

## Grade 7 EMS Worksheet

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### Assessment Task: The influence of the apartheid economic policies on ownership

#### Formal Assessment Task 2 (Individual activity)

#### Activity 1: How apartheid economic policies influenced ownership

Study what you have learned so far about the history of apartheid. Collect additional information on the influence of apartheid economic policies on ownership. State how apartheid policies influenced ownership of homes and land. Complete the worksheet below. [6 marks]

| Apartheid policy/law                                      | Ownership of homes and land |
|---|-----------------------------|
| Land Act of 1913  | [1 mark]                    |
| Development Trust and Land Act No 18 of 1936              | [1 mark]                    |
| Black (Native) Laws Amendment Act No 46 of 1937           | [1 mark]                    |
| Black Communities Development Act No 4 of 1984            | [1 mark]                    |
| Black Communities Development Amendment Act No 74 of 1986 | [1 mark]                    |
| Black Communities Development Amendment Act No 77 of 1991 | [1 mark]                    |

#### Activity 2: How corporate social responsibility helps to redress inequality

Do research in magazines and newspapers (or on the Internet, if you can) about a company's corporate social responsibility (CSR) programme. Write three paragraphs about the company's CSR programme under the following headings:

- Nature of the CSR programme
- Aim of the CSR programme
- Achievements of the CSR programme

Look at the teacher assessment rubric below to see how you will be assessed.

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### Teacher assessment rubric: paragraph

| Criteria  |  |  |  |   | Marks |
|---|--|--|--|---|-------|
| Information in paragraph: facts describing the nature of the CSR programme<br><b>[Marks out of 4]</b>       | The learner included four or more facts describing the nature of the CSR programme.<br><br>[4 marks]       | The learner included three facts describing the nature of the CSR programme.<br><br>[3 marks]            | The learner included two facts describing the nature of the CSR programme.<br><br>[2 marks]                          | The learner included one fact describing the nature of the CSR programme.<br><br>[1 mark]       |       |
| Information in paragraph: facts describing the aim of the CSR programme<br><b>[Marks out of 4]</b>          | The learner included four or more facts describing the aim of the CSR programme.<br><br>[4 marks]          | The learner included three facts describing the aim of the CSR programme.<br><br>[3 marks]               | The learner included two facts describing the aim of the CSR programme.<br><br>[2 marks]                             | The learner included one fact describing the aim of the CSR programme.<br><br>[1 mark]          |       |
| Information in paragraph: facts describing the achievements of the CSR programme<br><b>[Marks out of 4]</b> | The learner included four or more facts describing the achievements of the CSR programme.<br><br>[4 marks] | The learner included three facts describing the achievements of the CSR programme.<br><br>[3 marks]      | The learner included two facts describing the achievements of the CSR programme.<br><br>[2 marks]                    | The learner included one fact describing the achievements of the CSR programme.<br><br>[1 mark] |       |
| Language use in paragraph<br><b>[Marks out of 4]</b>  | Excellent language usage with no mistakes. Own words used.<br><br>[4 marks]                                | Good language usage with only a few mistakes (fewer than three). Own words mostly used.<br><br>[3 marks] | Acceptable language usage with more than three mistakes. Some sentences are copied from the lesson.<br><br>[2 marks] | Little attempt to use correct language or no attempt to use own words.<br><br>[1 mark]          |       |
| <b>Total marks out of 16:</b>   |  |  |  |   |       |

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**Level 4: 12–16 marks (70–100%) – Outstanding**

**Level 3: 8–11 marks (50–69%) – Achieved**

**Level 2: 4–7 marks (35–49%) – Partially achieved**

**Level 1: 1–3 marks (1–34%) – Not achieved**

### Activity 3: Good investments for an average household

Below is a list of good investments for an average household. Explain how each of these investments works.

a) Home ownership [3 marks]

b) Unit trusts [3 marks]

c) Retirement annuities [3 marks]

[Total: 9 marks]

### Activity 4: Class test

1. Indicate whether the following statements are true or false: [5 marks]

- Before 1994 there was no equality in South Africa. Black people could not vote and their quality of life was neglected.
- Black people found it difficult to improve their quality of life because they were given only menial jobs to do under affirmative action policies.
- Today BEE, the RDP and other Government programmes help people to overcome the legacy of apartheid and promote equality.
- Saving your money in a bank account is a high-risk savings option which gives very high returns.
- The factors of production can be applied unproductively, which influences the profitability of a business.

2. Fill in the missing words.

(Choose the correct word from the following: property, growth, living, unproductive, *stokvel*)

a) People who improve their standard of \_\_\_\_\_ tend to spend more money, because they have more to spend, which contributes to economic \_\_\_\_\_. [2 marks]

b) When the capital in a business is utilised to purchase a new Mercedes for the owner instead of a bakkie for the workers, it is an \_\_\_\_\_ application of capital. [1 mark]

c) Saving your money in a \_\_\_\_\_ means that all members contribute monthly and each month a different person receives the lump sum or once a year the savings are divided. [1 mark]

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- d) Investing in \_\_\_\_\_ carries relatively little risk; it almost always increases in value. [1 mark]
3. Give one example each of how inequalities exist in housing, employment and education. [3 marks]
4. What do the following acronyms stand for? [3 marks]  
BEE  
AA  
CSR
5. Why do we need economic development in South Africa? [2 marks]
6. Give two examples of how Government tries to assist people who live in poverty. [2 marks]
7. What is meant by an increase in production? [2 marks]
8. Name two advantages of saving your money in a bank account. [2 marks]
9. After the Land Act was passed in 1913, who owned most of the land in South Africa? [1 mark]

[Total: 25 marks]

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### Suggested Solutions

| Question number   | Possible marks  | Solution  |                      |                             |                  |   |  |   |   |  |  |  |   |   |   |  |
|---|---|---|----------------------|-----------------------------|------------------|---|--|---|---|--|--|--|---|---|---|--|
| 1   | 6   | <table border="1"> <thead> <tr> <th>Apartheid policy/law</th> <th>Ownership of homes and land</th> </tr> </thead> <tbody> <tr> <td>Land Act of 1913</td> <td>Prohibited blacks from owning or renting land outside designated reserves. [1 mark]</td> </tr> <tr> <td>Development Trust and Land Act No 18 of 1936</td> <td>Expanded the reserves to a total of 13,6 per cent of the land in South Africa and authorised the Department of Bantu Administration and Development to eliminate 'black spots' (black-owned land surrounded by white-owned land). The South African Development Trust (SADT) was established and could, in terms of the Act, acquire land in each of the provinces for black settlement. [1 mark]</td> </tr> <tr> <td>Black (Native) Laws Amendment Act No 46 of 1937</td> <td>Prohibited acquisition of land in urban areas by blacks from non-blacks except with the Governor-General's consent. [1 mark]</td> </tr> <tr> <td>Black Communities Development Act No 4 of 1984</td> <td>Introduced freehold ownership. The Act stated that only a 'competent person' could lease or rent property. A person was 'competent' if she/he had section 12 rights in terms of the 1945 Natives (Urban Areas) Consolidation Act. [1 mark]</td> </tr> <tr> <td>Black Communities Development Amendment Act No 74 of 1986</td> <td>Introduced freehold rights in urban black townships and extended the definition of 'competent person' such that TBVC (homeland) citizens could acquire leasehold or ownership. The 1984 Black Communities Development Act was amended to allow 'South African' citizens and certain other blacks to acquire freehold property rights in black townships. [1 mark]</td> </tr> <tr> <td>Black Communities Development Amendment Act No 77 of 1991</td> <td>Amended the 1984 Black Communities Development Amendment Act to further regulate the granting and transfer of leasehold and the conversion of leasehold into ownership. [1 mark]</td> </tr> </tbody> </table> <p>(Source: <a href="http://www.sahistory.org.za">www.sahistory.org.za</a>)</p> | Apartheid policy/law | Ownership of homes and land | Land Act of 1913 | Prohibited blacks from owning or renting land outside designated reserves. [1 mark] | Development Trust and Land Act No 18 of 1936 | Expanded the reserves to a total of 13,6 per cent of the land in South Africa and authorised the Department of Bantu Administration and Development to eliminate 'black spots' (black-owned land surrounded by white-owned land). The South African Development Trust (SADT) was established and could, in terms of the Act, acquire land in each of the provinces for black settlement. [1 mark] | Black (Native) Laws Amendment Act No 46 of 1937 | Prohibited acquisition of land in urban areas by blacks from non-blacks except with the Governor-General's consent. [1 mark] | Black Communities Development Act No 4 of 1984 | Introduced freehold ownership. The Act stated that only a 'competent person' could lease or rent property. A person was 'competent' if she/he had section 12 rights in terms of the 1945 Natives (Urban Areas) Consolidation Act. [1 mark] | Black Communities Development Amendment Act No 74 of 1986 | Introduced freehold rights in urban black townships and extended the definition of 'competent person' such that TBVC (homeland) citizens could acquire leasehold or ownership. The 1984 Black Communities Development Act was amended to allow 'South African' citizens and certain other blacks to acquire freehold property rights in black townships. [1 mark] | Black Communities Development Amendment Act No 77 of 1991 | Amended the 1984 Black Communities Development Amendment Act to further regulate the granting and transfer of leasehold and the conversion of leasehold into ownership. [1 mark] |
| Apartheid policy/law                                      | Ownership of homes and land   |   |                      |                             |                  |   |  |   |   |  |  |  |   |   |   |  |
| Land Act of 1913  | Prohibited blacks from owning or renting land outside designated reserves. [1 mark]   |   |                      |                             |                  |   |  |   |   |  |  |  |   |   |   |  |
| Development Trust and Land Act No 18 of 1936              | Expanded the reserves to a total of 13,6 per cent of the land in South Africa and authorised the Department of Bantu Administration and Development to eliminate 'black spots' (black-owned land surrounded by white-owned land). The South African Development Trust (SADT) was established and could, in terms of the Act, acquire land in each of the provinces for black settlement. [1 mark] |   |                      |                             |                  |   |  |   |   |  |  |  |   |   |   |  |
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|---|----|---|
| 2 | 16 | <p>Example of a solution based on a imaginary company:</p> <p>a) Nature of the CSR programme<br/>An example of a corporate social responsibility programme is the Sweetheart Trust that runs the Food-parcels-for-stars initiative. The nature of the Food-parcels-for-stars initiative is that it works in the form of a sticker card on which a star is pasted for every R200 a customer spends at any shop at the Sweetheart mall. The cardholder can nominate a beneficiary from a list of child-headed households provided by the Department of Social Welfare, to whom a food parcel will be sent. For each star, R20 is donated towards the food parcel.</p> <p>b) Aim of the CSR programme<br/>The aim of the Food-parcels-for-stars programme is to provide proper nutrition to the most vulnerable households in South Africa. The idea is to raise funds through the programme to provide at least one meal per day. When the children don't have to worry about where their next meal will come from, they can attend school so that they can secure a future for themselves. The programme will also be expanded to include the elderly, disabled and other vulnerable groups.</p> <p>c) Achievements of the CSR programme<br/>So far the programme has 25 child-headed households to whom food parcels are delivered weekly. Of these children, two have matriculated with honours. The programme also succeeded in attracting additional sponsors who are willing to sponsor educational material to assist in early childhood development. This will help to get these little ones ready for school so that they can start their school career ready for Grade R.</p> |
| 3 | 9  | <p>a) Home ownership: When a family buys a home, it is very likely that it will increase in value. They will be able to live in it, or let it to tenants, and they could sell it later for a profit. [3 marks]</p> <p>b) Unit trusts: Your money is put into a trust, together with that of other people who are investing, and used by unit managers who invest it in shares on the stock exchange. Each person is paid out their share of the profit on the lump sum investment, depending on the number of units they invested in. [3 marks]</p> <p>c) Retirement annuities: This is money set aside for retirement. Money is invested monthly and the annuity pays out when the person reaches the age of 55 (or at retirement or any other date after age 55). An annuity is a long-term investment, since you cannot withdraw it before age 55. [3 marks]</p>   |

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|   |    |   |
|---|----|---|
| 4 | 25 | <p>1.<br/>a) True<br/>b) False<br/>c) True<br/>d) False<br/>e) True [5 marks]</p> <p>2. a) People who improve their standard of <u>living</u> tend to spend more money, because they have more to spend, which contributes to economic <u>growth</u>. [2 marks]<br/>b) When the capital in a business is utilised to purchase a new Mercedes for the owner instead of a bakkie for the workers, it is an <u>unproductive</u> application of capital. [1 mark]<br/>c) Saving your money in a <u>stokvel</u> means that all members contribute monthly and each month a different person receives the lump sum, or the savings are divided once a year. [1 mark]<br/>d) Investing in <u>property</u> carries relatively little risk; it almost always increases in value. [1 mark]</p> <p>3. Inequalities exist in housing because many people still don't have access to houses and live in shacks, while other people can afford large houses. [1 mark]<br/>Inequalities exist in employment because many people are unemployed and don't have access to jobs, training or skills development. [1 mark]<br/>Inequalities exist in education because some schools have infrastructure and all the means to provide quality education, whilst other schools are under-resourced and face challenges in trying to provide learners with quality schooling. [1 mark]</p> <p>4. BEE: Black economic empowerment<br/>AA: Affirmative action<br/>CSR: Corporate social responsibility [3 marks]</p> <p>5. South Africa is a developing country since it has high levels of poverty and unemployment. Economic growth does not benefit poor and unemployed people directly. South Africa therefore needs economic development, which aims to improve living standards. [2 marks]</p> <p>6. Government provides grants, free healthcare to those who cannot afford it, education nutrition programmes, 'no-fee' schools, free learner support material and uniforms, free scholar transport, RDP housing to people on the RDP waiting list. (any two) [2 marks]</p> <p>7. An increase in productivity means that you get more output from the production process whilst employing the same inputs. [2 marks]</p> <p>8. Money is safe; you earn interest; you won't spend it unnecessarily; you have different banking options; you can use an ATM; you can use Internet banking. (any two) [2 marks]</p> |
|---|----|---|

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|  |  |   |          |
|--|--|---|----------|
|  |  | 9. The white people owned most of the land (80%). | [1 mark] |
|--|--|---|----------|



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### Appendix of Assessment Tools

#### Teacher assessment rubric: paragraph

| Criteria  |  |  |  |   | Marks |
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