

WORKSHEETS

DEMOCRACY AND CITIZENSHIP

GRADE 6 HISTORY

TERM 3 2023

17 PAGES

HOW PEOPLE GOVERN THEMSELVES IN A DEMOCRACY

How people govern themselves in a democracy



Nelson Mandela casting his ballot



**Voters most voting for the
The first time in their lives in 1994
*Viva Social sciences***

Underline the correct answer in brackets

- 1.1 The first democratic elections were held in South Africa in (1994/1990) (1)
- 1.2 During Apartheid only (whites/Indians) were allowed to vote (1)
- 1.3 Every person has equal (rights/divided) in a democracy (1)
- 1.4 All people have rights that are protected by (Chief/Bill of rights) (1)
- 1.5 (Nelson Mandela/Thabo Mbeki) was the first democratically elected President of South Africa (1)

ACTIVITY 2

DATE: _____

OUR NATIONAL GOVERNMENT

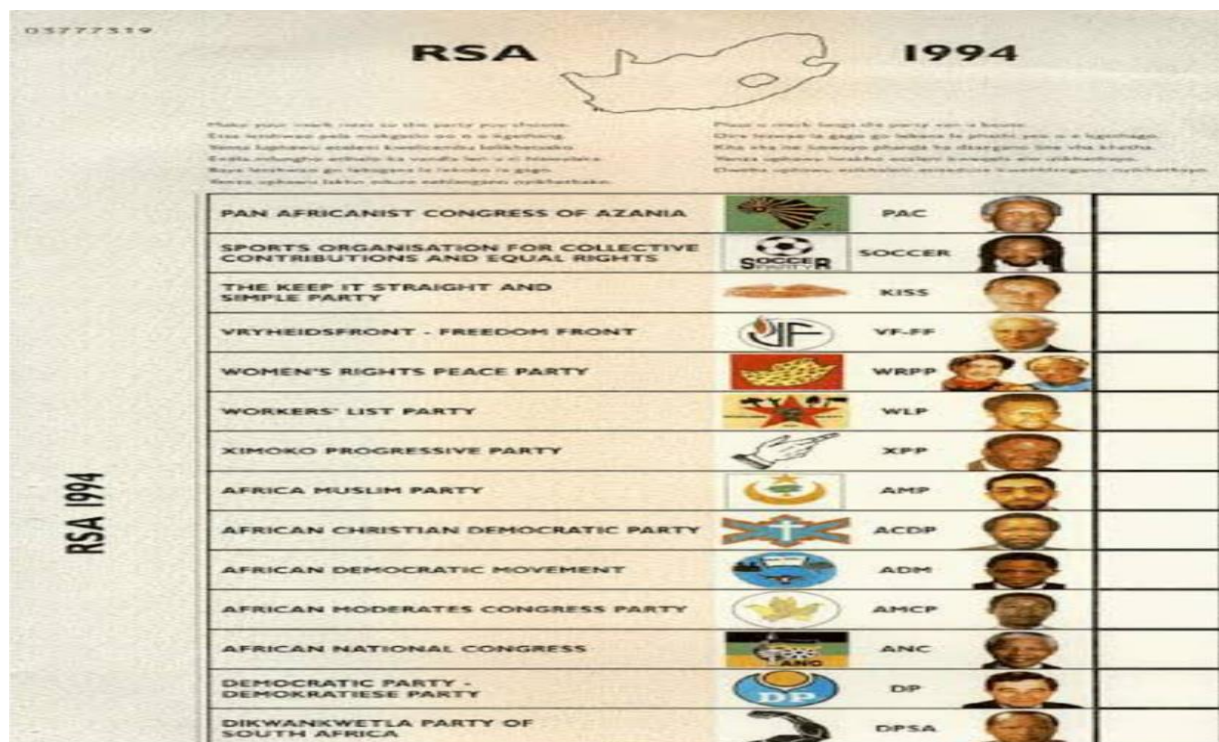
Study the source and answer the questions that follow

Political parties and voting in national elections

In a democracy the country's leaders are chosen in a free and fair election. All the citizens are allowed to vote, usually when they reach a certain age. This is called being an active citizen.

In South Africa all people who are citizens and who are eighteen years or older may vote in the national elections. These national elections are held every five years.

It is very important that every person's vote is kept a secret. This is so that nobody can tell anyone who to vote for. This is known as a secret ballot and is a very important part of democracy.



A ballot paper in 1994

Our world our society

State whether the following statements are TRUE OR FALSE

2.1 In a democracy the country's leaders are chosen in a free and fair election. (1)

2.2 Only blacks are allowed to vote. (1)

2.3 Elections are held every two years. (1)

2.4 All South Africans over the age of 18 were allowed to vote in 1994. (1)

2.5 A Secret ballot is a very important part of democracy. (1)

(5)

ACTIVITY 3 **DATE:** _____
OUR NATIONAL GOVERNMENT
Study the source and answer the questions that follow

The role of Parliament
Parliament is one of the three branches of a democratic government. It is also called the **legislature**.

The three branches of our government

1. The National Assembly, which has 400 members. These 400 members are elected for five years. They discuss, vote for and make the laws of the country.

2. The National Council of Provinces (NCOP), consists of 90 people – 10 representatives per province. Their role in parliament is to help write the laws that affect the provinces.

Adapted from Our World Our Society

3.1 What are the **THREE (3)** branches of our democratic government? (3)

3.2 How many members does the National assembly have? (1)

3.3 What is the role of the members of parliament? Mention **TWO (2)** (2)

3.4 How many members does the NCOP consists of? _____ (1)

3.5 Why do you think is the reason for the answer given in 3.4? (2)

3.6 How many members represent each province? (1)

3.7 What is the role of the NCOP? (1)

(11)

ACTIVITY 4

DATE: _____

OUR NATIONAL GOVERNMENT

Study the source and answer the questions that follow

The purpose of the constitution

One of the 1st things that the democratic government did was to draw up a Constitution. A constitution is a collection of laws that protects the rights of individuals. It also States how a country must be run. The constitution was accepted in 1996. It is the most powerful law in the country. Even the government must obey it, as Well as the police and the army.

Constitution: A constitution is the highest power in a country. In a constitution, the rights and responsibilities of the government are explained, as well as the rights and responsibilities of each citizen.
Accountable: This means to be held responsible for your actions and for what you promised you would do.

Dignity: This is a person's sense of worth – their pride and self-respect.
Justice: Upholding that which is fair and right.

Adapted from Our world our society

Match the meanings in COLUMN A with the words in COLUMN B. write the correct letter in COLUMN C e.g. 4.1f

COLUMN A	COLUMN B	COLUMN C
4.1 Supreme law of the land	A. Accountable.	3.1
4.2 To be held responsible for your actions	B. Justice.	3.2
4.3 A persons sense of worth, their pride and self - respect	C. Constitution.	3.3
4.4 Body overseeing the elections	D. Dignity.	3.4
4.5 Upholding that which is fair and right	E. IEC.	4.5
	F. Nelson Mandela	
	G. Freedom Charter	

(5)

ACTIVITY 5

DATE _____

OUR NATIONAL GOVERNMENT

Study the source and answer the questions that follow

The importance of laws and rules

All societies have rules and laws to guide people how they should behave. If we did not have rules and laws it would be very difficult to live among other people in a peaceful, orderly way. South Africa's constitution says how rules and laws must be made for the good of all South Africans. Our schools and homes also have rules to guide our behaviour. These rules should also stick to the constitution. They should be based on respect and our community.

The Justice System and Equality under the law

Justice means that we treat all people in a fair and equal way. Justice also means making sure that people follow the laws and rules of the country. If people break the law, they are punished. All laws and rules for South Africans are based on the constitution. All South Africans are equal under the law. This means that no person may be treated differently or badly compared to other people. The law protects the rights of all South Africans equally no matter who they are.



Adapted from Solutions Social Sciences

5.1 What do you think learners are doing in the picture? (1)

5.2 Give **ONE (1)** rule that the learners have obeyed? (2)

5.3 What would happen if there were no rules in the school? (2)

5.4 Write down **TWO (2)** rules that you have to obey at home (2)

5.5 Why do you think it is important to obey rules at home? (2)

5.6 What does Justice mean? (2)

5.7 What happens if people break the law? (2)

5.8 What are laws and rules for South Africans based on? (1)

(14)

RIGHTS AND RESPONSIBILITIES IN A DEMOCRACY

Study the source and answer the questions that follow

Rights and responsibilities in a democracy

In a democracy everyone has equal rights. It does not matter what race group, religion, language or culture you belong to – you have the same rights as everyone else. The Bill of Rights is a list of the most important rights of each citizen. These rights are protected by law. However, we also have a responsibility as individual people to respect other people's rights. The table below give some of the rights and responsibilities that South Africans have.

Right	Responsibility
Everyone has the right to life. 	We must respect the right to life of other people. We may not kill anyone.
Everyone has the right to freedom from violence. 	We must respect other people and not do anything violent to harm them. We should report violent behaviour to the police.
Everyone has the right to freedom of religion. 	We should respect religious beliefs that may be different to our own.
Everyone has the right to live in a healthy, safe environment. 	We should respect our environment and keep it clean. We should not litter or harm the environment.
Everyone has the right to emergency medical treatment. 	If we see someone injured in an accident, we should help them by reporting it to a responsible adult or phoning a hospital or ambulance service.
Everyone has the right to basic education. 	We should work hard at school and respect the rights of other learners when we are at school.

Adapted from Solutions Social Sciences

6.1 Which document has the list of the most important rights of each citizen?

(1)

6.2 Fill in the blank spaces on the table below.

(4)

Right	Responsibility
6.2.1	We must respect the right to life of other people. We may not kill anyone
6.2.2 Everyone has the right to basic education.	
6.2.3	We should respect religious beliefs that may be different to our own
6.2.4 Everyone has the right to emergency medical treatment	

(5)

ACTIVITY 7

DATE _____

RIGHTS AND RESPONSIBILITIES IN A DEMOCRACY

Read the case study on Fatima Meer to answer the following questions:

Fatima Meer: A leader in building democracy

Fatima was born in Durban in 1928. From her family, Meer learnt that Indian people, like African and coloured people, were not treated fairly. They did not have equal rights with whites. After she left school, Meer went to university, where she studied sociology.

At university, Fatima Meer joined in the student political discussions. When Meer was 18, she started a student passive Resistance Committee. Meer believed that equality should be brought about by peaceful protest. Meer believed in non – racism. In 1955 Meer was part of the famous Women's March in Pretoria to protest against African women having to carry passes.

In the 1960's, Fatima Meer was involved in many protests against apartheid. In the 1970s, she was arrested and put in prison without trial for her political activities. When she came out of prison, Meer continued to work for Justice.

Fatima Meer wrote books about passive resistance and building democracy. She also wrote a book about Nelson Mandela. She died in 2010.

(Adapted from Oxford Head start Social Sciences)

7.1 When was Fatima Meer born?

(1)

7.2 What did Fatima study at University?

(1)

7.3 How did she learn about the unfair way Africans and Indians were treated?

(2)

7.4 At university how did she respond to the unfair treatment? (2)

7.5 When did Fatima die?

7.6 Why was Fatima Meer arrested in the 1970s? (2)

7.7 In a paragraph of **FIVE (5)** sentences write about Fatima Meer's belief in non – racism. Your paragraph must be structured into **topic sentence, supporting sentences and a concluding sentence**

(5)

Assessment guideline for a paragraph

Level 1	• Uses evidence in an elementary manner e.g shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	Marks: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	Marks: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	Marks: 4-5

ACTIVITY 8

DATE: _____

RIGHTS AND RESPONSIBILITIES IN A DEMOCRACY

Read the case study on Pius Langa and answer the questions that follow.

Case study: Pius Langa: Chief Justice and head of the Constitutional Court 2005 – 2009.

The judges of the Constitutional Court have a very important job. They must listen to cases related to the constitution and make sure that they make fair and just decisions. Pius Langa was the first Chief Justice and Head of the Constitutional Court between 2005 – 2009.

- Pius Langa was born in rural Bushbuckridge in 1939
- He worked at a factory when he was young.
- He worked hard and became an advocate(lawyer)
- He became an advocate of the Supreme Court of South Africa in 1977.
- He believed strongly in human rights and helping disadvantaged people
- He has helped other countries to create new constitutions based on human rights
- He played an important part in helping set up a democratic government and justice system
- In his legal practice he helped many people who were affected by apartheid and poverty

(Adapted from Solutions Social Sciences)

8.1 Where was Pius Langa born? (1)

8.2 Why do you think the job of the Constitutional Court Judges is important? (2)

8.3 Mention **TWO (2)** contributions he made as a human rights activist. (2)

8.4 In what way did he help other countries? (2)

8.5 In which year did he become the advocate of the Supreme Court of South Africa? (1)

ACTIVITY 9

DATE: _____

(8)

RIGHTS AND RESPONSIBILITIES OF CITIZENS IN A DEMOCRACY



Adapted from the internet

9.1 Design a timeline based on the following events about Pius Langa (5)

1957 – Pius Langa started work in a shirt factory

1939 – Born in Bushbuckridge

2005 – Appointed Chief Justice and Head of the Constitutional Court

1977 – Became an Advocate in the Supreme Court and Appeal Court

2001 – Appointed Deputy Chief Justice of South Africa

Timeline Design

(5)

ACTIVITY 10

DATE: _____

CHILDRENS RIGHTS AND RESPONSIBILITIES

Study the source and answer the questions that follow.

A summary of the Children's Charter of South Africa

1. Children have the right to enough food to eat.
2. Every child has the right to a name, a home and a family.
3. Children should be allowed to express their own opinions without fear of being punished or being told to be quiet.
4. Children must not be discriminated against in any way or for any reason, e.g because of their race, language, sex, politics or religion.
5. Children must be protected from violence and abuse.
6. Children may choose any religion they want to belong to.
7. Every child has a right to an education.
8. Children should not be expected to work, not even to support their parents.
9. No child should be homeless and forced to live on the streets.

Adapted from Solutions Social Sciences

10.1 Which right is violated if a child is beaten? (1)

10.2 When children attend school which right is observed? (1)

10.3 When someone teases a child with his/her language, which right is violated? (1)

10.4 Which right promotes freedom of speech? (1)

10.5 Do you think the children's charter is good for the wellbeing of children? Give **TWO (2)** reasons for your answer.

(6)

ACTIVITY 11

DATE: _____

NATIONAL SYMBOLS

Study the source and answer the questions that follow

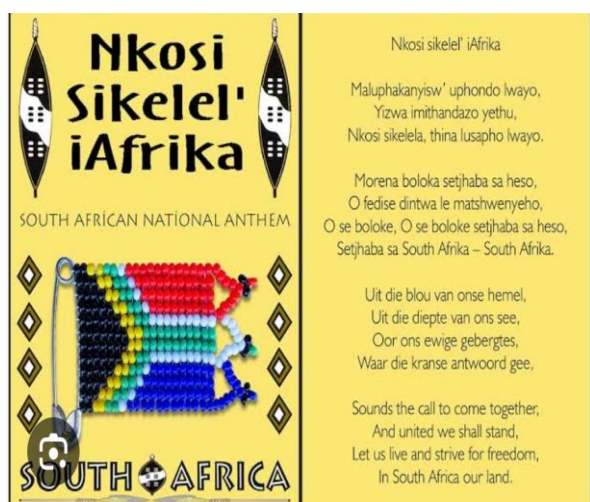
National symbols



National flag



Coach Pitso Mosimane



National Anthem



National Coat of Arms

Adapted from the internet

11.1 How many colours are there in our national flag?

(1)

11.2 What does the Y shape in the flag mean?

(2)

11.3 Why do you think coach Pitso always puts on a flag every time he wins a major competition in Africa? (2)

11.4 Mention FOUR (4) languages that are used in the national anthem (4)

11.5 What does the ears of wheat stand for in the National Coat of Arms? (2)

11.6 In a paragraph of **FIVE (5)** sentences write about the meaning of the symbols in the National Coat of Arms. Your paragraph must be structured into the topic sentence, Supporting sentences and a conclusion. (5)

Assessment guideline for a paragraph

Level 1	• Uses evidence in an elementary manner e.g shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic	Marks: 0-1
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	Marks: 2-3
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	Marks: 4-5

(5)

