and that may dampen their resolve to persist in their attempts to prepare for their future effectively. Life skills such as stress management techniques, persistence and consistency in dealing with task difficulty, innovation and creativity in bringing about solutions to problems, critical and problem-solving attitudes/values, the ability to apply conflict resolution measures to deal with various life-challenges, study skills, the ability to provide practical solutions to unemployment and being able to contribute to their financial independence are critical for the creation of a better future of the current Grade 12 learners.</p>
DURATION:	4 Weeks
DATE OF ISSUE	
DATE OF COMPLETION	
FORM OF ASSESSMENT:	SOURCE-BASED TASK (SBT)



INSTRUCTION TO THE LEARNER:

- Learners will spend time outside of class-contact time collecting the needed resources for the completion of the task.
- Learners will be guided by their educator on the type and nature of material required to complete the task. Therefore, learners will collect and bring the needed resources to class, and the teacher will help them understand the content.
- Learners will digest the collected material with the aim of grasping its content to effectively respond to application-based questions, among others. The aim is to solve real-life challenges based on the content in the LO 2026 ATP, under the framework of the 2021 Examination Guideline.
- Learners will be guided and monitored throughout the process by the educator.
- Each completed activity must be submitted before the next activity is attempted.
- No learner may continue with the next activity if the first activity has not yet been concluded.
- Although learners may have worked in groups, only individual responses will be credited. The submitted work must demonstrate the learner's own attempt to solve the problems according to the task requirements.
- Each activity integrates different aspects of the content. Learners should attempt the activities once the relevant content has been completed in class.





ACTIVITY 1: STRESS, LIFE PRESSURE AND WELL-BEING IN 2026

SOURCE A: CASE STUDY

THE ROAD TO MATRIC

Three friends – Sizwe, Naledi and Jayden, are all in Grade 12, but they come from very different backgrounds.

Sizwe lives in a rural village in a remote rural area. His mother is unemployed, and he walks 6 km to school daily. He feels pressure to pass and find a job to support his family. Recently, he has been feeling overwhelmed, struggling to concentrate in class, and suffers from headaches and sleepless nights.

Naledi lives in an informal settlement near a large town. She is being raised by her grandmother. Naledi is academically strong, but she feels anxious about making the 'right' career choice. She spends late nights on her phone researching careers and watching motivational videos. This has started affecting her sleep, energy levels and mood.

Jayden lives in a middle-income urban area. His parents expect him to study at university, but he is uncertain about what he wants to do. He feels pressure from social media, comparing his life to influencers and successful youth entrepreneurs. This has caused him to feel insecure and stressed about his future.

Although their circumstances are different, all three learners are experiencing high levels of stress due to exams, expectations and uncertainty about life after school.

[Adapted from <https://summer.harvard.edu>. Accessed on: 17 September 2024]

ANSWER THE FOLLOWING QUESTIONS:

- 1.1 Define the term "stress management". (1x2) (2)
- 1.2 From the case study, state FOUR causes of stress that the learners are experiencing. (4x1) (4)
- 1.3 Identify TWO emotional symptoms of stress seen in the case study. (2x1) (2)
- 1.4 Describe THREE healthy coping strategies that ANY of the learners could use to reduce their stress levels. (3x2) (6)
- 1.5 Discuss THREE possible long-term effects of unmanaged stress on a Grade 12 learner's well-being. (3x2) (6)
- 1.6 Explain FOUR ways in which learners can balance academic responsibilities with personal well-being. (4x2) (8)
- 1.7 Analyse how peer pressure and social media could increase intra-personal stress in young people. (2x3) (6)





- 1.8 Critically discuss TWO constructive ways learners can communicate their feelings to adults (teachers/parents/guardians) when feeling overwhelmed by the pressure and expectations placed on learners. (2x4) (8)
- 1.9 Recommend ONE strategy that Grade 12 learners can use to emotionally prepare for life after matric. Also explain how it improves the overall well-being. (1x3) (3)

SUBTOTAL: 45 MARKS

ACTIVITY 2: UNEMPLOYMENT AND SOLUTIONS FOR YOUTH IN 2026

SOURCE B: YOUTH, WORK AND OPPORTUNITY

South Africa continues to face high youth unemployment. Many young people leave school each year without secure employment opportunities. However, new pathways are emerging, including TVET colleges, digital skills training, green economy jobs, online freelancing and youth-driven businesses.

In many rural and township areas, young people have started small businesses such as mobile car washes, home bakeries, gardening services, sewing projects and recycling initiatives. Others are using social media and technology to offer online services such as graphic design, tutoring and content creation.

The government and private sector now offer learnerships, internships and skills programmes for school leavers. These programmes focus on practical experience, entrepreneurship, sustainability and digital skills. Young people who are proactive, adaptable and informed are better positioned to succeed in the modern economy.

[Adapted from <https://teenentrepreneur.co.za>. Accessed on: 7 November 2025]

ANSWER THE FOLLOWING QUESTIONS

- 2.1 Define the term "unemployment". (1x2) (2)
- 2.2 State THREE problems that high unemployment may cause in our communities. (3x1) (3)
- 2.3 Mention FOUR reasons why youth find it difficult to access employment opportunities. (4X1) (4)
- 2.4 Describe TWO ways in which unemployment can affect a learner psychologically and emotionally. (2X2) (4)
- 2.5 Explain FOUR reasons why entrepreneurship is a realistic solution for young people in South Africa. (4X2) (8)
- 2.6 Discuss FOUR benefits of skills programmes, internships and learnerships for school leavers. (4X2) (8)





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|-----|---|-------|-----|
| 2.7 | Critically discuss ONE way in which youth entrepreneurship can help grow South Africa's economy. | (1X4) | (4) |
| 2.8 | Evaluate TWO different career options (formal employment vs self-employment) available to Grade 12 learners after school. | (2X4) | (8) |
| 2.9 | Recommend TWO practical steps that Grade 12 learners can take NOW to improve their future employability. | (2X2) | (4) |

SUBTOTAL: 45 MARKS

GRAND TOTAL: 90 MARKS.

