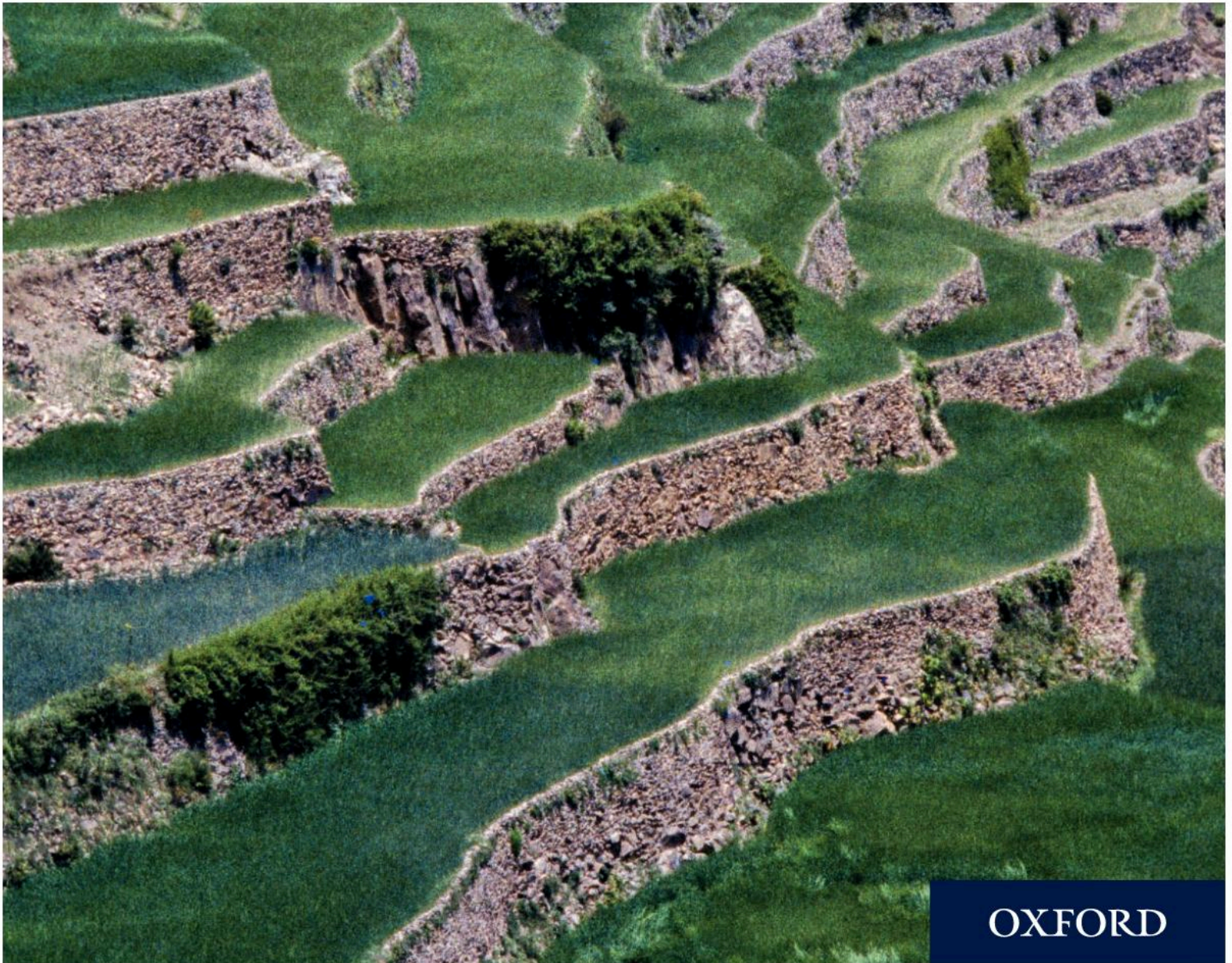




Oxford  
Lower Secondary

7

# Social Studies



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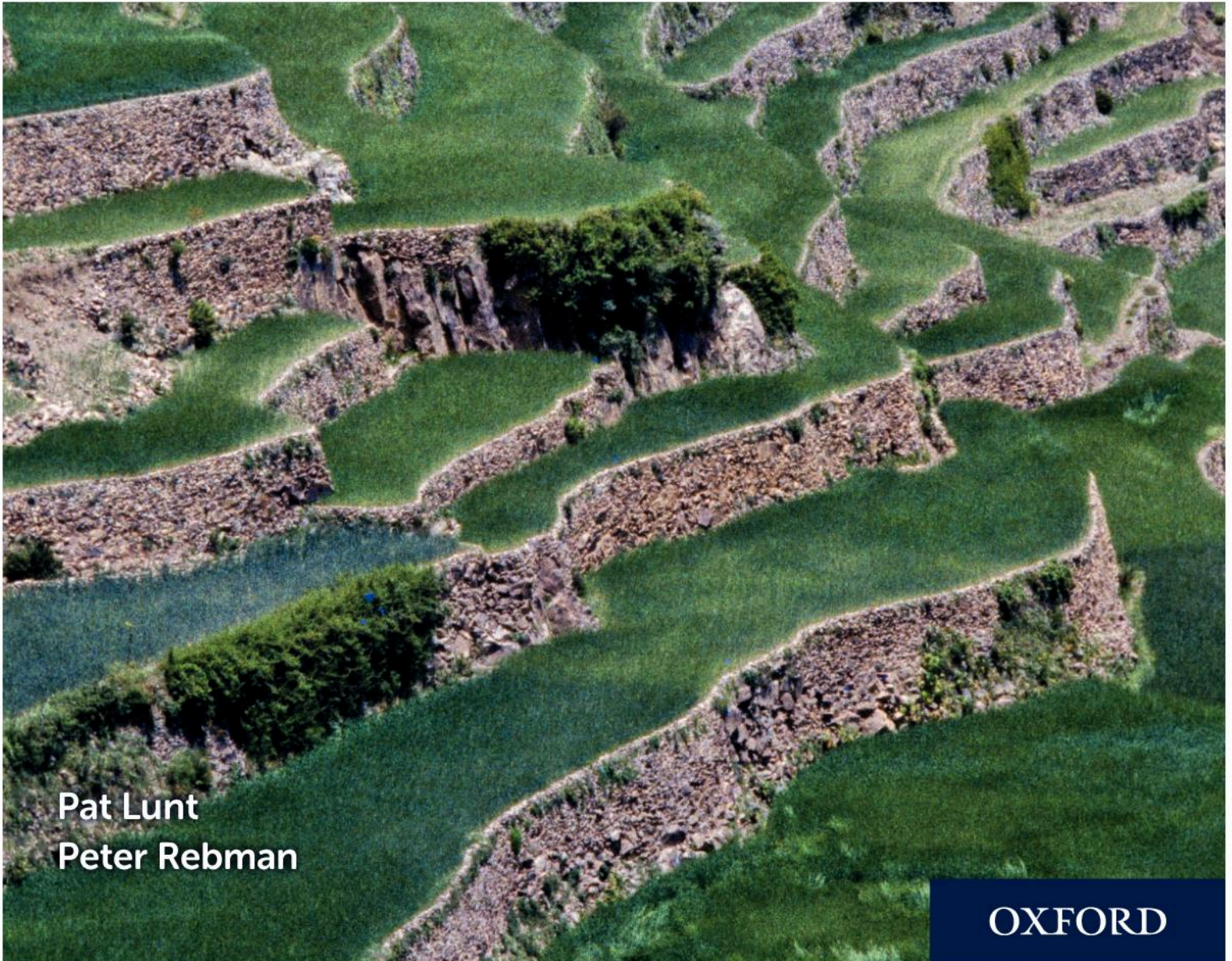




Oxford  
Lower Secondary

7

# Social Studies



Pat Lunt  
Peter Rebman

OXFORD

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# Introduction

## What this book is about

Social studies is a subject that allows you to explore different aspects of human society and culture. Learning about these things, alongside economics and politics, will help you to become an informed and active member of society.

Social studies helps you understand how your identity is shaped in part by the groups you belong to and the culture that surrounds you. It helps you to become a good member of your community and to consider your social responsibilities, for example by recycling waste materials and helping others.

Social studies also gives you a basic understanding of some of the processes that have formed modern society. Learning the basic history of governments and about the development of economies will help you now and in the future.

This book is divided into 5 units.

## 1 Identity and culture

The idea you have about yourself is your identity. You will explore how your identity forms and about the factors that influence identity. This will help you understand yourself and your social relationships. When studying culture you will find out how different people express the things that are important to them.

## 2 History and heritage

We study history because it helps us to understand how people and events from the past have influenced the modern world. You will discover how some people from the past have influenced our lives

today. You will also think about the things we have that let us know about history and how we should look after them.

## 3 People and places

This unit is concerned with geography which is the study of the natural features of the Earth and of human activity. You will find out how different geographical features have formed and how the natural geography has affected human activity across the world. You will explore reasons for the movements of populations and the different economic activities in various parts of the world.

## 4 Citizenship

In this unit you will explore the rights and responsibilities each person has as part of a society. You will also learn why there is a need for governments and how different types of government have developed. You will discover how the way in which people live is related to the use of resources and the responsibilities this brings.

## 5 Economics

Economic activity is an important part of modern societies. Understanding basic economic ideas helps you to understand the role economics plays in modern life. The skills and knowledge learned can be widely applied in life.

## Learning by doing

Each unit is made up of a number of lessons. The activities for each lesson encourage you to learn by doing. They are designed to develop and stretch your ability. You will be challenged to interpret

text, images and data. You will be asked to write, create, discuss and report. Each chapter begins with an introduction which includes an overview of the content. There are also images to discuss and a 'Talk about' feature which is a basis for a small group discussion. A 'Fact finder' feature presents an interesting fact together with a challenge to find out more facts related to that topic.

As you work through the unit you will be presented with information that aims to develop your understanding. At the end of the unit there is a review section consisting of test questions and assessment activities. Completing these sections will show what you have learned.

## What you will find in each lesson

Each lesson has four pages in the book. In each lesson you will find:

### Learning objectives

These set out what you will be doing during the lesson.

### Introductory paragraph

This explains the main idea within the lesson and poses a number of questions that you should be able to answer by the end of the lesson.

### Lesson content

This contains information as text or in other forms, such as charts and graphs, and images.

### Case study

Some lessons include a case study to illustrate a particular point from the lesson.

### Did you know?

Some lessons include an interesting fact relevant to the content.

### Activities

The activities let you show that you have understood the material and encourage you to explore further and use or develop new skills.

### Highlighted words

Throughout the text words that are new or have specific meanings in a particular context are highlighted and set in bold. These words have been identified as key words that you need to understand in order to make best use of the rest of the material. These words and their definitions can be found in the glossary at the back of the book where they are arranged alphabetically.

### Glossary

At the back of the book is a glossary that contains words that have been highlighted throughout the text. The glossary provides definitions for these words in the context in which they have appeared. You should become familiar with these words and practise using them yourself in different sentences.

# 1

# Identity and culture

## Learning objectives

In this unit you will:

- explore the different aspects of a person's identity
- describe how self-esteem develops and how it influences our lives
- explore the roles of values, morals and principles
- identify and analyse human motivations
- examine different parts of the decision-making process
- explore how people express their culture and how cultural ideas spread
- recognise common cultural experiences.

## Overview

In this unit you will study some ideas about personal identity. You will consider the things that influence our identity as it develops. You will examine why a person's feelings about himself or herself are important.

Our sense of identity affects our attitude to different people, things and situations. It influences how we think and behave. It even has an impact on our ability to make decisions. This unit explores some ideas about why we act in certain ways and how we make decisions.

Culture is the way of life of a particular group of people. In this unit you will explore ideas about what a culture is and consider how traditional cultures interact with influences from the modern world.



*A young Maasai girl from Africa*

*This family is from the United Arab Emirates.*

*This family is wearing typical Tibetan clothes.*





## Talk about

Some things that influence our identity are not in our control. For example, we do not choose the family we are born into or the community or country where we are born.

Some things that influence our identity *are* under our control. For example, we choose to spend our free time in a particular way. We choose to spend time with certain people.

Talk about some influences on your identity that are not in your control and some that are in your control. Discuss how you feel about each of these influences.

## Fact finder

The United Nations Education, Scientific and Cultural Organisation (UNESCO) is part of the United Nations organisation. UNESCO is responsible for international co-operation in education, science, culture and communication. One important aim of the organisation is to make sure that each child and citizen can learn about a variety of different cultures. UNESCO encourages people from different generations and groups to respect and honour cultures other than their own.



Work in a group to find out about the work of UNESCO in your country.

## Word cloud

clan    culture    identity    morals    principles  
self-esteem    tribe    values

*Many people express their culture by wearing distinctive clothing. This family is from Greece.*



## Learning objectives

- Develop an understanding of self-identity and social identity.
- Assess the importance of an individual's identity.
- Explore the factors that make up a person's identity.
- Explain self-identity and social identity.

A very simple definition of **identity** is 'who a person is'. What is your answer to the question 'Who are you?' To begin with, you could say your name. But what does it mean to be you, the person with that name? How do you see yourself and feel about yourself as an individual? How does the world around you influence your sense of who you are?

## What is identity?

Psychologists believe that we become self-aware as children, usually at about the age of two to three years. This means that we realise we are individuals, separate from other people.

From this point onwards, each of us develops our own sense of who we are as a person. We create a mental image of ourselves. This is called our 'self-identity' or 'self-concept'. Our self-identity develops and changes over the course of our life.



*Friendship groups have a strong influence on how people see themselves.*

A person's identity develops in response to both **internal** and **external** factors. Identities are influenced by all the things we experience and by all the interactions we have with other people. We begin to discover our likes and dislikes. We form opinions and identify ideas that we agree with and others that we don't agree with. We copy the behaviour of some of the people around us. We develop our ideas about what we think is right and wrong.

Some factors that form our identity are out of our control, for example the family we are born into or the colour of our skin.

### Does my identity matter?

Having a strong sense of identity is important for many reasons. Identity lets people stand out as individuals. It helps people appreciate their own value and develop a sense of well-being.

Identity also helps people to fit in with **society** and with particular groups such as school friends or a sports team. Identifying with a group gives people a sense of belonging. It provides feelings of safety and security. It enables people to form strong and solid relationships, which is important for well-being.

The way people see themselves has a powerful influence over the way they see other people. It affects the way they relate to other individuals and groups in different situations. In general, a person who has a strong sense of identity feels more secure. This allows them to be more open and to develop healthy relationships.

A sense of identity influences how people view the world. People with a positive self-identity are more likely to have a positive outlook on the world. Identity can affect what we expect or hope to gain from life. People with a strong sense of identity are more likely to see life as a journey of discovery and to make the most of different opportunities.

Societies rely on people forming relationships and co-operating in groups. Societies need people to take active roles that improve life for the community. Many societies today include people from different countries who work together to improve their communities.



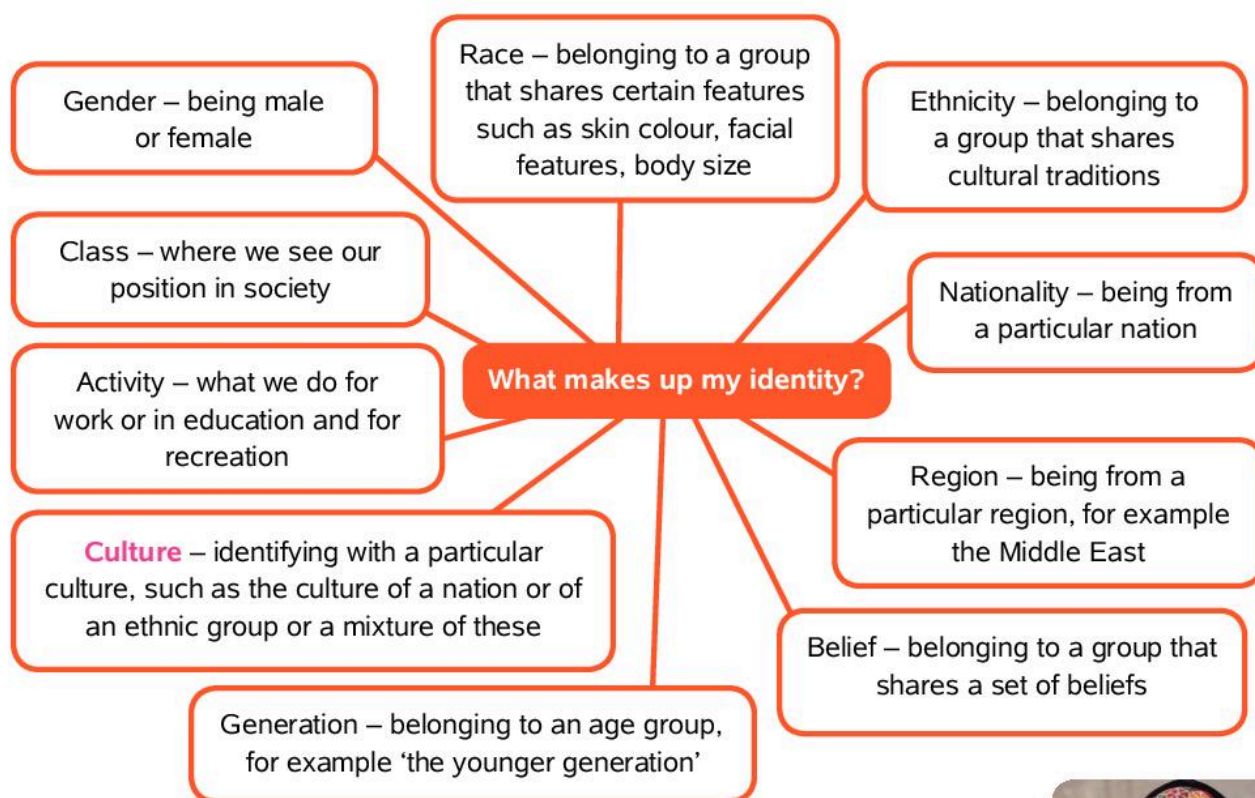
*There are many ways in which people act to improve their community or the environment, such as taking part in a beach clean-up or can collection.*

## Is age important in forming an identity?

The process of forming an identity takes place over the whole of a person's life. However, the most important time is probably when a person reaches adolescence. This is the time when children begin to become adults. Adolescence happens at different ages for different people, but it usually happens during the teenage years. It is during this time that most people think for the first time about how their identity might affect their life. Many people become more aware of their own thoughts and feelings. Adolescents begin to think more independently and to analyse the influences on their lives more thoroughly.

## What makes up my identity?

Many different parts go together to create our identity. The diagram shows the different ways we can identify ourselves.



Each of these aspects influences every person differently. Aspects such as race and gender are important for most people. They are very visible and stay the same. Other aspects are less visible and can change over time. For example, a person's work may be an important part of their identity. If they change profession, their idea of who they are may also change. For example, a nurse may see themselves very differently if they become a businessperson. But this change may not be so obvious to other people.



*What factors might be important to this person's identity?*

## What are self-identity and social identity?

Self-identity is the way we see and define ourselves.

Social identity is the way we see ourselves based on the groups we are members of, such as our family, our school, or our nation. Being a member of a group gives us a sense of belonging. Our social identity is formed because we interact and have relationships with other people.

### Case study

#### What's in a name?

Most people have a family name and a given name. Parents choose a given name for each of their children. In many societies the name is carefully chosen because it has a special meaning. For example, in the Luganda language spoken in Uganda, Africa, the name Dembe is popular for both boys and girls. It means 'peace'.

Names in Muslim families have spiritual meaning and they often honour older family members. Many names are derived from Arabic words for positive characteristics. Names are an important part of Islamic and Arabic identity and people are often very proud of them.

The family name is important because it shows that a person is part of the family.

Some societies also have tribal and **clan** names. A **tribe** is a social group in a traditional society. A clan is a group within a tribe. The clan members are all descendants of a common ancestor from the distant past.

The tribal or clan name is often seen as being of greater importance than the family name.

Tribes and clans are important in many places around the world, including Central and South America, Scotland, Africa and the Middle East.

### Activities

- 1 In your own words, define self-identity and social identity.
- 2 Look at the diagram on page 10. Make an identity chart for yourself using as many of these headings as you can. Only write things you are happy to share with other people in the class.
- 3 Work in a small group. Take turns to explain which of the different parts of your identity are most important to you. Discuss each of your choices.
- 4 Think about where you live. What names do parents give to boys and to girls? What do the names mean? Are family and clan names important?

### Learning objectives

- Describe self-esteem.
- Know the processes that contribute to self-esteem.
- Analyse the effects of negative thinking on self-esteem.
- Identify the effects of self-esteem on decision-making and community involvement.

If we have high esteem for something, we respect, value and admire it a great deal. If we have low esteem for something, we do not respect or value or admire it.

**Self-esteem** means valuing ourselves. It means feeling confident about all aspects of ourselves. These aspects include our emotions, appearance, physical abilities, intellectual abilities and behaviour. The judgments we make about ourselves can be negative, positive or neutral.

**When do we develop self-esteem? What influences our self-esteem? What impact does self-esteem have on our lives?**

### When do we develop self-esteem?

As young children, we begin to develop our sense of identity. At this age, our identity is based mostly on physical characteristics such as hair colour and height. As we get older, our identity develops as we become aware of other characteristics such as our personality, attitudes and how we interact with other people. We become more able to identify and talk about our desirable and not-so-desirable qualities.

We assess our characteristics by comparing ourselves to other people, such as our peers, people in our family and other people in the community. We begin to see ourselves as more capable or less capable than other people in particular areas. For example, we might compare our reading ability, our physical appearance, or how we treat people.

Our self-esteem can vary in different aspects of our identity and different areas of our lives.



*We have little control over our physical appearance. We do have some control over how we feel about the way we look.*

## What influences self-esteem?

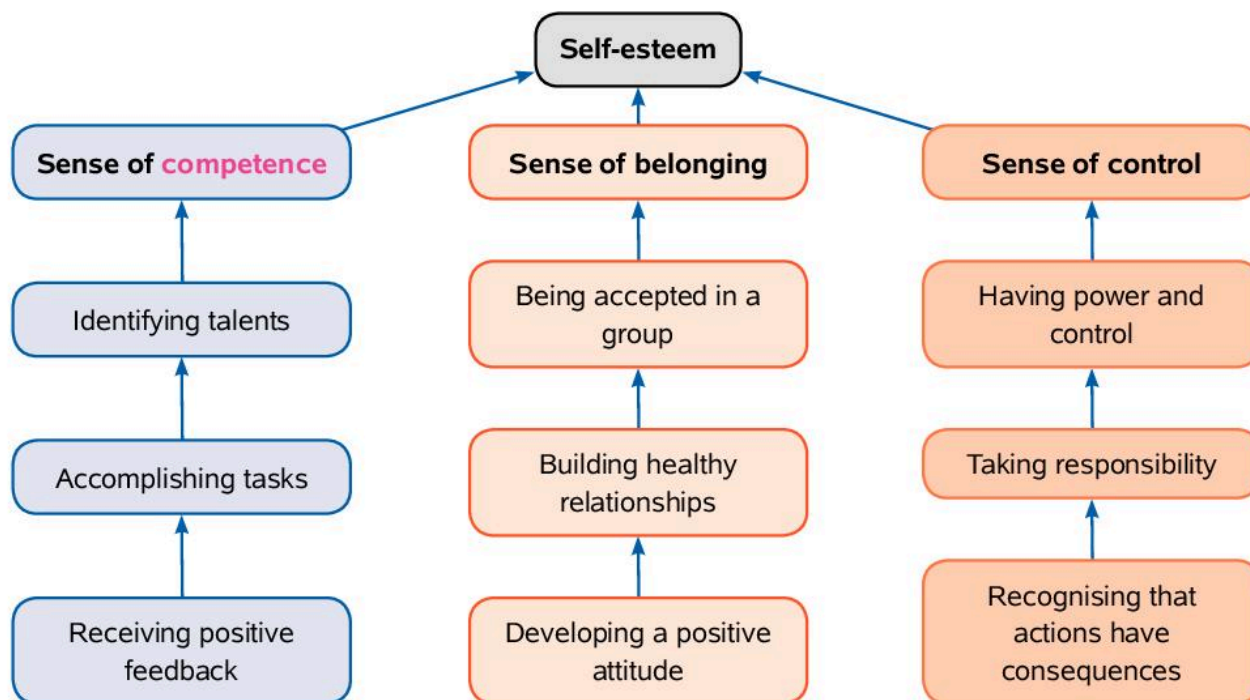
Our self-esteem rises when we can see all our strengths and positive qualities, when we feel we have potential, and when we think we have lots to offer.

Self-esteem falls when we focus on weaknesses and failures and when we feel we have little to offer.

Self-esteem is typically based on how much of the following we think we have:

- intelligence
- pleasing physical characteristics
- feeling likeable and loveable
- feeling valued and worthy of respect
- control and responsibility
- moral integrity
- skills
- achievements and successes.

The influences on self-esteem change over time. Young children focus on feeling liked and loved. They value feedback from parents and other adults such as teachers. As children reach adolescence they become more concerned about approval and acceptance from their peers.



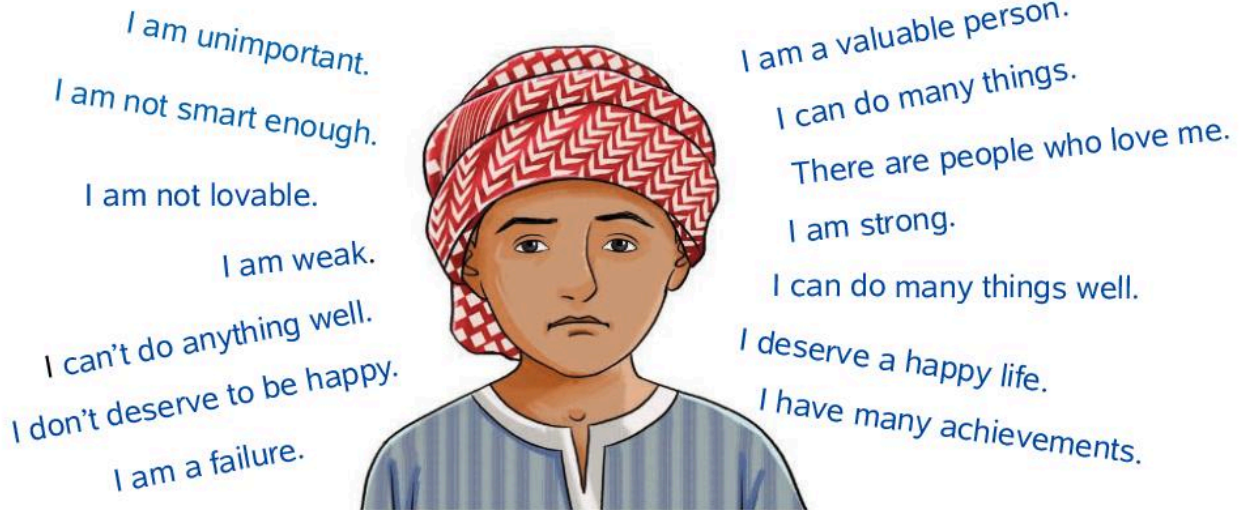
*Self-esteem is influenced by many different experiences.*

As people move towards becoming adults, their own values, standards and expectations become more important to how they see themselves.

Self-esteem grows when people take on new challenges and master new skills. People with positive experiences feel a sense of accomplishment and pride. They feel that they are making a difference and have value.

## How does negative thinking affect self-esteem?

Many people have negative feelings about themselves. These negative feelings can start when people are quite young. They are created by hearing negative things from other people and even the media. People begin to accept and believe the negative judgments that they hear. Sometimes people also add their own negative thoughts.



To combat negative thoughts, a person should try to have positive thoughts instead.

## How does self-esteem affect our lives?

Our level of self-esteem affects many areas of our lives, particularly our relationships, our ability to make decisions, and our involvement in the community.

### How does self-esteem affect relationships?

We usually think that other people see us the way we see ourselves.

- People with high self-esteem see themselves in a positive way. They think other people will see them in the same way and will like them.
- People with low self-esteem think the opposite. They believe that other people share the negative view that they have of themselves.

We relate to other people based on how we think they see us. If we think people like us we find forming relationships easy. If we have low self-esteem and think that people do not like us, we struggle to form relationships.

Relationships are the basis for a happy and fulfilled life and are also important for a strong and stable society.



*Positive thoughts increase confidence and help us to form relationships. This helps us work together using collaboration and co-operation.*



## How does self-esteem affect decision-making?

People with low self-esteem do not always value their own opinion. They do not like the idea of making a bad decision so they let other people make decisions for them.

People with higher self-esteem are more confident that they can make good decisions or cope with the results of bad ones.

Life is full of decision-making. Some decisions are about accepting or avoiding a challenge. Low self-esteem can lead people to avoid challenges such as trying a sport, speaking in class or joining a club.

Overcoming challenges is an important way of increasing self-esteem.

## How does self-esteem affect involvement in the community?

The different ways in which people are actively involved in their community and society are known as civic engagement. People can become actively involved by joining local groups and volunteering in the community.

Being involved in community and social groups has many benefits for individuals. Members of groups are often healthier and have improved feelings of well-being. Young people who are actively engaged are less likely to take part in negative behaviour. They are more likely to have higher self-esteem and more positive relationships.

The benefits extend to wider society. Neighbourhoods with high levels of civic engagement have a greater sense of community and lower rates of crime and socially unacceptable behaviour.

Low self-esteem can mean people lack the confidence to join groups and feel that they have little to offer anyway. This can mean people with low self-esteem are less likely to be involved and less likely to enjoy the benefits that come from civic engagement.

### Activities

- 1 Write down two things that create feelings of high self-esteem. Write down two things that create feelings of low self-esteem.
- 2 Everyone's level of self-esteem changes depending on their mood and other circumstances. Write down:
  - a how confident you feel about making decisions
  - b how you feel about meeting people and making new friends
  - c the ways you engage with your community, for example groups and clubs.
- 3 Work in a group. Discuss how you can help to increase other people's self-esteem. What words should you use? What behaviour should you show? Role-play some situations and make a video of your role play.

### Learning objectives

- Identify values, morals and principles.
- Explore how values, morals and principles are formed.
- Examine the role of values, morals and principles for individuals, businesses and society.

Every person develops their own set of **values**, **morals** and **principles**. They are important parts of a person's identity. They are also important for groups and communities. Societies rely on people accepting common values, morals and principles. What are values, morals and principles? How are they related? Why are they important to individuals and to society?

### What are values, morals and principles?

Values, morals and principles are closely linked.

**Values:** These tell us what is important in a person's life. People value different things such as their family, making money or working hard. Our values indicate what we want to achieve in life. For example, if someone values honesty, they will try hard to be an honest person. They will also encourage other people and organisations to be honest.

**Morals:** These are ideas about what is right and wrong. Morals can **constrain** the way people behave because they help people know when behaviour is acceptable or unacceptable.

**Principles:** These are rules that are based on our values. Principles guide our behaviour and the way we live. They are permanent and do not change. For example, a person who values honesty has the principle that it is always wrong to lie. When a society agrees on its shared principles, these principles often become established rules or laws.

Values are different from morals because values do not depend on being 'right' or 'wrong'. For example, we may value creativity. But we would not say that a person who is not creative is morally wrong.



People can hold many different values.

## How do values affect behaviour?

Positive values lead to a more positive outlook on life and a desire to have a positive influence on the world. People with positive values are usually **optimistic**. Optimistic people believe that the outcomes of their actions and of other events will be positive. Optimistic people believe that they can make a difference and that they can overcome difficult challenges.



*People with positive values and a positive outlook believe they can make a difference in many situations.*

If people have negative values, their view of the world is also more likely to be negative. They might feel that the world is a harsh, cruel place and that people are generally untrustworthy and unloving. They might feel that they have no power to change their own situation or the challenges facing the world.

### Living by our moral code

A moral code is a set of rules and guidelines based on our **morality**. Our moral code helps us to identify what is right and wrong and how we should behave in different situations. A moral code only has value if our behaviour reflects it. It is sometimes challenging to match our actions to our morals. For example, when we are upset or angry, we can sometimes forget how we should behave.

### What influence does the family have?

The family has perhaps the most important influence on children. Families teach their children about values, morals and principles in all areas of life. The older generations pass down the values, morals and principles to the younger generations.

## Where do family values come from?

Families are part of a wider culture, so the people in a family have cultural traditions, practices and beliefs. These are the basis for the family's values, morals and principles.

Family values do not always stay the same. They can vary depending on circumstances. The family can also be influenced by ideas from cultures different to their own. These ideas may introduce new and different values. Some values within a culture may change to accommodate some views of modern society.



*Families create situations where parents pass on values and traditions to their children.*

## What role do values have in business?

Many companies have values that guide the way they run their business. A company may try to provide good conditions for all of its workers or to deal honestly with all of its customers. Many companies today are committed to **sustainability** – they try to make sure that their business is environmentally friendly.

A company may also have values that extend beyond the company itself. Many companies use some of their profits to help other people. In Arab nations this commitment is governed by Sharia law.



*Traditional ceremonies to mark occasions such as weddings reinforce traditional cultural values within families.*

## Case study

### Corporate social responsibility

When a company tries to include social and environmental values in its business, this is called corporate social responsibility (CSR).

Abdul Latif Jameel Co Ltd is a business based in Saudi Arabia. It operates in over 30 countries, focusing on the Middle East, North Africa and Turkey. The business is involved in many areas, including automobile sales and manufacturing, power generation and environmental services.

Abdul Latif Jameel Community Initiatives (ALJCI) was established in 2003 to promote positive social change. Now known as 'Community Jameel', it supports many programmes that address unemployment issues, research ways to reduce global poverty, and provide education and training opportunities across the Arab world. Community Jameel also supports the development of arts and culture in many countries.

## Values in society

Values influence the way a society operates and how people behave. Societies value different things and behaviour develops to reflect these values. For example if society values personal property, one person should not steal property from another.

**Folkways:** These include common, unwritten rules regarding many interactions between people, including greetings and manners. If these rules are broken, there may be mild disapproval or disappointment.

**Mores:** More serious norms are called mores. These reflect a society's morality. In some societies, mores become written laws. Breaking these mores or laws results in serious sanctions or punishments.

**Taboos:** These are the most serious norms and are things that are completely forbidden. Words, objects, actions and even groups of people can be considered taboo.

Some norms, such as accepted social relationships, help society to remain stable.



*Shaking hands is a folkway and is a common form of greeting around the world.*

### Activities

- 1 Write down three of your own values. Then write your answers to these questions.
  - a Why do you think you have developed these values?
  - b Give some examples of how these values affect your behaviour.
- 2 Work in a group. Discuss folkways and mores in your society.
- 3 Work in a group. Research corporate social responsibility (CSR) in your country.
  - a Write about three companies that have CSR programmes.
  - b Describe two CSR programmes that focus on different issues (for example job creation, environmental protection, education and training, etc.).

### Learning objectives

- Identify human motivations.
- Examine the 'hierarchy of human needs'.
- Explain the relationship between human motivation and civic participation.

People behave in different ways, take different courses of action, and strive to achieve different goals. What is the force behind all these actions? What are the different goals we have as human beings? What can make us behave in ways that benefit others?

### What is motivation?

As human beings, we need many things to keep us happy and healthy. There are also things that we want but don't necessarily need. Motivation is the force that makes us act in order to meet our needs and get the things we want. What are some of the human needs?

**Biological needs:** These are to do with keeping our bodies healthy.

**Social needs:** Forming relationships with other people is important for our emotional and mental well-being. Meeting our social needs is the motivation for forming these relationships.

**Emotional needs:** These include the need to feel good about ourselves. Emotional needs motivate us to look after ourselves, perhaps by exercising or by reflecting.

**Cognitive needs:** These include the need to gain knowledge and understanding. Cognitive needs motivate us to explore and learn.

### The hierarchy of human needs

There are many theories about human motivation. In 1943, a psychologist called Abraham Maslow devised a theory called the 'Hierarchy of Human Needs'. Maslow thought that all people had



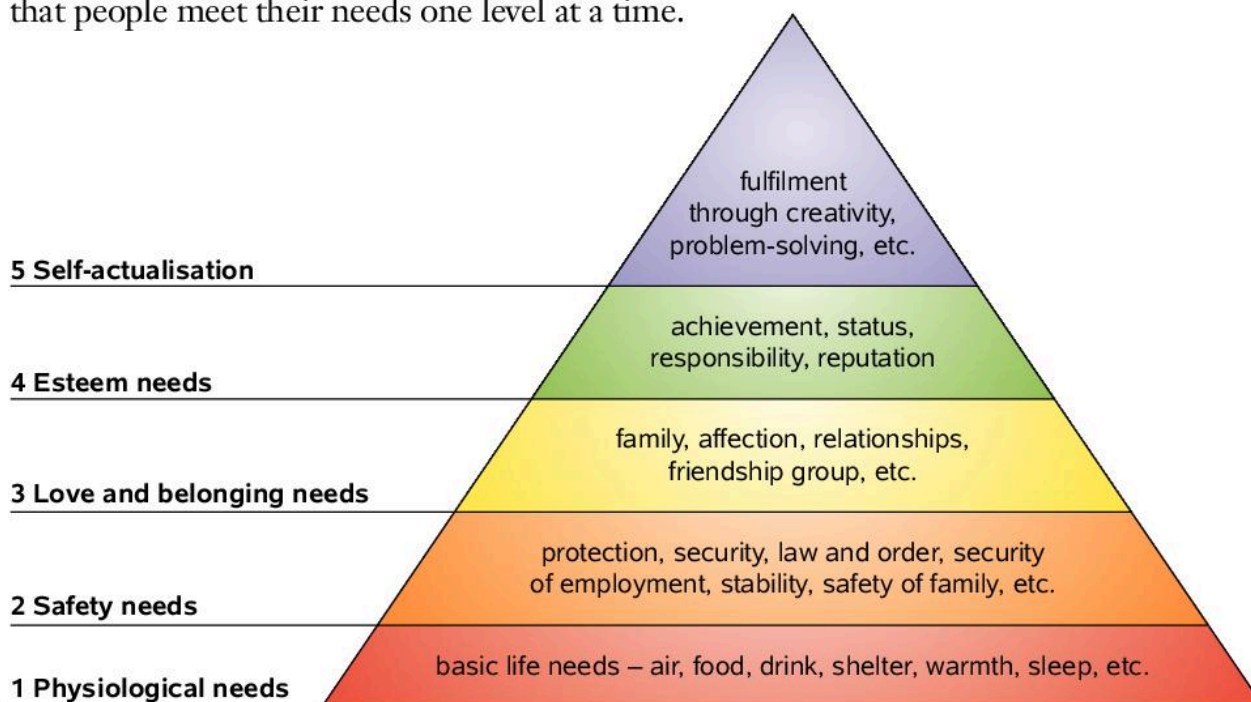
*One theory suggests that we are motivated to eat because we are hungry. Is this why people eat ice cream?*



*Being in a group gives us a sense of belonging and of being loved.*

basic needs that must be met and an in-built desire to be the best they could be.

Maslow's ideas are often shown as a pyramid of needs because he believed that people meet their needs one level at a time.



*In the diagram of Maslow's hierarchy of human needs, the more basic needs are shown at the bottom, with more complex needs at the top.*

Level 1 needs are **physiological** and about survival. Maslow thought that people who had to spend a lot of time meeting these needs would not have time to meet other 'higher' needs.

Level 2 needs are about feeling secure in terms of physical safety, health, finances and employment.

Level 3 needs are about having a sense of belonging, experiencing affection and giving and receiving love.

Level 4 needs are to do with esteem. Self-esteem improves when people feel valued and that their existence matters.

Level 5 needs are to do with feeling self-fulfilled. Maslow used the term 'self-actualised'. Self-fulfilled people have feelings of being complete and they experience joy in being alive.

Within Maslow's hierarchy, the lower-level needs address a lack of something such as food, warmth or love. The higher-level needs address the desire to grow as a person.

Not all **psychologists** agree with all of Maslow's ideas. They think that Maslow's hierarchy is too **simplistic**. They argue that feeling fulfilled, loved and accepted are important even for people whose basic needs are not being met.

## Why are we motivated to help other people?

When we become aware of people who are in need, we often want to do something to help. This is true even when the people in need of help cannot give us anything in return. We still want to take action to improve other people's welfare.

Taking action to improve other people's welfare without thinking about the cost to ourselves is called **altruism**. When people are altruistic they do things simply because they want to help. They do not expect anything in return. Altruism is the opposite of selfishness.

Acts of altruism can include:

- making another person's situation better
- preventing people from being harmed
- avoiding causing harm to other people.

## Altruism and the community

People are social, which means they live in groups and communities. All these groups of individual people make up the wider society. Becoming a fully developed human being involves playing an active part in these groups. Being part of groups brings us benefits such as a sense of belonging. Sometimes we may feel motivated to help other people. We may try to develop qualities that help us to be responsible members of the groups and communities to which we belong.



*Many schools have a student council. Students give up time to attend the council. They hope to make the school a better place for everyone.*

People who try to make a difference in their community do a number of things.

- They take an interest in people and events in the community.
- They try to be involved in making decisions that affect the community.



- They volunteer their time and skills to help improve the community.
- They may start a community group or join a group that is already active within the community.
- They carry out actions that make life better for the community as a whole.

## Case study

### An act of altruism

In October 2017, an Emirati man showed altruism when he saved the lives of a couple from drowning at Al Loulouah beach in Khor Fakkan. The man heard cries for help and saw a jet-ski that had turned upside down in the water. Then he saw two people about 20 metres out, calling for help.

There was no-one else nearby to help so the man called 999 to alert emergency services. Then, despite having shoulder injuries, he jumped into the water.

The man managed to save the couple, who were given first aid by emergency services on the beach. The man was honoured by Sharjah Police for his heroic and humanitarian act.

## Activities

- 1 Write two or three short sentences that explain something you want to achieve and how this motivates you to certain actions.
- 2 In a group, discuss these questions.
  - a How are your basic needs for food, water, shelter and warmth met?
  - b How do you try to make others feel safe? Who helps you to feel safe?
  - c Who helps you to feel accepted and loved? Which social groups do you belong to and how do these help you feel accepted?
  - d What helps you to have high self-esteem?
  - e What do you hope to achieve in the future?
- 3 Draw your own hierarchy of needs, adding details from your discussion in Activity 2.
- 4 Write a school magazine article that encourages people to work together for the good of their community. Give examples in the article based on your experiences in school, in groups you belong to or in wider society.

### Learning objectives

- Identify the different parts of a decision-making process.
- Examine the motivations for decision-making.
- Explain how ethics influence decision-making.

**Life is full of decisions. Some of these are not important and the consequences do not matter a great deal. Other decisions, such as making an expensive purchase or choosing a career, are much more serious. How do we make decisions? What are the different influences on our decision-making? How does decision-making impact society?**

### What is decision-making?

We make a decision when we choose between two or more options or alternatives. We evaluate the options and decide which one to choose. To be a real decision, all the alternatives have to be attractive. If the choice is between something we really want and something we really do not want, this is not a real decision.

To make a decision, we use our capacity for thinking. We use skills of analysis and judgment.

### What decisions do people make?

We are presented with choices in many situations and we make decisions all the time.

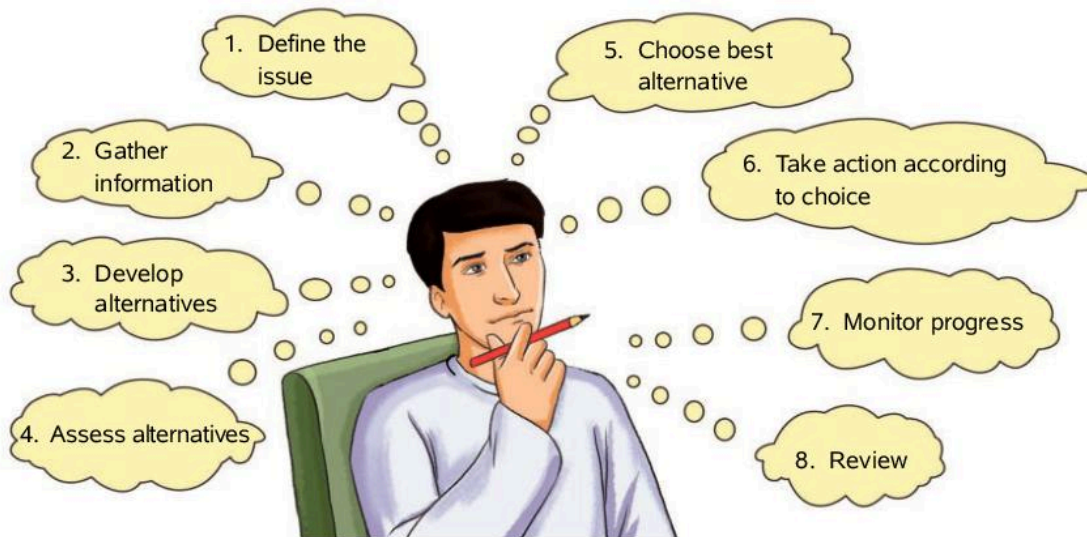
We make decisions about how we behave in different situations and how we relate to others. There are rules at home, at school and in the community, and hopefully people decide to follow these rules. Adults decide how they will earn a living. People decide what to do with their money. We decide what we can do to make our communities better places. For example, we can make decisions about recycling and reducing the waste we produce.

The easiest decisions to make are those with **consequences** that are not serious. An example of this is choosing between two drinks with different flavours. Decisions become more difficult as choices become more complicated and the consequences become more serious.

### How do we make complicated decisions?

In many cases we have to choose between several options. Sometimes, none of the alternatives have all the best features that we are looking for. We often have to **compromise** on one or more features.

These types of decisions are known as preferential choice decisions. We often make these decisions by gathering information and evaluating different alternatives.



### What factors do we consider when making decisions?

A simple illustration of decision-making is choosing a house. A person is looking for a new home and they want their home to have all of the following features:

Within budget, a large kitchen, enough bedrooms for all the family, plus a guest room, a garden with space for sitting and growing plants, a journey time to work of no more than 40 minutes, space for parking two cars, schools nearby, close to shopping facilities

Writing a long list of desired features will make it more likely for this person to find a house that is right for them. However, having more features to evaluate makes the process more complicated.

The decision-making process will involve trying to find a house with the maximum number of desired features. But the person might have to make compromises. For example, they might be willing to travel for more than 40 minutes to work if the house offers more of the other desired features.

Other factors might also play a role in the final decision if there is not an obvious best choice. For example, the person may choose a house because it is in an area where members of their family already live.



*People consider many factors when buying a house.*

## Values and morals in decision-making

People's values are often a part of decision-making. For example, a person who values their relationships with family members is more likely to make choices that will promote family relationships.

Some decisions also have a moral aspect. This means they concern choices based on what is right or wrong. When this is the case, decision-making is said to be based on **ethics**.

### What are ethics?

Ethics are moral principles that help determine what is good for an individual and for society. A person's ethics are the moral principles they use to guide their personal behaviour. Ethics have a role in determining how we expect individuals, professionals, businesses and governments to behave.

### What role do ethics have in decision-making?

Applying ethics to decision-making helps to remove confusion and makes any issues clear. However, ethics do not always provide one 'right' answer because in many cases there is no such thing. Instead, there are several answers that are all right in different ways. An individual still has to make a final decision.

A major debate about ethics and decision-making concerns duty-based ethics and consequentialist ethics.

**Duty-based ethics:** These are concerned with people's actions and not with the consequences of those actions. Duty-based ethics say that people should do the right thing simply because it is the right thing to do. For example, it is always right to tell the truth and wrong to tell a lie.

**Consequentialist ethics:** These work in the opposite way to duty-based ethics. Consequentialist ethics do not consider actions to be either good or bad. Whether an action is good or bad depends on the consequences of that action. A good action is one that produces good consequences. The greater the number of positive consequences that result from an action, the 'more right' that action is. For example, people will not lie because, in general, lying leads to bad consequences. They will consider a person who lies to be untrustworthy.



*What are the choices facing these two boys? What is the best decision for them to make?*

## What are applied ethics?

Applied ethics are what happens when people apply their ideas about ethics to a particular situation. Applied ethics are an important consideration in many areas of science and medicine. Two other areas of applied ethics that are important today are development ethics and environmental ethics.

**Development ethics:** These are concerned with how countries develop. Sometimes richer countries get involved in helping poorer countries to develop. Governments can apply ethics to help them decide why, how and when they become involved. For example, they have to consider the ways in which development leads to increased use of resources. They might also have to consider human rights and poverty reduction.

**Environmental ethics:** These are concerned with human interactions with the world. Areas where ethics apply include sustainable development, climate change and environmental management. All of these areas involve making choices today that will have consequences for future generations.



*Producing energy using renewable resources involves thinking about ethics.*

### Activities

- 1 In your own words, define duty-based ethics and consequentialist ethics.
- 2 Saif wants to go into town. He can travel in his own vehicle or take public transport.
  - a Make a list of the different factors he might consider when making his decision.
  - b Work in a small group. Discuss the effects Saif's decision might have on other people. Can you identify any ethical issues?
- 3 Carry out some research and write a report on the United Nations 2030 Agenda for Sustainable Development. Work in a group to identify:
  - a what the agenda hopes to achieve
  - b the development and environmental ethics that are involved.

### Learning objectives

- Understand the term 'culture'.
- Explore ways in which people express their culture.
- Examine ways in which cultural ideas are spread.

**A simple definition of culture is 'the unique way of life of a particular group of people'. What does 'way of life' mean? How does a culture survive and spread? What impact does culture have on individuals and on society?**

### What is a way of life?

The way of life of a group of people includes the customs, traditions and everyday activities of the group. The group's way of life is guided by their values and morals, which may be based on a system of religious beliefs.

An important part of a group's way of life is the norms that the group develops. Norms are expectations about how people should behave based on the group's values and morals. Some norms become established rules and some rules become laws. People obey laws if they do not want to be in trouble with the police and courts.

Groups also develop social institutions. These are features of a society that provide a structure for relationships and interactions between people. An example of a social institution is marriage. The institution of marriage reinforces a society's values regarding relationships.

Groups of people express their way of life through aspects such as their language, food, clothing, architecture and art. Some of these are influenced by norms and beliefs. For example, many groups have laws that forbid eating certain foods.



*Marriage is a social institution in most societies. Each culture has developed a unique way of celebrating marriage. There is usually a wedding celebration. This is a wedding celebration in China.*

### How does a culture survive and spread?

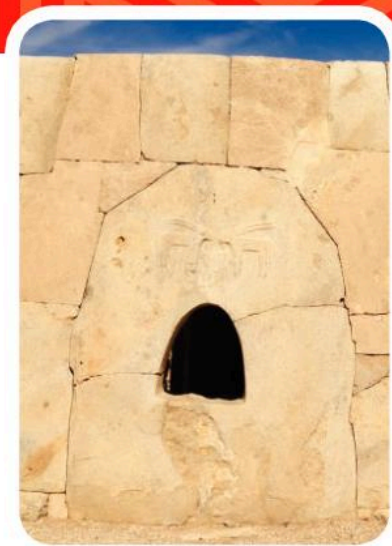
We learn our culture – the customs, norms, values, attitudes, beliefs, etc. of our society – through the process of **socialisation**.

Traditionally, socialisation happens within the family and community groups. Culture is passed down from one generation to the next. Older members of the group pass down their knowledge, language and customs to the younger members. In many societies other institutions, such as schools, also play a role in socialisation.

## What is material and non-material heritage?

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), **material heritage** (also known as **tangible** culture) includes buildings and historic places, monuments and artefacts which are important and need to be preserved for the future. These objects are often examples of the archaeology, architecture, science or technology of a specific culture.

Non-material heritage (also known as **intangible** culture) includes the values, traditions and expressions of culture that are passed on from one generation to the next. Non-material heritage includes oral traditions (such as story-telling), performing arts (such as singing and dancing), social practices and festivals, as well as the knowledge and skills needed to produce traditional crafts.



*This prehistoric stone grave is in the Hili Archaeological Park in Al Ain, UAE. UNESCO recognises the cultural sites of Al Ain as being of Outstanding Universal Value.*

### Case study

#### Al Sadu

Al Sadu is an example of non-material heritage. It is a traditional form of weaving done by women in rural Bedouin communities. They produce fine furniture and decorations for the camels and horses. Wool from sheep, camels and goats is dyed in traditional colours including black, white, brown, beige and red. The women use a floor loom to weave the wool into fabric with colourful geometric patterns.

The weavers gather in small groups and talk about family and community. Sometimes they sing or recite poems. Girls learn the traditional craft of weaving by watching the older women.

UNESCO has a list of 'Intangible Heritage in Need of Urgent Safeguarding'. In November 2011, UNESCO placed Al Sadu in the United Arab Emirates on this list. The list raises awareness of how important non-material heritage is.



*Preserving the Bedouin heritage of Al Sadu is the focus of the Al Sadu Society of Kuwait.*

## Cultural clues

We use clues to help us identify different cultures. The clues include clothing, writing, food, architecture and art.



Clothing



Architecture



Food

*All these images represent different aspects of the culture of a particular country.  
Can you use the clues in these pictures to guess which country it is?*

The visible signs of a culture often reflect intangible ideas, values and beliefs. For example, people wear clothing that suits the climate where they live. They also often choose clothing that reflects important ideas in the culture, such as modesty. Distinctive clothing can sometimes identify a person as belonging to a particular group.

Creative writing that is of high quality is called literature. Literature can be imaginative or factual. People often write to explore important ideas from their culture.

Architecture often reflects cultural ideas and values. For example, people often take great care and spend a lot of money to create buildings associated with religion, education or art. This shows that these are highly valued aspects of their culture.

Food provides clues to values and beliefs. For example, many cultures have strict food laws which forbid eating certain meats or even any meat at all.

People often use art to celebrate aspects of their culture that are highly valued, such as landscapes, leaders and religious beliefs.

## How do cultural ideas spread?

Distinct cultures developed in different parts of the world because groups of people lived in separate community groups. Each group had different experiences of life. Their cultures were influenced by the environment they lived in, by their growing knowledge and by how they understood the world.



**Cultural diffusion:** Since the earliest times, people have migrated from one area to another, taking cultural ideas with them. When people from different cultures meet, there is often an exchange of cultural ideas. The spreading of cultural features is called cultural diffusion.

**Cultural assimilation:** Today, many aspects of culture can be transferred without the physical movement of people. Ideas are transmitted by radio, television and the internet. Through cultural diffusion, one culture may absorb aspects of another culture. When this happens, it is called cultural assimilation.

**Cultural penetration:** One culture can become more powerful or dominant than others. Ideas from this powerful culture can influence the culture of a smaller or less powerful culture. When this happens, it is called cultural penetration.

A concern for many people in different parts of the world is the threat posed to their own culture by powerful cultural influences from elsewhere.



*Today there are many global brands that sell products from a particular culture in countries all around the world. Products can be adapted to suit local cultures, which is known as 'glocalisation'.*

## Activities

- 1 Write down two examples of material heritage and two examples of non-material heritage from your country.
- 2 'Heritage is our legacy from the past, what we live with today and what we pass on to future generations.' Work in a group to discuss this statement from the UNESCO World Heritage Commission. Make a list of cultural features in your country that:
  - a have been passed down from earlier times
  - b are part of today's culture
  - c you think will be passed on to future generations.
- 3 Discuss, in a group, ways in which you have been socialised.
  - Which aspects of the culture you were born into have you been taught?
  - Who were the main people involved in your socialisation?

## What are common cultural experiences?

### Learning objectives

- Identify common cultural experiences.
- Compare and contrast cultural experiences.

All cultures are different but they all have things in common. This is because cultures develop in response to life experiences and some life experiences are the same across all groups of people. Which common experiences do all people share?

### Cultural values and beliefs

All cultures are based around values and beliefs, but these are different depending on the culture.

Many cultures place a high value on:

- the family – especially loyalty, honour and respect among family members
- **hospitality** – being generous to both friends and strangers
- modesty – especially dress codes and customs.

### Family and child-rearing

The family is a key social unit in many cultures. The bonds between family members are some of the strongest bonds in a person's life.

Family sizes and living arrangements vary between cultures. In some cultures people live in extended families, which include parents, brothers, sisters, aunts, uncles, cousins and grandparents. All family members take part in rearing children. In other cultures people live in families that include only the parents and their children.

*Extended families include people from different generations.*



## Celebrations, festivals and rituals

Many cultures mark important stages of life with a special ceremony or **ritual**. Important life stages that most cultures celebrate in this way include birth, coming of age and marriage. Many cultures also have festivals to celebrate events that are important to the community or to the whole society. Festivals and celebrations often have special foods, clothing and rituals. There may be special songs or performances.

## Language, writing and art

Language is an important feature of a culture. Some languages are only spoken by a small group of people, perhaps even a single tribe. Other languages are spoken across large areas of the world and in different countries.

Written language is important in many cultures, especially when used to create literature. Literature is writing that is considered to be of high artistic quality.

## Arts and crafts

People often express their cultural ideas through distinctive arts and crafts. Different cultures develop their own traditional styles of painting, woodwork, pottery, jewellery-making and weaving. The techniques, styles and patterns make each culture's craft items distinctive.

## Appearance

Different cultures have different ideas about qualities such as beauty and strength. For example, in some cultures people wear special jewellery that has a particular meaning. In some cultures, people's clothing or hairstyles have special meanings.

*Cultures develop distinctive arts and crafts.*

## Case study

### Calligraphy

A common feature of culture across the Arab world is the Arabic language. The written language of Modern Standard Arabic is derived from Classical Arabic. Arabic is one of the most widely-used languages in the world – over 290 million people speak Arabic. Each year UNESCO organises events to mark World Arabic Language Day. Literary Arabic is the official language in 26 countries and is the sacred language of Islam.

Calligraphy is an artistic form of handwriting. It is used in Arab cultures and is especially associated with texts from the Qur'an. Calligraphy is one of the main forms of artistic expression in Islamic cultures throughout the Arab world.



## FACT FILE Cultural expressions of the Maasai

### Where do the Maasai live?

The Maasai are nomadic, which means they do not live permanently in one place. They move with their herds of cows and goats to find water and grass for the animals. Their houses are made from sticks and grass, which are tied together and covered with a mixture of mud and cow dung. The houses are built next to each other in a circle. This makes up a semi-permanent Maasai village, called an *enkang*.

### Language

The Maasai language is one of a group of languages called Maa. Over one million people from different groups in Kenya and Tanzania speak the Maa group of languages.

### Social structure

Maasai society is made up of large tribes which are divided into smaller clans following the male family line.

Maasai society is patriarchal. The father is head of a family and makes all the decisions. Male elders make decisions for the village and arrange marriages.

### Maasai and cattle

The Maasai drink the cows' milk and sometimes eat the meat. When a cow dies, the Maasai use its hide to make shoes, clothing, bed coverings and rope. They use its horns to make containers and its hooves and bones become ornaments.

### Wealth in Maasai culture

A man's wealth is measured by the number of cattle he owns. A poor man may have only 50 cattle, while a rich man may have 1000 or more. The man owns the cattle, but the wealth from the cattle belongs to his whole family.



*The Maasai are a tribal community who live along the Great Rift Valley of southern Kenya and northern Tanzania in Africa.*



*Maasai women cook all the meals and collect firewood and water.*

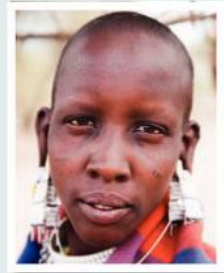
## Roles in Maasai society

The men are responsible for looking after the cattle. The men also hunt animals to feed their families. Maasai women build the houses and do the housework. The women also make clothing and bead jewellery. Women can become elders of the village.

As children get older, they spend time with the adults to learn the life skills they need. Traditionally, boys learn to become warriors and cattle herders, while girls learn about caring for a family and managing a household. The boys go through a series of rituals and ceremonies as part of becoming a warrior. Being a warrior is a great source of pride in the Maasai culture.

## Appearance

Maasai women and children shave their heads. The Maasai pierce their ear lobes and wear heavy earrings that stretch the lobes. They wear a lot of beaded jewellery. The Maasai have traditional clothing, which is often red.



## Ceremonies and rituals

Special dances are an important part of Maasai culture. Young men perform a jumping dance called *adumu* when they come of age. Both men and women perform other dances as blessings for cattle and to mark celebrations such as weddings. Marriages usually join together two people from different clans.

The Maasai think that death is the end of a person's journey. Traditionally, when a Maasai person dies, the body is taken away from the village and left in the open to be eaten by wild animals. The person is never mentioned again.



*Maasai warriors dancing*

## Activities

- 1 Write down three examples of events that are common life experiences across many different cultures.
- 2 Produce a fact file or poster describing how people express common cultural experiences in your country. Use the structure and headings from the Maasai fact file to help you.
- 3 Work in a group to discuss similarities and differences between the cultural experiences of people in your country and the Maasai. Prepare a presentation to give to the class that describes these similarities and differences.

# Review your learning

## Test questions

- 1 Culture is:
  - a the style of clothes that people wear
  - b the types of food that people eat
  - c the way of life of people in a group
  - d the education of children in schools
- 2 One thing that affects our identity that we do not control is:
  - a the groups we choose to join
  - b the things we like to do
  - c the profession that we choose
  - d the family we are born into
- 3 Our mental image of ourselves is called our:
  - a self-identity
  - b self-control
  - c selfishness
  - d self-confidence
- 4 People with a positive self-image will probably have:
  - a low self-esteem
  - b high self-esteem
  - c no self-esteem
- 5 Our values help us know:
  - a how expensive things are
  - b what is right and wrong
  - c what we think is important in life
  - d which generation we belong to
- 6 Motivation is the force that:
  - a drives us to get the things we need and want
  - b helps us move from one place to another
  - c helps us get to sleep
  - d teaches us the difference between right and wrong
- 7 Being motivated to help other people with no thought of reward is called:
  - a altruism
  - b optimism
  - c individualism
  - d criticism
- 8 When one powerful outside culture dominates a smaller traditional culture, this is called:
  - a cultural infusion
  - b cultural tradition
  - c cultural penetration
  - d cultural assimilation

- 9 The process of teaching children about their culture and about acceptable behaviour is called:
- |                      |                 |
|----------------------|-----------------|
| a indoctrination     | c co-operation  |
| b cultural diffusion | d socialisation |
- 10 Which of the following is the best example of a common cultural experience?
- |                        |                                |
|------------------------|--------------------------------|
| a working in an office | c scuba diving                 |
| b marriage             | d playing a musical instrument |

## Assessment activities

- 1 Design a poster. Your poster should present a new community initiative to keep a local public space (such as a park or beach) clean. The poster should briefly explain what needs to be done, how the initiative will strengthen a sense of local identity and how taking part will help to improve people's self-esteem.
- 2 Imagine you are a member of the school student council. You have been asked to speak at the next meeting about promoting values within the school. Write the script for your speech which should:
  - outline the values you think should be promoted
  - describe the behaviour that will reinforce these values
  - suggest ways in which this type of behaviour can be encouraged.
- 3 Use a computer to prepare a teaching presentation that explains what is involved in the process of socialisation, who is involved and why it is important.
- 4 Create a table or chart that shows similarities and differences between families in different cultures and communities. You should include family size, roles within the family and authority within the family.
- 5 Research information to create a brochure or website explaining the ethical issues concerning the production of palm oil.

# 2

# History and heritage

## Learning objectives

In this unit you will:

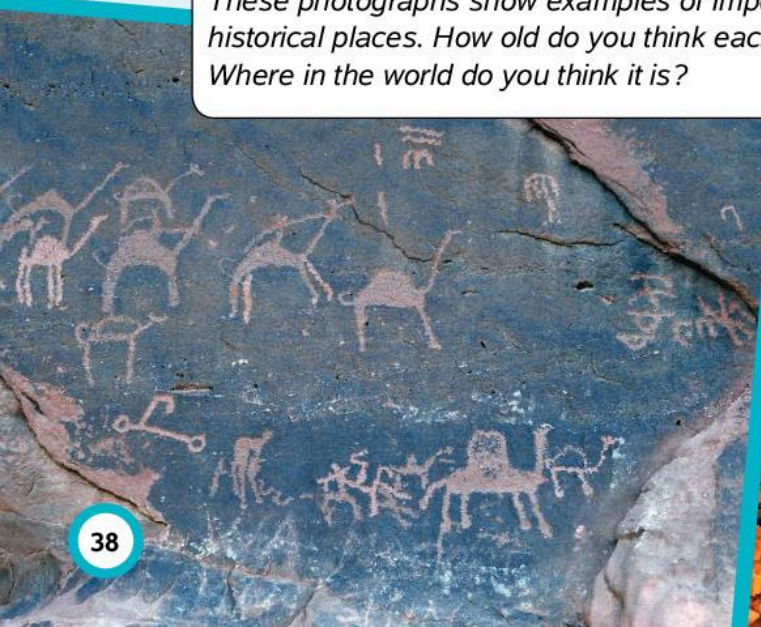
- explain what the term 'heritage' means and examine how and why we preserve our heritage
- describe how ancient civilisations developed
- consider the achievements of the early civilisations
- investigate an important person from an early civilisation and explore the impact they had on life at the time and today
- analyse different farming methods of ancient civilisations
- explain how these farming methods allowed the civilisations to develop.

## Overview

Our history and heritage are very important to us. The people who lived in our world before us have shaped our lives today in many ways. They have developed ways of life, invented important technologies and changed the ways in which people think and believe.

In this unit you will consider what our heritage is and why it needs to be protected. You will discover who is responsible for protecting our heritage and what parts of our heritage are considered important. You will understand how people first began to live in large groups and how they learned to work together to create civilisations.

*These photographs show examples of important historical places. How old do you think each place is? Where in the world do you think it is?*





## Talk about


People are fascinated with objects, buildings and monuments from the past. For example, monuments mark the sites where important historical events took place. Objects such as jewellery and tools help us to understand what life was like in the past.

Why do you think historical buildings, monuments and places fascinate us so much? What impact do you think people have on these places when they visit them? Do you think we need to protect these places?

Sometimes historical sites are very fragile, so people are not allowed to touch them. Sometimes people cannot even visit or go near the site. For example, the Lascaux Caves in France contain some of the best preserved art from very ancient times. In order to protect the art, the caves were closed to the public in 1963. They still remain closed today. Do you think that is right?

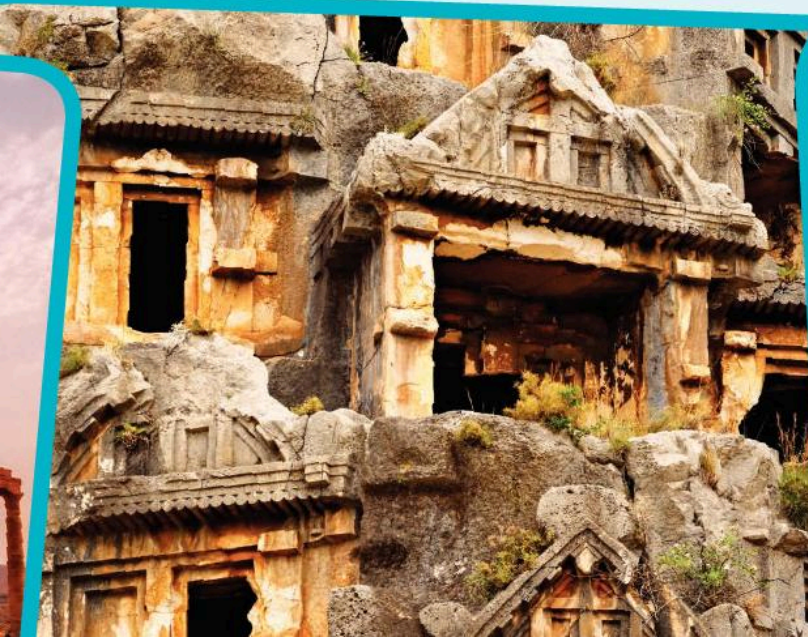
## Fact finder

The UNESCO *Memory of the World Programme* began in 1992. Its aim was to try to preserve important historical documents all over the world, especially in places where modern life has had a negative impact on the documents. UNESCO works to protect the world's documentary heritage for future generations.

 Find out more about the UNESCO *Memory of the World Programme*. Why is it important? What work does it do in your region? Why is this work important for you and your heritage? Research some examples of important historical documents in your country. Which do you think should be included in the *Memory of the World Programme*?

## Word cloud

agriculture      generation      irrigation      material heritage  
nomadic      non-material heritage



# 2.1

## What is material heritage and how do we preserve it?

### Learning objectives

- Explain what is meant by the term 'heritage'.
- Describe the different types of heritage.
- Justify why we should preserve our heritage.

In every part of the world there are extraordinary treasures. They form part of the world's history and culture. The places where we find these treasures are extremely important to the people who live there and to the people who visit them, as well as to scientists, archaeologists and historians. These places are part of the world's **material heritage**. What is material heritage? How can we preserve it? What examples are there in your region?

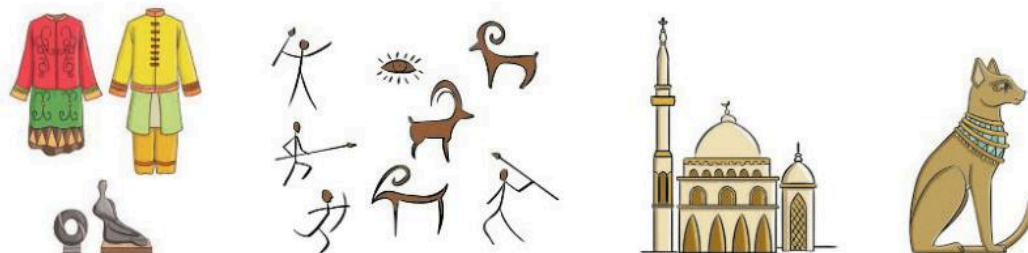
### What is heritage?

Valued objects such as historic buildings and traditions such as cultural practices are often known as heritage. They have been passed down from one **generation** to another. They can be valuable to individuals or to groups of people, or to a whole country. Sometimes valued objects are considered extremely important on a worldwide scale.

Heritage can be divided into two different types, which are interrelated.

Examples of non-material heritage	Examples of material heritage
<ul style="list-style-type: none"><li>• A country or region's religious beliefs – including the stories and events linked to their religion</li><li>• The language that people speak</li><li>• The values and ethics of a place</li><li>• The rules that people follow</li><li>• The moral code</li><li>• The organisations and institutions that people belong to</li><li>• The customs of a group of people or of a place</li><li>• Traditional skills – for example traditional dance or crafts</li></ul>	<ul style="list-style-type: none"><li>• Physical objects – tools, jewellery, weapons, sculptures, cave paintings or inscriptions that are common in an area</li><li>• Resources – for example, the resources needed for making food (e.g. fuel) and for farming (e.g. tools, building materials, etc.)</li><li>• Places – the homes of important people; cities, towns and villages; schools, places of worship, museums, factories or other important buildings</li><li>• Monuments – buildings that help us remember important events</li><li>• The natural world – such as the type of woodland, plants, rivers, deserts or mountain ranges</li></ul>

Heritage is extremely important for many reasons. It provides us with a sense of identity and belonging. It helps us to understand what life was like in the past. It can tell us why we have certain traditions and why they are important to the people we live with and work with. Heritage can also show us how society has changed and developed.



### Why does material heritage need protecting?

Much of our material heritage is extremely old. As a result, it can be very fragile. Over many years, objects and buildings become damaged by people who do not know how important these things are. Other factors, such as chemicals in the atmosphere, conflict, construction work and theft, have all contributed to the **deterioration** of the material heritage. It can be very expensive to preserve our material heritage, so many historical places have been left to deteriorate.

Over the years, many people and organisations have worked hard to try to preserve our material heritage. Local people, charity organisations and governments have tried to ensure that our heritage is here for many more generations.

### What is UNESCO?

UNESCO is the United Nations Educational, Scientific and Cultural Organisation. It was founded on 16 November 1945. In total, UNESCO has 195 member countries from all over the world. It promotes peace through communication, education and culture and aims to eradicate poverty and support sustainable development. UNESCO also plays a key role in identifying unique and irreplaceable sites around the world that form part of our material heritage. UNESCO encourages countries to protect and preserve these sites for future generations. It calls these places 'World Heritage Sites'. UNESCO also provides emergency assistance if any World Heritage Site falls into danger.

In 1959 UNESCO decided to help preserve the Abu Simbel temples in the Nile Valley. This was one of the first sites that UNESCO considered important enough to save. A huge sum of money was raised (US\$80 million) to help preserve the temples. By 1978, there were 12 World Heritage Sites around the world. Today, there are over 1000 sites, many of which have received funding to support their preservation.

## FACT FILE UNESCO World Heritage Sites

### **The ancient city of Petra, Jordan**

From 400 BCE to 100 CE, the ancient city of Petra, located in southern Jordan, was a thriving trading centre. The city is carved directly into the red, white, pink and sandstone cliffs of the region. The site was declared a World Heritage Site in 1985.

### **Bahla Fort, Oman**

Bahla Fort is one of four historic fortresses that stand at the foot of the Al-Hajar mountain range in Oman. Bahla Fort was built by the Banu Nabhan tribe who ruled Oman from 1154 CE until 1624 CE. The fort contains houses, mosques, assembly halls and bath houses. It became a World Heritage Site in 1987.

### **Cultural sites of Al Ain, UAE**

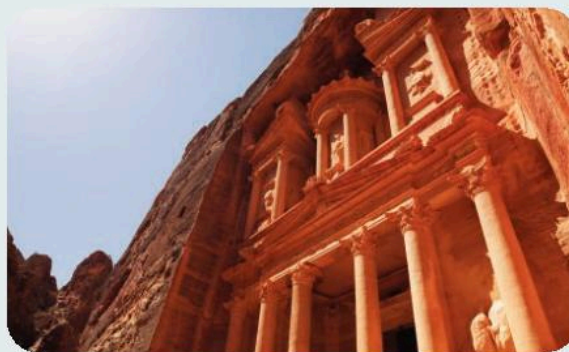
Al Ain is one of the oldest continually inhabited settlements in the world, dating back over 4000 years. The World Heritage Sites in the area include stone tombs, wells, homes, defensive towers, palaces and administrative buildings. Al Ain became a World Heritage Site in 2011.

### **The Pyramid Fields from Giza to Dahshur, Egypt**

The Pyramid Fields stretch across the Giza Plateau, on the outskirts of Cairo, Egypt. This large area of ancient monuments includes:

- the three pyramid complexes known as the Great Pyramids
- a huge stone sculpture known as the Great Sphinx
- several cemeteries and a workers' village.

The buildings date from around 3000 BCE and the Pyramid Fields became a World Heritage Site in 1979.



*The front of the city treasury (Al-Khazneh) at Petra, Jordan*



*Bahla Fort in northern Oman*



*A tomb entrance at Al Ain, UAE*



*The pyramids of Giza, Egypt*

### The Baalbek Ruins, Lebanon

Dating back to at least 3000 BCE, this site was a place of worship for both Ancient Greeks and Romans. The temples that visitors can still see today were some of the most important sites in the Roman world. Some of the stones used in the construction of the site weigh between 100 and 300 tonnes. Even today, archaeologists, scientists and historians are not sure how people moved such heavy stones to the site, or how the builders put them in place. The Baalbeck Ruins became a World Heritage Site in 1984.



*One of the many huge stone structures at Baalbek, Lebanon*

### Socotra Archipelago, Yemen

Socotra Archipelago, in the northwest Indian Ocean, near the Gulf of Aden, is an **archipelago** of four islands. The territory is part of Yemen. The islands became a World Heritage Site because of their amazing and unique plant and animal life. For example, 37 percent of Socotra's 825 plant species, 90 percent of its reptiles and 95 percent of its snails cannot be found anywhere else in the world. Socotra Archipelago became a World Heritage Site in 2008.



*Dragon blood trees in the protected area of Dixam Plateau on one of the Socotra islands*

### Did you know?

The first 12 sites to be put on the UNESCO World Heritage List were: L'Anse aux Meadows National Historic Site (Canada), Nahanni National Park (Canada), City of Quito (Ecuador), Galápagos Islands (Ecuador), Simien National Park (Ethiopia), Rock-Hewn Churches (Ethiopia), Aachen Cathedral (Germany), Historic Centre of Kraków (Poland), Wieliczka and Bochnia Royal Salt Mine (Poland), Island of Gorée (Senegal), Mesa Verde National Park (USA), Yellowstone National Park (USA). They were put on the list in 1978.

### Activities

- 1 In your own words, define the term heritage.
- 2 What are the two main categories of heritage? Give examples for each category.
- 3 Choose a World Heritage Site in your region. Design an information leaflet to explain about your chosen site. Include the reasons why this site is important to your heritage, how people are protecting this site, and any projects for restoring or improving the site. You will find lots of information on UNESCO's website.

### Learning objectives

- Explain the term 'civilisation'.
- Describe how ancient civilisations developed.
- Examine specific examples of ancient civilisations.

There are thousands of settlements – villages, towns and cities – in the world. Over the years, these settlements have grown in size, from villages to town and cities. When a large group of people in a particular area become well-organised and achieve a comfortable way of life, we use the word 'civilised' to describe them. We say that they live in a civilisation. How did civilisations develop? Where were the early civilisations in the region?

### How did civilisations develop?

Humans lived for thousands of years before they became what we call 'civilised'. People survived in small groups. They hunted animals for their meat and searched for vegetables, fruits and berries. People very rarely stayed in one place. They had a **nomadic** lifestyle. They needed to find food and shelter for themselves and their families. These people are known as **hunter gatherers**.



Once people learned how to grow their own food, they started to farm crops on small plots of land. They saved the best seeds from the plants to make a better crop in the next year. As farmers grew more crops, they began to **domesticate** animals to help them. They used their animals to do heavy work, such as ploughing fields. Farmers also kept animals for meat.

The development of **agriculture** gave people a regular source of food. In many areas, people decided that they no longer needed to travel around to find food, so they stayed in one place. Sometimes, farmers grew more food than they needed and they sold it at a market. When a group of people began to settle in one place, the settlement attracted more people and it grew larger.





With enough food available, some people could do jobs that did not involve growing food. They started to specialise in different jobs. Some people became good at making pottery. Some people made tools, while others made medicines and treated people when they were ill. Dividing up the tasks that need doing between different people is known as division of labour.

Some people began to create new technology. This technology helped to make life easier or make the farmland more productive. Important inventions included the wheel and **irrigation** systems. Settlements continued to grow and more and more people came to live together. The settlements developed into large towns and cities.



People began trading the food they grew and the things they made with people in other settlements. At first, people traded with the villages nearby, but gradually they started to travel greater distances and trade routes developed. Traders, known as merchants, brought goods from faraway places.

Traders needed to keep records of what they bought and sold. Farmers needed to record which seeds to plant and who owned and farmed each area of land. In order to keep records, people developed an early type of writing using pictographs. These are symbols used to represent words or phrases. Gradually writing developed that used alphabets. In ancient times, only well-educated people and traders could read.



As settlements developed and became larger, they needed leaders. Gradually, governments developed. Leaders and governments settled disagreements over land, water and trade. They started to make laws. The Code of Hammurabi is a very early set of written laws (see pages 58–59).

## Civilisation

People now lived in advanced societies with farming, extra food available, technology, a type of government, well-developed trade, a written language and the division of labour. This way of life is called a 'civilisation'.

One of the earliest known civilisations developed around 7000 years ago in the Mesopotamia region, within the Tigris–Euphrates river system (an area that is situated in modern-day Iraq, Kuwait and the eastern parts of Syria). Since this time, many other civilisations have developed all over the world.

Ancient civilisations often developed at the same time in different parts of the world. For example, the Maya civilisation began around 1500 BCE in modern-day central Mexico and parts of Belize, Honduras, Guatemala and El Salvador.

The Maya were skilled farmers and builders who created many beautiful cities such as Tikal and Palenque in the jungles, mountains and coastal areas of the region. These cities contained palaces, temples, pyramids and homes. The cities were connected with roads that ran through the jungles. Each city was a centre of learning – the Maya developed their own writing and art, and made advances in science and mathematics.

### Case study

#### **Sumer, Mesopotamia**

**Archaeologists** believe that Sumer was the earliest civilisation in the world. It was located in the historical region of southern Mesopotamia, in modern-day southern Iraq. Around 5000 BCE, nomads began to grow crops. The farming, combined with hunting for meat and fishing, provided lots of food. More people settled in the area and small villages grew into fantastic walled cities. The cities traded (and sometimes fought) with each other. Eridu, in the south, is believed to be the first city in the world.

People in all the Sumerian cities spoke the same language, so were able to move freely from one city to another and trade goods. Each city was an independent state ruled by a priest or a king. The rulers developed laws. The Sumerians made huge developments – many ideas and inventions can be traced back to this period of time.

#### **The Indus Valley civilisation, Ancient India**

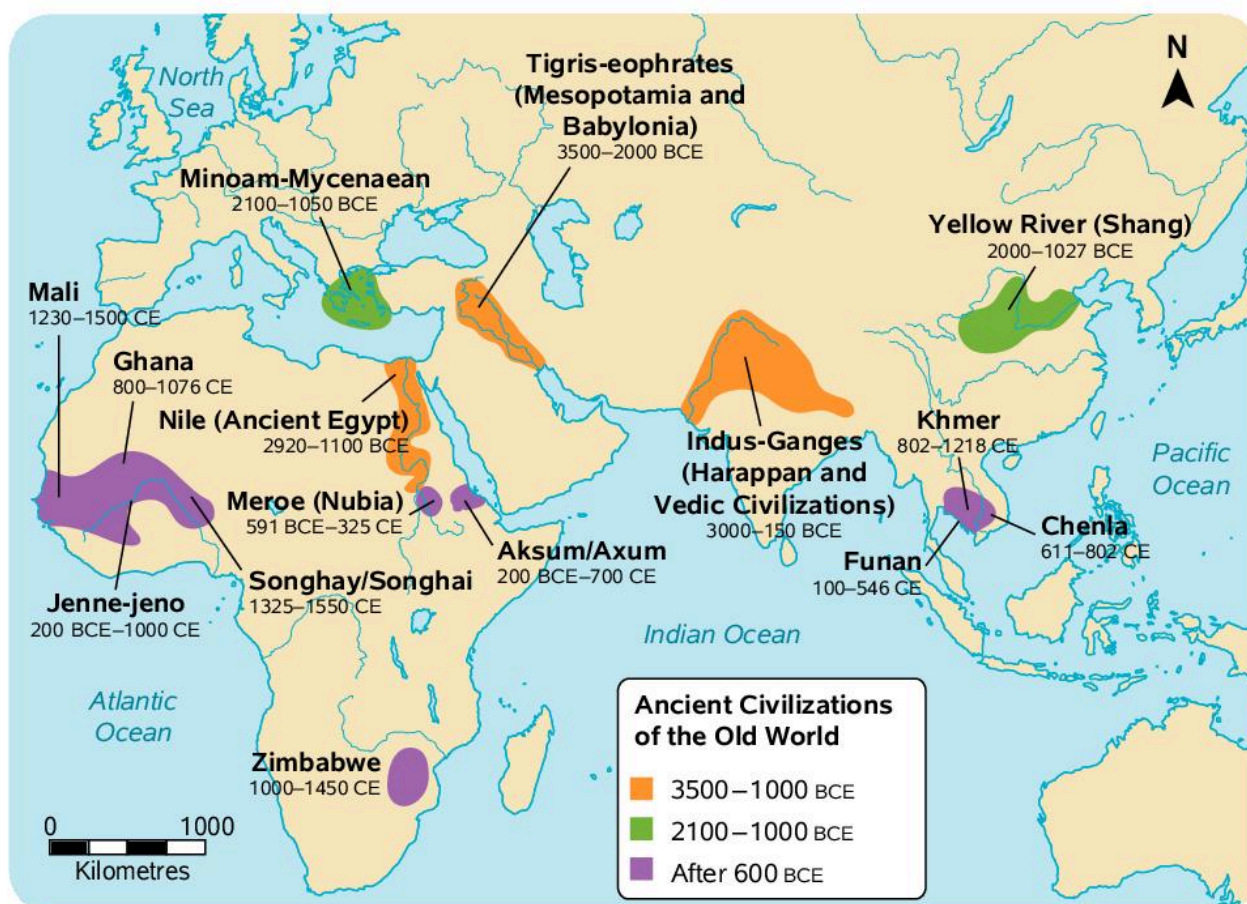
The Indus Valley civilisation (also called the Harappa civilisation) developed on the banks of the River Indus about 5000 years ago. It was in an area between modern-day north-west India and Pakistan. Nomads first settled there because of the rich, fertile soil, and gradually the place grew into a civilisation of 1400 towns and cities. One of the biggest cities was Harappa, which had a population of around 25 000 people.



The people lived in some of the first planned cities and towns in the world. They had streets built in a grid pattern with an effective drainage and sewage system. The houses had their own wells for water and their own flushing toilets. Like many other civilisations, the people traded goods that they made or grew. Crops included grapes, dates, melons, wheat and peas. The people of the Indus Valley civilisation were the first to grow cotton and weave cloth.

## Where did ancient civilisations develop?

People settled in areas of the world where the soil was fertile so they were able to grow crops.



What do you notice about the location of some of the world's first civilisations?

## Activities

- 1 What is a civilisation?
- 2 Draw a flow chart to explain how civilisations developed.
- 3 Choose one ancient civilisation from this book. Produce a computer-based presentation to explain why and where this civilisation developed. Research another ancient civilisation that is not mentioned in this book. Compare and contrast the two ancient civilisations.

## What were the achievements of early civilisations? (1)

### Learning objectives

- Examine the achievements of early civilisations.
- Describe how these achievements have impacted our world today.

**The development of civilisations led to great changes in people's lives. People adapted their existing skills and learned new skills. Over many years they developed ideas, tools and ways of living that are still part of our world today. The people of ancient civilisations achieved a huge amount. What were these achievements? How did they develop? Why are these achievements significant?**

### Written language

As civilisations developed, people gradually performed more and more activities, so they needed to keep records.

- Traders needed to keep a record of the goods that they traded with different groups of people in different places.
- Leaders needed to keep a record of who owned land and who owed money. Leaders also wanted to record their society's customs, traditions and rules.
- Doctors and scientists wanted to record their discoveries.

In about 3500 BCE, in Sumer, Mesopotamia, people developed a way to keep permanent records. This early form of writing evolved and changed over many years to become the writing that we know today.

The very first type of writing used **glyphs**, which represented objects. For example, a cow was represented by a picture of a cow. People drew the glyphs or carved them into stone, but stone tablets were not easy to use and it was very difficult to form sentences. Scribes began to press lines and symbols into clay using a stylus. This was a stick made from a reed. They used simple triangular shapes to represent sounds. This triangular or wedge-shaped writing is known as **cuneiform** script.



*This cuneiform script is on a terracotta pot, probably from the ancient Sumerian city of Umma. It tells the story of conflict between two Sumerian cities.*

Originally, the direction of writing was from top to bottom, but later the direction changed from left to right. This meant that many symbols were now written sideways. These symbols later developed into an alphabet.

Sumerians put their writing skills to good use. They wrote down their history and laws and they recorded stories about the heroes of the time. Scribes were extremely important and were employed by the kings. One Mesopotamian king, Ashurbanipal, collected over 30 000 clay tablets in his library to preserve the heritage, culture and history of his kingdom.



*The remains of Ashurbanipal's library*

People in other parts of the world began to adopt the early writing systems, and these early systems evolved into other alphabets and written languages such as Greek and Latin.

## The wheel

Another invention from an ancient civilisation is the wheel. In about 3500 BCE, in Mesopotamia, potters used wheels. They rotated a heavy, flat horizontal disc to help them make jars and bowls from clay. The potter's wheel gave the ancient Sumerians the idea of using a round wheel to help move heavy objects.



1 At first, people placed logs under a heavy object. The logs acted as rollers to move the object along. People had to keep moving the log at the rear to the front as the heavy object moved forward.



2 People cut grooves into the rollers to help keep the heavy object more stable and stop it sliding off the log on uneven surfaces.



3 People then realised that they could use just two rollers, either attached to the heavy object or attached to a cart that could carry the heavy object. They removed some of the wood from the centre of the log to allow it to move over the ground better.



4 People began to connect two circular pieces of wood (the wheels) using a separate thin length of wood (the axle). This made it easier to replace either of the wheels or the axle if any of these components broke.

*The stages in the development of the wheel*

### Did you know?

One of the oldest wheels in the world was found in 2002 at an archaeological site about 12 miles south-west of Ljubljana, Slovenia. It was made of oak and ash and had a radius of 70 cm. It is over 5000 years old.

### Wheeled vehicles needed better roads

The wheel changed the way people travelled. They could travel much faster and large carts with wheels could pull heavy loads over long distances. Trade routes between cities developed. The wheel also meant there was a need for better roads. When it rained, roads became muddy and difficult to use. As a result, people started to pave their streets with stones. The earliest recorded paved roads were built around 4000 BCE in Ur and Babylon, Mesopotamia.

## Case study

### The development of the chariot

A chariot is a moving platform pulled by a horse that was used in battles. Usually a soldier rode on the chariot and fired arrows and javelins, while another person drove the chariot.

The two-wheeled chariot was invented in Mesopotamia some time between 3500 and 3000 BCE. Chariots were not just used in warfare, but also as a method of transport. The earliest chariots had solid wheels, like the ones pictured here, but the Hyksos people (from Palestine) developed chariots with lighter, spoked wheels, which enabled them to move much faster. The Hyksos used their superior chariots very successfully when they invaded Egypt around 1700 BCE. The Ancient Egyptians improved the chariot even further and chariots became very important in their army. The Romans, who borrowed many ideas from other ancient civilisations, also used chariots with great success.



*A model of a simple chariot with two solid wooden wheels from around 2000 BCE*

## Activities

- 1 Create your own symbols and use them to write a message to someone else in your group.
- 2 Draw and label a cartoon or diagram to explain how the wheel was invented.
- 3 Find out about the library of the Mesopotamian King Ashurbanipal. Create a fact file about the library. Make sure your fact file answers these questions.
  - Why did King Ashurbanipal keep a library?
  - What important books were in the library?
  - Which books survived and where are they kept today?
  - Why do you think that King Ashurbanipal's library is important to historians?

## 2.4

# What were the achievements of early civilisations? (2)

### Learning objectives

- Describe some of the key inventions and ideas of ancient civilisations.
- Examine how people used these inventions and ideas.
- Explain why they are still important in the modern world.

**The people who lived in the early civilisations continually developed different ways of making their lives easier or better. They created new inventions and tools, some of which we still use today. What were these inventions and ideas? How did they change people's lives? How did they develop?**

### The calendar

Different civilisations used calendars to mark the passage of time, in much the same way as we do today. They used their calendars to remind them which crops to grow in different seasons and to calculate how long journeys lasted.

The Sumerians of ancient Mesopotamia were some of the first **astronomers**. They created maps of the stars and constellations. Sumerian scribes accurately recorded natural events on Earth such as weather patterns and the levels of water in the rivers. They recorded the movements of the moon, the sun and planets in the sky. The Sumerians were possibly one of the first civilisations to make a calendar.

They counted the phases of the moon and the Sumerian year had 12 lunar months – months based on the cycle of the moon. There was a difference between the lunar year and the year of the seasons, so the Sumerians inserted an extra month into their calendar about once every four years.

The early Egyptians, Greeks and Semitic peoples copied the Sumerian calendar. Later, the Ancient Egyptians worked out how to make a calendar that corresponded almost exactly to the seasons.

The early Romans also used a lunar calendar. Each year was 355 days long. The months of March, May, July and October each had 31 days; February had 28 days; and the remaining months had 29 days. An extra month was added about once every four years.



*An Ancient Egyptian calendar engraved on the stone wall of the Temple of Karnak, Luxor, Egypt*

## Paper

As ancient civilisations developed, people needed to record information. They wrote about their beliefs, their laws and the decisions of the kings and governments. The clay tablets used for much of the early writing were difficult to use and were easily damaged. In around 3000 BCE, the Ancient Egyptians created a technique for making a kind of paper from the stem of the papyrus plant. The papyrus plant grew in large quantities, to at least 3 metres high, all along the banks of the River Nile.

To make papyrus paper, the Ancient Egyptians cut the stem of the papyrus plant into long strips. They soaked the strips in water and then arranged the strips in layers, first horizontally and then vertically, on top of each other. They pressed the layers and left them to dry to form a large sheet. They then joined several sheets together. Amazingly, they did not need any glue because the natural gum from the plant held the sheets together. They rolled up the sheets when dry. Each roll was about 30 cm high and 30 m wide. The papyrus rolls were the Ancient Egyptian version of a book.

The Ancient Egyptians used reed pens, cut to a point and dipped in ink, to write on the rolls of pressed papyrus. The ink was made from a mixture of soot and beeswax.

### Did you know?

The Ancient Egyptians also used papyrus plants to make other important things, such as boats, ropes, baskets, mattresses and sandals.



*Papyrus plants growing on the banks of the River Nile*

## Mathematics

Historians believe that people in ancient civilisations knew how to make accurate measurements of angles and to use large numbers. They think that a system of using numbers to measure areas of land was first developed in ancient Mesopotamia.

At this time, mathematics was based on a sexagesimal system. This means that it had a base of 60. To this day, we still divide a circle into 360 degrees and have 60 seconds in a minute and 60 minutes in an hour. The Sumerians also developed a system of writing down numbers using symbols to represent units, tens and hundreds. This allowed them to work with large numbers. These number systems spread to Europe and were adopted in Greece and other areas.

Gradually, people in ancient civilisations developed a system of weights and measurements. Archaeologists have found stone blocks dating back to 2400 BCE, which show evidence that people weighed objects that they bought and sold. The price was based on the weight of the object.

## Maps

Babylon is perhaps the most famous city of ancient Mesopotamia – its ruins are in modern-day Iraq, near Baghdad. The people of ancient Babylon developed a way of accurately creating maps. Their maps, drawn on clay tablets, show accurately-drawn river valleys with labels showing features such as hills and settlements.

## Metalwork

People in the Mesopotamian region were extremely skilled metal-workers. After the discovery of bronze in the region, people began creating metal objects. The bronze weapons, tools and armour were more durable than those made from stone or copper. The earliest known bronze objects date from 5000 BCE.

Later, the Mesopotamians learned how to **smelt** iron ore to make intricate items. One of the earliest smelted iron objects ever found is a dagger with an iron blade discovered in Anatolia, Turkey, dating from 2500 BCE. People also began to make iron tools for farming, such as ploughs. As early as 2000 BCE, people in ancient civilisations ploughed the land using metal tools, which made farming easier and quicker. Over time, the use of iron spread throughout north Africa, south-west Asia and Europe.

Experts believe that people in Mesopotamia or Syria were the first to develop a technique for purifying gold, between 5000 and 3000 BCE.



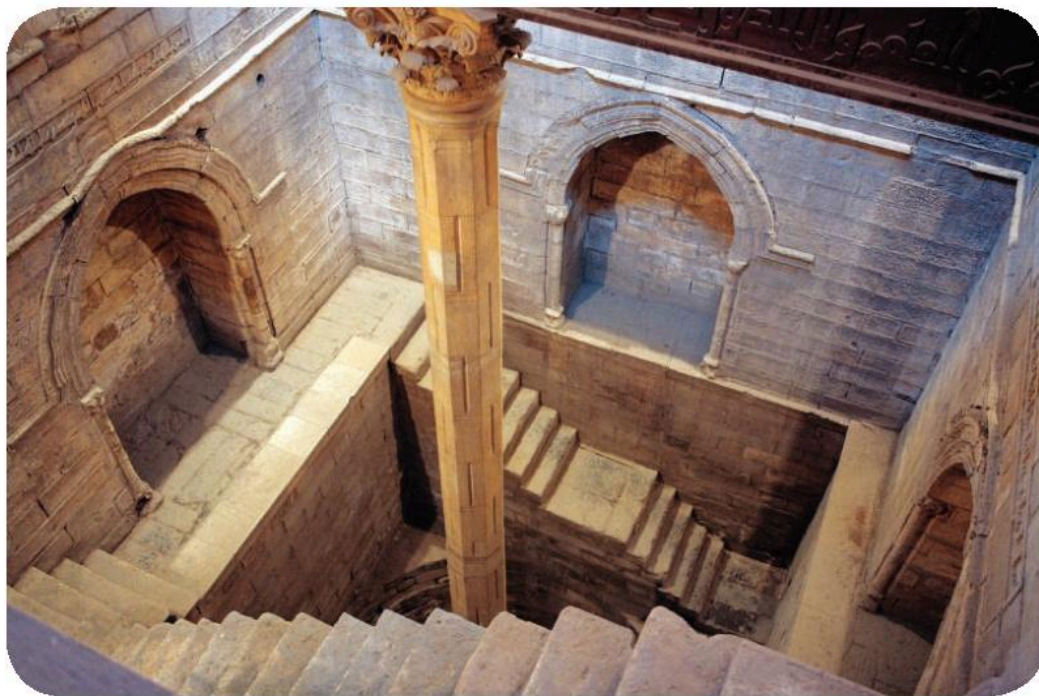
*This Babylonian map, known as the Imago Mundi, is the oldest surviving map of the world and dates from the 6th century BCE.*



## The Nilometer

Every year in the summer, the River Nile overflows its banks, flooding the surrounding land. This natural event was extremely important to the people who lived in Ancient Egypt. The flooding helped to spread nutrient-rich soil from the river, which the Ancient Egyptians needed to grow crops. However, the amount of flood water and the length of time the flooding would last were unpredictable. The Ancient Egyptians developed a Nilometer to help them calculate how much the Nile would flood. This information helped them to work out how successful the harvest would be.

The Ancient Egyptians placed a vertical stone column in the river and marked it at intervals to show the depth of the water at different times of the year. The columns were housed in elaborate stone buildings and only very important people were allowed to enter.



*A Nilometer in Cairo, Egypt*

### Activities

- 1 In your own words, define the term astronomer.
- 2 Write an instruction leaflet to explain how to make papyrus paper. Make your instructions as detailed as you can. Research additional details to enhance your instruction leaflet.
- 3 Choose an invention from an ancient civilisation and write a news report or an advert to make people aware of the invention.

## 2.5

# Who were the important people in ancient civilisations?

### Learning objectives

- Investigate an important person from an ancient civilisation.
- Examine what this person achieved.
- Assess why this person was so important then and is still important to us in the modern world.

**We remember important people from history for many reasons, such as the things they said or did, their inventions or their role in key events. In ancient civilisations, some people played major roles in changing their societies or creating new inventions. We remember these people because, without their ideas and vision, we would not have these things today. Who is an example of an important person from an ancient civilisation? What did this person do? How did this person make an impact on history?**

### King Hammurabi

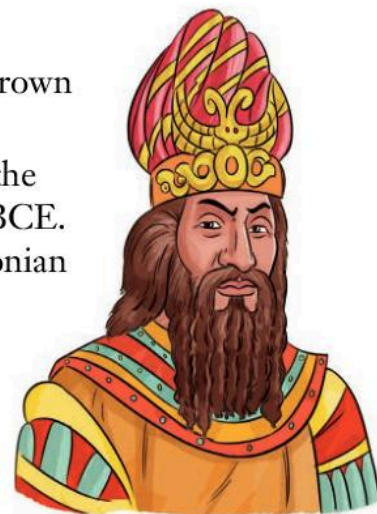
Hammurabi was born in about 1810 BCE and became the crown prince of the city of Babylon, in ancient Mesopotamia.

He inherited his title as the Amorite First Dynasty King of the city-state of Babylon, from his father Sin-Muballit in 1792 BCE. As he was growing up, Hammurabi was taught about Babylonian culture and traditions.

War regularly broke out between different city-states in Mesopotamia, as armies fought for control of the precious agricultural lands. Hammurabi probably started learning how to fight at a very young age. The larger kingdoms that surrounded the city-state of Babylon, such as Assyria, Mari, Larsa and Eshunna, all posed a threat to Babylon.

Hammurabi was brought up knowing that one day he would become king. That day came when he was 18, when his father became very ill and died.

Hammurabi took his role as leader very seriously. His first task was to develop Babylon into a great city. He made peace with as many other city-states as possible and began to improve Babylon. He strengthened the city walls and made great improvements to the existing buildings.



## Hammurabi at war

Peace did not last long. War broke out when the Kingdom of Elam (in the west and south-west of what is now modern-day Iran) invaded Mesopotamia. The Elamites conquered the Mesopotamian city of Eshunna and then came to conquer Babylon.

Hammurabi decided to ask his allies in the nearby city of Larsa for help. He hoped that the Larsa army would fight with his own army against the Elamites. The leader of Larsa promised to help, but when the Elamites arrived, the Larsa army did not arrive. The Babylonians had to fight the Elamites alone. Despite this, Hammurabi's army conquered the Elamites.

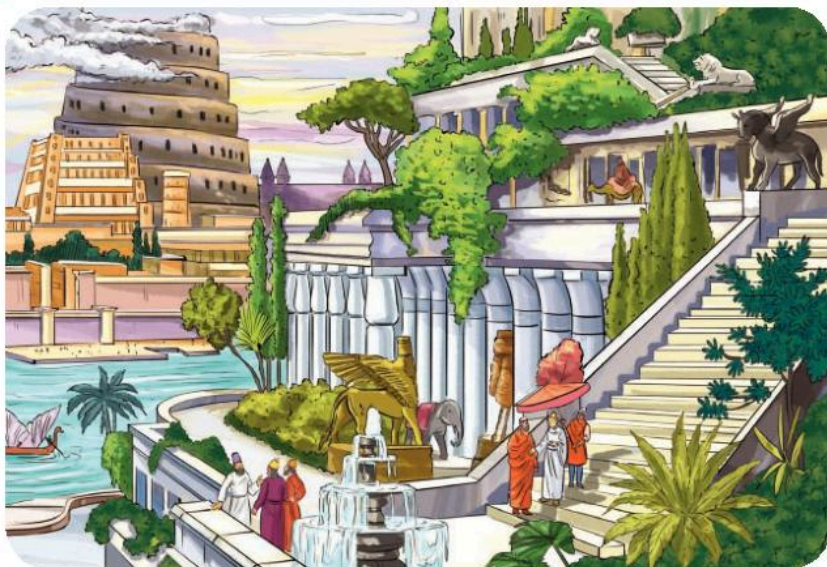


*Hammurabi's army fought the Elamites without the help of Larsa.*

Hammurabi did not forget the betrayal of Larsa. He invaded Larsa and took control. But he did not stop there, and he eventually conquered the whole of Mesopotamia. The lands he controlled became known as the Babylonian Empire and Babylon became the most powerful city in the world. Hammurabi ruled over 200 000 people.

## Hammurabi the emperor

Hammurabi's main ambition was to improve the quality of life for the people he ruled. He ordered many new buildings to be built and the city grew larger and larger. Hammurabi made sure that all his citizens contributed to the cost of all this building work.



*At the time of King Hammurabi, Babylon was the most powerful city in the world.*

## What was the Code of Hammurabi?

Hammurabi introduced a set of rules and laws, known today as the Code of Hammurabi. It is one of the earliest and most complete written legal codes in the world. The Code of Hammurabi was written down on large, stone columns for all citizens to see. In total, there are 4000 lines of text describing 282 laws. There are laws about theft, farming, property damage, women's and children's rights, marriage rights, divorce, murder, death and injury to others. The laws are divided into groups, such as trade laws, household rules and religious laws. Some of the laws were very harsh and the punishments were equally severe. Here are some examples.

- *If a builder builds a house for someone and the house collapses on the inhabitant and kills them, the builder will be put to death.*
- *If a son hits his father, the son's hands will be cut off.*
- *If a man breaks another man's bones, his bones will also be broken.*

One very important part of the law was that in a dispute, both the accused and the accuser had the opportunity to present their case and to provide evidence. However, people accused of a crime were not allowed to pretend they did not know about the crime or make excuses about why they committed it. The accused person was innocent until proven guilty.

If there was not enough evidence to prove or disprove a crime, a 'trial by ordeal' took place. For example, the accused man was forced to jump into a swirling, fast-flowing river. If he survived he was innocent and if he drowned he was guilty. But if he survived and was found innocent, his accuser was put to death!



*A surgeon is on trial in front of King Hammurabi. He is accused of having performed an unskilful operation, which caused an upper-class patient to lose his eye. If he is found guilty his hands will be chopped off.*

## The Code of Hammurabi and life in Babylon

The code gives us an idea about what life was like in the ancient civilisation of Babylon. People were not equal. The punishments varied depending on a person's status. For example, if you committed a crime against a woman or a slave, the punishment was not so harsh. Women and slaves had lower status than men so a crime against them was considered less important.

Another part of the code was the idea that people should be paid a fair wage for the job that they did. For example, the code stated how much employers should pay to different types of workers, such as farm labourers.

### Did you know?

Several large stone columns carved with the Code of Hammurabi were displayed around the empire. We still use the phrase 'written in stone' today when we are talking about rules that are permanent and will not change. French archaeologists found the column pictured here in 1901, when they were excavating the city of Susa (in modern-day Iran). It is on display in the Louvre museum in Paris, France.



After Hammurabi's death in 1750 BCE, the empire declined. However, his code was so important that the people of the region kept it as a guide for how they should behave. Scribes copied the code to practise their writing and so some of the rules and laws spread to other regions.

### Activities

- 1 Why do you think people followed the Code of Hammurabi?
- 2 Write an obituary for Hammurabi. Say what he contributed to the region and how he wanted people to remember him.
- 3 Carry out some research into the Code of Hammurabi. Choose any three of the laws and explain, in your own words, what they mean. Do they match a similar law from recent history?

## 2.6

# What farming methods did the ancient civilisations develop?

### Learning objectives

- Explain how ancient civilisations grew large amounts of food, despite harsh conditions.
- Describe how the farming methods worked.
- Discuss how people used terraced farming methods in areas of high relief.

**Some ancient civilisations developed in areas of the world where conditions were difficult. The climate of these regions was often very hot and dry, and water and suitable farmland were not plentiful. However, as more and more people moved to live in these ancient civilisations, the demand for food increased. People developed farming methods to overcome the difficulties of growing crops in these regions. What were the difficulties? How did people adapt to the environment? What farming methods did they use?**

### Irrigation

To irrigate something is to bring water to it. There are several different methods of irrigation. The benefit of irrigation is that people do not have to rely on rainfall to water their crops. In the modern world, it is estimated that over 18 percent of the world's agricultural land is irrigated. Without irrigation, the ancient civilisations may not have existed. The excellent irrigation systems of the ancient civilisations allowed farmers to grow an abundance of food. The plentiful food allowed the populations of the ancient civilisations to grow.

The ancient civilisation of Mesopotamia was located between two rivers: the Tigris to the north and the Euphrates to the south. The land between these rivers was known as 'Al-Jazirah' ('the island'). Some areas of land were dry, and others were swampy and impossible to grow crops in. The land between the two rivers was prone to flooding. This had both positive and negative effects. When the rivers flooded, nutrient-rich soil was spread over the land. This made the land fertile and excellent for growing crops. However, the flood waters covered



*How are these ancient people irrigating their crops?*

vast areas of land and often entire villages were flooded. People and animals drowned, especially if both rivers flooded at the same time. In addition, during the hot, dry summers, the ground became extremely hard and it was difficult for plants to grow. These dry conditions often lasted for at least eight months. During this time crops died or did not grow at all.

To combat these problems, irrigation systems were developed in the region.

- People dug deep, wide canals to allow the water to flow from rivers onto the farmland. These canals were some of the world's first large-scale engineering projects. The people then dug smaller irrigation ditches to direct the water into their fields. A system of gates carefully controlled the amount of water. Each farmer was able to use the exact amount of water that his crops required.
- When the river flooded, people built walls on each side of the irrigation ditches to trap the water in the fields. This meant that the water stayed on the land for a long time until the ground became **saturated** and full of the nutrients it needed.

Laws in Mesopotamia ensured that farmers kept the canals and irrigation ditches in good repair. At times of flood, everybody helped dig new canals and repair old ones. Some canals were used for over 1000 years.

### Shadufs

Farmers who lived next to the River Nile developed a device called a **shaduf**, which they used to lift water from the river onto the land. The shaduf was an upright frame with a long pole hanging from it. The farmer hung a bucket made of reeds or animal skins from the longer end of the pole. A weight made of stone or clay blocks was attached to the shorter end of the pole. The weight allowed farmers to lift water from the River Nile quickly and easily, without using much effort.



*A modern Egyptian farmer releases water into his fields from irrigation channels.*



*Ancient Egyptians using a shaduf to lift water from the River Nile*

## Terraced farming

In many areas of the world, the land is not flat. Steep, sloping hillsides make farming difficult. In these areas, water is often in short supply as it runs quickly down the hillside, so the soil is not very fertile.

However, the ancient people of these regions needed to find ways to grow more crops, so they developed terraced farming.

Terraced farming involves cutting steps into the hillside or mountainside. The farmers then built strong walls across the hillside to hold the soil in place. This method created a series of flat areas of land for growing crops. When it rained, the terraces prevented the water from flowing down the hillside, taking the nutrients with it. The terraces also prevented crops being washed down the hillside.

## Terraced farming in Jordan

For thousands of years people around the world have successfully terraced hilly and mountainous areas for farming. Recently, archaeologists have unearthed evidence of extensive terraced farming and water management in the remains of the ancient city of Petra in southern Jordan. Here, the Nabateans (the people who inhabited northern Arabia and southern Levant) collected as much rainwater as possible and directed it to where it was needed the most – the city of Petra. They developed a system of pipes and channels that took the water to storage tanks so that it could be used for drinking and growing crops. The farms were located outside the city and the people adapted the landscape to enable them to grow crops such as wheat, grapes and olives.



*The channels that were built into the stone of Petra took water to storage tanks where farmers collected it to water their crops.*



## Case study

### Terraced farming in Yemen

There is very little annual rainfall across about 90 percent of the total land area of Yemen, making it very difficult to grow crops there. In the east the Rub' al Khali (the 'Empty Quarter') is a huge sandy desert that receives almost no rain. The Bedouin who live there rely on trading camels and goats.

The coastal area of Yemen consists of sand plains and dunes, as well as wadi flood plains, which are used to grow crops. In the western highlands of Yemen, which receive the highest levels of rainfall, the land is cut into steps to allow farming on steep valley sides. The soil there is rich as the result of ancient volcanic activity. People have used terraced farming for several thousand years. But in recent years this way of life has come under threat as farmers have abandoned their farms in favour of oil-related jobs in neighbouring countries.



*Terraced farming in Yemen – local people have farmed in this way for several thousand years.*

### Activities

- 1 How did irrigation help civilisations develop?
- 2 Draw and label a diagram to explain how a shaduf works.
- 3 Research another area of the world where terraced farming is common. Discuss how terraced farming is used in this area and the types of crops that are grown. What impact has this type of farming had on the area? Consider the positives and negatives.

# Review your learning

## Test questions

- 1 An example of 'material heritage' is:
  - a the language of a country
  - b the customs of a group of people
  - c an ancient fort
  - d a traditional dance
- 2 The name UNESCO stands for:
  - a United Nations Earth Science and Concepts Organisation
  - b United National Early Society and Culture Organisation
  - c United National Education for Scientific Candidates Organisation
  - d United Nations Educational, Scientific and Cultural Organisation
- 3 The term 'civilisation' means:
  - a people who live together to achieve a comfortable way of life
  - b people who are kind and respectful to each other
  - c people who live together and share all their food and belongings
  - d a city in Egypt during the early 2nd century BCE
- 4 The Code of Hammurabi is an early:
  - a type of map
  - b set of written laws
  - c set of medical rules for doctors
  - d doorway to a secret society
- 5 In early civilisations a form of writing developed. Glyphs were:
  - a letters used to make words
  - b simple pictures used to represent objects
  - c different colours of inks used for writing
  - d the tools people used to press shapes into clay tablets
- 6 The most ancient type of paper was made from:
  - a a mixture of earth and clay
  - b the leaves of the palm trees that grew in oases all over Egypt
  - c sand and honey
  - d the stem of the papyrus plant
- 7 King Hammurabi's main ambition was:
  - a to become the most feared warrior emperor in the region
  - b to improve the quality of life for the people he ruled
  - c to become the richest emperor that ever lived
  - d to create a lawless society

- 8 Irrigation is:
  - a a form of dancing in a straight line
  - b a type of hose pipe
  - c a system that moves water from one place to another place
  - d a medical procedure
- 9 A shaduf was:
  - a a cart used to move soil on farms
  - b a chief of a town or city
  - c a device used to lift water from rivers
  - d a traditional hat worn by kings
- 10 Terraced farming allows farmers to:
  - a grow crops on steep hillsides
  - b plant unusual fruits that cannot be grown elsewhere
  - c plant crops in areas that are very dry
  - d pump water to places where it is needed

### Assessment activities

- 1 Write an extended paragraph to explain how civilisations developed.
- 2 Create a fact file on UNESCO. What do the letters stand for? How many member countries are there? When was it founded? Why was it founded? What role does it play in today's world? What are World Heritage Sites? How many are there? Name three World Heritage Sites in your region.
- 3 Choose one of the inventions or achievements of the people who lived in ancient civilisations. Produce a detailed presentation explaining why this invention or achievement is so important to the people who live in the modern world.
- 4 Create a written account of a trial at the time of Hammurabi. Include a crime that a person might be accused of at the time, and the punishment they would be likely to get. Make sure you correctly write about the way trials were conducted during the time of Hammurabi.
- 5 Irrigation is used all over the world to help people grow crops. There are a number of different types of irrigation system that make use of flood water. Find out about early irrigation systems and why they were important. Write a report to present your findings.

# 3

## People and places

### Learning objectives

In this unit you will:

- explain how geographical features have affected where people live and the activities they do
- understand how different ways of living have developed and how people have adapted to the environments they live in
- compare ways of living in different environments
- discover how different geographical features have formed and explore those of the Middle East
- discuss how global populations have changed over time and analyse the reasons why population size varies in different parts of the world
- explain what economic activities there are in different areas of the world.

### Overview

People have moved around the world for thousands of years, looking for places to settle. This unit considers how people have adapted to difficult and harsh conditions and to natural processes that take place on our planet, such as earthquakes, volcanic eruptions and extreme weather conditions. The unit looks at how people use the natural resources available to them. It explores how the natural environment in different places has influenced the activities that people do and the places where they choose to live.




## Talk about

People are not spread evenly around the world. Some regions have many people living there and some have very few people. Why do you think this is? What factors do you think have helped people to thrive in some regions, but not in others? What factors do you think people considered when they decided to settle in a place? What do you think were the most important features and resources that people looked for when they wanted to create a permanent settlement?

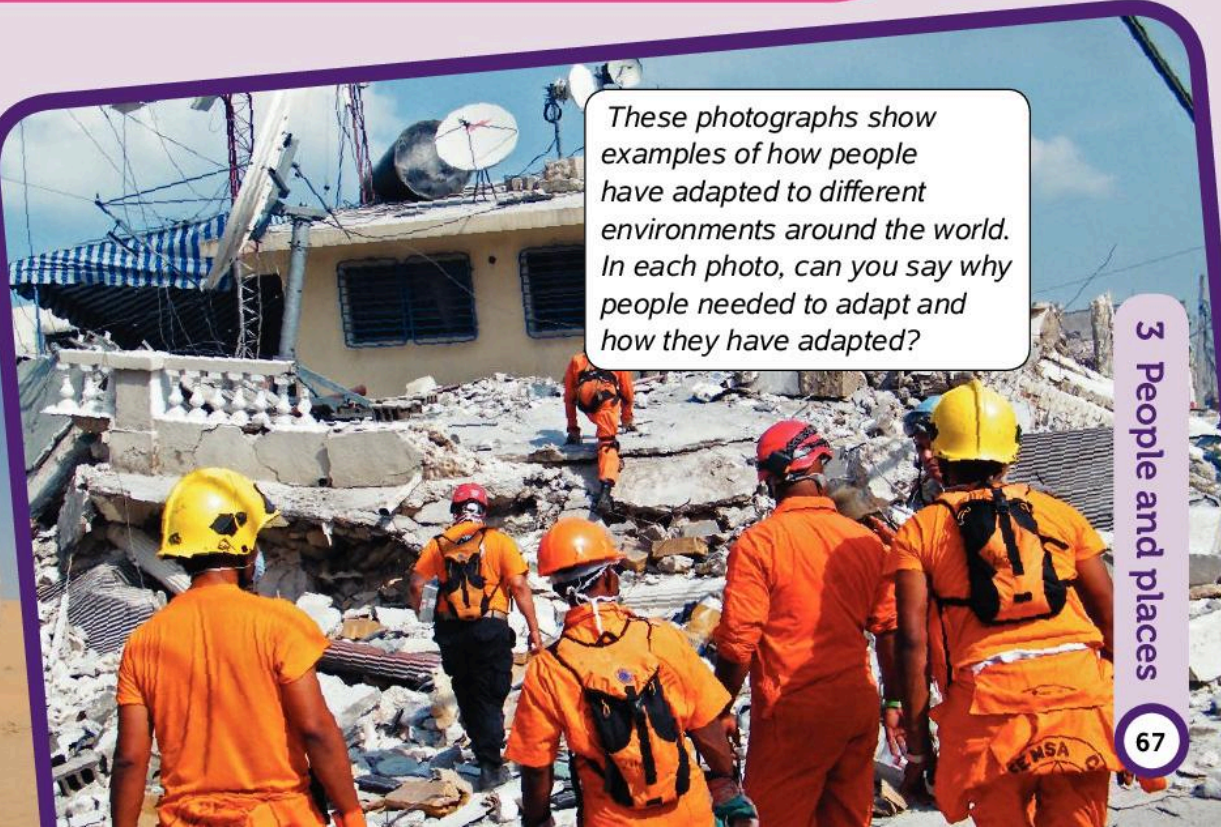
## Fact finder

Throughout human history, people have travelled many kilometres to settle in different parts of the world. Some people travelled great distances across the world on ships. In 1788 the First Fleet carried 1500 people on 11 ships from Portsmouth, England, to Botany Bay (Sydney) in Australia. Their arrival is shown in the painting on page 66.

 Find out about the early settlers in Australia. What happened when they first arrived? What did the indigenous people think of the new arrivals? What evidence is there of the settlers' first arrival and settlement?

## Word cloud

industrialisation   manufacturing   migration  
pull factor   push factor   refugee   tectonic plates



*These photographs show examples of how people have adapted to different environments around the world. In each photo, can you say why people needed to adapt and how they have adapted?*

# 3.1

## Do geographical features influence where people live?

### Learning objectives

- Explore how physical features have influenced where people lived in the past.
- Explain why these physical features have such an impact on population distribution.
- Discuss examples of settlements that grew because of their physical features.

The human population is spread over the Earth's surface. But it is not spread evenly. Some places are **densely populated**; other places are **sparsely populated**. There are many reasons why people choose to live where they do. What has caused the human **population distribution**? Why did early settlers choose to settle in some places and not others? What geographical features have influenced the population growth in certain areas of the world?

### Geographical features and natural resources

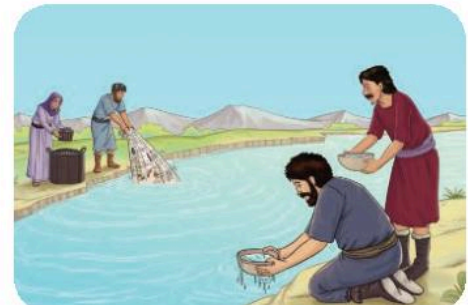
Geographical features are one of the most important factors that have affected the movement of people throughout history.

#### Flat land or hills and mountains?

Early settlers looked for places where the land was easy to build on. Flat land was the easiest. Flat land was also easier to farm for growing food. Mountainous areas of the world usually have few people because it is difficult to build and grow food on steep mountains. For example, the population of the Himalayan mountain region in Nepal is very low. Also, the higher the land is, the less oxygen there is in the air, which means poor soil and colder climates.

#### Water supply

Water was extremely important. Early settlers looked for a water supply, such as a river or an oasis. Towns and villages grew around the water supply. It was also important that there was no risk of flooding. In dry countries, areas with good water supply often have more vegetation, which provides a source of food and



shelter. Areas of the world where water is difficult to obtain are often sparsely populated. Some places have large amounts of fresh water, but the water is frozen all year round so living conditions are very difficult.

### Climate

It is difficult to live in places that have extreme temperatures: either very hot or very cold. In some parts of the world, such as northern Canada, the temperature remains below freezing all year round. Some parts of the world, such as the Atacama Desert in South America, have extremely high temperatures. In these very cold and very hot places, it can often be difficult for people to travel, to find water and to grow crops. These areas usually have poor soils, which make it difficult for people to farm. Early settlers often looked for a climate that was not too extreme and land where they could grow crops easily.



### Did you know?

In the Atacama Desert, in South America, it has not rained for hundreds of years.

### Resources

Early settlers looked for a good supply of natural resources and wildlife. They looked for areas with trees or reeds to use as building materials and as fuel. They looked for areas with animals and plants for food. Resources beneath the ground also influenced the growth of settlements. Many settlements grew where people could mine precious metals or oil from the ground. Areas of the world with these valuable resources are often densely populated. Many settlements in the Middle East have grown where there is oil underground.



### Vegetation

Large parts of the world remain, to this day, difficult to live in. Sometimes this is because of the large amount of vegetation in these places. In the dense jungles of South America it is difficult to move around and to build houses. Some areas of the world, such as deserts, have very little vegetation and this also makes it very difficult to survive.



### Fertile soil

One very important factor that influenced the growth of early settlements was the soil. Areas with fertile soils allowed people to grow crops to survive. The people not only ate their crops, but also traded them for other things that they needed.

There are many places in the world that have grown as a result of geographical features. Many big cities around the world were once small settlements which people chose for some (or all) of the reasons you have studied in this lesson. The case studies below give two examples of how these geographical features have made it possible for people to thrive.

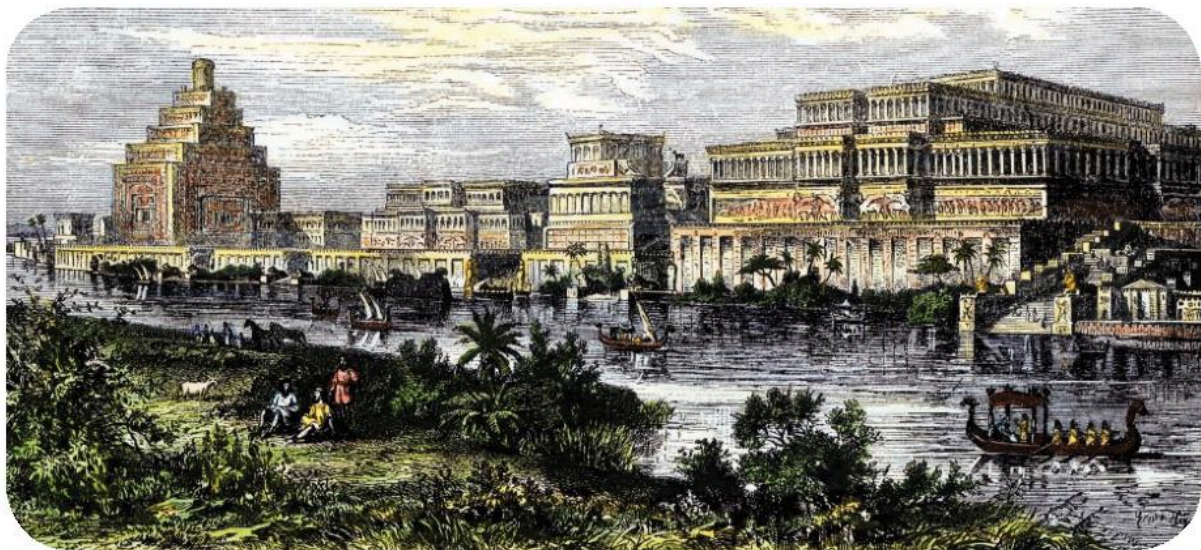
### Did you know?

More people are moving around the earth today than ever before. This **migration** of people continues to increase, with over 240 million people moving from one country to another each year.

## Case study

### Mesopotamia

Mesopotamia is an Ancient Greek word that means 'between two rivers'. It is the name for the land between the Tigris and the Euphrates rivers. Many civilisations flourished in this area of the world in ancient times. Most of Ancient Mesopotamia was located in what is today the country of Iraq. People came to settle in this area for many reasons. One of the most important reasons was the fertile soils which the rivers carried down from the mountains and deposited on the land in the spring floods. The climate was dry, but the early settlers developed clever irrigation systems to water their crops. Now that people could grow food, they could give up their nomadic lifestyle. They no longer had to travel around to find vegetation for their animals. The area between the Tigris and Euphrates became known as the 'Fertile Crescent'. As well as having fertile soil, the land was flat and easy to build on and there was a plentiful supply of fresh water.



*An Ancient Mesopotamian royal palace on the banks of the River Tigris*

The city of Babylon developed on the banks of the Euphrates. The Ancient Babylonians built canals and waterways, which they used for transport. Babylon was a very important place to trade goods and so it became a very rich city. This attracted more people to live in the city.



## The River Nile

Over 7000 years ago, the first settlers arrived in the Nile valley. This area attracted people from other areas in Africa and Asia for many reasons. The River Nile flows north out of Africa into the Mediterranean Sea, and creates a long lush line through the desert. Two smaller rivers, the Blue Nile and the White Nile, join to become the River Nile, which flows through Egypt.

The Nile not only provided a water supply, but the river flooded every year, watering the crops along its banks and producing fertile soils. The Ancient Egyptians used the river for lots of other important activities such as drinking, bathing, cleaning and cooking. They also used the river as a transport route. The great city of Alexandria grew on the banks of the River Nile as more and more people came to live in the area.



*The River Nile flows north through the dry desert to the Mediterranean Sea. Today, over half the Egyptian population of 80 million people live in the Nile Delta region.*

## Activities

- 1 In your own words, write a definition of each of these terms:
  - a population distribution
  - b densely populated
  - c sparsely populated.
- 2
  - a Why are some areas so densely populated today? Write a list of the factors that you think are important.
  - b What do you think is the most important reason why some areas become so densely populated? Give reasons for your answer.
- 3 Work with a partner. Produce an information sheet that explains the factors that led to the growth of Babylon and Alexandria. What were the most important factors in the growth of each city? Are there any similarities?
- 4 Choose either Alexandria or Babylon. Create a poster or presentation advertising the benefits of living in this city during ancient times. What does the city have to offer early settlers? Why is it a good place to settle?

## 3.2

# Why do different ways of living develop?

### Learning objectives

- Explore why people in different parts of the world live in different ways.
- Discover how the geographical characteristics of a region impact on the way people live.
- Compare and contrast how different groups of people survive in extreme conditions.

**Many areas of the world are extremely difficult to live in. However, some people have chosen to live in these very challenging environments. People in these areas had to adapt to extreme weather and difficult living conditions. Which regions of the world have extreme conditions? Which people live in these regions? How do they adapt to the conditions in their surroundings?**

### Living in deserts

The desert is a type of geographical feature. There are vast areas of desert in North Africa and the Middle East. The most well-known desert is the Sahara Desert, which is the largest desert in the world. It stretches across Northern Africa. The Arabian Desert is the fourth largest desert in the world. In the middle of the Arabian Desert is a place called Rub' al Khali – this is the largest area of sand on Earth. Rub' al Khali means the 'Empty Quarter' and it is one of the most difficult places to live on Earth. Daytime temperatures reach 60°C, but it can be extremely cold at night. Despite this, people have lived here for thousands of years and still live here today.

### Who are the Bedouin?

The Bedouin, which comes from the word 'Badawi' meaning 'desert dweller', are Arabic-speaking, nomadic people. The Bedouin are **indigenous** to the deserts of Egypt and the Middle East including parts of Jordan, Iraq, Saudi Arabia, the UAE, Yemen and Oman. The Bedouin make up only about 10 percent of the population of this region, but they occupy a large area. The traditional Bedouin lifestyle is nomadic. Once they have used the resources that they need in one place, they look for another place to move on to.



The shaded area shows the vast area of desert where the Bedouin live. It stretches across North Africa and the Middle East.

The Bedouin have been living a nomadic lifestyle for over 1000 years. Originally they moved around the greener coastal areas of the region, looking for places for their animals to graze. They then moved into the desert as they found more areas of vegetation and water **oases**.

Bedouin people are mostly **pastoral farmers**. They migrate according to the seasons. During the summer they move from one oasis to another. During the winter, when there is rain, they take their animals further into the desert areas. They use **wadis** to water their herds.



The Bedouin can pack up a camp like this one in a short time and move it, and their animals, to another place.

### Bedouin animals

Bedouin farmers herd many different animals. These animals have adapted to living in harsh conditions. Camels, sheep and goats can live in the desert for much longer than other animals. The camel can carry heavy loads, so the Bedouin use their camels to transport goods across the desert. Transporting and selling these goods is one way in which the Bedouin farmers earn money.

### Bedouin travellers

The Bedouin are skilled travellers. They move only as much as necessary in order to survive. They plan their journeys carefully. They have to think about where they are going and where other human settlements are in case of an emergency. They think about the weather and plan for possible flash floods before they set up their camps.

## Bedouin life

Bedouin people live in tents. The women weave the material for the tents from goat hair. When it rains, the material tightens, which prevents the water from getting in. In the summer, the goat hair tent becomes very hot on the outside, but the inside remains cool. There are flaps at the sides of the tent which open to allow the breeze to enter. In the winter the Bedouin light a fire inside the tent. The tent traps the heat, making it warm inside the tent.

Food is scarce in the desert, so the Bedouin often use their animals for food and drink. They prepare for times when it is difficult to find food and shelter. As they travel, they collect food that grow in the harsh climate. For example, they eat dates that grow in the oases and they dry some of the dates to eat later. They collect water where they can and carry it with them. They trade the meat, milk and skins from their animals for any extra food they need, such as wheat. The Bedouin do not waste anything.

## Bedouin clothing

Bedouin people make their own clothes using the wool from camels, sheep and goats. Their clothes protect them from the sun during the day and keep them warm at night. Their clothes also protect them from the harsh winds that blow in the desert. Their clothes are loose-fitting to allow air to circulate.

## How has the life of the Bedouin changed?

The Bedouin life has changed greatly over the last 50 years. Bedouin numbers have declined in the Arabian Desert. For example, less than 5 percent of the population of Saudi Arabia are now nomads. The change has occurred mainly because vast quantities of oil and gas have been found under the desert. This has led to rapid economic development and the growth of large cities, especially on the north-west coast of the Arabian Peninsula in countries such as Kuwait and the United Arab Emirates. Modern technology, such as mobile phones and cars, has also had an impact on the Bedouin way of life.



*A Bedouin woman cooks bread on the campfire*



*The landscape of the Bedouin has changed. Some of the land they relied on for water for their animals has gone.*

## Who are the Inuit?

In contrast to the Bedouin, the Inuit people are indigenous to the Arctic regions, including Greenland, northern Canada and Alaska. They live in some of the coldest places on Earth. Grise Fiord, in Canada, is the coldest inhabited place in the world. It is known as Aujittuq – ‘the place that never thaws’. Today, the Inuit people live in regular homes made from wood, but they still build temporary homes out of snow and ice, called igloos, when they go on hunting trips.

For most of the year the ground is covered in snow and ice, so the Inuit cannot grow crops. Instead, they hunt and eat animals such as seals and whales. This diet of very fatty foods gives them energy and helps them to keep warm. Their clothing needs to be thick and warm, so they line seal skins and caribou skins with fur from rabbits and polar bears. To travel across the ice and snow, they use dogs and wolves to pull sledges, which they make out of whalebones.



*An Inuit grandmother with her grandchild, wearing traditional hand-made caribou fur clothing*

### Activities

- 1 What features of the desert make it a harsh place to live?
- 2 Imagine you travelled with a traditional Bedouin family many years ago. Write your diary entries for a week. Describe:
  - what you ate
  - what you wore
  - where you lived
  - how you made money.
- 3 What modern inventions have changed the Bedouin way of life? How do you think these inventions have changed the Bedouin way of life? Write a report to explain your ideas.
- 4 How do the lives of the Inuit and Bedouin differ? How are their lives similar? Draw a line to divide a page in your notebook into two halves. Write the similarities on one side of the page and the differences on the other side.
- 5 Create a fact file on the Inuit people. Include information about:
  - The area they live in (include a map)
  - The clothes they wear
  - Their homes and the type of food the Inuit would eat
  - The transport they use
  - Their language

## 3.3

# Why do earthquakes and volcanoes happen?

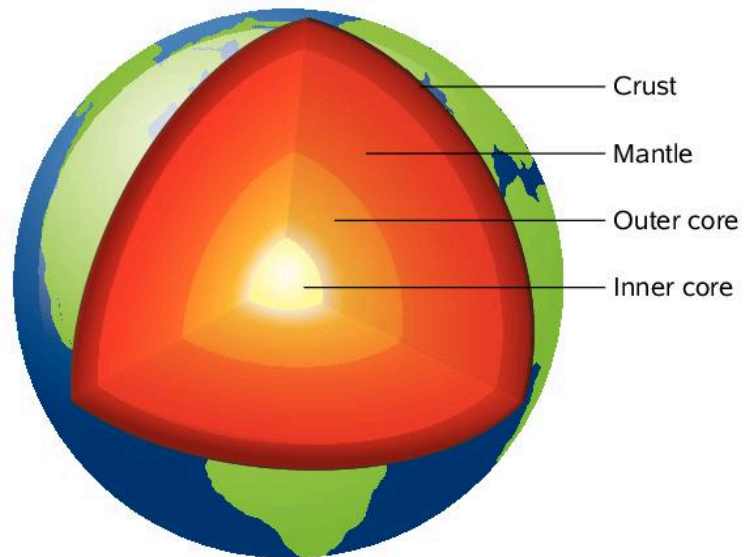
### Learning objectives

- Explain the structure of the Earth and the theory of plate tectonics.
- Examine the impact that tectonic activity has on people living near plate boundaries.

You have learned that people have adapted to the different and sometimes difficult conditions where they live. People have migrated to find the best places to settle. The physical features of the Earth can sometimes be dangerous for people. What are some of these dangers? How are these physical features and processes formed? What impact do these features have on the people who live in the regions where they are found?

### The structure of the Earth

The Earth is made up of four main layers. The inner core is the hottest part of the Earth. Scientists believe it is solid and made up of iron and nickel. The temperature of the inner core is around  $5500^{\circ}\text{C}$ . The outer core is over 2000 km thick and is made up of boiling liquid. This liquid is constantly swirling, which generates the Earth's magnetic field. The mantle is 3000 km thick and is made up of semi-molten rock. The Earth's **crust** is thin in comparison – its thickness varies from 5 km under the oceans to 70 km at its thickest point (in the Himalayan mountains).

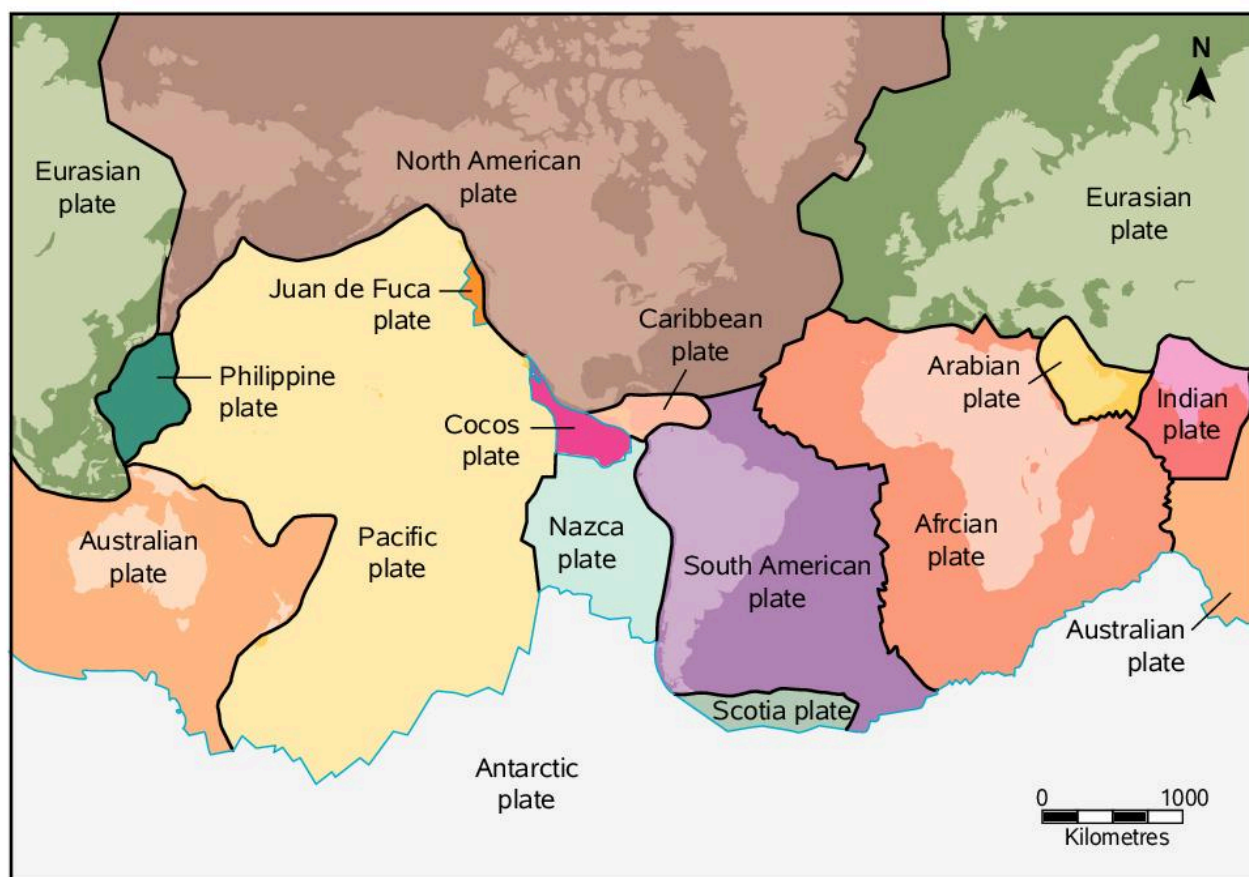


*The four main layers of the Earth*

## Plate tectonics: volcanoes and earthquakes

We live on the outer layer of the Earth, called the crust. The Earth's crust is broken into huge pieces, called **tectonic plates**, which fit together a bit like a jigsaw puzzle. **Convection currents** in the liquid rock underneath the Earth's crust move the plates slowly in different directions. The plates move away from each other, towards each other or they rub past each other. The impact of this movement can be seen at the **plate boundaries**. The movement along the plate boundaries causes volcanoes and earthquakes.

### Plate boundaries



*A map of the world's tectonic plates*

The map above shows the world's major tectonic plates. There are some areas of the world where there are many plates, all battling against each other, moving in different directions. These plates are responsible for creating some amazing landforms over millions of years. The Himalayan mountain range is formed as the Indian plate moves towards the Eurasian plate. Volcanic islands are formed in the Red Sea as the African and Arabian plates move towards the Eurasian plate.

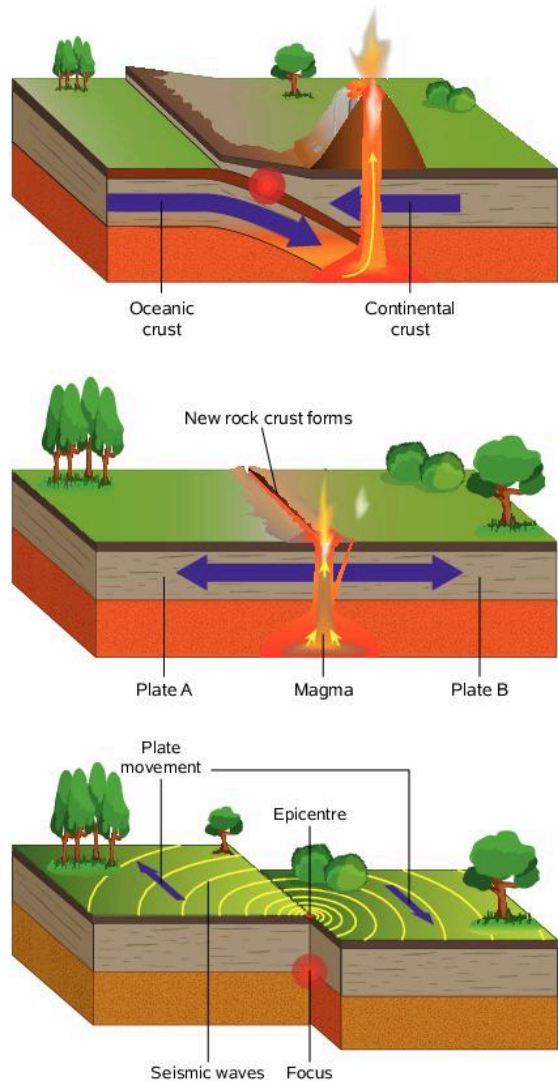
## What happens at the plate boundaries?

There are three main types of plate boundary. The direction in which the plates are moving causes different things to happen.

**Destructive plate boundary:** Here, two plates are moving towards each other. The denser and thinner oceanic plate (which holds the oceans) moves under the lighter and thicker continental plate (which holds the continents). The crust of the oceanic plate is pushed into the mantle and melts. The friction can cause volcanic eruptions and earthquakes.

**Constructive plate boundary:** Here, two plates are moving away from each other. As they move apart, magma escapes through the gap and causes a volcano. The magma solidifies and forms new crust, which fills the gap between the two plates.

**Conservative plate boundary:** At this plate boundary, the two plates are either sliding past each other or sliding in the same direction at different speeds. Friction builds up until one plate shifts past the other. This causes an earthquake.



## What impact does tectonic activity have on people?

### Case study

#### Sichuan, China

On 12 May 2008 an earthquake measuring 7.9 on the **Richter scale** struck the mountainous Sichuan province in south-central China. The earthquake was extremely destructive, and resulted in the deaths of over 87 000 people. Over 370 000 people were injured, and close to five million people were left homeless. Many of the buildings in the area were not built strongly enough to withstand the tremors, which lasted over two minutes. These buildings, including homes, schools and offices, collapsed completely.



*The remains of Juyuan Middle School in Dujiangyan, which collapsed in the earthquake. Around 900 students from this school were killed in the disaster.*



The powerful tremors also triggered huge landslides in the mountains. These crashed down onto villages, towns and cities, causing more damage, deaths and injuries. Landslides also blocked river valleys, causing huge lakes to build up behind them. These put earthquake survivors at severe risk of flooding.

China's government sent 130 000 soldiers and aid workers to the area to help the survivors and rescue those trapped in the rubble. However the mountainous landscape and the damage to roads made it difficult to reach remote settlements quickly.

Many of the settlements that were destroyed by the tremors and the landslides have never been rebuilt, and are gradually being taken over by nature. The survivors have been given new homes in other areas.



*The earthquake destroyed and damaged many roads and bridges in the region.*

### Did you know?

The largest recorded earthquake in the world measured 9.5 on the Richter Scale. It occurred in Chile, South America on May 22, 1960.

### Activities

- 1 Draw a detailed diagram of the structure of the Earth. Make sure you include information about each layer.
- 2 What is a plate? Give two examples with your answer.
- 3 Describe what happens at each of these plate boundaries. Draw a simple diagram for each one.
  - a Destructive plate boundary
  - b Constructive plate boundary
  - c Conservative plate boundary
- 4 Write a newspaper article about the Sichuan earthquake or research a different earthquake. Include a headline, an introductory paragraph (called a 'lead section'), quotations and facts. Include what the place is like today, many years after the earthquake. Has the rebuild been completed?

## 3.4

# How do animals, plants and people adapt to desert climates?

### Learning objectives

- Explain what a desert is and how it is formed.
- Explore how animals, plants and people have adapted to desert climates.
- Evaluate how desert landscapes are changing and why.

**Some areas of the world have extreme environments, which create challenging living conditions. These environments include polar regions, rainforests and deserts. Large areas of the world are covered in desert. But how are deserts formed? Where are they? How important are the desert ecosystems?**

### What is a desert?

A desert is an area of the world that receives less than 250 mm of rainfall per year, so it is extremely dry. Deserts can be hot or cold. Hot deserts are mostly found around the **equator**. They can be found between 15° and 30° north and south of the equator. Some of the most famous deserts in the world are:

- the Sahara Desert, which covers 9 million square kilometres in northern Africa
- the Arabian Desert, which has the largest unbroken area of sand in the world
- the Kalahari Desert, which covers most of Botswana in southern Africa
- the Thar Desert, between India and Pakistan, which is the most densely populated desert in the world.

Temperatures in these deserts can reach as high as 54°C in the daytime but drop to 4°C or lower at night. Despite the extreme temperatures, the deserts are home to many animals and people.

### How are deserts formed?

The sun at the equator heats the tropical air and it begins to rise. As it rises, the air cools and the water vapour in the air condenses, forming huge clouds. It rains and the water falls back to Earth. The areas near the equator where this rain falls usually have tropical rainforests.

Some of the air from the equator continues to rise into the atmosphere, moving north and south of the equator. Where the air moves over land instead of the sea, it does not pick up any moisture and so the air remains dry and no clouds form. These areas become the desert areas. This movement of air is known as the Hadley cell.

With no cloud cover, the desert areas are exposed to radiation from the sun during the day and cold temperatures at night.

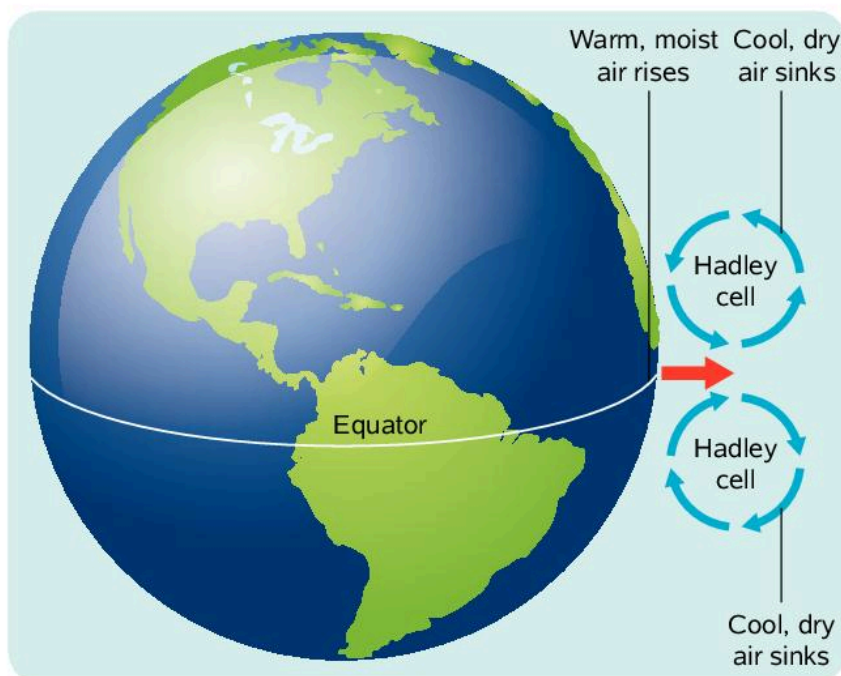
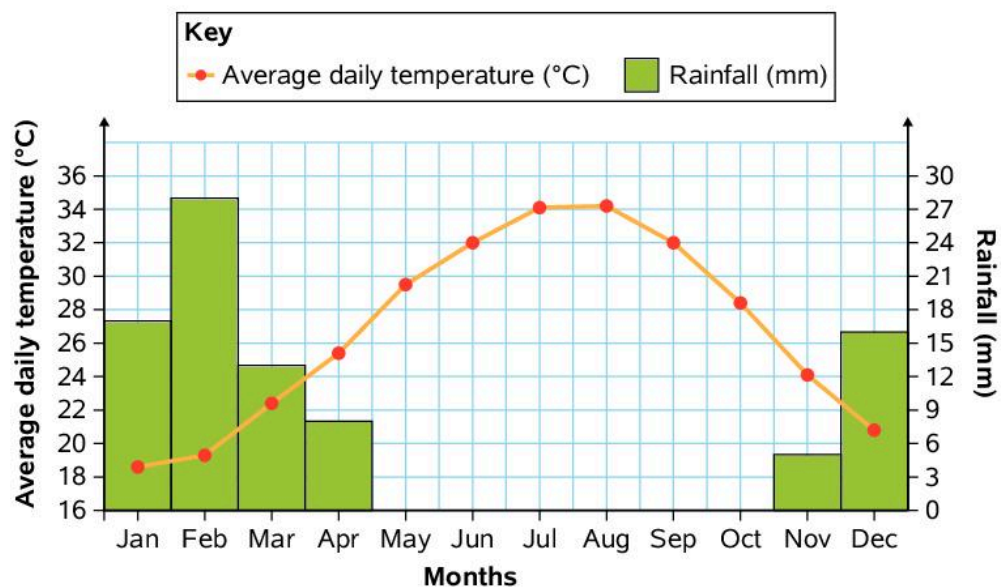


Diagram showing the Hadley cell

### Desert climate graph

The graph is a climate graph. It shows the average temperature and rainfall over a year in Dubai, which has a desert climate. The green bars show the rainfall and the yellow line shows the temperature.

What do you notice about the rainfall? Can you describe the desert climate of Dubai?



The temperature and rainfall over a year in Dubai

## How do animals and plants survive in the desert?

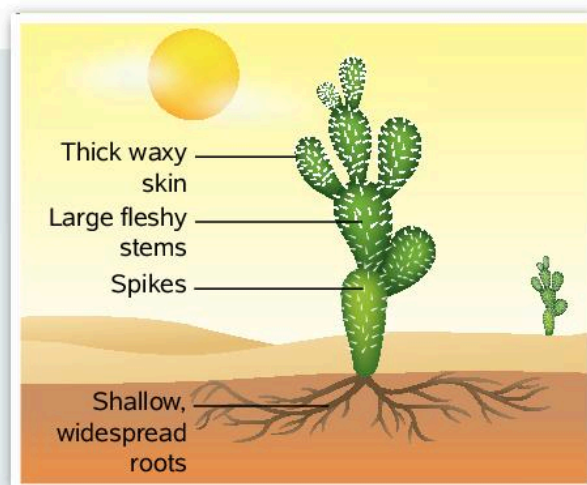
Many plants and animals have adapted to conditions in the deserts. They can survive in high temperatures with very little water.

### FACT FILE Cacti

The cactus is one of the most common types of plant living in desert areas. It has large sharp spikes, which protect it from animals and humans. The skin on a cactus is waxy and reflects the heat.

Cactus roots spread out very near the surface of the ground. If it rains, the cactus can absorb the water quickly, before it evaporates, and can store it inside its stem for many years. Some of the cactus roots dig deep down into the ground to reach the groundwater.

The cactus uses very little energy and can lie dormant (inactive) between rainfalls.



*The adaptations of the cactus plant*

### FACT FILE Camels

The camel is one of the most well-known animals in the desert. The camel's body has adapted to survive in the climate of hot deserts.

Camels have long thick eyebrows that stick out from their faces and act like a sunshade. Their long eyelashes keep out the sand when it is blown by the harsh winds. Their wide feet enable them to walk on the sand without sinking. They have thick, golden fur that helps them stay warm at night and keeps them camouflaged against the desert sand. Camels are able to go for very long periods of time without food, as they store fat in their humps. They can survive for over a week without water, as they can drink over 100 litres of water at one time.

## How are deserts changing?

Scientists believe that the deserts are changing in size. But how?

**The deserts are shrinking:** Some scientists believe that global warming has led to more rainfall in some areas of desert. For example, in areas to the south of the Sahara Desert, such as Chad and western Sudan, the amount of vegetation has increased. It is now possible to farm in some areas that previously had drought conditions. The populations of these areas are increasing as people move back to them to farm.

### The deserts are growing:

Desertification is the process of fertile land becoming desert. A combination of climate change (drier conditions) and overgrazing are thought to be the main causes of desertification. Overgrazing is responsible for removing vegetation and damaging the fertility of the soil. The human population living at the edge of the Sahara Desert has tripled, and so has the number of animals grazing there.

People in the region are also keeping more goats, which damage vegetation by chewing on leaves and branches. By 2025 two-thirds of Africa's farming land could be lost.

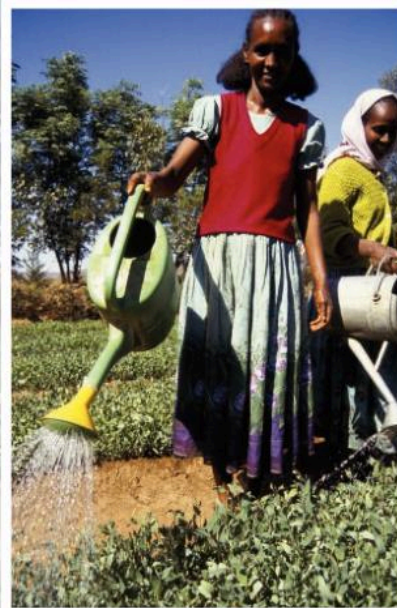


*A desert oasis in Oman*

### FACT FILE The Great Green Wall project

The Great Green Wall is an ambitious project that hopes to stop the process of desertification. Its aim is to plant a wall of trees and plants across the whole width of Africa. The Great Green Wall would be the largest living structure on Earth. The Sahel region of Africa is a huge area to the south of the Sahara Desert, extending from Senegal in the west to Sudan in the east. Over 20 countries in this region have joined the Great Green Wall initiative, which was launched in 2007. They are determined to fight against desertification, poverty, hunger and climate change.

*Watering seedlings being grown for the Great Green Wall*



### Activities

- 1 Draw a diagram of the Hadley cell. Add a basic description of how deserts are formed.
- 2 How have animals and plants adapted to life in the desert? Research one type of plant or animal that lives in the desert. Produce a fact file about your chosen animal or plant.
- 3 Imagine you have visited an area near the edge of the Sahara Desert. Write a newspaper report about what you found out. Include the following:
  - a definition of the term desertification
  - the impact of desertification on the people, plants and animals of the region.

## 3.5

# How have global populations changed over time?

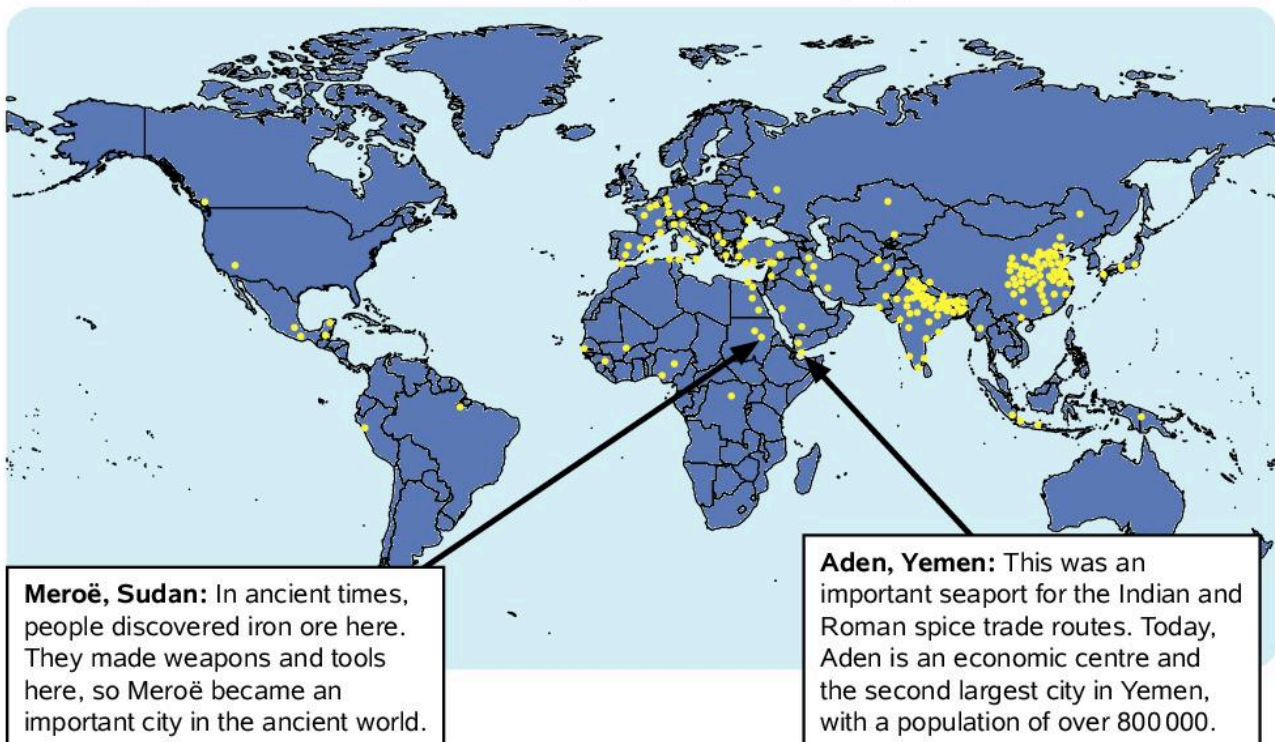
### Learning objectives

- Describe how the world's population distribution has changed over time.
- Identify some of the reasons for these changes.
- Evaluate the reasons why people choose to move to some areas of the world.

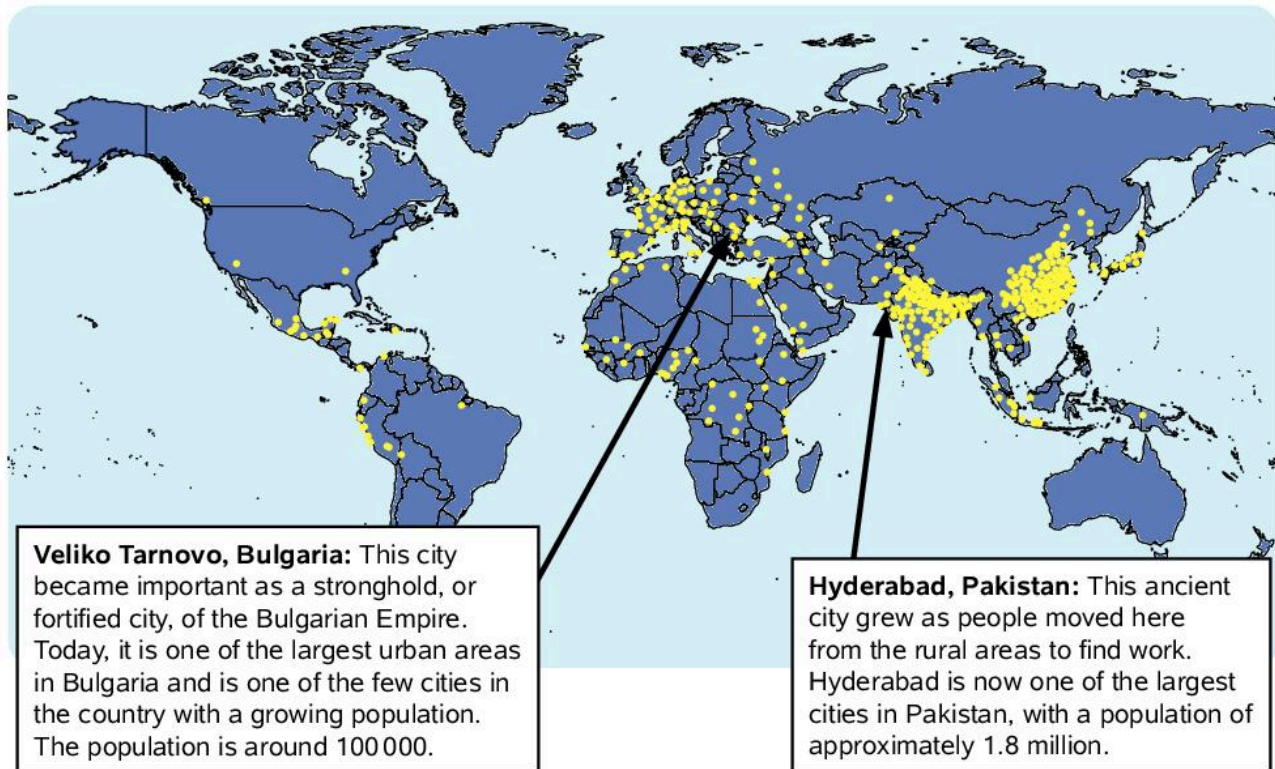
Since early settlements began, people have continued to move around the world, looking for places to live. Physical features have had an impact on how people live, and people have adapted to their surroundings. Over time, the reasons why people migrate all over the world have changed as they continue to look for food, water, space and improved standards of living. What causes people to move? What attracts them to a particular area? How has the population distribution changed over time?

### The world's population distribution over time

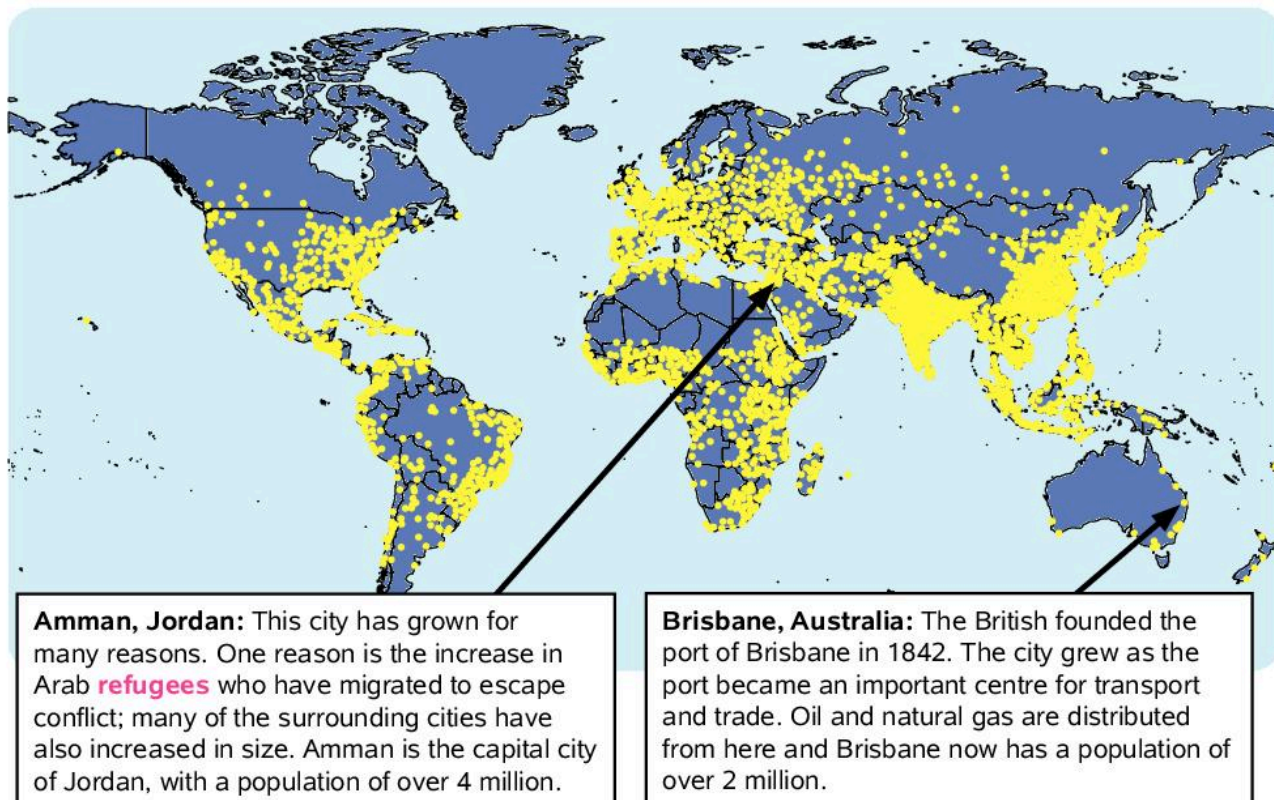
In the maps in this section, each dot represents 1 million people.



*The distribution of the world's largest populations in 500 CE.*



*The distribution of the world's largest populations in 1500 CE.*



*The distribution of the world's population in 2000 CE.*

## Push and pull factors

The reasons why people choose to move from one place to another are known as **push factors** and **pull factors**. These factors can influence a person's decision to leave one country and move to another, or to move from one area of a country to another. These factors can be divided into social factors, economic factors, political factors and environmental factors.

### Did you know?

More than 245 million people live in a country that is not the one they were born in. Of these people, 20 million are refugees.

### Pushed or pulled



Push factors



Pull factors

	Push factors	Pull factors
Environmental	<ul style="list-style-type: none"> <li>• Natural disasters like flooding</li> <li>• Crop failure caused by pests</li> <li>• Drought</li> <li>• Poor soils</li> </ul>	<ul style="list-style-type: none"> <li>• Good climate</li> <li>• Fertile soils</li> <li>• Water supply</li> <li>• Shelter</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Very few jobs</li> <li>• Poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of work for all skills</li> <li>• Stable government and economy</li> <li>• Wealth</li> </ul>
Political	<ul style="list-style-type: none"> <li>• Political instability</li> <li>• War</li> <li>• Religious or political persecution</li> </ul>	<ul style="list-style-type: none"> <li>• Stable government</li> <li>• Peace</li> <li>• Social care</li> <li>• Freedom of speech</li> <li>• Gender equality</li> </ul>
Social	<ul style="list-style-type: none"> <li>• High crime rates</li> <li>• Poor living conditions</li> <li>• Lack of sanitation</li> <li>• Lack of health care facilities</li> <li>• Poor schools</li> <li>• Poor transport networks</li> <li>• Disease or famine</li> <li>• No family</li> </ul>	<ul style="list-style-type: none"> <li>• Low crime rates</li> <li>• Affordable housing</li> <li>• Good sanitation</li> <li>• Hospitals and health care services</li> <li>• Education for all children</li> <li>• Further education</li> <li>• Good road, rail and air transport</li> <li>• Family links</li> </ul>



## Migration to the UAE

The UAE attracts many **immigrants** each year. They make up nearly 90 percent of the workforce in the country. In total, over 10 million people have moved to the UAE from another country. They move from many countries, but the majority are from India, Bangladesh and Pakistan. Most of the migrants who leave these countries to live in the UAE are from rural areas, where life has become increasingly difficult and standards of living are low. Some migrants are from the cities, where there is overcrowding and poor sanitation. Monsoon rains also make living conditions difficult.

Migrants are often attracted by the prospect of higher wages and a better place to live. In Dubai, for example, there are around 1 million migrants in a population of 1.5 million. Some migrants moved to Dubai to find work in the oil industry. In recent years, manual workers were needed for the extensive building projects and jobs on construction sites were easy to find. Migrant workers earned money to send home to help support the families that they left behind.

Since the amount of building work has decreased, many migrants now hold jobs in the **service industry**. The tourist industry in the UAE has grown and jobs in hotels and at tourist attractions have attracted migrants to the country.



*A migrant worker employed in a large hotel in Dubai*

### Activities

- 1 In your own words, define each of these terms:
  - a migration
  - b push factor
  - c pull factor
  - d immigrant.
- 2 Write a short paragraph to explain how global populations have changed since 500 BC. Make sure you include the reasons why some places in the world have grown in importance.
- 3 Find out about a city that has grown rapidly but has not already been mentioned in this lesson. You could choose a fast-growing megacity. Produce a timeline of its growth. Go back in time as far as you can to find out when and how the city started growing. Look for key dates that were significant in its growth. Was there an important building project? Were there changes in transport links? Add any significant dates to your timeline.

## 3.6

# What are economic activities?

### Learning objectives

- Classify the different economic activities that people do.
- Explain how economic activities change.
- Describe how and why Egypt's employment structure has changed.

Around the world, millions of people do different jobs. They do these jobs because they want to earn money to provide for themselves and often for their families. They want to have food and shelter and all the other things that they need in life. The jobs that people do are called economic activities. There are lots of different types of economic activity. What types of economic activities are there? Do different areas of the world have different economic activities? Have these activities changed over time?

### Types of economic activity

Economic activities are classified into four main categories: primary, secondary, tertiary – or service – and quaternary industries.

**Primary industries:** These industries extract natural resources from either the sea or the land. They include farming (growing and harvesting crops), fishing, mining and forestry.

Extraction of oil has boosted the economy of countries like Saudi Arabia. The Ghawar Oil Field has over 75 billion tonnes of oil left. That is enough to fill over 4.7 million Olympic swimming pools. Saudi Arabia is the largest producer and exporter of oil in the world.



*Farming in Indonesia*



*Oil extraction*

**Secondary industries:** These industries take raw materials and make products from them. They are also called the **manufacturing** industries. These industries sometimes assemble parts that have been made by other secondary industries.

For example, car parts are assembled on an **assembly line** or **production line**. The construction and food industries also fall into this category.



*The production line in a motorcycle factory*



*Workers in a food factory*

**Tertiary industries:** These industries provide people with a service. They do things for people. They look after people. They do not make anything. Another name for this type of industry is the service industries. Examples of jobs in the tertiary industries are teaching, lorry driving, police work, nursing and hotel work.



*A teacher*



*A chef in a hotel*

**Quaternary industries:** These industries include scientific research, information technology and providing information and advice to people and businesses. Jobs in this category include scientists, computer programmers, financial advisors, estate agents and market researchers.



*Research scientists*



*A financial advisor*

## Employment structures around the world

Different countries have different **employment structures**. This means that the types of jobs people do vary from country to country. In some countries, more people are employed in primary industries than in service industries. Some countries have large service industries such as tourism and so lots of people work in service jobs.

Employment structures can change over time. Some countries, which relied on primary industries for many centuries, now have more and more people employed in secondary industries. The United Kingdom is a good example of a country whose economic activity has changed over the years. For thousands of years, most people in the United Kingdom worked in farming (primary industry). Then, during the 1800s, many people were employed in manufacturing (secondary industries). Today, the service industries (tertiary industries) are the United Kingdom's biggest employers.

### Case study

#### The changing employment structure of Egypt

Egypt's employment structure is one of the most diversified in the Middle East. It has changed considerably over the past 200 years. It has changed for many different reasons. How has employment in Egypt changed and why?

In ancient times, the Egyptians were extremely good at farming the land. They farmed the fertile soils that surrounded the River Nile. When the Nile flooded it spread rich soil, which helped the crops to grow. Farmers ploughed the land and planted many different crops such as wheat, barley, figs, melons, grapes and other fruits. The Ancient Egyptians developed irrigation systems so farmers were able to water their crops. Farming was the most important industry for the Egyptians. This industry is still important today – Egypt exports fruit and nuts all around the world. In the 1970s this primary industry employed more than 90 percent of the workforce, whereas today it only employs about 40 percent of the workforce. What has changed?



*Working on an assembly line – Egypt's car industry started to grow in the 1980s.*

**Industrialisation** in Egypt meant that more and more people took jobs in the secondary industries. Jobs in these industries paid more money. Egypt now has the largest steel industry in Africa. It also has a very successful car manufacturing industry. It makes cars for companies such as Peugeot and Kia.

Other secondary industries that are important to the Egyptian economy are: the construction industry; oil extraction and chemical production (which exports US\$1.2 billion of plastics each year); knitted fabric manufacturing and exporting.

The development of the service industry has also been very important in Egypt. It is Egypt's fastest-growing industry. Today, over 50 percent of the working population are employed in service industries, such as tourism, banking and shipping services on the Suez Canal.

The Egyptian tourism industry has grown since the 1950s. At that time, only 100 000 tourists visited Egypt each year. In 2010 over 14 million tourists visited Egypt. There are now nine international airports in Egypt.

People are employed in hotels, cruise ships, restaurants, museums and tourist attractions.



*A hotel worker brings towels for the guests*

## Activities

- 1 Write a definition for each of the following terms. Draw or find a picture to represent each type of industry.
  - a primary industries
  - b secondary industries
  - c tertiary (service) industries
  - d quaternary industries
- 2 Draw a timeline to show the changes in Egypt's employment structure. Find out about the industries that have contributed to the changing structure. (You could research car manufacture, canals or travel.)
- 3 Research the growing travel industry in the Middle East region. Design a webpage for one country in the region, advertising some of its main tourist attractions. Look at [www.visitbritain.co.uk](http://www.visitbritain.co.uk) for some ideas of how to present your webpage.

# Review your learning

## Test questions

- 1 The name Mesopotamia means:
  - a 'between two rivers'
  - b 'between two mountains'
  - c 'fertile land'
  - d 'desert land'
- 2 Pastoral farmers:
  - a grow cereals, vegetables and fruit
  - b keep animals and move around with them
  - c keep wild birds and look after them all year
  - d use irrigation systems to water their crops
- 3 The Inuit live in:
  - a the Arabian desert
  - b the rainforests of South America
  - c Greenland and the Arctic regions of Canada and Alaska
  - d northern Russia
- 4 Plate boundaries are:
  - a the edges of tectonic plates
  - b the place where the crust and the mantle join
  - c the borders of a country
  - d the source of the Earth's magnetic field
- 5 The Richter scale is:
  - a used to measure depth of seas
  - b used to measure the strength of earthquakes
  - c used to measure the dryness of deserts
  - d used to measure the weight of people
- 6 A characteristic that a cactus does **not** have is:
  - a roots that spread along the surface of the ground to collect as much water as possible
  - b large spikes to protect the cactus from animals
  - c waxy skin that reflects the heat
  - d special skin that turns sand into water
- 7 A pull factor for migration is:
  - a high crime rates
  - b drought
  - c more jobs
  - d poor schools
- 8 A primary industry is:
  - a an industry that extracts natural resources
  - b an industry that educates young schoolchildren
  - c an industry that makes products from raw materials
  - d the industry that makes the most profit

- 9 An area of the world where few people live is:
- a densely populated
  - b marginally populated
  - c sparsely populated
  - d overpopulated
- 10 The type of industry that includes teaching, lorry driving, police work, nursing and hotel work is called:
- a primary
  - b secondary
  - c tertiary
  - d quaternary

## Assessment activities

- 1 Write a definition of each of these terms:
  - a manufacturing
  - b assembly line
  - c employment structure.
- 2 Use the internet to research how much money countries make from tourism each year. There is a useful map at [howmuch.net/articles/travel-tourism-economy-2017](http://howmuch.net/articles/travel-tourism-economy-2017)
  - a Draw a bar chart to show the 10 countries that depend most on the tourism industry.
  - b Draw another bar chart to show the 10 countries with the largest tourism industries.
  - c Compare the two graphs. Do you notice any similarities or patterns?
- 3 It is now possible to design earthquake-safe buildings for areas where there is a risk of severe earthquakes. Carry out some research into these buildings. Famous examples include the Philippine Arena (Philippines), Taipei 101 Tower (Taiwan), the Transamerica Pyramid (USA) and the Burj Khalifa (Dubai). Write a fact file on one of them.
- 4 Imagine you live in a rural area of the Middle East and your family have decided to move to one of the large cities. Write a story about why your family have chosen to move. Include what has pulled your family to the city and what has pushed them away from the rural area. Mention your thoughts and feelings about moving. Do you want to move or are you happy where you are?
- 5 Carry out some additional research into the Great Green Wall. Imagine you have been given the job of encouraging the leaders of a country to join the project. Produce a presentation to explain the project, its objectives and what the result of the successful project will be.

## Learning objectives

- examine what it means to be a citizen
- analyse citizens' roles, rights and responsibilities
- identify different types of government and government structures
- discover the development of governments in the Arabian Gulf
- consider how the people in a country's population are its human resources
- assess how governments develop human resources by providing education and health care
- analyse the roles, rights and responsibilities of citizens as consumers
- examine how consumers use technology.

## Overview

Citizens are legally-recognised members of a country. They are entitled to the protection of their government and are granted certain rights. In return, a citizen has certain responsibilities towards the government, the country and their fellow citizens. This unit looks at some of the rights and responsibilities of citizens. It also looks at the relationships and interactions that exist between members of the population.

This unit explores why we need governments to organise and develop society. It examines the duties and responsibilities of governments and how different governments are structured.

This unit also considers the services that governments provide for their citizens. In particular, education facilities allow people to develop their potential, and health care facilities help to meet people's health needs.

An important activity in many modern societies is buying goods and services. People who do this are called consumers. This unit explores the roles, rights and responsibilities of consumers.





## Talk about

Citizens have different roles to play in a society. People belong to many different groups and communities. They gain knowledge and learn skills that help them contribute to society in different ways. People are employed in many different kinds of work and use their money to buy and sell goods and services.

Talk about the different roles that you have within your society. How do you contribute to the groups to which you belong? How are you preparing for the roles you may have in society in the future?

## Word cloud


**citizenship**      **constitution**  
**consumers**      **govern**  
**convention**      **policy**

*Citizens have different roles and responsibilities within a society. What roles and responsibilities do you think these citizens have?*



## Fact finder

Since the world's earliest civilisations, governments have had an important role in society. In Ancient Egypt the ruler was called the pharaoh. The pharaohs set up a central government and established an economic system. People paid charges to the government in the form of crops, livestock and their own labour. In return, the government carried out services for the people. They made efforts to maintain peace within the land and offered protection from enemies. They organised food stores for times when there were shortages. The government also organised public works such as building roads and canals. These made travelling between cities much easier and helped to encourage trade.

 Work in a group. Find out about the public works that the government in your country is carrying out today. What are the similarities and differences between the public works carried out today and the public works in Ancient Egypt?



### Learning objectives

- Understand the term 'citizen'.
- Examine different ways in which people become citizens.
- Analyse the rights, roles and responsibilities of citizens.

You have probably heard the word 'citizen' before, but what does it actually mean? Are you a citizen of one country even if you move to live in another country? What rights do citizens have? What are a citizen's roles and responsibilities? What makes a good citizen?

### What is a citizen?

A citizen is a person who is legally recognised as belonging to a particular country or nation. We say that a person with this status has been granted **citizenship**.

### Who can be a citizen?

Most people become citizens of a country when one or both of their parents are already citizens. This applies even if the child is born outside of the country granting citizenship.

Sometimes people become citizens of the country in which they were born.



*Children are usually granted the same citizenship as their parents.*

People also become citizens through a process called **naturalisation**. This happens when people legally enter a country and are given permission to stay and apply for citizenship. People seeking citizenship of a new country sometimes have to give up any other citizenship they have. People can also obtain citizenship by marrying a person who already has that citizenship status. They usually still have to go through the process of naturalisation.

### Why is citizenship important?

Citizenship means different things depending on the country, but it usually gives people certain rights and responsibilities. For example, citizens have protection under the law and a right to be treated equally and fairly by the law. They also have a responsibility to obey the law.

### What is statelessness?

People with no citizenship status in any country are understood to be 'stateless'. People can become stateless when they move from one country to another, especially if they leave as refugees. People can lose their citizenship because of changes to laws or to a country's boundaries. Children born to stateless parents become stateless themselves.

It is often hard for stateless people to find legal work and they cannot buy a house or have a bank account. Often they have no access to health care or education. According to the United Nations Refugee Agency (UNHCR) there are an estimated 10 million stateless people in the world.



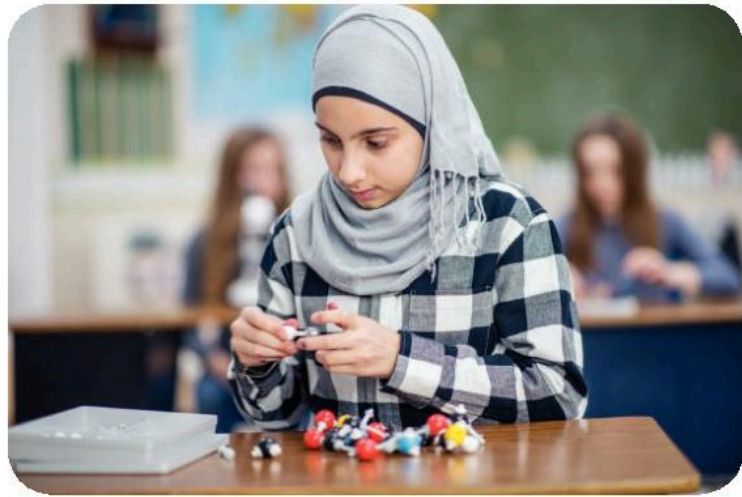
*Refugees can sometimes become stateless people.*

## What are the rights of citizens?

The rights granted to a citizen vary between countries.

In most countries a citizen's rights include:

- living in the country
- freedom to return to the country
- health care and education
- protection of the person and their property
- equality under the law
- freedom to express opinions
- meeting in groups to express ideas.



*The citizens of a country are given the right to receive an education.*

Many of these rights are included in international treaties (formal agreements between countries).

## What are the responsibilities of citizenship?

The responsibilities of a citizen vary between countries but often include:

- respecting and obeying all laws in the country
- supporting the values and principles of the society
- keeping informed of issues affecting the country and community
- respecting the rights, beliefs and opinions of other citizens
- respecting and protecting the safety of other people
- respecting and protecting other people's property
- being an active participant in the local community
- taking part in any services that the country requires, for example defending the country or taking part in the legal process.

## What are people's rights and responsibilities regarding health?

A 'right to health' means that citizens can expect equal access to safe and affordable health care. Governments must make sure there is safe drinking water, adequate food, good sanitation and decent housing.

The right to health is included in several international treaties, including the Universal Declaration of Human Rights.

Citizens also have responsibilities to:

- adopt a healthy lifestyle
- comply with health care programmes, such as traffic safety laws, procedures for reducing the spread of **communicable diseases**, etc.
- use health care facilities and services responsibly
- co-operate with health care providers.

### What are people's rights and responsibilities regarding education?

Education enables people to achieve their potential, improves their ability to earn a living, and leads to greater opportunities in life. It is now widely accepted that children have the right to an education.

People receiving education also have responsibilities, which can include:

- attending school regularly and on time for the duration of compulsory education
- accepting responsibility for learning
- participating actively in learning opportunities
- completing all tasks, including homework
- behaving in an acceptable way
- respecting the rights of everyone at school
- helping to create a safe and positive environment
- obeying school rules.



*People have some responsibilities for maintaining their own health.*

### Activities

- 1 Write two or three sentences that explain why having the status of a citizen is important.
- 2 Write a page for a government website that explains all the ways in which people can become a citizen in your country. Use the internet and other resources to carry out research.
- 3 Make a class display of citizens' responsibilities based on the list of responsibilities on page 98. Work in a group. Your teacher will choose a responsibility for your group. Explain and illustrate:
  - the responsibility
  - how people can carry out this responsibility
  - why this responsibility is important.

### Learning objectives

- Define the term 'government'.
- Analyse functions of governments.
- Identify different types of government.
- Examine how different governments share authority and power.

**A national government is the group of people who control and lead the nation. What are the roles of a government? What factors have influenced the development of governments over time? How are different types of government structured?**

### What is a government?

The government of a country is the group of people who have the authority to **govern** the nation. The government decides what things need to be done and how to achieve them. Governments make **policies**, which cover most aspects of national life, including laws, employment, education and health.

In many countries the head of government is called the prime minister. Sometimes the head of government is also the head of state.

The head of state is the chief public representative of the country, but this person does not always have political power.

### What are the functions of a government?

The main aim of government is to serve and protect the citizens of that country. This is partly achieved by creating a safe, organised society. This is made possible because the government can pass laws and make other rules that regulate the way people behave.

A major way of serving the people is by most governments providing public services such as an **infrastructure**, education, health care, social care (for people who need practical help) and welfare (for people with very little money).

*Governments usually have separate departments or ministries. Each department is responsible for a different aspect of national life.*



Most governments protect their citizens by creating a system of law and order that includes a police force and courts. Governments also co-operate with other countries to help improve security.

Citizens are also protected by law from any unfair or illegal practices of businesses.



*Governments are responsible for creating, organising and maintaining a country's built environment and infrastructure.*

### **How has the idea of government developed?**

It is likely that groups of people have always had leaders who would organise others.

About 11 000 years ago people began to farm and then began to live in larger settlements. As societies became larger and more complicated there was a greater need for more organisation.

Early civilisations such as those in Mesopotamia and Egypt had governments that controlled and organised the people and the land. They made laws, organised trade, settled disputes and collected money.

### **Why have different types of government developed?**

There are two ideas that are fundamental to all forms of government:

- 1 People's behaviour needs to be regulated and controlled by rules and laws.
- 2 People are willing to give up some of their freedom in return for the protection offered by their leaders.

Different types of government developed when societies tried to balance the amounts of power and influence held by the leaders and by the people that they governed.

## What are the different types of government?

### What is a monarchy?

A monarchy is a government headed by a single person. King, queen, emir, sultan, emperor and empress are all different titles for monarchs. Most monarchies are hereditary. This means that the title of monarch passes from one member of the royal family to another.

There are different types of monarchy around the world. In a constitutional monarchy, the powers of the monarch are limited by a **constitution**. In an absolute monarchy, this does not apply.

The United Arab Emirates is a Federal Elected Presidential Monarchy. The president is elected from the absolute monarchs who rule each of the seven emirates.

### What is an oligarchy?

In an oligarchy, a small group of powerful people form the government and there is no single ruler. Very few people outside the government have a chance to influence decisions or to bring about change.

### What is a democracy?

In a democracy the people choose who will make up the government. Some people put themselves forwards to be part of the government. Members of the public vote for the people they want to make up government.

One of the earliest known democracies was in Athens in Ancient Greece. It was a form of direct democracy in which the individual citizens voted on laws and other policies.

Most democracies today are representative democracies. In a representative democracy, people elect others to represent them in government. The representatives of the people vote on matters of policy on behalf of the people who elected them.

Representatives are usually elected to be part of a parliament. A parliament is the part of government that proposes and agrees on laws. The parliament is responsible to all the people of the country and the power of the representatives is limited by a constitution.

Some democracies are republics. A democratic republic is a form of representative democracy. The head of state in a republic is usually called a president.



*In an election, people vote for others to represent their views.*



## What is a dictatorship?

In a dictatorship one person, the dictator, has all the power, which is not limited by a constitution or any other laws. Under a dictatorship almost every aspect of public and private life is controlled and regulated by the people in power, who act on behalf of the dictator.

### Did you know?

One of the earliest republics in the world was the Vajji state in Ancient India. It lasted from about 600 BCE to about 345 BCE.

## What are different government structures?

The structure of a government determines how power is shared.

**Unitary system of government:** The central government holds most of the governing power. The central government can give some authority to smaller government bodies within the country. These smaller authorities often put into practice the policies of the central government. Bahrain, Kuwait, Qatar, Saudi Arabia and Oman are all unitary states.

**Federal system of government:** Separate states are organised and united under a single federal government. The national or federal government controls some aspects of public life. The sub-national governments (state governments) control some aspects. The United Arab Emirates and the United States of America are examples of federal states.

**Confederate system of government:** A number of states form a loose relationship between themselves. Most political power and authority stays with the separate confederate states rather than with the central government. This is the main difference between confederate and federal systems.

### Activities

- 1 Write a list of three functions of a government.
- 2 Write your own definition of a monarchy and describe two common types of monarchy.
- 3 Work in a group. Your teacher will assign your group one aspect of government: education, health, employment, infrastructure, currency or business. Prepare a five-minute presentation that explains why governments need to be involved in this area. What would happen if there was no government involvement?
- 4 Hold a class discussion on how much control students should have over what they learn. Should they be involved in any other decisions in school? How could this be achieved? What would the benefits be and what would the challenges be?

### Learning objectives

- Identify the different branches of government.
- Understand the concept of the separation of powers.
- Examine the functions of the different branches of government.
- Analyse alternative government structures.

**Governments have very wide-ranging responsibilities and they have considerable powers which allow them to fulfil their responsibilities. How are power and authority shared among different parts of a government? Why are the powers shared out? What are the responsibilities of different parts of government?**

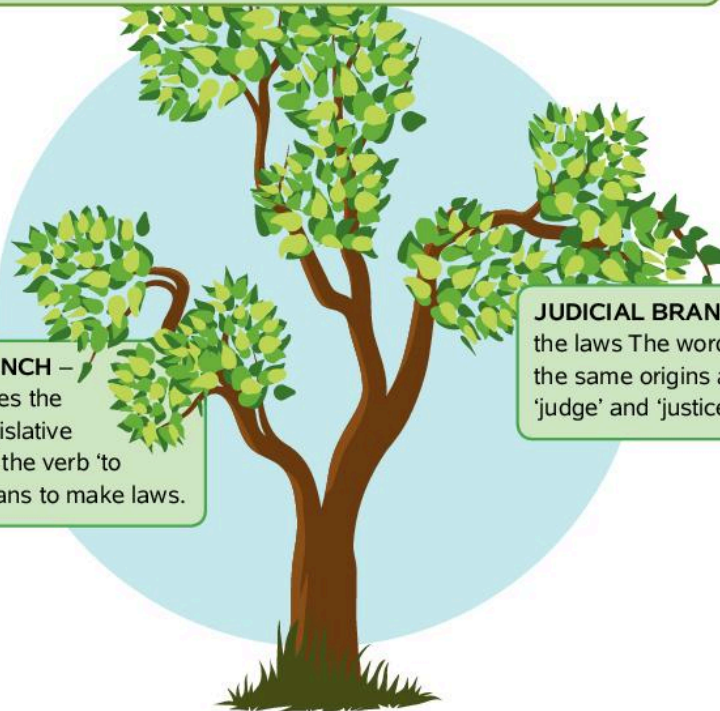
### What are the different parts of government?

Many governments around the world are organised into three separate parts known as ‘branches’. These are called the executive branch, the legislative branch and the judicial branch.

**EXECUTIVE BRANCH** – Enforces the laws The name ‘executive branch’ comes from the verb ‘to execute’, which means to put into action or to carry out. The executive branch executes and enforces laws and policies.

**LEGISLATIVE BRANCH** – Develops and passes the laws. The name ‘legislative branch’ comes from the verb ‘to legislate’, which means to make laws.

**JUDICIAL BRANCH** – Interprets the laws The word ‘judicial’ has the same origins as the words ‘judge’ and ‘justice’.



*The different branches of government*

## Why are there three branches of government?

A system, known as the ‘separation of powers’, balances the powers between the three different branches. Each branch of government has certain powers to enable it to carry out its own function. The system balances the powers between the three different branches. Each branch also acts as a check on the other two branches to ensure that no one branch becomes too powerful. The way in which power is divided between the different branches is usually laid out in a country’s constitution.

### The executive branch

The executive branch of a government carries out all the business of governing a country. It produces policies and programmes that guide the way a country develops and can propose laws. Arrangements within the executive branch differ according to the system of government in a particular country.

Type of government system	Example countries	Organisation of the executive branch
Presidential republic	Brazil	The president is the head of the executive branch of government. There is often no prime minister in this system. If the country has a legislative branch, then the president is not part of it.
Semi-presidential republic	Russia, Tunisia	There is a president and a prime minister. The president has some executive power but the prime minister is head of the government.
Parliamentary republic	Iraq	There is a president and a prime minister. The prime minister is the head of the executive and legislative branches of government. The power of the president varies in countries that have this system. In some countries, the president acts only as a symbolic figurehead and the prime minister has executive power.
Constitutional monarchy	Jordan	The monarch is the head of state, but the constitution defines the amount of executive power he or she has. The active head of the executive branch is the prime minister.
Absolute monarchy	Kingdom of Eswatini, Southern Africa	The ruler has the role of prime minister and has full executive powers.

In many countries the most senior members of the executive branch form a special group called the cabinet or the council of ministers. Sometimes this group has real power and in others it only gives advice. Sometimes this group runs the government and has to respond to special situations such as natural disasters.

## The legislative branch

The legislative branch is also known as the legislature. This branch is called the Parliament or the National Assembly. It is made up of groups called 'houses'. A legislature with one house is called unicameral. A legislature with two houses is called bicameral.

The legislature deals with laws, also known as 'legislation'. The legislature draws up laws, approves or 'passes' laws and can also **amend** and **repeal** laws.

Members of the legislature are elected or appointed, depending on the country.

Some governments do not have an official legislative branch but instead have a special group of advisors.

### Case study

#### The Egyptian parliament

The parliament in Egypt is called the House of Representatives and is unicameral. According to the Egyptian constitution, the House of Representatives should have no less than 450 members who are elected by direct public secret voting. The president may appoint no more than 5 percent of members.

The House of Representatives has the power to:

- make laws
- approve the general policy of the State, the State's plan for general and social development, and the budget
- monitor the actions of the executive branch of government.

#### The Council of Oman

The Sultan of Oman is the Head of State and Prime Minister. Oman has a bicameral assembly called the Council of Oman (*Majlis Oman*). This is made up of the Council of State (*Majlis al-Dawla*) and the Consultative Assembly (*Majlis al-Shura*).

The Sultan appoints the 83 members of the Council of State, which mainly has an advisory role. The 84 members of the Consultative Assembly are elected from 59 electoral districts.

The Consultative Assembly reviews proposed legislation from the different ministerial departments and can recommend alterations or amendments. There is no official legislative body.



*The consultative assembly in Oman*

## The judicial branch

The judicial branch is also known as the justice system or judiciary. In most countries, the justice system is not involved in making laws. Its role is to interpret the law and to make sure that it is applied equally and fairly to every person. The judiciary makes sure that all national laws match the requirements of a higher law, such as the constitution or an international law.

## What is shura?

Shura (which means ‘consultation’) is a tradition in Arab and Islamic countries. The practice of consultation is commended in the Qur’an. According to the tradition of shura, leaders must consult the people who have an interest in a decision. In traditional societies, a tribal leader consulted with his advisors to obtain their opinion before he made a decision.

The principle of shura applies in the governance of some Muslim countries today.



*Traditionally, discussion and consultation took place in a special meeting room known as a majlis.*

## Activities

- 1 Copy and complete the table to give details of the roles of different people within each system of government. Find out who fulfils these roles in your country. Write in their names.

Government system	Head of state	Head of executive branch of government
Presidential republic	<b>President</b>	<b>President</b>
Semi-presidential republic		
Parliamentary republic		<b>Prime Minister</b>
Absolute monarchy		
Constitutional monarchy	<b>Monarch</b>	

- 2 Work in a group. Find out the system of government in your country and in one other country with a different system. Make a computer-based presentation that explains the similarities and differences between the two systems.
- 3 Work in a group. Research a major project or initiative that your government is carrying out. Write a newspaper report that explains what the project or initiative hopes to achieve, how much it will cost and when it will be completed.

### Learning objectives

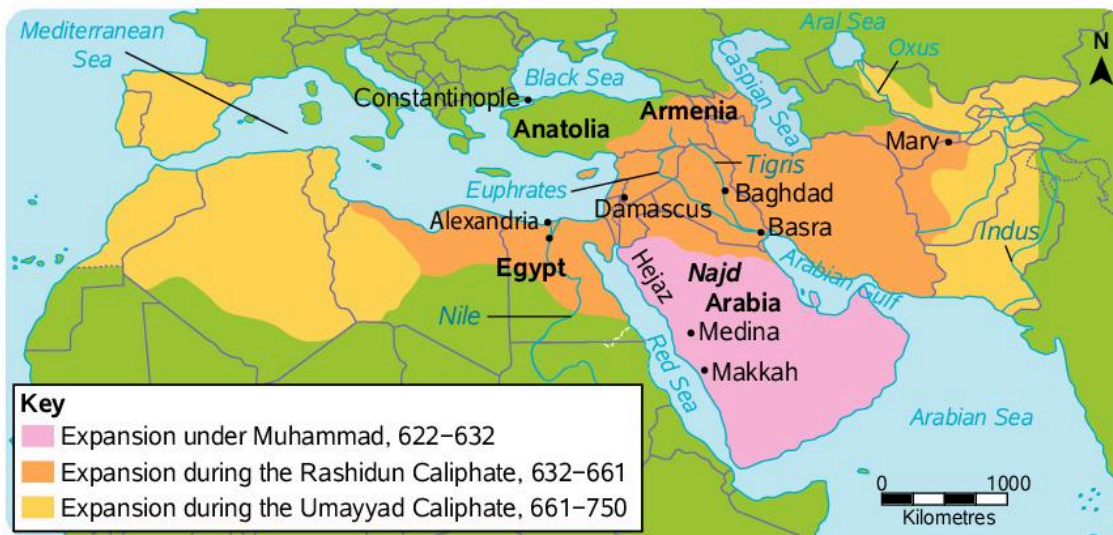
- Examine the development of governments in the Arabian Gulf.
- Identify the different types of government in the Arabian Gulf.
- Describe government structures in the Arabian Gulf.

**The development of modern governments in the Arabian Gulf reflects the history and faith of the people of the region. These are woven together with influences from elsewhere in the world. How do governments meet the needs of their populations in the modern world?**

### Early Islamic rulers

Islam began in the Arabian Peninsula in around 610 CE when the Holy Qur'an was revealed to the Prophet Muhammad (Peace Be Upon Him). By 632 CE, Islam had spread to all of the Arabian Peninsula. Following the death of Muhammad (Peace Be Upon Him), the first rulers were known as caliphs.

The Arab-Islamic Empire spread to include North Africa, Spain, parts of Pakistan and central Asia. Islam was gradually adopted by the people of these regions and Arabic became the common language. The last of the Arab dynasties were the Abbasids. They ruled for about 500 years, until 1258 when Mongol invaders attacked and **pillaged** the capital city of Baghdad.



*The influence of Islam and the Arabic language and culture is seen in governments across the Middle East and North Africa today.*

## The Ottoman Empire

The Ottoman Empire was established in 1299 and eventually became a large empire which included south-eastern Europe and most Arab lands. The Ottomans controlled the largest and most powerful empire in the world for several hundred years. The Ottoman Empire finally collapsed after the First World War.

The Ottomans had been on the side of the countries defeated in the First World War. The lands they had controlled would later become Palestine, Jordan, Iraq, Lebanon and Syria. These came under the control of France and Britain.

## Independence

Arab countries gained their independence at different times. When they gained independence these countries established new rulers and new governments.

The people of the region were mostly Muslims and Arabs who traditionally lived in tribes ruled by sheiks. These traditions and the faith of Islam became incorporated into the government systems of the newly-independent countries.

## European influence in the Arabian Gulf

First the Portuguese, then the Dutch and finally the British tried to be the dominant traders in the Gulf region and to protect their trading routes.

Britain made special agreements with a number of sheikdoms in the 19th century. Britain had some indirect authority but local traditional leaders were responsible for many affairs within their countries.

British influence decreased dramatically after the end of the Second World War in 1945. Countries gained independence and became self-governing states. During the long history of contact with Britain, some methods of organising countries and ideas about legal systems were introduced. These methods, together with Arab traditions and the teachings of Islam, helped create the government structures of the newly independent countries.

### Did you know?

In a dynasty, the right to rule passes from one member of a family to another. The governments of Kuwait, Bahrain, Qatar, Saudi Arabia and Oman are dynastic. This is also the case for each of the seven emirates that make up the United Arab Emirates.



*Remains of fortified buildings are evidence of the struggles between native tribes and foreign governments in the past.*

## Kuwait

The history of modern Kuwait dates back to the late 17th and early 18th centuries. Several clans within the Unayzah tribes joined together to create an oligarchy with the Al Sabah family having most power. Mubarek Al Sabah became leader of Kuwait in 1896. In 1899 he signed the Anglo-Kuwait Agreement, in which the country became a **protectorate** of Britain.

Kuwait gained independence from Britain in 1961 and created its constitution in 1962. Kuwait has a semi-democratic political system. It is ruled by an emir whose powers are defined by the constitution. There is an elected parliament and an appointed government.

## Bahrain

In the middle of the 18th century, a branch of the Bani Utbah tribe moved from Kuwait to the north of the Qatar Peninsula. In 1782, several families moved to the group of islands that make up Bahrain. The Al-Khalifah family established an oligarchy to govern the area. Bahrain gained full independence in 1971.

Bahrain is a constitutional monarchy with the king as head of state. The prime minister is the head of the executive branch of government.

## Qatar

Qatar was a British protectorate until it gained independence in 1971. Qatar is a constitutional monarchy in which the emir is the head of state and has full executive powers. The emir rules with the assistance of a Council of Ministers and an appointed Advisory Council of 35 members. The Council of Ministers proposes draft laws and supervises putting them into practice.

## Saudi Arabia

The Kingdom of Saudi Arabia was founded in 1932 and is an absolute monarchy. The king is the head of state and also acts as prime minister of the government. The Qur'an and the Sunnah are used as the constitution of the country.

There is a Council of Ministers that advises the king and has the final authority for financial, executive and administrative matters.

## The United Arab Emirates

The United Arab Emirates is a federation of seven emirates, each of which is ruled by an emir, who is the monarch. Abu Dhabi, Dubai, Sharjah, Ajman, Umm al-Quwain and Fujairah created a union in December 1971. Ras al-Khaimah joined the federation in early 1972.



The ruler of Abu Dhabi is the President of the United Arab Emirates. The ruler of Dubai is the vice-president and prime minister.

The federal government includes a Supreme Council made up of the rulers of each emirate. There is also a Council of Ministers, led by the prime minister, a parliamentary body called the Federal National Council and an independent judiciary.

## Oman

Oman has been an independent nation since it expelled the Portuguese in the 17th century. Following a period of division, the country was unified in the 1950s. It became the Sultanate of Oman in the 1970s under Sultan Qaboos.

Oman is an absolute monarchy in which the sultan is head of state with ultimate power. A Council of Ministers carries out the administration and legislative operations of the government.

### Activities

- 1 Copy and complete the table. Use the text from this book and further research to help you.

Country	Year of independence	Type of government	Year of constitution (if applicable)
Bahrain		<i>Constitutional monarchy</i>	
Kuwait			
Oman	<b>1650</b>		
Saudi Arabia			<i>none</i>
United Arab Emirates	<b>1971</b>		

- 2 Add an extra row to the table, with details of one other country in the Middle East or North Africa.
- 3 Read this translation of an old saying:  
'Islam, the government and the people are like the tent, the poles, the ropes and the pegs. Islam is the tent, the pole is the government and the ropes and pegs are the people. None can do without the other.'  
Work in a group to discuss what the saying means. How do modern government systems reflect this idea?

### Learning objectives

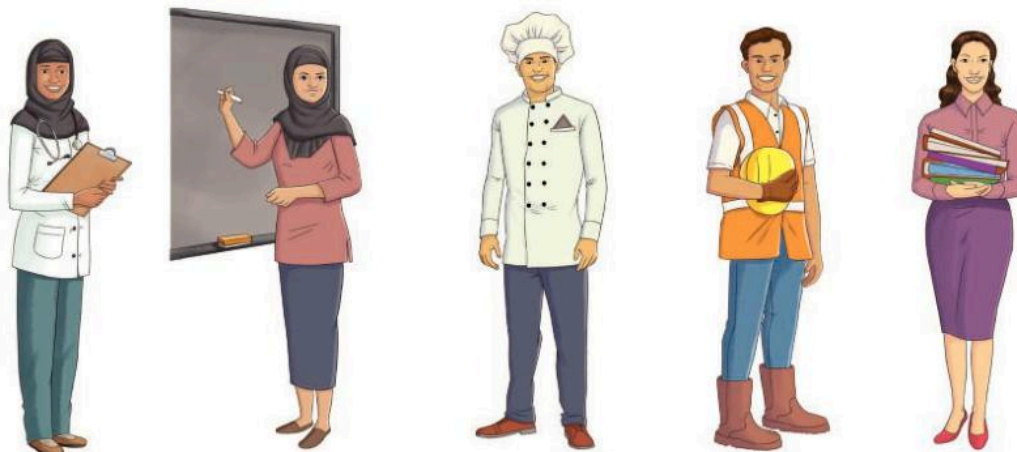
- Explain the concept of human resources.
- Analyse the characteristics of human resources.
- Examine the responsibility of governments to develop human resources through education.
- Assess individual opportunities in education.

**A country has access to a number of resources. These include the land and the raw materials found there. The population of a country is the country's 'human resource'. How do countries develop their human resource? What responsibilities do people and organisations have to develop this resource?**

### What are human resources?

The people who live in a country are the country's human resources. All people have skills, energy, creativity and intelligence. People use these attributes in their work and so contribute to the economy of a country. Work can be physical or creative. Some people invent new technologies, new products or new ways of carrying out particular tasks. Some people use their knowledge and thinking abilities to solve problems.

A country's human resources are not just the working population. Anyone who makes a useful contribution to a country is part of that country's human resource. People contribute indirectly by raising their children to be positive and engaged members of society. People who care for children so that others can work are also contributing.



*The people within a population offer a wide range of skills and do many different types of work.*

## Population structure and human resources

The population structure of a country is how the population is divided between males and females and between different age groups. People between the ages of 15 and 65 are usually thought of as 'of working age'. People of working age make the most obvious direct contribution to the economy. The more people of working age who are actually working, the better the situation is for the economy.



*Populations are made up of people of different ages who have different needs.*

## Education and human resources

Education helps people to develop their skills and abilities and to achieve their full potential. Education promotes attitudes and values that encourage people to contribute to society.

A well-educated population offers a wider range of skills and abilities. This means that people are able to work in all the different sectors of the economy. Education is critical for the economic development of a country because it helps a country make the best use of all its resources.

Because education has such an important role, it is a priority for most governments. Most education systems have a mixture of government-funded and private educational facilities.

## What are the stages in the education system?

### Pre-school education

Pre-school education takes place in nursery and kindergarten. It is for children from three to five years old.

Research suggests that high-quality pre-school education has a positive effect on a child's progress. Many countries encourage or make it a legal requirement for children to receive pre-school education.



*Why is it important for young children to receive an education?*

### Primary education

Primary education is for children from 5 to 11 or 12 years old. Primary education is considered a vital part of human development. This is partly because during this stage of education children learn to read and write. **Illiteracy** has a negative impact on children's social development and lifetime employment opportunities.

### Secondary education

Secondary education is for students between 12 and 18 years old. The International Standard Classification of Education (ISCED) regards the first three years of secondary education as the final stage of the basic education that all students should receive.

Secondary education prepares students for the next stages of education and for lifelong learning. In upper secondary education, students learn particular subjects in preparation for tertiary education or for employment.

### Tertiary education

Tertiary education institutions include universities, medical schools, business schools, technical colleges and teacher-training colleges.

Tertiary education usually leads to a qualification such as a diploma or degree. People with this type of qualification can usually find better-paid work in a number of sectors of the economy.

### Case study

#### Higher Colleges of Technology (HCTs)

The largest higher educational institution in the UAE is the Higher College of Technology (HCT). HCT was founded in 1988 and now comprises 16 men's and women's colleges with over 20 000 students. The colleges offer more than 80 programmes, including Applied Communication, Business, Computer & Information Science, Engineering Technology & Science, Health Sciences, and Education.

## Technical and Vocational Education and Training

Technical and Vocational Education and Training (TVET) focuses on teaching students knowledge and skills for the world of work. It offers an alternative to the academic education offered in universities. TVET helps to create a workforce with a wide range of skills, which are useful in many different industries.



*Technical and Vocational Education and Training (TVET) recognises that some students prefer a more practical education.*

### Adult education

Adult education allows adults to make up for education they may have missed as children or young people. It also provides opportunities for adults to retrain for a new career or to keep up to date with developments in their profession, for example in technology.

### Special education

Special education addresses the needs of people with special educational needs. Special educational needs include physical, emotional, behavioural or mental challenges which affect an individual's ability to learn.

Education is seen as a human right in a number of international **conventions**, including the United Nations Declaration on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities.

### Activities

- 1 Write a brief explanation of how countries benefit from providing education to develop their human resources.
- 2 Think of a job or career you would like to have in the future. Research the education and training you will need for that job. Which educational facilities might you attend?
- 3 Work in a group. Find out about the population structure in your country. Find predictions for how the population structure might change in the next 20 years. Decide which educational facilities the country needs now and which facilities it may need in the future.

### Learning objectives

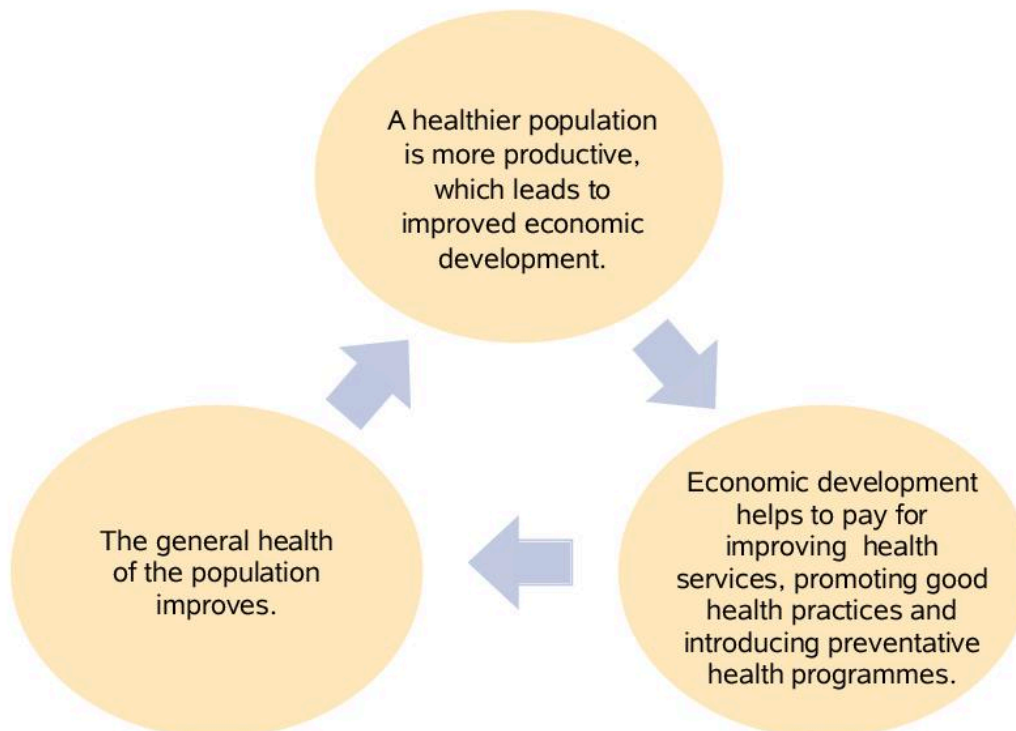
- Describe the role of health in developing human resources.
- Examine the responsibility of governments to provide health care services.
- Assess the responsibility of individuals to take care of their own health.

**The health of a population has major impacts on the economy. What role do governments have in promoting and maintaining good health? How can governments help prevent health problems? What are the responsibilities of individual people?**

### Health and human resources

The health of a population affects the **productivity** of the country and the demand for health care services. The population's health is therefore of great concern to governments.

A healthy population is part of a 'virtuous circle' that includes improved productivity and improved health services.



*The 'virtuous circle' of improving health*

An unhealthy population has the opposite effect – it creates a ‘vicious circle’ of worse health, lower productivity and fewer health resources.

## Preventative health care

As the name suggests, preventative health care aims to prevent people from becoming ill or suffering injury.

Governments can help people avoid illness by organising information campaigns about basic hygiene and cleanliness and about certain illnesses and diseases. They should make sure there are good **sanitation** facilities. They can also organise vaccination programmes to **immunise** people against certain diseases.

Governments make rules to ensure that products are safe to use. They make laws to help people stay safe in different situations such as when driving or at work.

Governments also make rules to limit potential health risks such as air or water pollution.



*A vaccination contains a weak dose of an illness that is not strong enough to make a person ill. It causes the body to build up its own defences against the illness so it will resist any later infections.*

## Non-communicable diseases

Governments around the world are most concerned to prevent what are called non-communicable diseases or NCDs. These diseases are not passed from one person to another but arise from factors such as environmental conditions, lifestyle and diet. The main types of NCDs are heart attacks and strokes, some cancers and respiratory diseases such as asthma and diabetes.

Factors that increase the risk of developing an NCD include a diet high in salt, sugar and fat, and a physically inactive lifestyle.

### Did you know?

The United Arab Emirates Vision 2021 National Agenda emphasises the importance of preventative medicine and the reduction of ‘life-style diseases’.

## What are the effects of lifestyle choices?

Lifestyles across the Middle East region have changed drastically over time. Traditional diets contained mostly vegetables, fruits, wholegrain and small amounts of meat and fat. Traditional work often involved a lot of physical activity.

Many people's diet today contains more high-calorie and highly-processed foods. These often contain higher levels of salt, sugar and saturated fat. More people today live and work in towns in jobs that do not require any physical activity. Even getting to and from work is less active because of improved transportation.

These two factors contribute to people becoming overweight which can lead to the development of NCDs.

Some governments respond to these challenges by:

- creating public information campaigns to promote good health
- encouraging physical activity – for example by providing safe and accessible spaces for walking, cycling and other non-motorised transport
- introducing policies to ban unhealthy foods and drinks or applying charges to make these products more expensive.



*Purpose-built cycle lanes and walkways encourage people to take part in physical activity.*

### Case study

#### Junk food laws

In 2011, Hungary introduced a 'Public Health Product **Tax**'. This was a tax on food and drink ingredients with high health risks. Products with high levels of sugar, salt or caffeine were taxed. A survey carried out a year later showed that 40 percent of the manufacturers who responded had changed their products to reduce the amount of the taxed ingredient. Sales of taxed products had gone down by 27 percent. People were consuming 25–35 percent less of the taxed products.

The Mexican government has passed similar laws and both countries have seen a reduction in the consumption of **junk food**. The taxes also raised extra money for spending on health care.

**Source:** WHO Global status report on noncommunicable diseases 2014



## Mental health

Mental illness includes a range of conditions that have a number of causes. Conditions of particular concern among young people include depression and anxiety. A range of treatments are available.

## Curative health

Despite preventative measures, people still experience illness and disease, and suffer injuries through accidents or violence. Curative health care services provide treatment for ill health and injury.

Governments have overall responsibility for the provision of health services. Health care services are often provided by a combination of public and private organisations.



*Speaking with a **pharmacist** is a first point of contact with health services.*

### Activities

- 1 In your own words, explain the difference between preventative health care and curative health care.
- 2 Work in a group. Design an online video game that aims to educate people about the links between diet and physical activity and NCDs. Draw sketches of what will appear on the screen at different stages of the game. Write notes to explain how people play the game, the choices they have to make and the consequences of their choices.
- 3 Research and discuss the facilities for cycling, walking and running in your local area. Suggest other facilities that you think could be provided.
- 4 Work in a group. Write a newspaper report about how foods and drinks are advertised to young people and children.

### Learning objectives

- Identify categories of consumers.
- Explain how consumers can contribute to sustainable development.
- Analyse the role of individuals, governments and other organisations in protecting consumers.

**Producers make goods and supply services. The users of these goods and services are called **consumers**. What are the different types of consumers? What rights and responsibilities do consumers have?**

### What are goods and services?

In economics, goods are materials that satisfy a human want or need. Tangible goods are actual physical items such as apples. Intangible goods are not physical but they do have a value and can be traded. An example of an intangible good is information.

Services are tasks that workers perform for other people or organisations. Services are intangible products and include accounting, banking, cleaning, consultancy (expert advice for organisations), education, hospitality, such as restaurants and hotels, insurance, medical treatment and public transport.

### Types of consumers

**Individuals as consumers:** Individuals buy some consumer goods regularly to satisfy their immediate needs, such as food and clothing. Individuals buy some goods less frequently, such as cars and household appliances – these are called durable goods because they last longer and meet a longer-term need. Individuals also consume many different services, including banking, cleaning, hospitality and public transport.

**Groups as consumers:** Goods and services are bought for use by groups, such as families, schools or clubs, to meet the needs of that group.



*When people buy goods and services they are consumers. Today, people buy much more than just essential items.*

**Businesses as consumers:** Businesses are consumers because they need to buy supplies and machinery. Goods bought to make other products are called producer's goods.

**Governments as consumers:** Governments consume goods and services so that they can perform the duties of government and carry out public works such as creating a transport infrastructure and providing education services.

## Consumer consumption and sustainability

There is a limited supply of many of the world's resources. The demands of the growing global population use up more of these resources at a faster rate.

**Sustainable** consumption is consumption that does not threaten the environment or reduce the amount of the world's resources too quickly. Achieving sustainable consumption involves balancing a number of competing issues.

### Why we need to use resources

Economies rely on production and consumption of goods and services.

Less economically-developed countries (LEDCs) need to develop so that their populations experience a better standard of living.

### Concerns about using resources

There is worldwide concern about the global environment, pollution and climate change.

There must be resources to meet the needs of future generations.

Attempts to address some of these issues include developing alternative sources of energy to replace fossil fuels and using more recycled materials.

### Did you know?

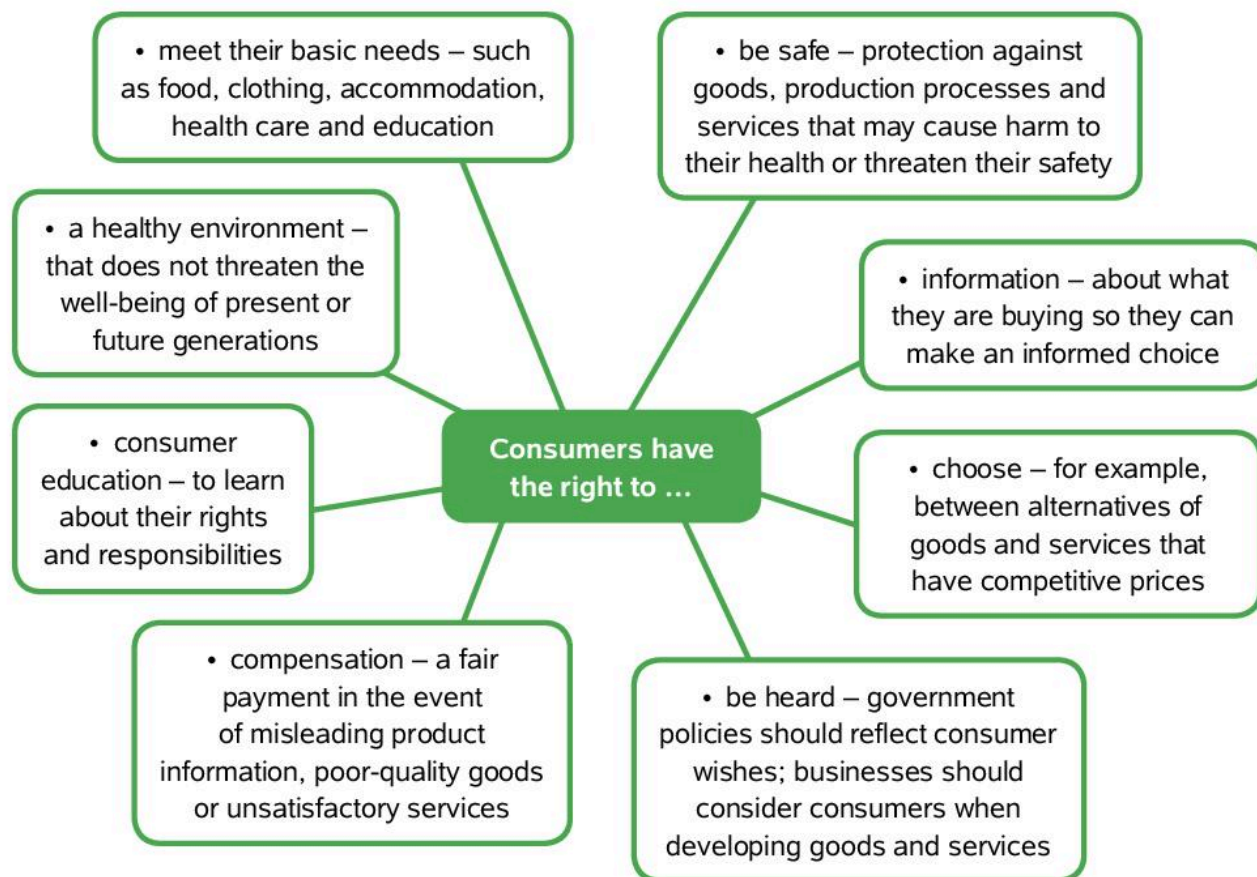
The Global Rural-Urban Mapping Project has calculated that 3 percent of the world's land surface is covered by cities. According to the United Nations, cities consume about 75 percent of the world's energy resources.



*More than half of the world's population lives in cities. This is Mumbai in India where the population in 1991 was 9.9 million. Today, the population is 22.8 million. What impact do you think a growing urban population has on resource consumption?*

## What are consumer rights?

Consumer rights aim to protect consumers when buying products and services. There are eight basic consumer rights that are increasingly recognised around the world.



## What are consumer responsibilities?

As well as having rights, consumers also have responsibilities for their decisions and behaviour. They should:

- find out what their rights are
- follow safety guidelines, including instructions for using equipment correctly and storing, washing and preparing food
- check the condition of goods before buying them
- only purchase goods in legitimate retail outlets



*Places where food is prepared or processed must meet very high standards of hygiene. Government officials carry out regular inspections to ensure consumer safety.*

- find out if the goods and services they buy offer value for money
- check guarantees and refund or exchange policies before buying.

## Laws offering consumer protection

There are three main areas of legislation designed to protect the consumer.

**Product liability laws:** The manufacturer has **liability** for producing goods that are well-designed and well-made.

They must provide instructions for the consumer, explaining how to use a product safely and correctly.

**Trade practice laws:** The suppliers of goods and services must follow guidelines regarding product labelling, warranties – guarantees – and after-sales services.

**Competition laws:** These aim to ensure that **competition** is fair and that no one business has an unfair advantage. They aim to avoid one company having a **monopoly** which would allow them to demand whatever price they wanted for their goods or services. Competition laws also prevent companies working together to ‘fix’ prices which would be unfair for consumers.



*Consumers should only buy original products. Fake goods, such as watches, handbags and shoes, can pose a threat to health. The market for fakes also damages genuine businesses.*

## Activities

- 1 Make a list of all the goods and all the services you use in your household every day.
- 2 Research the consumption of either electricity, water or a consumer item such as smartphones in your country in recent years. Prepare a presentation that explains any trends and describes measures that governments, businesses and individuals take to promote sustainable consumption.
- 3 Work in a group. Collect labels or images of labels from a range of consumer goods, including packaged food items, clothes and electrical appliances. Discuss the information on these labels. What information do they give to the consumer? How do they help to keep the consumer safe?

### Learning objectives

- Describe commercial and financial transactions.
- Determine the role of banks.
- Assess the use of technology by consumers.
- Analyse and assess the advantages and disadvantages of e-commerce.
- Examine consumer responsibility when using e-commerce.

Throughout history, technology has changed the way people live and work. What have been the biggest changes for consumers? How has technology impacted business? What are the advantages and disadvantages of new technologies?

### What are commercial and financial transactions?

When people or businesses buy or sell goods and services, these are known as commercial **transactions**.

Moving money from one account to another is called a financial transaction. Most of these happen because of a commercial transaction.

### What is a bank?

Banks are businesses that offer financial services. Customers open bank accounts with money that the bank agrees to look after. Customers can save money in the account or use it to buy goods and services.

Customers can also borrow money from a bank. The bank lends money to the customer and the customer promises to pay back the money over time.

The customer usually makes regular payments to pay back the loan.



*Some banks are very large and offer employment for many people.*

## Paying without money

For many years people bought the things they needed using cash in the form of notes and coins.

New technology means that this is happening less and less.

Some new payment technology is based around special cards that are issued by banks and other financial institutions.

These cards make it possible for money to be transferred from the buyer's account into the seller's account. The seller has to have special equipment to read the information from the buyer's card.

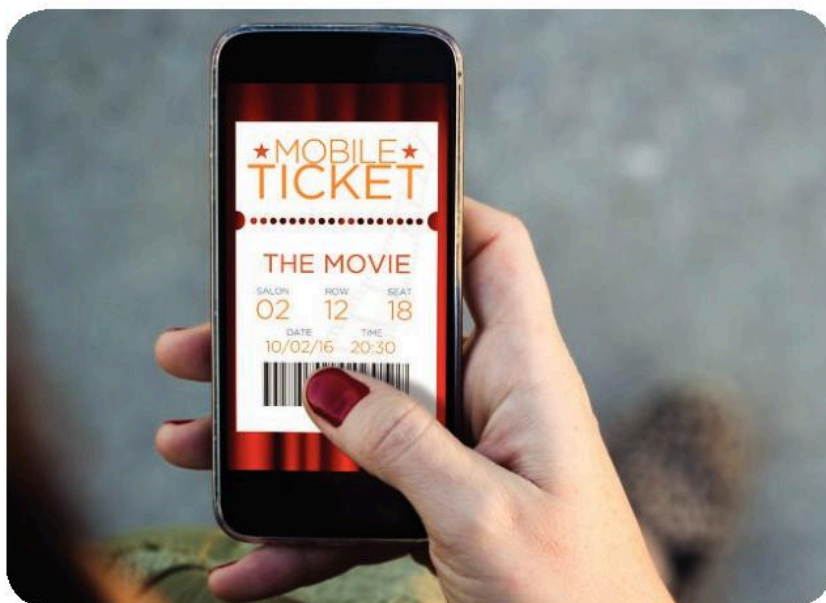
Today this information can be stored on items other than cards, such as key fobs, smartphones and smart watches. The information passes between the device and a reader without them touching. For this reason these payments are called 'contactless'.

People also buy many goods and services by telephone or over the internet. When they do this they have to provide information from their payment card.

Smartphones and similar devices are often used to buy 'e-tickets'. When a person buys an e-ticket, a special code is sent to their mobile device. The device is held next to a special reader which recognises the codes and that a ticket has been bought.

## Telebanking and internet banking

Many bank customers now use telephone and internet services. They can perform several tasks such as checking the money they have in their account or making a payment.



*An e-ticket on a smartphone*

## ATMs

An Automated Teller Machine (ATM) is an electronic communication device accessed using a bank card. Customers can withdraw money, deposit money into their account, transfer money and check their account balance and recent transactions.



An ATM

## What is e-commerce?

E-commerce means buying and selling goods and services or transferring money between accounts using an electronic network, usually the internet. E-commerce carried out over the internet between businesses and consumers is known as 'online shopping'.

Online shoppers browse the website of a retailer or use a shopping search engine to browse different websites that sell the same item. Consumers can buy physical products to be delivered to their home. They can also buy digital products such as music tracks, films and software programs, which they download via the internet.

## Benefits of e-commerce

The main advantages of e-commerce are convenience and saving time. Sellers and consumers benefit because a website acts as a 'virtual store' which is 'open' all the time. Consumers can visit the online store and shop whenever it suits them. Instead of a physical store sellers usually have a warehouse which is cheaper to rent and maintain.



*Despite the rise in internet shopping, many people still enjoy visiting retail outlets in places such as shopping malls.*



Online shopping enables people with disabilities to buy goods and services independently.

### Potential difficulties with e-commerce

E-commerce means that consumers do not physically meet the sellers of goods and services. Criminals can set up fake websites that look genuine but are simply ways of stealing people's money or personal and bank details.

Other problems can occur if people find it hard to monitor their spending and spend too much money. This is more likely to happen in e-commerce because people are not handing over 'real' money when they make purchases.

### Consumer responsibilities

Consumers should keep their bank cards and mobile payment devices safe and should check that they are dealing with genuine businesses before they transfer any money.

Consumers also need to be aware of criminal activity involving telephone or internet-based 'scams'. Some criminals make phone calls or send emails pretending to be from a genuine financial institution. They do this to try to obtain an individual's banking details, card number or security details.

### Activities

- 1 In your own words, define commercial transactions and financial transactions.
- 2 Carry out a survey of the class and of family members to find out people's attitudes to online shopping and to shopping in physical stores.
  - How many people shop online? How many shop in physical stores? How many do both?
  - What do people think are the advantages and disadvantages of each type of shopping?Based on your results, hold a class discussion on the future of shopping malls.
- 3 Make a poster that warns of some of the dangers of e-commerce. Carry out some research to find out what advice different organisations give to consumers who use e-commerce.

# Review your learning

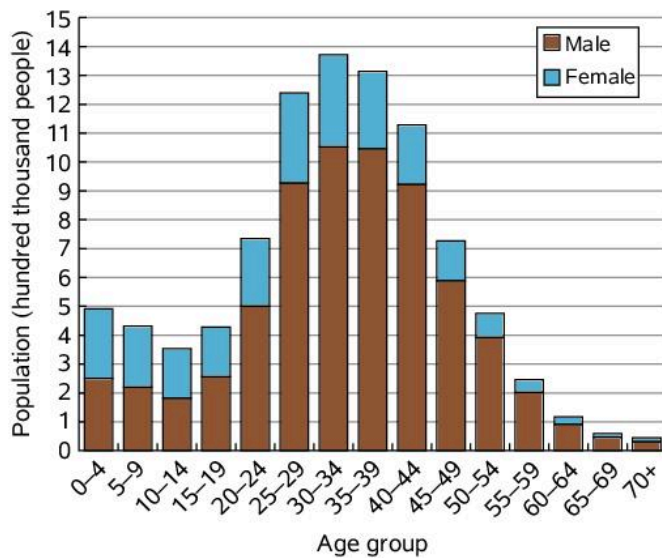


## Test questions

- Being a citizen means:
  - living in a large city
  - living in a particular country
  - owning a house
  - having legal status within a country
- Naturalisation is the process in which:
  - people move from the city to the country
  - an immigrant to a country obtains citizenship
  - people plant trees in their neighbourhood
  - a person become stateless
- The chief public representative of a country is:
  - the head of state
  - the prime minister
  - the minister for foreign affairs
  - the emperor
- A government headed by a king is:
  - an oligarchy
  - a monarchy
  - a republic
  - a democracy
- The branch of government that passes laws is:
  - the judicial branch
  - the executive branch
  - the legislative branch
- Separate states organised under a single national government form a:
  - constitution
  - corporation
  - parliament
  - federation
- People in a country between the ages of 15 and 65 years are of:
  - working age
  - middle age
  - dependent age
  - productive age
- Measures taken by governments to minimise the spread of illness are part of:
  - curative health care
  - emergency health care
  - primary health care
  - preventative health care
- Product liability laws, trade practice laws and competition laws are designed to protect:
  - retailers
  - consumers
  - manufacturers
  - governments
- When money is moved from one account to another this is a:
  - commercial transaction
  - consumer transaction
  - business transaction
  - financial transaction

## ✓ Assessment activities

- 1 Write down five rights and five responsibilities of citizens. Explain how each of the rights and responsibilities affect daily life.
- 2 Make a poster that explains some of the main functions of governments. Give details about making laws, regulating trade, providing public services, creating an infrastructure and protecting citizens' rights.
- 3 The bar chart shows the numbers of people in different age groups within the population of a country. Use the chart to answer questions a–c.



- a Using the words 'fewest', 'more' and 'most' explain the educational facilities needed in this country.
  - b Explain why providing employment opportunities is very important in this country.
  - c What does the government of this country need to do to meet the needs of elderly people in the future?
- 4 The government in your country plans to introduce charges on certain foods that it believes are unhealthy. Write a speech to support the government's decision. Explain the consequences of a poor diet on individual well-being and on the country's economy.
  - 5 Make a leaflet to hand out to shoppers giving them advice on their consumer rights, what they should check before they buy a product or service and how to be safe when shopping online.

## Learning objectives

In this unit you will:

- analyse the basic structure and operations of an economy
- analyse the main functions of an economy
- compare different types of economy
- assess the ways in which governments try to direct an economy
- examine reasons for government involvement in market economies
- compare different types of business
- discuss how economies develop and the consequences of development
- discover why and how countries trade with each other.

## Overview

All the people, businesses and organisations in a country have different needs and wants. A country has a range of resources it can use to try to meet all these needs and wants. The system that is used to decide how resources are used and which goods and services will be provided is called an economy.

This unit looks at different ways in which an economy can operate and at the different roles the economy has. It looks at some different forms of business within an economy. It considers why and how different goods and services are provided.

The unit also looks at different ways in which governments manage the economy of their countries to achieve different goals.

No country has all the resources it needs and the unit also considers the importance of trade between different countries around the world.




## Talk about

Every time someone buys or sells something, they are involved in economic activity. What economic activity have you been involved in recently? What resources were involved in the economic activity? Where did those resources come from? How does your economic activity connect you to people in other parts of the world?

## Fact finder

Over 90 percent of the world's traded goods are transported by sea. Without shipping there would be no international trade. The movement of large amounts of manufactured goods and resources, including food, around the world would not be possible.

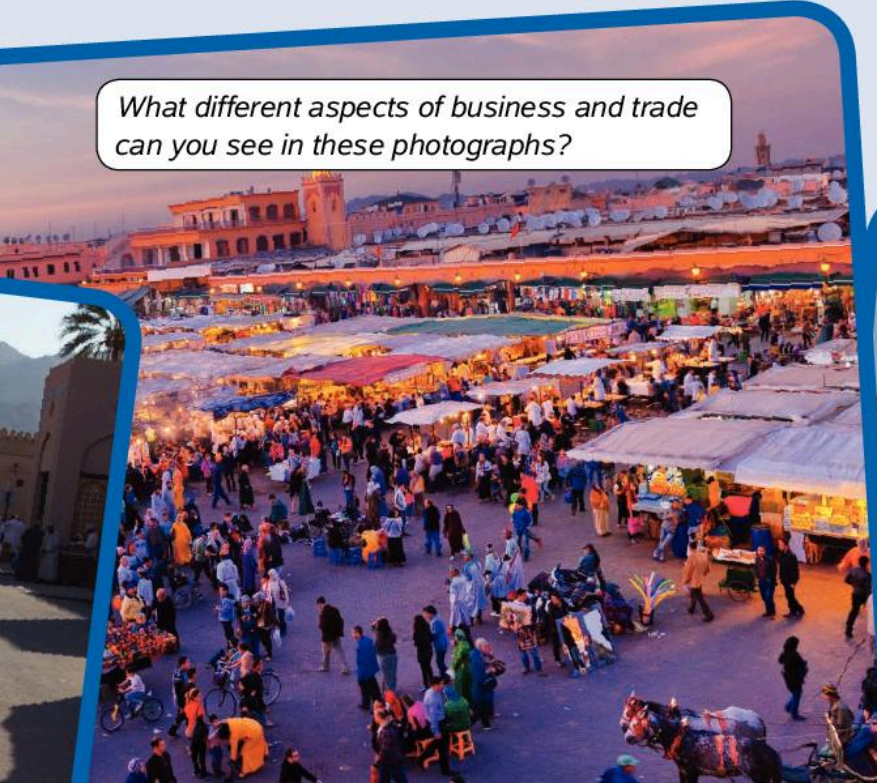
There are over 50 000 merchant vessels registered in more than 150 countries. These vessels have more than one million crew members from almost every nationality.

 Large container ships have a capacity measured in Twenty-foot Equivalent Units (TEUs). This unit of measurement is based on the capacity of a container that is 20 feet (6.1 metres) long. Work in a group to find out the capacity in TEUs of the world's largest ship.

## Word cloud

industrialisation   innovation   labour  
market   monopoly   subsidy

*What different aspects of business and trade can you see in these photographs?*



*The container ship OOCL Hong Kong was built in 2017 and is one of the largest ships in the world.*



### Learning objectives

- Outline the five sectors of the economy.
- Examine the role of the private, public and voluntary sectors.
- Consider the economic contribution of the different sectors.
- Assess how a country's economy influences the types of employment available.

**Individual people and organisations need and want many products and services. The economy is made up of all the activities involved in producing, selling and buying these products and services. What are the different parts of an economy? What role do private businesses and public bodies have in an economy? How does economic activity influence the types of work available?**

### The economy

No two economies are exactly the same. This is partly because they are based on different sets of resources. They are also influenced by the history, geography and culture of a country.

Despite the differences, all economies are concerned with the way in which resources, **labour** and **capital** are shared out and used. They are also concerned with providing products and services to meet the needs and wants of the population.

### What are the different parts of an economy?

Economies are made up of a number of different parts known as sectors. Each sector has different types of businesses and performs different functions.

**The primary sector:** This sector produces raw materials. It includes agriculture, fishing and extraction industries such as mining, quarrying and drilling.

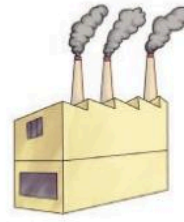
**The secondary sector:** Secondary sector industries process materials from the primary sector. 'Heavy industries' include oil refining, aircraft and shipbuilding. 'Light industries' produce smaller items such as electronics, processed food and clothing.



Raw materials extraction



Steel production



Manufacturing



End products

*Steel is used in many everyday products. The main ingredient of steel is iron. Iron ore is extracted from mines or quarries.*

**The tertiary sector:** Sometimes called the service sector because people and businesses provide services such as transportation, hotel facilities and banking.

**The quaternary sector:** This is a sub-division of the tertiary sector that deals with knowledge and information. Information and communication industries include telecommunications and the internet. Knowledge industries include research.

**The quinary sector:** This subdivision of the tertiary sector includes people who work at the highest levels in government, industry and public services, such as company chief executives and government ministers.

**Primary sector**  
Extract and produce raw materials and basic foods



**Secondary sector**  
Manufacture, process and assemble finished products by transforming raw materials.



**Tertiary sector**  
Provide services to the general population and to businesses in all sectors.



**Quaternary sector**  
Perform research and development, often using technology.



**Quinary sector**  
High level economic and social decision-making.



*The five sectors of the economy*

### How do economic sectors interact?

Economies work because people and businesses in the different sectors rely on each other for buying and selling the goods or services they provide. Even a farmer who sells produce direct to a customer relies on other industries to provide fuel, fertilisers and tools.

## What are the private, public and voluntary sectors?

Private sector companies exist to make **profit**. Profits are payments to owners of the company. They may use some of this to invest in the business.

The public sector is operated, organised and paid for by the government. It includes, for example, education and health services.

The voluntary sector includes charities, social welfare organisations and community groups.

### Case study

#### The Dubai Volunteering Program

The Dubai Volunteering Program is an initiative launched by the Community Development Authority (CDA) to manage volunteering services in the UAE. The Dubai Volunteering Program links willing volunteers with initiatives and events organised by different authorities and organisations. It aims to encourage a spirit of unity and volunteer work throughout the community.

## Employment structure

The proportion of the working population employed in the different sectors of the economy is known as the employment structure.

In poorer, developing countries, primary industries are important and most people work in agriculture.

When countries develop, people move from agriculture to work in the manufacturing and processing industries of the secondary sector.

This process of **industrialisation** leads to growth in the tertiary sector because new businesses need services and workers require more services such as banking. Improved incomes mean they also demand more services such as restaurants.

In some richer developed countries, the service sector is now the biggest sector of the economy. This sector therefore employs the largest portion of the workforce.

### Did you know?

Across the world over 1 billion people are employed in agriculture. This is 1 in 3 of all workers.

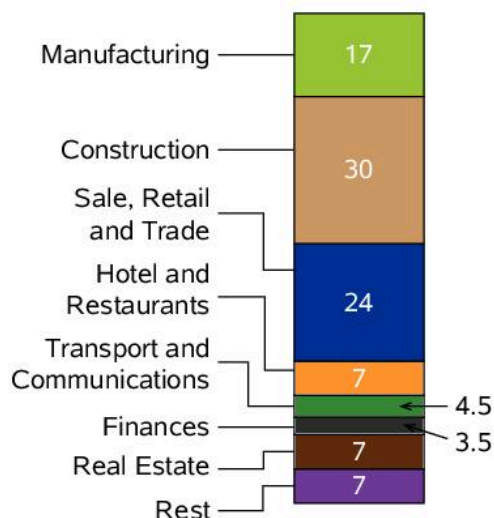


Number of workers (thousands) in each economic sector / % of workforce								
Country	Agriculture		Industry		Services		Total	
Iraq	1823	18.7	1914	19.7	5999	61.6	9736	100
Jordan	77	3.7	558	26.8	1446	69.5	2081	100
Kuwait	78	3.5	589	26.7	1540	69.8	2207	100
Oman	140	6.5	817	38.2	1182	55.3	2139	100
Saudi Arabia	816	6.3	2941	22.6	9287	71.1	13044	100
UAE	22	0.4	2465	38.9	3849	60.7	6336	100
Ethiopia	33273	68.2	4573	9.4	10927	22.4	48773	100

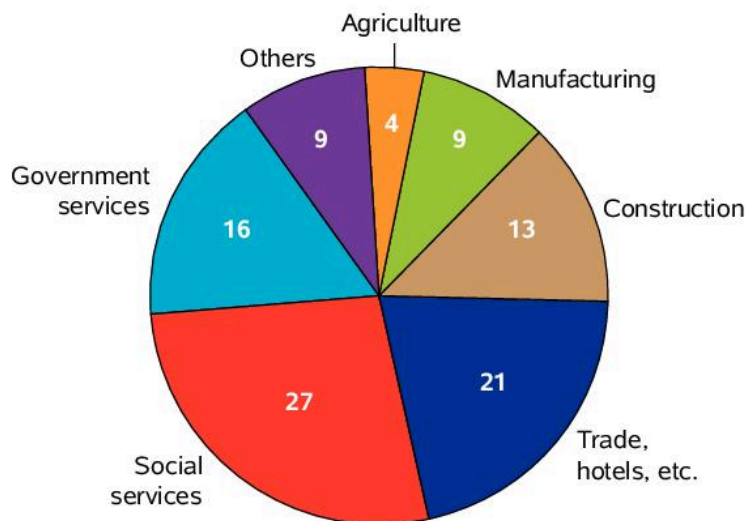
The employment structure of a number of countries in the Middle East and of Ethiopia. How is the employment structure of Ethiopia different from that of the Middle Eastern countries?

### Economic Sectors

Share in % of total workforce



### Employment per economic sector



Source: CDSI

Two different ways of representing the employment structure of a country

### Activities

- 1 Explain the relationship between the primary, secondary and tertiary sectors of an economy. Write two or three sentences.
- 2 Work in a group. Write lists of different types of business in each economic sector in your country. Discuss this question 'Which economic sectors are particularly important in your country?'
- 3 Look at the table at the top of this page. Draw a pie chart for one country in the Middle East and one for Ethiopia. Each pie chart should show the percentage of the workforce in the primary, secondary and tertiary economic sectors.

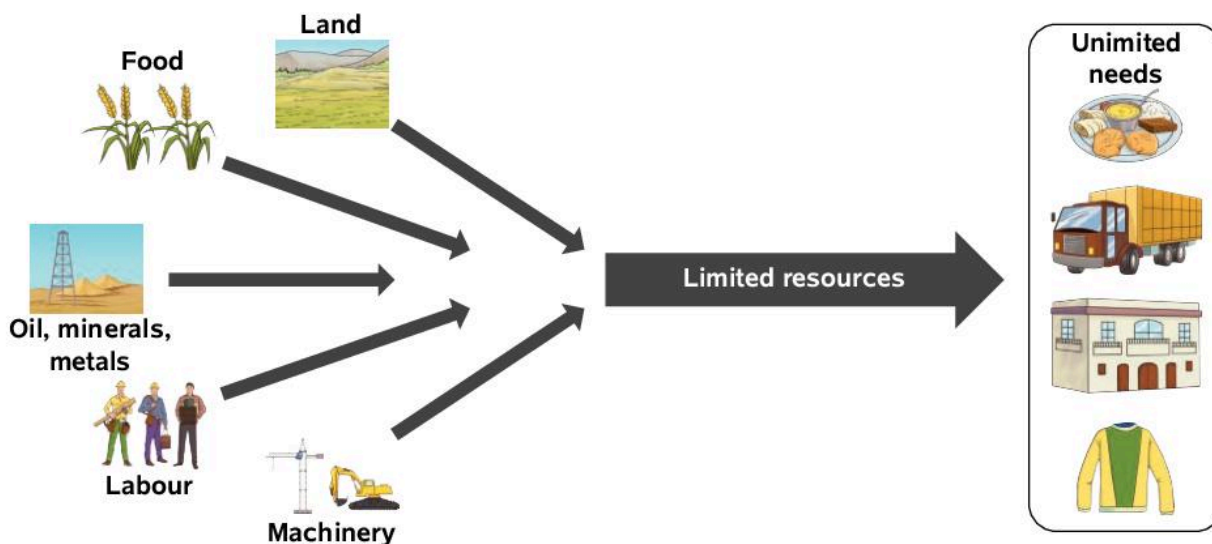
### Learning objectives

- Summarise the economic problem of limited resources and unlimited needs.
- Outline the production of goods and services and how this responds to needs.
- Outline the concept of the circular flow of income.
- Assess the role of investment in an economy.

All societies face a simple economic problem known as scarcity: they only have a limited amount of resources but they have unlimited needs. This problem leads to a number of issues, such as how to share out resources and which goods and services to provide. How does an economic system address these issues?

### The economic problem

The economic problem happens because unlimited needs and wants cannot be met by limited resources. Some resources are limited by the amount available and some resources, such as workers, are limited because they can only be used for one purpose at a time.



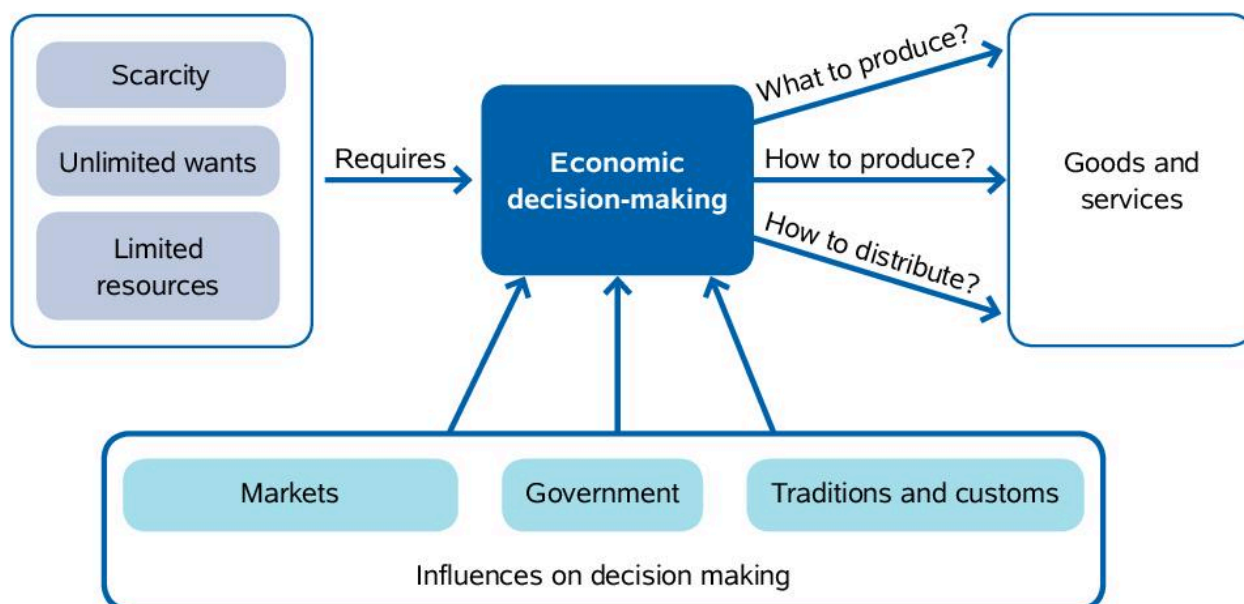
*All resources are limited. There is never enough to meet all the needs of every person.*

### What does an economy do?

The main functions of an economy are to decide:

- how limited resources, such as land, people, natural resources, machinery, will be used to meet the needs of individuals, organisations and businesses

- which goods and services will be produced in response to the needs and wants in a society
- who amongst the individuals, businesses and organisations that make up the **market** for goods and services will actually receive them
- what the prices for different goods and services will be.



*The basic functions of an economic system*

## Who decides which goods and services are produced?

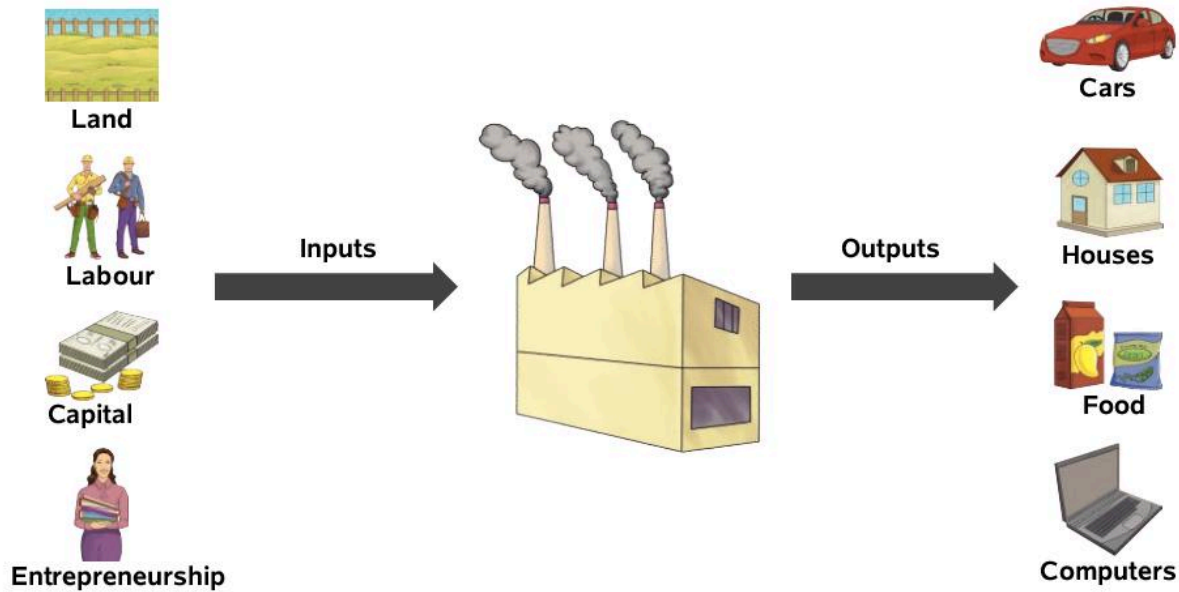
There are two main factors influencing which goods and services are produced.

**Inputs:** Resources such as land, raw materials, money, **capital goods** and labour are known as inputs. These are used to create products which are called outputs.

**Demand:** In a market economy, there needs to be demand for products and services. Businesses will not produce a good or service if there is no demand for it.

### Did you know?

A company in Dubai runs the world's first integrated camel-milking facility. The milk is used to make a range of products including flavoured milks, beauty products and chocolate.



*The basic production process involves inputs and outputs.*

### The inputs for producing services

Producing services requires the following types of inputs.

**A workforce:** Performing tasks the business's customers cannot do, or do not want to do. For example, people use banks to manage their money.

**Specialist equipment:** Including computer servers, cleaning equipment or transport.

**Physical premises:** Some services are offered in particular locations, for example a coffee bar or doctor's surgery.

### Consumer goods or capital goods?

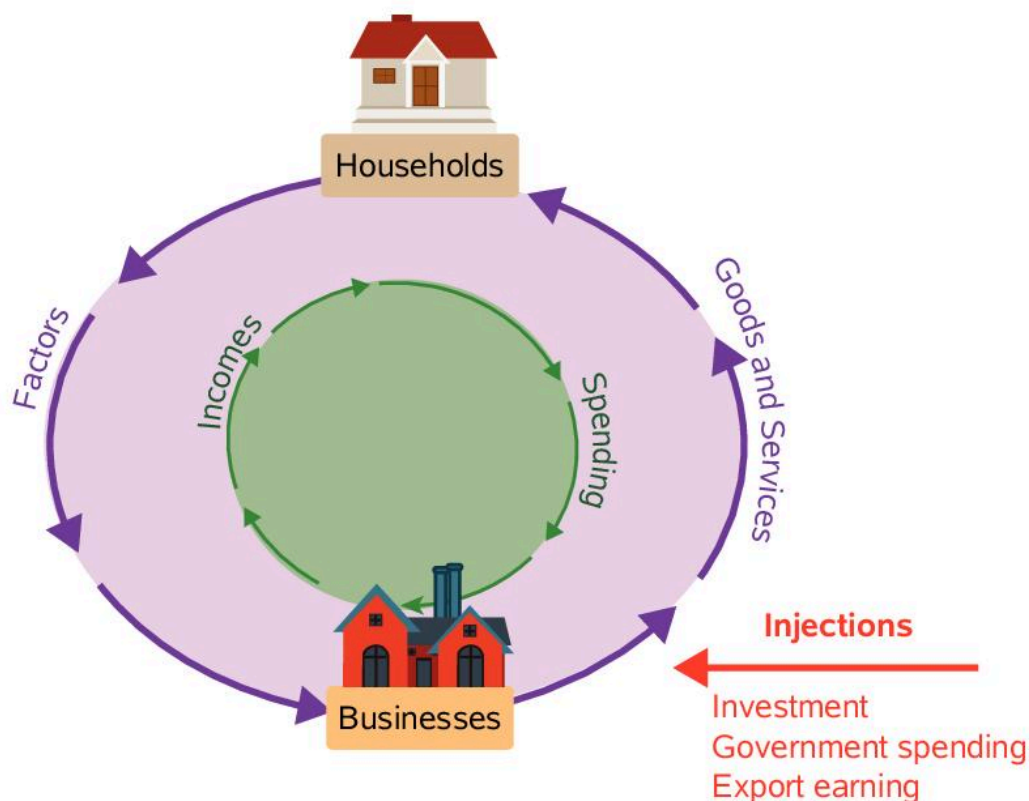
People in business also decide if they are going to produce **consumer goods** or capital goods. This choice will depend on the resources available and the market for the different types of goods. Businesses use capital goods to make more products or to make products more efficiently. This is good both for the businesses and for the country as a whole.

### What is investment and how does it affect an economy?

An important idea in economics is that within an economic system there is a 'circular flow of income' between households and businesses. Income flows from households to businesses in exchange for goods and services. Income flows from businesses to households in exchange for 'factors'. Factors include land from landowners, labour from the workforce, **innovation** and energy from **entrepreneurs** and financial capital from investors.

Actions of households, organisations and governments affect the flow of income. For example, a decision to save rather than spend reduces the flow of income to businesses.

Investment into businesses can come from individuals, banks, other businesses and the government. Investment helps businesses to produce more and increases the total output in an economy. This increases the overall circular flow of income. Investments are made to help start new businesses or to help businesses grow, develop new products and introduce new technologies.



*This simple economic model shows a 'circular flow of income'. Investment, usually in the form of money, is added into this circular flow.*

### Activities

- 1 Write two or three sentences that describe the production process. Make sure you use the words 'inputs' and 'outputs'.
- 2 Work in a group. Research the natural resources available in your country, for example oil, fish and food crops. Prepare a presentation that explains how these resources are used to create goods and services within your country.
- 3 Make an information leaflet that describes the inputs and outputs of a service industry in your country.

### Learning objectives

- Examine how different economic systems operate.
- Explain the economic principles of competition and choice.
- Assess the advantages and disadvantages of different economic systems.

All societies have to answer three basic economic questions. What goods and services will the society produce? Who will produce them? Who will get the goods and services when they are produced? Different economic systems answer these questions in different ways.

### What are the different types of economy?

The main types of economic system are traditional, market, planned and mixed.

#### What is a traditional economy?

A traditional economy is based on agriculture, hunting, fishing and gathering food. Religious beliefs and traditions are important, for example, when farming land is passed down through generations. A system of bartering is used more than money.



*Traditional economies still operate in parts of some developing countries.*

## What is a market economy?

In a market economy, goods and services are produced in response to the demand for those goods and services. Businesses decide whether or not they want to produce those things. When they do, economic resources – human, natural, capital and **entrepreneurship** – are used for this purpose.

In a market economy, the government does not plan the economy and does not interfere with the way the economy works.

## What is a planned economy?

In a planned economy, most economic decisions are made centrally, usually by the government. The government decides what goods and services are going to be produced and how much things will cost.

When a central government has these powers and also owns or controls most of the country's industries, this is known as a command economy. A command economy is a special type of planned economy.

## What is a mixed economy?

Private businesses aim to make a profit by selling things to meet people's needs. Governments intervene to provide things private businesses do not, for example, building roads.

## What is competition in a market economy?

Competition within an economy occurs when producers compete with each other to satisfy the needs and wants of a large number of consumers.

Producers can compete by adjusting the prices they charge for goods and services and by varying the quality of the goods and services offered.



*Producers compete for the attention of consumers by advertising their goods and services.*

## Why is choice important in a market economy?

A market economy only works if people can choose from a number of options, for example different types of T-shirt or food. People must have all the information they need to make an informed choice. For example, a cheaper T-shirt might be made from an inferior material. Informed choices are a genuine guide to the demand for a particular product.

## What are choice and opportunity cost?

Choices have to be made about which resources to use and how to use them because they are limited. Using a resource in one way means it cannot be used in another.

Individuals choose how to use their money, for example, by spending or saving. Businesses choose how to use resources such as labour or machinery. Governments try to use resources in ways that bring the most benefit to the largest proportion of the population.

Choosing one thing always means not choosing other things. The benefits that could have been had from these other choices are no longer available. For example, if land is used for a hotel, the possible benefits of using it to farm are lost. In economics this loss is known as an **opportunity cost**.

## What are the advantages and disadvantages of a market economy and a planned economy?

Market economy	
Advantages	Disadvantages
Goods and services are produced to meet demand and are supplied to the people who really want them.	Investments are directed to products and services that make the most profit and not to essential services such as public health and public education.
Businesses are motivated to become more efficient because they want to increase their profits.	Some businesses exploit their workers because they want to pay as little as possible for labour costs.
People are motivated to work and to be more productive. The more money they earn the more their standard of living improves.	People are rewarded for what they can contribute to the economy. Some people are excluded because they are unable to work, e.g. due to disability.
Increased worker productivity leads to increased productivity in businesses and in the overall economy.	A number of businesses might overproduce (make too many goods) and not be able to sell all the goods.
Competition motivates companies to innovate – they introduce new products and develop new technologies.	Businesses do not always consider all the costs of their activities, e.g. environmental pollution.





*Mobile phone manufacturers are constantly improving their designs to win customers from their competitors. This is one advantage of a market economy.*



*Environmental pollution is one disadvantage of a market economy: Businesses often think too much about profit and do not think about the effects on the environment.*

Planned economy	
Advantages	Disadvantages
Governments can set prices for goods and services so that everyone can afford them.	The central government determines the levels of output so there is no incentive to become more productive.
Scarce resources can be used to provide essential items and not luxuries.	The central government decides what should be produced and how, so there is no competition and less incentive for innovation.
Services that may not be provided by a market economy, such as education, can be provided by the state.	People planning the system cannot know what everyone's needs and wants are. Wrong decisions could mean that there is a shortage of some goods and services and too much of others.

## Activities

- Write two or three sentences that describe the main differences between a market economy and a planned economy.
- Work in a group to research how businesses or stores in your area compete to sell a product you would like to buy, such as an item of clothing or an electronic device. Do they offer:
  - different prices for the same goods?
  - special offers or special deals?
  - other incentives such as competitions and prizes?

Prepare a short report to present what you find out.

- Choose one mobile phone from the same company and carry out research to compare the development of this phone over time. Create a poster with a large chart showing how the features (such as memory, camera, internet access, etc.) have changed. Indicate what effect these changes have had on the price of the mobile phone.

## 5.4

# What economic roles do governments have?

### Learning objectives

- Outline the purpose of government economic policies.
- Examine government involvement in an economy.

**Governments around the world play a major role in how the economy in their country works. Why do governments need to have a role in economic systems? How do they influence economic activity? What are the impacts of government involvement?**

### Government economic policy

The economy works to decide how resources are **allocated** and which goods and services are produced. Governments' economic policies should bring greater **economic welfare** to the largest number of people. How well they can do this partly depends on the resources available in a country because some resources are more valuable than others.

### Economic policy and development

A main aim of government economic policy is to achieve economic growth. Economic growth is usually measured in terms of the total output of the country and the overall size of the economy. The larger the economy, the more wealth there is available. Economies need to grow partly because the population grows and therefore so do the number of needs and wants.

In developing countries, a main priority is to improve the basic standard of living of the population. Economic growth can help lift poorer people out of poverty. Access to education and health services can be provided for more people.



*Economic development often means that more children can attend school.*

Improved education allows people to find better-paid work. Improved health care puts less demand on health services.

Developed countries also need economic growth, especially when their populations are growing. Not everyone in a developed country is rich and economic growth means more people can have an improved standard of living.

Governments must consider the negative aspects of economic growth. Economic growth can lead to more pollution because of new industries, increased car ownership and more use of other transport.

When economic growth happens fast it can be difficult to train enough suitable workers in the new skills. Workers without these skills become unemployed and skilled workers arrive from elsewhere.

Government economic policies have to balance the desire for growth with the need to be sustainable.



*Resources, such as fish stocks, have to be carefully managed during periods of economic growth.*

### **Economic policy and stable prices**

Government economic policies also aim to maintain stable prices. Prices do still change but only slowly, over a period of time. A general rise in prices is called inflation. If there are no significant events, then prices may increase by 1 or 2 percent over the course of a year. This percentage increase is called the rate of inflation. Inflation means that at the end of the year one unit of currency does not buy the same amount of goods or services as at the beginning of the year. The **cost of living** goes up.

Governments use economic policy to try to control the rate of inflation so that it is not much higher than the increase in people's earnings.

## Economic policy and employment

The best situation for an economy is to have as many people of working age in paid employment as possible. Full employment is when the whole workforce is in paid employment. Government policies try to get as close to this situation as possible, for example, by creating good conditions for businesses.

## Economic policy and a balance of payments

Countries owe money to some other countries and are owed money by others. This is because of trade between them or because of loans. Governments want to achieve a balance between the money they owe and the money owed to them.

## Economic policy and the environment

Government economic policies try to promote activities that protect the environment, for example the use of cleaner transport, energy-efficient housing and better waste management. These policies address local and global environmental concerns.



*By providing fast, efficient and affordable public transport, governments can encourage people not to use private vehicles. This reduces the problems of congestion and pollution.*

## Economic policy and the distribution of income

The distribution of income is how the total income in a country is shared out. Government economic policies try to make it possible for people to improve their situation, for example through education and by obtaining well-paid jobs.

## What economic tools do governments have?

Some governments can apply taxes to discourage people from buying certain goods, such as sugary drinks. The tax makes the goods more expensive and less appealing.

Governments can offer **subsidies** to encourage people to buy goods or services that are seen as good, for example, cleaner transport or renewable energy.

Governments seek to influence behaviour through running information campaigns, for example, on healthy eating or the benefits of exercise.

Governments can pass laws that ban or limit the sale and use of goods that are harmful. Other laws might make harmful activities, such as creating unnecessary pollution, illegal.



*Governments may offer subsidies for cleaner transport such as electric cars.*

## What is a multiplier effect?

Government spending sometimes produces what is known as a multiplier effect. For example, if a government spends money constructing a transport network, this might lead to higher levels of employment. A greater number of people in work now have more money to spend on goods and services. This leads to growth in different sectors of the economy.

### Activities

- 1 Write two sentences that describe two possible aims of a government's economic policy.
- 2 Research efforts to improve primary school attendance and literacy levels in your country. Create a chart that shows how the situation has changed over time.
- 3 Carry out some research into government efforts to protect the environment locally or nationally. Write a newspaper article that describes one example of these efforts and the benefits they bring.

## Why do governments intervene in a market economy?

### Learning objectives

- Examine why an economy fails to meet certain needs.
- Assess actions that governments take to deal with the failures of an economy.
- Analyse the effects of government spending and taxation.

**Ideally, economies bring the maximum amount of well-being to the largest number of people in a population. Market economies do not always do this, so many governments take action to help. What are some of the problems that arise? What actions can governments take? What are the effects of government actions?**

### What are market failures?

When parts of a market economy fail to work in everyone's best interests, this is known as a market failure. Three types of market failures are missing markets, **monopolies** and **externalities**.

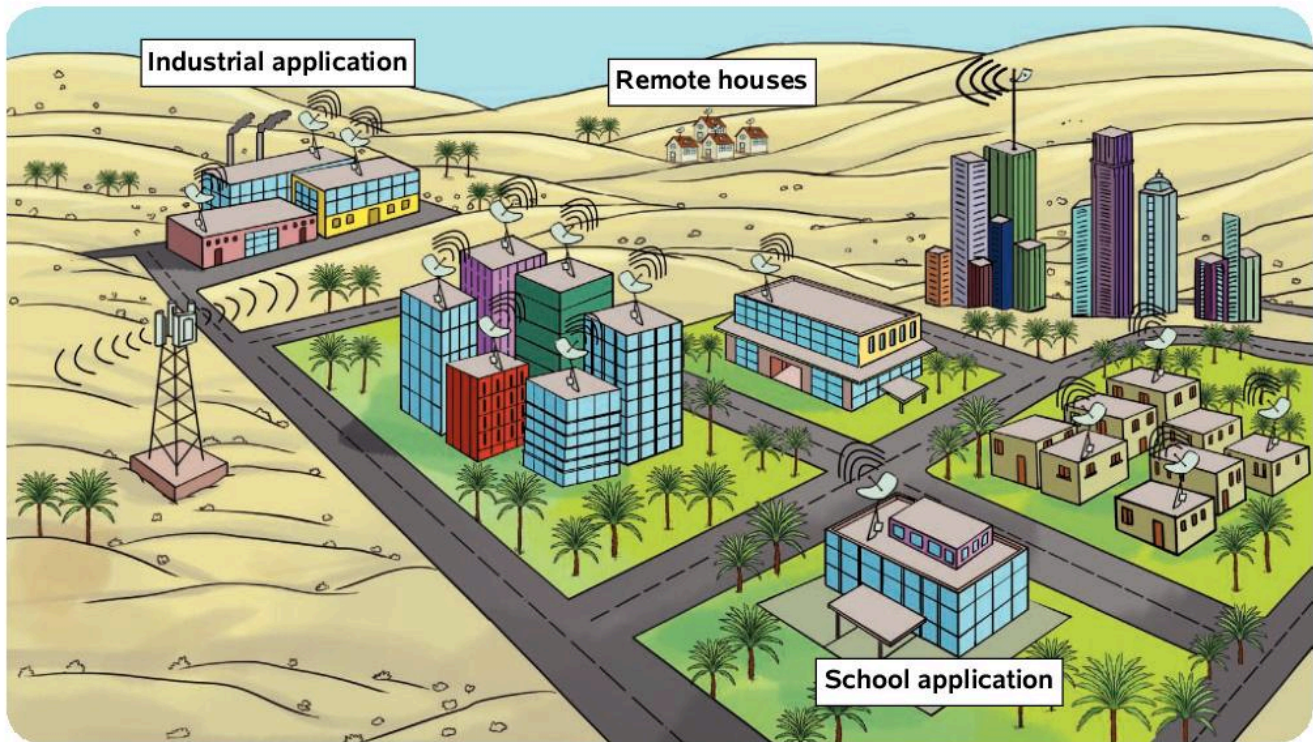
### What are missing markets?

Missing markets occur when market economies do not supply everything that people and businesses need.

Public goods are things that are not provided by private businesses and that are consumed by a whole society rather than individual consumers. Public goods include things like a police force, traffic signals and the water distribution system.

Market economies can also fail to produce enough **merit goods**, for example education that bring benefits to individuals and to society.

Governments usually spend directly to produce merit goods and services and can also create an economic environment that encourages private companies to provide them.



Transport and communications networks, including high-speed broadband, are vital parts of economic growth. Governments either provide these networks or own or part-own the companies that do.

### What is a monopoly?

Companies in a market economy compete with one another. A really successful company can become a monopoly which owns nearly all the infrastructure and **assets** in a particular part of the economy.

Monopolies can fix the prices of goods or services it sells and decide how much of these things it will produce. Neither of these is good for consumers. Governments usually make laws to make it difficult for a monopoly to exist.

### What are externalities?

Some actions taken by people in an economy have an effect on other people who are not involved in the action. These effects are known as externalities which can be positive or negative.

Negative externalities mean that people suffer, for example, from pollution caused by someone else.

Positive externalities mean that people benefit, for example, when someone cycles to work and reduces traffic congestion on the streets.



Refuse collection and recycling schemes are examples of government interventions to manage waste.

## Failure in the labour market

A failure in the labour market happens when there are not enough jobs for the available workforce. Government policies can make it easier for people to move to where there is work or to retrain and obtain skills needed for work in new occupations.

## What are taxes?

Taxes are one way in which governments raise money. In some countries workers pay tax on their income and businesses pay tax on their profits. This means that a part of their earnings or profits must be given to the government. Taxes are sometimes added to goods or services.

Governments use the money raised from taxes to spend on providing public goods and merit goods.



*Some countries have introduced taxes on foods and drinks that have health risks. The aim is to discourage people from consuming these products.*

## What are the different forms of tax?

**Income tax:** In some countries, people have to pay taxes on their income (the money they earn).

**Consumption taxes:** Many countries apply consumption taxes on the purchase of certain goods and services.



- Sales taxes are collected from a person who buys a good or service and the seller passes these on to the government.
- Value-Added Tax (VAT) is based on the increase in value of (the value added to) a good or service at each stage of its production or distribution. For example, VAT is added when a factory makes clothes from material it has bought from a factory that makes textiles. Countries in the Gulf Co-operation Council (GCC) introduced VAT in January 2018.

**Corporation tax:** In some countries, businesses pay corporation tax on their profits.

**Property taxes:** Some governments apply taxes on property, for example a tax on buying or selling property. In some countries, property owners pay tax on the rent they earn from their tenants.

**Travel and tourism taxes:** Many international travellers pay a departure tax when leaving a country. Tourists often pay a ‘hotel tax’ when they stay in a hotel or guesthouse.

### How do taxes affect the economy?

In countries where income tax applies, a low rate can lead to economic growth because people have more money to spend on goods and services.

Taxes on goods and services can mean that people buy fewer of these things which can limit economic growth.

### Activities

- 1 Write two or three sentences that explain what market failure is and why it happens. Give one example of a type of market failure.
- 2 Use newspapers, the internet and government websites to research the public parks that your government provides. Create a computer-based presentation that shows where these parks are and how they benefit society.
- 3 In a group, discuss some of your actions that create both negative and positive externalities.

### Learning objectives

- Assess reasons why businesses form and how they function.
- Outline how businesses make profits.
- Examine different types of business.
- Describe some features of entrepreneurship and enterprise.

**A business is any organisation that produces goods or provides services. A business can be run by a single self-employed person or can be a multinational corporation employing thousands of people in different countries. What do different businesses produce? What makes a business successful? How do businesses make money?**

### Making goods and providing services

Goods are physical items that a business produces. Individual consumers buy and use consumer goods – these goods usually satisfy human needs and wants directly, for example food and clothing. Businesses buy **producer goods** to use in the production of another product – these goods include ingredients, components and machinery. Services are intangible products such as cleaning, education, hospitality, insurance and transportation.



*Car washing is a service offered by many small businesses.*

### How do businesses function?

Businesses buy the resources they need from **suppliers**. They use these resources to create goods and services which they sell to customers, who may also be the eventual consumer. The customer is the person who buys the product and the consumer is the person who finally uses it. For example, a person buying a gift is a customer and the person who receives and uses the gift is the consumer.

All the customers for a business make up the market for that business. A market is where buyers and sellers interact in order to do trade. Trade happens in physical markets such as stores and market stalls and also in virtual markets via the internet.

As well as having a certain number of customers, a market also has a number of producers. The producers are businesses that compete with each other to sell to the customers in the market.

## How do businesses make profit?

To create goods and provide services a business needs inputs. Inputs include workers, buildings and equipment, as well as raw materials or other items from suppliers. The business may buy some of the inputs and hire others. The business uses all the inputs to create outputs: goods or services. The outputs are the products of the business and creating them is called production.

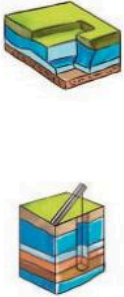
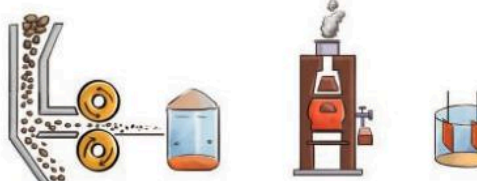




A business makes money when it adds value to the inputs. The value of the outputs needs to be higher than the costs of production. The business adds value by processing raw materials or assembling components.

### Case study

#### Copper production

Copper production involves turning a raw material, copper ore, into finished products.

Copper is a metal with many different uses. Each stage of the production of copper costs money but adds value.

Mining copper ore	Processing copper ore	Manufactured products	Finished products
		billets  cakes  ingots 	

*The stages of copper production*

The extraction stage is when

copper ore is mined. The ore is loaded onto lorries and transported to a processing plant. The selling price of the ore to the processing plant must cover all the costs of extraction and generate a profit for the extraction company.

The ore goes through a number of treatments. The final products from the processing plant are called semi-finished products. The selling price of the semi-finished products must cover the cost of buying the copper ore as well as all the costs of processing. It must also generate a profit for the processing company.

Manufacturing businesses buy the semi-finished products and process them further. Other businesses make the processed copper into finished goods. Each time the product is processed, it becomes more valuable.

The value of finished copper products varies. A hand-finished decorative lantern takes hours of work and costs more. The price of a finished item must cover not only the cost of the copper but the time, skill and energy of the person who has created it.

## Why do businesses begin and grow?

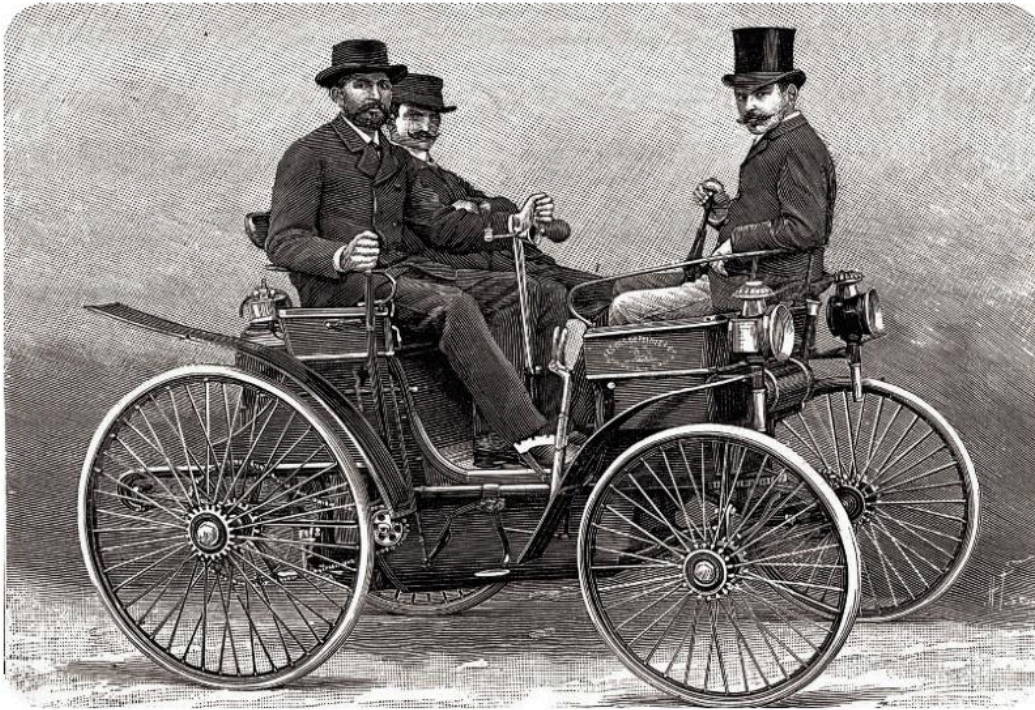
Businesses begin and grow because of **enterprise**. People who start a business have enterprise. They may see that there is a market for the products they plan to make. They may think of new and better ways of producing certain goods or services.

A person who starts up their own business is called an entrepreneur.

## What role do entrepreneurs have?

Entrepreneurs have an important role because they start new businesses which create more money to add to the economy. They sometimes provide new employment opportunities. As **innovators** they bring new ideas for meeting people's needs now and in the future.

The creation of a new business can create opportunities for other business such as a supplier or a provider of support services.



*Entrepreneurs often cause social change. How has life changed since inventors and entrepreneurs started producing motor cars?*

Starting a business involves taking risks because there is no guarantee that the business will be successful. The risks exist because businesses need some **capital outlay** when they start. The person starting the business may invest their own money or they may find other investors.

People are willing to risk starting a business because they think it will be successful and make profits. The profits they will gain are the reward for taking the risk and working hard to build up the business. People also find running their own business very satisfying. If they create employment, this is good for society.

## What forms of business are there?

**Sole traders:** A sole trader is a business that is owned and operated by a single person. The business may also employ other workers. Sole traders are often small businesses that provide specialist services such as hairdressing, plumbing and carpentry.

**Partnerships:** A business that is owned by two or more people is called a partnership. Partnerships are often formed by people with different areas of expertise.

**Limited companies:** Larger businesses, or those that have more risk, are often created as limited companies. Ownership of the company is sometimes divided into equal parts called shares. Each person who holds one or more shares is a shareholder. Shareholders receive dividends, which are regular payments from the company's profits.

**Franchises:** A franchise is a business that uses an existing business idea and format. The franchisee – the person running the franchise – buys a licence from the existing business. This licence allows the franchisee to sell the goods or services of the original business in a particular local area.

**Co-operatives:** A co-operative is owned and operated by a group of people who produce and distribute goods or services. All the people involved in the co-operative share the expenses and responsibilities but they all benefit if the co-operative is successful.



*This merchant has a stall in the bazaar in Nizwa, Oman. Many small businesses like this are operated by a sole trader.*

### Activities

- 1 Write two or three sentences that explain how a business makes a profit.
- 2 Choose an item in your classroom. Make an illustrated leaflet that describes the production process of this item.
- 3 Choose an invention, which is available to individual consumers, that has caused social change. Write a magazine article that describes:
  - the invention and the inventor
  - how the invention became available to the general public
  - the social change that this invention caused.

### Learning objectives

- Outline how regional economies have developed.
- Examine how economic resources and job specialisation influence economic development.
- Assess the impact of technology on manufacturing.

**Economies around the world have all started from similar beginnings. Over time the economies in some countries have developed more than others. In what ways have economies developed? What are the reasons for differing levels of development? What impact does economic development have?**

### Common beginnings

Early people lived as hunter-gatherers who provided all they needed for themselves. They built their own shelters and made their own clothes, tools and weapons.

In time, people learned to farm and some people decided to live in permanent settlements. A secure food supply led to population growth and the beginnings of **specialisation of labour**.

### What is a traditional economy?

A traditional economy is a **subsistence** economy which has remained largely unchanged over time. Some traditional economies exist because the people involved have not been exposed to the influences of the outside world.

In traditional economies most people still work in agriculture, most of which is done without **mechanisation**.

### Case study

#### Traditional economies in the Arabian Gulf

Traditional economies in many countries of the Arabian Peninsula included subsistence agriculture and nomadic camel herding. These



*Camel herding was important in the traditional economies of the Arabian Gulf from the 10th century BCE.*

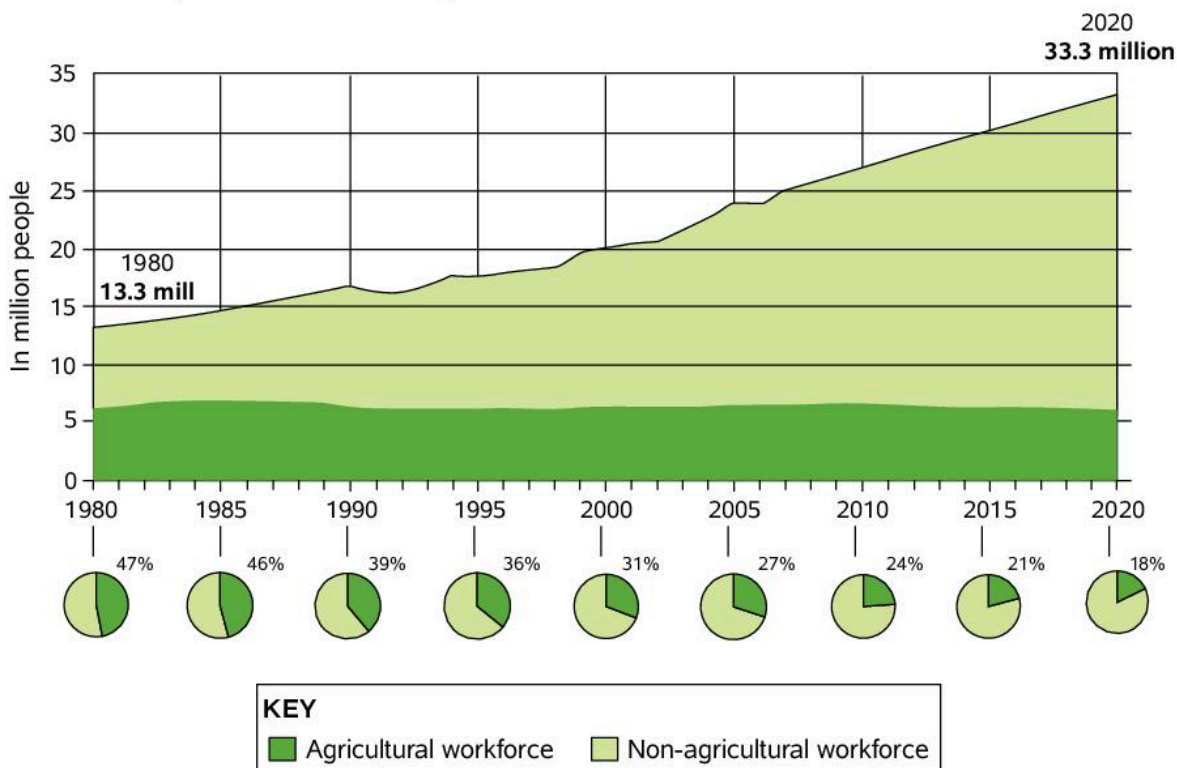
activities date back to about 900 BCE in the region. In some parts of the peninsula, there were large oases, which made it possible for plantation economies to exist. These produced dates and other **cash crops**. By the 7th century BCE, the economy also included long-distance trade in incense and spices. In the 7th century CE, providing services to pilgrims visiting the holy sites of Makkah and Medina was also an important economic activity. In coastal areas economic activities included fishing, ship-building, trade by sea and pearl-diving.

## What replaced traditional economies?

Economies develop when people find new resources, invent new technologies or create new materials and objects.

A great deal of change happens when an **agrarian** economy changes to an economy based on manufacturing industries. This process is known as industrialisation and it usually involves large movements of people from rural areas to urban settlements.

Large-scale industrialisation first started in England at the end of the 18th century due to innovations in manufacturing processes. Industrialisation spread to Europe and North America during the 19th century and to different parts of the world at various times.

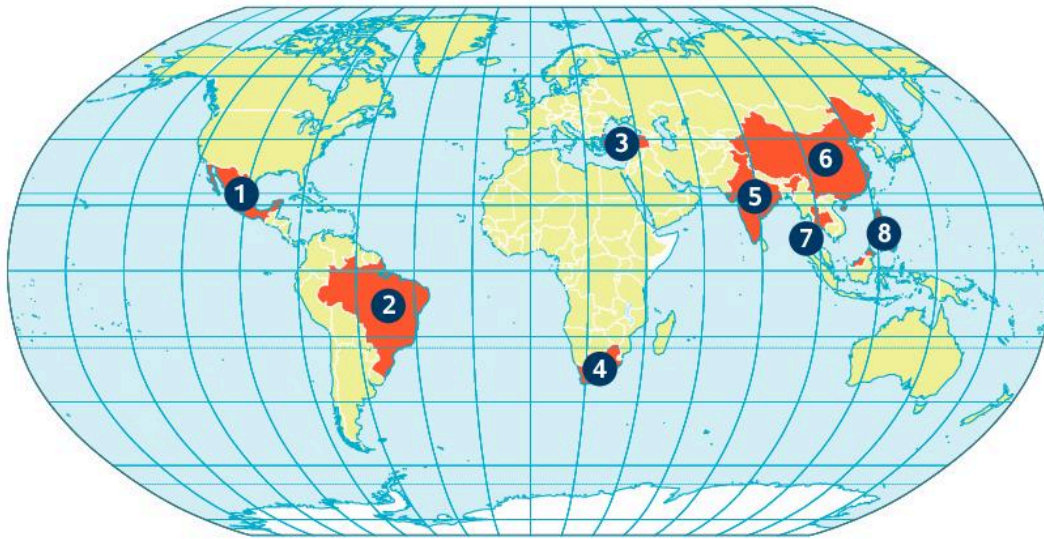


*This diagram shows changes in a workforce between 1980 and 2020. What patterns can you see in the size of the working population and in the proportion of the workforce employed in agriculture?*

## Where are the newly-industrialised countries?

In newly-industrialised countries manufacturing and processing industries have developed rapidly. These countries provide cheap, efficient workers for national and multinational companies. They can produce cheap goods which are competitive in the **global markets**. They have concentrated on developing goods for export and trade to earn money for the country.

In newly-industrialised countries, people's earnings rise and they are encouraged to buy goods and services produced in the country. This keeps more money inside the country's economy and encourages growth. This is sometimes called a multiplier effect.



### Key

● Newly industrialised countries

① Mexico ② Brazil ③ Turkey ④ South Africa ⑤ India ⑥ China ⑦ Thailand ⑧ Malaysia

*The world's newly-industrialised countries*

## What replaces industry?

In some developed countries manufacturing industries are no longer the most important part of the economy. The service sector (for example banking, teaching, vehicle repairs) has grown and creates more wealth and employment than the other sectors. These economies are called 'post-industrial'.

## The economies of oil-rich Arabian Gulf countries

Before the discovery of oil, Arabian Gulf countries had traditional economies based on limited natural resources. Economic activities included subsistence agriculture, **animal husbandry**, pearl-diving and trading, fishing and trade.



The discovery of oil and natural gas brought great wealth to the countries of the Arabian Gulf. This wealth allowed the countries to develop quickly without the usual process of saving wealth and building up wealth over time.

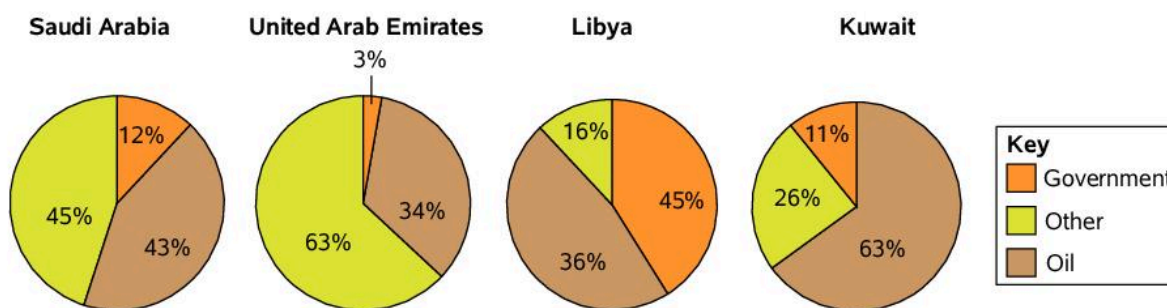
### Diversifying the economy

Governments in Arabian Gulf countries know that diversifying the economy (having a wide range of industries in different sectors) is the key to ongoing development. Their challenge is the limited range of natural resources available in the region and the small size of the market for manufactured goods. To achieve diversification, Arabian Gulf governments have developed different sectors with varying degrees of success. These include tourism products, trade, industries such as cement, copper and aluminium production, renewable energy, financial services and high-tech manufacturing.

The governments of the region are creating conditions to assist businesses, for example good transportation networks and modern communications systems. They are improving education to ensure that the future workforce is able to adapt to a changing world.

### Did you know?

Oil has a wide variety of uses. As well as being used as a fuel, oil is often used in cosmetics, medicines, paint and lubricants.



*Oil-rich countries are moving away from economic dependence on just one resource. These pie charts show the proportion of the country's total economic output that is made by each sector.*

### Activities

- 1 Write two sentences to explain what happens when a country experiences industrialisation.
- 2 Make a display with a timeline that shows the development of your country's economy from 1945 to the present day.
- 3 Write a short article for a newspaper about how the economy of your country is diversifying.

### Learning objectives

- Outline the worldwide distribution of resources.
- Describe global interdependence.
- Describe advantages and disadvantages of international trade.

**Today the world's economies rely heavily on global trade. Why do countries trade with each other? How is global trade organised? What are the major global trade networks?**

### Why do countries trade?

Countries trade with each other because resources are not evenly distributed. Countries usually have more than enough of some resources and not enough of others. When they have more than enough, this is called a surplus. They can trade their surplus with other countries for the resources that they need.

Countries also trade because they want to grow their economy. A larger economy means that more money is available to spend on improving infrastructure and services such as education.

Countries also trade because they can buy products of higher quality or at cheaper prices than ones made inside the country. Countries also trade services because skills, energy and technology are also resources that are not evenly distributed.

### What is traded?

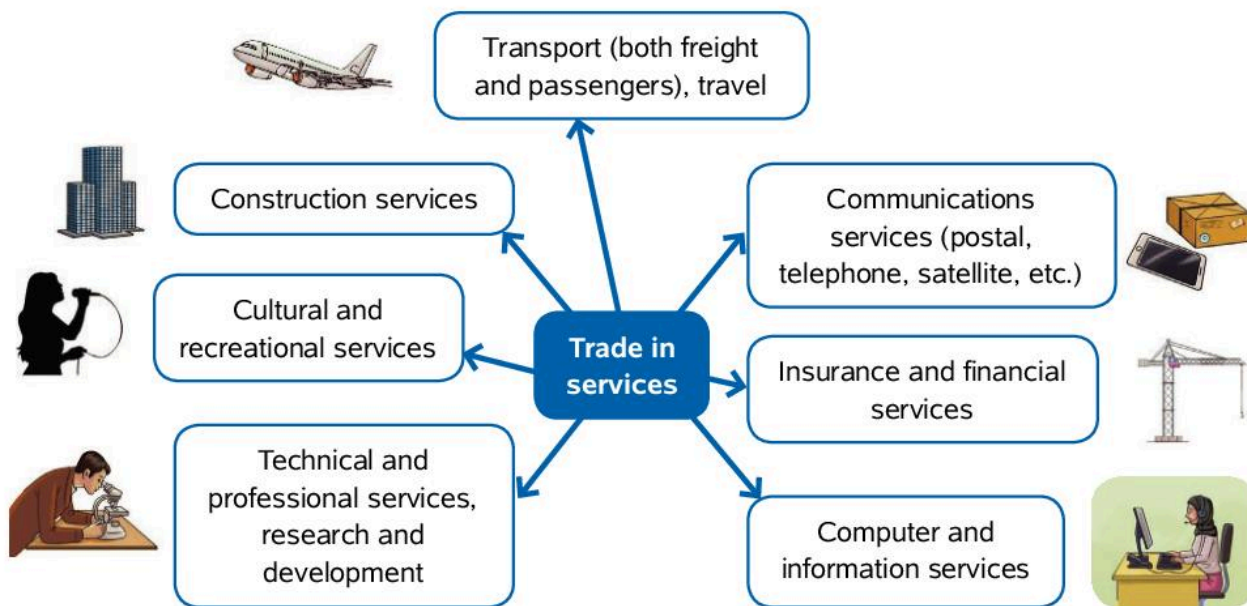
International trade involves capital, goods and services.

Capital includes anything, such as money, machinery or equipment, that can be used to improve the output of economic work.

Goods that are traded include everything from consumer items to producer goods.



*Trade in goods takes place to satisfy people's wants as well as to meet their needs.*



## Division of work and labour

The growth of international trade is partly due to the **division of work** and the **division of labour**. The benefit of these divisions is that each task can be given to the people who will do the job best. Globally, division of work and division of labour mean that various parts of a product can be made in different countries.

## Specialisation

Division of work and labour lead to something called specialisation. Specialisation means that certain people, companies and countries develop the special knowledge and skills needed to do their parts of an overall task. They become very efficient at carrying out the tasks they are given.

When individual workers specialise, they learn to perform a certain task within an overall production process. When companies specialise, they buy specific equipment or machinery and hire employees with specific skills. When countries specialise, they develop certain sectors of their economy. Countries often develop a specialisation based on the resources they have or by promoting a particular range of skills among their workforce.

Countries cannot supply all of the products they need for themselves. They have to be part of a trading network in which all countries are **economically interdependent**.

## What are the advantages and disadvantages of global trade?

Global trade has a number of advantages, for example:

- creating employment
- allowing people to have goods and services they do not produce for themselves
- encouraging improvements in design, quality and technology

It can also have disadvantages, for example:

- when countries have to export too much of a limited resource
- when people leave traditional work such as agriculture
- when countries focus on producing ‘cash crops’ for export instead of food for the local population

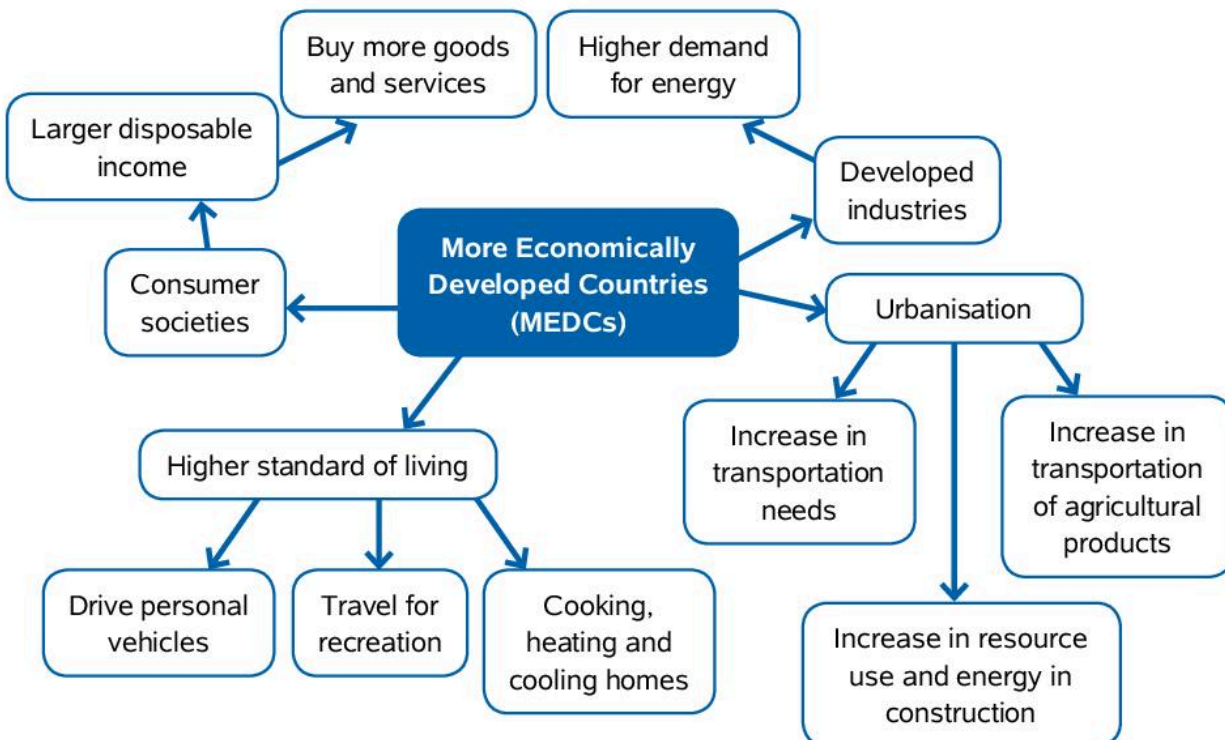


Many employees in new industries, such as assembling electronic devices, once worked in traditional industries such as farming. The new work provides a higher and more stable income.

## Trade and levels of development

Resources and global trade are unevenly distributed.

Most global trade takes place between the More Economically Developed Countries (MEDCs). MEDCs have economies that are, or have been, highly industrialised.



As countries develop, the demand for resources increases. MEDCs use a large proportion of the world's resources.

Less Economically Developed Countries (LEDCs) have not experienced so much industrialisation. Their economies still focus on primary industries such as mining, farming and fishing. LEDCs generally produce low-value products, which they export to MEDCs. LEDCs have to import the high-value products created in the MEDCs. Many LEDCs produce similar items as other LEDCs and so there is less trade between these countries.

### **Trade and newly-industrialised countries (NICs)**

Much of global trade in recent years has been driven by newly-industrialised countries (NICs). The success of some of the NICs led to a decline in manufacturing in some of the MEDCs. They were no longer able to compete and as a result many MEDC economies decided to develop their service sectors.

### **World trade and multinational corporations (MNCs)**

Multinational corporations (MNCs) are companies that carry out different parts of their business in several countries. The main headquarters, the offices and design departments are usually located in MEDCs. Production often takes place in LEDCs because labour is cheaper there.

MNCs bring investment and employment opportunities to LEDCs. This can raise the standard of living for some people and lead to some economic growth. However, much of the money made by MNCs leaves the countries where their production operations are based.

#### **Activities**

- 1 Write two or three sentences that briefly explain why countries trade with each other.
- 2 Work in a group. Research three products exported by your country and three products that your country imports. Make a chart that shows:
  - countries to which your country export these products
  - possible uses of these products
  - countries that your country imports products from
  - how these products are used in your country.
- 3 Hold a class debate on the advantages and disadvantages of global trade. Think about the goods and services that would not be available to you if there was no trade.

# Review your learning

## ? Test questions

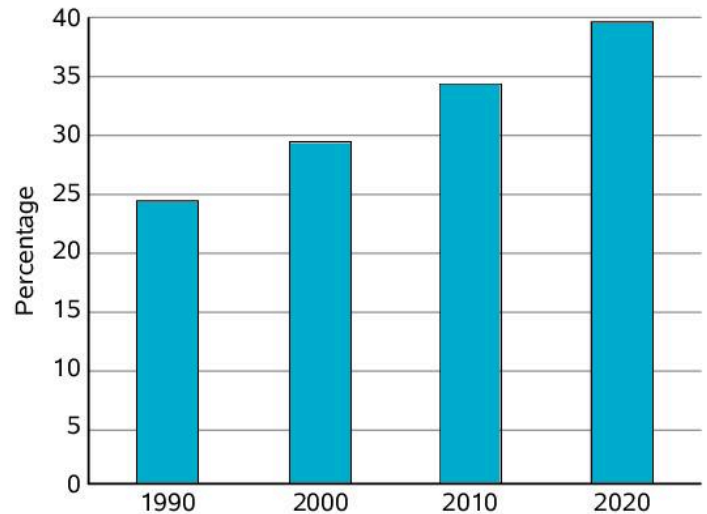
- 1 The part of an economy that offers services is the:
  - a primary sector
  - b secondary sector
  - c tertiary sector
- 2 When an individual or organisation makes a choice, the lost benefits of the next best option are known as the:
  - a university cost
  - b opportunity cost
  - c community cost
  - d benefit cost
- 3 The central government makes most economic decisions in a:
  - a market economy
  - b planned economy
  - c mixed economy
  - d traditional economy
- 4 The main motivation for private companies is:
  - a money and profit
  - b environmental protection
  - c world peace
  - d providing public services
- 5 A steady and general rise in prices is called:
  - a deflation
  - b innovation
  - c inflection
  - d inflation
- 6 When someone experiences an indirect consequence of an economic activity this is an:
  - a intrusion
  - b externality
  - c extraction
  - d insertion
- 7 When a company controls almost all of the market for a particular good or service it has a:
  - a directory
  - b calamity
  - c policy
  - d monopoly
- 8 A person who starts up their own business is called:
  - a a chief executive officer
  - b a human resources expert
  - c a professional
  - d an entrepreneur
- 9 When a country industrialises, more of the population:
  - a work in agriculture
  - b work in manufacturing industry
  - c work in service industries
  - d work in health care
- 10 When a large task is broken down into smaller parts this is called a:
  - a division of work
  - b division of industry
  - c division of labour
  - d division of trade

## ✓ Assessment activities

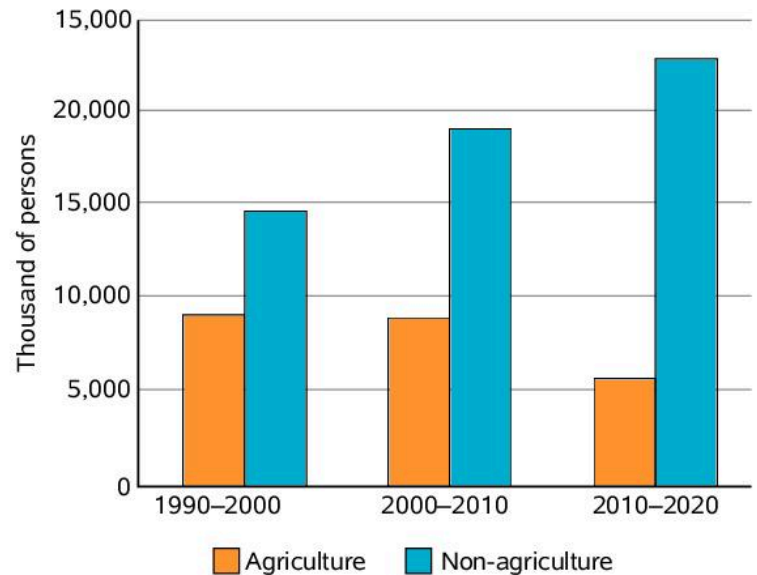
- The two charts show information about the workforce of a country since 1990. Use the information in the charts to explain what is happening to the economy and employment structure of this country.
- A developing country is planning to build a large dam to generate hydro-electric power. The dam will create a huge lake behind it, which will store large amounts of water. It will also **submerge** everything in that area. The hydro-electric power station will provide energy for industries and domestic users. Write a newspaper article that discusses the economic arguments for and against the plan to build the dam.
- Write a brochure that explains some of the challenges and benefits of being an entrepreneur. Describe some of the benefits entrepreneurs bring to a national economy.
- Prepare a speech to give to the Ministry of the Economy of an imaginary country, explaining why the country needs to develop a diverse economy.
- Emirates Steel was established in 1998. At first the business processed part-finished pieces of steel. It quickly grew to become a complex manufacturing business. The goal of Emirates Steel is to be an efficient and competitive producer of finished steel products. To achieve this, the company continually invests in developing the business, especially processing, manufacturing and information technology. These investments help to improve product and service quality and reduce the company's environmental impact.*

Using the example of Emirates Steel, write a brief report about how a company develops and improves its business. Explain how the improvements that a business makes benefit the country's wider economy and help to support sustainable economic growth.

Percentage of labour force in non-agriculture 1990-2020



Persons employed in agriculture and non-agriculture 1990-2020



# Glossary

**agrarian:** relating to the cultivation of land; agriculture

**agriculture:** another name for farming

**allocate:** to share out for a particular purpose

**altruism:** behaving selflessly in order to help others

**amend:** to make alterations or make additions in order to improve something

**animal husbandry:** breeding and caring for farm animals

**archaeologist:** a person who excavates ancient or historical sites to find out about human history

**archipelago:** a group of small islands or an area of the sea where there are many islands

**assembly line / production line:** a system in a factory where parts are added to a product as it moves along a conveyor; some parts are added by people and others by machines

**assets:** items with economic value that a person or company owns

**astronomer:** a person who studies the stars, planets, and other natural objects in space

**capital goods:** machinery or property that a business uses to increase production of other goods

**capital outlay:** money spent to buy or upgrade assets such as land, property or machinery

**capital:** money available for a particular purpose, such as starting a company

**cash crop:** a crop grown to sell in order to make a profit

**citizen:** a legally recognised member of a country

**citizenship:** the status of being a citizen of a country

**clan:** a group of closely connected families within a traditional society

**communicable disease:** an infectious disease that is passed from person to person

**competence:** the ability to do something well

**competition:** the rivalry between manufacturers or retailers (sellers) to achieve the most sales, the highest profits and the biggest share of the market

**compromise:** to accept something that is slightly different from what we really want

**consequence:** an outcome of an action or event

**constitution:** the set of principles and basic rules that determine how a country is governed

**constrain:** to force to behave in a particular way or to follow a particular course of action

**consumer goods:** goods made for sale to consumers, such as clothes, cars and electronic devices

**consumer:** a person who buys and uses goods and services

**convection current:** the pattern of movement in a liquid caused by hotter liquid rising and colder liquid sinking

**convention:** a special agreement between countries which covers particular matters such as children's rights

**cost of living:** the combined cost of the everyday items that people need, such as food, housing and health care

**crust:** the hard, outer layer of the Earth, which is made up of different types of rock

**culture:** the ideas, customs and social behaviour of a group of people or of a society



**cuneiform:** one of the earliest systems of writing; it was made up of wedge-shaped marks pressed into clay tablets

**densely populated:** an area where many people live

**deterioration:** the process of becoming gradually worse

**division of labour:** the people in society carry out different jobs or tasks

**division of work:** one large task is broken down into smaller tasks

**domesticate:** to tame an animal to work on a farm or to keep as a pet

**economic welfare:** the level of income and general standard of living of people within an economy

**economically interdependent:** describes a relationship between nations in which each nation relies on the others for certain goods or services

**employment structure:** the number of people employed in each type of activity

**enterprise:** the ability to think of new, innovative and effective things that need to be done or products that need to be made, plus the willingness to take action to achieve these things

**entrepreneur:** a person who sets up, organises and operates a business

**entrepreneurship:** the ability and willingness to act as an entrepreneur

**equator:** the imaginary line around the centre of the Earth, between the northern and southern hemispheres

**ethics:** the moral principles of an individual or a community

**external:** things that exist or happen on the outside

**externality:** an indirect effect of economic activity on other people and groups

**generation:** all the people living in a society or family who are about the same age, for example 'our grandparents' generation'

**global markets:** all the potential customers around the world

**glyph:** a written character or symbol

**govern:** to control and lead

**heritage:** established traditions and features of a society that are passed down through the generations

**hospitality:** receiving and welcoming guests

**hunter gatherers:** people who survive by hunting and fishing and harvesting wild food

**identity:** the individual characteristics of a person or thing

**illiteracy:** the inability to read or write

**immigrant:** a person who comes to settle in a country

**immunise:** to make a person resistant to a particular infection or disease

**indigenous:** describes the original people living in a particular area or place

**industrialisation:** the large-scale introduction of manufacturing and other industries

**infrastructure:** a country's networks for transportation and supplying energy, water and communications

**innovation:** introducing new methods and ideas or creating new products

**innovator:** a person who introduces new products, methods and ideas

**intangible:** something that we cannot touch because it is not physical, e.g. ideas, values and customs

**internal:** things that exist or happen on the inside

**irrigation:** a system for watering crops

**junk food:** prepared and processed food that is high in calories but low in nutritional value

**labour:** a collective term for all the workers available in a country

**liability:** the legal responsibility of the manufacturer or retailer

**manufacturing:** making a finished product from raw materials

**market:** all the potential buyers of a product

**material heritage:** the buildings, places, monuments and artefacts that are important to a culture

**mechanisation:** using machines to do work instead of doing work by hand

**merit goods:** services such as education and health care

**migration:** the movement of people from one place to settle in another place

**monopoly:** the overall control of a good or service in a particular market

**morality:** the system of principles used to decide what is right and what is wrong

**morals:** our ideas about right and wrong

**naturalisation:** the process in which an immigrant to a country obtains citizenship

**nomadic:** describes a lifestyle in which people travel from one place to another in order to survive

**non-material heritage:** the traditions, values and social institutions that are important to a culture

**oasis (plural oases):** a place in the desert with water and vegetation

**opportunity cost:** the loss of the benefits from the next best alternative option to the one chosen

**optimistic:** hopeful and confident about the future

**pastoral farmers:** farmers who keep animals for food and milk

**pharmacist:** a person who is professionally qualified and licensed to dispense medicines and drugs

**physiological:** the normal functions of the body and its systems

**pillage:** to violently take money and goods, usually in war

**plate boundaries:** the edges of the tectonic plates

**policy:** a plan that the government makes for a country

**population distribution:** how the population is spread out in an area, a region or the whole world

**principles:** the rules that guide our behaviour

**producer goods:** goods such as raw materials and machinery used in the production of other goods

**productivity:** a measure of how well and quickly goods and services are produced

**profit:** the money that a business makes after subtracting all its expenses

**protectorate:** a country that gives another nation some control of its government in return for protection

**psychologist:** an expert in the science of the mind and behaviour

**pull factors:** reasons for moving to a different place

**push factors:** reasons for moving away from a place

**refugee:** a person who has been forced to leave their country to escape war, a natural disaster or other danger

**repeal:** to officially cancel a law so that it is no longer valid

**Richter scale:** a scale from 1 to 10 used to measure the magnitude (the energy and strength) of an earthquake

**ritual:** a special ceremony or tradition that is part of the social customs of a particular culture or religion

**sanitation:** conditions of public health, especially providing clean water and removing human waste

**saturated:** completely soaked with water

**self-esteem:** the level of worth and value we give ourselves

**service industry:** an area of business (such as banking or insurance) that provides a service but does not produce anything

**shaduf:** a hand-operated device for lifting water to irrigate land

**simplistic:** treating complicated issues as being much simpler than they really are

**smelt:** to extract metal by heating the ore and melting the metal

**socialisation:** the process of learning the behaviour that is acceptable within a society

**society:** an extended group of people who live together as one community

**sparsely populated:** an area where only a few people live

**specialisation of labour:** when people focus on and develop a particular skill

**submerge:** to completely cover with water

**subsidy:** money that a government gives to support a particular business or part of the economy

**subsistence:** when people provide enough food for their own needs

**supplier:** a business that sells resources and products to other businesses

**sustainability:** using resources today in a way that does not create problems for future generations

**sustainable:** using resources wisely in order to protect the environment and meet the needs of both present and future generations

**tangible:** a physical object that we can touch, e.g. a building

**tax:** money that a government demands to support itself and the services it provides

**tectonic plates:** sections of the Earth's crust

**transaction:** the act of exchanging something, usually buying goods or services for money

**tribe:** a large group within a traditional society, with a shared culture and language

**values:** the ideas that are important to us

**wadi:** a desert river that is usually dry but fills up when it rains

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# Social Studies 7

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