

FORM ONE

TOPIC 1: CULTURE AND CHANGE

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

TYPES OF FAMILIES

A. Nuclear: Consisting of father, mother and their children either born to them or adopted. It can also comprise a husband and a wife without children.

B. Extended: Consisting of members of the nuclear family and their relatives e.g. grandparents, uncles, aunts, cousins and nieces.

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

INFLUENCE OF FAMILY SIZE

1. 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.

ADVANTAGES OF LARGE FAMILIES

- Parents are assured of some of their children reaching adulthood.
- Parents are assured of getting assistance from their children in old age.

DISADVANTAGES

- Leads to rapid population growth.
- Less parental care is given to the children.

ADVANTAGE OF SMALL FAMILIES

- Parents can afford to provide care to their children.

DISADVANTAGES

- Parents are less assured of their children reaching old age.
- Parents are less assured of getting assistance from their children in their old age.

THE NATURE OF THE FAMILY IN MODERN TIMES

- (a) More nuclear families mainly due to copying from western culture.
- (b) Later marriage for women mainly due to the large number of girls who go up to secondary school level.
- (c) More single - parent families. More women raise children on their own because:

- The husband may have died mainly as a result of the deadly disease, HIV/AIDS.
- They may have divorced.
- The woman may never have been married.
- The husband may be away working very far.
- (d) More rejected children: In most cases, a new wife or husband may not accept children who are not biologically theirs.
- (e) Teenage pregnancies outside marriage.

TOPIC 2: PEOPLE AND CULTURES OF MALAWI

Culture is defined as everything which is socially learnt and shared by members of the society.

ELEMENTS OF MALAWIAN CULTURE

- 1. Language:** Every ethnic group has its own language though there are some similarities due to Bantu descentancy.
- 2. Social organisation:** Patrilineal ethnic groups such as the Sena, Tumuka, believe in succession and inheritance through the father while matrilineal groups like the Lomwe, Yao, it is through the mother.
- 3. Religion:** Followers of a common religion acquire their own identity.

- 4. Dance:** Each ethnic group is associated with its own kind of dance e.g. Gulewamkulu and chisamba for the Chewa, beni 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 Ngoni.
- 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. kondowole for the Tonga of Likoma and Nkhosakola.

VISIBLE ASPECTS OF CULTURE
These include (i) Dress: The Ngoni wear animal skins

(ii) Food
(iii) Housing

INVISIBLE ASPECTS
Language, customs and beliefs

CAUSES OF CHANGES IN CULTURE

> Urbanisation/Migration: When people move to cities, they live in western style.

> Inter-marriages: People who come into contact with the outside world for some years, put some influence into Malawian culture.

> Mass media: Through radio, TV, magazines, Internet, life of the western world is portrayed.

> Education: Most boys and girls who acquire education up to higher levels, abandon some African cultures.

> Religion: New religions which came to Malawi, have made people to abandon their

African Traditional Religions (ATR).

> Trade: People come into contact with each other and share their cultural ideas.

IMPORTANCE OF CULTURE

✓ Life is passed from one generation to the other thereby ensuring continuity.

✓ It provides people with appropriate standards of behaviour.

✓ It gives people an identity which later unites them.

✓ It allows development to take place since there is unity.

CULTURAL DIVERSITY

This refers to specific beliefs and values that people of a particular society have. It is also referred to as subculture.

TOPIC 3: GENDER AND DEVELOPMENT

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.

SEX AND GENDER

- ♦ Sex is acquired from birth i.e. one is born male or female while gender is learned behaviour i.e. adapted as one grows up.
- ♦ Sex is global i.e. in the whole world people are either male or female while gender is

ELEMENTS OF CULTURE THAT ENHANCE UNITY

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

ATR, Hinduism.

Christianity and Islam though few believe in freedom of worship, most people practise

2. RELIGIOUS SUBCULTURES: Due to dress, music, dance and languages.

group identified by the type of staple food, customs, beliefs and traditions of an ethnic

1. ETHNIC SUBCULTURES: Refers to

SUBCULTURES IN MALAWI

culturally specific i.e. it depends on the feeling of the people of that particular society.

♦ Sex is physical and biological i.e. men impregnate while women give birth while gender is social i.e. the society assigns specific roles and responsibilities to particular sexes e.g. girls fetch firewood while men and boys construct houses. These are known as gender roles i.e. patterns of behaviour that males and females learn by imitation.

GENDER EQUITY IN THE FAMILY: This

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

GENDER EQUALITY IN THE FAMILY: This means 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

I. RURAL AREAS

FEMALES

MALES

- Growing food
- building structures
- Washing clothes
- after cattle
- Collecting firewood

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

TOPIC 4: CITIZENSHIP

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

CIVIC RIGHTS OF CITIZENS

They have then right to:

- Vote once they have reached the accepted voting age.
- Security of their life and property.
- Social services i.e. clean and safe water, health and education services.
- Earn a living.
- Be informed about what is going on at both local and national levels.
- Voice views about matters that concern them.

WAYS OF BECOMING CITIZENS

1. Birth: Anyone who is born in Malawi and has either a Malawian father or mother is a citizen.
2. Descent: This means tracing where your parents originally came from.

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

CIVIC RESPONSIBILITIES OF CITIZENS

- Dual citizenship: when a person belongs to two countries e.g. Asians who have Malawian citizenship and British citizenship.
- Single citizenship: when you belong to one country.

WAYS OF ACHIEVING GENDER EQUALITY IN THE FAMILY

- (a) There should be civic education programmes on gender issues.
- (b) There should be legislation of rights of women i.e. making laws in parliament that protect and promote the rights of women.
- (c) Normative action: This refers to deliberate offering of more opportunities to the under privileged sex i.e. girls and women.

CONSEQUENCES OF GENDER BIAS IN THE FAMILY

- ❖ Most women who are married through the system of lobola are subjected to violence and denied opportunities to make decisions e.g. the number of children in the family.
- ❖ Children - rearing practices: In most 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.

GENDER BIASES IN FAMILIES: Gender bias is when one gender receives better treatment than the other e.g.

Marriages: A woman from another country who has a Malawian husband and has lived in the country for five years can become a citizen.

4. Registration: A person who is not a Malawian can apply for citizenship on condition that he/she:

- has stayed in Malawi for more than 5 years,
- can speak or understand one of the vernacular languages or English,
- complies with the laws of Malawi.

5. Renounces her citizenship.

6. Restoration: If a person was born in Malawi but left the country to become a citizen of another country, they can once become citizens of Malawi.

6. Naturalisation: This is a way of becoming a citizen by living in the country for a long period (over 12 years).

SECURITY IMPLICATIONS ON THE WAYS OF ACQUIRING CITIZENSHIP

- ✓ Changes in government policy e.g. a new government may have different laws concerning citizenship acquisition.

TOPIC 5: THE CONSTITUTION

A constitution is a book which contains rules that describe how a country should be governed so that people's welfare is looked after.

COMMON FEATURES OF A CONSTITUTION

- ♦ It is superior (most important) to all laws of the country.
- ♦ It gives government organs i.e. judiciary, legislature and executive their powers.
- ♦ It describes the country's status e.g. Malawi is a Republic.
- ♦ It describes how citizenship is acquired.
- ♦ It describes how positions in the government should be filled.

TYPES OF CONSTITUTION

A. WRITTEN: A document which sets out all rules and regulations of governing a country e.g. USA, Malawi. Kenya use this type of constitution.

ADVANTAGES

- It provides government with a legal document to which it can refer for legal assistance.
- It is easy for both government and the public to check that the rules of the constitution are kept.

LOSS OF CITIZENSHIP

- ✓ Renunciation: This means voluntarily surrendering the citizenship in preference to that of another country.
- ✓ Deprivation: An Act of Parliament can take away a person's citizenship.

RESPONSIBLE CITIZENSHIP

This means exercising one's rights while fulfilling one's duties and responsibilities.

IMPORTANCE OF CITIZENSHIP

- Promotes unity among people since they can easily work together.
- Everybody benefits regardless of status.
- It promotes communal ownership of resources hence easy to care and protect them.
- It promotes justice and development.

Other institutions like schools can formulate rules for their organisations by referring to it.

DISADVANTAGES

- They are rigid i.e. judges find it difficult to interpret a given constitution.
- They are not easy to amend or change.
- Some bills may conflict with some basic constitutional principles and cause conflicts.

B. UNWRITTEN CONSTITUTION: The rules are derived from several sources and not a single document.

MAIN FEATURES OF THE MALAWIAN CONSTITUTION

- ♦ Supreme law: This means that it is the most important set of laws.
- ♦ Bill of rights: There are several rights for protection of various groups.
- ♦ Authority: Every citizen has to abide by what is in the constitution.
- ♦ Duties and responsibilities: This makes it possible for people to see that leaders are doing their duties as described in the constitution.
- ♦ Legal protection: Judges can make a fair decision in case of disputes.

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MAKING A CONSTITUTION

- ❖ It can be made by a small group of politicians or a ruler who runs a country without listening to views of others (dictator).
- ❖ It can be made by listening to views of different people by:
 - holding large meetings or conventions.
 - a small group of people holding meetings with representatives of different organisations
 - different political parties putting forward their ideas.

CHANGING A CONSTITUTION

- This can be done due to:
 - 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.
- THE 1961 CONFERENCE
- It was held in London where the voting age was fixed to 21 years.

THE 1964 CONFERENCE

- End of British rule in Malawi.
 - Dr. Kamuzu Banda was elected as Prime Minister.
 - Queen Elizabeth of Britain was to become Head of State.
 - A bill of rights was to be included
- ### THE 1966 CONFERENCE
- ✓ Malawi became a Republic i.e. the Queen was no longer Head of State.
 - ✓ One Party State was made with MCP as the only party.
 - ✓ Bill of Rights was dropped from the constitution.
- ### 1969 - 71 CONFERENCE
- The President could remain in office for life.
 - The President had power to appoint MPs.
- ### 1993 94 CONFERENCE
- ♦ Reintroduction of multiparty.
 - ♦ Lowering of voting age from 21 to 18 years.
 - ♦ Inclusion of a bill of rights.
 - ♦ Holding of Presidential and parliamentary elections every five years.

TOPIC 6: HUMAN RIGHTS

These are generally accepted principles of fairness and justice. These human rights are inalienable i.e. everybody is entitled to their rights regardless of their sex, race, colour, ethnic group, age, political or religious affiliation.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

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

FACTORS FOR THE ESTABLISHMENT OF THE UDHR

- Holocaust/genocide: This is the planned killing of people not for doing anything wrong e.g. between 1939 - 1945, the Nazis of Germany killed over 6 million Jews.
- Prisoners of war: During World War II, many prisoners of war were kept in inhuman conditions e.g. without food, water, in overcrowded conditions.
- Discrimination: This is unfair treatment of people based on race, sex, ethnicity, religious and political affiliations.
- Abuse of children: Children were being overworked in industries and coal mines.
- Slave trade: Slaves were exposed to all kinds of ill-treatment.

Principles of Human Rights

- 1 - Fairness: Everyone should be treated with dignity and respect
- 2 - Justice: Everyone, has the right to be heard in court and be given just judgement.
- 3 - equity: All human beings should be treated as equal

TYPES OF HUMAN RIGHTS

1. Civil rights: Right which protect the individual's life, freedom and equality.
2. Political rights: Rights of citizens to have a say in the running of their country e.g. to vote.
3. Economic rights: These are to do with the way of earning a living.
4. Social rights: These are to do with the individual's place in the society e.g. children.
5. Cultural rights: An individual's right to practise their culture e.g. language.

- f) Freedom of the press: Right to report and publish freely.

- authorities.
- e) Freedom of expression: To speak and express opinions even if they are critical to or join any political organisation.
- d) Right to political activity: Freedom to form wish.
- c) Freedom of thought, conscience and belief: Freedom to think and to believe in whatever you wish.
- b) Right to equality: Treating all people in the same way before the law.
- a) Right to liberty: The right to move freely.

FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

*TOPIC 7: CONFLICT RESOLUTION

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

CAUSES 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 hatred from those who are not favoured.
4. Political differences: Differences in views among political parties can make their followers fight.

EFFECTS OF NATIONAL CONFLICTS

- Insecurity: People live in fear and this prevents investors from coming into the country. This creates unemployment.
- Violence and fighting: This leads to famine, loss of life, destruction of property and creation of refugees which also leads to destruction of the environment.

(WAYS OF RESOLVING CONFLICTS) CONFLICT RESOLUTION

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.

B. UNLIMITED RIGHTS: These can not be taken away e.g.

- If the country has a state of emergency
- Freedom of expression can be forbidden.
- Time for the people to be off the streets can be imposed.
- The press can be directed on what to report.
- The Police can search or arrest people even with less evidence.

A. LIMITED RIGHTS: These are the ones which can be taken away in other circumstances e.g.

- Right to life
- Right not to be tortured.
- Right to equality.

* HUMAN RIGHTS VIOLATIONS: This means

- ♦ infringing 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.

NB: Respect for other people's rights helps to build a peaceful society which helps in development.

QUALITIES OF A GOOD NEGOTIATOR, MEDIATOR OR ARBITRATOR

- ♦ Active listening: This requires hearing with understanding.
- ♦ Feedback and ability to summarise: This is reacting to a situation in which 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 the 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.

IMPORTANCE OF PEACEFUL CONFLICT RESOLUTION

- It establishes long lasting peace.
- It helps to avoid war.
- helps to establish genuine reconciliation between the warring parties.

* TOPIC 8: THE JUDICIAL SYSTEM IN MALAWI

JUDICIAL OFFICERS

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

BRINGING CASES BEFORE A COURT

- A. The Director of Public Prosecutions (DPP): A lawyer who brings criminal case to court on behalf of government.
- B. The Police: They act on behalf of individuals and organisations to bring law breakers to court.
- C. The Anti - Corruption Bureau (ACB): Investigates corrupt practices and brings offenders to court.
- D. The Office of the Ombudsman: Investigates complaints of injustice and brings offenders to court.
- E. Private lawyers: Can sue accused persons/organisations on behalf of their client.

IMPORTANCE OF THE JUDICIAL SYSTEM

- Maintaining law and order.
- Protecting citizens' rights thereby ensuring human dignity.
- Ensuring justice and fairness for all.

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

TYPES OF LAWS

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

FUNCTIONS OF COURTS

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 passed.
2. THE HIGH COURT: It handles fresh cases of both civil and criminal in nature. It also hears cases which lower courts have failed to handle.
3. INDUSTRIAL COURT: It handles labour disputes.
4. MAGISTRATE COURT: Where most cases are tried. It is divided into:
 - A. Resident Magistrate Court: Which hears criminal and civil cases except murder and treason (a crime against the state)
 - B. Graded Magistrate Court i.e. 4th, 3rd, 2nd and 1st grades: Hear minor civil and criminal cases.
5. TRADITIONAL COURTS: These are headed by chiefs who hear cases to do with customary law.

TOPIC 9: SOCIO - ECONOMIC DEVELOPMENT

IMPORTANT NEEDS OF THE FAMILY

- ♦ Food: This is good for health of everyone in the family.
- ♦ Shelter: This is for privacy and comfort.
- ♦ Clothing: Protection from unfavourable weather conditions. They also make us attractive.
- ♦ Health care: People who are not frequently affected by diseases easily contribute to development.
- ♦ Education: It enables individuals to acquire necessary knowledge and skills.

EARNING MONEY IN THE RURAL FAMILY

- By selling surplus food.

MANAGING FAMILY RESOURCES

It requires careful planning and budgeting. A budget is an outline of a family's income and expenditure for a given period of time. This can be done by:

- eating less food.
- growing more food.
- giving up luxuries.
- making children work.

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

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.

IMPORTANCE OF THE RESOURCES

- Land provides:
 - food for the people
 - crops which can be sold to other countries
 - crops that can be used as raw materials

- Water provides fish
- National Parks attract tourists who bring money into the country

CONSERVATION OF COMMUNITY RESOURCES

- Reduce the amount of resources e.g. water, food
- Reuse some materials e.g. plastic bags
- Recycle some materials e.g. papers

SELF - RELIANCE IN THE COMMUNITY

- Communities need to come together to do development work for the following reasons:
 - A new road means extra produce will easily be taken to the market
 - A new borehole means women will not spend much time fetching water
 - A small dam means possibility of irrigation hence easy to grow vegetables.

TOPIC 10: SOCIAL AND MORAL VALUES

*Morals are standards of personal behaviour i.e. ones that are accepted as right in a particular society.

*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

ACCEPTABLE MORAL AND ETHICAL CODES OF CONDUCT

- (a) Respect: A person could respect oneself, others or the environment.
- (b) Responsibility: This means being honest, sensible and trustworthy.
- (c) Tolerance: This means accepting other people's opinions, views and beliefs which are different from your own.

- (d) Loyalty: This is faithfulness to others even in times of trouble.

FACTORS THAT ENHANCE MORAL CODES

- Cultural values: These are behavioral rules that children learn as they grow up e.g. respect, sharing food, hospitality.
- Religious teachings: These are contained in the Koran and in the Bible.
- Rules of organisations e.g. school.
- Personal goals: Each individual should decide what they want to be when they grow up.

SOCIAL ISSUES AT HOME AND AT SCHOOL

- I. Indiscipline: This may result into rebellion. Cases of indiscipline may be children being unruly to elders.
- II. Rebellion: This originates from differences in interests, beliefs and opinions leading to violent behaviour.

- 1. Sexual harassment: Common victims are women and girls. They can be raped, have unwanted pregnancies or contract sexually transmitted diseases.

- 2. Teenage pregnancy: This is due to pre marital sex leading to school drop - out, lack of parental care.

- 3. Abortion: This is premature termination of pregnancy often taken due to fear of parental

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.

- ♦ Good health: A responsible person will take care of themselves and avoid immoral behaviour.
- ♦ Unity.
- ♦ Good health: A responsible person will take care of themselves and avoid immoral behaviour.

- ♦ Peace: People are unlikely to fight for a particular service.
- ♦ Orderliness e.g. respecting the queue when getting any service.

IMPORTANCE OF PRACTISING SOUND MORAL AND ETHICAL CODES OF CONDUCT

TOPIC 11: ADOLESCENCE

- disapproval or dropping out of school. It can lead to death and psychological pressure.
4. Drug and substance abuse: This refers to use of drugs and substances for unintended purposes e.g. alcohol, mandrax. This can lead to health problems e.g. madness and liver damage.
5. Drunkenness: This retards development, as drunkards can not effectively participate in any work.
6. Child abuse: This includes corporal punishment, child labour, defilement, child prostitution.
- ### CAUSES OF SOCIAL PROBLEMS
- A. Peer pressure: This means being influenced by friends even if you personally do not feel like doing it e.g. beer drinking, smoking, pre-marital sex.
- B. Frustration: This is the state of being disappointed because your wishes are not fulfilled.

- ### PSYCHOLOGICAL CHANGES
- > Interest in the opposite sex: They begin to find each other attractive.
 - > Interest in own appearance.
 - > 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.

- ❖ Menstruation in girls also causes embarrassment in boys.
- ❖ Involuntary ejaculation that develops causes embarrassment in boys.
- ❖ Causes psychological or emotional anxiety.

EFFECTS OF THE PHYSICAL CHANGES

- Development of breasts and widening of hips in girls.
 - Development in boys.
 - Broadening of shoulders and muscle
 - Deepening of voice in boys.
 - Facial and pubic hair in boys and girls.
- physical changes are:
- caused by chemicals called hormones. The of a boy and girl begins to change). This is

Adolescence starts with puberty (when the body

- ### OPPORTUNITIES DURING ADOLESCENCE
- (i) Choice of useful skills, obtaining further education, choosing a career.
 - (ii) Being able to earn money.
 - (iii) Developing love relationships.
- ### CHALLENGES
- a) Peer influences.
 - b) Parents, teachers and community expectations.
- (c) Personal needs and desire.
- ### RESPONSIBLE ADOLESCENCE IN INTERPERSONAL RELATIONSHIPS
- #### A. PARENTS: Parents and children need to talk to each other and to understand each other's point of view.
- #### B. TEACHERS: Students are expected to treat their teachers with respect, to participate in decision – making and to be responsible for their own learning.
- #### C. BOYS AND GIRLS: They should avoid pre-marital sex.
- ### EFFECTS OF IRRESPONSIBLE ADOLESCENCE
- ✓ It destroys mutual trust among adolescents.
 - ✓ It encourages deviance or rebelliousness which results in vandalism.
- ### EFFECTS OF MORAL BREAKDOWN ON SOCIETY
- Spread of sexually transmitted diseases among young people.
 - Death of young people.
 - Increase in crime.
 - Increase in violence against women.
- ### WAYS OF PREVENTING MORAL DECAY
- ♦ 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 firm 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.
- ### C. Poverty: This is a situation where people are short of basic needs. As a result, they may resort to theft, prostitution.
- ### EFFECTS OF MORAL BREAKDOWN ON SOCIETY

✓ It affects the health of the youths e.g. insanity.

WAYS OF AVOIDING IRRESPONSIBLE BEHAVIOUR

- 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.

TOPIC 11: GOOD HEALTH HABITS

This includes the following:

- ♦ Bathing: Regular bathing with soap removes dirt.
- ♦ Washing dirty clothes: Clean clothes make us look neat and attractive.
- ♦ Brushing teeth: This removes particles that stick between the teeth. These particles cause tooth decay.
- ♦ Combing hair: Makes one look neat and presentable.
- ♦ Cleaning genitals: Dirty genitals produce bad smell and may cause infection.
- ♦ Eating a 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

- ♦ Sleeping early and getting enough sleep.
- ♦ Doing physical exercises.
- ♦ Doing manual work.
- ♦ Planning leisure time properly.
- ♦ Correct posture e.g. sitting up and sleeping correctly.

KEEPING THE SURROUNDING CLEAN

- Plant flowers and grass.
- Slashing grass around the premises.
- Trimming hedges.
- Sweeping outside the premises.
- Mopping the inside of the house.

TOPIC 12: POPULATION AND THE ENVIRONMENT

Human population refers to the number of people in a particular place.

FACTORS INFLUENCING POPULATION GROWTH

- Migration: This is the movement of people from one area to another.
- When people leave their country and go to another country, it is called emigration.
- When people enter a country, it is called immigration.

- High fertility rate: Fertility rate means the number of children that each woman has.
- Falling death rate: Due to increased health care, there are more births than deaths.

RESOURCES IN THE ENVIRONMENT

- 1. Human resources: This is composed of both men and women.
- 2. Natural resources: These are things provided by nature e.g. water, vegetation, minerals, wildlife.
- 3. Material resources: This comprises infrastructure such as roads and buildings.

IMPORTANCE OF THE RESOURCES

- Natural resources: They provide:
 - water
 - income
 - medicine
 - raw materials.
- Material resources: They provide:
 - services e.g. education, health, transport
 - infrastructure e.g. roads, powerlines.
- Human resources: They provide:
 - skills
 - labour which helps in national development

SELF ESTEEM AND ASSERTIVENESS

- Setting up of one's goals.
 - Engaging in positive activities e.g. sports, Bible or Koran.
- *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.

EFFECTS OF HIGH POPULATION GROWTH

ON THE RESOURCES

- ♦ Inadequate food supply as more people will compete for the small pieces of land available.
- ♦ Loss of land fertility (land degradation).
- ♦ Unemployment.
- ♦ Pressure on social services e.g. 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.

CITIZENS RESPONSIBILITY TOWARDS THE RESOURCES

- Care for social services: They should not vandalise them.

GOVERNMENT'S POLICY ON NATURAL 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 properly.
3. National Parks and Wildlife Reserves.
4. Setting up a law against pollution.

- 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.

TOPIC 13: SOCIAL SERVICES

These are institutions that provide specific

- ❖ Hospitals provide maternal and child care, family planning
- ❖ Schools provide education.
- ❖ Post offices provide postal and telecommunication services.
- ❖ Community halls provide recreation.

ORGANISATIONS THAT PROVIDE SOCIAL SERVICES

- A. Government: It operates schools through the Ministry of Education.
- B. Non - governmental organisations e.g. Malawi Against People with Disabilities provides physiotherapy health services. Cheshire Homes provides education to children with disabilities.
- C. Religious institutions: They make people to understand the word of God.

TOPIC 14: INTERDEPENDENCE OF NATIONS

This means supporting or needing the help of each other

HOW NATIONS CAN BE DEPENDANT ON 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.

- 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.

- WAYS OF PROMOTING INTERDEPENDENCE
- ♦ By belonging to the same Regional organisations e.g. SADC
 - ♦ By intensifying cultural visits.

TOPIC 1: CULTURE AND CHANGE IN AFRICA

Africa is a multi-ethnic society i.e. has many ethnic groups.

EAST AFRICA

• Dominant ethnic groups are Hamites and Nilotics.

• 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 worship.

SOUTHERN AFRICA

• Major ethnic groups are Hotentots and Khasan.

• Languages spoken are sesotho, setswana, Ngoni, sindebele, sezulu and chitumbuka.

• Their dressing has been influenced by foreign cultures but previously, they used to put on animal skins.

• Most ethnic groups have been converted to Islam and Christianity but previously they believed in ancestral worship.

WEST AFRICA

• Major ethnic groups are the Yoruba, Hausa, Fulani, Ashanti and the Yoruba.

- Languages spoken are Hausa, Ibo and Ashanti - two.
- Their dressing has been influenced by the Arabs.
- Most people keep livestock and some are farmers.

NORTH AFRICA

• Main ethnic groups are Berbers and Tuaregs.

• They speak Arabic and Arabic languages.

• Majority of the people are Moslems.

COMMON CHARACTERISTICS OF AFRICAN CULTURES

➤ 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.

➤ Marriages - Paying of bride price is very common.

➤ Moral values - Most groups share common acceptable moral codes.

➤ Music - Instruments that are used are similar.

TOPIC 2: GENDER AND DEVELOPMENT

RESPONSIBILITIES OF MEN

• Earning money through employment or business.

• In rural areas, they grow cash crops like tobacco while those near the lake are engaged in fishing.

RESPONSIBILITIES OF WOMEN

• In rural areas, they grow food for the family.

• They fetch water, collect firewood.

• They look after children.

• In town they earn money by running small businesses.

RESPONSIBILITIES OF BOYS

men.

• Women are socialised to serve needs of

(a) Cultural factors:

REASONS FOR DIFFERENT RESPONSIBILITIES

❖ Looking after younger brothers and sisters.

❖ To do household chores.

RESPONSIBILITIES OF GIRLS

• Looking after cattle and other animals.

• They help in the field.

• They earn money for the family through trading

- Women are assigned a reproductive role i.e. bearing and looking after children.
- Women are taught to be obedient and support their husbands.
- Boys are encouraged to be more educated and make decisions.
- (b) Political reasons:
 - Government policies have for a long time sidelined women in education and political institutions e.g. in 1999, there were only three female ministers in a cabinet of 33.
- (c) Religious reasons:
 - Both Islam and Christianity marginalise women 1 top positions in their denominations.

IMPORTANCE OF HAVING SAME RESPONSIBILITIES

- It promotes understanding and cooperation between men and women.
- It facilitates more production since women can effectively participate in various development activities.
- It ensures fairness.
- It is cost - saving in terms of time and finances.

- Better educated children of both sexes, have a chance to do well in life and support the family.

WAYS OF PROMOTING EQUAL PARTICIPATION

- Reviewing policies and laws that hinder women's participation e.g. inheritance of deceased estates.
- Promoting education for boys, girls men and women.
- Empowering both men and women e.g. by giving equal access to credit facilities.
- Discouraging retrogressive cultural practices e.g. not allowing women to contribute their views during meetings due to their status.

CONVENTIONS ON GENDER IN MALAWI

- The government has set up a number of organisations to improve the status of women e.g.
 - *Ministry of Women, Children's Affairs, Community Development and Social Welfare.
 - *National Commission for Women in Development.
 - Creating financial institutions e.g. FINCA, Women World Banking (WWB).

INTERNATIONAL CONVENTIONS

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

TOPIC 3: CITIZENSHIP REGISTRATION

TYPES

1. Vital citizenship Registration: Records which contain information such as date and place of birth, religion, race, ethnic groups.
2. Birth Registration: Recording when a child is born.
3. Death Registration: It provides information on frequent causes of deaths in the community.
4. Marriage Registration: It is important to:
 - know the number of households in an area.
 - distribute resources accordingly.
 - plan appropriately for national development.
5. Voter Registration:
6. National Identity Registration: It is important because:
 - it gives authenticity (truthfulness) of citizenship of a person.
 - it provides vital records about citizens.
7. Business Registration: It is important for government to:
 - record types of businesses in a community.

IMPORTANCE OF THE REQUIREMENTS TO AN IMMIGRANT

- They make travel easy since you can be identified in the borders.
- Your relatives can be communicated to incase you are lost.
- You are entitled to some rights e.g. protection of life and property.

IMPORTANCE TO THE HOST COUNTRY

- Controls the number of people entering the country.
- Protects citizens from competition with foreigners.

TOPIC 4: CIVIL SOCIETY

These are organisations which citizens form at local level in order to improve some aspects of life in their communities. Examples are youths groups, women's groups, sports clubs, environmental groups, human rights groups and religious organisations.

CITIZENS AND CIVIL SOCIETY

- They can actively participate by:
 - joining and becoming active members.
 - Attending meetings.
 - Becoming leaders.
 - Standing as a candidate in an election.
 - Respecting the rights and opinions of other members.
- Being prepared to start projects.

THE ROLE OF CIVIL SOCIETY IN

DEMOCRACY

- ❖ They help government to fulfil certain goals e.g. helping the poor, disabled.
- ❖ They promote tolerance through working together.
- ❖ They monitor and criticise government activities.

IMPORTANCE OF CITIZENSHIP

- Important decisions are made and essential programmes are carried out.
- Citizens frequently work with community organisations in solving their daily problems.
- At international level, government can be made to stop acts that are inhuman e.g. discrimination.

TOPIC 5: GOVERNMENT

Government is defined as a machinery for running the welfare of a country.

TYPES

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.

TYPES OF REPRESENTATIVE

DEMOCRACY

1. **Parliamentary:** The elected representatives form a legislative (law making) body called Parliament. Members then choose a Prime Minister e.g. in Israel.
2. **Presidential:** Where the president is the Head of State. A legislative body is also elected e.g. in Malawi.
3. **Combined Parliamentary and Presidential Democracy:** Where there is a President (elected by people) and Prime Minister (chosen by Parliament) e.g. in France.

STRUCTURE OF GOVERNMENT

BRANCHES

1. **The Executive:** This makes policy decisions and comprises the President and Ministers (cabinet).
- President/Prime Minister: This one is Head of the executive branch of government.
- The Cabinet: Their duty is to supervise works of government departments.

TOPIC 6: GOOD GOVERNANCE

Good Governance 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:
 - human rights.
 - the law.
 - the terms of the constitution.
- D. **Objective administration of policies i.e. following the laws.**
- E. **Participation:** People should be involved in policy formulation.
- 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.**

- 2. **The Legislature:** The branch of government responsible for making laws and comprises Members of Parliament.
- 3. **The Judiciary:** Made up of courts which provide justice by ensuring that laws are followed.

TOPIC 7: CONFLICT RESOLUTION

PAST CAUSES OF CONFLICTS

- **Fight for freedom i.e. between Africans who wanted their countries to be independent**
- **Liberation movements (and colonial rulers e.g. Mozambique fought against the Portuguese in the 1960s. Both got their independence in 1975.**
- **Freedom fighters in Zimbabwe fought against the white government of Rhodesia 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.**
- **Clash of ideas i.e. conflict between USA and Soviet Union called cold war. The super powers did support different fighting groups in Africa**
- 3. **In Angola, USA supported FNLA and VITA while Soviet Union supported MPLA.**

RECENT CAUSES

- A. **Ethnic rivalry:** Resulting from differences in cultural beliefs, values and traditions e.g. Hutus and Tutsis in Rwanda.
- B. **Religion:** 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 interferences e.g. in Mozambique, South Africa supported RENAMO rebels against government forces of FRELIMO.**
- E. **Lack of Central government e.g. in Somalia there has been no Central government since the death of the last President Mohammed Siad Barre in 1979.**
- F. **Arms sales:** Countries that manufacture weapons sell them to African countries and this promotes fighting.

EFFECTS OF CONFLICTS IN AFRICA

- ❖ Death and injury of civilians.
- ❖ People live in fear.
- ❖ Creation of refugees.
- ❖ Destruction of social services e.g. hospitals, schools.
- ❖ Violation of human rights e.g. lack of freedom of movement.
- ❖ Poverty and famine

WAYS OF AVOIDING CONFLICTS

- There should be proper definition of borders.
- 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.

TOPIC 8: THE JUDICIAL SYSTEM

CORRUPTION AND ABUSE OF POWER

- *Corruption is the offering or taking of money, gift or some other reward in return for a person to take or not to take a particular action.
- *Abuse of power is when a person in an official position uses at position in a corrupt way.

FORMS OF CORRUPTION

1. Bribery e.g. a Magistrate accepting money in return for releasing a criminal.
2. Nepotism: Giving relatives, friends or people of the same ethnic group an advantage.
3. Favoritism 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.

EFFECTS OF CORRUPTION

- ♦ It creates discontent among people which may result in disorders.
- ♦ Loss of confidence in the person who is found to be corrupt.
- ♦ Dismissal from work.

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.

INTERNATIONAL ORGANISATIONS FOR CONFLICT RESOLUTION

- ✓ The United Nations Organisation: It has an organ called Security Council which tries to stop fighting as quickly as possible.
- ✓ The African Unity.
- ✓ Southern Africa Development Community (SADC) which encourages cooperation among member states.

FAILURES

- (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.

SUCCESSSES OF THE STRATEGIES

1. Peace was made in Mozambique in 1992 with Roman Catholics as mediators.
- ii. Sanctions against the white government of South Africa brought peace.

- ♦ Use sanctions/embargo: These are penalties or actions which are taken to punish a country. It can be economic sanction (to stop trading with the country) or military sanction (sending soldiers to invade the country).
- ♦ Use of peace-keeping forces: These are mostly sent by the United Nations Organisation.

WAYS OF UPROOTING CORRUPTION

- ◆ Once discovered, one feels guilty - conscious.
- ◆ There is retarded development as only few people benefit from the corrupt acts.
- ◆ There is low development as government fails to collect enough taxes.
- ◆ People in official positions spend their time looking for ways of making money other than working.

- ◆ There should be transparency and accountability in government organs.
- ◆ There should be respect for the rule of law.
- ◆ There should be separation of powers in government branches.
- ◆ Government should establish the Anti-Corruption Bureau (ACB) whose duties are to:
 - investigate cases of corruption and bring offenders for trial.
 - educate people about corruption.
 - take measures to prevent corruption.

TOPIC 9: SOCIO - ECONOMIC DEVELOPMENT

Economy refers to the different ways in which a country earns its money.

FORMAL EMPLOYMENT: This is where people work for an employer, are paid wages and receive some benefits.

INFORMAL EMPLOYMENT: Those who work for themselves e.g. selling home-made snacks.

SECTORS OF THE ECONOMY

1. Agriculture: This is the biggest source of economy where cash crops such as tea, tobacco and coffee are grown.
2. Forestry: Some plantations produce trees from which timber is obtained. Some people work in pulp - mills) where wood is turned into paper).
3. Fishing: This is the important occupation for people who live near lakes and rivers.
4. 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, drinks, shoes.

service industries: They render an assistance of some kind to the general public e.g. school, hospital, bank.

Power industries: These provide electricity.

Transport:

They carry raw materials to industries.

MORAL VALUES OF CHILDHOOD

Moral values are principles which help us to decide whether an action is right or wrong.

TOPIC 10: SOCIAL AND MORAL VALUES

- ◆ Politeness
- ◆ Sharing
- ◆ Being hospitable
- ◆ Kindness
- ◆ Justice

- ◆ 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).
- ◆ ~~Importance of studying moral values.~~
- ◆ ~~1 - For one to accept the job or not.~~
- ◆ ~~2 - To know what to do if one is dismissed.~~

WORK ETHICS: This refers to rules that relate to moral principles of work e.g. punctuality, honesty, dedication to duty, etc.

- ◆ **PROBLEMS FACING ECONOMIC 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.

- ◆ They carry finished products to markets.
- ◆ They carry passengers to and from different destinations.

TOPIC 12: SOCIAL SERVICES

RAPID POPULATION GROWTH AND

SOCIAL SERVICES

1. HEALTH CARE

- ◆ Shortage of drugs
- ◆ Shortage of medical personnel to match with the increasing number of patients leading to overcrowding.

2. EDUCATION

- ◆ Overcrowding in schools.
- ◆ Shortage of instructional materials such as text books.

IMPORTANCE OF CARING FOR THE SOCIAL SERVICES

- ◆ Facilitates their sustainable (long lasting) use.
- ◆ It is cost – saving since there is no need to construct new institutions to replace the old ones.

4. SECURITY

- ◆ Few security personnel to patrol the areas.
- ◆ Increased robberies.

TRANSPORT: Overcrowding in public

- ◆ transport facilities.

TOPIC 11: POPULATION AND THE ENVIRONMENT

RESPONSIBLE PRACTICES ON THE FARM

- A. Putting nutrients back by:
 - use of fertilisers;
 - Rotation of crops;
 - Leaving fields fallow (without being used for some time so that it regains fertility).
- Growing trees which improve soil fertility e.g. leucaena.
- Planting legumes e.g. groundnuts which fix nitrogen into the soil.
- B. Preventing soil erosion by:
 - building terraces (steps which are built on steep slopes to control soil from being washed away by running water).
 - Planting trees which reduce the speed of running water.

RESPONSIBLE PRACTICES FOR FISHING

- Farmers should start fish farming.

IRRESPONSIBLE ACTIONS IN THE ENVIRONMENT

- Killing animals in protected areas without permission.
- Cutting down trees carelessly.
- Burning tyres.
- Polluting in water by defecating in it.
- Fishing during breeding season.

RESPONSIBLE PRACTICES FOR THE COMMUNITY

- a) They should form Beach Village Committees to prevent fishing during breeding season.
- b) Communities should plant trees at large scale
- Farmers should observe the closed season i.e. the period when fish are breeding.
- They should grow crops as well so that there is less dependence on fish.

TOPIC 11: POPULATION AND THE ENVIRONMENT

EFFECTS OF MORAL BREAKDOWN ON SOCIETY

This is mainly due to peer pressure. As a result, young people begin to smoke, drink drugs getting involved in pre – marital sex.

1. Sexual behaviour which may have the following effects:

- Teenage pregnancy.
- School dropout and isolation from the family.

- Spread of sexually transmitted diseases e.g. HIV/AIDS.

AVOIDING BREAKDOWN OF MORAL VALUES

- (a) Develop habitual respect for human dignity.
- (b) Obey 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.

- Infertility/barrenness (inability to bear children), death.

2. Smoking, drinking alcohol, taking illegal drugs; This can cause domestic violence, lack of money, mental illness, accidents.

TOPIC 13: INTERNATIONAL COOPERATION

- ✓ Sweeping, repairing and planting flowers around the social services e.g. hospitals.
- ✓ Reporting cases of vandalism to relevant authorities e.g. the police.
- ✓ Civic education campaigns to create public awareness on the importance of the social services.

- It facilitates improvement in the people's living standards.
 - It increases the number of social services which improves accessibility.
- THE ROLE OF CITIZENS IN THE PROVISION AND CARE FOR SOCIAL SERVICES
- ✓ Active participation in community work.

Cooperation of nations means working or acting together for a common or shared purpose.

INTERNATIONAL TRADE

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: Deals with global rules for trade. Brings down tariff barriers between nations. Provides training and other assistance to developing countries.

REGIONAL ORGANISATIONS

A. COMMON MARKET FOR EASTERN AND SOUTHERN AFRICA (COMESA)

- * It aims at creating a free – trade area (removal of tariffs) among nations.
- * Improves transport and communication among member states.

B. SOUTHERN AFRICA DEVELOPMENT COMMUNITY (SADC)

It aims at:

- * Achieving economic growth
- * Promoting peace and security.
- * Developing common political values.
- * Encouraging employment opportunities.

C. ECONOMIC COMMUNITY FOR WEST AFRICAN STATES (ECOWAS)

It encourages cooperation among its member states in the areas of industry, transport, energy, agriculture, natural resources and commerce.

D. EUROPEAN UNION (E.U.)

It aims at creating conditions for economic growth and greater political cooperation among member states.

- INTERNATIONAL ORGANISATIONS
1. THE UNITED NATIONS ORGANISATION
 - It aims at:
 - Promoting respect for human rights.
 - Promoting development.
 - Reducing poverty
 - Protecting the environment
 2. THE COMMONWEALTH
 - 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.
 3. THE FEDERATION INTERNATIONALE DE FOOTBALL (FIFA)
 - It provides international rules for playing football.

JUNIOR CERTIFICATE SOCIAL STUDIES

QUESTIONS AND MODEL ANSWERS

1. Mr Njanyamphongo 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.
 - ❖ Cultural reasons
 - ❖ Political reasons
 - ❖ Religious reasons
4. Explain the following ways of becoming a citizen:
 - Registration: If a person has lived in Malawi for seven years, he/she can apply to become a citizen.
 - Restoration: If a person was born in Malawi but left the country to become a citizen of another country, they can once become citizens of Malawi.
 - Descent: This is through tracing where your parents originally came from.
 - Naturalisation: A person who has lived in Malawi for a long time (over 12 years) can become a citizen as long as he/she is of good character.
5. Mr Kalyali 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.
 - ❖ Visa
 - ❖ Passport
 - ❖ Identity card
 - ❖ Work permit
6. In what three ways can citizens participate in institutions of civil society?
 - Attending meetings
 - Becoming a member of the committee or becoming a leader
 - Taking part in activities of the group
7. Give two reasons for changing a country's constitution.
 - ✓ Because of changes in political situation e.g. introduction of multiparty in Malawi.
 - ✓ Because of changes in society e.g. change of voting age in Malawi from 21 to 18 years during the 1993 - 1995 constitutional conferences.

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
9. Outline four constitutional changes which were made at the 1993 - 95 Constitutional conferences.
 - i. Re-introduction of multiparty democracy;
 - ii. The inclusion of a bill of rights.
 - iii. Restoration of supremacy of the constitution.
 - iv. Limiting the term of office of the president to two five-year terms.
10. Give three characteristics of good governance
 - a. Accountability
 - b. Transparency
 - c. Supremacy of the constitution
11. As boys and girls reach adolescent stage, they face numerous challenges. Mention four of them.
 - Peer influence
 - Parents and teachers' expectations
 - Community demands
 - Personal values and goals
12. Explain briefly various resources found in the environment
 - ♦ Human resources: comprising human beings i.e. both males and females.
 - ♦ Natural resources: comprising things provided by nature e.g. water, wildlife.
 - ♦ Material resources: comprising infrastructures e.g. buildings, roads.
13. Describe three social services that can be provided to 'Special groups.'
 - Mental hospitals: where mentally challenged (mad) people are provided with health care.
 - Approved schools (Reformatories): Institutions for improving the behaviour of young offenders by means of mental, oral and physical training e.g. Mpenba Boys' Home in Bantyre.
 - Day care Centres: Institutions that care for small children during the day while their parents are working away from home.
14. Define interdependence of nations and cite an example.

✓ 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.
15. Give three ways of promoting interdependence of nations
 - ❖ Intensifying cultural exchange visits.
 - ❖ Making trade links.
 - ❖ Having membership to common regional organisations e.g. SADC.

16. Explain any three causes of social problems among you personally do not feel like doing it.
- > Peer pressure – being influenced into doing something by friends even if when
 - > 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.
- i. Indiscipline
 - ii. Sexual harassment
 - iii. Teenage pregnancy
 - iv. Abortion
 - v. Drug and substance abuse
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 e.g. to vote.
 - Rule of law: No one 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 government affairs easily.
 - ♦ It is easy for both government and the public to check government performance
- DISADVANTAGES**
- ♦ It is not easy to amend in other circumstances e.g. when you want to remove strong rulers.
 - ♦ They are rigid i.e. it makes judges fail to interpret it in given situations.
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.

- i. 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.
- ii. Religion: where two dominant religions i.e. Islam and Christianity fight for power e.g. in Sudan.
- iii. Land disputes: where two neighbouring countries may claim the same piece of land e.g. Ethiopia and Eritrea in 1998.
- iv. Lack of Central government: where there is conflict between warring groups e.g. in Somalia.

27. Mention four effects of conflicts in Africa

- Destruction 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?

- ♦ Use of fertilisers
- ♦ Practising crop rotation
- ♦ Leaving the field fallow (not cultivating for a certain period)
- ♦ Growing trees some of which can improve fertility e.g. leucaena

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.
 - Zambian efforts to end war in Democratic Republic of Congo have always failed.
30. Explain the three branches of government
- ❖ Legislature: A body which makes laws of the country
 - ❖ Executive: A body which makes decisions about running the country.
 - ❖ Judiciary: A body which interprets the laws made in Parliament.
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) Publicise 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. Deprivation: 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
 - Interest in own appearance
 - Becoming more independent
 - Developing personal moral values
37. Define 'work ethics' and cite four examples
- Refers to a code of conduct for working
- ♦ Punctuality
 - ♦ Showing initiative
 - ♦ Cooperating with co-workers
 - ♦ Always being honest

- Cultivation on marginal lands
 - Overfishing
 - Deforestation
 - Water shortages
39. Differentiate 'morals' from 'ethics'
- ❖ Morals are standards of personal behaviour i.e. ones which are accepted as right in a particular society
 - ❖ Ethics is the study of why people behave the way they do.
40. Briefly describe elements of culture that enhance (promote) unity in Malawi.
- Language – various groups in Malawi speak languages which include certain words which are similar
 - Music and dance – Different ethnic groups perform music and dances whose purposes are similar
 - Rituals – Different ethnic groups have ceremonies which mark stages of life in an individual
 - Religion – Different ethnic groups believe in supernatural being and life after death.
41. Define 'Primary' and 'Secondary' industries and cite an example on each
- ✓ Primary – where raw materials are processed e.g. Bakhresa Milling Company, which turns maize into flour.
 - ✓ Secondary – which make things either by using the raw materials which have been processed or imported e.g. Bakers' Pride which turns processes wheat into bread.
42. How have the following contributed to changes in nature of the family?
- a) Education: As children stay in school, they delay their marriage resulting in having small families.
 - b) Western culture: As Africans come into contact with Europeans, they copy the pattern of small families from the Europeans.
 - c) Economic reasons: The cost of living has forced many people to have small families as large ones are seen as a waste of resources.
43. Mention four rights of detainees
- i. Not to be forced to make a confession
 - ii. To be told reasons for the detention in a language that they understand
 - iii. To obtain bail unless the interest of justice requires otherwise
 - iv. To consult with a lawyer
44. Explain the following ways of resolving conflicts:
- Negotiation: calling upon the disputing parties to talk to each other about their problems
 - Arbitration: Where the 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 the quarrelling people
 - ♦ Feedback and ability to summarise – reacting to a situation in which the listeners seek clarity
 - ♦ Impartiality – not favouring one side

46. Mention four acceptable moral codes of conduct
- ♦ 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 – Movement 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?
- ✓ It is difficult to negotiate fair trade terms with much more powerful countries

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

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. You also need to understand the vocabulary in the question.

PARTS OF AN ESSAY

1. TITLE: This is framed from the question that you have been asked.
2. INTRODUCTION: This does two functions but should be put as one paragraph (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) Focus of 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 'signaling devices'. These are used for logical and thorough flow of information.

Imagine the question is *Explain four types of government in the world.*

- PARAGRAPH 1: Firstly, to begin with, in the first place
PARAGRAPH 2: Secondly, 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

4. CONCLUSION: This is where you simply list in paragraph form the points that you wrote in the main body. The following devices can be used: In conclusion, to conclude, in summary, to summarise, to sum up

READ THE MODEL ESSAY WHOSE QUESTION WAS 'Explain four types of government'

TYPES OF GOVERNMENT

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.