



Botswana Open  
University

**BOTSWANA OPEN UNIVERSITY**

**BACHELOR OF EDUCATION – SPECIAL AND INCLUSIVE  
EDUCATION**

**GENDER STUDIES**

**GE 222**

**SESSIONAL EXAMINATION**

**MARKS: 100**

**DURATION: 3HOURS**

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**Instructions to students:**

1. The examination consist of **Five Sections:** A, B, C, D, and E
2. Begin each answer to a new question on a new page
3. Answer all the questions according to instructions given in each section
4. Write answers in the answer booklet provided
5. Write in grammatical English

**SECTION A - MULTIPLE- CHOICE (10)**

**Answer ALL questions in this section. Circle the correct answer.**

1. The terms masculinity and femininity are linked to \_\_\_\_\_
  - a) Sexism
  - b) Gender
  - c) Patriarchy
  - d) Sex
  
2. A system in which religious, cultural, political, and economic structures are dominated by males is \_\_\_\_\_
  - a) Pluralist model
  - b) Division Of Labour
  - c) Elite Model
  - d) Patriarchy
  
3. Which statement best describes gender roles in society?
  - a) Roles played by men as opposed to those played by women in society.
  - b) The subordination of women based on the assumption that men are superiority beings.
  - c) The rights, responsibilities, expectations, and relationships of women and men.
  - d) Roles played by both men and women as opposed to those played by children.
  
4. Which of the following statement best describes gender socialization?
  - a) Gender bias is favoring men over women, but not vice versa
  - b) Peer groups often encourage children to have fun and engage in behavior that is not necessarily appropriate for their own gender ✕
  - c) Parents are more likely to play more with an infant daughter than with an infant son. ✕
  - d) Fathers are more likely to play with their sons, heap praise on them, than they do with their daughters. ✕

5. All of the following statements regarding the media and gender socialization are correct, except:

- a) More male than female roles are shown on television, and male characters are strikingly different from female ones.
- b) Daytime soap operas tend to show men in positions where they give orders to others, whereas women are shown in traditional (subordinate) female roles and relationships.
- c) Few, if any, changes have occurred in the roles men and women play in movies.
- d) Most social analysts agree that the media reflect existing gender roles in society.

6. Which of the following terms refers to individuals' beliefs and actions that are rooted in anti- female prejudice and stereotypic beliefs?

- a) Individual sexism
- b) Gender socialization
- c) Institutionalized sexism
- d) Gender Segregation

7. Women are over- represented in \_\_\_\_\_ work because it often provides greater flexibility to meet family responsibilities.

- a) Contingent
- b) Public sector
- c) Private sector
- d) Semi- skilled

8. Linguistic sexism is a problem studied mostly by analysts using a(n) \_\_\_\_\_ perspective.

- a) Feminist
- b) Conflict
- c) Interactionist
- d) Functionalist

9. Which perspective combines the exploitation of women by capitalism with patriarchy in the home in its analysis of gender inequality?

- a) Liberal feminist

- b) Social feminist
- c) Democratic feminist
- d) Radical feminist

10. Which statement does not reflect gender inequality in a society?

- a) Access to resources and opportunities
- b) Material welfare
- c) Control of resources and benefits
- d) Men are by nature stronger than women

**SECTION B – MATCHING (10)**

**Match the following statements with words below:**

9/10 ✓ Oppression; Sexuality, Gender; Sex; Sex Role; Gender Role; Gender Equality; Feminism; Sexism; Liberal Feminism; Women's Suffrage; Theory; Norms; Gender bias; Suppression; Paradigm.

Statement	Matching word/ Concept
1. Equal treatment of men and women in the society.	Gender equality
2. Women are mostly infected with HIV compared to men.	Oppression
3. Varies from culture to culture and this can be changed.	Gender role/norm
4. The responsibility of caring for the sick by women.	Gender role
5. It is universal, fixed and cannot be changed.	Sex
6. It is associated with Women in Development (WID).	Liberal feminism
7. Sexual thoughts and behaviors.	Sexuality
8. Prescriptions for social behavior.	norms
9. Being denied opportunity or put down by those in authority.	Oppression
10. A theory that advocates for equality of women and men.	Feminism

**SECTION C – STRUCTURED (20 marks)**

**Answer ALL questions in this section**

1. a). What are the **four** main sources of gender socialization in contemporary society? (4 marks). *family - school - community - peers*
- b). Explain how **one** of this socialization institution serves as a basis for gender socialization? (4 marks). *family*
- c). To what extent is gender socialization flexible or rigid? (2 marks). *gender identity*

2. Gender disparity continues to be a global problem.

- a) What is gender disparity? (2 marks) *- difference*
- b) Who is mainly affected by this problem? (2 marks) *women & girl child*
- c) Provide **two** solutions to this problem at: *equity & equality of resource at home*
- i. Family level (2 marks) *→ girl support*
  - ii. School level (2 marks) *→ awareness/curriculum - use of material & text books that biases*
  - iii. National level (2 marks) *→ policy / programme - political commitment on*

*sensitised  
formulate*

sex re  
socio-economic  
emotional/psychological  
violation of human rights

**SECTION D: CASE STUDY (20)**

**Answer ALL questions in this section.**

National Launch of 16 Days of Activism against GBV; By U.S. Embassy Gaborone, 25 November, 2015.

Violence against women and girls is one of the most pervasive violations of human rights in the world. The United Nations estimates one in three women will experience physical or sexual abuse in her lifetime. No country is immune. The United States struggles with the issue of gender-based violence (GBV). In Botswana, a country rightly known for its history of peace and commitment to the rule of law, women and girls are also victims of violence at alarming rates.

The Ministry of Defense, Justice and Security, reported during a three-year period between 2012 and 2014, there were more than 6,000 cases of rape against women and girls – that is more than five every day. During the same period, 235 women were murdered and nearly 1,600 cases of defilement against girls under the age of 16 were reported. According to the Botswana Gender-based Violence Indicators Study published in March 2012, 67% of women in Botswana experienced some form of gender violence. These numbers only reflect cases where the victim was brave enough to report the crime to police. Studies suggest many cases of GBV go unreported. These numbers are not just statistics – they represent our mothers, sisters, daughters and friends.

GBV not only affects the health, dignity and security of women and girls; it threatens entire societies by fueling cycles of violence and inhibiting economic growth. A recent World Bank study showed violence against women has significant economic costs. These include health-care costs, lost income for women, decreased productivity and negative impacts across generations. This violence is neither inevitable nor cultural acceptable. Working together we can bridge the difference between despair and hope in the life of a person who has experienced violence due to their sex or gender or been the victim of human trafficking.

Productivity  
women  
humiliated

Each year on November 25<sup>th</sup>, the world commemorates the International Day for the Elimination of Violence Against Women. For the following 16 days until December 10, which marks International Human Rights Day, people around the world will raise public awareness on an issue that crosses all social, economic and national boundaries. The theme of this year's 16 Days of Activism Against

Gender-based Violence campaign is: “From Peace in the Home to Peace in the World: Make Education Safe for All.”

The United States has made responding to GBV a domestic and foreign policy priority. Our U.S. Peace Corps Volunteers are once again embarking on a Purple Ribbon Campaign during our 16 days of activism. Volunteers in villages across Botswana are distributing 25,000 purple ribbons with information cards about GBV. Wearing a purple ribbon is a personal pledge to never commit, support or keep quiet about violence against women or children. Volunteers will also help organize community-led workshops that create a safe place for men and women to discuss relationship violence.

**Questions:**

1. Why do you think violence against women and girls still remains one of the most pervasive violations of human rights in the world? Give **two** reasons. (2 marks) *then for make decisions - Shows of resources & control*
2. What other forms of GBV do women in Botswana face apart from those mentioned in the above article? Explain any **two** you know. (2 marks)
3. What do you perceive as consequences of GBV? (2 marks)
4. Which **two** safe places for girls and women do you know about in Botswana? (2 marks)
5. What do you think makes some GBV cases to go unreported in some countries? (4 marks)
6. Briefly, what do you consider as the significance of this theme? “From Peace in the Home to Peace in the World: Make Education Safe for All”. (4 marks) *importance*
7. With reference to this theme, what is it that teachers and educators can do to bring in the desired change in our society? (4 marks)

*les detours*

**SECTION E - ESSAY (40) 20 marks each**

**Answer 2 questions in this section.**

1. Explain how women's and men's sexuality is shaped by societal values. What can be done to address the problems resulting from these values?

2. Looking at Botswana's Revised National Policy on Education (RNPE) of 1994, using your own experience discuss if the policy has domesticated the provision from Beijing Platform for Action, with regards to, "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life- skills programmes".

- free education
- primary education for ALL
- Adult illiteracy reduced
- The use of ODL
- children with special disabilities.

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