



education

**MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA**

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**LIFE ORIENTATION
SOURCE-BASED TASK
2026**

Date of issue	30 January 2026
Date of submission	27 February 2026
Duration	4 weeks
MARKS	90
Number of pages	12 including the cover page

SUBJECT:	LIFE ORIENTATION
GRADE:	10
MARKS:	90
TOPICS:	Development of the Self in Society (DSS) Democracy and Human Rights (DHR)
SUBTOPICS/Content areas:	<ul style="list-style-type: none"> • DSS: Goal setting • CCC: Career decisions
PURPOSE:	<p>The purpose of this Task is to instil the necessary life skills to enable grade 11 learners to effectively deal with the challenges of an inability to set goals as they prepare for the exit grade.</p> <p>It will also enable them prepare for pursuance of their post school goals.</p> <p>These are serious challenges that grade 11 learners must grapple with in order to succeed in life.</p>
DURATION:	4 Weeks
Date of issue	30 January 2026
Date of final completion	27 February 2026 <ul style="list-style-type: none"> • Activity 1 (13 February 2026) • Activity 2 (27 February 2026)

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: _____



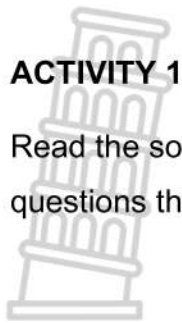
Declaration by the Learner:

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

Signed: _____

Date: _____

Include a completed sheet in your final submission.



ACTIVITY 1

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

Goals setting and how it can help grade 11 learners realise their dreams

Goal setting and relationships

Goal setting is a powerful tool that can significantly benefit learners by providing clarity, motivation, and a framework for measuring progress. Goal setting can present challenges, such as setting unrealistic goals or failing to maintain motivation. However, it also offers significant benefits for learners. Importantly, everybody must set life goals for achievement of their calling in life.



This is not easy, as goals are ¹inherently difficult to achieve. That is why one may be required to persevere and persist for things to happen. But that is also not enough, there are certain things that need to be done. For example, setting SMART goals, i.e., specific, measurable, achievable, realistic and time bound goals. Essentially, you may not persist and achieve your goals if you did not set them with the SMART principle in mind.

Additionally, people are always in relationships. These relationships may either support or discourage them from attaining their goals in life. For example, if you relate with people who do not share your vision and mission about your future, your goals may not be easily attained. It may take time before you may successfully go back to your tracks. Others can't retrace their steps and they eventually vanish in obscurity. This may happen for various reasons; for example, there could be bad intentions or you may be relating to people who are going through some challenges in their lives. For instance, a physically sick person may not always be an ideal person to communicate with about your goals. The same could be said about an emotionally overwhelmed person. They may be going through a rough patch in their lives, making it difficult for them to objectively guide you. They may have the

intention, but their situation may not permit. Their wellbeing may be at stake to give you a correct view about your goals. That may lower your motivation and effort to realise your goals.

In this way, there are good and detrimental relationships out there. It is actually a mixed bag of challenges. It depends on the people involved in a relationship. Grade 11 learners must always be vigilant because it is their responsibility to ensure that their goals in life are reached. Therefore, the challenges are many; unfortunately, grade 11 learners must ²pursue their educational goals, i.e., learning for success, in spite of the challenges.

Glossary:

¹**inherently difficult** - Something that is naturally or by its very nature hard to do, understand, or deal with.

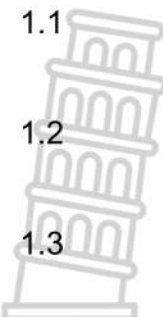
²**pursue** - To chase, follow, or work towards something with effort and determination



Adapted from <https://positivepsychology.com/>. Accessed on the 28th January 2026

Completion instructions

Having read and digested the content of the above source, you are required to apply the 21st century and the 4/5th Industrial revolution skills to develop an understanding of how the inability to set realistic goals could impact grade 11 learner. It will also give you an opportunity to make recommendations on how this problem could be dealt with. To that end, answer the following questions.

- 
- 1.1 Define the term *goal setting*, as an important aspect for successful living. (1x2) (2)
- 1.2 Briefly state **FIVE** ways in which the inability to set realistic goals may impact your wellbeing, as a grade 11 learner. (5X1) (5)
- 1.3 Differentiate between perseverance and persistence, without which goals may not be successfully met. (2x2) (4)
- 1.4 Describe how personal values may help you with goal setting (2X2) (4)
- 1.5 Analyse how nurturing relationships with family members may enable you to prioritise life goals (4X2) (8)
- 1.6 Discuss ways in which your wellbeing may influence how you relate with others. (4X2) (8)
- 1.7 Explain factors that may contribute to relationships that are detrimental to well-being. (1x2) (2)
- 1.8 Critically discuss the impact of the media on beliefs about relationships. (2X4) (8)
- 1.9 Recommend practical strategies that could be considered to ensure successful achievement of relationship goals. In your answer, also indicate how that could enable you to nurture relationships with your school mates. (2x3) (6)

Sub-total: 45

ACTIVITY 2

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

Grade 11 learners are always found off guard when it comes to career decisions.

Admission requirements, career portfolio and Khetha document

Recently, it has been discovered that most grade 11 learners are clueless about what they should do when making career decisions. This happens amidst the availability of information in schools and online. ¹Online sources may have various platforms that young people could use to be assisted with their careers, but they don't use them for that purpose. As a result, each year, most grade 12s are found struggling for admission to higher education institutions and this is partly because some did not make the necessary arrangements while still in grade 11. It is even worse for some learners who may secure space at tertiary institutions but lacked the required funds for that education.

Every year, the system is faced with the same challenge and learners do not learn from the mistakes of others. The problem is now even bigger, as the number of learners passing grade 12 with bachelor endorsement far exceeds the available spaces in tertiary education institutions. To complicate issues even worse, most still want to pursue education at Universities, as if that is the only option available to them. They overlook options such as the Technical and Vocational Education and Training (TVET) and Sector Education and Training Authority (SETA). Additionally, they are also reluctant to consider learnerships offered by many companies in South Africa. This could be due to various factors and grade 11 learners are unfortunately at the receiving end of this challenge.

Simple initiatives like using the Khetha document for purposes of applying to tertiary education and ²collating evidence for the compilation of their career portfolio are not being considered by many learners. Instead of using their smartphones for educational purpose, most are more inclined to using them for recreational activities. That is not a problem, but there has to be a balance between using smartphones for

recreational purposes and using them for education. Actually, there has to be increased usage of these ³gadgets for educational purposes.

That is not simple as it is put, grade 11 learners must have prepared for their career ⁴aspirations by exploring various options, early. Life does not always go as planned and it is, therefore, important for learners to have option 1, 2 and 3, so that if one option fails, there is ⁵backup plan. However, there are considerations when the different options are worked out.

On the other hand, those who are successful in their applications to tertiary education institutions may find themselves unprepared to pass the test for attainment of the minimum mark for the Admission Point Score (APS) and the National Benchmark Test that some institutions may require prospective students to write.

With all these challenges, being in grade 11, is really not a walk in the park. It requires careful planning and thorough execution of appropriate post school initiatives.

Glossary

¹**Online sources** - These are websites, digital platforms, or internet-based materials where information can be found. Examples include websites, online articles, e-books, blogs, and online databases.

²**collating evidence**- This means collecting, organizing, and bringing together information or data from different places so it can be analysed or used to support a conclusion.

³**gadgets** - Small, useful electronic devices or tools designed to make tasks easier. Examples: smartphones, tablets, smartwatches, calculators.

⁴**aspirations** - These are a person's hopes, goals, or dreams for the future—what someone aims to achieve in life.

⁵**backup plan** - An alternative plan or solution prepared in case the original plan fails. It is sometimes called a "Plan B."

Adapted from <https://www.researchgate.net>. Accessed on the 28th January 2026

Completion instructions

Having read and digested the content of the above source, you are required to apply the 21st century and the 4/5th Industrial revolution skills to understand the effects of an inability to plan for post school destinations while still at grade 11, to further make recommendations on how to deal with this problem. To that end, answer the following questions.

- 2.1 Define the term *admission requirements* to higher education institutions. (1x2) (2)
- 2.2 Briefly state **FOUR** reasons why learners find it difficult to be admitted to higher education institutions. (4X1) (4)
- 2.3 Differentiate between the *National Benchmark Test (NBT)* and *Admission Point Scores (APS)*, as required by tertiary education institutions. (2x2) (4)
- 2.4 Describe how a career portfolio could be beneficial to a grade 11 learner who is approaching the exit grade. (1x2) (2)
- 2.5 Explain why grade 11 learners should use the Khetha document for career pathing. (3x2) (6)
- 2.6 Discuss why grade 11 learners should have more than one career options, for their career paths. (4x2) (8)
- 2.7 Analyse the negative effects of an inability to explore tertiary education financial assistance while still in grade 11. (2x2) (4)
- 2.8 Critically discuss why most grade 11 learners may not be interested in pursuing their studies at TVET Colleges. (2x4) (8)
- 2.9 Assess why SETAs may be the preferred option for the South African youth. (1x4) (4)

2.10 Recommend practical strategies that grade 11 learners may consider to persuade other learners to plan for their careers while still in grade 11. Also, indicate how that may enhance their academic performance.

(1x3) (3)

Sub-total: 45

[Grand Total: 90]



THE ANALYSIS GRID

QUESTIONS	TOPIC/CONTENT	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
Activity 1				
1.1.	Development of the self in society (DSS): Goal setting	1	1	2
1.2	DSS: Goal setting	1	1	5
1.3	DSS: Perseverance and persistence	1	2	4
1.4	DSS: Personal values	1	3	2
1.5	DSS: Relationships and Life goals	2	4	8
1.6	DSS: Wellbeing and relationships	2	4	8
1.7	DSS: Wellbeing and relationships	2	4	2
1.8	DSS: Media and relationships	3	5	8
1.9	DSS: Relationship goals	3	6	6
			Sub-total	45
Activity 2				
2.1	Careers and Career Choices (CCC): Admission requirements			2
2.2	(CCC): Admission requirements	1	1	4
2.3	(CCC): Admission requirements, APS and NBT	1	2	4
2.4	(CCC): Career portfolio	1	3	2
2.5	(CCC): Khetha document	2	4	6
2.6	(CCC): Career options	2	4	8
2.7	(CCC): Financial assistance	2	4	4
2.8	(CCC): TVET Colleges	3	5	8
2.9	(CCC): SETAs	3	6	4
2.10	(CCC): Career planning	3	6	3
			Sub-total	45

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, 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

28 January 2026





education

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GRADE 11

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MARKING GUIDELINES
2026**

Date of issue	30 January 2026
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1.1 Define the term *goal setting*, as an important aspect for successful living.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It refers to ...

- an activity of self-reflection about what is important in your life, (✓) enabling you to implement a plan towards attainment of your ambitions in life. (✓)
- process of working out what you really want with your life, (✓) informing your actions towards achieving your purpose in life. (✓)
- the process of identifying what you want to achieve in life (✓) and creating a clear plan to guide your actions toward that achievement. (✓)
- a process of choosing specific/measurable/realistic/time bound targets, (✓) that giving your life direction/purpose. (✓)
- process of self-scrutiny about your purpose in life (✓) resulting in you creating a plan to propel your actions to that which matters the most in your life/helping you live intentionally/stay organized/move steadily toward the life you want to build (✓)
- **Any ONE of the above for TWO marks** (1x2) (2)

1.2 Briefly state **FIVE** ways in which the inability to set realistic goals may impact your wellbeing, as a grade 11 learner.

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

It could ...

- make you doubt your abilities to achieve your life plans. (✓)
- cause resentment at being a failure to pursue your purpose in life. (✓)



- make you feel stupid for poorly planning. (✓)
- cause anxiety/stress/regrets for not having been able to plan properly for achievement of your goals.
- make you feel overwhelmed/constantly worried about not achieving your calling in life. (✓)
- make you doubt your self-worth for not having the skills you thought you had to achieve your goals. (✓).
- cause to lose interest in schoolwork because you may not see clear progress/purpose. (✓)
- result in you feeling mentally drained for failing amidst the effort you may expended. (✓)
- **Any FIVE of the above for ONE mark each**

(5X1) (5)

1.3 Differentiate between perseverance and persistence, without which goals may not be successfully met.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Perseverance is ...

- the ability to continue doing what matters/important to you even in the face of setbacks;(✓) whereas persistence is being able to carry on putting more effort until your goals/plans are achieved. (✓)
- the ability to insist on going over a long period, even when tasks are difficult/progress is slow; (✓) whereas, persistence is about enduring hardships until you have attained your goals. (✓)
- staying committed/not giving up over time;(✓) whereas, persistence is the ability to continue trying repeatedly, even after facing obstacles, failure, or discouragement. (✓)



- long-term commitment/endurance towards reaching your goals (✓) and persistence is doing repeated attempts despite setbacks. (✓)
- **Any TWO of the above for TWO marks each** (2x2) (4)

Describe how personal values may help you with goal setting

Marks should be awarded as follows:

TWO (✓✓)marks for a well explained response.

They may enable you to...

- choose goals that are meaningful to you. (✓) and that could motivate you to achieve them. (✓)
- make better decisions/ decisions that resonate with your true wishes/ambitions, (✓) thus assisting you to withstand hardships in your path. (✓)
- choose goals that fit who you are/what you want your future to look like, (✓) making it easier for you to avoid distractions/unhelpful choices. (✓)
- stay more committed to goals related activities, (✓) since pursuing what you like/hold dear could motivate you to stay put. (✓)
- understand yourself better/ the true worth of your choices (✓) and that may build your self-confidence/identity. (✓)
- decide which goals are most important to you, (✓) thus helping you prioritise critical activities towards attainment of your goals. (✓)
- **Any TWO of the above for TWO marks each** (2X2) (4)

1.5 Analyse how nurturing relationships with family members may enable you to prioritise life goals



Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

If you ...

- always dedicate your energy towards creating healthy liaisons with those whom you are related to, (✓) it may enable them to openly assist you set/clarify your life objectives. (✓)
- show respect/understanding of the feelings of those you are related to, (✓) it may enable them to provide consistent support to you/ result in your emotional stress/anxiety being lowered following hardships you may have encountered in your way towards meeting your life ambitions/serve as a base on which your determination to forge forward could rest. (✓)
- demonstrate trust in your family members, (✓) it may create a natural system of accountability about that which you planned to achieve. (✓)
- take time/ expend effort to establish harmonious/mutual beneficial connection/bond with family members, (✓) as it may enable them to come through for you when you suffer setbacks while pursuing your life aspirations. (✓)
- make efforts to care/take time to support family relationships, (✓) they may, in return, provide you with the needed support structure to take care of yourself/ to see to it that your life plans are realised. (✓)
- come through for family members when they are in trouble, (✓) they may openly support you to organise your life activities to your benefit. (✓)



- genuinely offer helpful advice to family members about their future plans, (✓) they may help you undertake critical steps to pursue your future plans/future career. (✓)
- you work towards creation of peaceful home environment, (✓) it may allow you to concentrate more on your life priorities/plan easily/organize/focus on your goals. (✓)
- demonstrate hard work/responsibility/perseverance in accomplishing common life changing goals, (✓) it may inspire you to pursue similar goals/teach you the value of persistence/help you to prioritize goals that align with strong values. (✓)
- constantly check o others about their important responsibilities in life, (✓) it may provide a space for you to stay committed to your goals. (✓)
- inspire shared values (respect/education/honesty/ambition), (✓) it could guide you in choosing goals that reflect reflect who you are/what you believe in. (✓)
- dispense emotional support to those closer to you (✓) it could ccreate a foundation that may strengthen your decision-making/provide direction to your activities. (✓)

- **Any FOUR of the above for TWO marks each**

(4X2) (8)

- 1.6 Discuss ways in which your wellbeing may influence how you relate with others.

Note to the teacher

- Credit answers presented in a negative form.
- Answers in the MG may be presented in a positive way; however, negative answers to these may be credited.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Possible responses may include the following:

If you ...

- are physically healthy/ not suffering from any ailment/ sickness/ health condition, (✓) you may have positive attitudes towards others/ energy to engage with others/ able to deal with challenging situations/ become confident in social situations. (✓)
- feel emotionally balanced/ stable/ composed (✓) you may be more likely to communicate calmly/ clearly/ express your needs without aggression/ listen actively to others/ handle conflict more constructively. (✓)
- are in a good mental state, (✓) it may help you think clearly/empathise with people/ understand their perspectives/ offer support without feeling overwhelmed/ respond rationally instead of reacting impulsively. (✓)
- have confidence to reach out to others, (✓) you may be able to build stronger/more trusting relationships/ give support to others without feeling drained/ maintain healthy boundaries. (✓)
- have high self-esteem/ feel good about yourself, (✓) you may be able to relate with others with



confidence/ set healthy boundaries in your social circles/ you are less likely to take things personally. (✓)

- have low stress levels, (✓) you may be able to be patient with others when communicating with them/ present in the life of others when they are in trouble/ emotionally available to others when they need emotional support. (✓)
- feel fulfilled in life/ satisfied about your life, (✓) you may be more supportive/ enjoy stronger/healthier relationships/ approach interactions with gratitude/kindness. (✓)

• **Any FOUR of the above for TWO marks each** (4X2) (8)

1.7 Explain factors that may contribute to relationships that are detrimental to well-being.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

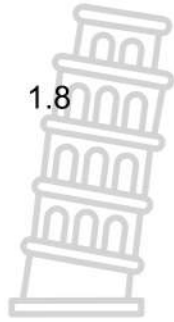
If...

- communication is unclear/dishonest/ avoided, (✓) over time, it may weaken trust in those you are related to/create emotional strain when you are in the midst of others/ harm how you feel about yourself. (✓)
- one person consistently ignores the other's feelings/emotional needs are dismissed/ support is one-sided/absent, (✓) it may lead to feelings of loneliness/stress/low self-esteem/ self-doubts. (✓)
- one person has excessive control/influence over the other, (✓) it may make them feel dehumanized/make the relationship emotionally draining. (✓)



- the relationship is characterised by frequent arguments/hostility/criticism, (✓) it may prevent the relationship from being supportive/ beneficial. (✓)
- trust is broken through/ dishonesty/ betrayal/ inconsistent behavior, (✓) it may be difficult for you to feel safe/connected/accepted/valued by those you are related to. (✓)
- you continuously undergo experiences of unhealthy behavior, e.g., jealousy/control/envy, (✓) it may erode positiveness / increase insecurity/ create emotional exhaustion. (✓)
- your personal boundaries are disrespected/violated, (✓) it could damage your self-worth/ cause emotional harm over time/ you may feel invaded. (✓)
- only one person invests time/energy, (✓) it could result in the relationship being unbalanced/ cause/frustration/ resentment/ emotional burnout. (✓)
- are always subjected to undue social influences, (✓) you may end up being involved in risky behaviours, e.g., smoking/dealing in drugs/adopting unhealthy habits. (✓)
- those you are in relationship with practice emotional/psychological manipulation, e.g., guilt-tripping/gaslighting/emotional blackmail, (✓) it may create confusion/fear/self-doubt/ result in damaged mental health. (✓)
- **Any ONE of the above for TWO marks**

(1x2) (2)



1.8 Critically discuss the impact of the media on beliefs about relationships.

Note to the teacher:

- The impact could either be positive or negative.
- Candidates may discuss either the positive or negative aspects in details, in their responses.
- Therefore, they need not present bot arguments in one answer.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained response.

It could ...

- portray relationships as perfect/dramatic/effortless (✓) through the characters shown on various platforms, e.g., romantic movies/social media posts etc., (✓) which may put pressure to onlookers to emulate such behaviours (✓) and that may lead to individuals comparing real relationships against unrealistic standards. (✓)
- normalize “fairytale” romance (✓) by depicting extremely perfect relationships (✓) which many people could think it is the right thing to pursue (✓) and they may get frustrated/ emotionally drained realising if those standards are not possible/ achievable/ feel dissatisfied with real life imperfections. (✓)
- encourage unnecessary comparison (✓) through the curated realities displayed/shown/ distorted perceptions of what a healthy relationship should look like (✓) which others may view as an ideal way of living (✓) and they may put unnecessary pressure



to their relationships in an effort to emulate those standards/ view their relationships as lacking the expected aura. (✓)

- use gender/cultural stereotypes to create drama/ humor (✓) by showing a certain gender as emotionally available/overly emotional/ relationships to be competitive/controlling (✓) which others may view as the necessary behavioural traits to follow in their relationships/ may limit individual identity (✓) and that could reinforce harmful dynamics. (✓)
- normalize toxic/extremely dangerous behaviors (✓) by depicting certain unbecoming traits as necessary behavioural standards, e.g., jealousy as proof of love/ controlling behaviour as caring/on and off relationships as passionate/ conflict as exciting/normal, (✓) since the media may use outrageous scenes to attract viewers/following/ to inculcate certain views about relationships (✓) and that could make viewers to accept unhealthy relationships/misinterpret red flags/ struggle to set boundaries (✓)
- influence beliefs about the “Ideal Partner”, (✓) since advertisements/entertainment often emphasize attractiveness/wealth/popularity as key traits in a partner (✓) which may pressure them to meet certain beauty standards (✓) and that media’s fixation on appearance may shape what people believe makes a person “desirable.” (✓)
- educate about healthy relationships (✓) by valuing good communication skills/consent/respect/emotional intelligence/ diversity in relationships (✓) through educational programs/ awareness campaigns/storylines



highlighting healthy coping strategies (✓) and that may challenge harmful social norms/encourage empathy/understanding/ provide role models for respectful behaviour. (✓)

- serve as a tool for social change (✓) by portraying authentic/respectful relationships, (✓) which many people may relate to (✓) and that may cultivate positive relationship values in many people. (✓)
- **Any TWO of the above for FOUR marks each**

(2X4) (8)

1.9 Recommend practical strategies that could be considered to ensure successful achievement of relationship goals.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

People should consider ...

- discussing expectations openly/unreservedly agreeing on mutually beneficial goals, (✓) since that could show that all parties share a common vision about the relationship. (✓) since that may demonstrate their open devotion towards building the relationship
- subjecting their ambitions in the relationship under frank discussion/testing the viability of their aims/target against the SMART principle of setting goals, (✓). (✓)
- prioritizing open/honest communication/scheduling regular check-ins in an event there is something affecting the relationships/ expressing feelings without blaming/attacking each other/ listening actively/avoid interrupting others while expressing themselves about what is going on the relationship, (✓) as that could enable all involved to play their



- part in supporting the relationship/ to do their best as a sign of commitment to the relationship. (✓)
- making an attempt to empathically understand the other person's thoughts/emotions/perspective/asking genuine/relevant questions before reacting to their views/ honestly acknowledging their feelings/ offering support during their trying times, (✓) since that could assure both parties that their attempts to nurture the relationship are acknowledged. (✓)
 - respecting each other's boundaries/ seeking to protect the well-being of both individuals in the relationship by respecting personal space/ giving each other time to recharge/ being clear about behaviors you can/cannot accept, (✓) since healthy boundaries could create a safe environment for both people in the relationship. (✓)
 - consistently investing time/ effort/ planning quality time together/ showing appreciation for each other/ regularly checking on each other, even when busy, (✓) since that may demonstrate equal commitment of both partners to the values of the relationship. (✓)
 - practicing objective conflict-resolution skills/ stay calm/ focus on the issue, not the person/ avoid silent treatment/blame, (✓) since that may help the relationship to grow/ enable those involved to appreciate the sober manner in which conflicts are handled in the relationship. (✓)
 - always dedicate time to support emotional/psychological/physical state of health, (✓) since that may allow each one of you to show up as your best self in relationships. (✓)



- always celebrate progress/achievements together, (✓) it may motivate both partners to keep investing in the relationship. (✓)
- agree to jointly seek support when necessary/ in times of challenges, (✓) it may show commitment to resolving hurdles that may hamper the relationship from flourishing. (✓)
- **Any TWO of the above for TWO marks each** (2x2) (4)

Sub-total: 45

ACTIVITY 2

- 2.1 Define the term *admission requirements* to higher education institutions.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It refers to the ...

- desired level of performance in their grade 12 results (✓) for entry to desired career field at tertiary institutions/ to be admitted to certain faculties at tertiary institutions (✓)
- set of criteria/conditions/qualifications that a student must meet (✓) in order to be accepted into a university/college/other post-school training institution. (✓)
- rules that determine fitness of potential students (✓) to be eligible to study at a particular higher education institution/specific academic program. (✓)
- set of standards that those seeking admission entry to tertiary education (✓) may be required to meet for acceptance in the desired faculty/ study field. (✓)
- **Any ONE of the above for TWO marks** (1x2) (2)

2.2 Briefly state **FOUR** reasons why learners find it difficult to be admitted to higher education institutions.

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

Possible responses may include the following:

- Many learners do not achieve the required marks/ subject levels needed for specific programs. (✓)
- Tertiary institutions have fewer spaces than the number of applicants, making admission highly competitive. (✓)
- Certain courses like Medicine/Engineering/Law/ Education often receive more applications than they can accept. (✓)
- Learners sometimes submit late/incomplete/poorly prepared applications. (✓)
- Some students struggle to afford application fees/meet financial requirements for admission. (✓)
- Learners may apply for programmes for which they are not suited/that do not match their subjects/performance. (✓)
- Learners may not have determined their real academic aspirations, resulting in them pursuing what is currently available. (✓)
- **Any FOUR of the above for ONE mark each**

(4X1) (4)

2.3 Differentiate between the National Benchmark Test (NBT) and Admission Point Scores (APS), as required by tertiary education institutions.

Marks should be awarded as follows:

TWO marks for a well explained response.

A national benchmark test is ...

- test that checks if a prospective student is prepared for university; (✓) whereas the APS constitutes points from the students' school marks used to decide if they qualify for admission. (✓)
- a standardized test written by learners to test skills in academic literacy, quantitative literacy, and mathematics; (✓) whereas, the APS is a points system used by universities to evaluate a learner's Grade 12 subject results. (✓)
- a set of questions used by institutions to determine whether a learner needs additional academic support/ placement in extended program; (✓) whilst the APS is the score that a learner may receive to determine whether they meet the minimum entry requirements for a specific course. (✓)
- the scores that come from a test written after Grade 12 exams required by certain tertiary education institutions; (✓) whereas the APS are scores that are worked out based on the NSC certificate issued by the Department of Basic Education. (✓)
- **Any TWO of the above for TWO marks each** (2x2) (4)

2.4 Describe how a career portfolio could be beneficial to a grade 11 learner who is approaching the exit grade.

Marks should be awarded as follows:

TWO marks for a well explained response.

It could ...

- allow them an opportunity to reflect on their interests/strengths/goals, (✓) to make it easier for them to choose suitable subjects/careers/post school study options. (✓)
- enable them to properly organize their academic records/results/certificates/awards/improvements, (✓) assisting them to identify areas that need more focus before entering Grade 12. (✓)
- help learners document evidence of leadership roles/community service/ projects engaged in, (✓) as the cumulative record may be considered when they apply to universities/bursaries/internships etc. (✓)
- accord learners the space to organize documents such as CVs/motivational letters/evidence of achievements (✓) since a portfolio would want them to keep these documents ready/up-to-date. (✓)
- allow them to constantly review their progress/ strengths/ gain the needed confidence/sense of identity, (✓) which could help them set realistic goals for grade 12. (✓)
- **Any ONE of the above for TWO marks each**

(1x2) (2)

2.5 Explain why grade 11 learners should use the Khetha document for career pathing.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It ...

- assists learners to complete their university application form while still at grade 11, (✓) which may serve as an encouragement/ impetus for them to work towards specific career goals/ enabling them to put the necessary effort to pass their grade 11 and 12 with the required pass mark. (✓)
- may provide an opportunity for grade 11 learners to check the potential career prospects of each subject, (✓) so that they may work towards meeting the minimum pass requirements of those critical subjects. (✓)
- explains the various pathways available after Grade 12, e.g., university/TVET colleges/learnerships/apprenticeships. (✓) and that may help them make informed decisions before entering Grade 12. (✓)
- shows admission requirements for different programs/ enables learners to check the subjects/ marks needed for their chosen careers, (✓) allowing them to improve their performance before the final year in order to be on par with those requirements. (✓)
- could provide an opportunity for grade 11 learners to determine their real/ compatible career potentials (✓) enabling them to set realistic academic/personal goals to work toward in Grade 12. (✓)
- could help them determine their interests/skills/personal strengths etc., (✓) helping them match themselves to suitable careers. (✓)



- may assist them to start preparing for tertiary/bursary applications early, (✓) thus avoiding last minute decisions/increasing their chances of successful admission to tertiary education. (✓)
- **Any THREE of the above for TWO marks each** (3x2) (6)

2.6 Discuss why grade 11 learners should have more than one career options, for their career paths.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It could ...

- allow an opportunity to explore/investigate the different careers in the same career field for compatible careers, (✓) since having several options may ensure that they remain flexible/ prepared for various possibilities. (✓)
- allow learners a chance to alternate their chosen field of study in the same career field, (✓) since If a learner did not meet the required APS/subject levels/NBT scores for their first choice, alternative options may allow them to pursue a similar/ related field without delaying their studies. (✓)
- eliminate competition for limited spaces in the same career/ different career field because many popular programmes, e.g., Medicine/Engineering/ Teaching/Law usually receive far more applications than available places; (✓) therefore, having backup career choices may increase the learner's chance of securing admission somewhere. (✓)
- allow learners to constantly evaluate their changing interests/strengths/values within the same career field/ try out different careers in the same career field, (✓) since multiple career options may give them room to



adjust their career path if they discover new passions/ areas where they excel. (✓)

- to stay abreast of the constantly changing nature of careers in the same/ different fields, (✓) and that may help learners remain adaptable in case their first-choice field becomes oversaturated/ less in demand. (✓)
- enhance their self-esteem as being certain about their preferred careers in the same/different career fields may make them content with themselves, (✓) and that may decrease the stress that could come when academic demands increase in grade 12, especially if no decision was taken about which career field to pursue at grade 11. (✓)
- expose them to new possibilities they may not have known about, (✓) and that may help them to make well-researched/better-aligned decisions about their future. (✓)
- **Any FOUR of the above for TWO marks each** (4x2) (8)

2.7 Analyse the negative effects of an inability to explore tertiary education financial assistance while still in grade 11.

Marks should be awarded as follows:

TWO marks for a well explained response.

It could ...

- make them lose needed/ deserved financial support (✓) without which they may not be in a position to pursue their deserved/ preferred courses at tertiary education institutions even if they got higher marks at grade 12. (✓)
- result in missed funding opportunities, (✓) since it may be late for prospective students to satisfy the conditions that funders may expect of potential beneficiaries. (✓)



- cause learners to miss deadlines/fail to meet requirements that needed earlier preparation, (✓) and that may reduce their chances of securing financial support/ limit access to institutions/programs that require early bursary applications. (✓)
- force them to enroll in any available course, as opposed to what they really aspire for, (✓) due to an inability to meet certain financial expectations for the targeted field of study which may have been met had they planned earlier. (✓)
- result in learners discovering too late that their desired program is expensive/ that funding does not cover their chosen institution, (✓) and they may be forced to choose cheaper/less preferred options/ misplacement in programs not aligned with their strengths/career goals. (✓)
- cause immense financial stress on family members if learners would, at the eleventh hour, decide to pursue unaffordable courses, (✓) and that may result in learners abandoning their studies altogether/ dropping out/not enrolling at all. (✓)
- lower the motivation learners when they are at grade 12 after realising that there would be no funding for their intended courses, (✓) and their academic performance may drastically drop. (✓)
- not be able to adequately prepare the required documents for financial aid, e.g., certified ID copies/Proof of income/Letters of motivation/Portfolio of achievements (✓) which may result in their applications being disqualified for a lack of authentic documentation. (✓) result in them being unable to pursue further education/training (✓) and that may



place them at a disadvantage in a labour market that increasingly demands post school qualifications. (✓)

- **Any TWO of the above for TWO marks each** (2x2) (4)

2.8 Critically discuss why most grade 11 learners may not be interested in pursuing their studies at TVET Colleges.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained response.

They may be ...

- Influenced by persistent social stigma/lower perceived status of TVETs/qualifications offered by TVETs, (✓) since most perpetrate the view that TVETs offer inferior education/training (✓) which may suggest that having that qualification may not make you attractive to potential employers/ enable you to run their businesses (✓) and that discourages them from pursuing their tertiary studies in such institutions. (✓)
- of the view that universities are prestigious institutions (✓) since most associate them with higher respect/ most families associate university degrees with higher respect (✓) which could make most prospective students shun away from TVETs (✓) so that they may be associated with higher status accorded to universities. (✓)
- pursuing the prestige associated with university qualifications, (✓) as most parents grew up in an era where universities were highly revered as the ultimate source of higher education (✓) and their children may be influenced by the success they view in their parents, (✓) making them to look away from any other type of institution poised to offer higher education. (✓)



There could be ...

- misconceptions about career prospects/income that TVET students may earn after graduating, (✓) since low-ranking careers that most pursue result in them earning little income, (✓) which may be generalised to be the case with all TVET qualifications (✓) and that perception may discourage them from ever considering TVETs. (✓)
- a belief that vocational careers offered by TVET colleges offer limited growth/ low earnings, (✓) since they may have seen some graduates from TVET colleges suffering from that experience, (✓) which could confirm the misconception (✓) and they may not consider TVETs at all. (✓)

They could be

- victims of limited career awareness/inadequate career guidance (✓) since that lack of information may disadvantage their choice making, (✓) which could make them overlook the diversity of programs that TVETs offer (✓) and learners may default to the more familiar university system (✓)
- negative media reports that TVETs are irrelevant/have outdated equipment (✓) as people tend to uncritically believe news reported on the media (✓) which may make them not to appreciate any progressive offering from TVETs/ think TVETs will not expose their kids to modern training tools required for employment (✓) and they may discourage their kids from pursuing education/ training in TVETs/ these concerns may reduce confidence in the credibility/effectiveness of TVET Colleges. (✓)
- historical/cultural Influences about the value of colleges like TVETs in the past (✓) since the legacy of apartheid



shaped peoples' belief that vocational work is inferior/ is meant for those who cannot access academic universities (✓) which continues to influence how people choose tertiary institutions to this day (✓) and that negatively affect career decisions of young people. (✓)

- a belief in young people that degrees offer superior job opportunities compared to diplomas/certificates; (✓) therefore, they may fear being judged as less capable (✓) and they may overlook the fact that vocational fields have high demand, (✓) insisting in still enrolling in unhelpful universities degrees. (✓)
- be discouraged by reports of low throughput/certification rates at some TVET Colleges (✓) as they may have observed that some students have a tendency of dropping out from TVETs (✓) which may make them believe that completing a qualification at a TVET is not necessary (✓) and they may eventually opt for universities. (✓)
- some learners who perceive TVET environments as behind the times, (✓) especially in terms of digital learning/infrastructure (✓) as during the shift to online learning, challenges such as a lack of devices/poor connectivity/limited communication from lecturers were noted (✓) and these issues contributed to the belief that TVET Colleges are less advanced than universities. (✓)
- **Any TWO of the above for FOUR marks each** (2x4) (8)

2.9 Assess why SETAs may be the preferred option for the South African youth.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained response.

SETAs ...

- provide practical/work-ready skills (✓) by offering learnerships that combine theory and workplace experience, (✓) which could be used to convince recruiters (✓) and employers may not hesitate to employ them/ not think twice to hire them. (✓)
- cater for iinternships/apprenticeships that are aligned to industry standards, (✓) since they focus on specific/job related competencies/ skills; (✓) therefore, the youth may gain the needed real work exposure (✓), making them more employable/ suitable for the workplace. (✓)
- may enable job seekers/ learners not to struggle about issues of subsistence/ tuition fee, (✓) since most of SETAs may pay stipends to their students (✓) which may ease the burden of financial difficulties while at tertiary education institutions (✓) and they may afford them the needed cashflow while gaining practical work experience. (✓)
- offer opportunities for students to work directly with specific sectors, e.g., health/construction/ ICT/ Services (✓) by providing training that matches real labour market needs (✓) which may allow them easy entry to industries (✓) and that could be a bridge between young people and employers. (✓)
- create targeted programs/ opportunities for youth employment (✓) since they prioritise first time job seekers for current/future opportunities (✓) through initiatives such as the National Skills Development Plan (NSDP) (✓) and that could result in many young people



- being ideally positioned to take advantage of available practical paths towards employment. (✓)
- give the youth a wide range choice in different fields e.g., engineering/agriculture/business/IT/hospitality, etc.), (✓) by offering them opportunities to explore careers outside traditional universities, (✓) which may afford them a chance for clear progression pathways (NQF aligned qualifications) (✓) and that could cater for the diverse needs of young people/ ensure that most young people are equipped for the current/future needs of the workplace. (✓)
 - offer recognized/accredited qualifications; (✓) therefore, beneficiaries of these institutions may be accepted by employers across industries (✓) which may offer diverse employment opportunities to young people (✓) and that may make them highly sought after potential employees. (✓)
 - programs are eligible to even grades 10/11 learners, (✓) since the entry requirements do not only consider the grade 12 certificate as the sole condition for acceptance (✓) which may enable even those who did not reach grade 12 to register (✓) and that may broaden opportunities for more young people/out of school youths to be skilled. (✓)
 - are designed with the needs of disadvantaged youth in mind (✓) since those without academic inclinations may not be successful in pursuing the academic stream of education/training (✓) which may give most young people a gleamer of hope even though they lacked the academic background as required by the academic stream, (✓) and they may find themselves receiving education/training equivalent to that offered by traditional higher education institutions. (✓)



- promote entrepreneurship training/support small business development (✓) since it is designed to offer entrepreneurial training opportunities to interested/prospective students (✓) which may help more young people to get jobs (✓) and that may result in them receiving steady income for their livelihoods. (✓)

- **Any ONE of the above for FOUR marks**

(1x4) (4)

2.10 Recommend practical strategies that grade 11 learners may consider to persuade other learners to plan for their careers while still in grade 11. Also, indicate how that may enhance their academic performance.

Marks should be awarded as follows:

THREE (✓✓✓) marks for a well explained response

Learners may ...

- share success stories from seniors/role models who benefited from plan earlier, (✓) by inviting former grade 12 learners/ working professionals to speak about the benefits of early career planning (✓) and the connection between school work and future goals may enhance their motivation. (✓)
- form career planning study groups/ meet weekly to discuss different careers/entrance requirements/subject choices, (✓) enabling them to share useful career information/enhance group accountability on chosen careers paths (✓) and by so doing, they could commit to their studies so that they meet the basic requirements for their career paths. (✓)
- use social media/school platforms to share career Information, (✓) by creating WhatsApp groups/TikTok clips/posters/short videos explaining different careers/required marks (✓) and when learners



frequently see entrance requirements (e.g., “Engineering needs high Mathematics and Physical Sciences marks”), they may become more committed to academic improvement. (✓)

- organize career exploration activities/career expos/ dress as your future career day/subject choice and career debates etc. (✓) so that learners become curious about various careers (✓) and that understanding could push learners to take schoolwork seriously. (✓)
- encourage usage of personal career journals (✓) by indicating their personal interests/skills/career goals/ entrance requirements/steps they need to take in pursuit of their careers (✓) as that could make their goals clearer/personal/ inculcate a sense of purpose in their studies. (✓)
- do peer-to-peer motivational talks in which confident learners may give short talks during Life Orientation periods, (✓) since learners have a tendency of responding better to peers than adults/ builds a culture of planning/ambition (✓) and hearing their peers talking could create a positive achievement driven environment. (✓)
- explore career platforms such as career portals/university program lists/ APS calculators/ bursary portals (✓) to discover real opportunities available after Grade 12/ understand what is required academically (✓) and that could give them clear academic targets. (✓)
- **Any ONE of the above for THREE marks** (1x3) (3)

Sub-total: 45

[Grand Total: 90]

Principles of marking

1. The learner should be credited for answering the question.
2. A tick (✓) must be placed at the fact that is being awarded.
3. A tick (✓) equals one mark.
4. All the questions should be answered in full sentences.
5. Marking should be done according to questions and the marking guideline.
6. Be wary of learners repeating words from the question and present them as answers.
7. Be on the lookout for learners who would repeat the same answers for different questions.
8. Do not credit the introduction and the conclusion that may be presented with some answers. To detect that, markers must read the whole answer before putting ticks.
9. All the questions require extended writing from learners. Therefore, they must write in full sentences considering the mark allocation. Where the mark allocation is (2), learners are expected to give a fact and a qualifier. Where mark allocation is (3) learners must give a fact, qualifier and an outcome. For a four-mark question, learners must be credited for a statement, elaboration, qualifier and an outcome.
10. Be guided by the question and not the topic.
11. The phrase: "Note to the teacher" directs the marker on the context of the question.
12. Marks for EACH activity must be totalled on the right-hand side of the answer sheet.
13. Marks for ALL the activities must be added at the end of the script.
14. The total out of 90 marks must be transferred to the front of the script.

Tolerance range (TR)

- The tolerance range for the whole task is a maximum of **10 marks:**
 - Low order questions = **1 mark per an activity**
 - Mid order Questions = **2 mark per an activity**
 - High order Questions = **2 marks per an activity**
 - Therefore, **5 marks per an activity**. The task comprises **two activities**.
- Any deviation from that would be regarded as an irregularity or an act of non-compliance.

Moses Nsimbini



13 February 2026

Deputy Chief Education Specialist

Underperforming