education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL
SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION
Source-based task
2024

MARKS: 90

This Source-based task consists of 16 pages, including the cover page and the Analysis grid

Duration: 3 - 4 weeks

Development of the Self in Society, Study Skills & Careers and Career Choices

SUBJECT:	LIFE ORIENTATION
GRADE:	12
MARKS:	90
TOPICS:	Development of the Self in Society (DSS) Study Skills (SS) Careers and Career Choices (CCC)
SUBTOPICs/Content areas:	• Stress management • Different stressors • Effective communication skills • Strategies to enhance effective communication • Relationships • Conflict resolution skills (collaboration and conflict avoidance) • Revise own study skills, strategies and styles • Explore innovative solutions to counteract unemployment • Strategies to prevent fraud and corruption
PURPOSE:	The purpose of this Task is to instill the necessary life skills to enable the youth to deal with issues of stress, conflict management (resolution), communication, study skills for success and entrepreneurship as one of the measures to counteract unemployment. This task will also enable learners to apply learnt content, i.e., content taken from Term 1 of the 2024

	ATP, to solve real life challenges faced by the youth. In doing so, learners will be required to apply their reading, critical thinking, creative thinking, analysis, knowledge transference, problem solving skills to deal with the challenges in the two sources below. Lastly, learners should make recommendations on how the issues (problematic issues in the two sources) could best be dealt with.
DURATION:	3 – 4 Weeks
Date of issue	2 February 2024
Date of final completion	26 February 2024, i.e., • **Activity 1** (12 February 2024) • **Activity 2** (26 February 2024)
FORM OF ASSESSMENT:	SOURCE-BASED TASK (SBT)

TEACHERS' INSTRUCTIONS

- The teacher will actively guide learners on the type and nature of the required material to complete the task. Thus, 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, under the framework of the 2024 ATP.
- Resources may vary depending on the nature and aim of the Source-based task.
- Additional resources, i.e., reliable website material, textbooks of other subjects, life Orientation (LO) handouts, notes given by teachers, the concept document and other DBE resources may be used.
- The teacher will guide learners on how the task could successfully be completed.
- Learners will be monitored through-out the completion process.
- Learners should not expect answers from teachers; however, discussions of the related topics/content could be done.

- Each completed section must be submitted before the next section is commenced with.
- The teacher will indicate if a learner is ready to continue with the next section.

LEARNERS' INSTRUCTIONS

- Learners will spend time outside of class-contact time to collect needed resources for the completion of the Source-based task. The collection of information will be guided by the questions.
- The text does not have answers. Its aim is to introduce the topic/content treated in the questions.
- This task requires learners to do an in-depth or extended reading that could accord them an opportunity to digest the content/concepts treated in the task. To that effect, related material could be read, so that the content could be interpreted from different angles, resulting in a better interpretation or understanding of the problems which could be tested through learners' ability to conduct informed discussions, define the key concepts, analyze the related concepts, critically discuss certain aspects, evaluate certain instances and make recommendations based on the problem in each activity.
- Therefore, learners should digest the information in the two sources and then respond to application questions based on informed decision-making and problem-solving skills.
- In this task you will be required to complete TWO activities of 45 marks each. You will need to submit each activity typed out and attached to the ultimate presentation.
- Fully completed declaration forms must be attached to the completed task.
- The task should be well-structured by taking into account the following aspects:
  - A completed cover page with learner and task details (provided by the teacher).
  - Correctly numbered answers to correspond with 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 in each question. It informs you of the extent of the required answer (s).
- Sequence and number all your pages.
- The task must be bound / stapled.
- Arial, font 12, justified, 1.5 spacing should be considered if typed on computer.
- Hand written submissions are also welcome.

- Even if learners may work in groups, individual learner's attempt will be credited. Therefore, the end product will not be a groups' product. The task requires learners to display their individual attempt to solve the problems, in keeping with the questions and content treated in the task.

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 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: _____

ACTIVITY 1

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

RELATIONSHIPS, COMMUNICATION, STRESS MANAGEMENT AND ACADEMIC SUCCESS.

Grade 12 learners are faced with various challenges and some of these challenges are created by them, as they may do certain things which could give rise to such challenges. There could, also, be challenges from their external environment, i.e., the school, availability of textbooks, effectiveness of teaching, quality or the level of dedication of the teacher, availability of furniture (desk and chairs) etc. In this [1]matrix, there are those that have a direct bearing with learners, i.e., their personality, ability to initiate and sustain relationship, stress management techniques, ability to manage peer pressure, persistence and resilience, application of study styles, skills, methods and strategies.

Therefore, academic performance in school work is a direct product of interacting factors. For example, the school could create opportunities for extra classes where learners may be able to cover content, they did not sufficiently deal with during the normal teaching time or to cover aspects that were not clear during the normal teaching time. Others may use that time for broadening their understanding of the content; while others, may use it for the completion of various assessment activities. It all depends on how each learner uses the available opportunities to their favor. Some may seriously use these opportunities to their favor; while others, may not even see the benefits that such opportunities could bring. People are not the same and they have a potential to view things differently.

Clearly, the successful utilization of this time is not, exclusively, dependent on the provision of [2]amenities, like the classrooms, notes, manuals, concept documents and handouts, but it also requires learners to use their self-management techniques to drive or push themselves to a point where they take charge of their learning. In other words, learners will be expected to play their role in ensuring that they effectively participate in group activities, are able to initiate and build sustainable positive relationships with their peers, apply conflict resolution skills, such as collaboration, compromising etc. and are able to use effective communication approaches to deal with school related challenges.

Most people assume that communication only involves the ability to share verbal messages, while it could also include appropriate expression of understanding through non-verbal messages. In addition to that, feelings, beliefs. Attitudes and values could be communicated through either verbal or non-verbal means.

It is therefore important for grade 12 learners to be mindful of the value of communication when they are taught, study, interact with peers, teachers and guardians. Teachers are able to detect when a learner does not understand what is being taught. The learner may not say it, but the non-verbal expression of feelings, views and attitudes may portray the message about the content being taught.

In the same way, interpersonal conflict between school mates, including teachers could effectively be resolved if there is understanding of how communication works. When learners engage in school work, there is a high likelihood that they may engage in some form of conflict, which could require effective ways of conflict resolution and the application of appropriate ways of communication to resolve. That understanding could also assist a grade 12 learner to effectively deal with peer pressure which could possibly sway him/her from focusing on his/her school work. For example, if you say “no” to negative things, your body must complement your feelings about that particular thing, in a way, that may create an enabling environment for effective studying.

Glossary

[1]Matrix- environment in which something happens

[2]Amenities – a place, facilities, or piece of equipment provided for a particular purpose

Adapted from http://www.verywellmind.com. Accessed on the 5th of January 2024

Completion instructions

For the following questions to be answered, you are required to digest the content of the above source by interpreting its meaning and relating it to the challenges a grade 12 learner may face at school. In other words, you will work in groups to collect needed information on the content and how it relates to the questions. For that to be effectively done, you will be required to define key concepts, explain and discuss the significance of these concepts, analyze and critically discuss how they relate to the grade 12s and eventually evaluate and recommend solutions to the problem indicated in the source.

1.1	After group discussions of the key concepts and terms in the above source, define the concept *initiating positive relationships* for collaboration in school work.	(1x2) (2)
1.2	After scrutinizing the factors that could impact the performance of grade 12 learners as indicated in the source above and other relevant sources you may have read, briefly state FOUR reasons why positive relationships between grade 12 learners is important when they engage on assessment tasks.	(4X1) (4)
1.3	Based on the above source, it is important to distinguish between the different types of communication; differentiate between effective communication and ineffective communication when grade 12 learners are taught.	(2x2) (4)
1.4	After thorough discussions of the factors related to communication, in line with the above source, describe the educational benefits of an ability to effectively communicate your feelings about challenges in your school work with your teachers.	(1x2) (2)
1.5	In the above source, personality factors have been identified as one of the key elements to determine effective communication; explain how certain personality types could negatively impact communication between grade 12 learners when they work on group assignments.	(3x2) (6)
1.6	Based on the above source, different views could contribute to the success of schools' projects; discuss the value of an ability to accommodate others' views when completing assessment projects.	(4x2) (8)

1.7	The above source values relationships in the context of learning; analyse how grade 12 learners could use positive relationships to enhance effective communication among learners at the school.	(2x2) (4)
1.8	In the above source, an indication is made that intrapersonal conflict could impact relationships; critically discuss how the inability to effectively manage intrapersonal conflict could affect your relationship with your peers, as a grade 12 learner.	(2x4) (8)
1.9	Based on the above source, peer pressure may either hamper or accelerate attainment of educational goals; evaluate the impact of peer pressure, as a social factor, on the ability of a grade 12 learner to do their school activities.	(1x4) (4)
1.10	Now that the challenges of communication and conflict resolution have been interpreted, recommend how grade 12 learners could use communication to study effectively. In your answer, also indicate how that could help you, as a grade 12 learner, to succeed in your end year examination.	(1x3) (3)
	Sub-total:	45

Activity 2

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

ENTREPRENEURSHIP AS ONE MEASURE TO COUNTERACT UNEMPLOYMENT

Though, it may not be an easy journey for any person to succeed in entrepreneurship, it could be an unavoidable option to follow if you really want to make it in life. It has always been a solution for many decades and many people have continued to consider it as the only opportunity to earn a living: people will always want something for their lives and that is where entrepreneurs bring solutions. Therefore, entrepreneurship has always been there to bring about solutions to the ever-increasing needs of the people in a given country.

The [1]downside is that not everyone could succeed in entrepreneurship. However, we may all attempt it and only a few may eventually succeed. It is in its nature and the level at which people persist [2]amidst numerous failures. People are different and have different ways of doing important things. We may all have the wish and intention to [3]venture into this world; however, not everyone could succeed. There are certain qualities required for one to be a successful entrepreneur.

Despite its challenges, entrepreneurship could indeed be a solution to the high levels of unemployment in South Africa. This could be true, especially, if [4]demographic factors and the growing need for more products are taken into account. Therefore, opportunities for various entrepreneurs could forever be identified. Growth in the population bring to the [5]fore more needs for various goods and services that entrepreneurs could provide.

In general, people have a tendency to want new products for their needs and that could either be out of boredom or the fact that certain products have become ineffective in the manner they address people's needs. These and other factors could present opportunities for entrepreneurial [6]niches to be considered by both existing and potential entrepreneurs. These niches could ensure continued existence and growth of various entrepreneurial businesses. It is a known factor that some may succeed; while others may fail. It all depends on how an entrepreneur conducts his/her business and the environment that one finds himself/herself. For example, living in an environment where entrepreneurs are scarce or

are failing may eventually discourage you to consider entrepreneurship as a way of life. The environment could, then, be a [7]catalyst for some people to do certain things in life.

Except for the non-availability or availability of entrepreneurial skills, existence of models, in the form of successful entrepreneurs, could motivate others to succeed in their businesses. It is, therefore, important to learn from successful entrepreneurs how entrepreneurship works. To that effect, they may shed light on various operational hardships they may have experienced before they became successful entrepreneurs. That could also indicate how they have benefited as individuals and how the community has benefited through their services.

Success in the world of entrepreneurship does not only benefit the business itself and or the community, but the entrepreneur stands to benefit personally. For obvious reasons, being successful in whatever business venture could bring about various personal benefits. However, that should not be the primary goal of being an entrepreneur; entrepreneurs should always strive to do better or be innovative to remain in the business and that is the most important part of being an entrepreneur. Additionally, the economic development or needs of a country should always be analysed, if an entrepreneur is really serious about remaining in the business for longer.

Expecting government to always assist you may not be the ideal solution if you really want to make it as a viable and self-sufficient entrepreneur. On the contrary, innovation, dedication and persistence are some of the qualities entrepreneurs should have. That does not mean government should not create an enabling environment for entrepreneurship. Government may assist entrepreneurs with the start-up capital, but cannot sustain the business. It is upon the entrepreneur to do the right thing for the continued existence of their business.

In essence, an entrepreneur should not give up when certain ventures fail. Failing business ventures may, in return, bring about opportunities for new business opportunities. Therefore, potential entrepreneurs should always be creative and explore the opportunities that the latest technology is bringing to the fore. Lastly, they should diversify their

approaches by considering social entrepreneurs and cultural entrepreneurs, as rare types of entrepreneurships.

Glossary

[1]Downside - the negative aspect of something otherwise regarded as good or desirable

[2]Amidst - in the middle of or surrounded by something

[3]Venture - a risky or daring journey or undertaking

[4]Demographic factor - factors that may affect a business, such as age, education, sex, income, occupation etc. of the population

[5]Fore - situated or placed in front

[6]Niches - a suitable position/opportunity to do business/something

[7]Catalyst - a person or thing that precipitates/causes an event

Adapted from https://www.entrepreneur.com. Accessed on the 09th of January 2024

Completion instructions
Before answering the questions below, carefully digest the content and concept of entrepreneurship. You may discuss these aspects in groups. However, only individual attempt will be credited. The questions will require you to conduct group discussions, use various sources on the topic of entrepreneurship to examine it being assisted by the questions in this activity. That will enable you to gain a deeper understanding of the challenges of entrepreneurship so that you may suggest solutions.

2.1	The above source refers to different types of entrepreneurs, define the term *innovative entrepreneur.*	(1x2) (2)
2.2	Based on the above source, briefly state FOUR reasons why entrepreneurship could be a solution to the high levels of unemployment in South Africa.	(4X1) (4)
2.3	The above source emphasizes the importance of young people knowing the type of business they may pursue; differentiate between social entrepreneurship and cultural entrepreneurship, as rare types of entrepreneurships.	(2x2) (4)
2.4	The environment is said to be playing an important role in influencing young people to pursue entrepreneurship; describe how living in an environment populated by successful entrepreneurs could influence young people to consider entrepreneurship, as a solution to counteract unemployment.	(1x2) (2)
2.5	In the above source, an indication was made that most entrepreneurs fail because of an inability to find niches in the economy; explain how entrepreneurs could identify niche markets in the South African economy, in order to successfully run their businesses.	(3x2) (6)
2.6	Being an entrepreneur comes with various benefits; discuss the personal benefits of entrepreneurship	(4x2) (8)
2.7	The above source places emphasis on understanding the economy as an important factor for entrepreneurs; analyse	(2x2) (4)

	how understanding the South African economy could be beneficial for a young entrepreneur.		
2.8	The above source values persistence as a remedy for staying in business; critically discuss the value of not giving up, as an entrepreneur, for the sustenance of your business.	(2x4)	(8)
2.9	Based on the above source, government may assist entrepreneurs to start their businesses; evaluate how reliance on government for your business may impact it.	(1x4)	(4)
2.10	Now, recommend strategies to be considered by young entrepreneurs to run their businesses successfully. Also, indicate how that could benefit them.	(1x3)	(3)
		Sub-total:	45
		Grand-Total	90

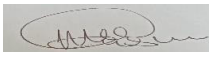
QUESTIONS	TOPIC/CONTENT	VERBS AND CONTEXTS	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
Activity 1					
1.1.	Communication and study skills	Define the concept	1	1	2
1.2	Communication and study skills	Briefly State	1	2	4
1.3	Communication and study skills	Differentiate	1	2	4
1.4	Communication and study skills	Describe	1	2	2
1.5	Personality factors and Communication	Explain	2	3	6
1.6	Accommodating others and study skills	Discuss	2	4	8
1.7	Relationships and communication	Analyse	2	4	4
1.8	Intrapersonal conflict and Communication	Critically discuss	3	5	8
1.9	Communication in peers (social factor) and study skills	Evaluate	3	5	4
1.10	Communication and study skills	Recommend	3	6	3
					45
Activity 2					
2.1	Entrepreneurship	Define the concept	1	1	2
2.2	Entrepreneurship	Briefly State	1	1	4
2.3	Entrepreneurship	Differentiate	1	2	4
2.4	Entrepreneurship	Describe	1	2	2
2.5	Entrepreneurship	Explain	2	3	6
2.6	Entrepreneurship	Discuss	2	4	8
2.7	Entrepreneurship	Analyse	2	4	4
2.8	Entrepreneurship	Critically discuss	3	5	8
2.9	Entrepreneurship	Evaluate	3	5	4
2.10	Entrepreneurship	Recommend	3	6	3
					45
					[90]

Summary of cognitive levels

Cognitive levels	Expected percentage and marks	Actual percentage and marks	Comments
Low order	30% (27 marks)	30% (27 marks)	Balanced
Mid order	40% (36 marks)	40% (36 marks)	Balanced
High order	30% (27 marks)	30% (27 marks)	Balanced

Due to its nature and the critical thinking skills 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, Abridged Section 4 of the CAPS and the 2021 Examination guideline document.

Moses Nsimbini **10 January 2024**



Internal moderator for Life Orientation