

Social science for grade 7 week17

Corrections for Revision History Term 2 page 152 to 153

Question 1: Create a diagram on the Trans-Atlantic slave trade

- a. The diagram should be accurately labelled (West Africa- America- Great Britain/ Benin- New Orleans – Great Britain) and be shaped as a triangle.
- b. Line 1: Tobacco, sugar, and cotton. Line 2: Alcohol, cloth. Line 3: Slaves
- c. Britain / America

Question 2: Use sources to work out the impact of slave trading

- a. Plantation owners needed many people to work the land.
- b. Slaves are serving the slave owners.
- c. The slaves are cutting the sugar cane for the plantation owner to sell.
- d.
 - i. Slavery had a positive economic effect on the slave owners as they had access to free labour and therefore they could gain huge profits for their produce.
 - ii. Slavery had a negative economic effect on slaves as they did not earn any money and they had no freedom to work elsewhere.
 - iii. Slavery had a positive long-term effect on the economy of the United States as it allowed the plantations to grow because of the profits the slave owners could gain from using slave labour to harvest their crops. This meant that trade with Britain also became profitable and the American economy could expand.

Question 3: Write a paragraph

Demonstrate knowledge and understanding of the material covered in the topic, paying particular attention to the standard of living of slaves in the American South and drawing on the primary and secondary sources that have appeared throughout Sub-topics.

Question 4: What impact did slavery have on slaves?

- a. The black woman or nanny is Louisa.
- b. The child is H.E Hayward
- c. The slaves felt dehumanized, stupid, disempowered, resentful, sad, angry,
- d. Any appropriate answer, for example, The little girl felt confused because she might have seen her nanny as a mother figure/she might not have understood slavery/ thought it was unfair.

Corrections for Revision term 2 Geography which is under term 3 Population replacing Floods under term 2 page 76

Task 1: Match meanings to show understanding

- a. 1 – D
- 2 - A
- 3 - E
- 4 - B
- 5 – C

Task 2: Interpret a graph

- a. A – Time
B - Total population
C – Death rates
D – Birth rates
- b. Stages 1 and 4
- c. Stages 2
- d. Stages 1

Task 3: describe factors that affect birth rates and infant mortality rates

- a. Economic status: Poor people often have more children. The birth rate is high often because the infant mortality rate is high due to lack of health care, education and ability to pay for things that lower infant mortality rates such as healthy diets and medicines. Family needs: People in poorer communities may have more children to help them farm the land. They may also have more children to increase the survival rate of their children due to a high infant mortality rate.
- b. i. Infant mortality rate is the number of babies that die before they are one year old.
ii. Health care, diet, disease, sanitation, breast feeding, vaccination.
iii. Life expectancy will be reduced if there is a high infant mortality rate. Life expectancy is an average of the age people live to in a society. Countries with lower infant mortality rates usually have higher life expectancy.
- c. Health worker may have mentioned: importance of washing hands and cleanliness, breast-feeding, good diet, regular health checks for their babies, keeping their babies warm.

Task 4: Understanding factors that affect birth and death rates

- a. One pandemic that has affected Europe is the Bubonic Plague or influenza. One pandemic that has affected Africa is smallpox or HIV/AIDS. When discussing each of these diseases you should cover the following points. Show understanding what a pandemic is, mention how the disease affects people, give an indication of numbers of people who died.
- b. The two diseases that claim the most lives in Africa each year are malaria and TB. Learners should include information about: how people become infected, ways the disease spreads, number of people who become ill or from each disease.

	<u>Malaria</u>	<u>TB</u>
How people become infected	Mosquito bites infect people with the malaria parasite	Coughs and sneezes that spread bacteria
How the disease spreads	Not using mosquito nets or insects repellents	High levels of poverty, people with HIV are vulnerable to getting TB, lack of proper medical treatment means that people that keep spreading the disease
Number of people infected or die	One million year	1.4 million a year

- c. China’s one child policy was a law made by the government in 1979 that permitted couples to have one child.

- d. The Chinese government introduced the one child policy to try to reduce the rapidly rising population numbers. Population pressure was affecting the economic development of the country.
- e. Benefits of couples only having one child: they have more money to spend; they can give the child a lot of attention; both parents can go to work; the child may get a better education.

Corrections for activities from page 68 Geography.

Activity 1 page 68

1. 200 million
2. 1830
3. a. 100 years
b. 45 years
4. 12 years
5. 2023. This will be 48 years

Activity 2 page

1. a. Tractor used to plough fields, harvest crops, pull machines that plant seeds, remove weeds and spray crops. Aeroplane that is spraying crops with pesticides or fertilizer. Specialized buildings that store food, milking sheds of cattle, dams for irrigation
b. Example. Milk, wheat, maize, meat
c. Science is indicated by the high levels of technology, there are bags of what could be fertilizer or pesticide, these are linked to scientific approaches to farming, irrigation from dams, seeds growing in a shed may be treated with chemicals and hormones to improve growth.
2. 1=D and E, 2=E; 3=C and D; 4=B; 5=A
3. i. Increased food production and cheaper food which may lead to an increase in population numbers.
ii. Fewer people would be needed to work on the land and so more people would live in towns.
iii. Population could drop as urban people often have fewer children.
4. i. They are expensive to run, not all farmers can afford can afford to pay for all technology and machinery
ii. Farms like this have a lot of space, flat fields and fertile soils. Many places in a country do not have these qualities.
iii. In poorer countries many farms are no more than extended family gardens that produce enough food for one family
5. Write a paragraph.

