



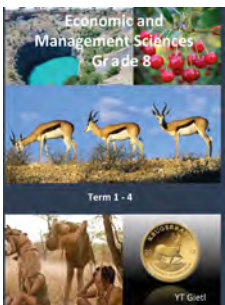

# Economic and Management Sciences Grade 8

Head, heart and hand Series  
Yvette Gietl

**WAMARK  
PUBLISHERS**

# ENRICHED VERSION VS CONDENSED VERSION

Alongside the enriched EMS 8 and 9 workbooks, we also have condensed versions. This table will explain the differences and benefits of each.

	ENRICHED EMS WORKBOOKS		CONDENSED EMS WORKBOOKS	
	<p>This version suits schools with 3 or more lessons allocated to EMS per cycle. The topics covered will prepare learners for grade 10. Include CAPS</p>		<p>This version suits schools with very limited time i.e. have fewer than 3 lessons per cycle or have allocated more time to Accounting. CAPS only</p>	
				
Revision Topics and Activities	*	*		
Enrichment Topics and Activities	*	*		
Tear - out Activities	22	23	11	13
Set out in SUBJECTS namely: Economics, Financial Literacy and Entrepreneurship	*	*		
Set out Term 1 – 4 in TOPICS as per CAPS			*	*
Price incl. VAT	R 160	R 160	R 120	R 120



# ECONOMIC AND MANAGEMENT SCIENCES GRADE 8

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## STANDARD OF LIVING



### 1. LIFESTYLE

Lifestyle is a term to describe the way a person lives. A lifestyle is a bundle of behaviours including social relations, consumption, entertainment and dress.

### 2. THE DIFFERENCE BETWEEN TRADITIONAL AND MODERN LIFESTYLES/ SOCIETIES.

'Traditional' refers to those societies that are small scale and are derived from indigenous and often ancient cultural practices.

'Modern' refers to those practices that relate to development on a large scale. These societies co-exist in the world today. There are no longer completely modern or traditional societies.



### 3. TRADITIONAL SOCIETIES IN SOUTH AFRICA

Colonization and then Apartheid threatened traditional societies in South Africa.

The core values of traditional societies were eroded due to harsh treatment of the indigenous people. During Apartheid most families lived apart and many still do e.g. a women works as domestic worker and "lives in". There is no room for her husband or children. Her husband lives at his place of work and their children are left with family in the homelands. Another example is miners.



Colony: A country or region governed by another country

South Africa has a wealth of traditional societies. They are both an asset and heritage for our country. Traditional societies are a drawcard for tourists. The traditional methods of making goods e.g. jewellery are very popular and are even exported.



Ecotourism favours these societies as they usually border the game parks. They are therefore directly involved with tourism and benefit from it. e.g. Local men and women may be trained as tour guides, chefs, cleaners, drivers etc.

#### 4. RURAL SOCIETIES

Rural communities are distanced from concentrated population and economic activity. In other words the people do not live in close proximity to one another and don't have easy access to shops and facilities e.g. hospitals. Many people have moved from the rural areas to the cities to study and find work. There is however still a large number of people that still live in these remote areas. Their lives are difficult and resources are scarce. Their methods of farming are mainly subsistence (no surplus to sell)





Large scale farmers as well as traditional homesteads are located in rural areas. Crime is often a problem due to high unemployment. Education is often sub-standard and many schools do not have electricity or running water. The challenges learners face are enormous and often have to walk many kilometres to get to school.

Rural communities rely on traditional methods for subsistence farming however large scale farmers are using more modern technologies.

## 5. SELF SUFFICIENT SOCIETIES

Self sufficient societies aim for a lifestyle of sustainable living. They are aware of the strain that consumerism has put on the earth's resources and they make every effort to minimise their carbon foot print. They do this by altering methods of transport, energy, consumption and diet. There are societies that live this way because of tradition but there are a growing number of people who are joining the movement voluntarily. One does not have to live on a farm be self sufficient. By growing your own vegetables in a small veggie patch and using solar energy you would be living a lifestyle of self sufficiency in the areas of food and energy.



More reasons why people would want to live a life of self sufficiency include:

- Cost of living has become unaffordable putting strain on households
- People work very long hours to maintain their lifestyles
- People feel trapped by the demands of society e.g. Modern consumerism

## 6. MODERN SOCIETIES



Modern societies are characterised by consumerism and materialism. Modern society has a cult of wealth and private ownership. There is an need for possessions and this creates an inequitable distribution of wealth. Resource exploitation is dominant.

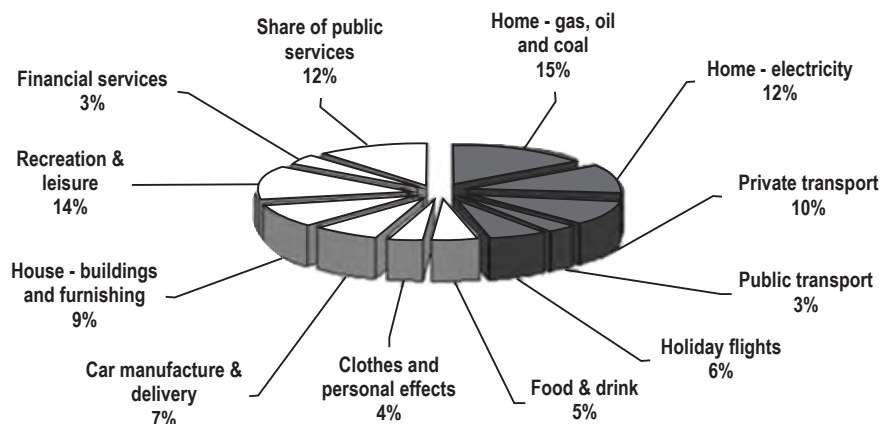
There is also a move towards little sense of community. Communication is impersonal and distant. In a modern lifestyle there is less time for leisure due to time constraints – Time is money and consumption replaces conversation.

Due to the enormous use of natural resources and the disposal of byproducts, the earths resources are being depleted and the natural environment destroyed.

## 7. WHAT IS A CARBON FOOTPRINT?

A **carbon footprint** is a measure of the impact our activities have on the environment, and in particular climate change. It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation etc.

The carbon footprint is a measurement of all greenhouse gases we individually produce and has units of tonnes (or kg) of carbon dioxide equivalent.



The pie chart above shows the main elements which make up the total of a typical person's carbon footprint in the developed world.

A carbon footprint is made up of the sum of two parts, the primary footprint (shown by the darker slices of the pie chart) and the secondary footprint (shown as the lighter slices).

7.1 The **primary footprint** is a measure of our direct emissions of CO<sub>2</sub> from the burning of fossil fuels including domestic energy consumption and transportation (e.g. car and plane). We have direct control of these.

7.2 The **secondary footprint** is a measure of the indirect CO<sub>2</sub> emissions from the whole lifecycle of products we use - those associated with their manufacture and eventual breakdown. To put it very simply – the more we buy the more emissions will be caused on our behalf.

## 8. HOW TO REDUCE YOUR CARBON FOOTPRINT

### 8.1 HERE'S A LIST OF SIMPLE THINGS YOU CAN DO IMMEDIATELY

- \* Turn it off when not in use (lights, television, DVD player, Hi Fi, computer etc.
- \* Turn down the underfloor heating slightly (try just 1 to 2 degrees C)
- \* Turn down the water heating setting (just 2 degrees will make a significant saving)





- \* Fill your dish washer and washing machine with a full load - this will save you water, electricity, and washing powder
- \* Fill the kettle with only as much water as you need
- \* Do your weekly shopping in a single trip
- \* Hang out the washing to dry rather than tumble drying it
- \* Recycle as much as possible

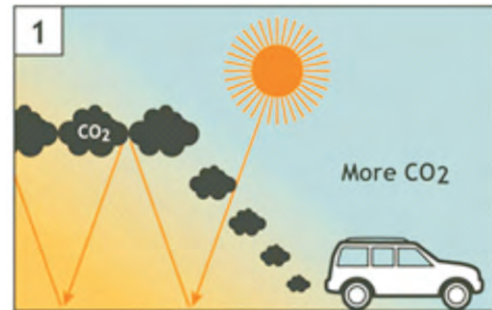


**8.2 THE FOLLOWING IS A LIST OF ITEMS THAT MAY TAKE AN INITIAL INVESTMENT, BUT SHOULD PAY FOR THEMSELVES OVER THE COURSE OF 1-4 YEARS THROUGH SAVINGS ON YOUR ENERGY BILLS.**

- Fit energy saving light bulbs
- Install thermostatic valves on your radiators
- Insulate your geyser
- Recycle your grey water e.g. bath water can be used to water plants
- Replace your old fridge / freezer (if it is over 15 years old), with a new one with energy efficiency rating of "A"

**8.3 TRAVEL LESS AND TRAVEL MORE CARBON FOOTPRINT FRIENDLY.**

- Car share to work or lift club to school.
- Use the bus or a train rather than your car
- For short journeys either walk or cycle
- Try to reduce the number of flights you take
- See if your employer will allow you to work from home one day a week
- Next time you replace your car - check out diesel engines.
- When staying in a hotel - turn the lights and air-conditioning off when you leave your hotel room, and ask for your room towels to be washed every other day, rather than every day



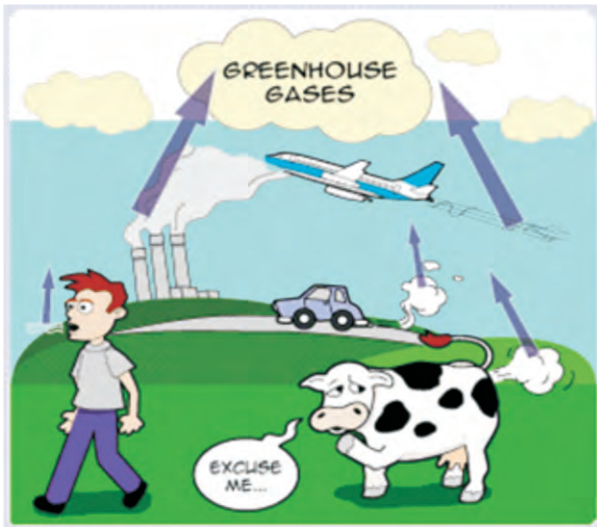
**9. AS WELL AS YOUR PRIMARY CARBON FOOTPRINT, THERE IS ALSO A SECONDARY FOOTPRINT THAT YOU CAUSE THROUGH YOUR BUYING HABITS**

- Don't buy bottled water if your tap water is safe to drink
- Buy local fruit and vegetables, or even try growing your own
- Buy foods that are in season locally
- Don't buy fresh fruit and vegetables which are out of season, they may have been flown in
- Reduce your consumption of meat
- Try to only buy products made close to home (look out and avoid items that are made in the distant lands)
- Buy organic produce – safe traditional farming methods
- Don't buy over packaged products



10. **HOW DO COWS CONTRIBUTE TO GLOBAL WARMING?**

A cow does on average release between 70 and 120 kg of Methane per year. Methane is a greenhouse gas like carbon dioxide (CO<sub>2</sub>). But the negative effect on the climate of Methane is 23 times higher than the effect of CO<sub>2</sub>. Therefore the release of about 100 kg Methane per year for each cow is equivalent to about 2'300 kg CO<sub>2</sub> per year. We cannot deny that farming has a major impact on global warming. Since farming is basically serving the consumer's demand for food, we should look at our nourishment. With increased prosperity, people are consuming more meat and dairy products every year. The most important conclusion for us is: Eat much less meat and dairy products. This is one of the most effective ways to reduce our personal carbon footprint and to generally reduce our personal negative impact on the environment.



The flatulence of cows is only a small portion of cows' methane release. Cows also *burp* methane, due to the physiology of their digestive systems. In New Zealand cattle farmers are taxed for causing global warming.



The Economy Standard of Living <b>DATA RESPONSE</b>	NAME: _____ GRADE: _____ DATE: _____
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<b>ACTUAL MARK</b>		<b>TOTAL : 60</b> <b>ASSESSMENT : 9</b> <b>DUE DATE: _____</b>
%		
<b>LEVEL</b>		

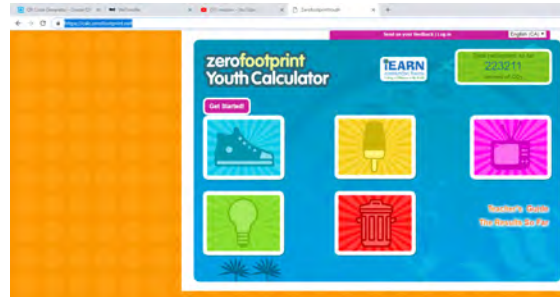
### INSTRUCTIONS

1. Calculate your personal carbon footprint by using the calculator on [calc.zerofootprint.net](http://calc.zerofootprint.net) (See next page for QR code) You just have to register and answer some questions and your personal carbon footprint will automatically be calculated for you).
2. The calculation will show your personal carbon footprint compared to that of the norm of the country you live in. (You must choose the South African icon – it automatically shows the Canadian flag)
3. Print the result – write the date on it
4. Make a written presentation on how you are going to decrease your carbon footprint.
- 4.1 Make use of the following terms in your written presentation to show you understand their meanings. **Lifestyle, traditional societies, modern societies, rural societies, self sufficient, carbon footprint, global warming, reduce, reuse and recycle.**
5. Implement your plan for a week.
6. Now redo your carbon footprint calculation on the web site.
7. You should have reduced your carbon footprint! Print the second calculation – date it
8. Staple all your information together i.e. Calculation 1, your written presentation and calculation 2
9. Give an oral presentation to a peer and discuss how you changed your lifestyle in order to decrease your carbon footprint.

CRITERIA	8	12	20
CARBON FOOTPRINT CALCULATIONS  www. zerofootprintkids.com  (EDUCATOR ASSESSMENT)	Not done Second due date: _____ Minus 20% Learner signature _____	Both calculations are presented. The calculations are dated. There is no marked reduction in the learners carbon footprint	Both calculations are presented and dated. There is a reduction in the learners' carbon footprint after a week
WRITTEN PRESENTATION (PARENT/GUARDIAN ASSESSMENT)  Signature: _____	The learner has presented 3 ideas on how to reduce his/her carbon footprint	The learner has presented 5 ideas on how he/she will reduce his/her carbon footprint	The learner has been creative and has presented 8 +ways in which he/she will reduce his/her carbon footprint
ORAL PRESENTATION (PEER ASSESSMENT)	Very little to share. No understanding of the topic or terminology	Good presentation. Some use and understanding of terminology	Excellent presentation with good use of terminology



or



<https://calc.zerofootprint.net/>

Investigates and debates the successes and shortcomings of RDP  <b>QUESTIONNAIRE, SURVEY, SELF REPORTING, ORAL PRESENTATION</b>	NAME: _____ GRADE: _____ DATE: _____
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<b>ACTUAL MARK</b>		<b>TOTAL : 60</b>
%		<b>ASSESSMENT : 10</b>
<b>LEVEL</b>		<b>DUE DATE: _____</b>

**INSTRUCTIONS:**

Now that you are aware of government's role in the delivery of services, you are required to:

1. Design a questionnaire to determine to what extent these services are being delivered in your community.
2. You must identify at least 9 services/functions (3 for each level of government)
3. Formulate at least 9 questions (one for each service/function).
4. Make 5 copies of your questionnaire and interview 5 different people living at separate addresses in your community.
5. From your survey, make recommendations on the means (ways) these services/functions can be improved. (A4 page)
6. Give an oral presentation of your findings (successes and shortcomings in service delivery) and recommendations to your group.



	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Research method for obtaining primary data (Educator)	The learner has very little idea of methods of collecting primary data and needs guidance to identify a data collection method.	The learner has identified a data collection method but needs assistance to design appropriate instrument to identify needs in society.	The learner has knowledge of data collection methods and has designed a relevant instrument to identify needs in society.	The learner has knowledge of a range of data collection techniques and has designed a good instrument for data collection to identify needs in society.	X3 ___/12
Question types (self) open-ended = many possible responses closed = yes/no	I have formulated fewer than 3 questions. They are all closed ended, are not well planned and serve little purpose.	I have formulated between 4 & 6 questions. I have at least one open-ended question. Most of my questions are purposeful.	I have formulated between 7 & 8 questions. I have included at least 2 open-ended questions. All my questions are purposeful.	I have formulated 9 questions. I have included 3 open-ended questions. My questions are well planned and purposeful.	X3 ___/12
Content (Relevance & Appropriateness) (Educator)	Needs to sort information collected for relevance.	Needs to collect some additional information.	Most information collected but could be supplemented.	All the relevant information has been collected & captured.	X2 ___/8
Recommendations (Educator)	Irrelevant non-workable suggestions on the means to improve service delivery.	Some good ideas on the means to improve service delivery.	Mostly imaginative and workable suggestions made on the means to improve service delivery.	Highly creative & logical suggestions made on the means to improve service delivery.	X3 ___/12
Oral Presentation as a whole (Peer)	Little command of the topic. Needs guidance from the educator and has to prepare again.	Basic presentation. More practice needed. Should prepare more thoroughly.	Satisfactory presentation. Illustrates command of the topic.	Excellent presentation with good use of terminology. Illustrates insight into the topic.	X2 ___/8
Written Presentation Technical appearance (Parent/Guardian)	Very little care taken. Needs to redo for a neater presentation.	Some more work needed to create a better presentation.	Satisfactory Could improve in a few areas as advised by the parent/guardian.	Very systematically organized and logically presented.	X2 ___/8
<b>TOTAL</b>					<b>___/60</b>

Signature - Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_

The Economy Standard of Living  <b>CASE STUDY</b>	NAME: _____ GRADE: _____ DATE: _____
--	--

<b>ACTUAL MARK</b>	<b>60</b>
<b>%</b>	<b>100</b>
<b>LEVEL</b>	<b>4</b>

**TOTAL: 60**

**ASSESSMENT: 11**

**DUE DATE:** \_\_\_\_\_

**CASE STUDY: Eco City, Ivory Park, Johannesburg.**

- a) Research the **Standard of Living** of the people residing in Ivory Park **prior** to Eco City Co-operative being formed.
- b) Discuss how Eco city has successfully solved **Environmental Problems** and **Poverty**.
- c) Clarify how Eco City has made **productive use of resources** to promote a **healthy environment**.
- d) **Sustainability** – how will Eco City Sustain itself financially?
- e) Conclusion – Your thoughts on how this form of co-operation impacts our **societies** with regards to the **environment, employment, safety and security**.

Present your work in the form of a poster. **You start off with full marks!** Your poster will be marked negatively. Check the criteria to make sure that you know what is required of you.

<b>CRITERIA</b>	<b>MINUS MARKS</b>
1. The poster is smaller or larger than an A2 (4x A4).	-1
2. The poster is not of a high enough standard to be displayed	- 5
3. Information has been duplicated	- 5
4. There are no illustrations	-5
5. The headings are not clearly visible	-5
6. The content is scanty and irrelevant	-10
7. The learner cannot identify environmental problems	-5
8. The learner is unable to prove productive use of resources.	-5
9. The learner has neglected to explain the sustainability of Eco City	-10
10. The learner has failed to recognise the significance of poverty and standard of living.	-5
11. The learner's conclusion does not address all the requirements.	-4
<b>Total deduction</b>	

Topic: Eco City, Ivory Park, Johannesburg



or



<https://www.youtube.com/watch?v=ft3rgbpwDO4>



or



<https://www.youtube.com/watch?v=LTncyb9FBNU>



or



<https://www.youtube.com/watch?v=vn0oba4IIQ4&t=105s>