

FORM ONE

JUNIOR CERTIFICATE SOCIAL STUDIES SUMMARIES

TOPIC 1: CULTURE AND CHANGE

THE FAMILY: A family is defined as a group of people who are related by blood, marriage or adoption.

A. Nucleus: Consisting of father, mother and their children either born to them or adopted. It can also comprise a husband and a wife without nuclear family and their relatives e.g.

B. Extended: Consisting of members of the children.

C. Single - parent: Made up of either a father or mother and children.

D. Grandparents, uncles, aunts, cousins and nieces.

E. Culture: In Malawi, large families are common because:

• Having many children is regarded as a symbol of wealth and success.

• It is a custom for females to marry when they are young.

• Husbands and wives normally accept children as they come.

2. Sex preferences: Some families continue having children until they have the required number of boys and girls that they want.

3. Parents are assured of some of their children from their childhood in old age.

ADVANTAGES OF LARGE FAMILIES

- Parents are assured of getting assistance from their children in old age.
- Families are shared by members of the society.
- Culture is defined as everything which is socially learnt and shared by members of the society.
- 1. Language: Every ethnic group has its own language though there are some similarities due to Bantu descendants.
- 2. Social organisation: Patriarchal ethnic groups such as the Sena, Tumbuka, believe in succession and inheritance through the father while maternal groups like the Lomwe, Yao, it is through the mother.
- 3. Religion: Followers of a common religion acquire their own identity.

THE NATURE OF THE FAMILY IN MODERN TIMES

• Parents are less assured of their children from their childhood in their old age.

• Grandparents, uncles, aunts, cousins and nieces.

• Nuclear families consist of father, mother and their children either born to them or adopted.

• Large number of girls who go up to secondary school level.

• Large number of women mainly due to the later marriage for women mainly due to the copying from western culture.

• More nuclear families mainly due to the raise children on their own because:

(c) More single - parent families. More women

(d) They may have divorced.

(e) The result of the deadly disease, HIV/AIDS.

(f) The woman may never have been married.

(g) The husband may be away working very far who are not biologically theirs.

(h) More rejected children; in most cases, a new wife or husband may not accept children from their childhood in old age.

(i) Teenage pregnancies outside marriage.

(j) Dress: Clothing styles and types of attire can give an identity e.g. Islamic wear.

4. Dance: Each ethnic group is associated with its own kind of dance e.g. Gulewamakulu and chisamba for the Chewa, benti and manganje for the Yao.

5. Dress: Clothing styles and types of attire can give an identity e.g. Islamic wear.

6. Housing: Round - housing structures are common among the Negoti.

7. etiquette: This refers to rules for polite social behaviour e.g. respect for adults.

8. Food: Though nsima is common, some ethnic groups have their own types of food e.g.

Nchotakota, Kondowole for the Tonga of Likoma and

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INFLUENCE OF FAMILY SIZE

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TOPIC 2: PROFILE AND CULTURES OF MALAWI

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ELEMENTS OF MALAWIAN CULTURE

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through the mother.

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acquire their own identity.

- ♦ Sex is either male or female, while gender is
 - ♦ Sex is global i.e., in the whole world people behave similar i.e., adapted as one grows up.
 - ♦ male or female while gender is learned
 - ♦ Sex is acquired from birth i.e., one is born
- SEX AND GENDER**

Gender is a social term which refers to the way males and females are expected to behave in a particular society. Sex is a biological term which refers to whether a person is male or female.

TOPIC 3: GENDER AND DEVELOPMENT

- different ethnic groups
 - trading which demonstrates interdependence of different ethnic groups
 - Occupations: Most people are involved in supermaterial being and little after death.
 - Religion: All religions believe in elders. All ethnic groups condemn behaviours such as rape, stealing and violence.
 - Marriage e.g., self-respect, respect for behaviour e.g., self-respect, respect for marriage procedures.
 - Moral values: These are acceptable practices for every common among Malawian ethnic groups. All ethnic groups have also respect for marriage institutions.
 - Marriage and family values: Intermarriages beginning of adulthood.
 - perform initiation ceremonies to mark the marriage and funerals. Most ethnic groups with a special ceremony e.g., birth, adolescence, performing them is mostly similar.
 - Rituals: This is a performance commoned by groups have different dances, the purpose for music and dance. Though different ethnic groups
 - cultural heritage among different ethnic Malawian languages indicates the same language: Similarities of certain words in English, those near the lake do fishing.
- UNITY**
- ELEMENTS OF CULTURE THAT ENHANCE**

3. OCCUPATIONAL SUBCULTURES: This is ATR, Hinduism due to the type of work that people are engaged in e.g., those near the lake do fishing.

1. ETHNIC SUBCULTURES: Refers to customs, beliefs and traditions of an ethnic group identified by the type of staple food, dress, music, dance and languages.

- It allows development to take place since there is unity.
 - It provides people an identity which later unites them.
 - It gives people an identity which later unites standards of behaviour.
 - It provides people with appropriate other thereby ensuring continuity.
 - Life is passed from one generation to the next through radio, TV, magazines, Internet, life of the western world is portrayed.
 - Education: Most boys and girls who secede African traditional Religions (ATR).
 - Trade: People come into contact with each other and share their cultural ideas.
- IMPORTANCE OF CULTURE**

- ▷ Mass media: Through radio, TV, some influence into Malawian culture.
 - ▷ Intermediaries: People who come into contact with the outside world for some years, move to cities, they live in western style.
 - ▷ Urbanisation: When people move to cities, they live in western style.
 - ▷ Education: Most boys and girls who secede African cultures, New religions which came to Malawi, have made people to abandon their traditional Religions.
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- CUSES OF CHANGES IN CULTURE**

- Language, customs and beliefs
- (ii) Food
- (iii) Housing
- animal skins
- These include (i) Dress: The Ngombe wear
- VISIBLE ASPECTS OF CULTURE

parents originally came from.

2. Descemt: This means tracing where your citizen.

1. Birth: Anyone who is born in Malawi and has either a Malawian father or mother is a citizen.

WAYS OF BECOMING CITIZENS

- ♦ Participating in community work.
- ♦ Working hard.
- ♦ Looking after the family.
- ♦ Obeying the law.
- ♦ Paying rates and taxes.

CIVIC RESPONSIBILITIES OF CITIZENS

- Singing citizenship pledges e.g. Alisiasi uwa, natiye chitawala, etc.
- To keep counties, e.g. Alisiasi uwa, natiye chitawala, etc.
- To obey laws.
- To pay taxes.
- To work hard.
- To look after the family.
- To obey the law.
- To participate in community work.
- To be a good citizen.

A citizen is referred to as a member of the national community.

• Voice views about matters that concern them.

• Local and national levels.

• Be informed about what is going on at both

Farm living.

• Health and education services.

• Social services i.e. clean and safe water,

voting age.

• Vote once they have reached the accepted

They have their right:

CIVIC RIGHTS OF CITIZENS

• National community.

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TOPIC 4: CITIZENSHIP

- privilege sex i.e. girls and women.
- offering more opportunities to the underprivileged.
- Normalative action: This refers to deliberate policies and promote the rights of women.
- There should be legislation of rights of women i.e., making laws in parliament that protect and promote the rights of women.
- programmes on gender issues.
- There should be civic education

EQUALITY IN THE FAMILY

- Since women are not allowed to take part in decision-making, developing development programmes:
- Ineffective development programmes among girls.
- Women fail to address real issues.

WAYS OF ACHIEVING GENDER EQUALITY

- Some societies fall to drop out of school thereby creating difficulties for employment among girls.
- Inadequate opportunities: Some societies

THE FAMILY

CONSEQUENCES OF GENDER BIAS IN

- Malawian families, boys are favoured and given more attention than girls.
- Succession and inheritance practices: When the husband dies, property is taken away by the relatives of the deceased husband.
- Children - rearing practices: In most Malawian families, boys are subjected to violence and denied opportunities to make decisions e.g., the number of children in the family.
- Most women who are married through the system of lobola are subjected to violence than the other e.g., is when one gender receives better treatment

GENDER BIASES IN FAMILIES: Gender bias

Most of them have same responsibilities e.g. working in factories, offices, shops.

II. URBAN AREAS

- Collecting firewood
- After cattle
- Washing clothes
- Building structures
- Growing food

MALES

- Same way e.g. allowing both of them to take part in decision-making.

I. RURAL AREAS

- Males and females being treated in the same way e.g. allowing both of them to take part in decision-making.

RESPONSIBILITIES OF FAMILY MEMBERS IN

- Means males and females being treated in the same way e.g. allowing both of them to take part in decision-making.

GENDER EQUALITY IN THE FAMILY: This

- Means exercising principles of fairness and justice e.g., allowing both boys and girls to go to school.

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- THE 1964 CONFERENCE**
- ▷ Queen Elizabeth of Britain was to become Prime Minister.
 - ▷ End of British rule in Malawi.
 - ▷ Dr. Kamuzu Banda was to become Prime Minister.
 - ▷ Queen Elizabeth of Britain was to become Head of State.
 - ▷ A bill of rights was to be included in the constitution.
 - ▷ One Party State was made with MCP as the only party.
 - ▷ Bill of Rights was dropped from the constitution.
 - CHANGING A CONSTITUTION
 - 1969 - 71 CONFERENCE
 - The President could remain in office for life.
 - The President had power to appoint MPs.
 - 1993 94 CONFERENCE
 - Remit reduction of multiparty.
 - Lowering of voting age from 21 to 18 years.
 - Inclusion of a bill of rights.
 - Right to liberty: The right to move freely.
 - Right to equality: Treating all people in the same way before the law.
 - Freedom of thought, conscience and belief.
 - Freedom to think and to believe in whatever you wish.
 - Freedom to join any political organisation.
 - Freedom of expression even if they are critical to authorities.
 - Freedom of speech and press: Right to report and publish freely.
 - Civil rights: Right which protect the individual's life, freedom and equality.
 - Political rights: Rights of citizens to have a say in the running of their country e.g. to vote.
 - Economic rights: These are to do with the way of earning a living.
 - Social rights: These are to do with the individual's place in the society e.g. children and political affiliations.
 - Cultural rights: An individual's right to practise their culture e.g. language.
 - Individual's right to be heard in court and be treated with dignity and respect.
 - Fairness: Everyone should be righted as equal.
 - Justice: Every one has the right to be treated as equal.
 - Equality: All human beings

- Slaves were exposed to all overworked in industries and coal mines.
- Abuse of children Children were being people based on race, sex, ethnicity, religious discrimination.
- Disgraceful treatment: This is unfair treatment of overcrowded conditions.
- Prisoners of war: Without food, water, many prisoners of war were kept in inhuman conditions e.g. without food, water, in camps.
- Germans killed over 6 million Jews.
- Killing of people not for doing anything wrong e.g. between 1939 - 1945, the Nazis.
- Holocaust/genocide: This is the planned overkill of people.
- THE UDHR

- Discrimination: This is unfair treatment of people based on race, sex, ethnicity, religious discrimination.
- Disgraceful conditions.
- Slave trade: Slaves were exposed to all kinds of ill-treatment.
- People based on race, sex, ethnicity, religious discrimination.
- Disgraceful treatment: This is unfair treatment of people based on race, sex, ethnicity, religious discrimination.
- Prisoners of war: During World War II, prisoners of war were kept in inhuman conditions e.g. without food, water, in camps.
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FACTORS FOR THE ESTABLISHMENT OF

- It was a charter whose main purpose was to recognise human rights and freedoms throughout the world.

UNIVERSAL DECLARATION OF HUMAN

- These are generally accepted principles of family and justice. These human rights are inalienable i.e. everybody is entitled to their group, age, political or religious affiliation.

TOPIC 6: HUMAN RIGHTS

- It was held in London where the voting age was fixed to 21 years.

THE 1991 CONFERENCE

- Changes in the political situation e.g. when Malawi demanded a multiparty type of government in 1994.
- Changes in the society e.g. when the voting age was changed from 21 to 18 in 1994.
- These are generally accepted principles of family and justice. These human rights are inalienable i.e. everybody is entitled to their group, age, political or religious affiliation.

MAKING A CONSTITUTION

- This can be done due to different political parties putting forward their ideas.
- Different political parties put forward their ideas.
- Representatives of different organisations with a small group of people holding meetings with holding large meetings or conventions.
- It can be made by listening to views of different people by:
- It can be made by listening to views of others (dictator).
- Without listening to views of others.
- Politicians or a ruler who runs a country.
- It can be made by a small group of

FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

- a) Right to liberty: The right to move freely.
- b) Right to equality: Treating all people in the same way before the law.
- c) Freedom of thought, conscience and belief.
- d) Right to political activity: Freedom to form wish.
- e) Freedom of expression even if they are critical to authorities.
- f) Freedom of speech and press: Right to report and authorites.
- g) Civil rights: Right which protect the individual's life, freedom and equality.
- h) Political rights: Rights of citizens to have a say in the running of their country e.g. to vote.
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- HUMAN RIGHTS VIOLATIONS:** This means infringement or lack of respect for other people's rights e.g.
- Stopping children from going to school.
 - Making people to work for long hours.
 - Reporting late to work.
 - Beating up supporters of other political parties.
 - Use of courts: This may however be talk to each other.
 - Expensive to hire lawyers and time consuming to gather evidence.
- QUALITIES OF A GOOD NEGOTIATOR:**
3. Mediation: A person helps the two sides to talk to each other.
 4. Use of courts: This may however be talk to each other.
 5. Mediation is a struggle, fight or contest between individuals or groups of nations which may involve violence.

- CASES OF NATIONAL CONFLICTS**
1. Land disputes: This may be due to differences over land allocation e.g. after death of family heads.
 2. Economic and social differences: Due to the big gap between the rich and the poor, quarrels often arise.
 3. Ethnic rivalry: Ethnic groups which are favoured by the authorities get hated from those who are not favoured.
 4. Political differences: Differences in views among political parties can make their followers fight.
- EFFECTS OF NATIONAL CONFLICTS**
- Impartiality: This means not to favour one side.
 - Reaching to a situation in which listeners seek clarity and taking down important points while the case is being heard.
 - Feedback and ability to summarize: This is understanding.
 - Active listening: This requires hearing with understanding.
 - Feedback and ability to summary to listeners seek clarity and taking down important points while the case is being heard.
 - Impartiality: This means not to favour one side.
- WAYS OF AVOIDING CONFLICTS**
- Government should put the welfare of life people first.
 - People should elect responsible leaders.
 - Make laws that guarantee equal freedoms and rights for all.
 - Resources should be distributed equally.
 - Sale of guns should be controlled.
 - Promote peace education for all.

IMPORATANCE OF PEACEFUL CONFLICT RESOLUTION

- Helps to avoid war which causes destruction
- It establishes long lasting peace.

- WAYS OF RESOLVING CONFLICTS**
1. Negotiation: This means encouraging both sides to talk to each other.
 2. Arbitration: Appointing another person or organisation to decide how to end the conflict.
- CONFFLICT RESOLUTION**
- Violence and fighting leads to destruction of life, destruction of property and creation loss of life, destruction of property and creation of refugees which also leads to destabilization of environment.
 - Violence creates unemployment.
 - Prevets investors from coming into the country. This creates unemployment.
 - Insecurity! People live in fear and this prevents investors from coming into the country.

RESOLVING CONFLICTS

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MEDIATOR OR ARBITRATOR

3. Mediation: A person helps the two sides to talk to each other.
4. Use of courts: This may however be talk to each other.
5. Mediation is a struggle, fight or contest between individuals or groups of nations which may involve violence.

A conflict is a struggle, fight or contest between individuals or groups of nations which may involve violence.

*TOPIC 7: CONFLICT RESOLUTION

- HUMAN RIGHTS IN EVERDAY LIFE**
- Right to life
 - Right not to be tortured.
 - Right to equality.
- HUMAN RIGHTS VIOLATIONS:** This means infringement or lack of respect for other people's rights e.g.
- Stopping children from going to school.
 - Making people to work for long hours.
 - Reporting late to work.
 - Beating up supporters of other political parties.
 - Respect for other people's rights helps to build a peaceful society which helps in development.
- B. UNLIMITED RIGHTS:** These can not be taken away e.g.
- Time for the people to be off the streets can be imposed.
 - Freedom of expression can be forbidden.
 - Time for the police to be off the streets can be directed on what to report.
 - The police can search or arrest people even with less evidence.
 - Other circumstances are during natural disasters, widespread lawlessness or violence.
 - Individuals or groups of nations which may involve violence.

- B. UNLIMITED RIGHTS:** These can not be taken away e.g.
- Time for the people to be off the streets can be taken away in other circumstances which can be taken away in other circumstances.
 - A. LIMITED RIGHTS: These are the ones.
 - B. LIMITED RIGHTS: These are the ones.
 - C. LIMITED RIGHTS: These are the ones.
 - D. LIMITED RIGHTS: These are the ones.
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 - S. LIMITED RIGHTS: These are the ones.
 - T. LIMITED RIGHTS: These are the ones.
 - U. LIMITED RIGHTS: These are the ones.
 - V. LIMITED RIGHTS: These are the ones.
 - W. LIMITED RIGHTS: These are the ones.
 - X. LIMITED RIGHTS: These are the ones.
 - Y. LIMITED RIGHTS: These are the ones.
 - Z. LIMITED RIGHTS: These are the ones.

- making children work.
 - giving up luxuries.
 - growing more food.
 - eating less food.
- be done by:
- expenditure for a given period of time. This can budget is an outline of a family's income and expenditure careful planning and budgeting. A

MANAGING FAMILY RESOURCES

- Employment & tea estates.
- Running small businesses.
- Public works programmes.
- By receiving money after working e.g.

IMPORTANT NEEDS OF THE FAMILY

- By selling surplus food.
- FAMILY
- EARNING MONEY IN THE RURAL
- necessary knowledge and skills.
- Education: It enables individuals to acquire development.
- Health care: People who are not frequently affected by diseases easily contribute to wealthier conditions. They also make us attractive.
- Clothing: Protection from unhygienic weather conditions. They also make us the family.
- Shelter: This is for privacy and comfort.
- Food: This is good for health of everyone in wealthier conditions. They also make us the family.
- Water: This is for hygiene and sanitation.
- Toilet: This is for privacy and comfort.
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TOPIC 9: SOCIO-ECONOMIC DEVELOPMENT

- Ensuring justice and fairness for all.
 - Human dignity.
 - Protecting citizens' rights thereby ensuring maintenance law and order.
 - Maintaining law and order.
- IMPROVING THE JUDICIAL SYSTEM
- Persons/organisations on behalf of their client.
 - Private lawyers: Can sue accused offenders to court.
 - Investigates complaints of injustice and brings offenders to court.
 - The Office of the Ombudsman: Investigates corrupt practices and brings offenders to court.
 - The Anti-Corruption Bureau (ACB): And organisations to bring law breakers to court.
 - The Police: They act on behalf of individuals behalf of government.
 - A. The Director of Public Prosecutions (DPP): A lawyer who brings criminal case to court on behalf of government.
 - B. The High Court: It handles cases of both civil and criminal in nature. It also hears cases which lower courts have failed to handle.
 - C. The Supreme Court: It handles fresh cases of passed.
 - D. The Office of the Ombudsman: Investigates complaints of injustice and brings offenders to court.
 - E. Private lawyers: Can sue accused offenders to court.
 - F. Friends to court.
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BRINGING CASES BEFORE A COURT

- Who speak on behalf of the two sides in court.
- Baristers: These are highly trained people counts.
- Magistrates: They hear cases in the lower judicial system who may preside over cases in the Supreme Court and High Court.
- 2. The Chief Justice: A senior officer in the Appeal, High Court.
- 2. The Chief Justice: A senior officer in the Appeal, High Court.
- 1. Judges: These make decisions in the highest courts of the country e.g. Supreme Court of Malawi is made up of law

- by chiefs who hear cases to do with customary law.
- 5. TRADITIONAL COURTS: These are headed by chieftaincy judges.
- 6. Tribes: Head minor civil and criminal cases.
- B. Graded Magistrate Court i.e. 4th, 3rd, 2nd and 1st seasons (a crime against the state)
- A. Resident Magistrate Court: Which hears criminal and civil cases except murder and treason (a crime against the state).
- 4. MAGISTRATE COURT: Where most cases are tried. It is divided into:
- 3. INDUSTRIAL COURT: It handles labour cases which lower courts have failed to handle.
- 2. THE HIGH COURT: It handles fresh cases of the highest court in the country which hears cases from the High Court if any of the disputing parties is not convinced with the judgement.
- 1. THE SUPREME COURT OF APPEAL: It is the highest court in the country which hears cases from the High Court if any of the disputing parties is not convinced with the judgement.

- before Malawi became a British colony.
- C. Customary Law: The law which existed dispute and ask the court to solve it.
- B. Civil Law: Where two or more people have a breaking the laws of the country.
- A. Criminal law: Where a person is accused of constituting a crime.

TYPES OF LAWS

- The judicial system in Malawi is made up of law courts and judges who are guided by the constitution.

TOPIC 8: THE JUDICIAL SYSTEM IN MALAWI

- RESOURCES IN THE COMMUNITY**
- A community is composed of people and the physical environment from where people's needs e.g. water, land and vegetation are found.
 - Land and vegetation are found.
 - Land provides food for the people.
 - Crops which can be sold to other countries.
 - crops that can be used as raw materials.
 - food for the people.
 - Land provides:
 - food for the people.
 - crops which can be sold to other countries.
 - crops that can be used as raw materials.
 - Land National Parks attract tourists who bring money into the country.
 - Water provides fish.
 - National Parks attract tourists who bring money into the country.
 - Morals are standards of personal behaviour i.e. ones that are accepted as right in a particular society.
 - *Morals are standards of personal behaviour i.e. Ethics is the study of why people behave in the way they do.
 - *A code of conduct is a set of rules about how to behave.
 - CODES OF CONDUCT
 - ACCETPABLE MORAL AND ETHICAL
 - TOPIC 10: SOCIAL AND MORAL VALUES

IMPORATANCE OF PRACTISING SOUND MORAL AND ETHICAL CODES OF CONDUCT

- *Morals are standards of personal behaviour i.e. Ethics is the study of why people behave in the way they do.
- *A code of conduct is a set of rules about how to behave.
- CODES OF CONDUCT

VIRTUES AND VICES

- *A virtue is a good quality of behaviour e.g. justice, courage, charity, tolerance.
- *A vice is a practice which is evil or immoral e.g. injustice, cowardice, arrogance.

SOCIAL ISSUES AT HOME AND AT SCHOOL

- I. Indisipline: This may result into rebellion, cases of midiscipline may be children being unruly to elders.
- II. Rebellion: This originates from differences in interests, beliefs and opinions leading to violence behaviour.
- III. Harassment: Common victims are women and girls. They can be raped, have unwanted pregnancies or contract sexually transmitted diseases.
- IV. Maternal sex leading to school drop - out, lack of parental care.
- V. Abortion: This is premature termination of pregnancy often taken due to fear of parental

- VI. Teenage pregnancy: This is due to pre transmission of diseases.
- VII. Female circumcision: Common victims are women and girls.
- VIII. Rape: They can be raped, have unwanted pregnancies or contract sexually transmitted diseases.
- IX. Maternal sex leading to school drop - out, lack of parental care.
- X. Abortion: This is premature termination of pregnancy often taken due to fear of parental

- Religious values: These are behavioral rules that children learn as they grow up.
- Cultural values: These are behavioral rules decide what they want to be when they grow up.
- Rules of organizations e.g. school, hospital, the Kora and in the Bible.
- Religious teachings: These are contained in the Koran and in the Bible.
- Respect, sharing food, hospitality.
- Children are behavioral rules.
- Loyalty: This is faithfulness to others even in times of trouble.
- (d) Loyalty: This is faithfulness to others even different from your own.
- (c) Tolerance: This means accepting other people's opinions, views and beliefs which are different from your own.
- (b) Responsibility: This means being honest, sensible and trustworthy.
- (a) Respect: A person could respect oneself, others or the environment.

FACTORS THAT ENHANCE MORAL CODES

- Cultural values: These are behavioral rules that children learn as they grow up.
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- VI. Maternal sex leading to school drop - out, lack of parental care.
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- C. Poverty: This is a situation where people are short of basic needs. As a result, they may resort to theft, prostitution, to illegal drugs and substances which results in vandalism.
- EFFECTS OF MORAL BREAKDOWN ON SOCIETY
- Spread of sexually transmitted diseases among young people.
 - Increase in crime.
 - Problem - solving and decision-making skills: When one is faced with a problem, they should weigh the possible consequences and finally make a thoughtful decision.
 - Self-discipline and assertiveness (to stand by one's opinions without offending others) This helps to resist peer pressure.
 - Setting up goals in life: It helps to resist other things that might distract you from achieving those goals.
 - Increasing moral decay (to stand by one's principles and assertiveness) This helps to resist peer pressure.
 - Development of useful skills, obtaining further education, choosing a career.
 - Being able to earn money.
 - Developing love relationships.
 - (ii) Making friends and family
 - (iii) Developing love relationships.
 - a) Peer influences.
 - b) Parents, teachers and community
 - c) Friends and family
- OPPORTUNITIES DURING ADOLESCENCE
- A. PARENTS: Parents need to talk to each other and to understand each other's expectations, experiences, their teachers with respect to participate in their own learning.
 - B. TEACHERS: Students are expected to treat each other and to understand each other's point of view.
 - C. BOYS AND GIRLS: They should avoid pre-martial sex.
 - D. ADOLESCENCE
 - EFFECTS OF IRRESPONSIBLE ADOLESCENTS
 - It destroys mutual trust among adolescents.
 - It encourages deviance or rebellion.

- PSYCHOLOGICAL CHANGES
- Interest in opposite sex: They begin to find each other attractive.
 - Becoming more independent: They start making their own decisions, being rude to elders and also being short tempered.
 - Developing personal values and beliefs.
 - They try to inquire about so many aspects of life e.g. religious beliefs.
- EFFECTS OF THE PHYSICAL CHANGES
- Embarrassment in girls.
 - Menstruation in girls also causes embarrassment in boys.
 - Involuntary ejaculation that develops anxiety.
 - Causes psychological or emotional anxiety.
 - Broadering of shoulders and muscle development in boys.
 - Deepening of voice in boys.
 - Facial and public hair in boys and girls.
 - Physical changes are:
 - Development of breasts and widening of hips in girls.
 - Development of shoulders and muscle development in boys.
 - Broadering of face in boys.
 - Caused by chemicals called hormones. This is of a boy and girl begins to change). This is caused by chemical changes in the body (when the body undergoes puberty).

TOPIC 11: ADOLESCENCE

- EFFECTS OF MORAL BREAKDOWN ON SOCIETY**
- Disappropiate because your wishes are not fulfilled.
 - Frustration: This is the state of being irritated by friends even if you personally do not feel like doing it e.g. beer drinking, smoking, pre-martial sex.
 - Peer pressure: This means being influenced by friends even if you personally do not feel like doing it e.g. beer drinking, smoking, pre-martial sex.
 - Adolescence starts with puberty (when the body undergoes puberty).
 - Adolescence causes physical changes are:
 - Facial and pubic hair in boys and girls.
 - Deepening of voice in boys.
 - Broadering of shoulders and muscle development in boys.
 - Development of breasts and widening of hips in girls.
 - Development of shoulders and muscle development in boys.
 - Broadering of face in boys.
 - Caused by chemicals called hormones. This is of a boy and girl begins to change). This is caused by chemical changes in the body (when the body undergoes puberty).
- TOPIC 11: ADOLESCENCE**
- CAUSES OF SOCIAL PROBLEMS**
- Drug and substance abuse: This includes corporal punishment, child labour, defilement, child work.
 - Child abuse: This includes corporal punishment, child labour, defilement, child work.
 - Drunkenness: This terribles development, as drunkards can not effectively participate in any work.
 - Damage: Drunkenness e.g. alcohol, mandrax. This can lead to health problems e.g. madness and liver damage.
 - Drug and substance abuse: This refers to use of drugs and substances for unintended lead to death and psychological pressure.
 - Disappropoval or dropping out of school. It can lead to death and psychological pressure.

TOPIC 12: POPULATION AND THE ENVIRONMENT IMPORTANCE OF THE RESOURCES <ul style="list-style-type: none"> • Natural resources: They provide <ul style="list-style-type: none"> - water - income - medicine - raw materials - material resources: They provide <ul style="list-style-type: none"> - roads, powerlines, - skills - infrastructure e.g. - labour which helps in national development 	GROWTH FACTORS INFLUENCING POPULATION <ul style="list-style-type: none"> • Human population refers to the number of people in a particular place. • When people leave their country and go to another country, it is called emigration. ▷ High fertility rate: Fertility rate means the number of children that each woman has. Due to improved health care, there are more births than deaths. ▷ Falling death rate: Due to improved health care, the life expectancy of both men and women. • Natural resources: They is composed of both material resources: These are things provided by nature e.g. water, vegetation, minerals, etc. • Material resources: This compromises infrastructure such as roads and buildings.

TOPIC 11: GOOD HEALTH HABITS KEEPING THE SURROUNDING CLEAN <ul style="list-style-type: none"> • Plant flowers and grass. • Slashing grass around the premises. • Sweeping outside the premises. ▪ Mopping the inside of the house. ▪ Brushing teeth: This removes particles that stick between the teeth. These particles cause tooth decay. ▪ Combining hair: Makes one look neat and presentable. ▪ Cleaning genitals: Dirty genitals produce bad smell and may cause infection. ▪ Eating healthy and balanced diet: This should contain body building foods (proteins), energy giving foods (carbohydrates and fats) and protective foods (vitamins and minerals). ▪ Drinking plenty of clean water. 	WAYS OF KEEPING PHYSICALLY FIT <ul style="list-style-type: none"> • Sweeping leisure time properly. • Doing manual work. • Doing physical exercises. • Sleeping early and getting enough sleep. ▪ Correct posture e.g. sitting up and sleeping correctly. ▪ Combining healthy and balanced diet. This should contain body building foods (proteins), energy giving foods (carbohydrates and fats) and protective foods (vitamins and minerals). ▪ Drinking plenty of clean water.

WAYS OF AVOIDING IRRESPONSIBLE BEHAVIOUR <ul style="list-style-type: none"> • Being obedient to parents or guardians. • Taking well – thought decisions on an issue. • Resisting peer pressure. ▪ Seeking guidance and counselling. • Good planning of leisure-time. 	SELF ESTEEM AND ASSERTIVENESS <ul style="list-style-type: none"> * Self-esteem is the way we feel about ourselves. * Self-assertiveness is the ability to express your opinions without being frightened about what other people will think of you. ▪ Engaging in positive activities e.g. sports, Bible or Quran. ▪ Setting up of one's goals.

- EFFECTS OF HIGH POPULATION GROWTH ON THE RESOURCES**
- Afforestation: They should plant trees on bare ground.
 - Conservation of resources.
 - They should participate in community projects.
 - They should form Natural Resources Committees where citizens participate in decision-making.
 - National Environmental Action Plan which was launched in 1994 to look at issues like checking soil erosion and deforestation.
 - National Aquatic Resource Management Programme of 1998 to encourage fishing communities to manage fish property.
 - Deforestation due to great demand for forest products and land for cultivation.
 - Cultivation on marginal lands (areas not suitable for cultivation) e.g., hilly areas, river banks.
 - Overtrodding in hospitals.
 - Pressure on social services e.g., Unemployment.
 - Loss of land fertility (land degradation).
 - Overcrowding in hospitals.
 - Cultivation on marginal lands (areas not suitable for cultivation) e.g., hilly areas, river banks.
 - Deforestation due to great demand for forest products and land for cultivation.
 - Care for social services; They should not Vandalsise them.
 - CITIZENS RESPONSIBILITY TOWARDS THE RESOURCES
 - 1. National Environmental Action Plan which was launched in 1994 to look at issues like checking soil erosion and deforestation.
 - 2. National Aquatic Resource Management Programme of 1998 to encourage fishing communities to manage fish property.
 - 3. National Parks and Wildlife Reserves.
 - 4. Setting up a law against pollution.

- RESPONSIBILITY OF CITIZENS IN THE PROVISION OF SOCIAL SERVICES**
- D. Local communities: Provide security through neighbourhood watch.
 - C. Neighbourhood watch.
 - B. Making material and financial contributions.
 - A. Participating actively in the projects.
 - B. Maintaining the available social services to prolong their utility period.
 - C. Guarding them against vandalism and theft.
 - D. Non-governmental organisations e.g., Zomba Mental Hospital.
 - E. Government: It operates schools through the Ministry of Education.
 - F. Malawi Agamist Beople with Disabilities provides physiotherapy health services.
 - G. Cheesire Homes provides education to children with disabilities.
 - H. Religious institutions: They make people to understand the word of God.
 - I. Day care centres: Institutions that care for small children during the day while their parents are working.
 - J. Approved Schools in Zomba.
 - K. Changing the behaviour of young offenders e.g., Mpemba Boys' Home in Blantyre and Chilwa.
 - L. Approved schools (referrals): for changing the behaviour of young offenders e.g., Mpemba Boys' Home in Blantyre and Chilwa.
 - M. Day care centres: Institutions that care for small children during the day while their parents are working.
 - N. Trade: Developing (poor) countries export raw materials to developed (rich) countries. In return the developing countries are used as markets for the finished products.
 - O. Transport: Landlocked countries like Malawi depend on other nation's ports to access their goods.
 - P. Cultural exchange.

TOPIC 14: INTERDEPENDENCE OF NATIONS

- HOW NATIONS CAN BE DEPENDANT ON EACH OTHER**
- This means supporting or needing the help of each other.
 - Each other.
 - Communication e.g., technologically advanced countries like USA have satellites into the space which are used by other countries.
 - Trade: Developing (poor) countries export raw materials to developed (rich) countries. In return the developing countries are used as markets for the finished products.
 - Transport: Landlocked countries like Malawi depend on other nation's ports to access their goods.
 - Cultural exchange.

- WAVES OF PROMOTING INTERDEPENDENCE
- Health: Epidemics like HIV/AIDS need other countries to assist.
 - Security e.g. soldiers from Malawi have always been sent to DRC on peace - keeping missions.
 - Education: Most African countries send their people to overseas countries for specialised training.
 - ♦ By intensifying cultural visits.
 - ♦ By belonging to the same Regional organisations e.g. SADC
 - ♦ By intensifying cultural visits.

TOPIC I: CULTURE AND CHANGE IN AFRICA	
EAST AFRICA	<ul style="list-style-type: none"> Africa is a multi-ethnic society i.e. has many ethnic groups. Dominant ethnic groups are Hamites and Nilotics. Their dressing has been influenced by the Arabs. Most people keep lyvestock and some are farmers. Kiswahili which developed as a result of intermarriages between the Arabs and the Bantu is the main language spoken. Dressing has been greatly influenced by the Arabs i.e. long robes for men and long dresses for women. Most people are farmers and they grow cereals like maize, sorghum and millet. Most ethnic groups believe in Islam, others follow Christianity while few adopted ancestral beliefs. Most ethnic groups believe in Islam, others follow Christianity while few adopted ancestral beliefs.
SOUTHERN AFRICA	<ul style="list-style-type: none"> Major ethnic groups are Hottentots and Kt. Zisan. Lesotho - spoken are seotho, setswana. Ngotti - shidebeli, setzuli and chitumbuka. Their dressing has been influenced by their ancestors but previously they wore animal skins. Moset ethnic groups have been converted to Islam and Christianity but previously they believed in ancestral worship.
AFRICAN CULTURES	<ul style="list-style-type: none"> Bantu languages - They speak languages whose words have similar stems. Religion - They believe in supernatural beings and ancestral spirits. Family - Extended families are very common. Food - Basic foods are cereals like maize, sorghum, millet. Rites of passage - Most African societies believe in circumcision as a sign of the beginning of adulthood. Matriages - Paying of bride price is very common. Moral values - Most groups share common acceptable moral codes. Music - Instruments that are used are similar.
WEST AFRICA	<ul style="list-style-type: none"> Major ethnic groups are the Yoruba, Hausa, Igbo and Ashanti - twi. Languages spoken are Hausa, Igbo and Ashanti - twi. Ashanti is a multi-ethnic society i.e. has many ethnic groups. Their dressing has been influenced by the Arabs. Most people keep lyvestock and some are farmers. Most people are farmers and they grow cereals like maize, sorghum and millet. Most ethnic groups believe in Islam, others follow Christianity while few adopted ancestral beliefs. Most ethnic groups believe in Islam, others follow Christianity while few adopted ancestral beliefs. Major ethnic groups are Hottentots and Kt. Zisan. Ngotti - shidebeli, setzuli and chitumbuka. Their dressing has been influenced by their ancestors but previously they wore animal skins. Moset ethnic groups have been converted to Islam and Christianity but previously they believed in ancestral worship.

FORM TWO

TOPIC 3: CITIZENSHIP REGISTRATION

INTERNATIONAL CONVENTIONS - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

2. Autocracy/Dictatorship: The type of government where the ruler has absolute power without accepting any criticisms.

3. Oligarchy: A type of dictatorship by a group of race or ethnic group.

4. Military: Government formed by armies usually through overthrowing elected representatives. This is called coup d'etat. The army rules by command.

5. Monarchy: A type of government where a King or Queen is Head of State.

6. Socialists: Where people believe that government should play a big role in the economy.

7. Capitalists: They believe that private business should play the most important role in the economy.

8. BRANCHES OF GOVERNMENT

- President/Prime Minister: This one is Head of the executive branch of government. Their duty is to supervise works of Government departments.

- DEMOCRACY 1. *Partliamentary*: The elected representative form a legislative (law making) body called Parliament. Members then choose a Prime Minister e.g. in Israel.

- 1. **Democracy:** A system of government in which people give government power to govern on their behalf. There are two types of democracy i.e.,
 - A. **Direct:** It gives everyone a chance to participate personally in the process of governing.
 - B. **Representative:** Some people are chosen to speak on behalf of the rest of the citizens.

TOPIC 5: GOVERNMENT

TOPIC 4: CIVIL SOCIETY

* It is easy to identify foreign chemicals.

- *Central/National government: It addresses broader concerns and issues of the country.
 *Local government: It brings government closer to the people.
 1. Human rights: People should be free to exercise their rights without offending others.
 2. Economic freedom: Government must allow private ownership of property.
 3. Accountability: Leaders must be able to explain their actions to the people.
 B. Transparency: Leaders must be open and honest e.g., holding meetings where people can voice their concerns.
 C. Supremacy of the constitution: This involves respect for the law.
 - the terms of the constitution.
 D. Objective administration of policies i.e., following the laws.
 E. Participation: People should be involved in decision making.
 F. Tolerance: Respect views of others.
 G. Multi-party system of government: Where the opposition checks government actions.
 H. Control of abuse of power e.g., limiting the terms of office for public officers.

TOPIC 7: CONFLICT RESOLUTION

- RECENT CAUSES**
- A. Ethnic rivalry: Resulting from differences in cultural beliefs, values and traditions e.g., Hindus and Trusts in Rwanda.
 - B. Religious: In Sudan, Moslems controlled the North and Christians controlled the South. There are often conflicts between people of these denominations.
 - C. Land disputes e.g., between Eritrea and Ethiopia.
 - D. Outside influences e.g., in Mozambique.
 - E. Lack of Central government e.g., in Somalia.
 - F. Arms sales: Countries that manufacture weapons sell them to African countries and this promotes fighting.

- Liberation movements in Africa and elsewhere**
- ie. 1960s. Both got their independence in 1975. Freedom fighters in Zimbabwe fought against white government for over 15 years. Zimbabwe got independence in 1980.
 - The apartheid regime of South Africa ended in 1990 leading to the first African rule in 1994.
 - Chaos of ideas i.e., conflict between USA and USSR while Soviet Union supported MPLA.
 - In Angola, USA supported UNITA and did support different fighting groups in Africa.
 - Vietnam called cold war. The super powers clashed over ideas i.e., conflict between USA and USSR.

- THE ROLE OF THE CITIZEN**
- He/she should actively participate by:
 - Voting in elections.
 - Standing as a candidate.
 - Learning important issues through the media.
 - Taking part in discussions with fellow citizens.
 - Attending community meetings.
 - Being involved in voluntary work.
 - Preventing leaders from abusing power.

- THE ROLE OF POLITICAL PARTIES**
- To offer alternative views on how to achieve social and economic development of the country.
 - To watch closely what the government is doing and criticise where necessary.

- GOVERNANCE**
- Government is the way power and authority are exercised in the running of a country.
 - CHARACTERISTICS OF GOOD GOVERNANCE
 - A. Accountability: Leaders must be able to explain their actions to the people.
 - B. Transparency: Leaders must be open and honest e.g., holding meetings where people can voice their concerns.
 - C. Supremacy of the constitution: This involves respect for the law.
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- *Central/National government: It addresses local government; it brings government closer to the people.**
- Local government allows citizens to participate in activities of their community.
 - It addresses issues of the country.
 - It addresses issues of the local communities.
 - It provides services to the local communities.
 - It allows citizens to participate in activities of their community.

- 2. The legislature: The branch of government responsible for making laws and compromises members of Parliament.**
- 3. The judiciary: Made up of courts which provide justice by ensuring that laws are followed.

EFFECTS OF CORRUPTION

- REASONS FOR CORRUPTION
 - Examples from the top: If leaders are corrupt, the rest of the people will think that corruption is good.
 - Wide gap between the rich and the poor.
 - Greed: Some people are never satisfied with the wealth they have.
 - Lack of punishment: This makes people to look at the act of corruption as not very serious.
 - Lack of moral standards: Some people are just influenced by money.

REASONS FOR CORRUPTION

EALURES

- (a) Civil war in Angola still continues despite efforts by the UN.
- (b) Peace - keeping efforts of 1992 in Somalia proved a failure as war is still going on.
- (c) Despite several efforts, war still continues in Sudan.
- (d) Zambian efforts in Democratic Republic of Congo did not succeed.
- (e) The United Nations Organisation has an effective Security Council which tries to stop fighting as quickly as possible.
- INTERNATIONAL ORGANISATIONS FOR CONFLICT RESOLUTION**
- ✓ The United Nations Organisation: It has an effective Security Council which tries to stop fighting as quickly as possible.
- ✓ The African Union.
- ✓ Southern Africa Development Community (SADC) which encourages cooperation among member states.

- 1. PEACE PROCESSES OF THE STRATEGIES
with Roman Catholics as mediators.
- 2. PEACE was made in Mozambique in 1992
with Sanctons against the white government of
South Africa brought peace.

- ♦ Use of sanctio ns/embargos: These are pre-penalities or actions which are taken to punish a country. It can be economic sanction (to stop trading with the country) or military sanction (Sendimg solidiers to invade the country).
 - ♦ Use of peace - keeping forces: These are mostly sent by the United Nations Organisation.

FORMS OF CORRUPTION

1. Bribery e.g. a Magistrate accepting money from for releasing a criminal.
2. Nepotism: Giving relatives, friends or people of the same ethnic group an advantage.
3. Favourotism e.g. a politician giving special help to people of his/her community.
4. Police brutality e.g. beating up a suspect so that they can confess.

TOPIC 8: THE JUDICIAL SYSTEM

- Choose good leaders.
 - The country should be economically developed thereby reducing poverty.
 - Teach people about conflict resolution.
 - Let everyone participate in decision - making so that they can express their views freely.
 - Leaders should treat their people equally.
 - Protect human rights.
 - Political leaders should put the welfare of their people first.
 - STRATEGIES FOR CONFLICT RESOLUTION
 - Let both fighting groups agree to stop fighting for a while (cease-fire) so that there can be contact and dialogue.

EFFECTIONS OF CONFLIGITS IN AFRICA

- TOPIC 9: SOCIO-ECONOMIC DEVELOPMENT**
- Consciousness
 - One discovered, one feels guilty -
 - People benefit from the corrupt acts.
 - There is low development as Government fails to collect enough taxes.
 - People benefit as Government collects enough taxes.
 - There is retarded development as only few corrupt officials.
 - Looking for ways of making money other than working.
 - People in official positions spend their time looking for ways of making money other than working.
 - Ways of UPROOTING CORRUPTION
 - Peoples benefit from the corrupt acts.

- Economy refers to the different ways in which a country earns its money.
- Normal Employment: This is where people work for themselves e.g. selling home-made crafts.
 - Agriculture: This is the biggest source of economy where cash crops such as tea, tobacco and coffee are grown.
 - Forestry: Some plantations produce trees from which timber is obtained. Some people work in forests where is obtained. Some plantations produce trees from pulp-woods. This is the important occupation for people who live near lakes and rivers.
 - Manufacturing Sector
 - Primary industries are places where raw materials are produced e.g. milling maize into flour, brick making, paper making.
 - Secondary Industries: These make things sometimes using local raw materials which have been produced or those that have been imported. They can produce soap, drunks, shoes.
 - Service Industries: They render an assistance of some kind to the general public e.g. school, hospital, bank.
 - Transport: They carry raw materials to industries.

- DEVELOPMENT**
- High dependence on agriculture: This is risky due to weather variations, price fluctuation, changes in consumer tastes.
 - Lack of access to the sea: This results in high freight charges, for imports and exports.
 - Rapid population growth: This puts pressure on the available resources.
 - Poverty.

- PROBLEMS FACING ECONOMIC DEVELOPMENT**
- Honesty, dedication to duty, etc.
 - To moral principles of work e.g. punctuality, honesty, dedication to duty, etc.
 - CONVENTIONS OF SERVICE: These refers to rules that relate to the type of job.
 - The remuneration (salary) or wages
 - Working hours.
 - Location of work (where you are going to work).
 - Termination: In what circumstances you can be dismissed from the work.
 - Benefits: What advantages you should expect while working or after retirement.
 - NB: These are set out in a contract (a formal agreement between an employer and a worker).

- TOPIC 10: SOCIAL AND MORAL VALUES**
- 1. Fair use to each & the job done (Job ethics)
 - 2. To help others to help us
 - 2. Moral values which help us to do the right or wrong.
 - 3. Hardwork

DRAIL VALUES OF CHILDHOOD

- Politeness
- Sharing
- Belonging
- Kindness
- Justice

- CHANGING VALUES**
- Infertility/barrenness (inability to bear children), death.
 - Smoking, drinking alcohol, taking illegal drugs; This is mainly due to peer pressure. As a result, young people begin to smoke, drink take drugs getting involved in pre - marital sex.
 - Effects of society which may have the following effects:
 - 1. Sexual behavior which may have the following effects:
 - a) Obedy parents and those in authority.
 - (b) Develop habitual respect for human dignity.
 - (c) Set goals in life.
 - (d) Develop self-control, assertiveness, and problem-solving skills.
 - (e) Apply moral principles when making decisions.
 - 2. Spread of sexually transmitted diseases e.g. HIV/AIDS.
- EFFECTS OF MORAL BREAKDOWN ON SOCIETY**
- Avoiding breakdown of moral values
 - (a) Develop habitual respect for human dignity.
 - (b) Obedy parents and those in authority.
 - (c) Set goals in life.
 - (d) Develop self-control, assertiveness, and problem-solving skills.
 - (e) Apply moral principles when making decisions.
 - (f) Less dependence on fish.
 - (g) They should grow crops as well so that there is less dependence on fish.
 - (h) Farmers should observe the closed season i.e. the period when fish are breeding.
 - (i) Farmers should observe the closed season scale
 - (j) Committees to prevent fishing during breeding season.
 - (k) Killing animals in protected areas without permission.
 - (l) Cutting down trees carelessly.
 - (m) Burning tyres.
 - (n) Polluting water by defecating in it.
 - (o) Fishing during breeding season.
 - RESPONSIBLE PRACTICES ON THE FARM
 - A. Purifying nutrients back by:
 - Rotational of crops.
 - Leaving fields fallow (without being used for some time so that it regains fertility).
 - Growing legumes e.g., groundnuts which fix nitrogen into the soil.
 - Ploughing leghumes e.g., groundnuts which fix legume.
 - Building terraces (steps which are built on steep slopes to control soil being washed away by running water).
 - Planting trees which reduce the speed of running water.
 - B. Preventing soil erosion by:
 - Building terraces (steps which are built on steep slopes to control soil being washed away by running water).
 - Planting trees which reduce the speed of running water.
 - C. RESPONSIBLE ACTIONS IN THE ENVIRONMENT
 - (a) They should form Beach Village
 - (b) Committees to prevent fishing during breeding season.
 - (c) Committees should plant trees at large scale
 - (d) Killing animals in protected areas without permission.
 - (e) Cutting down trees carelessly.
 - (f) Burning tyres.
 - (g) Polluting water by defecating in it.
 - (h) Fishing during breeding season.
 - (i) Farmers should start fish farming.
 - (j) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (k) Farmers should start fish farming.
 - (l) RESPONSIBLE PRACTICES FOR FISHING
 - (m) Farmers should start fish farming.
 - (n) Cutting down trees which reduce the speed of running water.
 - (o) Planting trees which reduce the speed of running water.
 - (p) Farmers should start fish farming.
 - (q) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (r) Farmers should start fish farming.
 - (s) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (t) Farmers should start fish farming.
 - (u) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (v) Farmers should start fish farming.
 - (w) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (x) Farmers should start fish farming.
 - (y) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (z) Farmers should start fish farming.

TOPIC 11: POPULATION AND THE ENVIRONMENT

 - RESPONSIBLE PRACTICES ON THE FARM
 - A. Purifying nutrients back by:
 - Rotational of crops.
 - Leaving fields fallow (without being used for some time so that it regains fertility).
 - Growing legumes e.g., groundnuts which fix nitrogen into the soil.
 - Ploughing leghumes e.g., groundnuts which fix legume.
 - Building terraces (steps which are built on steep slopes to control soil being washed away by running water).
 - Planting trees which reduce the speed of running water.
 - B. Preventing soil erosion by:
 - Building terraces (steps which are built on steep slopes to control soil being washed away by running water).
 - Planting trees which reduce the speed of running water.
 - C. RESPONSIBLE ACTIONS IN THE ENVIRONMENT
 - (a) They should form Beach Village
 - (b) Committees to prevent fishing during breeding season.
 - (c) Committees should plant trees at large scale
 - (d) Killing animals in protected areas without permission.
 - (e) Cutting down trees carelessly.
 - (f) Burning tyres.
 - (g) Polluting water by defecating in it.
 - (h) Fishing during breeding season.
 - (i) Farmers should start fish farming.
 - (j) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (k) Farmers should start fish farming.
 - (l) RESPONSIBLE PRACTICES FOR THE COMMUNITY
 - (m) Farmers should grow crops as well so that there is less dependence on fish.
 - (n) They should grow crops as well so that there is less dependence on fish.
 - (o) Committees to prevent fishing during breeding season.
 - (p) Committees should plant trees at large scale
 - (q) Killing animals in protected areas without permission.
 - (r) Cutting down trees carelessly.
 - (s) Burning tyres.
 - (t) Polluting water by defecating in it.
 - (u) Fishing during breeding season.
 - (v) Farmers should start fish farming.
 - (w) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (x) Farmers should start fish farming.
 - (y) Rapid population growth and responsible practices (steps which are built on steep slopes to control soil being washed away by running water).
 - (z) Farmers should start fish farming.

TOPIC 12: SOCIAL SERVICES

 - SOCIALE SERVICES
 - 1. HEALTH CARE
 - Shortage of medical personnel to match with the increasing number of patients leading to overcrowding.
 - Shortage of drugs
 - Overcrowding
 - 2. EDUCATION
 - Shortage of instructional materials such as text books.
 - Overcrowding in schools.

TOPIC 13: INTERNATIONAL COOPERATION	
1. THE UNITED NATIONS ORGANISATION	<p>Cooperation of nations means working together for a common or shared purpose.</p> <ul style="list-style-type: none"> It aims at: • Promoting respect for human rights. • Promoting development. • Reducing poverty. • Protecting the environment. • Reducing armaments. • It comprises all former British colonies and its aims are: ♦ Ensuring world peace. ♦ Fighting against discrimination and poverty. ♦ Encouraging international trade. ♦ Promoting democracy and good governance. ♦ It provides international rules for playing football.
2. THE COMMONWEALTH	<p>Various organisations try to make trade easier by reducing or removing tariffs (taxes) on goods that are either exported or imported e.g. World Trade Organisation (WTO) which:</p> <ul style="list-style-type: none"> • Deeds with global rules for trade. • Brings down tariff barriers between nations. • Provides training and other assistance to developing countries. • It aims at: ♦ It comprises all former British colonies and its aims are: ♦ Ensuring world peace. ♦ Fighting against discrimination and poverty. ♦ Encouraging international trade. ♦ Promoting democracy and good governance. ♦ It provides international rules for playing football.
3. THE FEDERATION INTERNATIONAL DE FOOTBALL (FIFA)	<p>* It aims at creating a free - trade area (removal of tariffs) among nations.</p> <p>* Impoves transport and communication among member states.</p> <p>* It aims at:</p> <ul style="list-style-type: none"> ♦ Encouraging economic growth. ♦ Promoting peace and security. ♦ Developing common political values. ♦ Encouraging employment opportunities. ♦ It encourages cooperation among its member states in the areas of industry, transport, energy, agriculture, natural resources and commerce.
D. EUROPEAN UNION (EU)	<p>It aims at creating conditions for economic growth and greater political cooperation among member states.</p>

1. Mr Njatayamphongo and his wife stay at Nanyanga village together with their four children and two nieces. What type of family is this?

- ❖ Extended

2. Give four reasons why large families are common in Malawi.

- Having many children is a cultural tradition.
- It is a custom for females to marry when they are young.
- Some families continue having children until they have the number of boys and girls they want.
- Husbands and wives normally accept children as they come.

3. Outline three reasons why men and women have different responsibilities.

4. Explain the following ways of becoming a citizen:

- ❖ Cultural reasons
- ❖ Political reasons
- ❖ Religious reasons

5. Mr Kalyath left Malawi for South Africa but within a short stay in the host country, he got arrested for failure to produce valid travel documents. Mention any four documents that he was expected to produce.

- ❖ Work permit
- ❖ Identity card
- ❖ Passport
- ❖ Visa

6. In what three ways can citizens participate in institutions of civil society?
7. Give two reasons for changing a country's constitution.

- Attending meetings
- Becoming a member of the committee or becoming a leader
- Taking part in activities of the group

8. Because of changes in society e.g. change of voting age in Malawi from 21 to 18 years during the 1993 - 1995 constitutional conferences.

- ✓ Malawi.

QUESTIONS AND MODEL ANSWERS

JUNIOR CERTIFICATE SOCIAL STUDIES

8. What name is given to the type of government which has the following characteristics:
- (a) Governments which are not elected by people but the rulers take power by force - Military
 - (b) Governments which have no limits of power and do not allow criticisms - Dictatorship
 - (c) Governments which hold regular elections for people to choose their representatives - Democracy
 - iv. Limiting the term of office of the president to two five - year terms.
 - v. Restoration of supremacy of the constitution.
 - vi. The inclusion of a bill of rights.
 - vii. Give three characteristics of multiparty democracy.
 - viii. As boys and girls reach adolescent stage, they face numerous challenges. Mention four of them.
 - ix. Outline four constitutional changes which were made at the 1993 - 95 Constitutional Conference.
 - x. Outline four constitutional changes which were made at the 1993 - 95 Constitutional Conference.
 - xi. i. Re - introduction of multiparty democracy.
 - ii. The inclusion of a bill of rights.
 - iii. Restoration of supremacy of the constitution.
 - b. Transparency
 - c. Supremeacy of the constitution.
 - ii. Parents and teachers' expectations
 - iii. Community demands
 - iv. Personal values and goals
 - v. Explain briefly various resources found in the environment
 - vi. Mental hospitals; where mentally challenged (mad) people are provided with health care.
 - vii. Approved schools (Reformatories); institutions for improving the behaviour of young offenders by means of mental, oral and physical training e.g. Mpemba Boys' Home in Blantyre.
 - viii. Day care Centres; institutions that care for small children during the day while their parents are working away from home.
 - ix. This is where countries support or need help from each other e.g. one nation may supply raw materials and the nation that has acquired the materials may need a market for the finished products in the country that supplied the materials.
 - x. Give three ways of promoting interdependence of nations
 - xi. Intensifying cultural exchange visits.
 - ii. Making trade links.
 - iii. Having membership to common regional organisations e.g. SADC.

16. Explain any three causes of social problems in general. Outline five of them.
- Peer pressure - being influenced into doing something by friends even if when you personally do not like doing it.
 - Frustration - A state of being disappointed because your wishes are not fulfilled.
 - Poverty - A situation in which individuals are short of basic needs e.g. food.
 - 17. There are different social issues affecting the society in general. Outline five of them.
 - 18. Explain the following freedoms that can make democracy succeed.
 - a. Freedom of expression: the right to communicate as well as receive information
 - b. Freedom of association: people's right to belong to any organisation of their choice provided it is legal (accepted by the law).
 - c. Freedom of assembly: people's right to meet peacefully without interference from others.
 - 19. Explain the following principles of the constitution of Malawi:
 - Will of the people: Legal and political authority of the government is derived from people.
 - Lawful authority: All persons given power carry out their duties guided by the constitution.
 - Universal suffrage: This emphasises on protecting fundamental human rights to vote.
 - Rule of law: None including the President is above the law i.e. can be taken to court.
 - 20. Mention two advantages and disadvantages of written constitution.
 - ADVANTAGES
 - It provides government with a legal document to which it can refer and interpret.
 - It is easy for both government and the public to check government performance.
 - They are rigid i.e. it makes judges fail to interpret it in given situations.
 - It is not easy to amend in other circumstances e.g. when you want to remove strong rules.
 - 21. Give four irresponsible actions towards the environment.
 - Cutting down trees carelessly
 - Fishing during breeding season
 - Killing wild animals without permission
 - Polluting water by defecating in it.

22. When a person is looking for a job in formal employment, he/she needs to know about conditions of service. Briefly describe three of them.
- ♦ Remuneration: This means the pay that you will be getting.
 - ♦ Termination: This is the circumstance under which you can be sacked or dismissed from the job.
 - ♦ Benefits: What things you can enjoy while at work or after retirement.
23. Outline three advantages of gender equality.
- It improves standards of living for families, as there is contribution from both sexes.
 - It creates more small businesses hence more employment.
 - There is more community development since everyone participates.
24. What is the difference between "direct" and "representative democracy"?
- Direct democracy: Where everyone is given a chance to participate personally in the process of government.
- Representative democracy: Where people choose others who can speak on their behalf.
25. What three things can citizens do to prevent violation of human rights?
- (a) Treat others with respect
 - (b) Form organisations to campaign for their rights.
 - (c) Protect the rights of those who can not speak for themselves e.g. children.
26. Briefly explain four recent causes of conflicts and give an example on each.
- 1. Ethnic rivalry: When one group of people feels that it is more superior than others e.g. between Hutus and Tutsis in Rwanda in 1994.
 - 2. Religious: Where two dominant religions i.e Islam and Christianity fight for power e.g. in Sudan.
 - 3. Land disputes: Where two neighbouring countries may claim the same piece of land e.g. Ethiopia and Eritrea in 1998.
 - 4. Lack of Central government: Where there is conflict between warring groups e.g. in Somalia.
27. Mention four effects of conflicts in Africa
- Desctruction of social services e.g. schools
 - Violation of human rights e.g. lack of freedom of movement
 - Death and injury of soldiers and civilians
 - People live in fear
28. One responsible practice on the farm is putting nutrients back. In what four ways can this be achieved?
- ♦ Growing trees some of which can improve fertility e.g. leucaena
 - ♦ Leaving the field fallow (not cultivating for a certain period)
 - ♦ Practising crop rotation
 - ♦ Use of fertilisers

29. Outline four cases in which conflict resolution strategies proved a failure in Africa.
- The United Nations Organisation has failed to prevent renewed fighting in Angola since 1998.
 - The peace-keeping mission in Somalia has always failed since 1992.
 - War still continues in Sudan despite several intervals of peace and cease - fire.
 - Zambia efforts to end war in Democratic Republic of Congo have always failed.
30. Explain the three branches of government
- Executive: A body which makes laws of the country
 - Legislative: A body which interprets the laws made in Parliament.
 - Judiciary: A body which makes decisions about running the country.
31. Mention three rights which are limited (may be taken away in certain circumstances)
- ▷ Freedom of expression.
 - ▷ Freedom of movement.
 - ▷ Freedom of assembly.
32. Give three ways in which the judicial system is important
- ✓ It helps to maintain law and order.
 - ✓ It helps to protect citizens' rights.
 - ✓ It ensures justice and fairness for all.
33. Outline the three ways of cutting down on wastes
- ▷ Reduce
 - ▷ Reuse
 - ▷ Recycle
34. In what four ways can corruption be stopped?
- (a) Perform plays making fun of corrupt people
 - (b) Make people found guilty of corruption go to prison
 - (c) Publish cases of senior people who are found guilty of corruption.
 - (d) Teach the importance of high moral standards to young people.
35. Explain two ways in which citizenship can be lost
- i. Renunciation: where a person voluntarily surrenders his/her citizenship in preference to another country
 - ii. Deposition: An Act of Parliament can make a person to stop being a citizen of a particular country.
36. Mention four psychological changes that an adolescent experiences
- Interest in opposite sex
 - Becoming more independent
 - Developing personal moral values
 - Refers to a code of conduct for working
 - Shows initiative
 - Cooperating with co-workers
 - Always being honest

44. Explain the following ways of resolving conflicts:
- To be forced to make a confession
 - To obtain bail unless the interest of justice requires otherwise
 - To consult with a lawyer
 - Arbitration: Where disputing parties agree to have a third person
 - Mediation: Where disputing parties are facilitated to understand each other's position and arrive at a solution.
43. Mention four rights of detainees
- Having small families
 - Primary - where raw materials are processed e.g. Bakresa Milling Company, Bakhresa Milling Company, etc.
 - Secondary - which makes either by using the raw materials which have been processed or imported e.g. Bakers, Pride which turns wheat into bread.
 - Education: As children stay in school, they delay their marriage resulting in having small families.
 - Western culture: As Africans come into contact with Europeans, they copy the families as large ones are seen as a waste of resources.
 - Economic reasons: The cost of living has forced many people to have small families from the Europeans.
 - Not to be forced to make a confession
 - To be told reasons for the detention in a language that they understand
 - To obtain bail unless the interest of justice requires otherwise
 - Arbitration: Where disputing parties agree to have a third person
 - Mediation: Where disputing parties are facilitated to understand each other's position and arrive at a solution.
42. How have the following contributed to changes in nature of the family?
- Religion - Different ethnic groups believe in supernatural being and life after death.
 - Rituals - Different ethnic groups have ceremonies which mark stages of life in an individual purpose are similar
 - Musics and dances - Different ethnic groups perform music and dances whose words which are similar
 - Language - Various groups in Malawi speak languages which include certain elements of culture that enhance (promote) unity in Malawi.
 - Briefly describe elements of culture that enhance (promote) unity in Malawi.
41. Define Primary and Secondary industries and cite an example on each
- Primary - where raw materials are processed e.g. Bakresa Milling Company, Bakhresa Milling Company, etc.
 - Secondary - which makes either by using the raw materials which have been processed or imported e.g. Bakers, Pride which turns wheat into bread.
 - Education: As children stay in school, they delay their marriage resulting in having small families.
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 - Arbitration: Where disputing parties agree to have a third person
 - Mediation: Where disputing parties are facilitated to understand each other's position and arrive at a solution.

45. State the qualities of a good negotiator, mediator, and arbitrator
- ♦ Active listening - ability to hear with understanding so as to build confidence in listeners
 - ♦ Feedback and ability to summarise - reacting to a situation in which the the quarreling people
 - ♦ Impartiality - not favouring one side
 - ♦ Respect
 - ♦ Responsibility
 - ♦ Tolerance
 - ♦ Loyalty
46. Mention four acceptable moral codes of conduct
- ♦ Loyalty
 - ♦ Respect
 - ♦ Responsibility
 - ♦ Tolerance
 - ♦ Loyalty
47. In what four ways can adolescents avoid irresponsible behaviour?
- ♦ Good planning of leisure time
 - ♦ Seeking guidance and counselling
 - ♦ Being obedient to parents, guardians, elders
 - ♦ Avoiding peer pressure
48. What three factors influence population growth?
- ▷ Migration - Move ment of people from one area to another
 - ▷ Natural increase - where number of births exceed deaths
 - ▷ Culture - in some cultures, children are seen as a source of wealth
49. Why have developing countries like Malawi set up their own regional organisations despite their membership to International organisations?
50. Mention any three duties of the Anti - corruption Bureau
- To investigate cases of corruption and bring offenders to trial
 - To educate people about corruption
 - To take measures to prevent corruption

ESSAY WRITING IN JUNIOR CERTIFICATE SOCIAL STUDIES

You also need to understand the vocabulary in the question.

Normally essay questions at J.C.E level carry key words like explain, discuss. However, before beginning an essay, it is necessary to understand what the question is demanding.

1. TITLE: This is framed from the question that you have been asked.

(i) Showing background information i.e. what previous knowledge about the topic from which the question has been picked you have apart from answering the question. This can be in form of a definition or origin of the topic.

(ii) Focusing attention i.e. what the reader should expect in the essay.

3. MAIN BODY: This is where you actually address what the question is asking. This is put in paragraphs and the number of paragraphs will depend on the factors that you have been asked either to discuss or explain. For proper boundaries of the paragraphs, you are supposed to use words which are known as, signalling devices. These are used for logical and thorough flow of information.

4. PARAGRAPH 1: Firstly, to begin with, in the first place

PARAGRAPH 2: Secondly, to begin with, in the second place, apart from the point above

PARAGRAPH 3: Thirdly, in the third place, in addition to the points above, furthermore

PARAGRAPH 4: Finally, lastly

Government is machinery which runs the day to day affairs of a country. This essay will explain types of government in the world.

To begin with, there is a type of government called military. In this type soldiers take power by force and do not do not consult with local people. In Africa, Guinea is an example.

Secondly, there is Dictatorship. The ruler in this type has no limits on what he or she can do and criticism is not allowed. He or she holds power as long as they can.

In the third place, there is a Monarchy. The King or Queen heads this type of government. He or she is not elected but instead power is handed over from their father, mother or any other relative. An example of a monarchy is Britain.

Lastly, Democracy is another type. In this type, there are regular elections where people choose their representatives. Malawi is an example of a Democracy.

In conclusion, the essay has explained the following as types of government: military, dictatorship, monarchy and democracy.