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**KWAZULU-NATAL PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**UMLAZI DISTRICT  
LIFE ORIENTATION  
GRADE 12**

**SOURCE – BASED TASK 2026**

**90 MARKS**

**This Source-Based Task consists of 12 pages.**



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**LEARNER'S COVER PAGE**  
**TASK 1: SOURCE – BASED TASK 2026**

**LEARNER INFORMATION:**

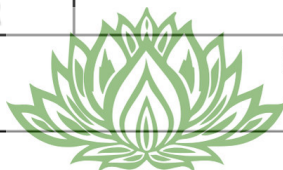
<b>NAME AND SURNAME</b>	
<b>GRADE 12</b>	
<b>LO EDUCATOR NAME</b>	
<b>NAME OF SCHOOL</b>	
<b>DISTRICT</b>	UMLAZI

<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>MARK</b>	<b>MARK OBTAINED</b>	<b>MODERATED MARK</b>
1	Stress management and conflict	30		
2	Transition and study skills	30		
3	Career and career choices: unemployment	30		
<b>TOTAL</b>		<b>90</b>		

**Educator's signature:** ----- **Date:** -----

**Feedback to learner:** -----  
-----  
-----

<b>MODERATOR</b>	<b>MODERATOR'S NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>DH (SCHOOL)</b>			
<b>CLUSTER MODERATOR</b>			
<b>DISTRICT MODERATOR</b>			
<b>PROVINCIAL MODERATOR</b>			





**LIFE ORIENTATION GRADE 12 TERM 1  
UMLAZI DISTRICT  
SOURCE-BASED TASK 2026**

<b>SUBJECT</b>	Life Orientation
<b>GRADE</b>	12
<b>TYPE OF TASK</b>	Source- Based task
<b>TOPICS</b>	<b>Activity 1:</b> Development of the self <b>Activity 2:</b> Development of the self and study skills And careers and career choices <b>Activity 3:</b> career and career choices
<b>SUB-TOPICS</b>	<b>Activity 1:</b> Stress and stress management, conflict, Communication <b>Activity 2:</b> Transition, careers and career choices and Study skills <b>Activity 3:</b> Unemployment and entrepreneurship
<b>MARKS</b>	<b>Activity 1:</b> 30 marks <b>Activity 2:</b> 30 marks <b>Activity 3:</b> 30 marks  <b>Total:</b> 90 marks
<b>DURATION</b>	3-4 weeks
<b>SUBMISSION DATE</b>	<b>Activity 1:</b> <b>Activity 2:</b> <b>Activity 3:</b>
<b>EXAMINERS</b>	Durban Central Circuit
<b>MODERATOR</b>	

3.



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### **INSTRUCTIONS FOR THE TASK**

- All research ,notes etc must be brought to school.
- This task will be completed in class under supervision of the teacher during class time.
- Write neatly and legibly.
- Answer all the questions carefully.
- Please note marks will be awarded as follows:
  1. **2 mark question** – statement (1 mark), qualifier/explanation (1mark)
  2. **3 mark question** – statement (1 mark), qualifier/explanation (1 mark) , outcome (1 mark)
  3. **4 mark question-** statement (1 mark), elaborate on statement (1 mark), qualify (1 mark), outcome (1 mark)
- This task must be stapled together.
- Include a contents page.
- The use of proper spelling and grammar will count in your favour.
- Make sure you sign and attach the plagiarism declaration (Annexure 1) to your task as well as the learner's cover page.
- Referencing. Be sure to follow the instructions regarding the Harvard referencing format (Annexure 2).
- Your educator will explain the assessment process in detail.
- Although learners will spend time outside of contact time to collect resources and information, the completion of your task must be facilitated by the educator in class time.
- Learners are allowed to use textbooks and other resources (stay away from chatgpt and AI) to complete the task.
- Learners will need adequate guidance at the outset of the source-based task and progress should be monitored throughout.
- All the relevant content and assessment criteria applicable to the source-based task must be taught and discussed with learners prior to its commencement.





**KWAZULU-NATAL PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

### ANNEXURE 1 DECLARATION OF AUTHENTICITY

NAME OF SCHOOL	
NAME OF LEARNER (full name(s) and surname)	
EXAMINATION NUMBER	
NAME OF EDUCATOR	

I hereby declare that all pieces of writing contained in this evidence of performance are my own original work and that if I made use of any resources, I have acknowledged sources.

**ABSENCE:**

- I agree that should I miss a component of School-based assessment (SBA) without a valid reason, I will be awarded a ZERO mark (0) for such a component.
- I shall endeavour to be present for all tests and examinations, orals and PAT's , should this be impossible , I shall provide evidence for my absence.

I am aware that frequent absence from school may result in my School-based assessment being affected.

I agree that if it is proved that I have engaged in copying information from publications, electronic media and from other candidates' work or I have engaged in fraudulent activities in connection with my SBA task(s), then I could forfeit the marks for this assessment.

-----  
**CANIDATES SIGNATURE**

-----  
**DATE**

As far as I Know, the above declaration by the learner is true and I accept that the work offered is his or her own.

-----  
**EDUCATOR'S SIGNATURE**

-----  
**DATE**



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## **HARVARD REFERENCING STYLE (ANNEXURE 2)**

Referencing means that you give credit to the various sources you have used when writing your assignment or report.

All sources should be arranged alphabetically according to surname of the first author.

### **1. Books**

Author's surname and initials, year of publication, title (underlined), edition, place of publication, publisher.

**Example:** Marais, B.V.C 2001 The influence of the media on public opinion, Pretoria: Juta

### **2. Journals**

Author's surname and initials, year of publication of the journal, title of the article and title of the journal(underlined), volume and pages.

**Example:** Wobbe, T 2001 How to organize the unorganized, Human Resource management, 12 (8) 8-9.

### **3. Chapters in books**

Author's surname and initials, title of the chapter and title of the book (underlined)place of publication, publisher and pages.

**Example:** Gericke, H.B The place democracy has in our country in South Africa, The democratic ideal edited by J.J Matthews. London: Benton 44-45.

### **4. Newspaper articles**

Author's surname and initials, year, title, newspaper (underlined) date, month, page

**Example:** Louw, S. 2002. Water crisis, whats next. Daily News: 29 January: 7

### **5. Internet referencing**

Author's surname and initials, year, title (online) available: full web address: date accessed.

**Example:** unknown (2004) sentiment microfilaments: a tempest in trouble (online)available  
<http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley> date accessed 5 may 2011.

### **6. Personal interview**

Surname and initials, year, personal interview. Date and place

**Example:** Malan, B.D. 2011. Personal interview. 5 may 2011. Stellenbosch.



**ACTIVITY 1: DEVELOPMENT OF THE SELF**

Read the extract below and answer the questions that follow.

**Managing stress and life changes as a young adult**

High school can be a high- pressure time in life and Grade 12s must learn effective stress management early. Grade 12 learners 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 navigate life challenges.

With so many big life decisions ahead, getting through high school happy and whole can feel challenging at times. It's easy to see why so many so many high school students feel stressed. The good news is that there are solutions. Adopt the strategies below, take a deep breath, and remember, its not forever.

Big life changes, such as transitioning from high school to university or getting your first job, can add to the stress. While change often forces you to step outside your comfort zone. It also opens doors to new opportunities for personal growth. Managing these changes requires strong coping skills and stress management techniques.

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." It was further found that "... other larger issues that the world is going through, for example climate change or war, may also act as stressors for teens as they are learning about the world."

Other factors like a lack of communication, interpersonal/ intrapersonal conflict etc. have a potential to intensify stress. Therefore, learning to resolve conflicts, either by compromising or collaborating, is key to sustaining mental and emotional well-being. Equally important is having effective communication. Clear, respectful communication can help to strengthen relationships with parents, peers and teachers. Whether managing disagreements or building positive connections, communication is essential for maintaining supportive and healthy relationships.

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

7.





- 1.1 Based on what you have studied about stress, give the meaning of stress management. **(1x2) (2)**
- 1.2 Based on the above source, stress may be overwhelming. State **THREE** reasons why Grade 12s might feel overwhelmed balancing their social lives and academic priorities. **(3x1) (3)**
- 1.3 Most school-going youths feel highly stressed before writing an exam. Describe stress management techniques Grade 12 learners could consider when they feel stressed before writing an exam. **(2x2) (4)**
- 1.4 The high stress levels at school can easily lead to potential conflicts with classmates. Explain **THREE** collaborative strategies high school learners may use to work through conflict with a classmate. **(3x2) (6)**
- 1.5 During the high-stress atmosphere of Grade 12, many learners may struggle to maintain strong relationships with their parents. Analyse how respectful communication can help strengthen their relationships with their parents. **(3x2) (6)**
- 1.6 Many Grade 12 learners may find it difficult to express their feelings effectively during a conflict situation with teachers. Critically discuss how they could express their feelings in a positive manner that is constructive to conflict resolution in the classroom. **(2x3) (6)**
- 1.7 Based on the challenges discussed above, recommend a strategy That Grade 12s could use to plan for the big life decisions ahead so that they may feel less stressed. In your answer, also indicate how the strategy contributes to overall well-being. **(1x3) (3)**

**ACTIVITY 1 TOTAL: 30 MARKS**



## **ACTIVITY 2: DEVELOPMENT OF THE SELF, STUDY SKILLS AND CAREER AND CAREER CHOICES**

Read the extract below and answer the questions that follow.

### **Challenges of Transitioning from School to Post-School Destinations.**

Transitioning from school to post-school destinations can be challenging due to various factors. Some of the key challenges include:

- **Career decision -making:** students may struggle with making informed decisions about their career paths, including choosing the right college, vocational training or entering the workforce.
- **Academic preparedness:** some students may find it difficult to meet the academic demands of higher education or vocational training, especially if they are not adequately prepared during their school years.
- **Financial constraints:** the cost of higher education or vocational training can be a significant barrier for many students, leading to financial stress and uncertainty about their post school options.
- **Social and emotional adjustment:** moving from a familiar environment of school to a new setting can be emotionally challenging. Students may struggle with building new social networks and adapting to increased independence and responsibilities.
- **Access to resources:** disparities in access to resources, such as career counselling, mentorship, and support services can create additional hurdles for students from underprivileged backgrounds.
- **Employment readiness:** for students entering the workforce directly after school, the lack of practical skills, work experience and professional networks can pose challenges in securing employment.

[<https://www.studocu.com/en-za/messages/question/5697145/discuss-the-challenges-of-te-transition-between-school-and-post-school-destinations>]

2.1 Define the term transition. **(1x2) (2)**

2.2 State **THREE** challenges learners experience when transitioning from school to post school destinations. **(3x1) (3)**

2.3 Name and discuss **TWO** ways of funding tertiary education. **(2x2) (4)**





- 2.4 Explain the importance of obtaining a National Senior Certificate. (1x2) (2)
- 2.5 Explain why it is important to have a study plan for Grade 12. (1x2) (2)
- 2.6 Explain **TWO** study skills that can work better for Kinaesthetic learners. (2x2) (4)
- 2.7 Discuss why networking is important for career advancement, and how you can start building connections. (2x2) (4)
- 2.8 Assess the importance of a career portfolio, and how it can benefit an individual in their career journey to make them employable. (1x3) (3)
- 2.9 Recommend **TWO** strategies which can help you to adapt to the increased responsibility and freedom of post- school life. (2x3) (6)

**ACTIVITY 2 TOTAL: 30 MARKS**



### **ACTIVITY 3: CAREERS AND CAREER CHOICES**

Read the extract below and answer the questions that follow.

#### **Unemployment in South Africa: Challenges and opportunities for Grade 12s**

As Grade 12s are getting ready to enter the world after school, it is understandable if high unemployment rates are a major concern. Knowing what unemployment means and how it can affect our lives is essential. The reality is that this issue affects many families and communities, making it clear that preparing for life after school requires knowledge and adaptability.

One unique way to stand out in the job market is through community work. Volunteering while in school also has several advantages for career prospects, especially for learners wanting to contribute to positive change.

Unemployment within the community can bring about certain social stressors that make life even more challenging than it already is. Knowing how to navigate these stressors and stay motivated is crucial. Living in households where caregivers are unemployed can also affect Grade 12 learners on a psychological level. However, there are options to overcome these circumstances.

As a result, many Grade 12 learners have turned towards entrepreneurship as a way to make a living and improve their futures. When considering entrepreneurship, it is essential to know about tax obligations when running a business. Being aware of tax responsibilities to SARS is a legal duty that all business owners must fulfil. Social entrepreneurship, in particular, might appeal to Grade 12s who want to make a difference. Social Entrepreneurs use their business skills to address community needs, which is especially impactful in areas with high unemployment rates.

Looking to the future, Grade 12s can positively impact South Africa's economy through innovative entrepreneurship. As future entrepreneurs, they have the power to make lasting positive change in our economic future.

Understanding the impact of high unemployment rates is crucial for planning your future. Many Grade 12s know how tough it is to find work, which influences their choices during and after school. Being prepared for the world of work also means more than just business knowledge and making smart choices- it requires an understanding of responsibilities such as tax obligations. To get ready for future, Grade 12 learners must put in effort to ensure they understand what will be expected of them.

Unemployment may be a reality in South Africa., but Grade 12s are part of the solution. With skills, planning and a willingness to take on challenges, grade12s have the potential to change our world and build a brighter economic future.

[adapted from <https://keeper/entrepreneur.co.za>, accessed on 7 November 2024]





- 3.1 Define the term unemployment. (1x2) (2)
- 3.2 Grade 12s seek unique ways to stand out in the job market once they finish school. State **THREE** career advantages of doing community work while still in Grade 12. (3x1) (3)
- 3.3 Many learners come from communities with high rates of unemployment. Describe **TWO** ways in which this could affect these Grade 12 learners on a psychological level. (2x2) (4)
- 3.4 Those seeking to be entrepreneurs will have various tax obligations to fulfil when running their business. Explain **TWO** reasons why Grade 12s need to be aware of their tax obligations to SARS before starting their business. (2x2) (4)
- 3.5 Discuss ways in which social entrepreneurship might be appealing to Grade 12 learners who want to make a difference in their community. (4x2) (8)
- 3.6 Critically discuss how Grade 12s presently taking part in innovative entrepreneurship could positively impact South Africa's economic future. (1x3) (3)
- 3.7 Discuss how the reality of the high unemployment rate could impact the future plans of Grade 12 learners. (2x3) (6)

**ACTIVITY 3 TOTAL: 30 MARKS**

**GRAND TOTAL: 90 MARKS**

