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Proudly South African



**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

**PINETOWN DISTRICT  
COMMON ASSESSMENT TASK**

Grade 12

**LIFE ORIENTATION  
SOURCE BASED TASK  
TERM 1**

**MARKS: 90**

**ISSUANCE DATE: 17 FEBRUARY 2026**

**SUBMISSION DATE: 04 MARCH 2026**



## **This Source Based Task consists of 7 pages**

### **INSTRUCTIONS AND INFORMATION**

1. Read ALL the questions carefully.
2. Answer ALL the questions.
3. Number your answers correctly according to the numbering system used in this question paper.
4. Write neatly and legibly.
5. The task must be completed ***under the supervision of the teacher during class time.***
6. Learners are allowed to use textbooks and other resources to complete the task.

### **TOPICS COVERED IN THE TASK:**

- Development of Self in Society
- Study Skills • Careers and Career Choices.



**LEARNER'S COVER PAGE - TASK 1: SOURCE BASED TASK**

<b>NAME OF LEARNER</b>	
<b>GRADE</b>	12
<b>NAME OF SCHOOL</b>	
<b>DISTRICT</b>	Pinetown

<b>ACTIVITY</b>	<b>MARK OBTAINED</b>	<b>DATE</b>
Activity 1:	/30	
Activity 2:	/30	
Activity 3:	/30	
<b>TOTAL:</b>	<b>/90</b>	

Educator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>FEEDBACK TO THE LEARNER:</b>

<b>MODERATION</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>HOD (School)</b>			
<b>Cluster Moderator</b>			
<b>District Moderator</b>			
<b>Provincial Moderator</b>			



**ACTIVITY 1:****Section A**

Questions should be answered in full sentences.

**NB: Answers must not be taken from the text.**



Study the text below and answer the questions that follow:

**The Challenges of Matric and Youth Stress**

Matric is often considered one of the most demanding periods in a learner's life. Learners face numerous changes, including increased academic pressure, planning for the future, and balancing personal responsibilities. These changes can be exciting for some, but intimidating for others, making the transition stressful and challenging.

School-going youth often experience various types of conflict. Interpersonal conflicts may occur with peers, teachers or family members, while intrapersonal conflicts arise when learners struggle with their own decisions, emotions or values. Many learners try to avoid these conflicts, believing it will make life easier. However, avoiding problems can sometimes create further stress and uncertainty.

Financial decisions are another source of pressure. Young people are often expected to manage their own money, deal with peer expectations, or make choices about funding their studies. Differing values about money between friends or family can lead to disagreements, while a lack of knowledge about funding opportunities may increase financial stress. Some learners seek creative ways to earn money or save, aiming for independence while still in school.

In addition to academic and financial pressures, social influences such as peer pressure can affect learners' well-being. Choices about studying, friendships, and personal behaviour are often influenced by peers. Decisions such as taking a gap year or entering tertiary studies directly after matric can also impact stress levels and overall life balance. The way learners respond to these challenges often



shape their experiences during this critical year.

*The challenges of matric and youth stress [Unpublished source for Grade 12 Life Orientation Sourced Based Task]. 10 October 2025*

1.1 Define the term "stress" as it could be experienced by matriculants in school.  
(1x2) (2)

1.2 State TWO factors that might make the changes during matric challenging or intimidating for certain learners. (2x1) (2)

1.3 Differentiate between interpersonal conflict and intrapersonal conflict which a matric

learner could experience. (2x2) (4)

1.4 Discuss the possible negative impact that avoiding conflict may have on a matric

learner's emotional well-being. (2x2) (4)

1.5 Describe THREE possible conflicts that may arise among school-going youth due to

differences in financial values. (3x2) (6)

1.6 Explain THREE innovative strategies that a matric learner could apply to achieve

financial independence while still at school. (3x2) (6)

1.7 Analyse how researching appropriate funding options may help a matric learner to plan

financially for further studies. (3x2) (6)

**TOTAL FOR ACTIVITY 1= 30**





**TOTAL FOR ACTIVITY 2 = 30**

**ACTIVITY 3:**

**Read the cartoon below and answer the following questions**

***Becoming a cultural entrepreneur in South Africa***

Becoming a cultural entrepreneur begins with a dream, nurtured by talent and fueled by education and practical experience. Success hinges on factors such as honing one's talent, persevering in the face of closed doors, mastering the right timing, acquiring business knowledge, establishing networks and partnerships. Noteworthy success stories, like Laduma Ngxokolo's MaXhosa brand, Xabiso Vili's digital preservation of South African heritage, and Dipopaa Studios' animation storytelling, inspire others. These entrepreneurs break barriers, demonstrating that creativity knows no geographical bounds. The MaXhosa brand, for example, now employs over 50 people and includes a homeware brand in addition to the successful fashion label. Vili, who is a leading poet and new media artist, has continued to produce work that preserves South African history and heritage in the context of the digital age, which ideally creates global interest outside South Africa. Kearatwa Sedidi and Sithembiso Mpehle created Dipopaa Studios, through which they use animation to tell African stories. The Thomarts Gallery, which is run by Nkgadi Sheena-Leigh Ngulube and Nkosinathi Thomas Ngulube, works especially to bring rural artists into the South African art world.

**Glossary:** hinges-connects, honing- sharpening and animations-art of bringing things to life

**Adapted from <https://cultural.entrepreneurship.hbs.ned> on 19 November 2025**

- 3.1 State THREE financial challenges that most cultural entrepreneurs experience in their businesses. (3 x 1) (3)
- 3.2 Explain how annual celebrations of Heritage Day could help cultural entrepreneurship to market and sell their products. (2 x 1) (2)
- 3.3 Tabulate TWO differences between social entrepreneurship and cultural entrepreneurship. (2 x 2) (4)
- 3.4 Analyse TWO ways in which social media platforms could be used to promote cultural entrepreneurship (2 x 2) (4)
- 3.5 Assess TWO main roles of entrepreneurship like local car wash in addressing high rate of unemployment in your community. (2 x 2) (4)
- 3.6 Evaluate the importance of consistent banking of earned profit as an effective way of saving income. Your evaluation should include both the positive and the negative argument. (2 x 2) (4)
- 3.7 Recommend ONE strategy that your community members could implement in preventing entrepreneurs from selling expired food products. Your recommendation should include your fact, substantiation and the intended outcome. (1 x 3) (3)
- 3.8 Suggest TWO strategies that the government could implement to prevent fraud and corruption in your country. Your suggestion should include your fact, qualifier and





intended outcome

(2 x 3) (6)

**TOTAL FOR ACTIVITY 3 = 30**  
**TOTAL FOR TASK = 90**

