



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**INTERMEDIATE PHASE – SOCIAL
SCIENCES (GEOGRAPHY)**

GRADE 6

TERM 2 TEACHER'S GUIDE

TOPIC: TRADE



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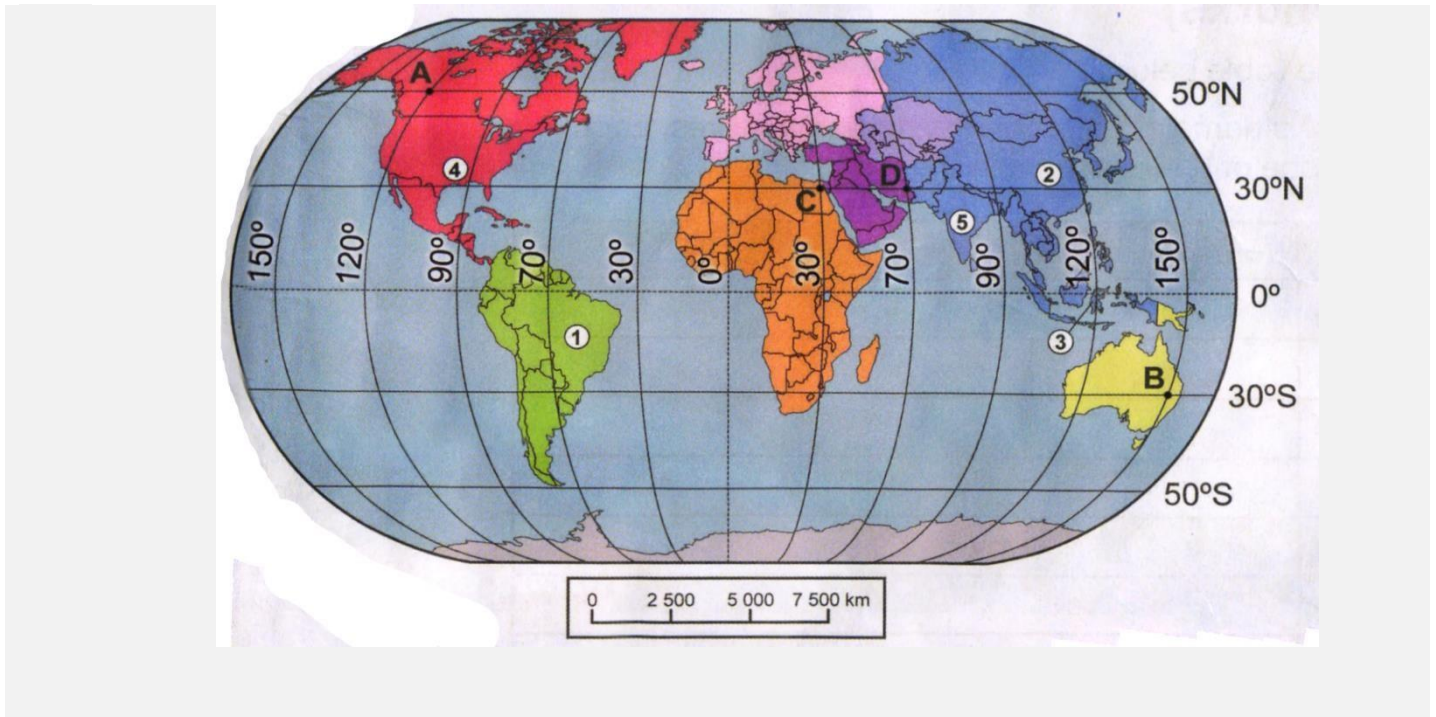
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Week # 1

1.1 Study the map below and answer the questions that follow:



- 1.1** Identify the continent marked: 1x4(4) L1
- A **North America**
 - B **Australia**
 - C **Africa**
 - D **Asia**

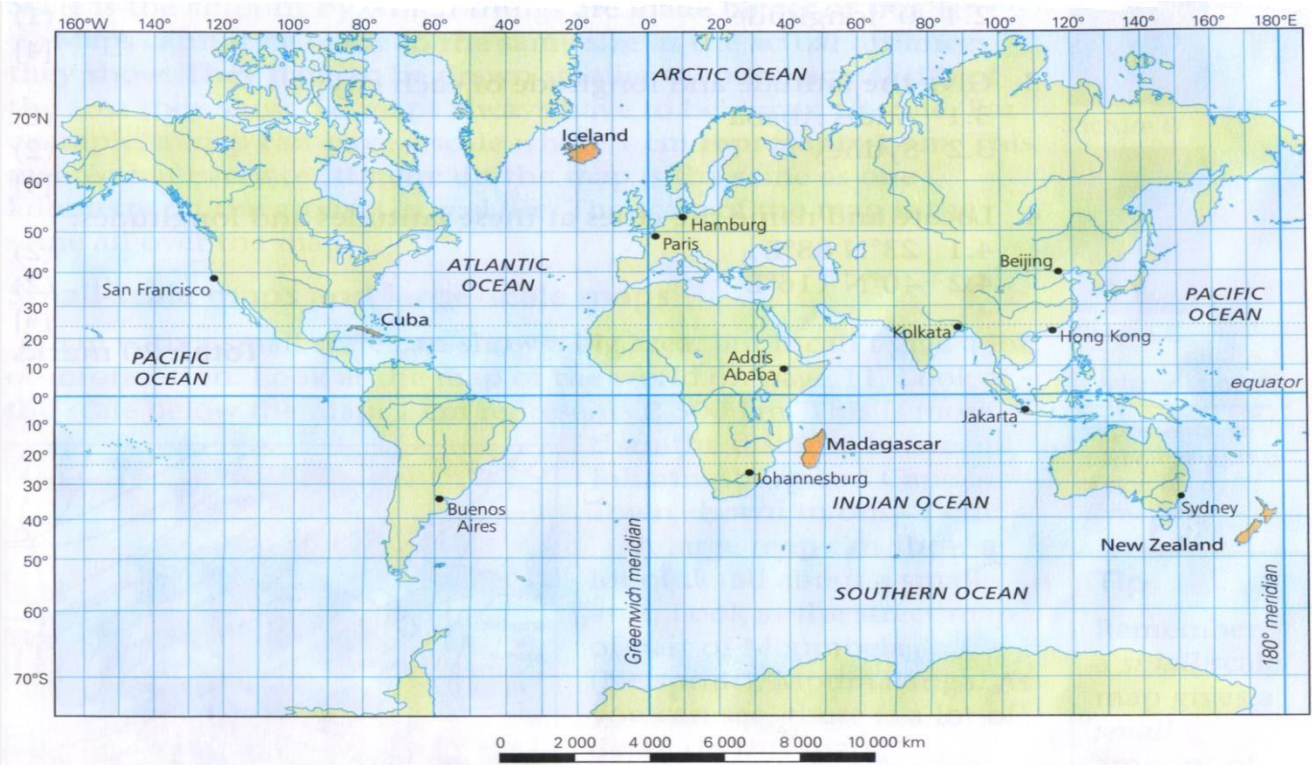
- 1.2** The list below shows five news events a group of Grade 6 learners recorded in one week. Match each news event with one of the numbers 1-5 (representing continents) on the map. Write only the number next to the statement 1x5(5)
- Hurricanes hit the southeast United States **4**
 - South Africa's president visits China **2**
 - Global warming threatens Indonesian islands **3**
 - Brazil beats Argentina in football cup **1**
 - India's economic boom continues **5**

- 1.3** Write the hemispheres where these places are found:
- 1.3.1. North America **Northern/Western** 1x1(1)
- 1.3.2. Australia **Southern/Eastern** 1x1(1)

1.3.3. South America: **Southern/Western** 1x1(1)

1.3.4. Asia: **Northern/Eastern** 1x1(1)

1.4 Use the map below to answer the questions that follow:



1.4.1 We locate places on a map by using lines of longitude and **latitude** 1x1(1) L1

1.4.2 The equator is a line of **latitude** 1x1(1)

1.4.3 The 0° line of longitude is called the **Greenwich Meridian/Prime Meridian** 1x1(1)

1.4.4 The Greenwich Meridian divides the world into the **Eastern** and **Western** hemispheres 1x2(2) L2

1.4.5 The equator divides the world into **Northern** and **Southern** hemispheres. 1x2(2)

1.5 Give the coordinates for the following cities:

1.5.1. San Francisco **40°N 125°W** 1X1(1) L2

1.5.2. Hamburg **55°N 10°E** 1X1(1)

1.5.3. Beijing **40°N 118°E** 1X1(1)

1.5.4. Johannesburg **28°S 29°E**

1.5.5. Addis Ababa **9°N 39°E** 1X1(1)

1.6 Name the continent that lies in all the hemispheres: **Africa** 1X1(1) L2

1.7 Refer to the table below

1.7.1 Which one of the following represents a large-scale map and which one represents a small-scale map? 2x1(2) L2

1:1 000	1:50 000 000
Large- scale map	Small- scale map

1.8 Explain the difference between large-scale and small-scale maps. 1X2(2) L2

A large-scale map has a smaller ratio and shows more detail, such as streets and building footprints. A small-scale map has a larger ratio and illustrates an entire state, province, or country with just the larger cities or towns and major highways.

1.9 Give the meaning of the following Geographical concepts:

1.9.1 The South Pole 1x1(1) L2

The South Pole is the southernmost point on Earth, where the Earth's axis and surface meet.

1.9.2. Scale 1x1(1)

A scale is the ratio of the distance on a map to the corresponding distance on the ground.

1.9.3. Degree 1x1(1)

Unit of measurement on a map.

1.9.4 Co-ordinates 1x1(1)

A set of numbers that tells you the exact location of a place on a map.

1.9.5. Physical map 1x1(1)

Representation of natural features of the earth, eg. Mountains, rivers and plains, etc.

1.9.6. Political map 1X1(1)

It outline the boundaries of different countries, states

1.9.7. Compass 1X1(1)

An instrument that shows directions.

1.10 Study the source below and answer the questions that follow:

MAP SKILLS		Political	30 – 31
Map symbols	4-5	Climate and vegetation	32 – 33
Direction	6	Population	34 – 35
Lines of latitude and longitude	7	The continents and the Pacific Ocean	
Scale	8-9	Africa – Political	36
South Africa		Africa – Physical	37
Physical	10-11	Asia	38
Political	12-13	Europe	39
Climate	14	Australia and New Zealand	40
Vegetation	14	North America	41
Agriculture	15	South America	42
Mining and minerals	15	Pacific Ocean and Islands	43
South Africa's provinces		Antarctica	44
Northern Cape	16 – 17	Earth in Space	
Western Cape	18 – 19	The solar system	45
Eastern Cape	20 – 21	Seasons and time zones	46
KwaZulu-Natal	22	The Moon	47
Mpumalanga	23	Index	
Limpopo	24	Index of place names	48 - 52
North-West	25		
Free State	26		
Gauteng	27		
World	28 - 29		
Physical			

Source: Viva Social Sciences Grade 6 Learner Book, page 21, Ebrahim F et al 2012.

1.10.1. Which pages will you turn to if you want to find out about the following? 4x1(4) L2

- World population: 34 - 35
- Rivers of Africa: 37
- South Africa's climate: 14
- Scale: 8, 9

Week # 2

2.1 TOPIC: TRADE AS THE EXCHANGE OF GOODS – BUYING AND SELLING OF GOODS FOR MONEY

Study sources **2A** and **2B** to answer the questions that follow.

2.1 Source 2A focuses on trade as the exchange of goods

Trade is the exchange of goods. Most people do not make or grow everything they need. People trade to get things they need. Trade is the exchange of goods or work. People trade in markets at shops, on the internet, and on the streets. In the time before there was money, people use to swap things. Another word for swap is barter. To barter is to exchange goods without using money.



Extract taken from: <https://roseheights.co.za/wp-content/uploads/2020/07/Gr-6-SSWksh-3.pdf>

2.1.1 What prompted people to develop the idea of trading? 1X1(1) L2

To get the things they needed.

2.1.2. According to **Source 2A** people trade in places. List these places. 1x3(3) L1

internet

streets

shops

2.1.2. Money is the medium of exchange for goods and services. **Quote 2** 1x2(2) L1
words from the source that has the same meaning as “exchange”

“swap”

“barter”

2.2 Source 2B focuses on buying and selling of goods.

Today most people use the money to trade. Money makes buying and selling easier because people do not have to carry lots of objects with them to barter with. When people sell things for money, they first decide on the value of an item. This means that they decide on the amount of money that something is worth. The amount they decide on is the price. If the price is too high people will not want to buy the thing. If the price is too



low people will not want to sell the thing. Today, people also trade or exchange work in return for money.

Source Taken from: <https://roseheights.co.za/wp-content/uploads/2020/07/Gr-6-SS-Wksh-3.pdf>

2.2.1. Quote a phrase from **Source 2B** to support the fact that the introduction of money provided a solution in the lives of the people as they move from one area to the other.

“...people do not have to carry lots of objects with them to barter with.” 1x2(2) L2

2.2.2 Define the concept of **trade** in your own words 1x2(2) L1

The buying and selling of goods and services.

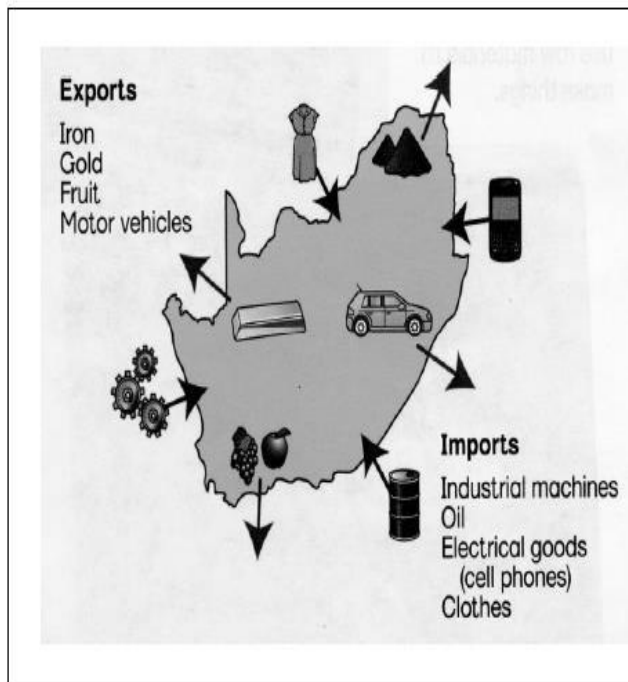
2.2.3 Price determines whether to buy or sell something. Is the statement **true** or **false**? ___ True 1x1(1) L1

Week # 3

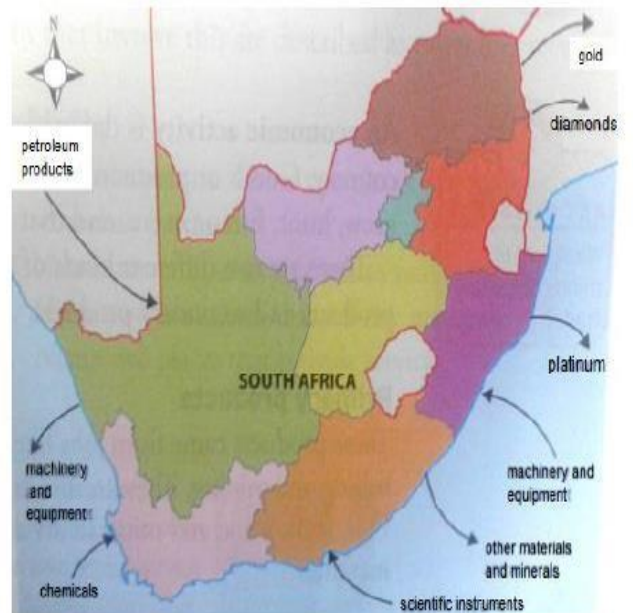
3.1 TOPIC: EXPORT AND IMPORT - BETWEEN SOUTH AFRICA AND THE WORLD

Study the Sources **below** to answer the questions that follow:

Sources A



Sources B



Source: deltaprimary.org.za

3.1.1 Define the following terms:

a) Imports:

1x1(1)

Goods that are bought from other countries.

b) Exports:

(1x1(1))

Goods that are sold to other countries.

3.1.2 Mention the three most valuable goods that South Africa export to other countries?

1x3(3) L1

iron

gold

fruit

motor vehicles (Any 3)

3.1.3 Refer to **Source B** above, would you say South Africa imports a lot of products, or do we export more products than we import? Justify your answer.

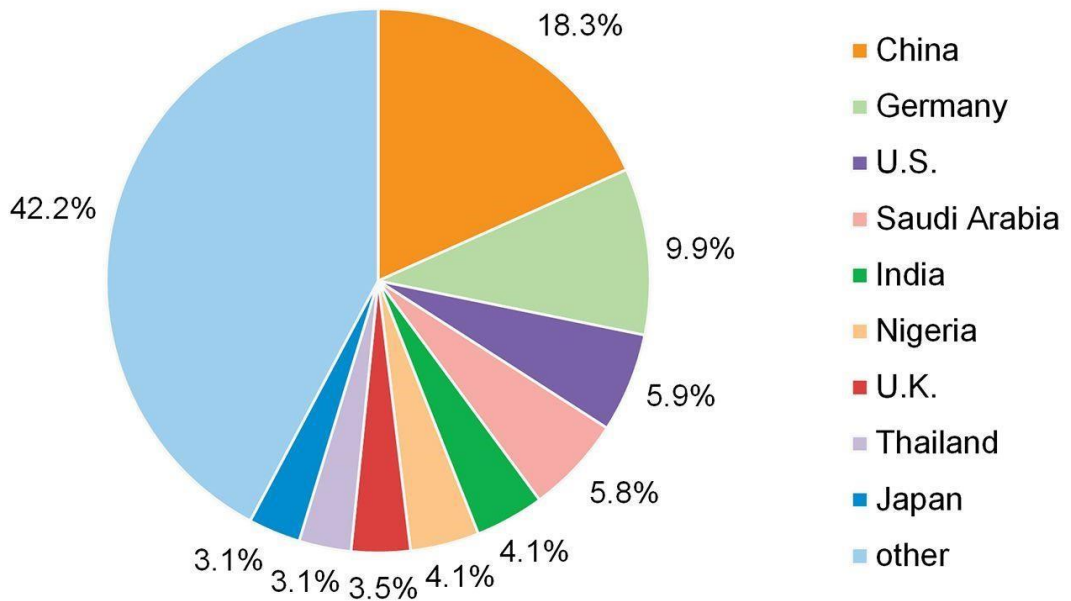
1X2(2) L2

South Africa imports more products from other countries. According to the source more primary products (minerals) are exported and South Africa imports the finished product.

TOPIC: COUNTRIES THAT TRADE WITH SOUTH AFRICA

SOURCE A: COUNTRIES THAT IMPORT GOODS FROM SOUTH AFRICA

South Africa major import sources (2018)

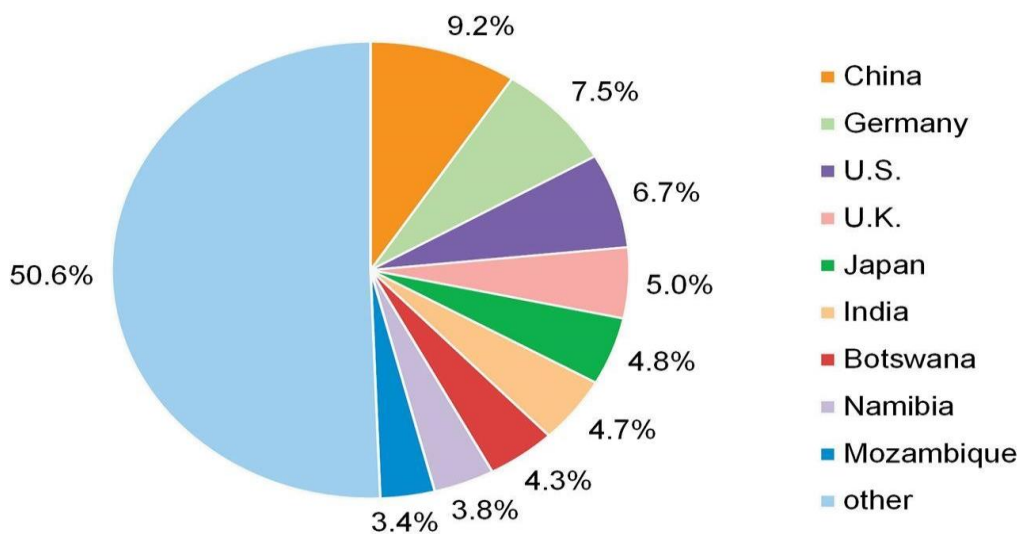


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[Pie-chart showing countries South Africa Import partners](#)

SOURCE B: SOUTH AFRICA'S EXPORT COUNTRIES

South Africa major export destinations (2018)



© Encyclopædia Britannica, Inc.

[Pie chart showing South Africa's export partners](#)

3.1.4 Refer to the pie charts above and list three countries with the highest percentage of imports and export to South Africa. Start from the second biggest importer to South Africa. 1X3(3)

China
Germany
US

3.1.5. Name 1 African country which South Africa imports goods from. 1X1(1)

Nigeria

3.1.6 What percentage of import comes from Japan? 1X1(1)

3.1%

3.1.7. Is it the same as the percentage that we send to Japan? Give a reason. 1x1(1)

No, we export more to Japan than we import.

3.1.8 Other than the African continent, which other continents does South Africa trade with? Mention at least 2 continents. Use the countries in Source B to guide you to your answer. 2x1(2)

Europe

Asia

North-America (Any 2)

[Click here to watch the video about import and export](#)

Week # 4

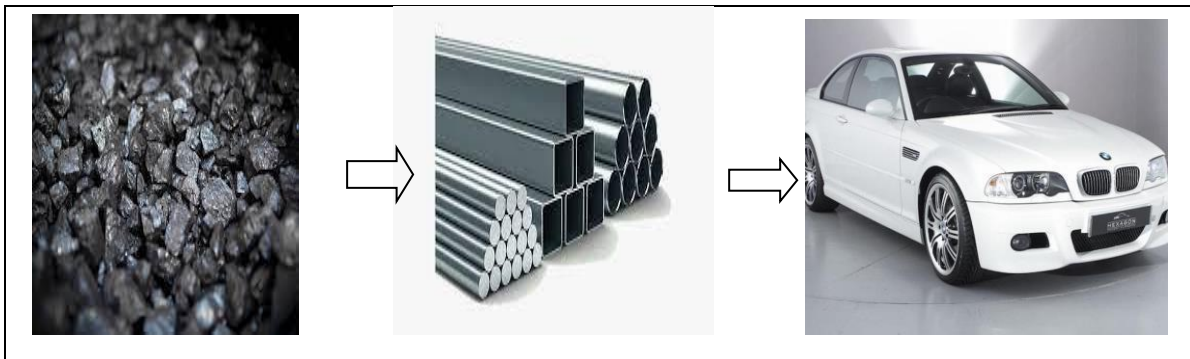
4.1 TOPIC: WHAT PEOPLE TRADE

VALUES OF SELECTED RAW MATERIALS AND MANUFACTURED GOODS INTRODUCTORY LESSON

4.1.1 Ice breaker Activity

[Click here to watch the video attached as an ice-breaker](#)

SOURCE A: A FLOW DIAGRAM SHOWING THE PROCESS FROM RAW MATERIAL TO FINAL PRODUCT



<https://www.google.com>

4.1.2 Look at the flow diagram in Source A and answer the questions below:

4.1.2.1 Name the raw materials used in the flow diagram **iron ore** 1x2(2) L1

4.1.2.2 Give the name of the manufactured product. **vehicle**

4.1.3. Draw a flow diagram to show any raw material of your choice changed to final manufactured goods. 1x3(3)

Learner's own diagram

4.1.4 Manufactured goods are more expensive than the raw materials that they are made from. Use the evidence (information) from **Sources A** and your knowledge, to write a paragraph of **5 full sentences on** why a car is more expensive than the costs of iron and steel.

1X5(5) L3

The cost of a car is far more than just the cost of its parts. Although iron and steel are essential parts, turning them into a working vehicle is a difficult procedure. In order to assemble numerous parts, manufacturing needs skilled labour, a network for delivery, and sophisticated engineering. Furthermore, the

complicated technology found in current cars—from entertainment systems to safety features—adds a large cost. In the end, an automobile's worth stems from its construction, features, and the skill needed to make it happen. (Any relevant answer related to the manufacturing process.)

Rubric for marking paragraph:

Level 1	Use evidence and own knowledge in an elementary way i.e., show little or no understanding of the value of raw materials and manufactured goods. Use evidence partially to report on a topic or cannot report on the topic.	MARKS: 0-1
Level 2	Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the value of raw materials and manufactured goods. Simply use evidence.	MARKS: 2-3
Level 3	Demonstrate a thorough understanding of the value of raw materials and manufactured goods. The evidence relates well to the topic. Use evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS: 4-5

4.2 Study the pictures below and answer the questions that follow



Pile of iron ore – Price R1500 a ton



Bicycle – Price R5 000



Pile of wood (about 10 logs) – Price R2 000

Computer and monitor – Prices, R3 000 – R4 000



Wood dressing table – Price R1 500



Blocks of stone for building – Price R500



Bags of coal – Price R150 per bag

Different values of resources

4.2.1 a) Complete the table below by arranging the items above under the correct headings.

MANUFACTURED GOODS	RAW MATERIALS
Bicycle	Pile of iron ore
Computer	Pile of wood
Dressing table	Bags of coal
Blocks of stone	

1x7(7) L2

b) What is the most expensive product?

bicycle

1x1(1)

c) What raw materials were used to make a wooden dressing table?

The pile of wood.

1x1(1)

b) What do you think make some products cheaper to produce and others more expensive to produce?

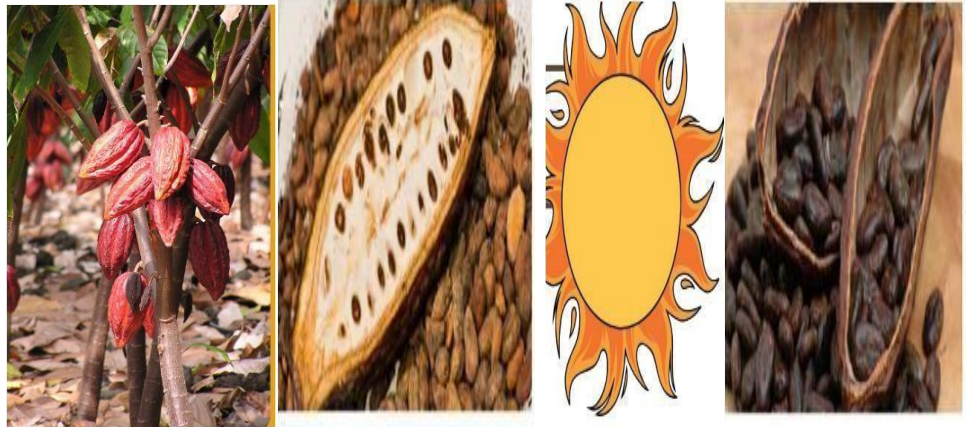
1x2(2) L2

Products made with higher-quality materials or more complex manufacturing processes may be more expensive. (Any relevant answer)

Week # 5

5.1 Topic: Case Study- From cocoa to chocolate

Chocolate comes from cocoa trees. The seeds or beans from the cocoa tree are the raw materials that are used to make chocolate. These beans go through many processes before chocolate tastes good. Processing is a form of manufacturing.



Case study: Growing cocoa in Ghana

Cocoa trees grow in warm climates near the equator. Most of the world's cocoa comes from west Africa. Ghana is a country in west Africa that produces about 15% of the world's cocoa beans.

After six months cocoa pods are ripe, and they are harvested. The pods are split open with a machete and the cocoa beans are removed.

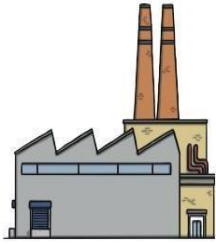
The beans are covered with banana leaves and left for five days to ferment.

The beans are dried out in the sun.

The beans are transported to chocolate factories. Ghana exports cocoa beans to companies in Europe. At the factories, beans are cleaned and then roasted. Shells are removed and the beans are ground into a thick liquid.

These companies process the cocoa beans into chocolate. Other ingredients such as sugar and cocoa butter are added to make the chocolate taste nice.

Finally, the chocolate is packaged and sent to shops to be sold. When you buy a slab of chocolate, most of the money goes to the country that manufactured the chocolate. Only a small amount of money goes to the country that produced the raw cocoa.



Study the source above and answer the questions that follow:

5.1.1 Where does most of the world's raw cocoa come from? Most of the 1x1(1) L2

Most of the world's cocoa comes from west Africa.

5.1.2 Where are most of the world's raw cocoa processed? 1x1(1)

In Europe

5.1.3 Cocoa trees grow in warm climates near the equator. What is the equator? 1x1(1)

The 0° line of latitude that divides the world into Northern and Southern hemispheres.

5.1.4 How long does it take for cocoa pods to be ripen and harvested? 1x1(1)

Six months

5.1.5 How can Ghana make more money from chocolate? 1x1(1)

They can make more money if they produce chocolate from the cocoa beans.

5.2 Study the picture below then arrange the following words in the correct order

processed chocolate mixing drying raw cocoa
export

5.2.1 raw cocoa 1x5(5) L2

5.2.2 drying

5.2.3. export

5.2.4. mixing

5.2.5. processed chocolate



Where Does Chocolate Come From?



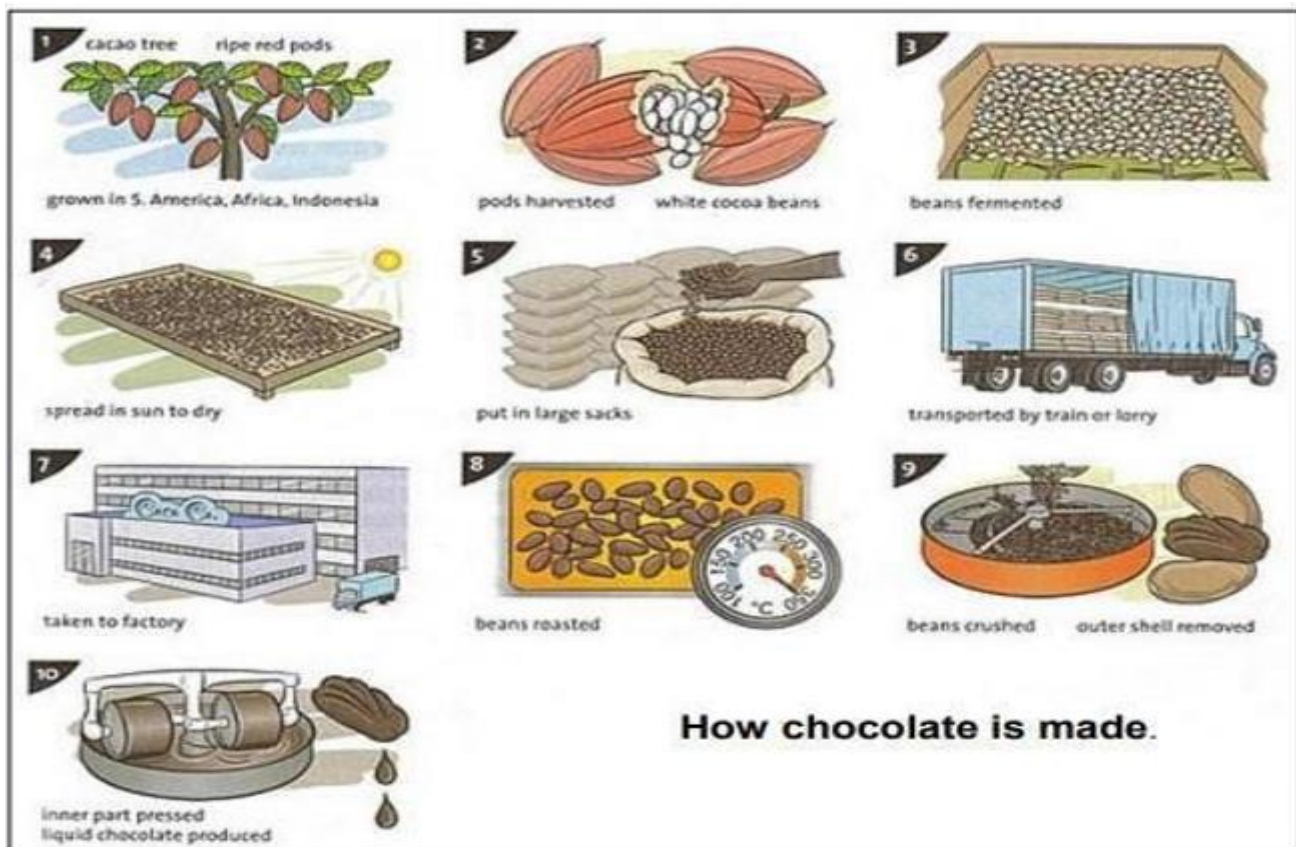
Chocolate comes from cocoa trees. Write a paragraph of 5 sentences and explain the process from cocoa to chocolate in your own words.

1X5(5) L3

The beans are dried and fermented first to give them a deep flavour. They are then carefully roasted, releasing the smell of chocolate. The cocoa mass is separated from the creamy fat called cocoa butter once the beans have been crushed. To create our favourite chocolate, the cocoa mass is finally combined with sugar, rehydrate cocoa butter, and at times milk powder!
(Any relevant answer from their textbooks.)

Rubric for assessing the paragraph		Learner's mark
The learner shows little or no understanding of the topic. Uses evidence partially or cannot report on the topic.	Marks: 0 - 1	
The learner uses evidence in a very basic manner.	Marks: 2 -3	
The learner demonstrates a thorough understanding of the topic in an organized paragraph.	Marks: 4 -5	

5.3 5.3.1. From cocoa to chocolate (Enrichment Activity)



Activity 1

The steps for making chocolate have been mixed up. Write them in the correct order, using the chocolate making process illustration to help you. Write the letter and the description.

A. The cacao beans are roasted.	F. Cacao tree fruit pods turn red when they are ripe.
B. The cacao beans are packed.	G. Ripe pods are picked and the white cocoa beans removed.
C. The cacao beans are transported by truck.	H. The cacao beans arrive at the factory.
D. The cacao beans are sun dried.	I. The cacao beans are fermented.
E. The cacao beans crushed are to remove the outer shell.	J. The soft inside of the cacao beans is pressed and liquid chocolate is then produced.

Source: WCED ePortal:
 Directorate: Curriculum GET: LESSON PLAN TERM 2 - 2020

5.3.1 Write your answer below by writing the letter in Column A and the description in Column B to show that you understand the process one needs to follow when making chocolate: **Remember: Cacao is the raw, unprocessed form of cocoa.**

Column A LETTER	Column B DESCRIPTION
F	Cacao tree fruit pods turn red when they are ripe.
G	Ripe pods are picked and the white cacao beans removed.
I	The cacao beans are fermented.
D	The cacao beans are sun dried.
B	The cacao beans are packed
C	The cacao beans are transported by truck.
H	The cacao beans arrive at the factory.
A	The cacao beans are roasted.
E	The cacao beans crushed are to remove the outer shell.
J	The soft inside of the cacao beans is pressed and liquid chocolate is then produced.

½x10(L1
5

5.3.2 [Click here to access the enrichment Activity about the case -study from cocoa to chocolate](#)

Week # 6

6.1 TOPICS: RESOURCES AND THEIR VALUES

New Words:

Gold ore – the raw material that contains gold.

Gold – is the most popular precious metal for making jewellery.

Jewellery – is ornaments that people wear, for example, rings, bracelets, and necklaces.

A case study of gold in South Africa

South Africa is famous for its gold. Some people call Johannesburg 'Egoli' which means 'city of gold'. South Africa is the fourth largest producer of gold in the world. Each year,

South Africa produces about 200 000 kg of pure gold. Most of this gold is sold to overseas countries. People in countries such as USA and India make South African gold into jewellery.

South Africa does not have many companies that make or manufacture gold jewellery. Gold is measured in carats. Pure gold is 24 carats. We measure the weight of gold by the ounce. An ounce is about 28 grams.

Read the case study above and answer the following questions

6.1.1 In which province is the city of Johannesburg? 1x1(1) L1

Gauteng

6.1.2. How much pure gold does South Africa produce each year? 1x1(1) L1

200 000 kg

6.1.3. Which countries make jewellery from South African gold? 1x2(2) L1

USA and India

6.1.4. What is the unit used to measure gold? **carats** 1x1(1) L1

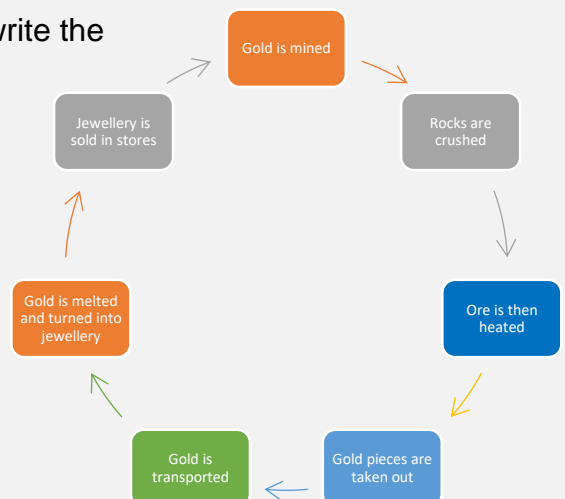
6.1.5 Explain why an ounce of gold jewellery is worth more than an ounce of pure gold? 1x2(2) L2

Most of the time, the worth of gold jewellery comes from the craftsmanship, equipment, production method, and uniqueness of the piece.

6.2 The sentences below describe the journey of gold to jewellery.

Refer to the diagram on the right as a guide and write the sentences in the correct order.

DIAGRAM CREATED FROM SMARTART



6.2.1 **Gold is mined** 1x7(7) L2

6.2.2 **Rocks are crushed**

6.2.3 **Ore is then heated**

- 6.2.4 Gold pieces are taken out
- 6.2.5 Gold is transported
- 6.2.6 Gold is melted and turned into jewellery
- 6.2.7 Jewellery is sold in stores

Week # 7

TOPICS: RESOURCES AND THEIR VALUES (Enrichment Activity)

7.1 Study the following case study and pie chart to answer the questions that follow

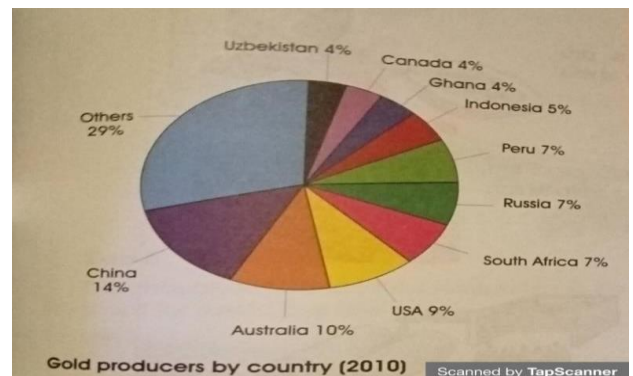
Case Study: From gold to jewellery

Gold is an extremely valuable mineral. It is very important to South Africa's economy. A large amount of the world's gold comes from hard rock mining. This is where ore is recovered from deep within the earth where the workers chip away at the rock and collect rock that contains gold. The rock is then crushed, and the gold is separated with the use of chemicals.

Different techniques are used to extract the gold from the rock. Gold is smelted and poured into the container and lastly, it is pure gold. The two most common methods are **cyanide extraction** and **mercury extraction**.

Cyanide extraction is carried out when the small, crushed rock that contains ore is crushed into fine pieces. It is then mixed with a solution of sodium cyanide to remove the gold. Thereafter it is mixed with zinc to separate the metal from the cyanide and sulphuric acid is used to remove the zinc.

Mercury extraction involves removing gold from the rock with mercury. The fine pieces of ore-bearing rock are mixed with liquid mercury. The mercury then separates the ore from the gold. Once the gold is collected, it is then heated to burn off any mercury that could still be on the rocks. This technique is commonly used by small-scale miners.



7.1.1 Which country produces the most gold?

1X1(1) L2

China

7.1.2 List the countries that produce the least amount of gold?

3 X1(3) L2

Uzbekistan
Canada
Ghana

7.1.3. Name two different techniques that are used to extract the gold from the rock.

1X2(2) L1

Cyanide extraction

Mercury extraction

7.1.4. Refer to the pie chart above to answer the following question. Identify three countries that produce 7 % of gold in the world. 1X3(3) L2

Peru

Russia

South Africa

7.2 State whether the following statements are **True** or **False** (**Learners can refer back to source at question 6**)

7.2.1. South Africa has many companies that manufacture gold jewellery. 1X1(1) L1

False

7.2.2. Raw materials are cheaper than processed materials. 1X1(1)

False

7.2.3. South Africa produces 200 000kg of pure gold every year. 1X1(1)

True

7.3 Match the following items in column A with their descriptors in column C by only writing the letter of the alphabet in Column B

Column A	Column B	Column C	1X5(5) L2
7.3.1 Mercury extraction	C	A. People who make jewellery	
7.3.2 Goldsmiths	A	B. This is where ore is recovered from deep within the earth	
7.3.4. Gold	E	C. It is the method of extracting gold from the rock using mercury.	
7.3.4 Hard rock mining	B	D. It is the method of extracting gold from the rock using sodium cyanide	
7.3.5 Cyanide extraction	D/ F	E. The precious rock	
		F. is carried out when the small, crushed rock that contains ore is crushed into fine pieces	

7.4 Complete the following sentences 1x5(5) L2

Ore is found deep within the (a) **earth** where the workers chip away at the rock. The rock which contains (b) **gold** is then collected, then (c) **crushed** and

separated with the use of (d) **chemicals**. Once the raw gold has been extracted from the (e) **ore** it is separated from the stone into small sizes.

7.5 Give examples of six items that can be manufactured from gold (end products)

Jewelry: This is the most common example, including rings, necklaces, bracelets, earrings, and more.

1x6(6) L1

Coins: Gold coins are used for investment and collecting, though less common in everyday transactions.

Electronics: Tiny gold wires are used in computer chips and other electronics due to their excellent conductivity.

Aerospace: Gold is used for reflective coatings on satellites and other spacecraft because it doesn't degrade in space.

Medical Devices: Gold's inert nature makes it ideal for some medical implants and is used in some cancer treatments.

Decorative Items: Gold leaf is used to gild furniture, picture frames, and other decorative objects for a luxurious look.

7.6 Write a paragraph of about 5-6 sentences where you will discuss the method of extracting gold using mercury extraction. The paragraph must have the topic sentence, main sentences, and concluding sentence.

1X5(5) L3

Mercury extraction involves removing gold from the rock with mercury. The fine pieces of ore-bearing rock are mixed with liquid mercury. The mercury then separates the ore from the gold. Once the gold is collected, it is then heated to burn off any mercury that could still be on the rocks. This technique is commonly used by small-scale miners.
(LEARNERS REWRITE IN THEIR OWN WORDS)

Rubric for marking paragraph		
Level 1	- Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on a topic or cannot report on the 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	<ul style="list-style-type: none"> - 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
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7.7 Rearrange the following sentences to show understanding of the processes after gold has been mined until it is sold. 1X3(3) L3

- (a) Selling gold items at the jewellery shops.
- (b) Transporting gold from the mine
- (c) Manufacturing gold items at the factory

b) Transporting gold from the mine

c) Manufacturing gold items at the factory

a) Selling gold items at the jewellery shops

Week # 8

8.1 CONCEPT OF UNFAIR AND FAIR TRADE

Introduction lesson

[Click here to watch the definition of fair and unfair trade](#)

Keywords

Fairtrade – Trade is done in a way that is fair for everyone involved.

Unfair trade – Trade in which some of the people involved are not treated equally or reasonably.

Fairtrade

It is an international company that helps farm producers in developing countries get better deals in the working and selling of their products. It is an organization that tries to stop exploitation in trading products.



<https://www.fairtrade.net>

[Click here to watch a video explaining what is fair trade](#)

TOPIC: THE HUMAN COST OF UNFAIR TRADE- WORK AND EXPLOITATION

8.1

Jacob earns a living by growing and harvesting cocoa beans on his smallholding. It is hard work because cocoa trees only bear two harvests a year. He only manages to collect 100kg of beans after each harvest, which he sells to the trading company once they have dried. Jacob earns R100.00 for each 100kg he sells. This money has to last him 6 months until he can sell the next harvest. Jacob has to feed his family with this money as he is the only breadwinner. The trader then sells Jacobs harvest to the producer for R1000.00, making a massive profit out of trading.

8.1.1 What product is Jacob growing? 1x1(1) L2

Cacao beans

8.1.2. How many harvests do cocoa beans bear a year? 1x1(1)

two

8.1.3. How much does Jacob get when he trades 100kg of cocoa? 1x1(1)

R 100

8.1.4. How much does the trader receive for selling 100kg of cocoa? 1x1(1)

R 1000

8.1.5. Is the trading between Jacob and the trading company fair or unfair? 1x2(2)
Give a reason for your answer.

Answer: Unfair

Reason: Jacob sells his cocoa beans for R100 per 100kg, which needs to last him for 6 months. This suggests he makes very little money.

The trading company then sells the cocoa beans to a producer for R1000, making a profit of R900. This suggests the trading company is taking a large cut of the profits.

8.2 State whether the following is *True or False*

8.2.1 Fair trade happens when countries agree to buy goods at a satisfactory price 1X1(1) L1

True

8.2.2 Unfair trade leads to people not upskilling their skills 1X1(1)

False: Unfair trade can discourage people from upskilling their skills, but it is not the direct cause.

8.2.3 Fair trading is when children are forced to work.

1X1(1)

False

8.2.4 Farmers and mine workers get low wages in unfair trading

1X1(1)

True

8.2.5 Farmers and mine workers get fair wages in fair trading

1X1(1)

True

8.3 Case study : Hamed story

Hamed lives in Ivory Coast in West Africa. A man in Hamed's village offered to help him to get an education in the nearby town. Instead, the man forced Hamed to work on a cacao farm. Hamed worked for many hours in the hot sun, using dangerous tools and poisonous chemicals. The man took most of Hamed's earnings.



My name is Hasina. I make sport shoes for farmers company in Bangladesh. I am paid about R20.00 a day I have to work 12 hours every day, except Sunday

Read Hamed's and Hasina's story below and answer the questions that follow:

8.3.1. What kind of work do Hasina and Hamed do?

1x2(2) L2

Hamed – general worker on a cacao farm.

Hasina – makes sport shoes

8.3.2 List ways Hasina and Hamed are exploited.

1x2(2)

- **Low wages:** Both Hasina and Hamed are paid very little for their long hours of work. R20 a day is significantly lower than a minimum wage in most countries.
- **Long working hours:** They are forced to work extremely long hours, 12 hours a day for Hasina and likely similar for Hamed.
- **Deception:** Hamed was deceived by the promise of education.
- **Potential for dangerous working conditions:** Hamed's work with dangerous tools and chemicals suggests unsafe working environments.

(Any two)

8.3.3 How would fair trade help to change Hasina and Hamed's life?

1X2(2)

- **Fair wages:** Fair trade ensures farmers and workers receive a fair price for their products and labor. This would mean a significant increase in income for Hasina and Hamed.
- **Safer working conditions:** Fair trade standards often require improvements to workplace safety, reducing the risk of accidents and exposure to harmful substances.
- **Education and training:** Fair trade organizations may invest in educational programs for workers and their communities. This could have given Hamed the education he was promised.

(Any two)

8.3.4 What is unfair trade?

1X2(2)

Trade in which some of the people involved are not treated equally or reasonably.

8.3.5 Name three factors of fair trade.

1X3(3)

- **Fair price:** Producers receive a fair price that covers the cost of production and allows for a decent standard of living.
- **Fair labor conditions:** Workers are treated fairly, with safe working environments, no child labor, and reasonable working hours.
- **Transparency:** There is transparency in the supply chain, allowing consumers to know where their products come from and how they are made.

8. 3.6 What is exploitation?

1X1(1)

Exploitation is taking unfair advantage of someone or something. In the case of Hasina and Hamed, they are being exploited by being forced to work long hours for very little pay, and potentially in unsafe conditions. They have little to no bargaining power and are deceived or tricked into the situation.

Week # 9

9.1 Case studies of a positive project:

Fairtrade: Coffee Farmers in Honduras

Honduras, Central America has the perfect climate for a coffee grower. Like cocoa, coffee beans grow on trees. Coffee grows only in certain areas that have certain weather conditions.

In the past, coffee growers sold their coffee to a government organization. Prices were low. Farmers were often cheated with money. It kept the farmers poor.



Fairtrade cooperation

Fairtrade International has helped smaller coffee growers work together to form an agricultural cooperative.

- Farmers learn how to grow coffee on steep soils.
- 20% of coffee is kept and consumed locally. And 80% is exported.
- Farmers stop using chemicals on soils.
- Money first goes back to the co-operative.
- The cooperative uses the money for machines and wages for workers.

Fairtrade has changed the lives of coffee workers:

- Earn more money.

- Eat better food.
- Get healthier.
- More children are going to school.
- Spend money on community services.
- People no longer leave farms to go to the cities.



9.1.1 Where is the ideal climate for coffee nurseries?

1x2(2) L2

Honduras, Central America

9.1.2 How have fair-trade coffee makers' lives changed?

1x3(3) L2

- **Earn more money.**
- **Eat better food.**
- **Get healthier.**
- **More children are going to school.**
- **Spend money on community services.**
- **People no longer leave farms to go to the cities. (Any three)**



9.2 [Click here to access all Geography Term 2 Video Clips](#) from Google Drive

Read the article below about childrens' exploitation (**English Across the Curriculum compliant**) **Class can have a discussion**

Brechtje van Lith, Country Director

Children are being exploited to work on farms, mines in Uganda

On a recent monitoring visit to one of the schools that Save the Children supports in Nwoya district we found the number of pupils had decreased.

Instead of studying, many of the children had gone to work on nearby commercial farms. Nwoya's fertile soils mean that many national and foreign companies have set up farms there, growing cereals, cotton, coffee and beans.

For some companies, children are a source of cheap labour that can be easily exploited. An assessment of some of these farms found appalling conditions. Children as young as eight work to harvest crops and clean machinery, staying in overcrowded and unsanitary camps without their parents. They work long hours, going hungry and

However, the reality is that poor families struggle with the numerous fees for school running and supplies, which can make education prohibitive and leave children especially vulnerable to illegal and exploitative labour. We must do more to ensure all children – no matter where they live or how poor their parents are – can stay in education.

Child labour is one of the indicators assessed in Save the Children's new Childhood Report, which ranks 176 countries worldwide on children's access to essential services and protection from harmful practices. Uganda ranks 136th – a drop of six places since last year despite good progress in some areas.

The report finds one of Uganda's main challenges is implementing and enforcing its good legislation. Uganda has criminalised child labour under the age of 16 through the Children's Act (amendment), but this is often not



[Article on child exploitation](#)