



education

MPUMALANGA PROVINCE  
REPUBLIC OF SOUTH AFRICA

**NATIONAL  
SENIOR CERTIFICATE**



**GRADE 12**

**LIFE ORIENTATION  
TERM 1  
WRITTEN TASK  
2020**

**MARKS: 80**

**PAGES: 05 INCLUDING COVER, EXCLUDING ANALYSIS AND ADDENDUM**

**DURATION: 4 WEEKS**

## **PURPOSE, CONTENT AND GENERAL INSTRUCTIONS**

### **PURPOSE**

The purpose of the is to instil critical and analytical knowledge, skill and values in the interpretation of content in Development of the Self in Society (DoSS), Career and Career Choices (CCC) and Study Skills (SS) so that learners become self-regulated and able to exercise inner locus of control.

### **CONTENT**

To realize the above purpose, this task deals with content bordering on strategies to enhance self-awareness, self-esteem and self-development; issues of teenage pregnancy; discrimination in its diverse forms; gender roles; knowledge of self in relation to own subject; different career fields; funds for tertiary education and study skills, styles and strategies.

### **THE GENERAL INSTRUCTIONS**

- The task consists of TWO activities.
- All activities must be answered.
- Write neatly and legibly.
- Number your questions the same as in the task.
- Carefully, read all the instructions.

### **INSTRUCTIONS TO THE TEACHER**

- **The task will be administered after the content it treats has been done in class**
- **The teacher should explain every aspect of the task.**
- **The task must not merely be given to learners to fend for themselves.**
- **The task must be completed under strict supervision by the teacher.**
- **All activities must be closely checked before final submission.**
- **Learners must be clearly guided on how the task is to be completed.**
- **Final submission must be preceded by intermittent submission at certain intervals.**
- **Teachers must check for plagiarism before the task is handed in.**
- **Learners must not directly present information from sources. They must interpret content and present it in their own unique ways. That demonstrates understanding and disprove regurgitation.**
- **HoDs must pre-moderate the task before it is administered. Evidence of such must be kept in the teacher's file.**
- **Learners could work in groups, but individual attempt will be merited.**
- **Unique submission must be made even though learners have worked in groups.**
- **The teacher must diligently mark the Task.**
- **Teachers to deal with copying or any other assessment irregularities during the administration of the task.**
- **No irregularities are expected during the cluster, district, provincial and national moderation sessions.**
- **Learners with learning challenges must be accommodated. To that effect, the appropriate form must be used.**

**ACTIVITY 1: ASSIGNMENT****1.1 INTRODUCTION**

In a paragraph, define the following concepts.

- Study skills
- Study Strategies
- Study styles

(3X2=6)

In the second paragraph, explain why the National Senior certificate (NSC) is important

(2X2=4)

**1.2 PREPARATIONS FOR POST SCHOOL**

1.2.1 Explain why the transition between school and post-school destinations is a difficult phase in ones' life.

(1x2=2)

1.2.2 In a paragraph, motivate why learners must continuously reflect on their study skills, strategies and styles for the attainment of the National Senior Certificate (NSC).

(3X2=6)

1.2.3 Complete **Addendum A** by indicating your own individual study skill, study strategy, and study style.



(3X1=3)

1.2.4 Draw up your own 7-day study plan for Grade 12, which will guide you to achieve a Bachelor result in the National Senior Certificate (NSC) at the end of 2020. Transfer your answers onto **Addendum B**

(7X1=7)

**1.3 THE IMPORTANCE OF SCHOOL BASED ASSESSMENT**

1.3.1 Define the following concepts

- School Based Assessment
- Examination writing skills

(2x2=4)

1.3.2 Critically highlight the importance of School Based Assessment

(4x2=8)

**1.4 CONCLUSION**

Suggest what you will do to reach your academic goals for the 2020 academic year. (2x2=4)

[Sub-Total: 44]

**ACTIVITY 2: SOURCE BASED TASK**

Study the source below and answer the questions that follow.

<b>SOUTH AFRICAN UNEMPLOYMENT STATISTICS: 2013 vs 2019 (Estimated South African Population and Unemployment Statistics)</b>			
	<b>2013</b>	<b>2019</b>	<b>Difference</b>
<b>SA population size</b>	53.77 million	58,84 million	+5,07 million
<b>Total population unemployment rate</b>	24.9%	29%	+4.1%
<b>Youth (18-to 25 years old) unemployment rate</b>	51,3%	55,2%	+3.9%

It seems South Africa is plagued (**overwhelmed/engulfed**) by sustained levels of unemployment. There are many contributory factors. For instance, schools do not effectively prepare learners for life after completion of grade 12. Society, on the other hand, does not nurture (**cultivate**) and prepare young citizens for meaningful contributions in their various communities. The private sector is not sufficiently poised (**composed/positioned**) to encourage and support the youth and the unemployed to venture into unknown terrains in the job-market. Paradoxically, society does not necessarily project attractive role models who could be emulated (**copied**) by the youth for meaningful existence. Worse of it all, higher Education Institutions (HEIs) experience higher number of students who enrol for acceptance than they can absorb. Consequently, other prospective students end up doing courses for which employment or self-employment opportunities are scarce. Entrepreneurship is identified as one of the solutions that South Africa should consider to minimise the rate of unemployment. Both the public and private sectors should work hard to eliminate corruption and fraud in the manner they conduct business. It is not an easy option, but it could give the out of school youth, unemployed graduate, underqualified and unqualified youths a start in life.

Adapted from a source by [Source: [indexmundi.com/south Africa; businessstech.co.za/news/](http://indexmundi.com/south%20Africa%20businessstech.co.za/news/); [www.statsa.com/statistics/813](http://www.statsa.com/statistics/813); [Worldometers.info/world-population](http://Worldometers.info/world-population)]. Retrieved: 24<sup>th</sup>. 01. 2020.

2.1 Define the following concepts.

2.1.1 Unemployment

2.1.2 Cycle of unemployment

2.1.3 Entrepreneurship

2.1.4 Fraud

2.1.5 Corruption (2x5=10)

2.2 Mention FOUR specific reasons for youth unemployment (4x1=4)

2.3 Explain how the youth can counteract unemployment (3x2=6)

2.4 The rate of youth unemployment in South Africa seems to be rising. Discuss possible reasons for such a state of affairs. (2x2=4)

2.5 Explain how you can prevent yourself from being part of the unemployment statistics. (2X2=4)

2.6 Critically assess how unemployment can affect you negatively. (4x2= 8)

[Sub-Total: 36]

[Grand-Total: 80]



**ADDENDUM A: STUDY SKILLS, STUDY STRATEGIES AND STUDY STYLES****LEARNER'S NAME AND SURNAME:** \_\_\_\_\_

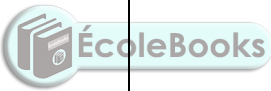
<b>Study skill</b>	<b>Study strategy</b>	<b>Study style</b>
1.	1.	1.



**ADDENDUM B: SEVEN-DAY STUDY PLAN**

**LEARNER'S SURNAME AND NAME** \_\_\_\_\_

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY



**THE ANALYSIS****1. TOPICS**

The topics treated in this written task are DoSS, SS and CCC. The caps document does not necessarily the number of topics to be treated in a written task. The condition is that, the topics for the first term must be considered. Moreover, the CAPS document does not preclude a combination of topics in a written task. In this written task, three topics have been treated. The degree at which each topic is treated varies. However, the weighting of topics determine the extent to which a topic could be used for assessment as that tallies with the amount of time available for a topic.

**2. THE DEGREE OF DIFFICULTY**

QUESTIONS	MARKS	COGNITIVE LEVEL
1.1. Define	6	Low
1.1. Explain	4	Mid
1.2		
1.2.1 Explain	2	Mid
1.2.2 Motivate	6	High
1.2.3 Indicate	3	High
1.2.4 Draw	7	High
1.3		
1.3.1 Define	4	Low
1.3.2 Critically Highlight	8	High
1.4 Suggest	4	High
2.1. Define	10	Low
2.2 Mention	4	Low
2.3 Explain	6	Mid
2.4 Discuss	6	Mid
2.5 Explain	4	Mid
2.6 Critically Assess	8	High

**2.1 THE SUMMARY OF THE COGNITIVE LEVELS**

DEGREE OF DIFFICULTY	EXPECTED	ACTUAL	VARIANCE
LOW	24	24	0
MID	32	22	10
HIGH	24	34	10

The task seems to favours learner at high cognitive level. Other questions do not necessarily require higher order thinking skills. For example, in questions 1.2.4 (**Draw**) and 1.2.3 (**Indicate**), there is a blurring of lines between high and mid order. This blurring of lines impugned the exact location of these questions. Therefore, either the questions could be at mid or high order level depending on the mental exercise the learner has to employ in answering them. The variance in both mid and high order questions is because of the blurring of lines. Importantly, written tasks, by design and definition, are predominantly at higher order level. They are not like examination where questions are prescribed per section.



### **3. LANGUAGE**

Standard English was used in this task. Difficult concepts are provided with simple synonyms.

### **4. NATURE OF QUESTIONS**

All the questions are straightforward. There are obfuscations and the sentences are orderly.

### **5. THE FORMS OF ASSESSMENT**

Two forms of assessment have been used. The structure of each section complies with the description of the form of assessment as espoused in section 4 of the CAPS.

### **6. MARKING GUIDELINE**

The marking guideline attempted to accommodate possible responses. The phrase “any other relevant answer” has not been used. This follows the decision of the 2019, NSC, National Memo discussion. An agreement was reached that the phrase creates challenges in delimiting the scope of possible answers. However, the decision pertained the examination, but it also hold sway in written tasks.

### **7. FINAL REMARK**

The task is fair and does not necessarily prejudice learners operating at different levels. The task is not like an examination that is written in controlled environments. It is administered within a period of FOUR weeks and educators are expected to monitor its administration. Learners could do it in groups; however, individual and unique product is expected. In other words, no group mark will be allocated.

Compiled by

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