

SA EXAM PAPERS This Paper was downloaded from SAEXAMPAPERS
SA's Leading Past Year

Exam Paper Portal



You have Downloaded, yet Another Great Resource to assist you with your Studies 😊

Thank You for Supporting SA Exam Papers

Your Leading Past Year Exam Paper Resource Portal

Visit us @ www.saexampapers.co.za



**SA EXAM
PAPERS**

SA EXAM PAPERS

Proudly South African



UMKHANYAKUDE DISTRICT

Basic Education



KwaZulu-Natal Department of Basic Education

NAME OF SCHOOL:

LIFE ORIENTATION

SOURCE-BASED TASK

TERM 1

TASK 1

GRADE - 12

MARKS : 90

DURATION : 3 WEEKS

SUBMISSION DATE : 20 March 2026

GENERAL INSTRUCTIONS AND INFORMATION

- This task consists of TWO activities. Answer ALL the questions in all sections.
- Read ALL the questions carefully and follow the instructions closely
- Number the answers correctly according to the numbering system used in this task.
- The mark allocation per question is an indication of the length of your answer.
- Write neatly and legibly.
- Abide by the submission dates.



SA EXAM PAPERS

Proudly South African

**TASK 1: SOURCE BASED TASK****COVER PAGE**

NAME OF LEARNER	
GRADE	12
NAME OF SCHOOL	

Activity		Educator's mark	DH/School moderator	Cluster moderator	District moderator	Provincial moderator
1	60					
2	30					
TOTAL	90					

TASK BACKGROUND	DATES
Examiners : Mrs K.N Mthethwa, Mrs NT Tembe	09 February 2026
Editors : Mr T.W Ntuli	11 February 2026
Cluster Moderator : Mr N.L Thwala	13 February 2026
District Moderator :Mrs NP Tembe	16 February 2026
Date of issue	02 March 206
Duration	3 Weeks
Submission date	20 March 2026

OVERALL FEDBACK TO THE LEARNER

MODERATION	NAME	SIGNATURE	DATE
Educator/Marker			
DH/School Moderator			
Cluster Moderator			
District Moderator			
Provincial Moderator			



**DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE**

NAME	
SCHOOL	
CENTRE NUMBER	
DISTRICT	UMKHANYAKUDE

Declaration by the Learner:

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

Signed: _____

Date: _____





DEVELOPMENT OF THE TASK

SUBJECT	LIFE ORIENTATION
GRADE	12
MARKS	90
TOPICS	Development of the self in the society(DSS) Careers and career choices(CCC)
SUB TOPICS?CONTENT AREAS	<p>Development of the self in the society</p> <ul style="list-style-type: none"> • Apply a range of life skills required to adapt change as part of on going healthy lifestyle choices: stressors ,change and quality of life. • Identify and define stress and stressors , Assess levels of stress and manage stress. • Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choice: conflict resolution skills, interpersonal; and intrapersonal. • Stress management : Coping mechanism and or management techniques, develop and implement own strategy. • Relationships and examination writing skills <p>Careers and career choices</p> <ul style="list-style-type: none"> • Commitment to a decision taken. • Reasons for and impact of unemployment.
PURPOSE	The purpose of this task is to assess whether you can use the knowledge , values and skills that you have learnt in this section to source information, devise strategies to achieve goals, manage stress , deal with corruption and make informed decisions regarding a career and career choices and overcome unemployment.
PROCESS	The task requires extensive reading and writing and involves thorough investigation through sourcing information , observing and asking questions.
FORM OF ASSESSMENT	SOURCE BASED TASK(SBT)



**NOTE TO THE LEARNER:**

- The written task will focus on specific content or address content in an integrated manner. The focus will be determined by the content covered according to the Annual Teaching Plan . The task requires the learner to read and write in order to demonstrate their understanding of the knowledge gained and the application of knowledge and skills.
- The teacher will provide learners with resources and information required to complete the task.

INSTRUCTIONS TO LEARNERS:

- The completion of this Formal assessment task for term1 should be done on your own , under the supervision of the teacher during Life Orientation period or in a form of a controlled test.
- A copy of the source has been included in this task which requires an in-depth reading on your part(to gain a deeper meaning and comprehension of the source)
- Learners will digest the collected material with an aim of grasping its content to effectively respond to application-based questions , among others.
- Questions should be answered in full sentences and presented in a paragraph form.
- Number the answers correctly with the same numbering in the task.
- The mark allocation per question indicates the required length of your answers.





ACTIVITY 1

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

Source A

'Young and uninformed': Why South Africa's youth desperately need career guidance

By : Nasi Hako

Choosing a career path can be a daunting task for many [scholars](#).

[Students](#) have to grapple with the magnitude of having to decide what they would like to do for the rest of their lives, before they even really know what it is that they enjoy and what their career options are.

[Reportedly](#), larger numbers of matriculants are leaving school without a clear sense of direction as to their future studies or employment opportunities.

A [local journal article](#) found that the lack of career advice provided in South Africa is putting a great limitation on the youth, stating that students in less-resourced communities are rarely provided with trained guidance counsellors and do not have the means to seek counselling.

Consequentially, students have low levels of career aspirations and average levels of self confidence, because they are unaware of their strengths and talents, or are ignorant of the career paths they may excel in.

Not only does a lack of career advice result in higher levels of school dropouts, failure rates, and a lack of interest, but it often leaves the youth choosing career paths that they believe will make them more money or will need the least amount of effort to pursue.

Subject choice and career guidance counsellor, Shirley Brooks, told [Parent24](#): "*Sometimes, young people embark on further studies to fulfil their parents' dreams or because they are familiar with the particular direction and do not know what other options are available.*"

"I have seen that students become disheartened when they find themselves failing their courses because they have bitten off more than they can chew or the chosen course does not interest them at all. This often leads to students discontinuing their tertiary education and harbouring feelings of inadequacy or failure."

A lack of career guidance is arguably one of the most common issues in schools and could be what students are missing to make informed and realistic decisions about their future and better choices for a successful future.

A [study](#) revealed that 85% of people are unsatisfied with their jobs.

Individuals can be unhappy in their jobs for many reasons including their unsatisfactory salary, a lack of opportunity for growth or a toxic work environment, however, sometimes the reason for dissatisfaction at work can be due to the lack of compatibility to the line of work.





Career guidance is a comprehensive program that is designed to help individuals make informed career choices, while a career guidance or aptitude test provides clarity by enhancing the awareness of an individual's skills, values, interests and motivators.

Brooks explained that an indication of a person's personality preferences does not provide sufficient information on which to base career options.

"Thorough career guidance should be based on the results of a number of evaluation instruments which are analysed together with information drawn from an in-depth interview with the client. These instruments would usually include a personality questionnaire, together with a number of interest questionnaires and an aptitude test."

"An experienced career guidance counsellor would use all the information that is gathered and look at it holistically before making a recommendation." **Why is career guidance necessary?**

High school students don't usually know all their possible career options and strengths, and yet the school system requires that they make subject choices in Grade 9 that will have a direct impact on their acceptance into a specific degree stream or career choice.

Even in high school, scholars can be misinformed and believe the myth that choosing notoriously difficult subjects, such as physical sciences, will make for a more desirable university application, no matter what the degree stream.

However, this is simply not the case and these misconceptions are an easy way to make an aspiring lawyer, for example, feel inadequate in their schooling or doubt their intellect.

Furthermore, tertiary education is expensive, and choosing a degree stream with little to no prior research could lead to a degree extension due to level of difficulty, for example, when this additional financial burden can be alleviated with the level of certainty and direction provided by career guidance counselling.

Much like with many life choices, the key to a good outcome is through thorough consideration and research, and as early on as possible.

"[Students] often romanticise certain careers as a result of the television shows they watch (e.g. legal and medical drama series), but they are ignorant about what the careers and study directions entail. This is where subject choice guidance provides valuable insight into one's interests, abilities and personality preferences and helps establish realistic expectations," Brooks explained.

"When a person follows a career that suits their aptitudes, interests and personality preferences, job contentment or happiness usually follows. Since one spends most of one's day at work, it stands to reason that if one is unhappy in one's job, it could have a detrimental effect on general well-being – both physically and emotionally."

"If this process is started in Grade 9 already, a learner has a better idea of the possible suitable study directions and the required minimum admission requirements that should be met to enter the relevant tertiary study institutions. Learners are thus able to choose the correct subjects and the admission requirements can serve as a motivation to achieve better results at school," Brooks told us.

However, it is never too late to undergo career guidance counselling.





If you're a student gearing up to apply for university or even postgraduate studies, it is always wise to know one's options and be aware of career streams in which one's skillset will thrive.

"If you are happy in your job, you tend to be more diligent, motivated and productive," Brooks concluded.

So, what Confucius once said seems to be true: "Choose a job you love and you will never work a day in your life."

Accessed : on 08/02/2024 www.news24.com

1. **In the above source, it is highlighted that youth go through challenging times in choosing a career.**

- 1.1 Define the concept stress. (1x2)(2)
- 1.2 Give TWO positive aspect of eustress. (2x2)(4)
- 1.3 Distinguish between interpersonal and intrapersonal conflict a learner may experience while choosing the career. (2x2)(4)
- 1.4 Explain with an example any TWO stressors that could result from conflict between a parent and a learner. (2x2)(4)
- 1.5 Why is it important to resolve conflict? (2x1)(2)
- 1.6 What are the negative effects of conflict avoidance? (2x2)(4)
- 1.7 Explain FOUR (4) strategies that could help school leavers adapt to change during transition to post school destination. (4x2)(8)
- 1.8 Peer pressure may either hamper or accelerate attainment of educational goals; discuss the impact of peer pressure, as a social factor, on the ability of a grade 12 learner to do their school activities. (4x1) (4)
- 1.9 Critically discuss how the school could assist the learners in career guidance. (2x3)(6)
- 1.10 When learners are expected to choose careers they find it difficult to do so, recommend strategies to be considered by a young person to deal with that stress. (2x4)(8)

In the above source, an indication is made that learners may struggle to cope with change/transition from school to tertiary

- 1.11 Define the term transition. (1x2)(2)
- 1.12 State TWO factors of stress that could be experienced by school leavers in higher education institutions. (2x2)(4)
- 1.13 Construct the negative and positive aspect of change in school transition. (4x2)(8)

Total: 60





ACTIVITY 2

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

Source B:

Combating Unemployment through the Power of Entrepreneurship

By AIContentfy

In a world grappling with the massive challenge of unemployment, it's time to embrace entrepreneurship as a powerful force for change. Gone are the days when job seekers had to solely rely on traditional employment; today, a wave of innovative thinkers and determined individuals are harnessing the immense power of entrepreneurship to combat this pressing issue.

As we dive into the realm of possibilities that entrepreneurship offers, we unveil a realm brimming with opportunities, creativity, and a shot at reshaping both personal lives and economies. So, let's explore the transformative potential of entrepreneurship in the battle against unemployment, where ambition, innovation, and the burning desire to carve one's path converge to create a brighter future for us all.

Understanding the Impact of Unemployment

Unemployment is a pressing issue with far-reaching consequences. It hampers economic growth, exacerbates social inequality, and breeds frustration among individuals seeking stable employment. High unemployment rates can lead to decreased consumer spending, lower tax revenues, and increased government expenditure on social welfare programs.

Additionally, unemployment destabilizes communities by limiting opportunities for [personal and professional growth](#). By comprehending the negative effects of unemployment, we can recognize the urgency of exploring alternative solutions, such as entrepreneurship. Encouraging individuals to become entrepreneurs not only creates job opportunities but also fosters innovation, resilience, and economic independence. This shift from job seekers to job creators has the potential to revitalize communities and empower individuals to take control of their economic well-being.

The Power of Entrepreneurship

The power of entrepreneurship lies in its ability to create opportunities and transform lives. By starting their own businesses, individuals can take control of their destinies and generate employment opportunities for themselves and others. Entrepreneurship provides a means to address unemployment by fostering innovation, driving economic growth, and enabling social mobility. Successful entrepreneurs serve as role models and inspire others to pursue their ideas and passions.

Source : aicontentfy.com



**The above source highlights the problem of unemployment in South Africa :-**

- 2.1 Define the term unemployment. (1x2)(2)
2.2 State FOUR major reasons of unemployment faced by the youth in South Africa. (4x1)(4)
2.3 Critically evaluate the social impact of unemployment of the youth in the society. (2x4)(8)

Source B also emphasises the importance of entrepreneurship as the way to curb rising unemployment :-

- 2.4 Give FOUR benefits of entrepreneurship. (4x1)(4)
2.5 Distinguish between formal and informal jobs. (2x1)(2)
2.6 Unemployment is a pressing issue with far-reaching consequences, briefly discuss entrepreneurship as an innovative solution to counteract unemployment. (2x2)(4)
2.7 Discuss two ways how the school could assist learners in developing entrepreneurship skills. (2x3)(6)

TOTAL: 30**GRAND TOTAL = 90**

**ANALYSIS GRID – LIFE ORIENTATION GRADE 12: SOURCED-BASED TASK**

Ques. No.	Topics	Sub topics	Action verbs	Cognitive Level	Mark Allocation
1.1	DEVELOPMENT OF THE SELF IN SOCIETY	Stress	Define	LO	2
1.2	DEVELOPMENT OF THE SELF IN SOCIETY	Stress	Give	LO	4
1.3	DEVELOPMENT OF THE SELF IN SOCIETY	Conflict resolution	Distinguish	MO	4
1.4	DEVELOPMENT OF THE SELF IN SOCIETY	Conflict resolution	Explain	MO	4
1.5	DEVELOPMENT OF THE SELF IN SOCIETY	Conflict resolution	Explain	LO	2
1.6	DEVELOPMENT OF THE SELF IN SOCIETY	Conflict resolution	Explain	LO	4
1.7	DEVELOPMENT OF THE SELF IN SOCIETY	Change	Explain	MO	8
1.8	DEVELOPMENT OF THE SELF IN SOCIETY	Change	Discuss	HO	4
1.9	CAREERS AND CAREER CHOICES	Change	Critically discuss	HO	6
1.10	CAREERS AND CAREER CHOICES	Change	Recommend	HO	8
1.11	CAREERS AND CAREER CHOICES	Change	Define	LO	2
1.12	DEVELOPMENT OF THE SELF IN SOCIETY	Change	State	LO	4
1.13	DEVELOPMENT OF THE SELF IN SOCIETY	Change	Construct	MO	8
2.1	CAREER AND CAREER CHOICES	Unemployment	Define	LO	2
2.2	CAREER AND CAREER CHOICES	Unemployment	State	LO	4
2.3	CAREER AND CAREER CHOICES	Unemployment	Critically discuss	HO	8
2.4	CAREER AND CAREER CHOICES	Entrepreneurship	Give	LO	4
2.5	CAREER AND CAREER CHOICES	Entrepreneurship	Distinguish	MO	2
2.6	CAREER AND CAREER CHOICES	Entrepreneurship	Briefly discuss	MO	4
2.7	CAREER AND CAREER CHOICES	Entrepreneurship	Discuss	MO	6

Cognitive levels	Expected percentage and marks	Actual percentage and marks
Low order	30% (27 marks)	31% (28 marks)
Mid order	40% (36 marks)	40% (36 marks)
High order	30% (27 marks)	29% (26 marks)

