

MEMO

Jeppe High School for Boys

Grade 10 LO

20th June 2017

SECTION A: 20 Marks

QUESTION 1: Multiple Choice

- 1.1 A
- 1.2 C
- 1.3 D
- 1.4 B
- 1.5 B
- 1.6 C
- 1.7 D
- 1.8 B
- 1.9 B
- 1.10 C

[10]

QUESTION 2- True or False

- 2.1 **True**
- 2.2 **True**
- 2.3 **False - We have some of the best laws in place; they are not adhered to or effectively implemented. Our issues stem from entrenched ideas in our communities.**
- 2.4 **False - Self-awareness is what you know about yourself, self-esteem is how you feel about yourself.**

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QUESTION 3- Definitions

- 3.1 **Power relations - Power is the ability to influence or control another person or thing. Power relations refer to relationships and the power the people in that relationship have over each other.**
- 3.2 **Masculinity - Traditional roles associated with being a man. These are stereotypically things like being strong and tough, successful and not being emotional.**
- 3.3 **Career field - A career field is a grouping of occupations (that have common skills, knowledge and work settings).**
- 3.4 **Social justice - Justice in terms of the distribution of wealth, opportunities, and privileges within a society.**

[4]

SECTION A: 20 MARKS

SECTION B: 30 Marks**QUESTION 4 – Case Study**

- 4.1 According to the article, how are people with albinism often stereotyped? (1)
As being cursed by ancestors
As being sterile
As being unintelligent
ANY ONE ✓
- 4.2 Provide an example of how Hopa was discriminated *against as a child*. (1)
She was called names ✓
OR
She was called a white monkey ✓
- 4.3 Provide a brief example of diversity. Quote a sentence from the text to substantiate your answer. (2)
Any appropriate definition of diversity ✓
Examples: Differences between people
Variety in a group
Quote from text to substantiate ✓
“...fashion models having more diverse looks and redefining beauty.”
- 4.4 State **ONE (1)** human right of Hopa’s that was upheld. Provide an example from the text to substantiate your answer. (2)
Human right ✓ **Example** ✓
Possible answer: Equality/human dignity/education ✓ **She received assistance from the university** ✓
- 4.5 Critically evaluate whether or not Hopa could be considered a good example of someone who is an advocate of human rights. Substantiate your answer using information from the text. (2)
Learner may choose to answer yes or no. Must make it clear whether they agree or disagree.
Yes I agree ✓ **She fought against being seen in terms of her albinism** ✓
OR
Yes I agree ✓ **She went after her goals and dreams despite discrimination** ✓
OR
No I do not agree ✓ **Her sister had to convince her to use her modelling to combat negative stereotypes** ✓

- 4.6 Like many women, Hopa might also have been exposed to other forms of stereotyping, such as gender stereotyping. Provide any other **TWO (2)** examples of stereotypical views of women. (2)

ANY TWO ✓✓

Women should stay at home and look after the children.

Women are bad drivers.

Women are not as smart as men.

Men should be paid more than woman for the same position.

Accept any appropriate stereotype that is held regarding women.

[10]

QUESTION 5 - Application Questions

- 5.1 Define the concept *gender stereotyping*. (2)
This is assuming something ✓ about somebody based on whether they are a boy or a girl ✓.

- 5.2 Explain how gender stereotyping can lead to gender discrimination. (3X2) (6)
Gender stereotyping perpetuates an image of a male and a female ✓, this then creates expectations in society for males and females to adhere to that image ✓.

We may not always be conscious of these expectations but as we start to examine our perceptions of what is correct and what is not ✓ we realise that often these are the same as the stereotypes ✓.

People also struggle to disregard social norms and expectations ✓ so if we feel like this is what society expects from us then we are likely to adhere to it. ✓

Gender stereotypes often create harmful expectations in relationships ✓, and are often not based on reality, Because we live these out and have these expectations for the people around us we see discrimination happening ✓.

- 5.3 Children need role models who are not afraid to stand up against harmful gender stereotyping and discrimination. What should these role models do? (2X2) (4)

Children need to see men who are able to cry and be sensitive ✓ so that they can understand that the stereotype 'boys don't cry' is a harmful one. ✓

They also need to see women who are successful ✓ in business and research, who make decisions and who do not accept abuse as a part of their lives ✓.

Children need to see men and women working together ✓ to better the lives of all, to build healthy relationships. It needs to be recognised that this is not just a woman's issue, or a man's issue, but is an issue that we are all dealing with. ✓

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QUESTION 6 - Application Questions

- 6.1 In terms of life domains, it is clear that the man in the cartoon is stuck in the “practical becoming” life domain. Identify the other two “becoming” life domains he could work towards instead. (2)

Leisure becoming
Growth becoming

- 6.2 Point out how lifelong learning help grow as a person and develop into all he is meant to be. Provide a definition of lifelong learning and how it may help him. (3)

Definition: The continuous improvement and development of one’s skills and knowledge throughout one’s life in a variety of different ways.

He could grow in his understanding of the world.

He could get out of the rut of practical life and become all he was born to be.

He could develop into a more well-rounded person.

- 6.3 Show your understanding of the “belonging” life domain by providing an example of each of the following:

6.3.1 physical belonging

A school, the physical family, the physical church building, an actual physical environment

6.3.2 social belonging

Your friends at school, relationships with family members, relationships with church members, your interactions with people in an environment

6.3.3 community belonging

Belonging and subscribing to a school’s ethos, being a part of all your family chooses to get involved in and giving input, following and acting out the visions and values of a church, get involved in community projects

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SECTION B: 30 MARKS

SECTION C: 30 Marks

Only answer **TWO (2) of the THREE (3)** following questions. Please read all instructions as these can affect your marks to some extent.

QUESTION 7

- a) give **FOUR (4)** reasons people are used for human trafficking (4X1) (4)

ANY FOUR ✓✓✓✓

For sexual exploitation/forced marriage

To work in shops or factories with no pay

To beg to provide money for captors

To harvest and sell organs such as kidneys

To work on farms/domestic work

- b) describe the roles that deception and intimidation play in human trafficking (2X2) (4)

People are lied to/told false promises ✓
In this way they become vulnerable to abduction ✓

AND

People are threatened with violence or other forms of harm ✓
They are afraid for their safety and so do what the perpetrators say ✓

- c) discuss **THREE (3)** harmful effects of human trafficking on society as a whole (3X1) (3)

ANY THREE ✓✓✓

(Accept plausible answers. Answers must be about the harmful effect on society, not individuals).

Increase of crime

Women and children become objectified

Human rights become ignored which is bad for the country

State must fund health care for victims who have been rescued – expensive

- d) suggest **FOUR (4)** ways that you can oppose and prevent human trafficking. (4X1) (4)

ANY FOUR ✓✓✓✓

Have awareness campaigns at school

Call a helpline if you suspect human trafficking is happening in your area.

Remain informed

Organise fundraisers

Be watchful of any suspicious activity

Be cautious when approached for deals of employment

Never just give out / away your personal documentation

Make sure you have a landline contact / not just a cell

Check with other employment agencies that the company indeed exists

Always inform other where you are going

Don't be naïve / be cautious

[15]

AND/OR

QUESTION 8

- a) argue what the possible links between social media and depression are (5X2) (10)
The main reason there is this link is because people compare ✓ their lives to what they see on social media. The reality though is that what people project on their social media sites are not true reflections ✓ of their lives. People only project what they want others to see and so make sure that they publish a very interesting, fun version of their lives ✓. We compare our lives to this and feel inferior ✓.

People are also experiencing less of the real world ✓. They are not engaged in the people that they are with or what they are doing because they are always checking up what is going on online ✓. This doesn't have to be long – quick checks to the phone is enough to keep you from what is happening in front of you. This means that quality relationships are not being formed ✓ and people are losing out on the enjoyment of being with family and friends and make positive memories ✓. Fewer quality relationships also mean that when one starts to feel depressed they may feel like they have no one to really turn to and no support system ✓ to help them to deal with this.

People who experience depression may also login to social media more often ✓, rather than getting out and living their lives, and this creates a cycle of depression ✓. The more they login the more depressed they get, and the more depressed they get the more they login.

b) conclude with healthier ways people can use social media. (5)

Being realistic when they comparing their lives to what they see online ✓.

Spend time with other people ✓.

Choose to just spend time experiencing the moment ✓ rather than posting about it or seeing what other people are busy doing.

Limit social media time ✓. Attempt to only login for an hour a day.

Be careful about the information that you put online ✓.

Remember that this is a public profile and so the public can see it ✓.

[15]

AND/OR

QUESTION 9

a) define the concept / term *socio-economic factor* (1)

Socio-economic factors are the social and economic experiences and realities that help mold one's personality, attitude and lifestyle ✓

b) Identify and discuss **FOUR (4)** socio-economic factors in study and career choices. (4X2) (8)

(One mark if learner only identifies the factor)

One can take *community needs* into consideration

There may be a career that you can follow that will help your community ✓✓

One has to take *finances and affordability* into consideration

Not everyone can afford to study at a higher education institution and may need to find out about financial assistance ✓✓

Some people do not follow a certain career, as it is *stereotyped*

People believe that a certain job is only for a particular race or gender ✓✓

One has to consider *accessibility* to further education and training

One has to decide at which institution you are going to study and if it is possible

to do so √√

The impact of *income tax*

If you earn more than a certain amount per month, you will have to register to pay income tax. OR What type of income tax will you have to pay? √√

**(Learners may also discuss the following factors: Interests, likes and dislikes; Family pressure; What their friends are doing; What is available in the curriculum; Impact of television; Whether they like the teacher or not; whether the job sector is saturated; Things they value such as money, job satisfaction, lifestyle)
(Any FOUR)**

c) suggest **THREE (3)** strategies to assist learners in dealing with such factors.

(3X2) (6)

(Learners may use any three of their own examples. Here are some examples:)

Find out more about financial assistance – loans, bursaries, scholarships, etc. as this will give you an opportunity to pay for your studies √√

Identify a need in your community and choose a career which will help the people of the community – if there is a need, this means that there is a shortage of jobs catering for this need – this will allow you to fill it √√

Do not be pressurised into following the career of your family members – follow your own interests, otherwise you may be doing something you don't like √√

Do not follow a career or study path just because your friends are doing it – follow your own dreams and interests √√

Research possible career and study options – make sure that there are jobs in the chosen career sector and that the sector is not already saturated √√

Find out if there are career opportunities overseas – opportunity to travel and earn foreign currency √√

Disliking a teacher in a particular subject at school must not prevent you from choosing a career in that direction – your teacher will not be with you one day in your job √√

It is important to decide what you want out of your career to ensure your happiness – job satisfaction, money, lifestyle, matching your values, etc. √√

No matter how much you earn, if you qualify to pay tax, do so as this will contribute to the well-being of your country / find out what type of tax you will need to pay √√

It is important to find out about the accessibility of your chosen study institution – How far (travel? Could you possibly do the course through distance education? Accommodation? Study material?

Know your own interests, abilities, talents and strengths – personality type √√

Think about a career field – linked to your interests, abilities and strengths √√

Make sure that you have chosen the correct school subjects for your possible career √√

Knowing more about your life domains will help you to choose a career that is right for you √√

(Any FOUR)

[15]

SECTION C: 30 MARKS

End of Paper

TOTAL: 80 MARKS