| MEMORANDUMJeppe High School for BoysGrade: 10Examination: Life Orientation Date: 12th November 2021 |
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**SECTION A (COMPULSORY)**

**QUESTION 1**

1.1.1 Abuse and destructive attitudes based on opinions and inexperience

can be referred to as:

1. Xenophobia
2. Discrimination
3. **Stigmatisation ✓**
4. Situational Bias

1.1.2 Which of the following is **NOT** an example of social justice?

1. **Disallowing someone from voting because of their sex, race or religion. ✓**
2. Promoting free healthcare for all South Africans, despite their income.
3. Aiding refugees by providing them with safe lodging, food and clothing.
4. Stopping someone in a wheelchair from playing a sport for safety reasons.

1.1.3 Violence can have a negative impact on communities in the following

way:

1. It allows people to stay informed through violent protests.
2. **It creates a culture of aggression within the community. ✓**
3. People are encouraged to solve conflict peacefully.
4. It uplifts those who have previously been oppressed.

1.1.4 Unhealthy power relations can be defined as:

1. **To have control over another person. ✓**
2. Teachers could use their authority to punish learners.
3. When one person leads the people around them.
4. Sharing the power between two people in a relationship.

1.1.5 Which of the following is true about gender differences in participation

in physical activities?

1. **Women are less likely to be physically active in comparison to males. ✓**
2. Authorities assign physical tasks to women to avoid charges of sexism.
3. Women who play more physical games are seen as feminine.
4. Women involved in physical jobs earn higher salaries than males.

(5X1) (5)

1.2.1 The action or practice of dishonestly determining the outcome of a

match before it is played. (1)

**Match-fixing ✓**

1.2.2 The different aspects and experiences of life that we all consider

as we age and grow. (1)

**Life domains / Life Roles ✓**

1.2.3 Research conducted to observe & understand the effects of

introduction of a new policy or strategy. (1)

**Impact studies ✓**

1.3.1 Give TWO examples of community service that the youth can be

 involved with. (2X1) (2)

**Old age homes ✓**

**SPCA ✓**

**Garden work ✓**

**Washing cars ✓**

**Teaching others. ✓**

**Any TWO relevant examples.**

1.3.2 Explain why there is such a high degree of mismanagement in our

municipalities. (1X2) (2)

**Lack of accountability ✓ municipalities are enabled to not perform at full capacity without having to take responsibility. ✓**

**Corruption in national government filters down ✓ when the head is poisoned the rest of the body becomes poisoned. ✓**

**Cracks in the justice system ✓ the justice system often fails to apprehend those who are involved with criminal activities. ✓**

**Any ONE valid response with an explanation.**

1.3.3 Why do some men feel the need to exert power over women? (2X1) (2)

**Struggles with their own insecurities ✓**

**They were abused and pass it on ✓**

**Their fathers did the same ✓**

**Any TWO relevant responses.**

1.3.4 Discuss the importance of continuous self-development especially

 during times of difficulty such as the pandemic. (1X2) (2)

**To become the best possible version of themselves ✓ they should aim to be complete, lacking in nothing ✓**

**To avoid depression ✓ it is important to grow as a person and not get caught in a slump ✓**

**Any ONE valid response with an explanation.**

 1.4.1 Explain why gender-based violence due to unequal power relations

 increased because of the pandemic. (1X2) (2)

**Victims were stuck at home with their perpetrators ✓ Covid forced all South**

**Africans to remain in their homes during lockdown, meaning that many men**

**could abuse women more with no escape. ✓**

**Many men lost jobs making them frustrated ✓ and in their frustration could**

**have lashed out at their female partners. ✓**

**Any ONE valid response with an explanation.**

1.4.2 Recommend ONE way how all parents and children can stay

 informed about the convention of the rights of a child. (1X2) (2)

**Constantly research and Google the latest trends ✓ which will ensure that they are up to speed with current issues. ✓**

**Speak to their ward counsellors ✓ as ward counsellors are the mediators between civilians and government policies. ✓**

**Any ONE valid response with an explanation.**

 **TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)**

Answer ALL of the questions in this section. Write your answers in full sentences.

**QUESTION 2**

2.1 Give the definition of the term “scarce skills”. (1X2) (2)

**Scarce Skills: A demand for skilled people to fill roles/professions or occupations in the labour market.**

2.2 State TWO reasons why learners need to be aware of scarce skills. (2X1) (2)

**Learners should be aware of such skills so that they may …**

o **take knowledge into account when choosing their careers.**

o **Influence their decisions on subjects to be chosen at grade 10. For example!**

o **Affect / alter their subject choices**

o **decide to take extra courses or volunteer work that include these skills to increase future employability.**

o **see if the career that they have already chosen is going to be oversaturated or obsolete when they start work.**

2.3 Explain ONE benefit of choosing a career that is on a critical skills list. (1X2) (2)

2.4\* Discuss TWO ways in which the youth can fund their own studies. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement, ONE mark for elaboration)***

2.5 Analyse TWO ways in which the global pandemic could have had an

 influence on the scarce skills list in South Africa. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement, ONE mark for elaboration)***

***o Lockdown forced many companies to move online so that they could continue to work and function whilst employees where stuck at home. This has changed the way that South Africa conducts business once lockdown eased which has now called for all businesses to revaluate the skills that they previously had prioritised.***

***o The global pandemic and subsequent lockdown allowed many individuals to start online courses which meant that many potential employees are now skilled in an area that was once a scarce skill. This means that there is an overabundance of certain skills which were previously needed meaning that the job market is now saturated with these skills.***

***o Technological skills or digital skills are now even more sought after than before as technology allows for less contact in the workspace. This means that those proficient in technology are in high demand whilst those who struggle are being left behind.***

***o Careers that were critical during the height of national or provincial lockdown may no longer be able to source relevant funding /or/ employers may have closed doors or changed focuses which implies that there are less viable occupations that require the same set of skills needed during lockdown. Should job seekers be unable to transfer these skills that they learned during lockdown, they may be unable to find employment now that levels continue to ease.***

***o Healthcare / medical proficiencies and skills were / are in higher demand to battle against the pandemic and the increased number of cases. This has led to severe burnout in these occupations meaning that qualified/ skilled healthcare practitioners are in even higher demand than before.***

2.6 Provide TWO strategies that school learners could put into place to ensure

 that they are ready for future job trends. In your answer, also indicate how

 EACH strategy could lead to more employment opportunities in their future. (2X3) (6)

***Any TWO of the below or any relevant answer for THREE marks each***

***(i.e. ONE mark for statement, ONE mark for qualifier / explanation, ONE mark for outcome)***

***· They could research the job trends over the past few years to try and predict the job trends of the future. This will put them in a better position to choose subjects / a career path that will give them the most opportunities and/or job security.***

***· They could seek out experts in their potential career fields and ask them where they think the job market will be going in the next few years. This will allow them to make informed decisions regarding subjects/ extra courses etc. that can prepare them for the predicted future trends.***

***· School learners could choose subjects and career paths that are broad and therefore can be adapted to suit the changes in the working world once the trends become apparent. This adaptability means that they can take advantage of opportunities that are very difficult to predict and therefore not many future applicants will have the correct skills / qualifications.***

**[20]**

**QUESTION 3**

3.1\* Give the definition of the term “substance abuse”. (1X2) (2)

***Any ONE of the below or any relevant answer for TWO marks each***

**It occurs when you use alcohol, prescription medicine, and other legal and illegal substances too much or in the wrong way**

**The use of illegal drugs or the use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used, or in excessive amounts.**

3.2 State TWO reasons why athletes may take part in doping. (2X1) (2)

***Any TWO of the below or any relevant answer for ONE mark each***

​​**Reasons for doping may include …**

· **Doping can force one’s body to endure even more stress and exhaustion, so the athlete can train harder and more ✓**

· **Attempts to enhance endurance / speed / ability / skills✓**

· **Athletes may feel pressure to be selected into the team.✓**

· **Performance enhancement – to do better✓**

· **Competitiveness - needing to be the best✓**

· **Money – they earn more the more they win.✓**

· **To impress the public, sponsors, trainers, etc.✓**

· **They want to see / set records.✓**

3.3 Explain ONE negative effect of taking drugs in sports. (1X2) (2)

***Any ON of the below or any relevant answer for TWO marks.***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

* ***Drugs may be a necessary condition for the development of various health challenges (heart attacks / cancer / shortness of breath / convulsions) / aggravate existing health challenges*✓ *, which may lead to long- and short-term consequences*✓**
* ***Drugs may lead to criminal persecution* ✓*if one is found in possession of drugs.*✓**
* ***Drugs may lead to a criminal offence / record* ✓*if you are caught with the drugs on you*✓**
* ***Drugs may result in a ban from sport and coaching* ✓*which lead to social consequences like losing friends*✓**

***Drugs may cause your reputation to be violated*✓ *which reduces or results in no chance to be selected again to the represent school*✓**

**AORA**

3.4 Discuss TWO examples of bias in sports coverage. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

***Bias in sports coverage may include …***

***· The negative way in which transgender athletes, for example, Caster Semenya are portrayed*✓ *create an impression that they are less human beings.*✓**

***· The treatment of transgender athletes like Caster Semenya in the media is insulting and limited*✓ *as they are mocked and surrounded by inaccurate information which can result in them being banned from events and having medals taken away.*✓**

***· When TV commentators’ comment on a female athlete’s outfits*✓ *and not on a male athletes outfit it creates the idea that female athletes are only there to be fashion icons or to be ‘looked at.’.*✓**

***· When radio and TV commentators’ comment on female athletes as girls or young ladies but refer to male athletes as men,*✓ *this creates the idea that female athletes are less mature or should not be taken as seriously in their sporting journey.*✓**

***· There is far more coverage of male dominated sporting events vs female dominated events*✓*. This means that female sporting events are not given attention or TV time or coverage and therefore do not receive as much recognition or funding.*✓**

3.5 Assess TWO ways in which different sport bodies could discourage

 doping in their sport. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

***· They can make anti-doping courses mandatory* ✓*so that all athletes are aware of the negative legal consequences of doping.*✓**

***· They could ask doctors / experts to chat to athletes on the harmful physical effects of doping*✓ *so that athletes may realise that they are putting themselves and their careers at risk.*✓**

***· Sports bodies could host a fair sportsmanship campaign* ✓*which promotes the idea that winning is only a real win if it is achieved honestly and without performance enhancing drugs.*✓**

***· They can increase their vigilance / intensity of their testing procedure at lower levels*✓ *so that athletes develop a healthy respect for the rules early on in their career.*✓**

***· They can create free psychological services to help athletes deal with the pressure to perform*✓ *so that they don’t feel the need to turn to steroids or performance enhancing drugs to meet expectations / cope with the expectations.*✓**

***· They could ask well respected members of the sporting community to share their views / stories on healthy and fair sports practices*✓ *to encourage a culture of honest sportsmanship free of doping.*✓**

3.6\* Provide TWO strategies that your school can adopt to prevent steroid use within

 school sports. In your answer indicate how these strategies can be

 implemented most effectively in a school context. (2X3) (6)

 **[20]**

 **TOTAL SECTION B: 40**

**SECTION C**

Answer any TWO questions in this section.

**QUESTION 4**

* State FOUR ways in which stereotypes could negatively affect upward

progression of females in the workplace. (4X1) (4)

**Any TWO of the below or any relevant answer for ONE mark each**

**Females / women / those who identify as female may be believed to be:**

**too caring and nurturing for certain tougher or more demanding jobs.**

**better suited to take on tasks related to nurturing or cooking or cleaning within**

**the workplace.**

**dramatic or illogical or emotional when making decisions.**

**aiming to have children and thus are not career focused.**

**get paid less because they are viewed to be unable to handle / complete certain**

**jobs seen as demanding or emotionally / physically / intellectually etc. taxing.**

**not get nominated or chosen for a promotion because they are seen as too**

**emotional or dramatic etc.**

**Companies may not hire them because they may become pregnant or want to**

**adopt children in the future.**

**They may not be trusted with certain positions of authority or decisions because**

**they are seen as being hormonal etc.**

* Analyse why poor treatment of individuals in the workplace could lead to

psychological issues in these individuals.

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**Women / females / those who identify as female may:**

**feel and think that they are inferior to others based on their gender because**

**they are perceived to be lacking in skills / knowledge/it is believed they are**

**lacking in skills / knowledge.**

**feel compelled to work significantly harder in order to measure up to those that**

**historically have held the position, which could lead to burnout or**

**depression.**

**feel that they need to suppress their personal traits which could lead to**

**internal conflict or an identity crisis.**

**They could experience self-esteem issues because they are never seen as**

**good enough or are very seldom acknowledged for their achievements.** (2X4) (8)

* Critically discuss the impact that businesses could have when challenging

stereotyping of individuals based on their gender in the workplace. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**put in steps to try to educate staff members on the dangers of stereotyping**

**so they are aware of the consequences of such actions.**

**run regular workshops to teach staff alternative thought processes so that**

**they can help them modify those stereotypical beliefs.**

**ensure that any behaviour that reinforces stereotypes is quickly addressed by**

**management so that individuals can change / or / so that all employees**

**understand what acceptable behaviour is.**

**create a census for the marginalized members of their staff in the company to**

**explore the stereotypes that they are facing and suggest solutions. This will**

**allow the business to target the stereotypes in a proactive manner.**

**[20]**

**QUESTION 5**

* State FOUR extra responsibilities that teenage entrepreneurs could face due

to the pandemic. (4X1) (4)

**Any FOUR of the below or any relevant answer for ONE mark each**

**Extra responsibilities that entrepreneurs may face include:**

**o Managing finances to cut back during this time of difficulty**

**o Looking after potential employees who may be suffering**

**o Keeping customers happy in times of poor service delivery**

**o Planning for alternative methods to deliver goods / services**

**o Dealing with new/ unforeseen problems that may arise within the business**

**o Upskilling / researching ways to keep their business current as the pandemic**

**changes the work environment.**

* Analyse how the pandemic could put further pressure on a teenage

entrepreneur’s life role as a family member. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o They could be so busy with extra work due to increased responsibilities, so**

**they have no / less time to spend with their loved ones. and when they are**

**with their loved ones, they may be so exhausted dealing with all the change**

**that the pandemic has placed on their business that they do not have any**

**energy to put into their relationship with their family.**

**o When the entrepreneur is with their loved ones, they may be focused on /**

**stressing about their business going under and not be mentally present in**

**discussions / get togethers. They may even have to leave social gatherings**

**to sort out potential problems / deal with unhappy clients caused by the**

**pandemic.**

**o Many of their loved ones may struggle to understand their constant need to**

**keep an eye on their business and may judge them harshly because the**

**entrepreneur’s responsibilities and priorities may be so different and time**

**consuming. Their loved ones may even start to act out due to these**

**judgements which could add further stress to the entrepreneur and make the**

**relationship worse.**

* Critically discuss the importance of how an entrepreneur finding balance

in their life role as a teenage entrepreneur with their life role as an

academic in this changing environment. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for a CRITICALLY DISCUSS question:**

**candidates must give a statement, elaborate on the statement, qualify the**

**statement and give an outcome**

**The entrepreneur …**

**o could schedule specific times for work or schoolwork or other**

**responsibilities and stick to these times strictly.This will allow them to**

**focus on both and not fall behind in their given responsibilities making them**

**achieve both goals.**

**o could ask their teacher if they could record their lessons which they could**

**then listen to while they are at work doing things that don’t require much brain**

**power, as that may enable them to accomplish the two tasks at once. and**

**they will therefore not fall behind on either work or studies.**

**o could study subjects or materials that will help them with their business such**

**as crafting or business studies or business management and thus would**

**make it easy for them to concentrate on their work or schoolwork or other**

**responsibilities, as it is relevant to their new business. They would then be**

**more likely to excel at both as they have a better understanding.**

**o may want to employ a part time staff member to take over some of their work**

**responsibilities while they focus on work or school or other responsibilities,**

**which will allow for all responsibilities to get attended to timeously and**

**thus create a less stressful individual or environment.**

**[20]**

**QUESTION 6**

* State FOUR ways sports maladministration may pose challenges to sports

post pandemic in South Africa. (4X1) (4)

**Any FOUR of the below or any relevant answer for ONE mark each**

**People and sports organisations may have grown careless or over worked**

**during the lockdown.**

**There may only be minimum or reduced staff and therefore fewer people to**

**check / monitor administration.**

**People may have resigned/ lost their jobs during lockdown and new hires may**

**be under qualified.**

**People and sports organisations may have had to reprioritise and thus may**

**have shifted focus.**

* Analyse why professional players might get involved in match fixing. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**Professional players may…**

**o be under financial stress due to over expenditure, or low income in their**

**specific sport and are inclined to bribes because they feel they need the**

**financial boost so they see it participate in match fixing to supplement their**

**income/ out of desperation to make up the shortfall.**

**o become greedy as they got used to earning a lot of money very early on their**

**career thus, they feel that they need to keep earning more/ increasing their**

**pay scale, so they are willing to take more of a financial gamble**

**o feel that the penalties are not that harsh so it doesn’t seem too risky for them/**

**they believe that their lawyers / coaches / connections can bail them out so**

**they may feel safe in their behaviour / that nothing will happen to them and**

**take part in match fixing without fear of repercussions.**

**o have been passed up for ‘promotion’ / not have received a pay increase / not**

**have made a specific team that pays well due to lack of performance / bad**

**financial situation of their team and so they feel resentment and take part in**

**match fixing out of spite.**

**o feel that many other sports professionals are taking part in match fixing**

**because there is a culture of corruption in their sport / tournaments / league**

**and so they feel that they may as well join in and benefit and partake in**

**match fixing to be like everyone else / so that they aren’t the only ones not**

**benefitting from a corrupt system.**

* Critically discuss the importance of how society may influence a change in

the attitudes of professional players from considering match fixing in sports. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for a CRITICALLY DISCUSS question:**

**candidates must give a statement, elaborate on the statement, qualify the**

**statement and give an outcome**

**o Make sure that from school age children are taught proper and fair practices**

**by encouraging sports professionals / bodies to host talks at schools. This**

**would start them on the fair and correct path at a young age to make sure that**

**they grow into fair professional athletes .**

**o Enforce random spot checks at sporting events through a legally qualified**

**sports body / foundation so that all athletes and coaches are aware that there**

**will be a high likelihood of match fixing being detected and so they would**

**avoid this practice in fear of tarnishing the athlete’s name and potential athletic**

**career.**

**o Start an independent regulatory department who will investigate any potential**

**allegations or suspicious activity. Because they will be less likely to accept**

**bribes or become corrupted to ignore match fixing, they will be more**

**successful in punishing offenders.**

**o Enforce or legalize harsh penalties for those responsible for unfair practices.**

**This will send a strong message to others that these practices are not worth it.**

**Professionals will be aware of the potential consequences and attempt to**

**avoid these consequences by upholding fair and legal sporting practices.**

**o Create a positive whistle blower mentality (those who come forward with inside**

**information) by creating an independent body that protects their identity and**

**makes sure evidence is taken seriously. This will encourage further whistle**

**blowing in future, thus offenders will realise that it is now easier to detect and**

**take action against their match fixing.**

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 70**