



Department:

Education

PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10 -12 DIRECTORATE

NCS (CAPS)

LEARNER SUPPORT DOCUMENT

GRADE 10

LIFE

ORIENTATION

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STEP AHEAD PROGRAMME

2024

TERM 4

This booklet was prepared and completed by the KZN Province Life Orientation Subject Advisors and Lead educators. This document must be used in conjunction with the Life Orientation CAPS policy document, textbooks, and other supplementary materials. This document is designed in such a way that an Educator and a Learner may be able to work on it freely and independently. Its objective is to provide guidelines and offer a variety of options on the teaching of TERM 1 content in the Gr 10 -12 classroom.

It includes several activities and interactive resources that may help both the Educator and the Learner to navigate their way through the topics outlined in the Annual Teaching Plan. Activities serve as a guide on how various topics are assessed at different cognitive levels and preparing learners for informal and formal tasks in LIFE ORIENTATION.



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Concepts:

- **Demand**- a strong need for something.
- **Job market**- work and career opportunities.
- **Globalisation**- throughout the world; a connected world.
- **Scarce skills**- very few skills available; much needed skills.
- **Read**- study interpret and understand.
- **Niche job**- a job that is very suitable for particular people; a specialised job
- **Trend**- a general direction of change.
- **Demand** –the need to fill career vacancies.
- **Decline**- become less.
- **SAQA**- South African Qualifications Authority.
- **NQF**- National Qualifications Framework.
- **RPL**- recognition of prior learning.
- **Indicator**- a measure of skills shortage.
- **Driver**- a cause of a skills shortage.
- **Demand**- the need to fill career vacancies.
- **Supply**- the available labour to fill posts.
- **Trend**-a general direction of change.
- **Globalisation**-throughout the world, a connected world.



Awareness of trends and demands in the job market.

- Each person should know about how the job is moving.
- This includes knowledge of understanding on how job, careers, skills are in demand at that particular time.
- Job market is a place where people who look for employment and those provide employment are found,
- Its where companies and institutions interact.
- Job seekers find knowledge about jobs that are trending and still on demands.
- Job opportunities are:
 1. Local.
 2. Regional.
 3. National.
 4. International.
- Find more about career field and industry sectors,
- Find more about education, training, experience, degrees and certificate needed.

Disadvantages of not following a trend and demands of the job market.

- Might spend more years and money and training for a career that is no longer on demands.
- Find that your work or career has moved to another country.
- Not have the marketable skills to find jobs.

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Research emerging demands or changing patterns of career and scarce skills and the job market.

- Careers are not on the same level of demand.
- Some skills are scarce but on demands on career field.
- Others are on demands with lot job opportunities.
- Some skills are available but don't have job opportunities.
- It is wise to do a proper investigation about things are happening in job market.eg.
- Be aware of growth and decline takes place in different occupations.

Reading the market for trends regarding jobs and identifying niches.

NICHES:

A niche in the job market is an unusual place or position:

- Skills and competence are linked on this career.
- Specialize with people with unique skills and special competence.
- The advantage of this job is that, it is paying better.
- No competition on this job.
- Disadvantage of this job, others might find it unpleasant and dangerous.

Examples are:

- Mining engineer jobs.
- Commercial Agents jobs.
- Metallurgist jobs.
- Business manager jobs.
- Yacht captain.
- Detective,
- Crop-spraying pilot.
- Personal pet trainer. etc.



Growth and decline of various occupations and fields of work and competencies linked to these jobs.

- The more job advertised the more skills is needed.
- Reasons for that: Automotive industries people cannot afford to buy cars.
- Industries are experiencing hardship, coping with recession, outsourcing, and global warming.
- Technology growth makes things easier and faster.
- Life becomes technologically orientated.
 - Need for scarce skills and competent people in industries grows faster,
 - Less job advertised shows that career field has declined.

ACTIVITY 1

1 Read the extract below and answer the questions that follow

Lerato has been working extremely hard to be at the university on the year 2025. She managed to combine two streams, for safety. Where she could do either commerce modules or science modules. But she is also overwhelmed and agitated by global warming and globalisation taking place in the job market in nowadays. Stress has become her daily bread. This frustration has

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resulted in a serious confusion which made her unsure of her personality if it could be suitable for the career field she is interest in or not.

Source : Unknown

1.1. Define the following terms :

1.1.1 Trends. (1x2)(2).

1.1.2 Demands. (1x2)(2)

1.1.3 Job market. (1x2)(2)

1.1.4 Globalisation. (1x2)(2)

1.1.5 Scares skills. (1x2)(2)

(10)

1.2 Discuss an importance of understanding a trend and decline happening in the job market.

(1+1)(2)

1.3 Evaluate how globalisation could affect career ambitions of young people in South Africa

(2+2)(4).

(6)



South African Qualification Authority [SAQA] and the National Qualification Framework and Recognition of prior learning. [RPL].

SAQA is the dedicated National overseeing body of the National Qualification Framework responsible for:

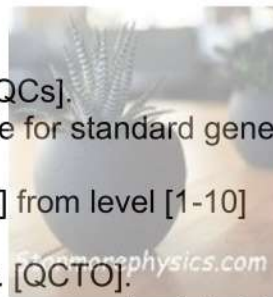
- It makes and implement policies and criteria for the registration of education and training provider.
- Works very closely with the Ministers of Education and Labour.
- Advance the aims of the NQF.
- Co-ordinate qualifications for the following sectors:
 - General and Further Education and training.
 - Higher Education.
 - Trades and Occupations.
 - Register qualifications and develop policy and criteria.
- Which is assessment.
- Recognition of Prior Learning [PRL].
- Credit accumulation and transfer.
- Work closely with Qualification Councils [QCs].
- The three Quality Councils are responsible for standard generation and for accreditation and quality assurance of learning.
- NB: The Council on High Education [CHE] from level [1-10]
- For Umalusi from level [1-4].
- Quality Council for trade and occupations. [QCTO].
[QCTO] – Has authority over all workplaces or work-related learning, at all levels of the NQF.
- All institutions have to be registered with SAQA, for example:
 - Nursing colleges.
 - FET Colleges [TVETs].
 - Computer constitutions.
- NQF promote an integrated system that promotes lifelong learning.

Objectives are: The NQF as outlined in the NQF Act no.67 of 2008 are designed to contribute to the:

- Full personal development of each learner.
- Social and economic development of our nation.
- Create an integrated national framework for learning achievements.
- Promote access to, and mobility and progression within, education, training and career paths.
- Speed up the redress of past unfair discrimination in education, training and employment opportunities.

Recognition of prior learning [RPL] is responsible:

- Identifies what you know and can do.
- Matches your knowledge, skills and experience to the specific standard of a qualification, and assesses your learning against those standards.
- Credits you for skills, knowledge, skills and experience that you built up through formal, informal and non-formal learning that occurred in the past.
-



ACTIVITY 2

Read the extract below and answer the questions that follow:

Higher education dept. warns students and parents against bogus colleges

The department has urged students and parents to first verify if private colleges are properly registered.



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Picture: iStock

The Department of Higher Education and Training (DHET) has warned students and parents to be careful of illegal or “fly-by-night” colleges.

Bogus colleges

Every New Year many prospective students across the country will be enrolling in several private higher learning institutions to further their studies.

The challenge of bogus colleges mushrooming all over South Africa around this time of year still remains a concern for the DHET.

The so-called “fly-by-night” colleges are not registered as institutions of learning with the correct [Sector Education and Training Authorities](#) (SETAs), the Department of Higher Education and Training (DHET) or other relevant bodies.

The Minister of Higher Education [Dr Blade Nzimande](#) says these institutions lure and mislead prospective students into believing that they offer qualifications recognised by the [South African Qualifications Authority](#) (SAQA).

Nzimande has urged students and parents to first verify if institutions are registered with the department.

“These illegal colleges offer compromised qualifications which are not recognised for employment purposes or for further studying,” said the minister in a statement.

2.1 Tabulate the THREE services that are offered by SAQA and NQF

(3+3)(6)

2.2 Advise learners what they can do to check the status of the private institution

2.3 Explain how does a person qualify for RPL?

Notes : WEEK 3

TERMINOLOGY

1. **Life-long learning**- constant learning and self-development
2. **Flexibility**- ability to change or do different things
3. **Formal learning** – official or prescribed learning provided by an education or training institution, which leads to a qualification or a certificate
4. **Informal learning** – casual, unstructured or unofficial learning that happens every day
5. **Non-formal learning**-structured learning though it does not lead to formal qualification

The need for life-long learning

Life-long learning is a constant or on-going learning and self-development throughout your life To develop yourself, you need to be willing and able to change, re-train and be flexible

Ongoing development of self

Life-long learning ensures your continuous, on-going self-development. This helps you to become a better person, with more skills and knowledge. As you develop and grow, you can achieve your potential which is the ability to do well in life.

Ability to change

It is the power to do something. It means you have the necessary qualities to do what is needed, it means you can adjust, grow, transform and adapt.

Re-train

It is to learn new skills with the aim of doing a job or finding employment. When you do not re-train, you will be left behind.

Flexibility

Being flexible means you:

- . Are open to new ideas and ways of working
- . Realise that even if you are used to doing things one way, there may be other ways to do the job
- . Are able to get on with co-workers from diverse cultures and backgrounds

Benefits of life-long learning are:

- It helps you to stay aware and in touch with what is happening in your career field
- It develops your brain by learning new skills and getting new information
- It activates goal setting and achievements
- It provides financial rewards for learning, the more you learn, the more you will earn.

Ongoing development of self is the;

- The ability to change
- Opportunity to re-train.
- Teaching of flexibility or adaptability

Different kinds of learning

Different kinds of learning includes formal learning, informal learning and non-formal learning.

1. **Formal learning**-it is an official or prescribed learning provided by an education or training institution. It is structured and need to be done in a specific time and leads to a qualification or a certificate.
2. **Informal learning**-is a casual or unofficial learning that is learning from your daily life activities. It is not structured and it does not lead to a certification.
3. **Non formal learning**-this type of learning is not provided by an education or training institutions. It does not lead to certification.

ACTIVITY 3

3.1 Define the following terms

- | | |
|-------------------------|------------|
| (a) Lifelong learning, | (1x1) (1) |
| (b) Formal learning | (1x1) (1) |
| (c) Informal learning | (1x1) (1) |
| (d) non-formal learning | (1x1) (1) |
| | (4) |

3.2 Read the scenario and answer the questions that follows.

Lifelong Learning for Youth: Embracing a Culture of Skill Enhancement

By Firdosh Khan.

Lifelong learning is vital because it equips individuals with the necessary tools to adapt to a constantly changing society. According to recent reports, technological advancements and automation are reshaping the job market at an unprecedented pace. To remain competitive and relevant, young people must continuously acquire new skills and upgrade existing ones...



Source: <https://cxotoday.com/specials/lifelong-learning-for-youth-embracing-a-culture-of-skill-enhancement/> (Accessed on 21/03/2024)

- | | |
|--|-------------|
| 3.2.1 List 4 benefits of lifelong learning to any individual seeking success in life. | (4x1) (4) |
| 3.2.2 Explain how flexibility promotes a culture of lifelong learning among adolescents. | (2x2) (4) |
| 3.2.3 Critically assess the consequences of one's ability to adapt to change as part of development to change. | (2X2) (4) |
| | (12) |

Notes : WEEK 4

TERMINOLOGY


1. **Religion** – an organised system of beliefs, ceremonies and rules used to worship a god or a group of gods
2. **Ethical** – following accepted rules of behaviour, morally right and good
3. **Traditions** – ways of thinking, behaving or doing something that have been used by the people in a particular group, family or society for a long time
4. **Indigenous** _ produced living or existing naturally in a particular region or environment

Living in a multi religious society

The South African Constitution is ordered to be one of the best because it promotes human rights. One of these rights is the right to practice your chosen religion. There is a diversity of religions in this country- we are a multi-religious society. Knowledge of these religions helps to promote understanding, tolerance and acceptance. Each religion has laws or ethical traditions that show their followers the right and moral way to behave.

MAJOR RELIGIONS OF SOUTH AFRICA

RELIGION	TEACHINGS
JUDAISM	<ul style="list-style-type: none"> - Worship no other God - Do not bow down to any idol or worship it - Observe the Sabbath day and keep it holy - Honour your father and mother - Do not commit murder. - Do not steal - Do not commit adultery - Do not accuse anyone falsely - Do not desire another man's property
CHRISTIANITY	<ul style="list-style-type: none"> - Follow the same ethical teaching as given in the ten commandments - Teaches that Jesus is the son of God and Saviour of humanity - They follow the teachings of Jesus Christ - They love God and care for each other.
ISLAM	<p>The word Islam means 'submissive to God', peace and way to peace.</p> <ul style="list-style-type: none"> - The Koran sets down a complete ethical code for Muslims - They must care for all members of their family - Women must dress modestly, covering their hairs and bodies - They are expected to marry. Sex outside marriage is forbidden - They must give generously to the poor - They fast during Ramadhan to realise what it is to be hungry

	<p>Going on pilgrimage to Mecca makes Muslims understand that all people are equal</p> <ul style="list-style-type: none">- Muslims are forbidden to eat pork, drink alcohol and to gamble.
<p>AFRICAN TRADITIONAL RELIGION</p>	<ul style="list-style-type: none">- They do not have a holy book- Human dignity is valued more than the individuals contribution to society- Followers must respect ancestors and elders- They must show hospitality to everybody.- They should help the needy- They should show respect towards marriage and family.- They must respect each other's lives and property- They should tell the truth, be hardworking, honest and generous
<p>HINDUISM</p>	<p>The term Hinduism comes from the word India and it refers to a wide variety of religious traditions and philosophies that had developed in India over thousands of years.</p> <ul style="list-style-type: none">- They follow the law of Dharma- They should be honest-it is wrong to lie- They should Show respect for all life- They should practice non-violence- They should practice self-control and discipline in their lives- They should respect elders- They should care for others including sick relatives, elderly parents and poor.
<p>BUDDHISM</p>	<p>Buddhism does not include the idea of worshipping a creator god. They have 5 basic rules:</p> <ul style="list-style-type: none">- Do not take life, either a person or an animal- Do not steal- Avoid wrong or harmful sensual activities- Do not indulge in wrong speech- Avoid drugs and alcohol
<p>BAHAI FAITH</p>	<p>Their focus is on practical ways to deal with the moral and spiritual challenges of the modern world</p> <ul style="list-style-type: none">- They aim to reduce discrimination and prejudice between people- They believe that now is the time for all of humanity to live in unity as we all are a single people with a common destiny.



ACTIVITY 4

Study the following caption and questions that follow.



“DESPITE GANG KILLINGS, SOUTH AFRICAN PASTORS CONTINUE TO
PREACH”

BY VICKY ABRAHAM

: JANUARY 3, 2024

Source: <https://religionunplugged.com/news/pastors-preach-despite-killings-of-church-members-family-friends-by-gangsters> (Accessed 21/03/2024)

4.1.1 Define the following terms

- a) Multi – religious society. (1x1) (1)
- b) Indigenous belief systems (1x1) (1)
- c) Monotheistic (1x1) (1)
- d) Sect (1x1) (1)

4.1.2 Provide **TWO** factors which may have shaped your belief system. (2 x 1) (2)

4.1.3 Suggest **TWO** ways in which your belief system could influence your personal lifestyle choices. Motivate your answer. (2x2) (4)

- 4.1.4 Assess the role of the media in promoting tolerance for different traditional practices and/or views. (2x2) (4)
- 4.1.5 Elaborate **TWO** reasons on how religion plays a critical role in fostering positive relations in communities. (2x2) (4)
- 4.1.6 Evaluate TWO factors within a cultural group that may have an impact on one's decision to become an entrepreneur (2x4) (8)

Notes : WEEK 5

Coverage of sports

Terms

Redress: refers to having strategies on fixing or compensation for a wrong or a grievance.

Bias: to be prejudice for or against one person or group especially in a way that is considered unfair.

Stereotyping: refers to a widely held belief or view that is shared on a particular type of person or things.

Sport code: is a sport set out from time to time for which events are organized by the recognized sport's governing body. South Africa has various sport codes that a number of people can participate in; such as archery, athletics, baseball, basketball, boxing, cycling, cricket, fencing, handball, hockey, netball, rugby, tennis, table tennis, volleyball, wrestling, and weightlifting.

Stereotyping in sporting code has a negative impact on creating diversity on the context of sports in the country. It limits participation on quality sports, as some sports are recognized only when they are played by men or women. Creates a gap in the sport field as people who are interested and good in some codes will be hesitate on full participation due to the stereotype around that. For example women in soccer are not widely recognized compared to men in soccer; black pupil doing cycling are not known like white pupil; some sport codes are known for white or black meaning that there is also a gap with race participation in sports. This is even affecting the contribution of sponsors and big companies in investing for certain sport codes due to this; creating a huge disinterest in certain sports.



Types of stereotypes in sport:

- Gender



Gender stereotyping

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Males:

- *contact sports, masculine and tough, strength, throwing/boxing
- *Men as: media, officials, management



- Race

STEREOTYPES AND RACIAL ISSUES

- Unfortunately, there are some racial issues in sport, both professional and amateur, it can be anywhere from a racial slur on the field to entire groups of people being barred from playing
- Some races are stereotyped for being either better or worse at certain sports i.e. the Jamaican bobsled team of the 1988 winter Olympics



Other racial or ethnic groups have been restricted from competing in sports in one way or another, such as in South Africa where whites did not play with athletes from other backgrounds

Contribution of gender and race towards bias in sport codes:

There is a lot of sexism and segregation in sport codes; this is mainly created because of the stereotype around gender and race. Women are only given opportunities and chances only on sports that are not viewed as manly and if they do participate in those sports that are seen as manly they are considered as lesbian or not even popular in the codes. They don't get to enjoy the same benefits just as much as men do in sports; this affects even their games as they not getting the recognition for their talent just as much. This creates discouragement on women who have potential and capability of taking sports codes for women on another level. Even with sport position such as coaching those are reserved for a few women.

Think about this for a while and discuss it as a class:

- How many games has Banyana Banyana played in 2024?
- Who was the player of the season in 2023?
- Who are players of Banyana Banyana and which teams are they playing for?

This is an example to show how less interested people are in sports that women are participating in yet for men they will always know. It is not only in gender that we experience a gap but also in race. Race is an issue that is still under construction due to factors of apartheid and it has affected also the sport industry. Players are often praised according to their physical structure; white players are less praised because the stereotype around is white people are more intellect and not strong for a field so in some sports a non-white will be praised more as he or she will be seen to have a stronger character in the field then of a white person. This further even divides sport codes as some sports are widely known to be played by whites and wealthy while others are played by the average and those who still need huge sponsors to make it to the

top. As a result you find that in some sport codes the race is not balanced, either a few whites or a few non-whites are participating.

Ask yourself the following question:

- When is the cricket season? What is the name of the South African cricket team?

How can we redress biases within sports codes?

- Support woman's sports as a fan meaning attending games/matches at all levels
- Develop gender equity policies by involving sport organization to work towards closing the gap between women and men and start viewing sports as an equal benefit that anyone who is good at it can participate.
- Establish awareness programs on all the negative impacts these biases and stereotypes are creating not only in the country but in the world.
- Involve more females in sports executives so they have contributions towards the strategies to be implemented in sports.
- Encourage sport organizations to have teams that offer equal opportunities to everyone regardless of race or their gender.
- Involve media in covering fair and equal opportunities across different sport codes when publishing media reports on sports.



ACTIVITY 5.1

(RESEARCH QUESTION)

5.1.1 Define the following terms in the context of sport participation in South Africa.

- | | |
|---------------------|-----------|
| (a) Stereotyping | (1x2) (2) |
| (b) Redress | (1x2) (2) |
| (c) Nation Building | (1x2) (2) |
| (d) Bias | (1x2) (2) |

5.1.2 Research on a sports personality who was exposed to sport bias.

Focus on the following questions.

- | | |
|---|------------|
| (a) Find out and paste an article where Castor Semenya was exposed to bias through gender and stereotyping. | (1x2) (2) |
|---|------------|

- (b) For the above sports personality, provide a detailed description of the situations they faced as it negatively infringed their rights in sport participation. (2x2) (4)

- (c) As a youth leader in your local community, elaborate on TWO ways to redress biases within sporting codes. (2x3) (6)

ACTIVITY 5.2

Read the scenario and answer the questions that follows.

OPINION / 11 SEPTEMBER 2023

By Karabo Mokgonyana.

The fight for gender equality in sport continues

The past couple of years has seen sportswomen (inclusive of LGBTI+ individuals) not only prove their worth but expose the level of sexism and gender inequality in sports. This comes at a time when the Women's World Cup, Netball World Cup and FIBA Basketball World Cup are shaking up gender and social norms and stereotypes. It extends to individual women in sports such as tennis, athletics, swimming and gymnastics.

Although sports women are more vocal about the exclusion they face and how it affects their ability to navigate sports and life, those with power turn a blind eye. This includes ministries, boards, governance structures, the media and international sports bodies, which are predominantly led by men.

<https://mg.co.za/thought-leader/opinion/2023-09-11-the-fight-for-gender-equality-in-sport-continues/> (Accessed on 22/03/2024)

- 5.2.1 State FOUR reasons why sportswomen continue to face stereotyping and prejudices in sport activities. (4x1) (4)
- 5.2.2 Elaborate TWO negative effects associated with stereotyping and prejudices in sport activities. (2x2) (4)
- 5.2.3 Propose TWO ways in which media coverage of sportswomen and people living with disabilities can be promoted by Media Companies in South Africa. (2X4) (8)



Notes : WEEK 6

Coverage of sports

Terms

Match-fixing: the action of practice of dishonesty determining the outcome of a match before it is played.

Mal-administration: inefficient or dishonest administration and management.

Subjective umpiring: refers to a person whose job is to make sure that a sport match is played fairly and rules are not broken.

Unfair practises in sport

- Drug-taking
 - Drugs give sportspeople an unfair advantage above their competitors
 - Drugs are used to enhance performance
 - Drugs are dangerous and may have serious side effects
 - If caught, drug users usually get banned from the sporting code

Illicit and illegal drugs

- Illegal drugs (Cocaine, heroin, EDD)
- Medicines that are used for non-medical purposes
- Inhalants

Legal drugs

- Prescribed medicine
- Alternative medicine
- Dietary supplements
- Over the counter medicine

- Match-fixing
 - Takes place when players and/or administrators decide in advance who is going to win and lose.
 - It is sometimes done for huge sums of money offered by betting groups.
- Subjective umpiring
 - Unfair refereeing, umpiring / judging makes all people involved in sport angry and disappointed. It can even lead to violence.
 - Officials should apply the sport rules fairly and consistently to all participants.
- Maladministration in sport
 - It is when administrators don't administer the sport properly.
 - This happens when : sporting events are not planned properly, matches are cancelled, policies are not in place, money is misused and wasted, corruption occurs and the sport is not promoted properly.
- Analysis and critical evaluation of sport coverage
 - ❖ To analyse and critically evaluate means to be able to carefully examine facts
 - ❖ You have to think critically and objectivity – that is without bias, in a fair way – about an issue.
 - ❖ Then you give a well-planned, logical and clear arguments

Gender, race and stereotyping matters within sporting codes

ACTIVITY 6

Read the text below and answer the questions that follows.

Paul Pogba 'shocked and heartbroken' at four-year ban for positive drugs test

Juventus player banned after testing positive last August: Pogba confirms he will appeal to court of arbitration for sport

The France and Juventus midfielder Paul Pogba has said he is "sad, shocked and heartbroken" after being handed a four-year ban from football for a doping offence that could signal the end of his career.

Pogba, who will be almost 35 when the ban ends, said he would appeal to the court of arbitration for sport over what he called an "incorrect" verdict and that the "full story" was not known.

The World Cup winner was provisionally suspended by Italy's national anti-doping body, Nado Italia, at a tribunal in September last year. Pogba tested positive for dehydroepiandrosterone (DHEA) – a banned substance that can raise testosterone – after Juventus's 3-0 league win at Udinese on 20 August, and a B sample confirmed the positive result in October.

A Juventus spokesperson told the Guardian that "this morning we received the notice from the anti-doping agency that [Pogba] has been disqualified for four years". Pogba, who will be 31 in March, has a contract until 2026.

Pogba wrote on Instagram: "I have today been informed of the Tribunale Nazionale Antidoping's decision and believe the verdict is incorrect. I am sad, shocked and heartbroken that everything I have built in my professional playing career has been taken away from me.

"When I am free of legal restrictions the full story will become clear, but I have never knowingly or deliberately taken any supplements that violate anti-doping regulations.

Article written by : [Jacob Steinberg](#) and [Angela Giuffrida](#) in Rome

Thu 29 Feb 2024 14.38 GMT



ACTIVITY 6

- | | | |
|-----|---|-----------|
| 6.1 | Taking drugs while you are playing you think it is good or bad? | (1x2) (2) |
| 6.2 | What does the role that is played by court arbitration? | (1x2) (2) |
| 6.3 | Explain the negative effects if you are using drugs | (1x2) (2) |
| 6.4 | Discuss the decision that was taken against Pogba. | (1x3) (3) |

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