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| Jeppe High School for Boys  jeppe badge on A3 copy.jpg  Grade: 10  Examination: Life Orientation  Date: 23 June 2022  Duration: 2 Hours  Total Marks: 100  Examiner: J. de Lange  QC Moderator: R. Riskowitz  Number of Pages: 10    Instructions:     * Complete the front cover of your answer booklet. * Answer all of the questions in the answer booklet provided. * Number in the middle of the page. * Rule off after each section. * The following are not allowed in the examination room: school bags, cell phones,   smartwatches, tablets, books, dictionaries, notes, sketches or paper.  Only the official examination material distributed by the invigilator is allowed. |
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**SECTION A (COMPULSORY)**

Answer ALL of the questions in this section.

**QUESTION 1**

1.1 Various options are provided as possible answers to the following questions.

Choose the most correct answer and write only the letter (A-D) next to the

question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK, e.g. 1.1.6 B.

1.1.1 A(n)\_\_\_ is used to determine your strengths, talents, interests and abilities.

1. Aspiration test
2. Aptitude test
3. STIA test
4. Personality test

1.1.2 People with a realistic personality type:

1. like to learn, know, respond to and analyse information
2. like to use their imagination and creative inspiration
3. like to educate and inform others based on their knowledge
4. prefer to deal with things or plants rather than people.

1.1.3 Xenophobia is defined as discrimination against a person from:

1. another country
2. another city
3. a different culture
4. a different race.

1.1.4 Gender roles can be defined as:

1. the ability to decide on the appropriate actions
2. behaviours that are expected of men and women
3. having the freedom to choose one’s gender identity
4. believing that everyone experiences gender similarly.

1.1.5 Which of these is an example of study skills?

1. Time management.
2. Realistic skills.
3. Hearing skills.
4. Personal management.

(5X1) (5)

1.2 Give ONE word/term for each of the following descriptions. Write only the

word/term next to the question numbers (1.2.1 to 1.2.3) in the ANSWER

BOOK.

1.2.1 The document contains statements on the legal and civil rights

of the citizens of a country. (1)

1.2.2 The fact that you are employed, and you get paid for the work that

you do. (1)

1.2.3 A period of time between the end of basic education and

tertiary education. (1)

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 Give TWO requirements for the National Senior Certificate (NSC). (2X1) (2)

1.3.2 Describe TWO ways in which knowing your own strengths and

weaknesses can help you choose the correct subjects for your

chosen career. (2X1) (2)

1.3.3 Recommend ONE study strategy that underprivileged learners

could use to catch up with work missed during the lockdown. (1X2) (2)

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

municipalities. (1X2) (2)

1.4 Read the extract below and answer the questions that follow:

Source: Teenactiv 2020 Available from: [www.mg.co.za](http://www.mg.co.za)

| UCT gives students with disabilities hope  "Many students with disabilities grapple with layers of disadvantage. If we want to ensure the success of all students, we need to ensure the equity of success of students with disabilities.” (Gallo)  The disability service at the University of Cape Town (UCT) is playing a critical role in enabling students with disabilities to cope with their studies, thanks to funding from the FirstRand Foundation (Tshikululu Social Investments).  These students are, in turn, inspiring others with their stories of perseverance and resilience and have expressed gratitude for the way that they have been assisted with tailor-made support.  Loretta Feris, UCT’s deputy vice-chancellor of transformation, explained how the support has been geared towards the individual needs of each student. “Disability is often the forgotten part of the transformation in our society, but this should change.  University of Cape Town 11 Jan 2019 |
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1.4.1 Explain ONE way in which disadvantaged students can get financial

assistance in order to go and study. (1X2) (2)

1.4.2 Explain ONE factor that may influence a disabled student’s

career choice. (1X2) (2)

**TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)**

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

**QUESTION 2**

Read the extract below and answer the questions that follow:

Source: Teenactiv, 2022. Available from:<https://www.news24.com> *on 13 March 2022*

| Short back and sides, no afros please: SA schools still cling to traditional rules in 2020!!!  Violation of human rights  While the school denies allegations of discrimination, the Western Cape Department of Education has called for the school to take a deeper look at its Code of Conduct.  And remember back in 2016 when a Pretoria girl's school made headlines when learners shut down the school in protests against the alleged racism and abuse against black pupils?  One learner told Gauteng education MEC, Panyaza Lesufi, that a teacher referred to her natural hair as a bird’s nest, while other learners said teachers wouldn’t allow them to speak their “township languages” in class.  The high school was to reassess their uniform policies and code of conduct after it once again spurred discussion and debate around racism in South Africa. Then, it was 22 years into democracy.  In the hope of finding that these policies and regulations have changed, we looked at the hair- and appearance rules for a variety of schools across South Africa. And yes, many are still following the more traditional hair rules for boys and girls. |
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2.1 Give the definition of the term “*racism*”. (1X2) (2)

2.2 State TWO examples of racism in the text. (2X1) (2)

2.3 Explain ONE way in which schools could be less discriminatory in

their code of conduct. (1X2) (2)

2.4 Discuss TWO ways that policies surrounding traditional hair rules for boys

and girls could discourage diversity within schools. (2X2) (4)

2.5 Analyse TWO reasons why discriminatory practices within a school could

cause psychological harm. . (2X2) (4)

2.6 Suggest TWO ways in which a school could use the Bill of Rights to

develop an acceptable code of conduct for South African learners.

In your answer, also indicate how EACH strategy could decrease

discrimination within the school. (2X3) (6)

**[20]**

**QUESTION 3**

Study the image below and answer the questions that follow:

Source:Teenactive, 2022. Available from: [*https://www.thedailyvox.co.za*](https://www.thedailyvox.co.za)

| The Dove Self-Esteem Project (DSEP) has launched in South Africa!!!  Factors that may influence self-awareness and self-esteem  Too fat, too skinny, too dark, too light, too short, too tall: everyone has insecurities about themselves that they carry from their childhood. The Dove Self-Esteem Project (DSEP) wants to change that, by helping young people, especially girls, develop a positive relationship with how they look. It has reached over 20 million young people globally and was launched in South Africa on October 19 in partnership with the Department of Basic Education.  Through the DSEP, free and accredited educational tools and resources that address issues of self-esteem are available online. Anyone can access these to start positive, intergenerational conversations with young people. The programme was developed with leading experts in psychology, health, and body image.  The launch of the programme took place in Sandton on Friday and was attended by Minister of Basic Education Angie Motshekga, Unilever Executive Vice President Luc-Olivier Marquet, educational psychologists, influencers and actors and a group of school children from schools in Johannesburg.  After introductory speeches, there was a panel discussion with experts and influencers about self-esteem and the impact that it has on the way that we lead our lives. Panellists spoke about the self-esteem issues that they grew up with – to do with freckles, skin colour, body shape - how these impacted their lives, and how they overcame their issues. In a nutshell, self-esteem is actually based on the extent to which one has overcome the barriers towards realisation of self-awareness. |
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3.1 Give the definition of the term “*self-esteem*”. (1X2) (2)

3.2 State TWO ways in which a positive self-image could enhance self-esteem. (2X1) (2)

3.3 Explain ONE reason why a project on the development of self-esteem

should be aimed at young people. (1X2) (2)

3.4 Discuss TWO examples of how the media negatively influences

one's self-esteem. (2X2) (4)

3.5 Assess TWO ways in which families could influence the development

of positive self-awareness in their children. . (2X2) (4)

3.6 Provide TWO strategies that a self-esteem project could consider to

improve self-esteem amongst the youth. In your answer, also indicate how

EACH strategy could lead to fewer youth suffering from low self-esteem. (2X3) (6)

**[20]**

**TOTAL SECTION B: 40**

**SECTION C**

Answer any TWO questions in this section.

Your responses must consist of paragraphs. Marks will only be allocated for responses written in full sentences.

**QUESTION 4**

Study the image below and answer the question that follows:

Source: TransPerfect. 2022. Available from: [*https://www.dailymail.co.uk*](https://www.dailymail.co.uk)*.*

| **Influence of gender inequality and its effects on teenage pregnancy** |
| --- |

Construct paragraphs on gender inequality.

Use the following as a guideline:

* State FOUR ways in which teen pregnancy could affect the

mother’s study choices. (4X1) (4)

* Analyse how poverty could lead to a higher number of teenage

pregnancies in a community. (2X4) (8)

* Critically discuss the effectiveness of a school campaign to decrease

the number of teenage fathers who are abandoning teenage mothers

as a result of gender inequality. (2X4) (8)

**[20]**

**QUESTION 5**

Read the extract below and answer the question that follows:

Source: Teenactiv. 2022.. Available from: [*https://www.dailymaverick.co.za*](https://www.dailymaverick.co.za)

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Construct paragraphs on service delivery.

Use the following as a guideline:

* State FOUR examples as to why having equal opportunity to basic

services is an example of social justice. (4X1) (4)

* Analyse how a reduction of services could negatively affect

underprivileged South African communities. (2X4) (8)

* Critically discuss how community projects could help increase the

number of basic services within South Africa. (2X4) (8)

**[20]**

**QUESTION 6**

Study the image below and answer the question that follows:

Source: Unknown. 2022. Available from*:* <https://www.globalcitizen.org/>

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Construct paragraphs on Gender differences and power relations.

Use the following as a guideline:

* State FOUR ways in which stereotypical views of gender roles could be

harmful to communities.  (4X1) (4)

* Analyse how gender differences in participating in physical activities are

being portrayed in modern society. (2X4) (8)

* Critically discuss how the narrative portrayed in the picture could be

changed to a more inclusive view of gender roles in society. (2X4) (8)

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 100**

| MEMORANDUM  Jeppe High School for Boys  jeppe badge on A3 copy.jpg  Grade: 10  Examination: Life Orientation |
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**SECTION A (COMPULSORY)**

**QUESTION 1**

1.1 1.1.1 B (✓)

1.1.2 D (✓)

1.1.3 A (✓)

1.1.4 B (✓)

1.1.5 A (✓)

(5)

1.2 1.2.1 (✓) Bill of rights

1.2.2 (✓) Occupation

1.2.3 (✓) Gap year (3)

1.3

**1.3.1 Give TWO requirements for the National Senior Certificate (NSC).**

**Marks should be awarded as follows:**

ONE mark (✓) for each of the TWO responses

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

· **Home language at 40 %**✓

· **Any TWO other subjects at 40 %**✓

· **Three subjects at 30 %**✓

· **One subject below 30%**✓

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

municipalities. (1X2) (2)

1.3.3 Describe TWO ways in which knowing your own strengths and

weaknesses can help you choose the correct subjects for your

chosen career. (2X1) (2)

· **You will be conscious of your own interests so that you are more likely to choose a career that fulfils you.**✓

· **You understand your abilities so that you can choose a career that you are more likely to excel at.**✓

· **Gives you the perspective to make hard decisions you have the mental ability to overcome your own personal struggles**✓

· **You will know which aspects of your own personality that you need to work on or develop furtherso that you will be a more fulfilled person in your future career and your life.**✓

1.3.4 Recommend ONE study strategy that underprivileged learners

could use to catch up with work missed during the lockdown. (1X2) (2)

· **They could ask a friend who has access to the internet to meet and compare notes, to see if they have missed anything with the aim to complete all their work.**✓

· **They could go to the library/open access wifi spots to use the internet to ensure that they get access to all of the work.**✓

· **They could watch the open access government issued education programmes that explain any work and are available for free on government channels**✓

· **They could ask their schools to hand out work packs or do open air school for small groups which would help the learners stay on track with curicullim.**✓

**SECTION B (COMPULSORY)**

1. In this section, candidates' answers must be written in full sentences as far as

possible. Hence, within a 3- or 4-mark question, candidates could and should be

awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.

2. It must be noted that in each category of the candidates' efforts, a distinction must

be made between **excellent, good, satisfactory** and **poor** responses.

**QUESTION 2**

**2.1 Give the definition of the term “*racism*”. (1X2) (2)**

**Marks should be awarded as follows:**

**TWO (**✓✓**) marks for the correct definition**

**Racism refers to …**

**· thoughts or actions that express someone’s race as having characteristics, abilities, or qualities, to distinguish them as better or worse than one another. (**✓✓**)**

**· treating someone differently due to the colour of their skin. (**✓✓**)**

**· belief that someone’s race is inferior or superior to another. (**✓✓**)**

**2.2 State TWO examples of racism in the text. (2X1) (2)**

**Marks should be awarded as follows:**

**ONE (**✓**) mark for a well-explained response from the text.**

**​​Examples of racism from the text include:**

* **A student’s hair was called “a bird’s nest”. (**✓**)**
* **Schools still follow “traditional” hairstyles. (**✓**)**
* **Calling an African language, a “township language”. (**✓**)**

***Any TWO of the above for ONE mark each.***

**2.3 Explain ONE way schools could be less discriminatory in**

**their code of conduct. (1X2) (2)**

**Marks should be awarded as follows:**

**ONE (**✓**) mark for a well-explained response.**

**Schools could …**

**· consider chapter 2 of the South African Constitution, i.e., the Bill of rights when they formulate their code of conduct. (**✓**)**

**· request the help of local legal practitioners to determine its compliance with the Constitution. (**✓**)**

**· invite people from marginalised communities to make input in the development of the schools’ code of Conduct ensuring that it is representative of the needs of school community members. (**✓**)**

**· have a student representative community to check they are in agreement with the Code of Conduct. (**✓**)**

**· involve parents that represent the entire school community to take part in creating the code of conduct. (**✓**)**

**· have gender or human rights specialists help write the Code of Conduct. (**✓**)**

***Any ONE of the above for ONE mark each.***

**2.4 Discuss TWO ways that policies surrounding traditional hair rules for boys**

**and girls could discourage diversity within schools. (2X2) (4)**

**Marks should be awarded as follows:**

**TWO (**✓✓**) marks for a well-explained response**

**Possible answers could include the following:**

* **Having the same hairstyle could homogenise students in an unnatural way (**✓**) and those at the receiving end could feel unwelcome. (**✓**)**
* **Having the same hairstyles could prevent students from expressing their cultural practices (**✓**) as certain hairstyles or facial hair are tied to cultural beliefs. (**✓**)**
* **Having different kinds of hairstyles for boys and girls could reinforce harmful gender stereotypes (**✓**) as it may put people in unnatural mutually exclusive categories/boxes. (**✓**)**

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

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

**2.5 Analyse TWO reasons why discriminatory practices within a school could**

**cause psychological harm. (2X2) (4)**

**Marks should be awarded as follows:**

**TWO (**✓✓**) marks for a well-explained response**

**Discriminatory practices could …**

**· encourage teachers to put learners in different classes based on race (**✓**) which could make some learners think that they are better off than others. (**✓**)**

**· encourage bullying (**✓**) resulting in the ridiculed believing that they are good for nothing. (**✓**)**

* **cause some learners to ridicule/ill-treat those that are different from them (**✓**) which could make them question their self-worth (**✓**)**

**· make teachers pay less attention to learners who seem different from them based on race/culture/gender etc. (**✓**) which could negatively impact learners’ thinking/mental abilities to do well academically (**✓**)**

**· cause some learners to expect preferential treatment from teachers/school (**✓**) which may develop negative thinking patterns in those that are negatively affected/resentment. (**✓**)**

**· create an “us” vs “them” mentality (**✓**) and this could make others believe they are entitled to certain benefits than others. (**✓**)**

**· cause other learners to be excluded from a range of sports activities (rugby/soccer/hockey/dance etc.) (**✓**) which could make those excluded to view themselves as inferior members of the school community. (**✓**)**

**· create a culture of discrimination where discriminatory behaviours/ words are viewed as the norm causing negative thoughts/ rhetoric to be unconsciously imprinted within the psyche of those who are being targeted. (**✓**)**

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

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

**2.6 Suggest TWO ways in which a school could use the Bill of Rights to**

**develop an acceptable code of conduct for South African learners.**

**In your answer, also indicate how EACH strategy could decrease**

**discrimination within the school. (2X3) (6)**

**Marks should be awarded as follows:**

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

**Schools could …**

**· use the phrases of the Bill of rights in expressing their regulation of learners’ conduct (**✓**) so that they do not put stipulations that have a potential to violate learners’ rights. (**✓**)**

**· use the services of knowledgeable people/lawyers/legal experts (**✓**) so that they may advise the school on issues of compliance. (**✓**)**

**· allow for open discussions involving all role players on what to be included in the code of conduct (**✓**) so that the aspirations and views of the broader school community are taken into account. (**✓**)**

**· mirror the inclusive and sensitive wording within the Bill of Rights (**✓**) to leave no room for misinterpretation/ misrepresentation/ offensive language. (**✓**)**

**· compare the problematic/ old code of conduct with the Bill of rights to identify specific problematic regulations (**✓**) to ensure that the school accurately targets and rectifies all of the issues within their code of conduct. (**✓**)**

**· inform teachers/ staff members on how the Bill of rights will inform the changes that they would like to make to the code of conduct (**✓**) to avoid any disciplinary actions that could invalidate the proposed new code of conduct. (**✓**)**

**· educate the learners on their human rights (**✓**) so that they can also spot and report points within the code of conduct that they feel violate these rights. (**✓**)**

***Any TWO of the above for THREE marks each***

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

***ONE mark for the outcome of non discrimination)***

**QUESTION 3**

**3.1 Give the definition of the term “*self-esteem*”. (1X2) (2)**

**Marks should be awarded as follows:**

**TW) (**✓✓**) marks for a correct definition.**

**Self-esteem is defined as …**

**· a person’s appreciation/self-affirmation of his/her abilities/strength/acumen/cognitive skills/social skills/study skills in handling various activities. (**✓✓**)**

**· the amount of confidence a person has in their worth and/or abilities. (**✓✓**)**

**· person’s overall positive opinion of themselves and how they value their own abilities and limitation. (**✓✓**)**

**· a person’s subjective evaluation of their own worth, how they feel about their abilities and potential. (**✓✓**)**

***Any one of the above for one mark***

**3.2 State TWO ways in which a positive self-image could enhance**

**self-esteem. (2X1) (2)**

**Marks should be awarded as follows:**

**ONE (**✓**) mark for a well-explained response.**

**A positive self-body image may …**

**· assist you to have a strong sense of determination to face difficulties in your life despite what people may say about your appearance. (**✓**)**

**· boost your vigour/eagerness to carry on with your plans/activities regardless of what others may say about your physical strength to do them. (**✓**)**

**· allow venturing into areas you were first uncomfortable about as you believe in yourself. (**✓**)**

**· assist you to change the way you view your physical challenges/shortcomings in ways that help you to regard them as areas for development. (**✓**)**

**· enable you to develop a program for the development of your physical challenges/appearances in ways that bring about an appreciation of what you are capable of. (**✓**)**

**· give you an opportunity to harness/embrace your negative attributes as components of your unique self. (**✓**)**

**· allow you an opportunity to appreciate the positive things you may be able to do amidst the apparent physical challenges. (**✓**)**

***Any TWO of the above for ONE mark each***

**3.3 Explain ONE reason why a project on the development of self-esteem**

**should be aimed at young people. (1X2) (2)**

**Marks should be awarded as follows:**

**TWO (**✓**) marks for a well-explained response**

**Young people are …**

**· always faced with ongoing scrutiny in various contexts (home/school/church/social activities etc.) (**✓**) which could affect the positive manner in which they originally viewed themselves. (**✓**)**

**· go-getters/outgoing/adventurous which push them to venture into unfamiliar terrains that are always challenging to them (**✓**) and that have the potential to disappoint them, therefore, they need ongoing support to carry on despite challenges to their self-worth. (**✓**)**

**· go all out of the way to seek validation (**✓**) and anything that seems to stand in their way could be challenging to their self-worth. (**✓**)**

**· often use social media to share photos/videos/images/messages with an intention to attract likes/positive comments in order to boost their egos (**✓**) and that attempt may not always be positively received by social media users thus affecting their self-esteem. (**✓**)**

**· prone to seek attention from the public by engaging in extreme acts (**✓**) and that may not always be appreciated by the public leading to challenges to their self-esteem. (**✓**)**

**· more likely to suffer from lower self-esteem (**✓**) so working on their self-esteem could help them regain their ground.**

**· a vulnerable part of the population (**✓**) and most programs that can help/protect them would benefit society. (**✓**)**

**· the ones that will build up a country’s future (**✓**) so if a nation has a lot of youths suffering from unhealthy self-esteem it may impact future generations. (**✓**)**

**· often targeted by the media (especially their self-esteem) (**✓**) so they may need additional support in combating this. (**✓**)**

**· more likely to implement change in the community(**✓**) therefore they may increase the self-esteem within the community as well. (**✓**)**

**· can often be isolated or stuck within their own families(**✓**) and so hearing a perspective outside of their own immediate friends and families may be beneficial. (**✓**)**

**Any ONE of the above for TWO marks each**

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

**3.4 Discuss TWO *examples* of how the media *negatively influences***

**one's *self-esteem*. \* (2X2) (4)**

**3.5 Assess TWO ways in which *families* could *influence the development***

**of positive *self-awareness* in their children. (2X2) (4)**

**Marks should be awarded as follows:**

**TWO (**✓✓**) marks for a well-explained response**

**Families could …**

**· call out/caution when a child is being hypocritical (**✓**) so that he/she becomes aware of the negative impact of his/her behaviour on others/to themselves/becomes aware of the negative traits he/she is enacting/showing in order to control them. (**✓**)**

**· always provide a different/correct perspective to the negative things/values/views/beliefs/attitudes that the child could demonstrate (**✓**) so that he/she becomes aware of the shortcomings of his behaviour/attitudes/beliefs/values etc. thus developing a better understanding of himself/herself. (**✓**)**

**· continuously display an enabling environment for children to self-explore (**✓**) as that could enable them to overcome their stifling attitudes/fears to explore/hesitancy to adventure. (**✓**)**

**· act out an attitude of self-discovery and appreciation when achievements have been made in their adventure (**✓**) as that could be emulated by their children in the family. (**✓**)**

**· encourage visits by extended family members who have a different perspective from the nuclear family(**✓**) this could expose those stuck within the normalcy of their family to become more self-aware. (**✓**)**

**· create environments where children/young people will be able to learn self-awareness from how their parents or family members portray them(**✓**) thus creating a space for learning what appropriate self-awareness looks like within the family. (**✓**)**

**· reverse an individual’s negative thinking through support and encouragement by family members (**✓**) which could allow a person to have a more realistic view of themselves. (**✓**)**

**· practice mindfulness that will allow members of the family to experience this way of thinking (**✓**) which in itself is a form of self-awareness which is safe and effective. (**✓**)**

**· recontextualize negative events (such as a failure) into positive events to grow from (**✓**) this can increase someone’s self-awareness in a positive way by making them realise that they are not “bad” for having done “badly” at something. (**✓**)**

**· challenge biases by having different members comment on particular points of view (**✓**) this can allow a person to view themselves from multiple perspectives, gaining a more accurate sense of self.(**✓**)**

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

**3.6 Provide TWO reasons how *self-esteem projects* could *improve self-esteem* amongst the youth. In your answer, also indicate how EACH strategy could**

***lead to fewer youth suffering* from low self-esteem. (2X3) (6)**

**Marks should be awarded as follows:**

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

**Self-esteem projects could…**

**· focus on how the media artificially creates unattainable levels of self-esteem *(***✓**), by using things such as photoshop or having money be the only measure of a person’s value. (**✓**)This would increase the youths’ self-esteem by not putting unrealistic standards of themselves or idealised versions of self-worth.(**✓**)**

**· increase self-esteem by focussing on body image (**✓**) by showing that all bodies are desirable and that attractiveness is largely based on perception. (**✓**) This could increase most youth’s self-esteem as they will no longer base their own self-worth on their bodies. (**✓**)**

**· provide various ways for the youth to achieve things/manage their daily activities towards the attainment of personal goals (**✓**) which could make them see value in their being in the world (**✓**)These small and achievable goals will increase the youth’s self-esteem by making them achieve small goals they have. (**✓**)**

**· allow for free educational programs (**✓**) as this will increase the number of skills the youth have. *(***✓**) Having more skills will empower most youths to participate in various activities, thus increasing their self-esteem. (**✓**)**

**· focus on guided meditation and practising mindfulness (**✓**) as this could allow the youths to focus on themselves in a healthy and constructive way (**✓**) and in this way, it may increase the number of youths who could use better mechanisms for managing threats to self-esteem(**✓**)**

***Any TWO of the above for THREE marks each***

***(i.e. ONE mark for statement and ONE mark for the qualifier and***

***ONE mark for the outcome.)***

**QUESTION 4**

Construct paragraphs on gender inequality.

Use the following as a guideline:

* State FOUR ways in which teen pregnancy could affect the

mother’s study choices. (4X1) (4)

ONE (✓) mark for a well-explained response.

**The teenage mother …**

· **and her family may be unable to afford the fees of further study and a baby. (**✓**)**

· **may not get the grades that she needs to be accepted for an institution/ bursary as she must focus on her baby. (**✓**)**

· **could be limited to institutions close by so that she can be near her child. (**✓**)**

· **may have to take a break from school and therefore start studying later. (**✓**)**

· **could decide to give up on wanting to study as she wants to be with her child. (**✓**)**

· **may need to work to support her child and therefore cannot study. (**✓**)**

***Any THREE of the above for ONE mark each***

* Analyse how poverty could lead to a higher number of teenage

pregnancies in a community. (2X4) (8)

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

**Poverty could …**

· **make young girls desperate enough to sell their bodies so that they can meet their basic needs/make young girls engage in transactional sex (**✓**) as they may see any other option to make money to survive/ help their families (**✓**) which could cause them to engage in unprotected sex to maximise their income (**✓**) and that may heighten the chances of falling pregnant. (**✓**)**

· **lead young girls to seek out older men as protectors (**✓**), as they may have the money to provide for the daily needs of these poor teenagers (**✓**) which could put the older men in an advantaged position to engage/demand in unprotected sex (**✓**) and the young one would conform by not using protection/birth control for fear of disappointing/angering these men. (**✓**)**

· **lead to a higher crime rate in the area (**✓**) because of the closely packed community/ lack of law enforcement in the area (**✓**) meaning that young girls are usually seen as easy targets (**✓**) and are at a higher risk of sexual assault/ rape because they may struggle to fight off their attacker(s). (**✓**)**

· **force families to try to find ways to ‘get rid of their female children (**✓**) as they cannot afford to feed them (**✓**) and so they marry them off as young as possible (**✓**) leading to child brides who may not have the option to say no to their husband / ask for birth control in their marriage/ young girls being obligated to fall pregnant to give their husband children. (**✓**)**

· **make parents subject their young ones to overcrowded classrooms/schools due to a lack of resources (**✓**) which could make it difficult for children to concentrate on the delivered lessons, including sexuality education (**✓**) resulting in may losing valuable information about how to make safe sexual decisions (**✓**) and that may cause them to engage in unprotected sex leading to teenage pregnancy. (**✓**)**

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

*(i.e. To be awarded the full FOUR marks for an ANALYSIS question:*

*candidates must give a statement, (*✓*) elaborate on the statement,*

*(*✓*) qualify the statement (*✓*) and give an outcome.(*✓*)*

* Critically discuss the effectiveness of a school campaign to decrease

the number of teenage fathers who are abandoning teenage mothers

as a result of gender inequality. (2X4) (8)

**FOUR (**✓✓✓✓**) marks for a well-explained response**

**School campaigns could…**

* **convince young boys that pregnancy is not just a woman’s responsibility (**✓**) as that could make them realise that they also have a role to play in the affair (**✓**) which could make them be accountable for their actions (**✓**) with the result that they may be involved in raising the child as it is also their duty to do so. (**✓**)**
* **demonstrate that men and women have the same basic human rights (**✓**) as that could make the boy realise that he too has a duty to respect the rights of the girl (**✓**) which is encouraged by the South African Constitution (**✓**) and that could assist them to acknowledge the need to share the burden with the girl. (**✓**)**
* **clearly emphasise the importance of education being meant equally for both men and women (**✓**) as that may elevate the understanding of the boy-teen that he should ensure equal access to education by the girl (**✓**) which could make him take responsibility for that disruption (**✓**) and that may cause them to remain around to offer the needed support to enhance access to education by the girl child. (**✓**)**
* **enact stipulations in their code of conduct that teenage pregnancy within the school is the responsibility of both boys and girls (**✓**) so that everybody could know the consequences of such (**✓**) which could frustrate the apportioning of responsibility/blame to only the girl child (**✓**) and the boy would consequently take full responsibility in ensuring that the girl is not unnecessarily disadvantaged. (**✓**)**
* **involve the media in running an educational program on the rights of both boys and girls in the context of teenage pregnancy (**✓**) so that members of the school community could be informed (**✓**) which could enable them to influence mindset shift in boys/parents (**✓**) leading to increased involvement of parents when teenage pregnancy occurs. (**✓**)**
* **deconstruct negative traditional belief systems/perspectives/ worldviews/ rhetoric that pregnancy is the responsibility of the girl (**✓**) as that it may encourage them to adopt an accommodative/human rights inclined attitude of the role of both boys and girls in teenage pregnancy (**✓**) which could be regarded as a normal way of doing things (**✓**) and that could make it difficult for the boy no to take responsibility. (**✓**)**

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

***[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 (***✓***)]***

**QUESTION 5**

* **State FOUR examples as to why having equal opportunity to basic**

**services is an example of social justice. (4X1) (4)**

**Equal opportunities for these services is an example of social justice because …**

* **if everyone has access to these services, everyone will have an equal starting position. (**✓**)**
* **it creates equality by not having basic needs divided by a class system. (**✓**)**
* **resources will not be divided due to problematic reasons such as race, sex, gender or class. (**✓**)**
* **it allows those without means or access to work to be able to live a fulfilling life. (**✓**)**
* **it creates a broader sense of common identity as all will be involved in communal work and services to some extent. (**✓**)**

***Any FOUR of the above for ONE mark each***

* **Analyse how a reduction of services could negatively affect**

**underprivileged South African communities. (2X4) (8)**

**Reduction in services negatively affects underprivileged South African communities because…**

**· these communities could have a lower supply of these services when compared to the average South African. (**✓**) This could lead to the community completely running out of this resource. (**✓**) This would negatively affect the community as running out of a resource could have dire consequences such as death. (**✓**) This could finally mean the end of the community as the members will be forced to move elsewhere to get these services. (**✓**)**

**~~·~~ having less access to basic services could make it very difficult for secondary and tertiary businesses to survive (**✓**) as they need such services to serve their clients/customers (**✓**) without which many poorer communities who depend on such jobs could lose their employment (**✓**) and that could increase unemployment rates/crime/social ills in such communities. (**✓**)**

**· inadequate access to basic ablution facilities would mean that the community has inadequate access to hygiene facilities (**✓**) as hygiene facilities are necessary for the maintenance of the good quality of life/health (**✓**) without which diseases such as E.coli found in drinking water could affect most community members (**✓**) and that may eventually increase the number of community members seeking for medical attention/hospitals/health care facilities could be overwhelmed with patients. (**✓**)**

**· inadequate access to basic services such as electricity/internet could further perpetuate the already existing inequalities in communities (**✓**) as those who don’t have access would be left behind (**✓**) which could become a fertile ground for criminal activities (**✓**) and that could see more poor people in jails. (**✓**)**

**· it may reduce opportunities for the poor citizens to further their education at universities/tertiary education institutions (**✓**) as that education may be required for them to change their livelihood for the better (**✓**) absence, therefore, could minimise their chances for a better life (**✓**) and eventually, they would find themselves at the periphery of the economy. (**✓**)**

**· it may frustrate their ability to move to urban areas (**✓**) as it is in these areas where job opportunities are in abundance, (**✓**) so the lack of resources to move could keep them in their impoverished communities (**✓**) resulting in the perpetuation of poverty/social ills/crime etc. (**✓**)**

***Any TWO of the above for FOUR marks each. (2x4) (8)***

***(i.e. To be awarded the full FOUR marks for an ANALYSIS question:***

***candidates must give a statement, (***✓***) elaborate on the statement,***

***(***✓***) qualify the statement (***✓***) and give an outcome.(***✓***)***

* **Critically discuss how community projects could help increase the**

**number of basic services within South Africa. (2X4) (8)**

**Marks should be awarded as follows:**

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

**Community projects could …**

**· bring a number of services from independent service providers/from neighbouring areas (**✓**) as this could help augment on the available services in these communities (**✓**) resulting in more services being provided (**✓**) and the whole community could then benefit from that endeavour. (**✓**)**

**· enable the community to tap into skills/knowledge/expertise from outside organisations/other communities (**✓**) as different skills/knowledge/abilities to carry out certain community activities could not be found in all communities (**✓**) thus increasing the pool of skills the community needs (**✓**) for it to be able to sustainably provide the needed services for the benefit of all. (**✓**)**

**· provide opportunities for community members to build their skill sets (**✓**) as often community projects require specialised knowledge/ are willing to train volunteers (**✓**) which would increase community members employability (**✓**) and help decrease the unemployment within the community (**✓**)**

**· generate awareness for the plight of the community (**✓**), as some projects may be funded by companies who want their efforts publicised (**✓**), meaning that more people may want to contribute their time/ resources to aid the community (**✓**) and in doing so, create a larger body of resources that the community could use to address service delivery. (**✓**)**

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

**QUESTION 6**

* **State FOUR ways in which stereotypical views of gender roles could be**

**harmful to communities.  (4X1) (4)**

**Marks should be awarded as follows:**

**ONE (**✓**) mark for a well explained response.**

**Societal views could …**

* **increase gender-based violence as stereotypical gender roles can create an “us vs them” mentality, thus fuelling hostilities. (**✓**)**
* **create misunderstanding/tension amongst community members as they may judge one another based on stereotypical concepts/categories/classes than what they are capable of doing/how they regard themselves. (**✓**)**
* **cause self-harm/segregation/alienation of the LGBTQAS2+ community members in ways that divide the community. (**✓**)**
* **divide/prejudge/label/rubbish people belonging to the the various genders in the community making it difficult for community members to form social relationships. (**✓**)**
* **develop hatred/hostilities/negative energy/prejudicial treatment of community members which could subsequently make honest discussion/communication in the community difficult. (**✓**)**
* **hinder people from speaking honestly as they will feel prejudged. (**✓**)**
* **cause an increase in prejudice and discrimination as these things will be normalised through stereotyping. (**✓**)**

***Any FOUR(***✓✓✓✓) ***of the above for ONE mark***

* **Analyse how gender differences in participating in physical activities are**

**being portrayed in modern society. (2X4) (8)**

**Marks should be awarded as follows:**

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

***· Men’s sport is being portrayed as more valuable than women’s sport (***✓***) as sponsors/the media give it more attention (***✓***) with the results that women’s sport is rarely advertised (***✓***) and consequently it is relatively not viewed/followed compared to that of their male counterparts. (***✓***)***

***· In some cultures, boys are expected to be more physical than girls (***✓***) which could influence the manner in which they view themselves/sport abilities (***✓***) resulting in many girls becoming unwilling to engage in physical sport activities (***✓***) society would glorify it as an acceptable way of behaving. (***✓***)***

***· In some societies, sports women may be seen as intruding on male gender roles (***✓***)where members of the society post derogatory comments of women/ make their displeasure of female sports stars known (***✓***) which results in many girls and women fearing harassment/ derogatory comments from others, (***✓***) causing them to not even try a sport that they might have otherwise been interested in. (***✓***)***

***· Some women’s sport has been sexualised (***✓***) where adverts focus purely on selling a women’s body/ show female sports stars are expected to wear revealing clothing(***✓***) causing women to feel as though they are not being taken seriously/ putting women with more modest dress styles to feel uncomfortable (***✓***) meaning that they would simply not play the sport because they feel insulted/ objectified/ unsafe in such little clothing. (***✓***)***

***· Women are viewed by some societies as being a lot weaker than men(***✓***) and it is believed that their sex is unable to perform as well as men in sport/ should not try to keep up with men by playing sport, (***✓***) which has resulted in women not being allowed to participate in certain sports with their male friends/ loved ones/ family members (***✓***) meaning that women are being made even weaker through lack of exercise.(***✓***)***

***· Some physical activities have been seen to be just for women (***✓***) as they are considered to be too feminine/ graceful for men, which could lead to discrimination against men who do partake in these activities(***✓***) leaving them feeling “emasculated”/ causing them to fear being harassed by others who see them as weak. (***✓***)***

***· Men may be expected to be natural born athletes (***✓***) as they are expected to be the more physically dominant sex, (***✓***) leading to exhaustion/ pressure to perform in a way that is not natural for some men() leaving these men feeling insecure in their abilities/ as though they are not manly enough. (***✓***)***

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

***To be awarded the full FOUR marks for an ANALYSIS question:***

***candidates must give a statement, (***✓***) elaborate on the statement, (***✓***)***

***qualify the statement (***✓***) and give an outcome.(***✓***)***

* **Critically discuss how the narrative portrayed in the picture could be**
* **changed to a more inclusive view of gender roles in society. (2X4) (8)**

**Marks should be awarded as follows:**

**FOUR (**✓✓✓✓**) marks for a well-explained response**

**If changed, it could …**

**· allow people to question their own gender roles (**✓**), by exchanging gender roles during performance of the same task (**✓**) which could allow people to see that men and women are capable of performing the same task (**✓**) and that may start a dialogue towards appreciation of the abilities/skills required for a task than maleness/femaleness. (**✓**)**

**· allocate leadership roles to women in communities/offer the necessary support to women to assume leadership roles in communities (**✓**) as such would challenge them to exert more effort in the execution of such duties (**✓**) which could show that only skills are required for the performance of most functions in communities (**✓**) and the general public would then begin to appreciate their contributions leading to changed views/perspectives in society. (**✓**)**

**· enable people to see that men and women are able to do the same task(**✓**) because societal dictates are the only reason they limit themselves to performing tasks within their assigned role (**✓**) creating spaces where all genders are able to do tasks according to their strengths/ unique abilities(**✓**) which would mean that the society would be far more efficient and effective in task completion. (**✓**)**

**· point out the internalised beliefs/ values that are behind gender roles (**✓**) as individuals are responsible for creating/ changing their own inner thoughts/ beliefs, (**✓**) allowing for open and honest self-reflection and awareness(**✓**) so that people can better identify/ rectify behaviour within themselves that furthers gender roles. (**✓**)**

**· show that gender roles are stereotypical/ demeaning (**✓**) causing harm to emotional/ psychological wellbeing of those in society who don’t conform (**✓**) so that people can fully understand the serious damage created by this societal construct and fight hard against it to protect others’/ their loved ones’ well-being.**

**· encourage society to question the validity of gender specific dress codes (**✓**) and acknowledge that they can lead to sexualisation/ degradation/ shaming of a specific gender(**✓**) leading to a society that is more permissive of all modes of dress, no matter one’s gender (**✓**)resulting in fewer crimes against those who are dressed differently/ greater freedom of self-expression. (**✓**)**

* **address the idea that there is only two genders(**✓**) by pointing out that many people identify as non-binary/ other(**✓**) compelling people to acknowledge the exclusionary nature of heteronormativity/ the belief in only two genders/ gender roles (**✓**)causing them to reassess the way they talk about/ view/ demonstrate/ define the concept of gender. (**✓**)**

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

**[20]**