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**SA EXAM  
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Proudly South African

**education****MPUMALANGA PROVINCE  
REPUBLIC OF SOUTH AFRICA****NATIONAL  
SENIOR CERTIFICATE****GRADE 12****LIFE ORIENTATION  
SOURCE-BASED TASK  
2026**

|                           |                             |
|---------------------------|-----------------------------|
| <b>Date of issue</b>      | 30 January 2026             |
| <b>Date of submission</b> | 27 February 2026            |
| <b>Duration</b>           | 4 weeks                     |
| <b>MARKS</b>              | 90                          |
| <b>Number of pages</b>    | 16 including the cover page |

**SA EXAM PAPERS**

Proudly South African



## DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

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|                      |  |
|----------------------|--|
| <b>NAME</b>          |  |
| <b>SCHOOL</b>        |  |
| <b>CENTRE NUMBER</b> |  |
| <b>DISTRICT</b>      |  |

### 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 the Learner:

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

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*Attach the completed declaration form on top of your submission*



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SUBJECT:</b>                   | LIFE ORIENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>GRADE:</b>                     | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>MARKS:</b>                     | 90                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>TOPICS:</b>                    | Development of the Self in Society (DSS)<br><br>Study skills (SS)<br><br>Careers and Career Choices (CCC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>SUBTOPICS / CONTENT AREAS:</b> | <p><b>Development of the Self in Society</b></p> <ul style="list-style-type: none"> <li>• Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: Stressors, change and quality of life:</li> <li>• Identify and define stress, and stressors: Physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure), <b>Assess</b> levels of stress: <ul style="list-style-type: none"> <li>- Signs and symptoms of stress, positive and negative stress</li> </ul> </li> <li>• Evaluate own <b>ability to prevent stress</b></li> <li>• <b>Stress management:</b> Coping mechanisms and/or management techniques, develop and implement own strategy</li> <li>• Relationships and examination writing skills</li> <li>• Conflict management</li> </ul> <p><b>Careers and Career Choices</b></p> <ul style="list-style-type: none"> <li>• Unemployment and reasons for unemployment.</li> <li>• Work settings</li> <li>• Corruption and unemployment.</li> <li>• Entrepreneurship</li> </ul> |
| <b>PURPOSE:</b>                   | <p>The Source Based Task (SBT) seeks to sensitize/alert grade 12 learners about the impact of an inability to manage stress and how that may negatively affect their quality of life and their quest to pursue career goals.</p> <p>Additionally, it will enable learners to develop a better understanding of how unemployment may affect them. Knowing that will enable them to develop effective strategies to deal with the problem. Lastly, they will interrogate entrepreneurship as an increasingly attractive mechanism to confront unemployment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>FORM OF ASSESSMENT:</b>        | <b>Source-Based Task (SBT)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



**INSTRUCTION TO THE LEARNER:**

- Learners will spend quality time outside of class-contact time to collect needed resources for the completion of the task.
- The learners will be guided on the type and nature of material required to complete the task. Therefore, learners will collect the needed resources to class, and the teacher will help them understand the content thereof, in keeping with the questions in each section of the Source-based task.
- Learners will digest the collected material with an aim of grasping its content to effectively respond to application-based questions, among others. The aim, therefore, is to solve real life challenges based on the content in the LO, **2026 ATP**.
- Learners will be guided and monitored throughout the process by the teacher.
- Learners must answer question in accordance with the guidelines provided in the **2021 Examination guidelines**, taking into account action words and allocated marks.
- Each completed section must be submitted before the next section could be done.
- No learner may continue with the next section, if the first section has not yet been concluded.
- Even if learners may have worked in groups, only individual learner's attempt will be credited. Therefore, the product will not be a groups' invention. The task requires learners to display their individual attempt to solve the problems, in keeping with the questions and content treated in the task.
- Each activity treats content in an integrated manner. Therefore, learners could only complete the activities in this task after the content relating to it has been taught. Clearly, the task could only be done after the content has been treated in class.

**INSTRUCTION TO THE TEACHER**

- The teacher will administer the task after the content relating to it has been taught.
- The teacher will ensure that the task is implemented within the set time frame.
- The teacher will explain the assessment process and the criteria in detail.
- The teacher will not give answers to the learners; however, discussions of the related topics/content that must be done; in this way, the teacher will not directly or indirectly answer the questions on behalf of the learners.
- The teacher will indicate if a learner is ready to continue with the next activity.
- The teacher will use the **2021 Examination guidelines** to illustrate how answers could be presented to different questions, in keeping with both the action words and allocated marks.
- However, answering the questions must be preceded by thorough reading of the text, application of the 21<sup>st</sup> and the 4<sup>th</sup> / 5<sup>th</sup> industrial revolution skills to collect needed information, read related content from text books and online sources, work in groups/teams to brainstorm the relevance of collected and provided answers, to independently provide answers to the questions.



**TECHNICAL CONSIDERATIONS FOR COMPLETION OF THE TASK**

- In this task you will be required to complete TWO activities.
- You may use all available, reliable and authentic sources including your textbooks, including the “**at the cross roads material**”, internet sources, baseline assessment activities, the concept document, knowledge gained from class activities etc. to complete the task.
- Learners must not present answers derived from internet sources or **Artificial Intelligence Applications (AI-APPs)** as is. These answers must be interpreted and presented according to the needs of the questions. To that effect, learners must present them using their own words and understanding. This will enhance the validity and authenticity of the answers given and ensure that learners do not plagiarise.
- The task should be well-structured by considering the following aspects:
  - A completed cover page with learner and task details.
  - Attach a fully completed and signed declaration form.
  - Correctly number your answers, in keeping with the questions.
  - Each section should be answered on a **new page**.
  - Write legibly and neatly.
  - Use proper grammar and present **meaningful sentences** as answers to questions.
  - Proof-read your work before submission.
  - Consider the mark allocation, which **informs** the extent of the required answer (s).
  - Sequence and number all your pages.
  - The task must be bound / stapled.

**Summary of cognitive and difficulty levels in the assessment task:**

| <b>Weighting (Expected)</b> | <b>Weighting (Actual)</b> | <b>Cognitive level</b> | <b>Bloom's taxonomy</b> |
|-----------------------------|---------------------------|------------------------|-------------------------|
| 30% (27 marks)              | 27 marks                  | Lower Order            | Level 1&2               |
| 40% (36 marks)              | 36 marks                  | Middle Order           | Level 3&4               |
| 30% (27 marks)              | 27 marks                  | Higher Order           | Level 5&6               |



## ACTIVITY 1: STRESS, QUALITY OF LIFE AND CAREER PROSPECTS

Read the extract below and follow the completion instruction to answer the questions

### **The emotional turmoil of being a grade 12 learner**

*Stress, conflict resolution, relationships and examination writing skills*

High school can be a high-pressure time in life and Grade 12 learners must learn effective stress management early, to cope with the high academic demands of this grade. Grade 12 learners with poor stress management techniques give up in the face of high rates of stress, typical of the exit grade. Most often feel overwhelmed by the demands placed on them, whether it is about preparing for exams, deciding on their future career paths, or balancing their social lives with academic priorities. Our reasons may vary, but everyone experiences stress, at some point in their lives due to the various roles we are expected to play as we <sup>1</sup>navigate life challenges. It is even worse for grade 12 learners who may not have acquired the basic understanding of key concepts related to the content in the different subjects in previous grades. Certain life changing decisions shall have to be made in order for them to cope with the <sup>2</sup>ever-challenging circumstances of being in grade 12.

Realistically, getting through high school happy and whole can feel challenging at times, but important for maintenance of a sound state of mind. Given the <sup>3</sup>context of grade 12, there are numerous social and environmental stressors that may affect learners in this grade, in addition to the <sup>4</sup>academic demands of the different subjects. Without effective stress management techniques, most learners may not make it by the end of the academic year. Some may even suffer from depression with the consequence that they may eventually be hospitalized. If that happens, they miss out of schoolwork. All the same, the academic stress may not take a leave. They may feel even more stressed because of the <sup>5</sup>pile up of academic work that they would be expected to do. This <sup>6</sup>ordeal does not spare anyone, as even academically gifted may go through it. Therefore, grade 12 learners must learn effective ways of dealing with stress and to acknowledge its negative impact on their general wellbeing.



It is worth noting that the challenge does not end when learners sit for the end of the year examination; but big life changes, such as transitioning from high school to university or getting a first job, can add to the stress. Change is not always negative, as it may enable you to confront your weaknesses; thus, opening doors for your personal growth. Therefore, managing the stress related to transition from grade 12 to the world of work may require strong coping skills and application of effective stress management techniques.

Interestingly, not all stress may be <sup>7</sup>detrimental to a person; for example, there are positive benefits of going through healthy levels of stress or manageable levels of stress. Thus, healthy levels of stress may encourage you in different ways and that depends on the triggers at that point in time. Triggers of stress may be known but their strength depends, amongst other things, on our views or life view, attitudes, beliefs, social relationships and early life experiences.

According to Sakshi Khurana "...some of the common triggers of stress in teens might be pressure to perform well in exams, getting into a good university, peer pressure, interpersonal relationships, or body image issues." Therefore, peers may play an important role in either causing stress or helping you deal with it. On the other hand, factors such as conflict, particularly, intrapersonal and interpersonal conflict may either worsen or help you deal with stressors.

It was further argued that the ability to sustain positive social relationships may enable school going youths to enhance their emotional wellbeing. In other words, positive relationships have a potential to <sup>8</sup>nurture positive feelings. It all depends on personal lifestyle choices.

In <sup>9</sup>nutshell, life is about making choices. Mostly, interpersonal conflict or intrapersonal conflict etc. have a potential to intensify stress, including the application of examination writing skills. Therefore, establishing sustaining



personal and social relationships may assist by minimizing the negative effects of stress.

**Glossary:**

<sup>1</sup>**navigate** - To find your way through or manage a situation, environment, or system successfully. It can refer to physical movement (like navigating a road) or figurative situations (like navigating challenges).

<sup>2</sup>**ever-challenging** - Something that is continuously difficult or demanding, requiring constant effort and adaptation.

<sup>3</sup>**context** - The circumstances, background, or setting in which something exists or occurs, which helps explain its meaning or relevance.

<sup>4</sup>**academic demands** - The requirements, tasks, and expectations placed on students in an educational setting, such as assignments, exams, projects, and deadlines.

<sup>5</sup>**pile up** - To accumulate or increase in quantity, often creating a burden or overwhelming situation (e.g., work or tasks piling up).

<sup>6</sup>**ordeal** - A difficult, painful, or challenging experience that tests endurance or patience.

<sup>7</sup>**detrimental** - Causing harm, damage, or a negative effect to something or someone.

<sup>8</sup>**nurture** - To care for, support, and encourage growth or development, whether of a person, idea, or skill

<sup>9</sup>**nutshell** - A brief summary or a concise explanation of something (e.g., “in a nutshell” means “in short”).

Adapted from <https://www.tmcounselling.co.za>. Accessed on the 08<sup>th</sup> January 2026



**Completion instructions:**

The above extract illustrates the challenges of an inability to develop and implement appropriate stress management techniques to young people in South Africa, especially grade 12s. It further gives a brief outline of the how relationships and poor conflict management techniques may worsen stress to grade 12 learners. This is a common problem affecting young most young people in South Africa. Having digested the problem in the extract, you are expected to apply 21<sup>st</sup> century and the 4<sup>th</sup> / 5<sup>th</sup> Industrial revolution skills to interpret, probe and recommend suggestions to the outlined challenges by answering the following questions.

- 1.1 Define the term *stress management* as an important skill that grade 12 learners should have to effectively go through the challenges of this exit grade. (1x2) (2)
- 1.2 State FOUR reasons why Grade 12 learners may feel overwhelmed balancing their social lives and academic priorities. (4X1) (4)
- 1.3 Differentiate between social and environmental factors that may cause stress to grade 12 learners as they transition from grade 11. (2x2) (4)
- 1.4 Describe how the inability to effectively deal with stress may impact the efforts of grade 12s to do well in schoolwork. (1x2) (2)
- 1.5 Explain how manageable levels of stress may be beneficial to grade 12 learners who are expected to pass all the designated subjects. (3x2) (6)
- 1.6 Discuss how, you as a grade 12 learner, could assist your peers prepare for the stress they may face during an examination session. (4x2) (8)
- 1.7 Analyse ways in which intrapersonal conflict could negatively impact the ability of grade 12 learners to effectively complete assessment activities. (2x2) (4)
- 1.8 Critically discuss ways in which the ability to sustain positive relationships with peers may enhance the emotional wellbeing of a grade 12 learners (2x4) (8)





- 1.9 Evaluate the impact of social relationships on the ability of grade 12 learners to succeed in their school work. (1x4) (4)
- 1.10 Recommend one way in which grade 12 learners may successfully make healthy personal life style choices to lower their risks of becoming stressed with schoolwork. In your answer, also indicate how that may ensure consistent academic success. (1x3) (3)

**45**

**Sub-total:**



## ACTIVITY 2: THE CHALLENGES OF YOUTH UNEMPLOYMENT IN SOUTH AFRICA AND WHAT ROLE COULD THE YOUTH PLAY IN DEALING WITH IT

Read the extract below and follow the completion instructions to answer the questions.

### Youth Unemployment in South Africa: A Time for Action

*Unemployment, entrepreneurship, fraud and corruption*

Youth unemployment crisis in South Africa is a pressing issue that requires urgent action. Despite some improvements in youth employment figures, nearly half of South Africa's youth remain unemployed, which is primarily unacceptable. The country's youth unemployment rate is around 46.1%, with the <sup>1</sup>expanded rate of unemployment among those aged 18–34 being alarming. According to <sup>2</sup>Statistics South Africa (Stat SA), the youth unemployment rate over time for youth in the interval of 15–24 years, was as follows:

- 2020–2021 **64.65 %** (annual average)
- 2022 **61.12 %** (annual average)
- 2023 **59.72 %** (annual average)
- 2024 **60.89 %** (annual average)
- 2025 **58.5%** (Q3) — latest quarterly figure

This is a sad reality as the dreams of these young people are shattered, as they will have nowhere to go.

Therefore, there is a need for <sup>3</sup>systemic interventions, especially because half of South Africa's youth are unable to find work, and the **Not in Employment, Education, or Training (NEET)** rate is rising. The Deputy President has called for innovative solutions to break the cycle of unemployment and <sup>4</sup>safeguard the nation's future. The <sup>5</sup>National Youth Development Agency (NYDA) and the Human Resource Development Council (HRDC) have outlined measures to cut youth unemployment by 10–20% by 2030. Based on this, there are numerous initiatives that both the public and private sectors could do to alleviate youth employment levels in South Africa.



Amidst the ongoing high rates of unemployment, most South African youths still consider university education as the only option to ensure their employability in different sectors of the economy. This is still done even though a growing number of graduates remain unemployed. Usually, young people go to universities to broaden their opportunities for employment; however, if those who achieved highest levels of education cannot find jobs, something drastic must be done.

Based on data collected through random interviews of university students, most young people in some selected universities of South Africa indicated unwillingness to consider entrepreneurship as an alternative form of employment, instead they preferred to look for jobs that others have created. Very few of them indicated willingness to try entrepreneurship. However, even those who showed interest, could not distinguish between the different types of entrepreneurships, locally and globally. They spoke about traditional or old types of entrepreneurships, meaning they lacked <sup>6</sup>versatility. They did not talk about social, innovative, cultural, imitative, hustler, research, cultural, opportunistic, social media and buyer entrepreneurship. <sup>7</sup>Ironically, there is a growing trend of e-business entrepreneurs locally and globally and there has been a recorded high success rate in such business ventures. This is precisely because most people prefer to do business online and young people find this type of entrepreneurship attractive.

Therefore, for more youths to be encouraged into entrepreneurships, young entrepreneurs should, amongst other things, motivate them. Motivation is important as it may change their mindset. To be a bystander while others are doing business may not help young people get exposure to entrepreneurship, meaning they need to seize the opportunity as it comes their way. In seizing the opportunity, young people should be cautious as there are many factors that could break or make an entrepreneur. Failure to do so, they may even fail to meet their tax obligations due to a lack of knowledge on how tax works and why entrepreneurs should also pay tax.

Interestingly, young people may be able to find niches in the already saturated market and make a success of it, but fail to meet their tax obligations, resulting in



failed businesses. Therefore, it is not only about being <sup>8</sup>shrewd in opening or running a business, but your knowledge of tax and other business obligations matters.

**Glossary:**

<sup>1</sup>**expanded rate of unemployment**– It is also called a broad unemployment rate and is a measure used by Statistics South Africa (Stats SA) to capture unemployment more comprehensively than the official rate.

<sup>2</sup>**Statistics South Africa** - Is the official national statistics agency of South Africa responsible for collecting, producing, and disseminating statistical information to support planning, policy-making, and decision-making in the country.

<sup>3</sup>**systemic interventions** - refer to strategies or actions designed to address problems at their root cause by changing the underlying **systems**, structures, and processes rather than just treating symptoms.

<sup>4</sup>**safeguard** – is a measure taken to protect someone or something from harm, risk, or undesirable outcomes.

<sup>5</sup>**National Youth Development Agency**- refers to a South African government-established agency focused on empowering and developing the nation's youth.

<sup>6</sup>**versatility** - means the ability to adapt, be knowledgeable or be useful in many different situations, tasks, or functions.

<sup>7</sup>**Ironically** - expresses a situation that is unexpected or contradictory

<sup>8</sup>**shrewd** - means having sharp judgment and practical intelligence, especially in matters of business or decision-making. It often implies being clever, astute, and able to assess situations accurately for advantage.

Adapted from <https://www.bing.com>. Accessed on the 10 January 2026

**Completion instructions:**

The above extract illustrates the challenges of unemployment and how it affects young people in South Africa. It further gives a brief outline of the benefits and challenges of entrepreneurship, particularly to young entrepreneurs and those willing to venture into this world for creation of wealth and making a living. Having digested the content of the extract, you are expected to apply 21<sup>st</sup> century and the 4<sup>th</sup> / 5<sup>th</sup> Industrial revolution skills to interpret, probe and recommend suggestions to the outlined challenges by answering the following questions.



- 2.1 Define the term *unemployment* as a problem that young people continue to face in South Africa. (1x2) (2)
- 2.2 State FIVE reasons for youth unemployment in South Africa. (5x1) (5)
- 2.3 Differentiate between *social entrepreneurship* and *cultural entrepreneurship* as options that young entrepreneurs may consider. (2x2) (4)
- 2.4 Describe the benefits of e-business for young people in this era of continued technological advancement. (2x2) (4)
- 2.5 Explain how corruption in the public sector could impact attempts by young people to succeed in business. (3x2) (6)
- 2.6 Discuss how connecting with young successful entrepreneurs could help young upcoming entrepreneurs succeed in business. (3x2) (6)
- 2.7 Analyse how knowing your tax obligations, as a young entrepreneur, could ensure success in your business. (3x2) (6)
- 2.8 Assess why knowing the manner in which international markets work may benefit you as a local entrepreneur. (2x2) (4)
- 2.9 Critically discuss how young entrepreneurs could successfully find niches in the already saturated market for the success of their businesses. (1x4) (4)
- 2.10 Recommend practical strategies that may be implemented to deal with corruption in the allocation of work by both the public and private sector to young entrepreneurs. In your answer also indicate how that may benefit them. (2x3) (6)

45

**Sub-total:**

## THE ANALYSIS GRID

| QUESTIONS         | TOPIC/CONTENT                                                | COGNITIVE LEVEL | DIFFICULTY LEVELS | TOTAL     |
|-------------------|--------------------------------------------------------------|-----------------|-------------------|-----------|
| <b>Activity 1</b> |                                                              |                 |                   |           |
| 1.1.              | DSS (Stress management)                                      | 1               | 1                 | 2         |
| 1.2               | DSS (Stress)                                                 | 1               | 1                 | 4         |
| 1.3               | DSS (Stress)                                                 | 1               | 2                 | 4         |
| 1.4               | DSS (Stress)                                                 | 1               | 3                 | 2         |
| 1.5               | DSS (Levels of stress)                                       | 2               | 4                 | 6         |
| 1.6               | DSS and Study skills (Stress and examination writing skills) | 2               | 5                 | 8         |
| 1.7               | DSS (Stress and conflict)                                    | 2               | 5                 | 4         |
| 1.8               | DSS (Stress and relationships)                               | 3               | 5                 | 8         |
| 1.9               | DSS (Stress, relationships and study skills)                 | 3               | 6                 | 4         |
| 1.10              | DSS (Stress and examination writing skills)                  | 3               | 6                 | 3         |
| <b>Activity 2</b> |                                                              |                 |                   |           |
| 2.1               | CCC (Unemployment)                                           | 1               | 1                 | 2         |
| 2.2               | CCC (Unemployment)                                           | 1               | 1                 | 5         |
| 2.3               | CCC (Entrepreneurship)                                       | 1               | 2                 | 4         |
| 2.4               | CCC (Unemployment and e-business)                            | 1               | 3                 | 4         |
| 2.5               | CCC (Unemployment and fraud and corruption)                  | 2               | 4                 | 6         |
| 2.6               | CCC (Unemployment and entrepreneurship)                      | 2               | 5                 | 6         |
| 2.7               | CCC (Entrepreneurship and tax obligations)                   | 2               | 5                 | 6         |
| 2.8               | CCC (Unemployment and entrepreneurship)                      | 3               | 5                 | 4         |
| 2.9               | CCC (Unemployment and entrepreneurship)                      | 3               | 6                 | 4         |
| 2.10              | CCC (Unemployment and fraud and corruption)                  | 3               | 6                 | 6         |
|                   |                                                              |                 |                   | <b>45</b> |

## Summary of cognitive levels

| Cognitive levels | Expected percentage and marks | Actual percentage and marks | Comments        |
|------------------|-------------------------------|-----------------------------|-----------------|
| Low order        | 30% (27 marks)                | 30% (27 marks)              | <b>Balanced</b> |
| Mid order        | 40% (36 marks)                | 40% (36 marks)              | <b>Balanced</b> |
| High order       | 30% (27 marks)                | 30% (27 marks)              | <b>Balanced</b> |



Due to its nature and the critical thinking, problem solving, creative, collaborative, innovative skills etc. required, Source-based tasks are essentially pitched at higher cognitive level; however, this task adhered to the prescribed cognitive levels, as enjoined by Section 4 of the CAPS and its Abridged version. Lastly, the questions and allocated marks were compliant with the 2021 Examination guidelines, in terms of structure, instructions and contexts. Albeit, this task was largely a problem-solving activity whose intention, inter alia, was to solve real life problems, e.g., grade 12 stress and unemployment.

The marking guidelines assisted in determining the sequencing of the thinking skills in the questions of each activity. Therefore, the thinking skills, arguably, were properly mediated from easy to difficult, under each cognitive level.

**Moses Nsimbini**



Deputy Chief Education Specialist

