



# MEMORANDUM

Subject: Life Orientation

Mid-Year Examination

Grade: 10

Date:

Duration: 2½ Hours

Total Marks: 100

Examiner: J de Lange

Number of Pages: 14

---

## Instructions:

- Complete the front cover of your answer booklet.
- Answer all questions in the answer booklet provided.
- Answer all questions in Sections A and B.
- Answer 2 questions from Section C.
- Write your teacher's name on the front cover.
- Number in the middle of the page.
- Write neatly and legibly.
- Rule off after each section.
- No borrowing.
- The following are not allowed in the examination room: cell phones, school bags, ipods (or similar devices), books, dictionaries, notes, sketches or paper.  
Only the official examination material distributed by the invigilator is allowed.

**SECTION A (COMPULSORY)****QUESTION 1**

1.1.1 CEDAW is an acronym for:

- A. Council on the Eradication of Destructive Abuse against Women
- B. Committee on the Elimination of Discrimination against Women ✓**
- C. Cabinet on the Exercising of Democracy in Africa against War
- D. Committee on the Education, Development and African Women

1.1.2 An example of an international protection agency is:

- A. UNICEF ✓**
- B. CODESA
- C. UNISA
- D. SAHRC.

1.1.3 Chapter 2 of our constitution is also known as the:

- A. Declaration of Independence
- B. Bill of Rights ✓**
- C. South African Schools Act
- D. Children's Act.

1.1.4 The biological qualities which differentiate women and men from each other:

- A. sexuality
- B. bisexuality
- C. sex ✓**
- D. gender.

1.1.5 The Bill of Rights is important because:

- A. this bill models troublesome and disruptive behaviour
- B. it encourages opinions over facts when on social media
- C. people needs are protected from justice when they commit a crime
- D. citizens are made aware of their rights and their obligations. ✓**

(5X1) (5)

1.2.1 A standard, model, or pattern within a community. (1)

**community norms** ✓

1.2.2 The dishonesty and illegal behaviour by people in positions of authority or power. (1)

**Corruption** ✓

1.2.3 Relationships in which one person has social-formative power over another, and is able to get the other person to do what they wish. (1)

**Power relation** ✓

1.2.4 Society considered as a community of citizens linked by common interests and collective activity. civil society. (1)

**Civil society** ✓

1.2.5 The state or quality of being worthy of honour or respect. (1)

**dignity** ✓

1.3 Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.4) in the ANSWER BOOK. Write your answers in full sentences.

1.3.1 Name any TWO human rights that protect female employees against any maltreatment in the workplace. (2X1) (2)

**every human being as equal** ✓

**employers cannot treat people differently based on gender when hiring** ✓

**Companies can no longer discriminate against the hiring or continued employment based on pregnancy** ✓

**Any TWO relevant answers (no repetition)**

1.3.2 Discuss ONE practice families could put into place in a home environment to ensure that girls are less likely to experience violence on their way home from school. (2X1) (2)

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

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

- **Girls could inform a parent or guardian that they are leaving school and check in when they get home so that someone can inform the authorities immediately should they go missing.**

- **Parents could ask neighbours to check in on girls around the time that they get home to ensure that they have arrived home unharmed.**
- **Organise that siblings or neighbourhood children walk home together as criminals are less likely to target larger groups**

1.3.3 Mention TWO ways in which students can receive funding for tertiary education.

(2X1) (2)

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

**Student loans  
Scholarships  
Bursaries  
NSFAS**

1.3.4 Recommend TWO ways in which the youth could get involved in promoting human rights organisations.

(2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

- **They could follow organisations on socail media /or/ they could share and promote organisations on multiple socail media platforms which would help these organisations reach a wider audience.**
- **They could research and join an organisation in their local community with campaigns or beliefs that benefit the community and work at encouraging their loved ones to get involved as well by demonstrating the positive effects it has on their lives as well as the community.**
- **They could do join their school/church/sports club community outreach programes and interact with others in the community which would help to raise awareness through socail interaction as community members will see that they are getting involved and may be motivated to do the same.**

**TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)****QUESTION 2**

- 2.1 Define the term '*interests*' and provide TWO reasons why learners need to take their interests into account when choosing their career path. (1+2) (3)

**Interest: is the feeling of wanting to know or learn about something.**

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

- : Learners will be more motivated to work towards their career.**
- : Learners will have a higher likelihood of achieving job satisfaction once they reach the working world.**
- : Knowing their interests could allow them to realise that they would be miserable in certain career options they may have been considering.**
- : Aligning their career choices with their interests will make it easier for them to form and follow a plan to achieve their career goals as they are already drawn towards the work/ things they need to learn/ achieve.**
- : Teenagers would be more satisfied with their subject choices for that chosen career because they are already attracted to (interested in) those subjects.**

- 2.2 Name THREE of the six personality types. (3X1) (3)

**Realistic**

**Investigative**

**Artistic**

**Social**

**Enterprising**

**Conventional**

**Any TWO relevant answers (no repetition) for one mark each.**

- 2.3 Explain TWO possible ways that parents could decrease their teenager's potential anxiety around career choices. (2X2) (4)

**Any Two of the below or any relevant answers for Two marks each (i.e. ONE mark for statement, ONE mark for qualifier / explanation.**

- They can sit down with their teenager to have a conversation about potential career options that the teenager is considering so that the teenager can see that they are not alone, and their parents will be there to support them as they make this big decision.**  
**: The parents could deconstruct the fear and anxiety around the career choices and figure out exactly what is causing their child anxiety. They can then work**

**through the specific fears or troubles with their teenager so that the decision does not seem as scary anymore.**

**Parents can reassure their teenager that not having the answer right away is alright and let the teenager know that the parents still love and support them no matter what they choose. The teenager can then focus solely on career choices without the added burden of thinking they may let their parents down.**

**They could work together with their teenager to create a step-by-step action plan and they will hold their teenager accountable to following the plan. This will allow the teenager to think of smaller, less overwhelming parts of the decision-making process and feel less nervous.**

- 2.4 Discuss TWO self-knowledge factors that should be considered when choosing your career. (2X2) (4)

**Any THREE relevant answers (no repetition) for two marks each.**

**Goals: What do I want?**

**Aptitudes: What are my strengths? Aptitudes are objectively-measured natural talents. They reveal a person's potential to acquire the skills needed to perform various tasks competently.**

**Interests: What do I like? What don't I like? By discovering what you're interested in, you become aware of what motivates you. Interests serve primarily to select, out of a mix of potential activities, the ones you're most likely to engage in fully and enjoy doing.**

**Personality Style: How do I think, feel and behave? Your unique personality is expressed through permanent traits and characteristic response patterns of thinking, feeling and behaving. Based on your natural temperament, some jobs, occupations, work environments and company cultures may be a better fit for you than others.**

**Values: What's important to me? Values are the criteria by which you evaluate the things and activities that are most important to you in life and work. They serve as a compass, keeping you focused on what really matters as you set priorities and make decisions.**

- 2.5 Suggest THREE ways that learners who are not given the right to education are hindered from choosing the careers that they would like to study towards. (3X2) (6)

**Any THREE relevant answers (no repetition) for TWO marks each**

**The quality of decision making is supposed to be increased along with education level because of gathering more information and acquiring the art of decision making**

**Poor education means that you cannot study at a university for higher paying jobs. You lose out on critical thinking/problem-solving skills needed in many careers.**

**[20]**

**QUESTION 3****Question 3**

- 3.1 Define the term '*discrimination*' and name TWO reasons why discrimination is harmful to individuals. (1+2)(3)  
(Lower Order)

**Discrimination: the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.**

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

- Could lead to low self-esteem or feelings of worthlessness
- People experiencing discrimination could develop mental health problems due to the trauma /or/ ongoing burden of discrimination
- They could lose opportunities in the workplace/ school environment because of people in authority holding discriminatory views.
- People could face physical harm because others feel that it is 'acceptable' to bully them, accost them/ assault them, etc.

- 3.2 Provide THREE reasons why the youth might not point out discrimination they find in a school newspaper. (3x1)(3)  
(Lower Order)

**Any THREE of the below or any relevant answers for ONE mark each.**

- They fear the people/ teachers/ learners who are in charge of the newspaper.
- They may believe that they won't be taken seriously.
- They think that their peers will disagree and make fun of them.
- There may be a culture of discrimination at the school and it is too difficult to fight against it.

- 3.3 Explain TWO ways that all youth can identify biases in the media. (2x2)(4)  
(Middle Order)

**Any TWO of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- They can ask for the sources of the information to follow up and see if the information is grounded in fact instead of opinion.
- They can do further research on the topic to see if this news is backed up by

**other sources that are unlikely to be biased/ are reputable and known for being objective.**

- **They can check to see if the information comes from a reputable sight that checks its facts and is therefore unlikely to mislead or give false/ biased information.**

3.4 Discuss TWO ways how discrimination against women can negatively affect South African society.

(2x2)(4)

(Middle Order)

**Any TWO of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- **Roughly half of the workforce is made to feel inferior and won't aspire to better themselves in their careers which could lead to less economic development and growth for our country.**
- **Constant bombardment of negative stereotypes, hurtful slurs and/ or physical harm women face, could lead to people withdrawing from partaking in and contributing towards the betterment of our society (through social interaction, outreach, public participation, etc.).**
- **Constant fear of rejection or being made to feel senseless could lead women to withhold new, innovative ideas which could have otherwise improved South Africa.**
- **Women could resort to violence/ unsafe actions/ reverse discrimination as a way of trying to protect themselves from harm/ discrimination.**

3.5 Propose THREE ways how the youth could use social media to promote fair and equal treatment of women in South Africa.

(3x2)(6)

(Higher Order)

**Any THREE of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- **They can warn the public about the dangers of discrimination against women by pointing out the negative effects it has on individuals and society as a whole.**
- **They could share helpful sites with accurate information or helplines, so that those who are experiencing discrimination based on their gender can know that it is wrong and seek help more easily.**
- **They could publicly condemn stakeholders/ individuals that are endorsing discrimination of women so that the public knows to avoid/ boycott these media feeds/ sources.**

- **They could put pressure on individuals who have promoted discrimination of women on their social media platforms to retract their statements/ publicly acknowledge the error so that they public will not assume discrimination is the norm as they no longer see it all over social media.**

**They could fine or ban individuals that spread discrimination of women using their platforms so that these individuals or the public would be less likely to publish discriminatory information in future.**

**[20]**

**TOTAL SECTION B: 40**

**SECTION C**

Answer any TWO questions in this section.

**QUESTION 4**

- Define the term '*human rights*' and provide TWO examples of recent human rights violations on a global scale. **(1+2)(3)**  
**(Lower Order)**

**Human rights: a right which is believed to belong to every person.**

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

- **People losing their shelter** because of poverty or Covid-regulations
  - **Food insecurity** due to poverty, job loss, food shortages
  - **Children/ people are denied education** because of sex, gender, race, etc.
  - **There is an increase in violence or harm/ people are experiencing violence and are being hurt.**
- 
- Discuss FOUR roles of international conventions and instruments to help ensure that human rights are upheld. **(4x2)(8)**  
**(Middle Order)**

**Any FOUR of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- **Expose human rights violations so that the public is aware of which rights are being violated.**
- **Reveal unlawful activities, corruption and mismanagement so that those who are violating human rights can be held responsible.**
- **To communicate and inform citizens of their rights and responsibilities so that they are able to take action and make well-informed decisions with regards to their rights.**
- **Discuss the complexities of human rights and their relevance to citizens, in detail so that citizens can make informed choices in their daily lives and act according to the constitution.**
- **Identify human rights issues in the country and community so that authorities can take action to help uphold human rights at a large scale.**
- **Promote discussions and debates about human rights so that people can be exposed to and hopefully understand diverse understanding of human rights.**
- **Give publicity to successes of human rights campaigns and inspirational people**

**who champion them as this will promote nation building/ national pride while tackling human rights issues /or/ this will model the correct way to act so that all people can experience their basic human rights.**

- Develop THREE strategies that international conventions such as the United Nations could put in place to ensure that global citizens have access to reliable information on human rights. In your answer, also indicate how EACH suggestion could lead to a more accurate idea of the issues surrounding human rights in the world.

**(3x3)(9)  
(Higher Order)**

**Any THREE of the below or any relevant answers for THREE marks each.  
(i.e. ONE mark for statement, ONE mark for qualifier / explanation, ONE mark for outcome)**

- They could work together with countries and communities to have very strict policies in place so that everyone is aware of exactly what sources/ journalism is acceptable. This will ensure that they will be less likely to overlook violations in their journalism and media.
- There could be multiple checks and balances that journalists and the media must pass to publish a story so that anything that has been published has been checked multiple times and in this way, information is less likely to be false.
- They could ensure that they, as a partnership can offer continuous training and professional development courses to all interested parties to keep their journalists up to date. This would ensure that all journalists and media outlets are fully aware of new protocols to get the best, most reliable news.
- They could perform random checks on media platforms so that they can spot any oversight or violations quickly. This means that they can put measures in place to rectify any violations timeously and ensure that they don't happen again.
- They could both provide a platform for the public to report potentially inaccurate or harmful media coverage of human rights issues/campaigns so that they can be made aware of problems that they didn't anticipate. This will allow them to have a more diverse understanding of what is acceptable.

**[20]**

**QUESTION 5**

- Define the term 'xenophobia' and state TWO ways in which violence towards foreigners is a human rights violation. (1+2) (3)

**Definition: dislike of or prejudice against people from other countries ✓**

**The right to life is violated ✓**

**The right to a safe environment is violated ✓**

**The right to human dignity is violated ✓**

**The right to freedom of movement is violated ✓**

**Any TWO relevant answers (no repetition) for one mark each.**

- Discuss FOUR reasons why South African nationals may feel that citizens need to resort to violent and destructive protests. (4x2)(8)  
*(Middle Order)*

**Any FOUR of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- **They may feel that illegal immigration has escalated to a point where it affects the entire South Africa population and so they may believe that they are doing their 'duty' and representing the interests of all South Africans by protesting.**
- **They may be fearful of the influx of immigrants due to false information and feel that they must deal with the influx harshly to get rid of the foreigners in a way that will discourage further immigration.**
- **Because of the sheer number of immigrants working and potentially exporting money, South Africans may be angry at the potential loss of income for our economy and take out their frustrations through violence and destruction.**
- **They may feel as though the job market problem as escalated beyond what the government can handle and so they may feel that individuals need to take a stand and this is the only way to get their message across.**
- **They may feel that authorities are not doing enough on the immigration front and so this is the only way of bringing their unhappiness about the immigration situation to the government's attention.**
- **They may feel that the illegal immigrant/ job market situation is so serious that it needs immediate attention, which the normal procedures will not facilitate fast enough.**
- **They may not been aware of how to follow other avenues first and feel that resorting to protest action is their only option.**

- Suggest THREE ways that schools can educate learners in a way that will strongly discourage xenophobia. In your answers, also indicate how EACH of these strategies could influence the parents' of these learners not to indulge in xenophobia themselves. (3X3) (9)

**Celebrate other cultures ✓ - schools can read kids stories that celebrate different cultures. Try foods and recipes from a range of culinary traditions. Watch films from other countries. ✓ When children go home with a change of heart towards others, it may encourage their parents to feel the same. ✓**

**Call out bigotry and hate speech ✓ - If a teacher overhears someone tell a racist joke, they must speak up and let them know stereotyping isn't harmless. ✓ If children stop using hate speech and stop laughing at their parents' racist jokes, the parents may feel the need to stop. ✓**

**Talking about differences does not increase prejudice in children. ✓ Make sure children understand we are all human and we all have a right to feel safe and valued. ✓ If children learn to respect others they may in turn educate their parents to think the same. ✓**

**Any THREE relevant answers (no repetition) for three marks each.**

**[20]**

**QUESTION 6**

- Define the term '*Gender inequality*' and provide TWO ways how gender inequality could lead to sexual abuse. (1+2)(3)  
(Lower Order)

**Gender inequality: The social process by which men and women are not treated equally.**

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

- Men may feel that women are not allowed to say no to sex.
  - Sexual abuse may be seen as a way to punish or change people who don't conform to gender norms and sexualities (e.g. corrective rape).
  - Men may feel that they are entitled to treat women that way.
  - Some may feel that if a man can't defend himself then he 'deserves' it.
- Discuss FOUR challenges faced by teenage mothers. (4x2)(8)  
(Middle Order)

***Any FOUR of the below or any relevant answers for TWO marks each (i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

- They may find it difficult to balance schoolwork with taking care of a child and as a result, finishing school might be a struggle.
- The new mother may face financial strain as babies are extremely expensive.
- The pregnancy and/ or birth may put the family under strain/or/ family relationships may be ruined because parents may be unable to accept their child's pregnancy/ feel that the child has brought shame to the family.
- The new mother may experience emotional strain because the baby is a living reminder of her trauma /or/ she are struggling with the sudden change to motherhood.
- There may be a lack of support from family/friends/community who may judge or socially ostracise them for the pregnancy.
- The new mother may face discrimination from peers who feel that the pregnancy is wrong /or/ who support the stigma attached to teen pregnancy.

- Suggest THREE practical strategies that teen parents could implement to help themselves cope with trauma of unwillingly becoming a teen parent. In your answers, also indicate how support groups could aid teen parents when implementing EACH of the above strategies.

**(3x3)(9)**

**(Higher Order)**

***Any THREE of the below or any relevant answers for TWO marks each (i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

- They could create a set self-care routine that includes keeping a journal. This could give them an outlet when their feelings become too much.
- They can follow a healthy diet to ensure that their body is functioning optimally to get through the changes.
- Ensure that they make time to do things that they enjoy/ are important to them so that they can focus more on pleasing themselves instead of others/ their friends.
- They could repeat positive affirmations daily to allow them to create a positive mindset about the changes.

**[20]**

**[20]**

**TOTAL SECTION C: 40  
GRAND TOTAL: 100**