



education

**MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA**

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

**LIFE ORIENTATION
SOURCE-BASED TASK
2026**

Date of issue	30 January 2026
Date of submission	27 February 2026
Duration	4 weeks
MARKS	90
Number of pages	13 including the cover page

SUBJECT:	LIFE ORIENTATION
GRADE:	10
MARKS:	90
TOPICS:	Development of the Self in Society (DSS) Democracy and Human Rights (DHR)
SUBTOPICS/Content areas:	<ul style="list-style-type: none"> ● Self-awareness and self-esteem ● Power and power relations ● Gender inequality ● Discrimination and violations of human rights
PURPOSE:	<p>The purpose of this Task is to instil the necessary life skills to enable grade 10 learners to effectively deal with the challenges of an inability to do self-esteem as they go through their developmental milestones and how that makes them susceptible to negative influence by the media, becoming victims to human trafficking and other social ills.</p> <p>It will also enable grade 10 learners to understand the impact of gender-based violence and other forms of discrimination with an intention of suggesting practical ways in which this problem could be resolved.</p>
DURATION:	4 Weeks
Date of issue	30 January 2026
Date of final completion	27 February 2026 <ul style="list-style-type: none"> ● Activity 1 (13 February 2026) ● Activity 2 (27 February 2026)

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

NAME	
SCHOOL	
CENTRE NUMBER	
DISTRICT	

Declaration by the Teacher:

I declare that all the work done in this learner collection of evidence is the sole work of this learner.

Signed: _____

Date: _____

Declaration by the Learner:

I declare that all the work done in this collection of evidence is my own work.

Signed: _____

Date: _____

Include a completed sheet in your final submission.

ACTIVITY 1

Read the source below and follow the completion instructions to answer the questions that follow.

The challenges of self-awareness and self-esteem for teenagers: A difficult situation to navigate

Self-esteem, self-awareness, power and power relations and gender inequality

Teenagers face numerous challenges related to self-awareness and self-esteem, which can significantly impact their mental health and overall well-being. This problem is worsened by the increased usage of ¹social media platforms as a way of communicating. The emergence of ²social media influencers who ³portray ⁴surreal view of the world makes it even more complicated. This has a potential to impact self-development and self-awareness in young people. In other words, their development, in various aspects of life, is impacted upon by various factors, including the media.

For example, many young people often lose their uniqueness and ⁵individuality because of wanting to imitate what is often portrayed as an ideal image and lifestyle on the media and in ⁶social circles. Young people are at the ⁷formative stage of their development; therefore, they tend to imitate certain ⁸behavioural traits to find space among friends or peers. This is because of the need to be appreciated and acknowledged. The more intense the behaviour that is being played out, the more they receive desired feedback from friends in their neighbourhood and online. In this way, social media may potentially have both negative and positive effects in the development of young people. It depends, largely, on how young people were raised in their families. ⁹Family values go a long way in establishing a foundation on which the world is approached and viewed. It is a moral ¹⁰cornerstone on which one may stand to withstand the ¹¹adversity of the world we live in at this stage.

The same could be said about unequal power relations between boys and girls as ¹¹manifested in societies. At homes, this may be driven by strong cultural or religious

beliefs about the role of males and females in households. You see, it comes as a mechanism to face the hostile world for our survival. However, it has serious consequences on how we continue to view our differences as males and females. It also informs the different roles allocated to the different genders in households and society. In ¹²worse case scenarios, ¹³femicide may be the consequences of entrenched unequal power relations between boys and girls in families and society. Unfortunately, these established negative norms and values have a potential to impact the development of self-esteem, self-awareness, self-confidence and self-development in both boys and girls.

Some young people may have their personal preferences in relations to social and media influence, in the context of pursuing individualism and to stay true to established social norms and values. For example, some girls may say, it is their bodies and their rules when it comes to sexual relationships. They usually forget to note that, their mental and physical development is not at the level where they may take informed decisions about matters of such ¹⁴magnitude. That is why most of them get carried away by what is portrayed on the media, in relation to social and sexual relationships. Incidents of gender-based violence and the impact it has on the development of young people, especially emotional and psychological development, are always reported about on the media and the ¹⁵statistics are high as if nothing is being done about it. It also accounts for the high number of young people being sexually abused in communities.

That is why most young people walk the street without any claim to their self-esteem, self-confidence, individuality and positive personal preferences. They are in a ¹⁶big web of social norms that promote freedom of expression, unfortunately, at the expense of good moral codes and hence their continued vulnerability.

This problem is also manifested in class where young people need to establish relationships with peers for learning. Unfortunately, the existing campaigns and regulations seem ineffective as the problem continues. Something drastic must happen to deal with this problem. It is upon young people that change is inevitable.

Glossary:

¹**Social media platforms** - Online websites or applications where people create, share, and interact with content (e.g., Facebook, TikTok, Instagram).

²**Social media influencers** - Individuals who have a large online following and can affect the opinions, behaviour, or purchasing decisions of their audience

³**Portray** - To show, describe, or represent someone or something in a particular way

⁴**Surreal** - Something strange, dream-like, unreal, or almost impossible to believe.

⁵**Individuality** - The unique qualities, personality, and characteristics that make a person different from others.

⁶**social circles** - Groups of people you regularly, or socialize with, such as friends, classmates, teammates, or community groups

⁷**formative stage** - An early period of life or development when someone's personality, values, or habits are being shaped.

⁸**behavioural traits** - Patterns of behaviour or habits that describe how a person typically acts (e.g., kindness, confidence, impatience).

⁹**Family values** - Beliefs, morals, and standards that a family teaches and lives by, such as respect, honesty, and responsibility.

¹⁰**cornerstone** - A fundamental or essential part of something; the most important supporting element.

¹¹**adversity** - Difficult or challenging situations that cause hardship or struggle.

¹²**worse case scenarios** - The most negative or extreme possible outcomes of a situation.

¹³**femicide** - The intentional killing of a woman or girl because of her gender.

¹⁴**magnitude** - The size, extent, or importance of something.

¹⁵**statistics** - Numerical data used to measure, describe, or analyse information.

¹⁶**big web** - A large, complex network of interconnected parts or relationships.

Adapted from <https://selfimprovementmatters.com>. Accessed on the 28th January 2026

Completion instructions

Having read and digested the content of the above source, you are required to apply the 21st century and the 4/5th Industrial revolution skills to make sense of the challenges of an inability to have self-esteem, as a grade 10 learner by answering the following questions.

- 1.1 Define the term *self-esteem* (1x2) (2)
- 1.2 Briefly state **FIVE** ways in which low self-esteem may impact a grade 10 learner when choosing school mates (5X1) (5)
- 1.3 Differentiate between *self-development* and *self-confidence* as important aspects of growing up that grade 10 learners must be aware of. (2x2) (4)
- 1.4 Describe how acknowledging your uniqueness, as a grade 10 learner, may enable you to enhance your individuality in relationships. (2X2) (4)
- 1.5 Analyse how social media may negatively impact attempts by grade 10 learners to develop their self-esteem. (4X2) (8)
- 1.6 Discuss how low-esteem in girls may deepen unequal power relations between boys and girls. (4X2) (8)
- 1.7 Explain how being able to stick to your sound personal preferences could enable you to effectively deal with negative media attacks on your self-esteem. (1x2) (2)
- 1.8 Critically discuss how low self-esteem in girls may make them vulnerable to sexual abuse. (2X4) (8)
- 1.9 Recommend practical strategies that could be implemented to enhance self-esteem in grade 10 learners. In your answer, also indicate how that may benefit their social relationships in class. (2x3) (6)

Sub-total: 45

ACTIVITY 2

Read the source below and follow the completion instructions to answer the questions that follow

Gender-based violence (GBV) in South Africa is a pervasive crisis

Discrimination, violations of human rights and campaigns to deal with GBV

Gender-based violence (GBV) in South Africa is a ¹pervasive crisis, with ²alarming statistics indicating high rates of violence against women and vulnerable groups, prompting the government to declare it a national disaster.

South Africa has some of the highest rates of gender-based violence in the world. According to recent studies, 36% of women reported experiencing physical or sexual violence at some point in their lives, with 24% indicating violence from an intimate partner. In a single quarter, police recorded over 10,000 rape cases, highlighting the severity of the issue. The Human Sciences Research Council (HSRC) reported that 33.1% of women over 18 have experienced physical violence, with significant victimization among black African women and women with disabilities.

The ³persistence of GBV is deeply rooted could be attributed to various factors. Fundamentally, it remains a big problem that any civilised society must deal with in order for everyone to feel protected in their homes, neighbourhoods, community and society. Imagine a young person having to be raised in a family where GBV is common practice. It may have negative consequences on their wellbeing, outlook to life and how they relate to others.

Due to many people coming forward about their sexual orientation, incidents of corrective rape have been increasing, as some believe subjecting others to it may change their ³sexual preferences or identity.

In response to the escalating crisis, the South African government has classified gender-based violence and ⁴femicide as a ⁵national disaster. This classification allows for faster coordination and resource allocation to combat GBV. The ⁶Domestic Violence Act has been amended to provide better protection for victims,

including recognizing various forms of abuse and expanding the definitions to include controlling and ⁷coercive behaviour.

Despite these efforts, challenges remain. Many cases of GBV go unreported due to fear of stigma or lack of trust in ⁸law enforcement. Additionally, frontline workers, such as social workers and community advocates, often face violence and stress themselves while trying to support victims. Addressing GBV in South Africa requires not only legal reforms but also a ⁹cultural shift in attitudes towards gender and violence, hence the coming into being of the campaign, “*16 Days of activism against women and children abuse*”. This and other campaigns, however, did not fundamentally change the attitudes of south Africans towards women and children. Gender-based violence in South Africa is a ¹⁰multifaceted issue that demands urgent attention and action from all sectors of society.

Glossary:

¹**pervasive crisis** - A serious problem that is widespread and affects many areas of society.

²**alarming statistics** - Numbers or data that show a worrying trend or situation that needs urgent attention.

³**sexual preferences** - A person's preference regarding whom they are romantically or emotionally attracted to. (General, non-explicit definition.)

⁴**femicide** - The intentional killing of a woman or girl because she is female.

⁵**national disaster** - A large-scale event that causes serious harm or disruption in a country and requires government intervention.

⁶**Domestic Violence Act** - A law designed to protect people from violence or abuse occurring within the home or family environment.

⁷**coercive behaviour** - Actions used to pressure, force, or manipulate someone to do something against their will.

⁸**law enforcement** - Authorities such as the police who ensure laws are followed and take action against crime.

⁹**cultural shift** - A significant change in the beliefs, behaviours, or norms of a society over time.

¹⁰**multifaceted issue** - A problem that has many different causes or aspects, making it complex and difficult to solve.

Adapted from <https://www.bing.com>. Accessed on the 27th January 2026

Completion instructions

Having read and digested the content of the above source, you are required to apply the 21st century and the 4/5th Industrial revolution skills to make sense of GBV by exploring it in detail and eventually recommend strategies to fundamentally deal with it, being guided by the questions below.

- 2.1 Define the term *gender-based violence*. (1x2) (2)
- 2.2 Briefly state **FOUR** reasons why gender-based violence is still common in South Africa (4X1) (4)
- 2.3 Differentiate between *discrimination* and *human rights violation* (2x2) (4)
- 2.4 Describe how discriminating behaviour may negatively impact social cohesion in communities. (1x2) (2)
- 2.5 Explain how continued incidence of gender-based violence in families may result in femicide. (3x2) (6)
- 2.6 Discuss reasons why efforts to eliminate women and children abuse fail despite several attempts to deal with it. (4x2) (8)
- 2.7 Analyse how gender-based violence may impact the emotional wellbeing of the victims. (2x2) (4)
- 2.8 Critically discuss why corrective rape could be regarded as a form of gender-based violence. (2x4) (8)
- 2.9 Assess the impact of the campaign, "16 Days of activism against women and children abuse" on the rate of gender-based violence in South Africa. (1x4) (4)

2.10 Recommend practical strategies that grade 10 learners may implement to deal with gender-based violence in South African schools. Also, indicate how that may benefit victims of gender-based violence in schools.

(1x3) (3)

Sub-total: 45

[Grand Total: 90]



THE ANALYSIS GRID

QUESTIONS	TOPIC/CONTENT	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
Activity 1				
1.1.	Development of the self in society (DSS): Self esteem	1	1	2
1.2	DSS: Self-esteem	1	1	5
1.3	DSS: Self development Self confidence	1	2	4
1.4	DSS: Acknowledging uniqueness	1	3	2
1.5	DSS: Self-esteem	2	4	8
1.6	DSS: Unequal power relations	2	4	8
1.7	DSS: Personal preferences	2	4	2
1.8	DSS: Self-esteem	3	5	8
1.9	DSS: Self-esteem	3	6	6
			Sub-total	45
Activity 2				
2.1	Democracy and Human Rights (DHR): GBV	1	1	2
2.2	DHR: GBV	1	1	4
2.3	DHR: Discrimination Human rights violation	1	2	4
2.4	DHR: Discriminating behaviour	1	3	2
2.5	DHR: GBV	2	4	6
2.6	DHR: Women and children abuse	2	4	8
2.7	DHR: GBV	2	4	4
2.8	DHR: Corrective rape	3	5	8
2.9	DHR: 16 days of activism against women and children abuse	3	6	4
2.10	DHR: GBV	3	6	3
			Sub-total	45

Summary of cognitive levels

Cognitive levels	Expected percentage and marks	Actual percentage and marks	Comments
Low order	30% (27 marks)	30% (27 marks)	Balanced
Mid order	40% (36 marks)	40% (36 marks)	Balanced
High order	30% (27 marks)	30% (27 marks)	Balanced

Due to its nature and the critical thinking, problem solving, creative, collaborative, innovative skills etc. required, Source-based tasks are essentially pitched at higher cognitive level; however, this task adhered to the prescribed cognitive levels, as enjoined by Section 4 of the CAPS and its Abridged version. Lastly, the questions and

allocated marks were compliant with the 2021 Examination guidelines, in terms of structure, instructions and contexts. Albeit, this task was largely a problem-solving activity whose intention, inter alia, was to solve real life problems, e.g., grade 12 stress and unemployment.

The marking guidelines assisted in determining the sequencing of the thinking skills in the questions of each activity. Therefore, the thinking skills, arguably, were properly mediated from easy to difficult, under each cognitive level.

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GRADE 10

**LIFE ORIENTATION
SOURCE-BASED TASK: MARKING GUIDELINES
2026**

Date of issue	30 January 2026
Date of submission	13 February 2026
Duration	4 weeks
MARKS	90
Number of pages	22 including the cover page

ACTIVITY 1

1.1 Define the term *self-esteem*

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

It refers to ...

- the overall value you place on yourself (✓) reflecting how much you appreciate/like/believe in yourself. (✓)
- your self-worth (✓) in relation to how you feel about your abilities/qualities, as a person. (✓)
- how much you like yourself (✓) based on how good/ capable you believe you are. (✓)
- how much you value/respect yourself (✓) to the extent that you feel good about yourself. (✓)
- **Any ONE of the above for TWO marks each** (1x2) (2)

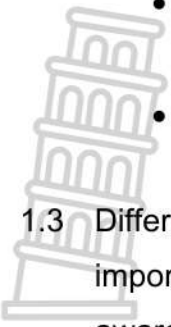
1.2 Briefly state **FIVE** ways in which low self-esteem may impact a grade 10 learner when choosing school mates.

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

They may ...

- choose friends who treat them poorly based on their insecurities. (✓)
- follow the wrong crowd to feel accepted/to be identified with the group. (✓)
- avoid confident/high-achieving peers to feel good about themselves. (✓)
- feel intimidated/ “not good enough” to join intellectually challenging groups. (✓)
- choose to have very few friends/none at all to maintain their peace. (✓)
- allow others to make choices for them in order to hide their inabilities. (✓)



- pick schoolmates based on others' opinions, not their own to be accepted. (✓)
- **Any FIVE of the above for ONE mark each**

(5X1) (5)

1.3 Differentiate between *self-development* and *self-confidence* as important aspects of growing up that grade 10 learners must be aware of.

Mark should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Self-development is ...

- taking initiatives to enhance your capacity to do certain things, e.g.,
- working on yourself to become better; (✓) while self-confidence is believing in yourself/your abilities. (✓)
- improving your skills/behavior/knowledge; (✓) whereas, self-confidence is how you feel about yourself/what you can do. (✓)
- learning new study skills/ becoming more responsible/improving communication/ setting goals for school/ life; (✓) on the other hand, self-confidence is about having faith in your ability to do certain things. (✓)
- various initiatives to empower yourself in terms of knowledge/skills/ behavior/attitudes; (✓) whereas, self-confidence is about believing in your abilities/skills/attitudes when engaged in certain things in life/telling yourself that you have what it takes to succeed in doing certain things in life. (✓)

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

(2x2) (4)

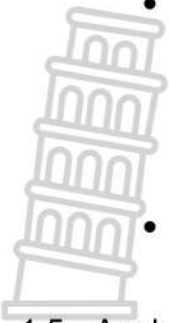
1.4 Describe how acknowledging your uniqueness, as a grade 10 learner, may enable you to enhance your individuality in relationships.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

If you ...

- are not shaken by negative comments people make about your appearances/looks/ color of your skin etc., (✓) it may show others how seamlessly you gel/ relate with them, despite your uniqueness. (✓)
- adapt the speed at which you talk, e.g., stammering/stuttering in the midst of others, (✓) it could help them embrace you without being hindered by your unique expressions. (✓)
- adapt the speed at which you talk, e.g., stammering/stuttering in the midst of others, (✓) it could help them embrace their weaknesses without being hindered by their unique expressions. (✓)
- understand what makes you who you are (personality/strengths/interests/values/your weaknesses), (✓) you may be better able to show up confidently/honestly in the connections you form with others. (✓)
- feel free to be yourself in the midst of others, (✓) you may withstand negative criticisms from them/others in different contexts. (✓)
- you understand what/how you think/feel/need about any situation, (✓) the likelihood is that you may be able to communicate more clearly/ express your feelings clearer. (✓)
- honestly make your true feelings known, (✓) it may enable others to learn to respect/acknowledge your views/perspectives on certain things. (✓)



- successfully deal with negative peer pressure/ are able to stand your ground against peer pressure, (✓) your friends may appreciate your stance/position on various matters/ less judgemental about your choices. (✓)

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

(2X2) (4)

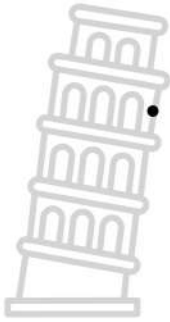
1.5 Analyse how social media may negatively impact attempts by grade 10 learners to develop their self-esteem.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It could ...

- show idealized/edited images of people's lives/ appearance (✓) and that comparison might make them feel inadequate/unattractive/ unsuccessful/undergo pressure to look/behave a certain way. (✓)
- subject them to hurtful messages/teasing/rumor mongering, (✓) and that may damage their developing self-worth/ make them uncertain/unsure about themselves/ doubt their uniqueness. (✓)
- put them under pressure to seek approval from others based on the content they may have shared online, (✓) and when those posts don't get the expected attention, they may feel rejected/ "not good enough." (✓)
- subject them under perpetual pressure to posts/update their statuses/ send messages about events they have attended/share content of their achievements, (✓) and if they don't receive the expected feedback, they may develop self-doubts/lack of relevance/generalised fear of not being able to fit in/ fear of missing out (FOMO)/risking being labelled as less informed/viewing others as snobs. (✓)
- encourage them to create "online versions" of themselves to gain popularity, (✓) and this may cause confusion between



their real identity and the image they fight so hard to project of themselves. (✓)

- make them feel pressured to keep up with trends/ social issues they do not fully understand, (✓) and overtime, it may reduce their sense of control/value in themselves/ develop negative views of themselves. (✓)
- **Any FOUR of the above for TWO marks each** (4X2) (8)

1.6 Discuss how low-esteem in girls may deepen unequal power relations between boys and girls.

Marks should be awarded as follows:

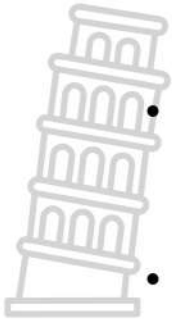
TWO (✓✓) marks for a well explained response.

When girls ...

- doubt their worth, (✓) boys gain more social/emotional/leadership power. (✓)
- girls do not believe in their worth, (✓) they may tolerate disrespectful behavior from boys/ accept stereotypes like “boys are naturally leaders” or “girls should stay quiet,” (✓)
- may struggle to assert themselves, (✓) they may avoid expressing opinions/standing up for their rights in relations to boys. (✓)
- don't feel good about themselves/seek validation from boys, (✓) that could give boys emotional power over them/ girls may change their behaviour just to “fit in” or be liked/ they may stay in unhealthy friendships because they fear rejection. (✓)

If girls ...

- may give boys more control in romantic relationships, (✓) boys may use this insecurity to dominate decisions/communication/boundaries in relationships. (✓)
- doubt their abilities/ unable to try for positions like class rep/team captain/group leader, (✓) that could build a pattern



where boys' voices become stronger/ more meaningful in those settings. (✓)

- may internalize gender stereotypes, (✓) it may result in them accepting the narrative/view that they are not good enough/ boys are smarter/ girls should submit to males. (✓)
- **Any FOUR of the above for TWO marks each**

(4X2) (8)

1.7 Explain how being able to stick to your sound personal preferences could enable you to effectively deal with negative media attacks on your self-esteem.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

If ...

- you know who you are/what you believe in/ what you want in life, (✓) hurtful/unrealistic media messages may have less influence on you/you are less likely to compare yourself to edited images/fake lifestyles/ you may not feel pressured to follow every trend. (✓)
- you have clear likings, e.g., valuing honesty/ kindness/natural beauty, (✓) you may be in a position to easily reject media messages that promote unhealthy/unrealistic standards. (✓)
- reduce the need for external approval/ penchant for likes, (✓) you may be less concerned about the necessity for validation from social media pals/ not worry about seeking to be relevant in online discussions. (✓)
- you choose media that uplifts you instead of content that brings you down/ follow pages/people who support your values, (✓) it may bolster your self-worth/ assist you realise what matters in your life. (✓)
- you trust your own taste/your personal style/hobbies/ opinions (✓) you may become less vulnerable to pressure

from media that tries to define what is “beautiful,” “cool,” or “acceptable.”, (✓)

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

(1x2) (2)

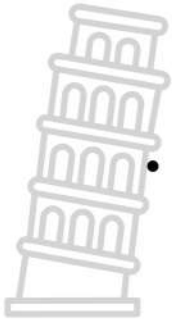
1.8 Critically discuss how low self-esteem in girls may make them vulnerable to sexual abuse.

Marks should be awarded as follows:

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

It could ...

- weaken confidence/assertiveness, (✓) since they may be lacking the courage to assert themselves (✓) which may make them struggle to say “no” or set strong personal boundaries, (✓) and that may make it easier for someone with bad intentions to pressure/manipulate/control them. (✓)
- make girls not to feel good about themselves, (✓) since they may be doubtful of what they can do, (✓) which could make them to perpetually seek for praises/attention/affection from others (✓) and predators always take advantage of individuals who appear uncertain/insecure/eager to please (✓)
- make them believe they do not deserve better treatment, (✓) since the lower levels of self-worth may be affecting their judgement (✓) which may make them tolerate harmful behaviour (✓) and those with bad intention may easily persuade them to sexual intercourse. (✓)
- result in them misinterpreting harmful attention as affection (✓) since they are desperate for attention/ affection (✓) which may make them submit to false love (✓) and they may end up being involved in sex to get that affection/males may succeed in using emotional manipulation to sleep with them. (✓)
- make girls fight to be associated with anyone, especially male counterparts (✓) since girls with low self-esteem may



fear loneliness/ rejection (✓) which may make them keep up with unhealthy relationship/ manipulative relationships (✓) to the extent that they may exchange sex for company. (✓)

- make them ignore their rights in relationships, (✓) since they may believe it is their rights to satisfy their male counterparts (✓) which may make them give in the demands for sex without questioning (✓) and they may engage in sex even if they were not interested. (✓)

- make girls scared to rape the abuse relationship (✓) since that could jeopardise their relationship (✓) which may make them do everything in their power to satisfy the needs of their partners (✓) and males could use that to take advantage of the vulnerable female. (✓)

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

(2X4) (8)

1.9 Recommend practical strategies that could be implemented to enhance self-esteem in grade 10 learners.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

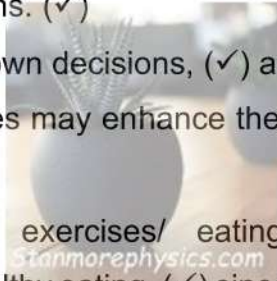
Recommend practical strategies that could be implemented to enhance self-esteem in grade 10 learners

They could

- be encouraged to participate in extracurricular activities, (✓) as success in these activities may boost their views about themselves/ they may start appreciating their abilities (✓)
- be helped to set clear/realistic academic/personal goals (✓) as achievement in some of these objectives may enhance their beliefs about themselves. (✓)
- taught to replace negative self-talk with positive self-talk, (✓) since that could strengthen self-belief/emotional resilience/ affirm their positive beliefs about their abilities. (✓)



- be encouraged to lead group tasks/class discussions/projects (✓) as leadership experience may help them see themselves as capable/ strong individuals. (✓)
- be encouraged to respect/ show kindness towards other learners (✓) as that may eliminate bullying/teasing/ promote safe environment for all to thrive. (✓)
- be advised to limit time on social media/be critical of content shared on social media/follow pages that inspire rather than lower confidence, (✓) since that may assist them to embrace their imperfections/ help them continue with their lives despite their imperfections. (✓)
- teach learners to make their own decisions, (✓) as success in dealing with your challenges may enhance their trust on themselves. (✓)
- help them to engage in exercises/ eating healthy food/getting enough sleep healthy eating, (✓) since that may improve their moods/ enhance self-image. (✓)



Schools could ...

- encourage active lifestyles through sports/fun walks/fitness activities (✓) as that may enable them to gradually make small achievements in their lives. (✓)
- encourage learners to be engaged in group work (✓) as that may enable each group member to contribute in their unique way towards achievement of common goals. (✓)

• **Any TWO of the above for TWO marks each** (2x2) (4)

Sub-total: 45

ACTIVITY 2

2.1 Define the term *gender-based violence*.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It is ...

- any act directed to people of a different gender (✓) with an intention to cause harm/humiliate/subjugate/coerce them. (✓)
- any harmful act directed at a person (✓) because of their gender. (✓)
- physical/sexual/emotional/psychological/economic/cultural abuse, (✓) perpetrated against women/girls. (✓)
- any act meant to control/dominate/harm someone (✓) due to their gender/perceived gender roles. (✓)
- **Any ONE of the above for TWO marks**

(1x2) (2)

2.2 Briefly state **FOUR** reasons why gender-based violence is still common in South Africa

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

Answers may include the following:

- Deep-rooted patriarchal attitudes/many communities still hold beliefs that men should have power over women. (✓)
- High levels of poverty/unemployment/economic stress. (✓)
- Slow police response/poor investigations/ low conviction rates making perpetrators feel they can act without consequences. (✓)
- Cultural/social norms in which GBV is seen as a “private matter. (✓)
- High rates of alcohol/drug use are linked to aggressive behavior/intimate partner violence. (✓)
- Many perpetrators grew up in violent households, which normalizes abuse/continues the cycle. (✓)



- Women often depend financially on partners, making it harder to leave abusive relationships. (✓)
- Many victims cannot reach shelters/counselling/legal support, allowing violence to continue unchecked. (✓)
- **Any FOUR of the above for ONE mark each** (4X1) (4)

2.3 Differentiate between *discrimination* and *human rights violation*

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Discrimination is ...

- unfair/unequal treatment of a person/group based on characteristics such as race/gender/age/disability/religion/sexual orientation; (✓) whereas, human rights violation may occur when a person's basic rights/freedoms are denied/ignored. (✓)
- about treating people differently in a negative way because of who they are; (✓) whereas, human rights violation may include denying a person enjoyment of the fundamental rights enshrined in the constitution. (✓)
- aimed at causing inequality/exclusion/unfair treatment of certain people; (✓) whereas, human rights violation is actually aimed at derogating/ dehumanising a person's dignity. (✓)
- typically, a form of human rights violation when it prevents someone from enjoying a right e.g., being denied healthcare because of race; (✓) whereas, human rights violation constitutes extreme/ serious measures employed to ensure that fundamental rights are denied. (✓)
- **Any TWO of the above for TWO marks each** (2X2) (4)

2.4 Describe how discriminating behaviour may negatively impact social cohesion in communities.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It could ...

- separate people into groups of “us” and “them,” (✓) and that may result in tension/hostility/ misunderstanding/conflict between groups. (✓)
- cause people to feel unsafe/ suspicious of each other, (✓) and that could make cooperation between groups of people difficult. (✓)
- make who experiencing discrimination to feel unwelcome/ unwanted/isolated from communities, (✓) and that may weaken the sense of belonging in the same community. (✓)
- results in unequal access to jobs/education/opportunities/community resources (✓) and that may create resentment/ prevent fairness/ unity in the community. (✓)
- result in people feeling discriminated against/ disenfranchised, (✓) and when large group of people in the same community feel hurt or excluded, overall community morale suffers. (✓)
- **Any ONE of the above for TWO marks** (1x2) (2)

2.5 Explain how continued incidence of gender-based violence in families may result in femicide.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Possible responses may include:

- When the male could not find his way in an argument with his wife, (✓) he may resort to extreme ways to assert authority. (✓)



- When gender-based violence (GBV) happens repeatedly within families, (✓) it could result in the poor women being killed due to powerlessness. (✓)
- Often violence in relationships starts with minor incidents, (✓) which may intensify to serious violence in which the poor woman may lose her life. (✓)
- Uncontrolled constant exposure to violence for obedience/ to earn the respect of a woman may have devastating consequences, (✓) as the intensity may increase resulting in fatal violence. (✓)
- If GBV in families continues unchecked/ normalized, (✓) the perpetrator may feel justified/more confident to use extreme violence to achieve his objectives. (✓)
- If abusers often use violence as a tool to maintain power (✓) it may escalate to extreme violence. (✓)
- If the abuser may feel there are no consequences, (✓) that impunity may increase the likelihood of more severe violence, including murder. (✓)
- If the woman may remain in a violent prone environment, (✓) it may increase exposure to danger. (✓)
- If the perpetrator uses weapons/ threats when arguing with his counterpart, (✓) the woman may eventually fall victim to most extreme forms of violence. (✓)
- **Any THREE of the above for TWO marks each** (3x2) (6)

2.6 Discuss reasons why efforts to eliminate women and children abuse fail despite several attempts to deal with it.

Marks should be allocated as follows:

TWO (✓✓) marks for a well explained response.

There could be ...

- deeply rooted cultural norms/patriarchal beliefs (✓) which normalizes male dominance/ encourage silence around



- abuse/ view women/children as subordinate/ discourage leaving abusive relationships due to family honour. (✓)
- underreporting of women and children abuse, (✓) due to fear/ stigma/ the risk of not being believed/ fear of being a victim of retaliation from the abuser/ scared of social shame/community gossip/ being scared of losing financial support. (✓)
 - a weak law enforcement/justice system failure (✓) which may result in delays in legal processes/ insufficient evidence collection/victim intimidation/ poor police training on GBV/ corruption or bias within the system/perpetrators may face little or no consequences, which could encourage continued abuse. (✓)
 - economic dependence on the abuser, (✓) thus the victim may feel scared to become homeless/unable to provide for children if the perpetrator was a bread winner. (✓)
 - a lack of access to support services, (✓) which may make protection of victims difficult/ rehabilitation of offenders impossible. (✓)
 - social acceptance of violence in many communities (✓) and that normalization of violence may reduce the urgency for intervention. (✓)
 - power imbalances within households in which women and children are perceived to be weak members of the family (✓) and that may put women/children at the mercy of their abusive partners/make the victims submissive to violent behaviour by their male counterparts. (✓)
 - inadequate education/awareness about GBV/ the effects of GBV (✓) and without education/ awareness many communities cannot effectively challenge abusive behaviour perpetrator towards women/ children. (✓)
 - **Any FOUR of the above for TWO marks each**

(4x2) (8)

2.7 Analyse how gender-based violence may impact the emotional wellbeing of the victims.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Possible responses may include the following:

- Victims of GBV often experience intense trauma, (✓) which may result in intrusive memories or flashbacks/ nightmares/ avoidance of reminders of the violence/hypervigilance (being constantly on guard). (✓)
- GBV may cause deep emotional pain that may develop into clinical depression, (✓) resulting in loss of interest in previously enjoyed activities/ persistent feelings of sadness/emptiness/ social withdrawal/ hopelessness about the future. (✓)
- The extreme force accompanying GBV may develop extreme anxiety/ fear in the victims (✓) making it difficult for the them to feel free being around specific people/places. (✓)
- GBV often involves manipulation of the victim (✓) and that may result in emotional abuse/cause victims not to feel good about themselves. (✓)
- Experiencing violence, especially from someone trusted, (✓) may develop a sense of powerlessness/feelings that one does not have control over their life. (✓)
- The extreme nature of the violence endured over time, (✓) may cause victims to shut down emotionally/ results in numbness of feelings/ unresponsiveness. (✓)
- Victims of GBV may fear judgment from society/loved ones, (✓) which may develop intense feelings of guilt for allowing the violence/ shame about their experiences/ fear of not being believed/ internalised stigma/ suicidal thoughts/feelings. (✓)



- GBV often causes long-term difficulties with trust, (✓) leading to fear of intimacy/ difficulty forming new relationships/emotional distance/victims may struggle to feel safe with others. (✓)
- **Any TWO of the above for TWO marks each** (2x2) (4)

2.8 Critically discuss why corrective rape could be regarded as a form of gender-based violence.

Marks should be awarded as follows:

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

It may be regarded as such because ...

- it includes forceful subjugation/ strangle of one gender by the other (✓) since it is believed engaging in forced sex may change their gender identity (✓) which could harm/maim/ injure them (✓) and if that happens, the forceful sexual act may not be regarded as an act of criminality but GBV as it is done based on gender identity. (✓)
- it is rooted in harmful gender norms/discrimination (✓) since it is based on the false belief that certain genders/sexual identities are “wrong” or “need to be fixed” (✓) which result in acts of sexual violence against those of different gender identity (✓) and that may fuel/ exacerbate extreme violence against people whose identify is different from others. (✓)
- it is used to exert power/control (✓) as the act is basically intended to dominate/intimidate/punish someone for not fitting societal expectations (✓) which may be done through violent sex towards the targets of subjugation (✓) and that would be violence perpetrated based on different gender identity. (✓)
- it targets people because of who they are (✓) as GBV occurs when a person is harmed specifically because of



their gender identity/expression/orientation (✓) and the act in question deliberately targets individuals based on these characteristics, (✓) which neatly falls within the definition of GBV. (✓)

- it reinforces inequality/fear by one gender over the other (✓) since it seeks to enforce harmful gender norms by creating fear (✓) which may push people into conforming to traditional/oppressive ideas about gender (✓) and using physical means to assert your authority over others based on gender differences may be regarded as an act of GBV. (✓)
- It violates human rights/bodily autonomy (✓) as it includes acts whose intention is to violate a person's dignity/safety/ right to make decisions about their own body (✓) which subject them to humiliation (✓) and that is done towards people whose gender identity does not conform to societal norms/ standards. (✓)
- **Any TWO of the above for FOUR marks each** (2x4) (8)

2.9 Assess the impact of the campaign, "16 Days of activism against women and children abuse" on the rate of gender-based violence in South Africa.

Note to the teacher:

- Candidates may be awarded for assessing either positive or negative aspects of GBV.
- Due to the nature of the phenomenon being assessed, some may evaluate the campaign and they must not be penalised for doing so.

Marks should be awarded as follows:

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

Consider the following possible responses.

- The campaign has succeeded in raising awareness/ mobilizing awareness/creating national



conversations/educating communities on GBV (✓) since it has helped highlight the severity of gender-based violence/encourage reporting (✓) which has enabled many people to talk about it/ identify acts of GBV (✓) and that may contribute to reduced incidents of GBV in communities. (✓)

- The campaign may not be regarded as a failure, (✓) since most of those involved in it are later on found to have committed acts of GBV, (✓) indicating that many people (both males and females) continue to suffer from the scourge of GBV (✓) and that clearly demonstrates that the campaign may not have succeeded. (✓)
- Impact of the campaign is limited because the campaign is short-term, (✓) since it is held over 10 days (✓) which may not be enough for most people to learn the purported message if the campaign (✓) and many GBV offenders/ would be GBV offenders may continue with their acts unabated. (✓)
- Most are offenders are exposed during the period of the GBV campaign (✓) since reported cases are immediately publicised/ prosecution statistics of GBV offenders publicised (✓) which may deter those who commit GBV to think twice (✓) and that may drastically reduced act of GBV in communities. (✓)
- The campaign seems unable to address the structural causes of GBV (✓) as GBV is associated with cultural/ religious beliefs that promote patriarchy (✓) which may regard reporting as an act of rebellion against established norms/ ways of life (✓) and perpetrators may hide behind culture/ religion/ social norms to commit GBV. (✓)
- While the strong messaging of GBV may assist to quell down the scourge of GBV, (✓) the limited time afforded the campaign may not result in sustained change of behavior,



(✓) which may cause offenders to cunningly/ cleverly take a break (✓) and they may go back to their own devices after the campaign has ceased/ the short duration may prevent deep, sustained impact on GBV rates. (✓)

- The campaign helps shift attitudes but not behaviors (✓) since the campaign seeks to mobilize communities to challenge stereotypes/cultural norms contributing to GBV, (✓) on the contrary, behavior change may require long-term social transformation (✓) and by so doing, it does not impact/shift entrenched behavior patterns. (✓)
- While the campaign may succeed in putting the message across/ educate people about GBV, (✓) structural/systemic issues overpower campaign efforts (✓) in which weak enforcement of laws/ socio-economic inequalities/ slow justice processes/ cultural acceptance of violence stand in the way of fundamental behavioural change (✓) and perpetrators may continue knowing that the system will fail to successfully apprehend them. (✓)

- **Any ONE of the above for FOUR marks**

(1x4) (4)

2.10 Recommend practical strategies that grade 10 learners may implement to deal with gender-based violence in South African schools. Also, indicate how that may benefit victims of gender-based violence in schools.

Marks should be awarded as follows:

THREE (✓✓✓) marks for a well explained response.

Learners could ...

- report incidents of GBV to trusted adult/school authorities (✓) to stop perpetrators early/ prevent further harm/ensure that victims receive protection/ support (✓) and that could make victims feel believed/ valued/ not alone. (✓)
- support/accompany victims when they seek help (✓) by walking with victims to the office/counselling unit to help



them explain what happened (✓) and that may reduce fear/shame/help victims feel supported emotionally/ give victims the confidence to speak out. (✓)

- encourage victims to participate in peer-education/anti-GBV clubs (✓) since those groups may raise awareness about GBV (✓)and that may create more informed school environment/ encourage more learners to report abuse early/ help change harmful attitudes/behaviors. (✓)
- challenge jokes/comments/actions that disrespect others (✓) to encourage a culture of kindness (✓) and that may inculcate a culture of respectful behavior among peers. (✓)
- use school GBV reporting platforms/anonymous boxes (✓) which may allow learners to submit information anonymously (✓) and that may help victims' experiences come to light even when they are scared to speak. (✓)
- help victims make appointments with school counsellors/NGOs/helplines/social workers (✓) to discuss about their ordeal (✓) and that could enable victims to heal emotionally/ integrate into society with ease/ restore confidence/strengthen coping skills. (✓)
- encourage all learners to participate in awareness campaigns/school dialogues (✓) to promote equality/ safety in the school premises (✓) and that may help victims feel empowered/supported. (✓)
- take part in assemblies/poster campaigns/marches/ class discussions (✓) to promote equality/safety (✓) and that could show victims that the school community stands with them. (✓)

• **Any ONE of the above for THREE marks** (1x3) (3)

Sub-total: 45

[Grand Total: 90]

Principles of marking

1. The learner should be credited for answering the question.
2. A tick (✓) must be placed at the fact that is being awarded.
3. A tick (✓) equals one mark.
4. All the questions should be answered in full sentences.
5. Marking should be done according to questions and the marking guideline.
6. Be wary of learners repeating words from the question and present them as answers.
7. Be on the lookout for learners who would repeat the same answers for different questions.
8. Do not credit the introduction and the conclusion that may be presented with some answers. To detect that, markers must read the whole answer before putting ticks.
9. All the questions require extended writing from learners. Therefore, they must write in full sentences considering the mark allocation. Where the mark allocation is (2), learners are expected to give a fact and a qualifier. Where mark allocation is (3) learners must give a fact, qualifier and an outcome. For a four-mark question, learners must be credited for a statement, elaboration, qualifier and an outcome.
10. Be guided by the question and not the topic.
11. The phrase: "Note to the teacher" directs the marker on the context of the question.
12. Marks for EACH activity must be totalled on the right-hand side of the answer sheet.
13. Marks for ALL the activities must be added at the end of the script.
14. The total out of 90 marks must be transferred to the front of the script.

Tolerance range (TR)

- The tolerance range for the whole task is a maximum of **10 marks:**
 - Low order questions = **1 mark per an activity**
 - Mid order Questions = **2 mark per an activity**
 - High order Questions = **2 marks per an activity**
 - Therefore, **5 marks per an activity**. The task comprises **two activities**.
- Any deviation from that would be regarded as an irregularity or an act of non-compliance.

Moses Nsimbini



13 February 2026

Deputy Chief Education Specialist