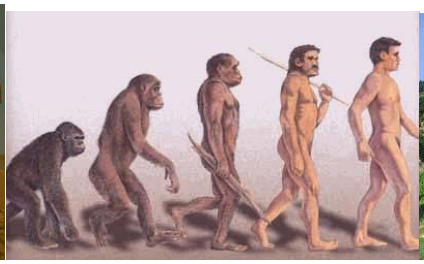
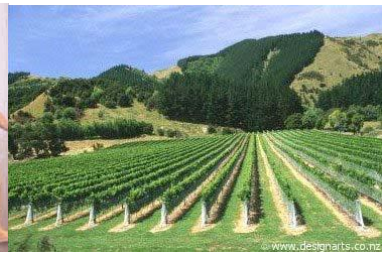
KITWE DISTRICT EDUCATION BOARD

SOCIAL STUDIES (GRADE 8-9)

PAMPHLET

FIRST PREPARED IN 2017 BY

MONICA MAGORIMBO-MITANTO SECONDARY

SUSAN MWENYA-WUSAKILE-SECONDARY

CHIPETA-LIMA SECONDARY

(First edited in 2018)

ACKNOWLEDGEMENTS

The 2018 Kitwe district pamphlet review exercise would not have been accomplished without the involvement, participation, and commitment of many teachers. We want to thank them all. Most importantly we must thank

Ms. Magorimbo Monica_____ Mitanto secondary school

Ms. Mwenya Susan _____ Wusakile secondary school

Ms. Chipeta Stephen _____ Lima secondary school

Mr. Musonda Alex _____ Kakolo Maposa secondary school

Ms. Phiri Esther _____ Miseshi secondary school

Mr. Mubanga Henry _____ Chibote secondary school

Ms. Kowa Miriam _____ Chamboli secondary school

Ms. Mwango Priscilla _____ Ndeke secondary school

Ms. Munshya Lucy _____ Wusakile secondary school

Mr. Sanjombi Kapalo _____ Chimwemwe secondary school

Ms. Nampungwe Lillian _____ Machona secondary school

Ms. Mbewe Agnes _____ Nkana secondary school

Finally, we wish to acknowledge our indebtedness to the Kitwe district board secretary Mr. Allan Kaoma

TOPIC 1: MAN THE SOCIAL BEING

1. **State reasons for learning about the past**
    - To understand the present. The way a particular group of people or society behave depends on their past. History gives us a lot of information about how people behaved in the past and how societies were formed. For example, in order to understand why

there is war in any country, we have to look at the past and see what reasons led to the war. Those who do not learn from history are doomed to repeat it.

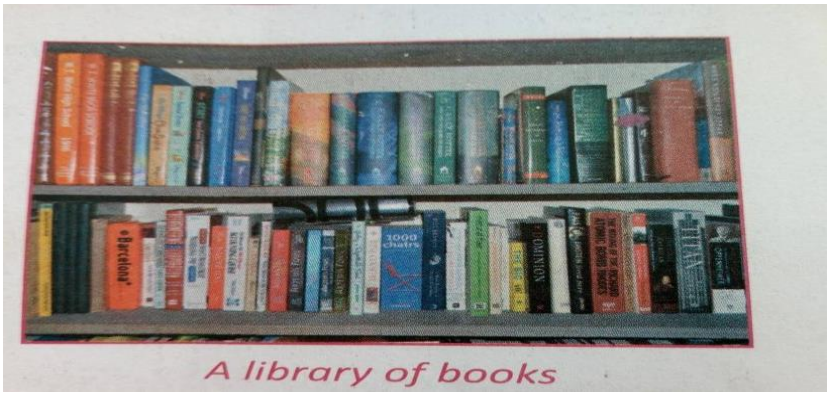
- To project the future. This means that it is possible to predict the future using the knowledge about the past.
- History provides identity. History gives evidence about how families, groups of people, institutions, communities and countries were formed and how they have developed. It provides identity since a particular group of people can identify with a particular family, community or country.
- It helps to emulate good morals. Reading about the stories of prominent individuals who upheld good morals such as Kenneth Kaunda, the first president of Zambia, helps us to learn and practice the moral values that such people practiced.
- History is useful in the world of work. Some professions such as being an archaeologist or a historian require knowledge about the past.
- It helps us understand people and the societies. Learning about the past helps us understand why a group of people, for example a tribe, behave the way they do. It also explains why societies have certain beliefs. When people from different cultural backgrounds understand each other's cultural background, they are able to understand the differences between them and thus live in harmony.

2. Discuss various methods used to learn about the past

- Oral traditions are an important way of learning about the past. In the past, customs, beliefs, cultural practices and ideas of a particular group of people were passed on from one generation to another through word of mouth. Speeches, songs, stories, legends, chants, myths, poems and proverbs were used to pass down the history of a given people.



- Written records comprise all recorded information. They may either be primary or secondary. Primary records consist of reports compiled from first hand experiences such as interviews, observations, oral traditions or archaeology. Secondary records on the other hand, consist of derived information. Written records are the most reliable methods of learning about the past. Examples of written records include; books, encyclopedias, journals, inscriptions, lists, diaries, autobiographies, biographies, newspapers and magazines.


A library of books

- Anthropology is the study of human life and culture. It examines such topics as how people live, what they think, what they produce and how they interact with their environments. Anthropologists try to understand the differences among groups of people as well as what they have in common.
- Archaeology is the scientific study of remains of the past human cultures and behaviour through the examination of material remains of previous human societies. These remains include the fossils, which are preserved bones of humans, food remains, the ruins of buildings and human artifacts.
- Linguistics is the scientific study of languages. It also seeks to analyze the relationship between various language groups. Linguistics deals with the structure and development of language and can therefore be said to be the study of languages as it changes in the course of time.
- Genetics refers to the scientific study of hereditary and passing on of characteristics from parents to off-springs. Genetics helps historians to trace the origin of plants and animals and can therefore be used to explain the spread of plants and animals.

3. Describe measurement of time in history

- **Before Christ (BC)** – the birth of Jesus Christ is used as a starting point to count years that came before he was born.
- **Anno Domini (AD)** is used to count the years that came after Jesus Christ was born. Anno Domini is a Greek word which means "the year of our Lord" Anno Domini is sometimes referred to as the Common Era, Christian Era or Current Era
- **Decade** is a period of ten years. The word is derived from a Greek word dekas which means ten. For example the period from 1990 to 2000.
- **Generation** is an interval of time between the birth of parents and the birth of their offspring. This is usually taken to be about 30 years.
- **Century** is a period of a hundred years in a dating system, from a year numbered 1 or 00.
- **Millennium** is a period of 1,000 years. The word millennium comes from the Latin mill which means thousands.
- **How to calculate a Century? The first century is from year 0 to 99. The second century extended from AD 100 to 199.**
- **For example; what century is 2018? Let's do it together. You divide the given year by 100 and add 1 to the answer you get. This should give you the century for the year under consideration.**

  $\frac{2018}{100} = 20 + 1 = 21^{st}$ **Century.**

  For the event Before Christ, for example, how many years ago is BC 217?

  Take the year now: a) 2018 (2,018 years After Christ)

  Year then b) + 217 (217 years Before Christ)

  Add (a) and (b): 2235

  The answer is 2235 years ago.

  Now try this activity

  Activity

  What Centuries are the following years:

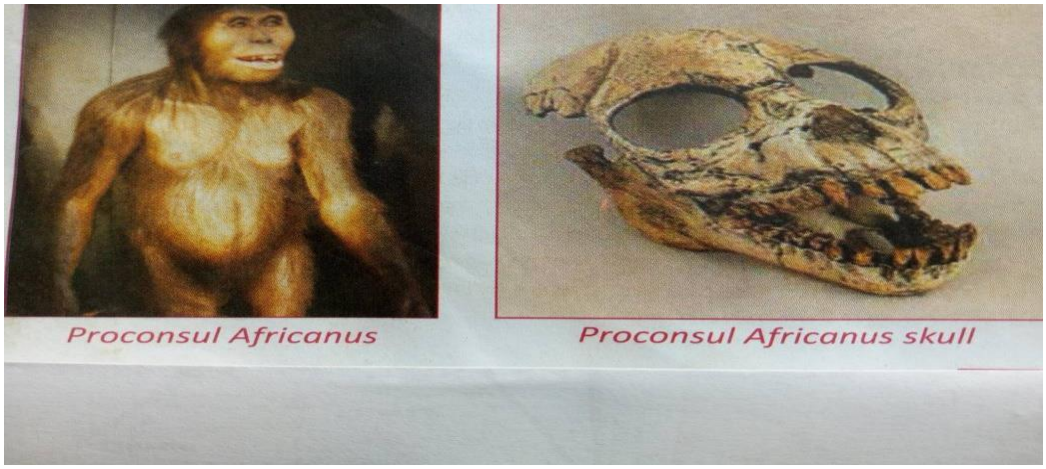
  A. 2004 B. 1988 C.1244 D. 1098

4. Describe different versions of the origins of man

- Scientific theory of creation states that life began in the sea. It is believed that there were small one-celled organisms which formed about four billion years ago. Scientists believe that mammals came for reptiles and then man developed from mammals through evolution. Evolution is a process of change by which man originated from ape-like creatures.
- Biblical version gives an account of how man was created by God in the book of (Genesis 1: 1-28) on the sixth day. This account of creation is held as the origin of man by Christians, Muslims and the Jews.

5. Discuss the stages in the development of man

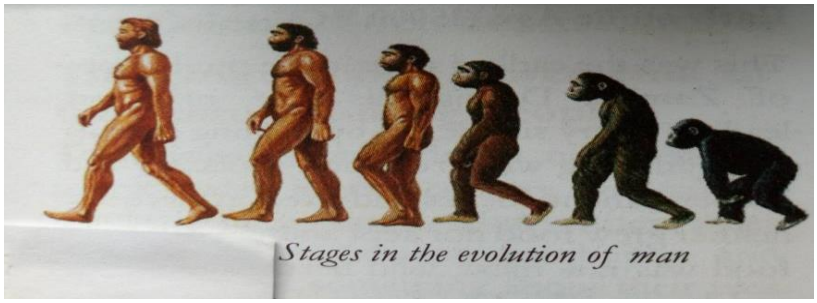
- Proconsul Africanus are known as dental apes because their teeth and jaw look like those of apes. Their skeleton however, has monkey-like features. The most complete Proconsul Africanus skull found to date was discovered by Mary Leakey in 1948 Rusinga Island in Kenya. This hominoid species lived more than 20 million years ago



- Kenyapithecus means Kenyan Ape. Kenyapithecus lived 13 to 20 million years ago and he was named by Dr Louis Leakey in 1961. Kenyapithecus had powerful chewing muscles along with large molars and small incisors. He was an herbivore. Fossils of Kenyapithecus were discovered in Kenya. Kenyapithecus spent most of his time in trees and cracked hard seeds and nuts with his teeth and chewed tough stems and bark.

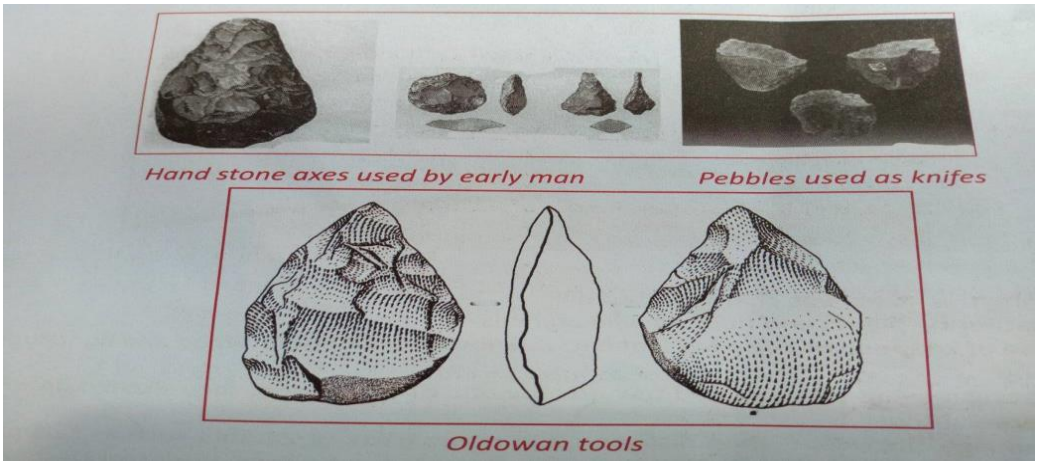


- Australopithecus means “Southern Ape” was discovered by Louis Leakey at Olduvai Gorge in Tanzania in 1959. Fossil remains of this species were discovered at sites in South Africa in 1896, north of the Vaal River by Prof. Raymond A. Dart. Australopithecus lived about 3 million years ago. His characteristics included:
  - small canine teeth,
  - bipedalism, that is walking on two legs,
  - a low cranium behind a projecting face,
  - a brain size of an ape’s brain,
  - body weight ranging from 27 to 49kg,
  - curved fingers and long thumbs,
  - Protruding faces like those of apes and little body hair. Australopithecus lived in different environments like woodlands, forests, grasslands and savannah.
- Zinjanthropus was discovered in 1959 by Dr. Louis Leakey and his wife Mary in East Africa at Olduvai Gorge. Zinjanthropus was also called Nutcracker man because of his huge teeth which he used to crack nuts. Its brain was like that of an ape, but it walked upright like a human. That is why it also sometimes called “ Ape Man”
- Homo- habilis existed in the early Stone Age period between 50,000 – 40,000 years ago. Homo is a Latin word meaning human or man and habilis means handy or skillful. This species is also known as ‘handy man’ because he used stone tools. Homo habilis fossils were discovered at Olduvai Gorge. Physical characteristics of Homo habilis include having a larger brain than earlier ancestors, face was smaller, walked on two legs, and was the first of human ancestors to make stone tools. Homo habilis lived in grassland environment. Homo-habilis was much shorter and hairier than Homo sapiens. Homo sapiens refer to thinking or intelligent man.



6. Describe the periods through which man has lived

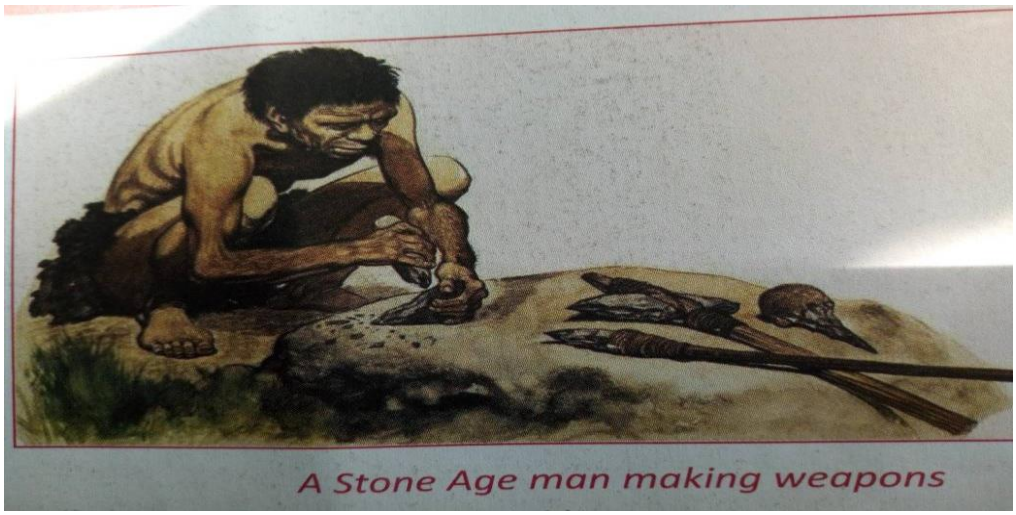
- Stone Age is used to describe a period of human evolution where stone was used to make tools. The Early Stone Age is the beginning of the Stone Age and the beginning of early man. This period of time is called the Early Stone Age because the early man created tools made of stone. This period existed from about 55,000 – 40,000 years ago. Homo habilis made stone tools because he had a thumb and fingers bigger than those of an ape. Early Stone Age sites have been discovered in many parts of Zambia such as Kalambo Falls where Professor Desmond Clark found wooden tools and charcoal. The Early Stone Age creatures lived near rivers and waterfalls particularly the Victoria and Kalambo falls for three reasons;
    - they wanted water for drinking,
    - they wanted to catch fish
    - they wanted to hunt down the animals that came to drink water



- **The Middle Stone Age** was a period between Early Stone Age and Late Stone Age. During this period the early man domesticated plants and animals. Dogs were the first wild animals to be domesticated to assist man in hunting. Pottery and the use of the

bow were started during this period. The most famous site where the remains of the Middle Stone Age man were found in Zambia was Kabwe. These remains were discovered in 1921. They were the remains of Homo Sapiens Rhodensis or Broken Hill Man. Other Middle Stone Age sites in Zambia are Kalambo Falls, Victoria Falls and Twin Rivers near Kafue River.

- After the Middle Stone Age, the **Late Stone Age** which is also called Neolithic Stage followed. This was about 45 000 years ago. The Late Stone Age man was the San or Bushman. The people here nomadic hunters. The following are some of the sites discovered in Zambia kifubwa and Kivuku near Solwezi, Nachikufu cave near Mpika, Mpulungu near Lake Tanganyika, Samfya on the shores of Lake Bangweulu, Mumbwa cave in Central Province, Nsalu cave near Serenje and Gwisho Hot Springs.
  -The earliest tool to be made by men of the Early Stone Age was pebble which would have been used for crushing roots and pounding.
  -This tool was followed by hand axe then a cleaver. Hand axe was sharpened along the edge. It was used for digging and cutting animals that they killed. A cleaver was used for chopping and skinning animals.


A Stone Age man making weapons

- **The Late Stone Age** people also did paintings on rocks. The types of paintings were Naturalistic paintings which showed natural things such as the domestic animals which they kept and those they hunted. Naturalistic paintings are found at Nachikufu. Schematic paintings were abstract showing shapes, colour and texture. It was also during this period that man invented the bow and arrow. This improved his hunting

skills and during this period, people began to live in caves and rock shelters to shield themselves from the effects of the weather.

- **The Iron Age** is the period characterized by use of iron to make tools and weapons. This brought about changes in society, which included improved agricultural practices, religious beliefs and artistic styles. Blacksmithing developed with implements and weapons being hammered into shape. The introduction of the alphabet and the development of written language during the Iron Age enabled man to write books and keep historic record. By the 4^{th} or 5^{th} century AD, Iron Age farmers had settled throughout much of Southern Africa. The earliest hunter-gatherers were slowly displaced or absorbed by Iron Age Negroid populations between 300 AD and 400 AD. These people brought with them metal working, slash and burn agriculture, which still exists in some parts of Zambia, cultivating sorghum, beans, bananas and yams, rearing of cattle and goats, pottery and dwellings made from boards and plaster. Settlements were small and largely self-sufficient.

TOPIC 2: BASIC MAP READING TECHNIQUES

7. Explain the difference between a map and diagram.

a) A map represents the geographical features and relative position of places while a diagram is simply a pictorial graphic, numerical or written material which presents a clear visualised summary.

b) A map has a grid reference system to indicate the location of something on the earth while with a diagram, this is not necessary.

c) A map reveals distance and campus direction between places and points on the earth's surface while for a diagram, these are not important.

d) A map indicates elevation and slope while a diagram does not.

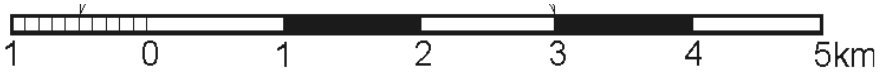
e) A map uses symbols while diagram this is not always necessary.

8. **State characteristics of a map.**

The main characteristics of a map include:

- **TITLE:** A map should have a title which is the heading of the area represented by the map and the information it bears.

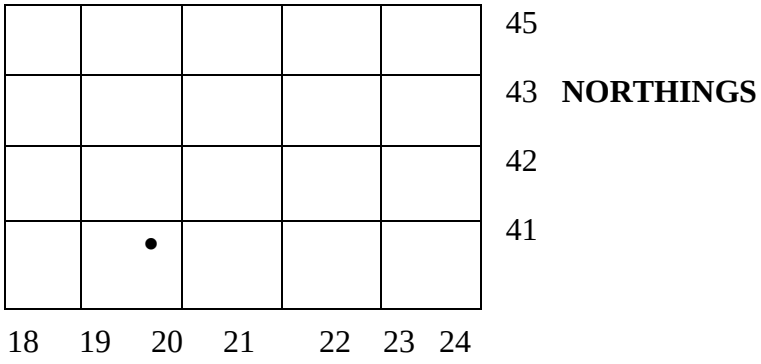
- **KEY/LEGEND:** A map should have Key also known as a Legend showing a combination of symbols, signs, lines and letters to show different things. The Key to show the name for the list of symbols and the description of what each symbol means.
- **COMPASS DIRECTION**: the map should have a compass to indicate position of a place in relation to another,
- **GRID SYSTEMS:** A map should have a grid describe the position of any point within the grid pattern. The map needs to have coordinates in form of latitudes and longitudes.
- **SCALE:** The **Scale** to show the relationship between distances on the map and the actual earth surface. There are three types of scales namely:
  - **Statement scale-** given in words or figures e.g. 1cm represent 1 km on the ground
  - **Linear scale-** a horizontal line divided geometrically into a number of equal parts which represent an equal number of kilometers



  - **Representative fraction or ratio scale-** expressed in form of a ratio or fraction e.g. 1: 50,000. meaning that 1cm on the map is equal to 50,000cm on the ground.
- **FRAME:** this is a borderline or marginal line which encloses a map. It shows the area represented by the map and makes the map neat, beautiful and complete

9. **Describe the location of a place or point on a map.**

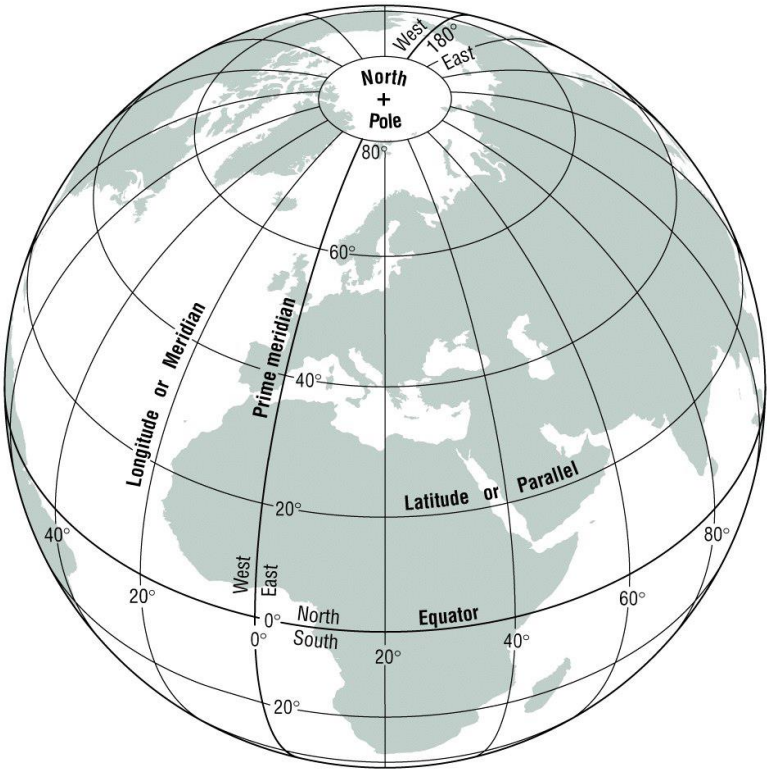
- Using four and six figure grid reference system



- The dot on the grid above is identified by easting 19 and northing 41
- The four grid reference is 1941

All places on earth are located at specific degrees of latitude north or south of the equator, specific degrees west or east of the Greenwich Meridian

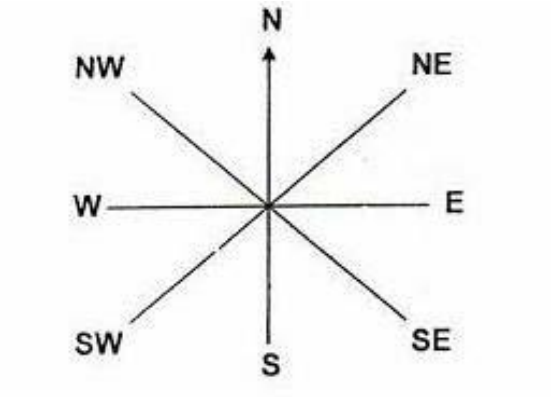
10. **Identify directions of places on a map.**



- **Latitudes-** these are imaginary lines running from east to west. They measure the distance of a place north or south of the equator. They join points on the earth's surface that are of equal distance North or South of the equator. They are measured in degrees from the equator and increase in value as one moves further to the North or South of the equator. Latitudes run from 0 at the equator to 90 both North and South there are 180 latitudes in total. The equator is the longest latitude and divides Africa into two equal halves: the northern and southern hemisphere.
- **Longitude-** these are imaginary lines that run from the North to South on a map. They are referred to as angular distance East and West of the prime meridian. They are measured from 0 towards the east and o towards the west. They are also known as meridians and run north to south, from the North Pole to South Pole.

- **Compass**-is an instrument used to determine direction. It has a magnetic needle which responds to the earth's magnetic force. The needle always point northwards. It has four main points which are known as primary or cardinal points which are: North, South, East and West. Other points are called subsidiary points which are: North-east, South-east, South-west and North-west.





- **Bearing-** direction from one place to another on a map can be given more accurately by using bearing. To find bearing, two points are joined using a straight line. Then draw an arrow showing direction of the true north through A-the first point from which the bearing of another place B is being considered. Using a protractor, measure the angle between the North and the line which joins the two places. The angle you get is the bearing.

11. Measure distances on a map.

Distance is the amount of space between two points. To measure distance on the map the following methods are used:

- **Straight line Method-** using a paper with straight edge. The paper is marked at the edge and place the mark against the starting point of the distance one is measuring. Mark the end point of the distance and place this against the map scale.
- **Segment method-** on features that are not straight, one can use a segment method where especially if one has to measure the distance of a river. One need to segment/divide the river and measure each of the segments independently. Then add all the distances to get the total distance. A straight paper with straight edge may also be used to record the length of the segments by making a mark on the paper and then

place the mark against the start point. Then mark all the segments. Later place it against the Map scale. The scale to the left of zero enables us to read off smaller measurements of the main unit.

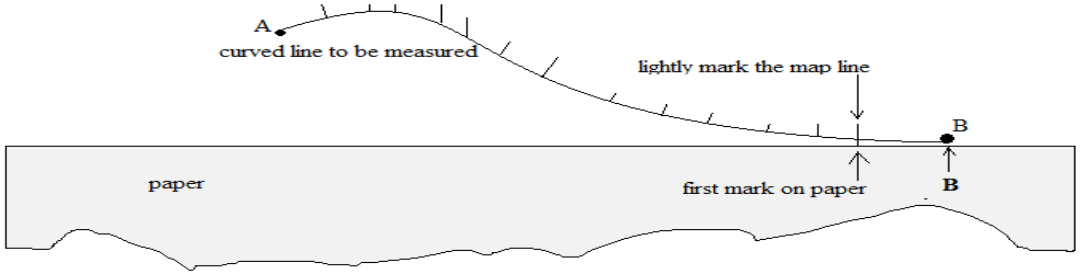
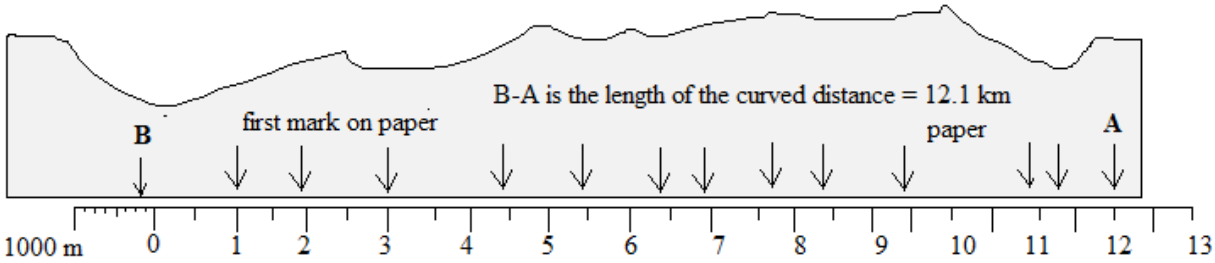


Illustration of the process of measuring curved line distance



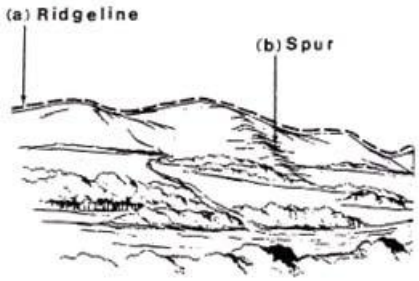
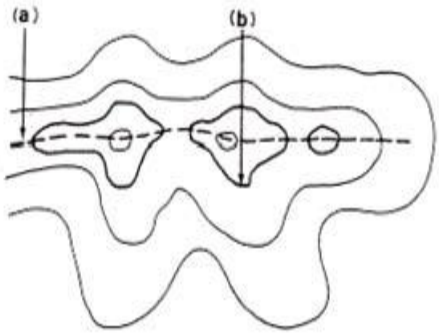
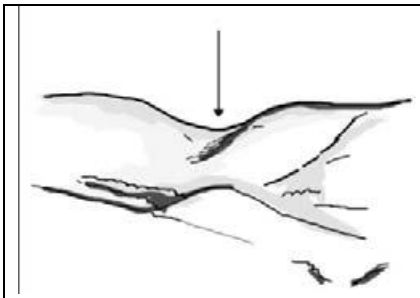
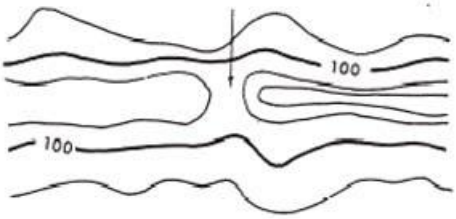
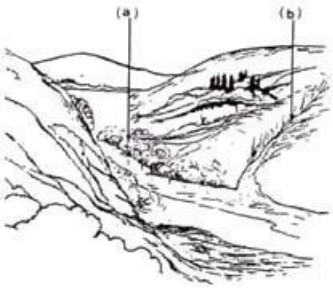
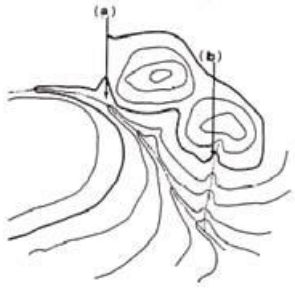
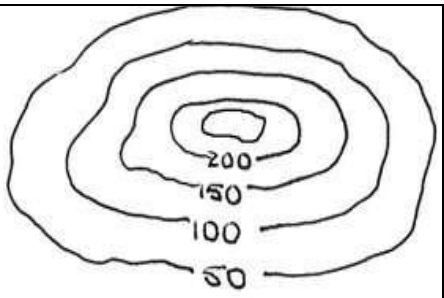
Measuring curved distance on a linear scale using a paper

- **The string method-** the string is used to follow the bends of either the road or river to be measured. The string is then stretched against the map scale to calculate distance.

12. Interpret relief features.

- **Contour lines**

Contour lines are lines drawn on a map connecting points of equal elevation. Map markers use contour lines to show height on maps. Contour lines are therefore very useful because they allow us to show the shape of the land surface (topography) on a map. Examples relief are shown below

		**Spur**. These have a V shape downwards. Look at the contours at b, the v points downwards.
		**Saddle.** The low-lying area between two mountain peaks is called a saddle. See the arrow.
		**Valleys** have a V shape Uphill. a and b shows the valleys.
		**Conical hill** The slopes are similar in all directions. The sides are usually steep with a small pointed top.

Sport heights

They are points on ordinance survey maps whose heights have been measured by land surveyors. Sport heights are marked by a dot with the height in metres written beside the dot as shown below.

• 251.4

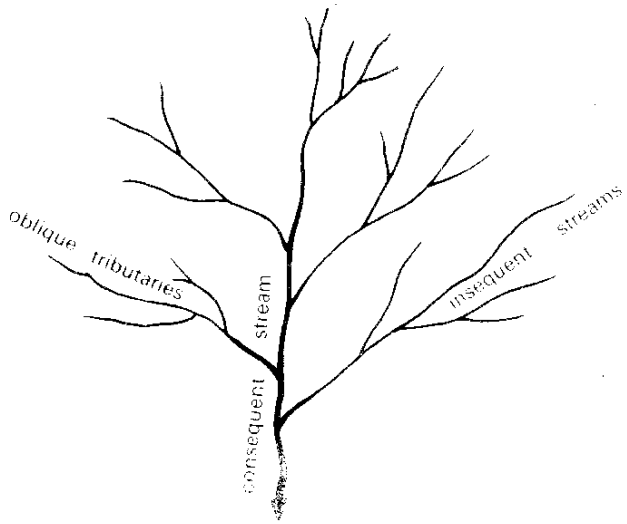
- **Trigonometrical station**

  These are stations are places, usually on hill summits, whose altitude, latitude and longitude have been measured and provide extra information on height. The symbol below is used.

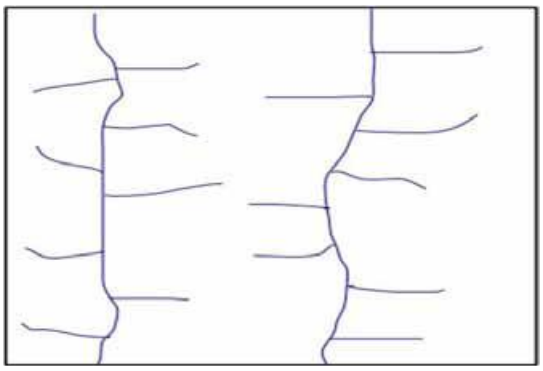


13. Identify drainage patterns.

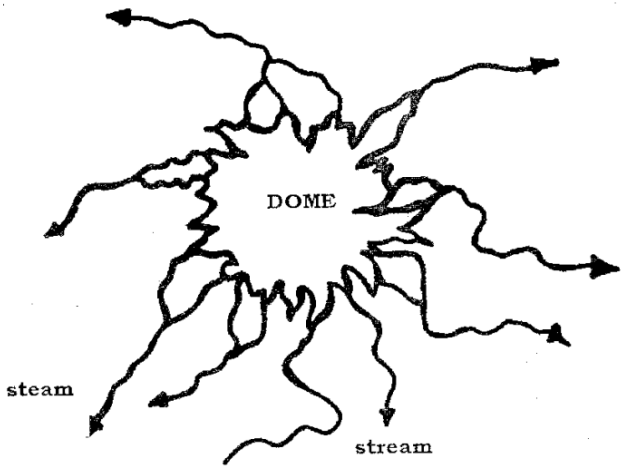
- **Dendritic patterns**
  - ➢ It looks like tree with many branches
  - ➢ Depends largely on the
  - ➢ Tributaries join the main river at acute angle (less than 90).



- **Trellis pattern**
  - ➢ It is formed in areas where the rocks crack to form a grid pattern
  - ➢ It is common over certain types of rocks such as granite,
  - ➢ It has many right (90^0) angles and looks like framework of crossed seams alternate.



- **Radial pattern**
  - Occur on cone-shaped mountains such as volcanoes
  - Water flows away from the high point equally in all directions.
  - It looks like spokes of a bicycle wheel.



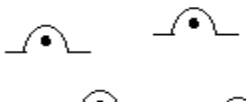
14. **Identify cultural features.**

- **Settlements**

  These are symbols indicating where permanent buildings have been built e.g. villages, towns.



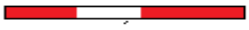
Urban settlements



Rural/Village settlements

- **Transport networks**

  Mode of movement of goods and service from one place to another e.g. roads, railway, airport

Transport and communication features	symbols used
Main road with a bridge	
Secondary Roads	
Other roads	
Foot paths, tracks	
Railway	
Telephone line	
Radio mast	

- **land-use**

  The utilization of land through agriculture, mining and conservation

- **communication networks**

  Links between settlements e.g. Celz, MTN, and Airtel

15. Describe Relief levels of Zambia.

Relief is the general appearance of the land surface. The land surface can be flat, steep, high or low. It can also be the difference in elevation or height between parts of the earth's surface. It can therefore be classified into three levels namely:

- **Land below 900m above sea level**

  This relief level is called low veld. It is the lowest relief level consisting of river valleys like Luangwa, Zambezi valleys and Lake Tanganyika basin.

- **Land between 900m and 1200m above sea level**

  This relief level is called middle veld. It consists of a gently undulating plateau such as Bangweulu, Lukanga, Busango, Mweru-wa-ntipa swamps, Kafue, Luena flats, etc

- **land above 1200m above sea level**

  This relief level is called high veld. This region includes highlands such as Mbala, Makutu-lake Malawi watersheds

16. Locate the major drainage features of Zambia.

- Drainage refers to rivers, streams and water bodies such as Lakes and swamps.
  - **Major rivers** are: the Zambezi, Chambeshi- Luapula, Kafue and Luangwa
  - **Lakes** include Kariba, Tanganyika, Lake Mweru, and Lake Bangweulu.
  - **Swamps and wetlands in Zambia are:** Bangweulu swamps, Busanga swamps and Lukanga swamps

17. State the cultural features of Zambia.

- **Road and railway network,**

  Zambia has two principle lines of rail, the Zambia Railways (ZR) and the Tanzania-Zambia Railways (TAZARA)

  Roads in Zambia are: The Lusaka –Copperbelt Road, The Ndola-Kitwe dual carriage ways. The great East Road, Lusaka- Mongu Road, Solwezi-Mwinilunga Road

- **Settlements Pattern**

  Much of population is concentrated along the railway line, linking the Copperbelt with Lusaka, the capital, and with the border town of Livingstone. Settlement pattern vary regionally depending on differences in economy, and routes of communication and on the distribution of natural resources and trading centres. Settlement can be categorized in two ways: rural and urban settlement. There are three types of urban settlements:

  - **Traditional pre-colonial town-** built of long-lasting materials occupied by people engaged in craft production and commerce
  - **Those established by colonial powers**- new industrial centres located in areas of low population density
  - **The main small townships-** established as local administrative and trading centres during the colonial period. They link rural areas and modern cities.

- **Bridges:**

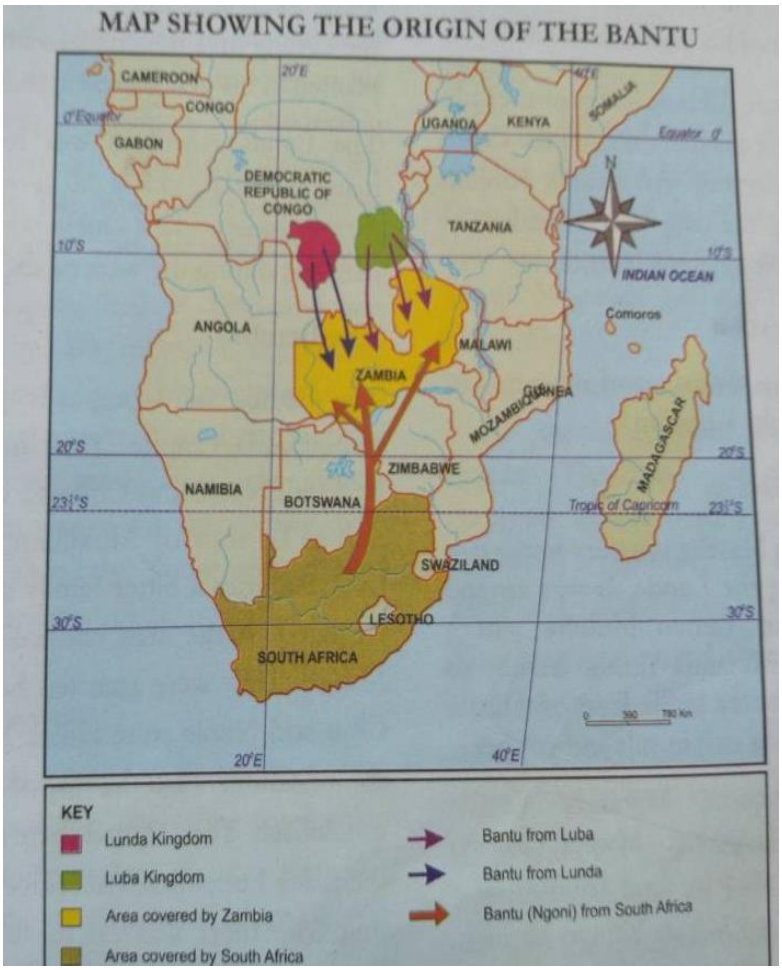
  The Victoria Falls Bridge, Mwanawasa Bridge, Sioma Bridge, Chirundu Bridge and Katima-Mulilo Bridge

TOPIC 3: PRE-COLONIAL SOCIETIES IN ZAMBIA

18. Describe the origins and movements of the Bantu speaking people.

- The Bantu speakers came from West Africa around the Cameroon Highlands. The Niger basin is the possible original land of the Bantu people. The two main groups of the Bantu speaking people are the Eastern and Western Bantu. The original of Eastern Bantu were; the first group that moved eastwards up to Lake Victoria in East Africa. While the Western Bantu moved southwards along the African coast of Gabon, Democratic

Republic of Congo and Angola, or inland along the many to north following rivers of Congo system. The expansion eventually reached South Africa at around 300 A.D.



The Bantu migrated from their original homeland due to the following reasons:

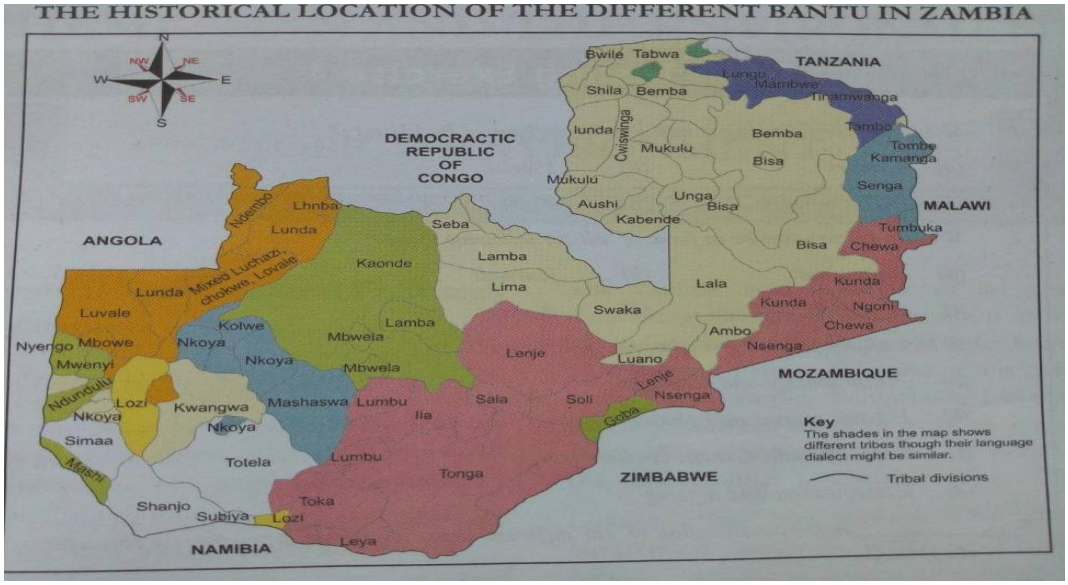
- They had acquired iron-working knowledge and had made strong farm implements which led to increased food production. As a result there was increased population which forced them to migrate.
- Drying up of the Sahara grasslands, since the Bantu speaking people were farmers, the environment forced them to migrate to look for new fertile lands for farming and water as Sahara turned into a desert.
- They had developed better weapons through iron-working and therefore, found it easier to find other groups in areas they migrated to.

- They experienced internal disputes that were brought about by family and clan quarrels. These made some groups of people to break off from their families and clans and migrate to other areas.
- They encountered calamities such as famine, drought and diseases.
- They were crop farmers and thus were looking for fertile lands that they could cultivate.
- They were invaded by hostile neighbours.
- Fear; some convicted people migrated to other distant areas to escape punishment or death. They often took close relatives or clan members with them to settle in new areas.
- Adventure; some groups moved to new area to explore.

  After many years, the Eastern Bantu met the Western Bantu in what is today known as Angola, Southern Democratic Republic of Congo and part of Western Zambia. Here they made one of the earliest iron-working groups in Central Africa. This was the beginning of the Luba – Lunda Empire and from the Luba-Lunda Empire; various Bantu tribal groups migrated into Central Africa (Zambia and Malawi).

19. Identify the Historical locations of different Bantu ethnic groups in Zambia.

- **Northern:** Bemba, Mambwe
- **Muchinga:** Namwanga, Bisa
- **Luapula**: Lunda
- **North-Western:** Luvale, Lunda, Kaonde
- **Western:** Aluyi
- **Central:** Lenje, Swaka
- **Lusaka**: Soli
- **Copperbelt**: Lamba
- **Southern:** Tonga, lla, Toka-Leya
- **Eastern:** Chewa, Nsenga, Tumbuka



20. Describe the spread of Farming and iron-working of farming.

- From Fertile Crescent in the Middle East, farming spread to other parts of the world. It reached Egypt around 650 BC. Here it was started in the Nile River Valley, along the banks of the river Nile. The farmers learnt to keep animals such as goats, cattle, donkeys and sheep. For irrigation they invented a number of methods. Among the early devices for lifting water from streams and water channels was the Egyptian Shadoof. The Shadoof is a bucket set on one end of a weighted pole. The pole rests on a lever and is used to lift water manually to higher lying fields. From Egypt, civilization and farming spread to Ethiopia (Axum) and Sudan (Kush). I Kush, an iron centre was established at Meroe. From Kush and Axum, the spread of farming southwards into Central Africa was slow because of thick forests and jungles along the equator, rivers and dangerous animals as well as bad climate.
- In Zambia, the most well -known Iron Age people lived in the present Southern Province in an area that extended from Gwembe Valley, through Kalomo. The remains of their way of life have been found in the following sites which are located around or near Kalomo; Ndonde, Kalundu, Isamu Pati and Gundu. The Kalomo people are the earliest Bantu settlers and farmers in Zambia. They settled in Kalomo because;
    - The land was fertile
    - There was enough pasture for animals
    - There was enough rainfall

21. Discuss the importance of Technology of the Bantu speaking people.

- It led to farming for food security. The Bantu who migrated into Zambia introduced cultivation of grains and cattle rearing.
- With increased agriculture, came the opportunity for villages and town centres to develop, as people were typically drawn to the new agricultural areas.
- The use of was expanded into new regions as the cultivation of grain was spread as the Bantu speakers migrated to new areas. This new technology led to increased improvements in iron smelting thereby resulting in social, economic and cultural changes.

22. Identify the major decentralized societies in Zambia.

- Tonga
- Lla
- Lenje
- Soli

23. Discuss the main features of decentralized societies.

- **Political-** they did not have a well-defined political structure or system of government. Originally they did not have a king or paramount chief. They were organized into matrilineal clans which were subdivided into family lineages and these lineages administered justice during disputes, distributed land and controlled property belonging to their members.
- **Social organization** – they believed in the extended family structure. The number of wives and children a man had, determined his status in the society. For example the Tonga practiced polygamy meaning that a man was allowed to marry many wives. They were also highly religious people. They practiced ancestral worship, offering sacrifices before planting seeds and also soon after harvest, to thank their ancestors. Girls were kept away from society for a number of months, only to appear during the initiation ceremony.

- **Economic-** they depended on farming. They also kept large herds of cattle because there was plenty of grazing land. Their main crops were maize, millet and sorghum. Trade was also done at Ing'ombe Ilede, which means sleeping cow.

24. Identify the major centralized societies in Zambia.

- Bemba
- Luyi
- Lunda
- Chewa
- Ngoni

25. Discuss the main features of Centralized Societies

- They had no supreme hereditary ruler at a time and under him were several sub-chiefs and Headmen.
- They had armies and they conquered decentralized societies.
- They had a well-established social institutions such as clans and lineages
- Each centralized society had well established cultural institutions
- The supreme ruler served as the chief priest during major tribal religious ceremonies
- The sub-chiefs had to be installed only after the approval of the supreme ruler.

26. Explain the importance of culture to any society.

- Sense of belonging and helps the member to gain positive concept about the family, the nation and Government
- Enables group life linked and related as a large unit
- A tool through which people pass knowledge
- Gives a vision to its people
- Provides rules and norms by which people must live
- Encourages unity among its members
- Gives opportunity to members to understand each other as interpret their interaction and communication according to their culture.

TOPIC 5: WEATHER AND CLIMATE OF ZAMBIA

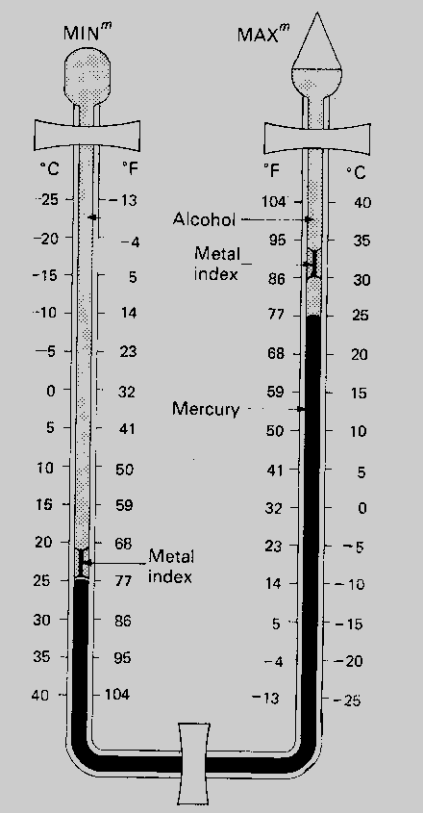
26. Describe weather and climate.

- **Weather**:
  - state of the atmosphere at a given place and time
  - atmospheric condition of a place over a relatively short period of time
  - it changes from time to time
  - and it varies from place to place

- **Climate:**
  - average conditions of the atmosphere over a period of time
  - prevailing atmospheric conditions of a given place, over a relatively long period of time e.g. over 30 years

27. State the elements of weather and their measurement.

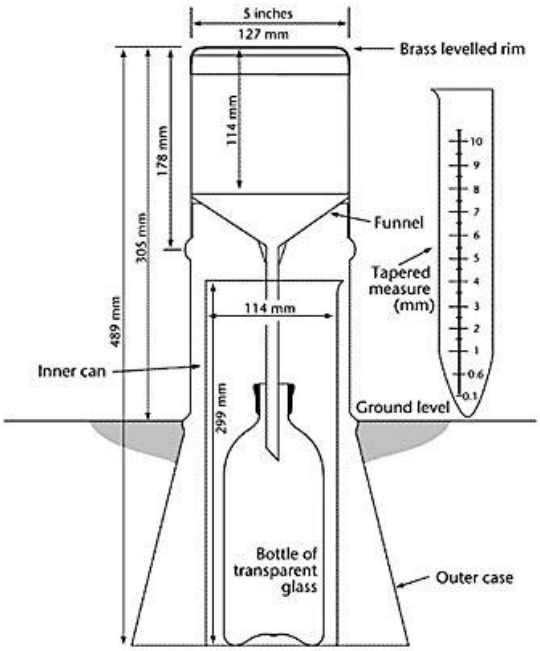
- **Elements of weather:**
  - **Temperature:**
    - Is measured using an instrument called Thermometer
    - There are three types of thermometers namely:
      - Maximum thermometer- uses mercury
      - Minimum thermometer – uses alcohol
      - Six's thermometer- also called the maximum and minimum thermometer. Uses mercury in the maximum and alcohol in the minimum
    - This is the hotness or coldness of air.
    - It is measured in degrees Celsius/centigrade or degrees Fahrenheit
    - It can also be referred to as the amount of heat in the atmosphere of a given place.



The six's thermometer

- **Rainfall:**
  - instrument used Rain gauge
  - measured in millimeters (mm)
  - the rain gauge consists of the following:
    - funnel
    - outer container
    - inner container/glass jar
    - measuring cylinder
  - it is important because it makes crops grow
  - rainfall in Zambia is seasonal, its experienced between October and April



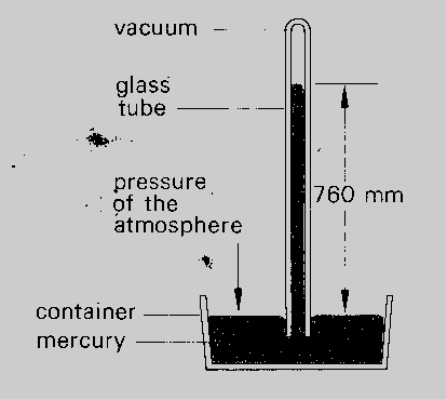


- **Sunshine**
  - instrument used Sunshine recorder
  - Is the direct rays of sunlight on the earth's surface
  - The Campbell strokes sunshine recorder records the number of hours and minutes of sunlight that receives on a daily basis.



- **Air pressure**
  - is the weight of the air exerted on the earth's surface
  - instrument used barometer
  - there are two types of barometers namely: the **Simple Mercury** barometer and **Aneroid** barometer
  - Air pressure is measured in units called **millibars (mb).**

Simple Mercury Barometer **Aneroid barometer**





- **Humidity**
  - Refers to the amount of water vapour in the atmosphere
  - It varies from time to time and place to place
  - instrument used is the **Hygrometer**
  - the air is said to be **saturated**, it means it can no longer hold more water vapour
  - **Absolute Humidity** is the actual water vapour present in the air at a given time
  - **Relative Humidity** is the ratio of the amount of water vapour in the air at a give temperature to the maximum amount the air can hold at the same temperature.

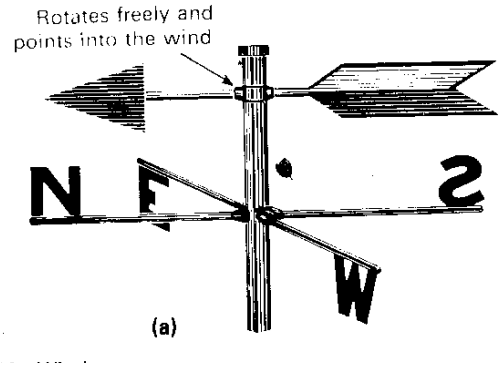
The Hygrometer



- **Wind**
  - Is air in motion/moving
  - When air is in motion/moving, it has both speed and direction.
  - **Wind Direction**

- The instrument used to measure the direction of the wind is called the wind vane
- It can also be measured by the windsock
- The wind vane rotate freely as the wind blows.
- The arrow points into the direction from which the wind is blowing e.g. the arrow will point to the eastward if the wind is blowing from the east.
- For the windsock, it will point to the direction into which the wind is blowing e.g. if the wind to blowing from the east to west, the windsock will point to the west.
- Unit used is compass direction.

The wind vane



- **Wind speed**
  - The instrument used is the **anemometer.**
  - It has four cups that rotate freely when the wind is blowing
  - The greater the speed, the faster the rotation of the cups
  - A meter connected o the anemometer records the number of rotations
  - Is recorded in Km/h and units used is **Knots.**



- **Clouds**
  - Clouds are masses of small visible particles of water ice that are formed by condensation
  - Are usually suspended in the sky
  - Can be observed by our naked eyes and units used is **Oktas**

28. Explain factors influencing weather.

- **Seasons:**

  The Rotation of the earth causes day and night

  One Revolution of the earth around the sun takes $365^{1}/_{4}$
- **Distance from the sea**
  - Zambia lies in the interior of the continent therefore she is far from the moderating effects of the oceans
  - Zambia as a result has cooler winters and hotter summers
  - Global air movements due to different in temperature between parts of the world at different latitudes create a movement of air and water in great swirling currents.
- **Prevailing winds**
  - Three winds which meet over Zambia in summer cause much of rainfall that is received
  - These are: **South east trade** winds, **North West trade** winds or **Congo air** and north east monsoons

- The **Congo air** entering from the north wet bring more rainfall to Zambia than the other two winds
- The zone in which these three air masses meet or converge is called the **Inter-tropical Convergence Zone (ITCZ)**

- **Latitude**
  - Refer to the distance from the Equator
  - The northern part of the country receives more rainfall and has high temperatures because it is near the equator.
  - When the North West rain-bearing winds and the east monsoons blow from the equatorial region into the northern part of the country, they have moisture and bring more rains, but as they progress southwards, they become drier losing moisture hence the less rainfall received in the southern parts of Zambia.
- **Altitude**
  - Altitude is how high or low place is above sea level
  - Lower areas in Zambia experience high temperatures e.g. Luangwa and Gwembe valleys while highlands experience lower temperatures e.g. Mbala is cooler because its high altitude whereas Chirundu in the Zambezi Valley is hotter because of its lower altitude.

29**. Describe the climate of Zambia.**

- Zambia lies in the tropical areas near the Equator. She has a tropical climate. It's characterized by three seasons:
  - The cool, dry winter season from May to September
  - The hot, dry season in October and November
  - The rainy season from December to Africa

  Zambia's climate is favorable for the cultivation of a wide range of crops such as maize, tobacco, cotton, rice, wheat and groundnuts, all kinds of vegetables, citrus fruit, bananas, pineapples, mangoes, avocados and even grapes.
- Temperature and rainfall characteristics:
  - Summers have high temperatures and rain falls in summer.
  - The rain is usually in the form of thunderstorms

- Winters have lower temperatures and there is no rainfall.

30. Analyze effects of climate on human activities.

- Climate affects human activities in the following ways:
  - **November – March:** this period is called the farming season because the rains dictate the farming activities
  - **Clothes:** the type of clothes to wear is also dictated by seasonal changes i.e. warm clothes are worn in cold season and light clothes in hot dry season.
  - **Human settlement:** people tend to settle in areas with higher amounts of rainfall and fertile soils because of their suitability for agriculture.
  - **Migration:** during high rainfall some areas get flooded thus forcing people to migrate to higher grounds.
  - **Trading Activities**: climate influences trading activities that take place in different parts of the country. The exchange of goods and services in different parts of the country is limited to the crops and goods that are available.
  - **Housing**: the types of houses built in different areas of the country are dictated by climate, i.e. people living in areas that are affected by floods cannot build permanent houses.

31. Analyze effects of human activities on climate

Human activities have an effect on the climate which includes:

- **Pollution**
  - Emissions produced as a result of human activities which lead to global warming, climate change and depletion of the ozone layer

Global warming and climate change

- Global warming refers to average increase in the earth's temperature, which in turn causes changes in climate. Global warming is largely caused by human activities that result in the greenhouse effect.
- Rainfall patterns seem to be changing, with many places experiencing more droughts and other places experiencing more floods.

- **Industrial Activities**
  - Increase in the number of manufacturing industries and the use of automobiles.
  - Produce different gases which affect the environment.
- **Agriculture**
  - Increases the emission of greenhouse gases such as carbon dioxide, methane and nitrous oxide leads to global warming and climatic change.
- **Deforestation**
  - Cutting down of trees to clear land for agriculture, establish settlements or to make charcoal has affected the amount of rainfall received.
  - Trees attract rainfall

TOPIC 6: FORESTS AND THEIR PRODUCTS

32. Describe the types of vegetation found in Zambia.

Zambia's vegetation is classified as Savannah vegetation, mainly characterised by scattered trees and tall grass**.** The vegetation can be divided into three categories:

- **Closed forests**- these are very dense forests where the trees grow very closely together. They are found in areas that receive high rainfall. Most of these areas are called **deciduous savannah woodlands**. They include evergreen forests, swamps and mountain forests. Closed forests form **canopies-**a structure formed when tree tops or crowns touch each other, creating a shaded forest. Trees include: Kayimbi, Mukwa (Zambian Teak), Mupundu, Mutemwa clippers(climbing plants), Mukusi etc
- **Open forests** consists of scatted trees with grass in between the trees. They cover 70% of Zambia. Trees found include Miombo, Mutondo, Musaka, Kayimbi, Mopane and thorn acacia trees.
- **Swamps and Grassland**s are extensive areas covered with grass. They are naturally areas without trees. They are referred to as open grassland vegetation.

33. Identify type of tree species.

The types of trees found in Zambia can be categorized into two:

- **Indigenous trees**- these are local trees which are found in their natural environment. The trees take long to grow and produce hard wood timber.
- **Exotic trees**- these are those that are not found in their natural environment. They are imported outside Africa and are planted in Zambia. There are a lot of plantations in Zambia in which exotic are found. Exotic tree species include: eucalyptus, gmelina and tropical pine. Exotic tree plantations are mainly located on the Copperbelt at Chat, Chicele and Mufulira. Other plantations are in Choma, Samfya, Kabwe and Chisamba.

34. Identify forest products and their uses.

FOREST PRODUCT	USE
Timber	For construction of houses and Furniture
Honey	A source of food
Mushrooms	A source of food
Herbs	Source of medicines
Vegetables	A source of food
Fuel wood	A source of energy
Caterpillars	A source of food
Leaves, roots and barks	Traditional medicines, baskets and net-making
resins	Used in making soap, varnished and paints, and sizing paper

35. Explain the importance of conserving and preserving forests

- Provision of food from forest products such as honey and caterpillars
- Home of wild life
- Source of medicines
- Clean air that the forest improve air quality and reduce in the emission of greenhouse gases that contribute to global warming
- Forest prevent soil erosion
- Forests replenish streams and rivers and provide drinking water
- Forests are home to millions of species of plant, animals and insects, many of which provide food and medicines

- Forests provide beautiful scenery for relaxation and solitude.

Dangers of forests

- **Forest fires**: fire lit by poachers disturb and even kill animals i.e. many snakes and rodents are burnt to death by these fires
- **Deforestation:** cutting down of trees destroy the natural habitat for animals
- **Overgrazing:** keeping too many animals in one area leads to overgrazing which leaves the soil bare, leading to soil erosion. When soil erosion occurs, vegetation stops growing.
- **Droughts:** very little grass and other vegetation grow where there is drought.

TOPIC 7: FARMING

Farming is the growing of crops and rearing of livestock. There are two types of farming namely:

- Subsistence Farming: growing of crops for consumption.
  - A subsistence farmer grows crops for his or her own or family consumption.
  - He or she may sell the surplus and buy things that he or she does not grow/produce.
  - He or she uses a small portion of land
  - He uses simple tools such as hoe, axe and panga
- Commercial Farming: growing crops primarily for sale.
  - A commercial farmer grows crops for sale.
  - He uses chemicals and machinery such as pesticide, combine harvesters etc.
  - He uses a bigger portion of land.
  - Uses labour-skilled, semi-skilled and unskilled

36. Describe the different traditional types of shifting cultivation.

- **Lozi system** of Western Province uses a multi-system type of farming practice.

  The system is made up of five different agricultural techniques such as litapa, lishanjo, matema, mazulu, Matongo.

  - **Litapa:** crops are grown in large shallow depressions on the plain. Land is prepared in May and planting in June. Harvesting is done in November.
  - **Lishango:** takes place at the edge of the plain and is practiced throughout the year. Planting is done in June and harvesting in November. Soon after harvesting, new crops are planted again and harvesting in May/June the following year.

- **Matema:** refers to cut-over area. It similar to chitemene system. Lashing is done between mid-April and August, burning is done in October, cassava is planted on the onset of the rains with ash acting as fertilizer. When the rains start, other crops such as maize and vegetables are grown on the same piece of land. After four to five years, the field is abandoned.
- **Mazulu:** Lozi term for ant hill. Farming is done on anthills made by termites, artificially made by humans or deposits that result from flooding. It takes place on the flood plains. They rise above flood waters when the area is flooded. Cattle kraals are made on these mounds as a source of manure. Crops grown include: maize, sorghum, pumpkins, groundnuts and sweet potatoes.
- **Matongo:** crops are grown during rainy season on the lower slopes of the plateau. Farmers do not use chemical fertilizer instead they use cow dung as manure to increase soil fertility.

- **Transhumance**
  - Refers to seasonal change of grazing and farmlands, the practice of moving livestock between different grazing lands during different seasons.
  - During rainy season, the Lozi move to higher ground with their animals where they settle and practice farming
  - After the floods have receded, they move back to the plain and continue with their farming activities.

Advantages of Lozi system

- No chemical fertilizer is needed
- Animal manure increases soil fertility thus cheap method of farming
- Integrates livestock with crop farming

Disadvantages

- Cutting of tree branches and burning leads to land degradation and air pollution due to smoke
- All techniques are labour intensive
- Farmer frequently lose their crops since farming takes on the floodplains

- **Mambwe system**
  - Also called Fundika
  - Involves the making of mounds or heaps.
  - These mounds are made just before the end of the rainy season when the soil is still soft.
  - Grass is heaped in different places in a field and covered with soil to make mounds and compost.
  - The decayed grass serves as manure when the mounds are opened and the soil spread all over the field. Crops such as cassava, millet and vegetables are planted when rainy season starts
  - Mounds are opened in the second year.

Advantages

- Its friendly to the environment- no cutting of trees is involved
- Chemical fertilizer is not used

Disadvantages

- Requires a lot of labour for making mounds and leveling when planting
- Little integration between livestock and crop farming – there is total loss when crops fail to do well.

- **Chitemene system:**



- Chitemene means a cut-over area; mainly practiced in Luapula, Northern and in some parts of Central Provinces like Mkushi and Serenje
- It is also known as slash and burn or shifting cultivation.
- Tree branches are slashed and heaped in one area.
- After drying, they burnt so that ash is used as fertilizer
- On the onset of rains, crops like maize, vegetable, cassava, millet, sorghum and beans are grown.

Advantages

- Doesn't need artificial fertilizer to increase soil fertility as the ash acts as fertilizer; hence it is a cheap method
- Only simple and cheap farming tools like hoes and axes are used
- During burning, fire kills harmful insects (pests) that may destroy the crops; hence there is no need to use pesticide

Disadvantages

- Burning destroys the land- the area is used only once or twice as the soil becomes unproductive.
- Cutting of trees leads to deforestation and in turn causes soil erosion or desertification.
- Burning kills useful organisms in the soil
- Yields are often poor
- Crops grown are usually consumed within the shortest period
- There is a lot of work e.g. slashing, dragging and heaping the branches in places

37. State the main crops grown under traditional shifting.

- Millet, sorghum, cassava, lentils, groundnuts

38. Explain the effects of shifting cultivation on the environment.

- **Deforestation** as a result of cutting down of trees

- **Soil erosion** due to exposing the soil to the soil agents of soil erosion such as water and wind.
- **Low productivity:** forest clearance brings about declining land productivity due to soil erosion leading to low income for farmers
- **Leaching** is the washing away of top soil reducing nutrient in the soil
- **Pollution:** the smoke produced when braches and grass are burnt causes air pollution
- **Rainfall variability**: is caused as the result of vegetation influence in rain formation. Trees attract rainfall and deforestation leads to rainfall variability.
- **Global warming:** burning of branches add carbon dioxide to the atmosphere which leads to global warming.

39. Describe commercial farming.

- Large-scale are farms that are usually large and large pieces of land are required, Mechanization is the process of using agricultural machinery to mechanize farming.
- Use of chemicals to control pest and diseases since the farms are large
- Use of artificial fertilizers on the farm to make to soil fertile again.

40. Identify the major cash crops grown under commercial farming.

- Maize, tobacco, cotton, coffee, wheat, sugarcane, banana, pineapple, tea

41. **State characteristics of estate/plantation agriculture.**

- Foreign-owned Plantation are owned by foreigners
- Long-term investment Farmers do not recover their capital immediately
- Labour intensive Force is required for efficiency on the farm
- large capital outlay Large capital is required to acquire labour, land, planting machinery or tools and chemicals
- Irrigation The artificial application of water to crops
- processing done on site Factories are constructed on the farm
- export oriented Plantation agriculture is export oriented

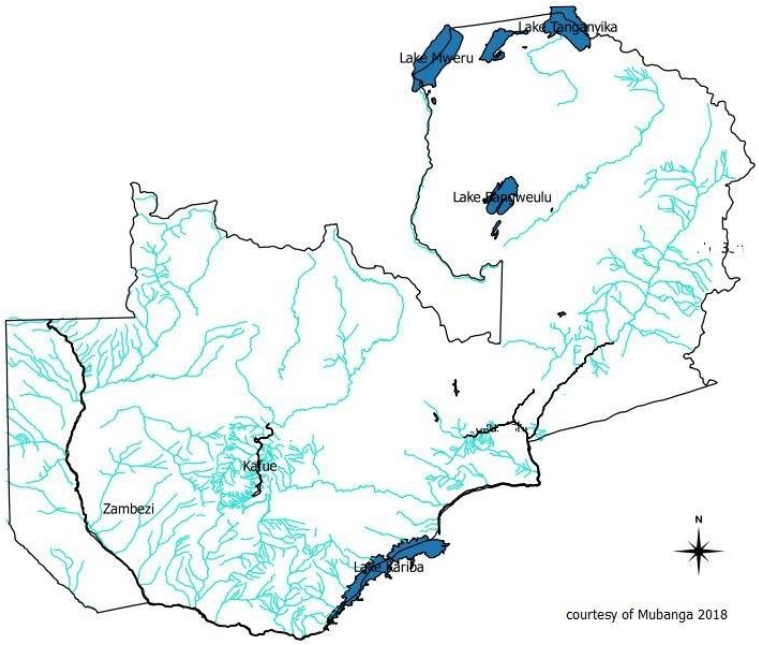
42. State factors influencing commercial livestock farming.

- Diseases and pests
- Plenty of Pasture is suitable for feeding animals on.
- Markets are an occasion where people buy and sell goods. Nearest market promotes commercial livestock
- Water scarcities these are areas without enough water supply and do not promote commercial livestock farming
- Traditions hinder commercial livestock farming. Some traditions regards rearing of animals such as pigs to be a taboo
- Thefts due to crime of stealing animals and farm equipment discourage farmers.

43. Explain the impact of commercial farming on the environment.

- **Deforestation** causes reduction of rainfall, increase in temperatures prolonged drought then desertification.
- **Pollution** is the process of making air, water and soil contaminated or dirty. The major pollutants on the environment due to commercial farming are the chemicals.
- **Soil erosion** leads to rapid depletion of the soil nutrients, low crop yield.
- **Displacement of human and wildlife** due to clearing the vegetation for commercial farming.

TOPIC 8: FISHING IN ZAMBIA



44. Locate the major fisheries in Zambia.

- Zambia has many rivers, lakes, streams and swamps from which fish is caught. A number of fisheries are found on the lakes and rivers. A fishery is a place where fish is caught. These fisheries include:

  - **Kariba Fishery**
    - Located on the Zambia-Zimbabwe border
    - It's a man-made lake which resulted after the construction of the Kariba Dam
    - Fish caught include: bream, sardine (Kapenta), sharp-toothed barbell, pike, Kalongwe and mutaba.
    - It is well equipped with a fishery Training Centre at Sinazongwe where fishermen are trained on how to use modern methods of fishing such as boats and nets.
    - They are also taught boat-building skills, net mending, engine repairing, how to manage finances and also fish farming.
    - There is also a well constructed and covered fish market and ice plant where ice blocks are produced and sold to fishermen for fish preservation.
  - **Kafue Fishery**
    - Is rich in fish such as Bream, pike, mud sucker, bull dog, tiger fish and barbell
    - Located near Kafue town

- It extends from Itezh-tezhi gap where the Kafue River turns sharply east, and continues through the Kafue flats up to Kafue Gorge.

- **Zambezi (Flood plain) Fishery**
  - Located on the mid-Zambezi flood plains of the western province.
  - Is also rich in fish species due to abundant fish food in form of animal droppings from Liuwa Plain National Park. And fish caught include mud sucker, bottlenose, pike, bream and barbell
  - Though rich in fish the fishery has not grown into an important commercial fishery because:
    - It is far from major cities, the only market for fresh fish is Mongu
    - Poor road network- difficult to construct roads because of the area is sandy; hence the fish is mostly sold dry.
- **Tanganyika**
  - Is located on the Lake Tanganyika, north of Zambia.
  - It is well known for Nile perch and sardines
  - Nile perch are huge fish, found only I this fishery in Zambia
- **Chambeshi-Luapula Fishery**
  - Chambeshi is also called the Chambezi, rises on a plateau in Northern Zambia between Lakes Tanganyika and Malawi.
  - Chambeshi River flows south-west, entering Lake Bangweulu in the wet season, from which it merges directly as the Luapula River.
  - There is little fishing taking place between the source and Lake Bangweulu.
  - Along the Luapula, fishing is the most important activity, attracting a lot of people.
  - It is the most densely populated areas in Africa
  - The development of fishing Industry has been hindered by poor infrastructure; hence large quantities of fish are wasted.
  - Fish caught include bream, barbell and tiger among others.
- **Bangweulu Fishery**
  - Includes the Chambeshi River which has its source in the Mbala Highlands
  - It is an extensive swampy area with water filled depressions and basins

- Reed-covered areas separate individual water bodies
- It is rich in fish food of the droppings of the black lechwe found only on this fishery.

- **Luangwa Fishery**
  - Rises from the Mafinga Mountains in the north east of Zambia and runs south west, all the way up to Luangwa town where it joins the Zambezi River.

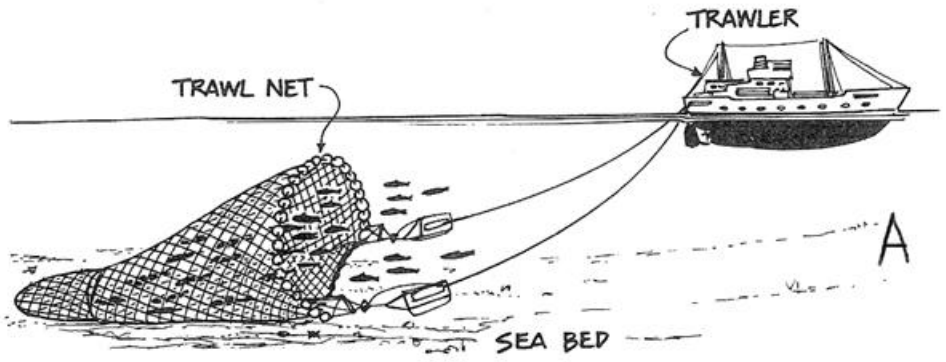
45. Identify the types of fish found in Zambia.

- There are more than three hundred types of fish caught in Zambia, most of which are of economic importance. The common ones are: Pike, Mud sucker, Barbell (mubondo), Yellow belly and green headed bream, Bull dog, Bottlenose, Sardines (Kapenta), Nile perch.

46. Describe fishing methods used in Zambia.

Fishing methods

- Gill and trawl nets, baskets, fishing lines, motor boats, dugout canoes, spears



Fish Processing

- Smoking is the method of preserving fish. The smoke from slow burning fire chases away the germs
- Sun drying is the putting of fish under sunshine to dry
- Salting is applying salt on the fish being preserved
- Freezing is keeping fish at a very low temperature
- Caning is the packing of fish in tin or can to prevent germs from entering fish.

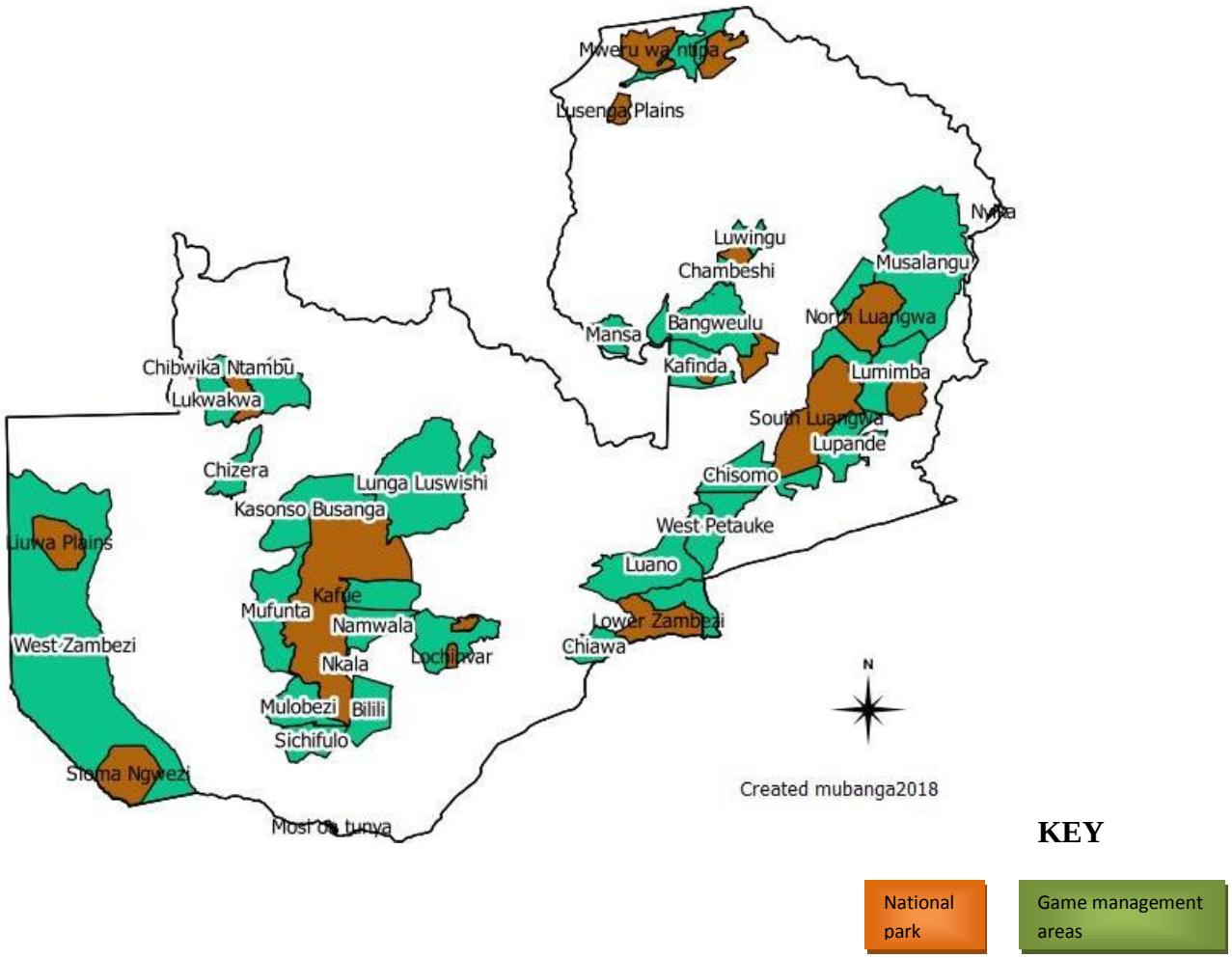
47. State the challenges facing the fishing industry.

- Marketing Long distance from the fishing areas to urban markets
- Storage There is lack of appropriate storage facilities at major landing areas
- Transportation Poor conditions of roads from fisheries
- Over fishing occurs when fishermen use undersized nets for fishing, catch immature fish using mosquito nets to catch fish.
- bad fishing methods
- Some people use poison to catch fish

48. Possible Solutions to challenges facing the fishing

- Restocking is the building up fish population in fisheries
- annual fish bans and should be strictly observed
- fish farming should be encouraged
- Offering training to fishermen

TOPIC 9: TOURISM



Tourism means visiting places and countries for pleasure or recreation. A tourist is a person who visits foreign places or countries for pleasure; they may visit places for business or health reasons. There are two types of tourist: local or domestic and foreign or international.

49. Identify the major tourist attractions in Zambia.

- National parks see map (above)
- water fall (Mambilima, Kalambo,Victoria)
- historical sites
- traditional ceremonies,
- water sports

50. State the advantages and disadvantages of tourism.

Advantages:

- foreign exchange earnings,

- cultural exchange,
- infrastructural development
- Create employment

Disadvantages:

- trafficking in trophies,
- It can lead to outbreak of diseases, e.g. STIs, HIV/AIDS
- Encourages prostitution.
- Expose the country to drug trafficking
- Income received from tourism is not constant it is seasonal

51. Explain the importance of conserving tourism resources.

- It helps to maintain cultural heritage,
- Contributes to sustainable development
- It encourages recreation.
- It encourages biodiversity
- Infrastructural development is also maintained through conservation of tourism resources,

TOPIC 10: POLITICAL DEVELOPMENT IN ZAMBIA

52. Explain the meaning of civic education.

- Is the study of our political, social, cultural and economic environment
- It is known as citizen education or democracy education.

53. Outline Zambia's path to independence.

- Zambia was called Northern Rhodesia before independence. The name Rhodesia was derived from Cecil John Rhodes, the British capitalist and owner of the BSA Company.
- It was a British protectorate in south central Africa, formed in 1911 by amalgamating two protectorates of North-western Rhodesia and North-eastern Rhodesia.
- The British South African Company ruled over Northern Rhodesia on behalf of British government.

- From 1924, the administration of Northern Rhodesia was transferred to the British colonial office as a protectorate.
- In 1953, three countries: Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi) were merged as one administration and was called Federation of Rhodesia and Nyasaland
- The federation was unpopular among Africans that they started fighting for independence.
- The British arrived and colonized Zambia in the 1890s, with the help of the British South Africa Company under Cecil John Rhodes.
- So many welfare societies were formed by the independent African Churches joined by the educated Africans (educated by missionaries) to fight for social, economic and political advancement especially on the Copperbelt.
- In 1935, a lot of disturbances and protest took place which include:
  - Over discriminatory laws such as hut tax
  - Permit laws for African to live and work on the Copperbelt
  - Colour bar
- In 1946, the federation of African Welfare Societies was formed to discuss local affairs in English
- 1948, the federation changed its name to Northern Rhodesia Congress with Godwin Mbikusita Lewanika as its president and gradually developed a political force
- In the late 1940s, several local trade unions representing African miners merged to form Northern Rhodesian African Mineworkers' Union
- In 1951, Mbukusita Lewanika was voted out of office and replaced by Harry Nkumbula a school teacher from Kitwe.
- In the same year, Kenneth Kaunda a former teacher became the organizing secretary for Northern Rhodesia Congress in the Northern Province.
- In 1953, he moved to Lusaka as secretary general for the congress under NKumbula's presidency.
- Both Kaunda and Nkumbula started to advocate self-government under the majority rule and in 1955, both were imprisoned for two months for being prominent in organizing boycotts and sit-ins.

- In October 1958, after the imprisonment, Kaunda intensified the campaign of economic boycotts and disobedience. They left the Congress and formed the Zambia African National Congress with Kaunda as the president.
- On 12 March 1959, Kaunda was arrested again, with 45 other members of the Zambia African National Congress and the party was banned
- In October 1959, former Zambia African National Congress members formed the United National Independence Party.
- In 1960, Kaunda was released from prison and became its leader
- On 31 December 1963, the federation of Rhodesia and Nyasaland was dissolved.
- In 1964 elections, UNIP gained 55 out of 75 parliamentary seats. The country became independent on the 24th October1964 with Kaunda as president.

54. Describe symbols of national identity.

- **The national flag.** The black colour on the national flag stands for the people of Zambia. Red represents the struggle for freedom. Orange stands for our mineral wealth. The green represents the land and those natural resources. The Eagle symbolizes the freedom that we have in Zambia and ability to serve our own problems.
- **The national anthem.** The national anthem is a song which is sung on official occasions, such as public meetings. It is sung at school assemblies and sports gatherings. The national anthem comes from a song called Nkosisikelele Africa which means God bless Africa. This song was written in 1897 by a South African called Enoch sontona. The song was a hymn and prayer of the black people of South Africa. This song was a symbol of African's long struggle for freedom.
- **The coat of aims.** The oat of aims is another important symbol of national identity. It is used on government official paper. The man and the women on the coat of aims symbolize the important of family life in Zambia. It is also an indication of equality between men and women. The Black and white wavy lines stand for the Victoria Falls on the Zambezi River. The hoe and the pick stand for the hard work of the Zambian people in mining and agriculture. The eagle on the coat of arms stands for the freedom that we have in Zambia and zebra represent zamia's resources such as the fertile land, minerals and wildlife.



55. Explain the value of national symbols.

- The value of the national symbols helps us to identify the heritage and culture of our country, and give citizens a sense of belonging and pride. They remind us of our values, ideals, and duties for the benefit of all citizens.

TOPIC 11: GOVERNANCE-SYSTEMS OF GOVERNACE

56. Identify systems of governance

Governance refers to the way rules, laws and policies are made and implemented by the political leaders in the country. It is the process of decision-making and implementation. There are two systems of governance:

- **Good governance (Democracy)** is when people can elect their leaders.
- **Bad Governance (Dictatorship):** is when people in the country do not have a say in government, or how the country is run.

57. Describe the characteristics of good and bad governance

- **Good governance:**
  - **Consultation:** leaders make consultation with others.
  - **Rule of law:** The rule of law is effective, both to protect individuals in the society, and also to protect individuals in the society, and also to prevent leaders from abusing their power.

- **Citizen participation:** Citizens have the freedom to participate in the process of choosing their leaders.
- **Transparency:** Transparency means it is possible for citizens to see that their leaders are running the country according to legal, constitutional processes.

- **Bad government:**
  - **No consultation:** Leaders make decisions on their own, often in their own interest.
  - **Absence of rule of law**: people in power can intimidate and abuse the rights of citizens, and citizens may protect from unfair or unlawful treatment.
  - **No participation:** citizens have to accept whatever their leaders do.
  - **No accountability:** Leaders may cover up wrongful practices, or may simply refuse to account for their actions.
  - **No transparency:** People do not have access to the processes by which the country is government

58. Identify institutions that promote good governance.

- Anti-Corruption Commission. It investigates and takes suspected offenders to court.
- Human Rights Commission. It ensures that human rights are protected in Zambia.

TOPIC 12: CONSTITUTION

59. State types of constitutions.

- **Written constitutions**. Is in the form of one specific document which describes the basic principle of how a country is governed.
- **Unwritten constitutions**. Is not written down in the form of a specific document.
- **Flexible constitution.** Is the constitution that can be changed by vote by the majority of representatives?
- **Rigid constitution.** It is the constitution that requires special processes before the constitution can be amended.

60. Explain the importance of a Constitution.

- It is the highest law of the land, and
- It is the one that constitutes the country and
- Its laws which governs the country or an organization.

TOPIC 13: CITIZENSHIP

61. State qualifications of Zambian citizenship

- By birth: If you were born in Zambia, and at least or of your parents is Zambian.
- Descent: If you were born outside Zambia, but at least one of your parents is Zambian.
- Registration: Anyone over 18 years of age, and who has lived in Zambia continuously for 10 years or more, can apply to the citizenship board of Zambia to become a citizen.
- Adoption: A child who is not a citizen but is adopted by a citizen automatically becomes a citizen of the country.

62. Describe qualities of a good citizen

- **Loyalty:** a good constitution is loyal to the country. A citizen is the member of various social groups such as family, city and the country. A citizen must sacrifice his or her interest for the sake of wider interest.
- **Honesty:** a good citizen performs their duties sincerely, faithfully and cooperates with the state officials in the discharge of their duties. Good citizens are supposed to be honest in everything. A good citizen:
  - Does not tell lies in a court of law.
  - Exercise the right to vote honestly.
  - Does not evade tax.
- **Patriotic:** a good citizen is patriotic. This means that he or she:
  - Will do anything to protect the interest of the nation.
  - Will not betray the country for the sake of personal gain.
  - Will report any activities that may put the security of the national at risk.
  - Does not get involved in the activities that may disrupt peace.
  - Works hard to develop the nation.
- **Respect for human rights:** A good citizen has respect for human rights. Human rights are entitlements that every human being has by virtue of his or her belonging to the human race. These are collective rights recognized by every sovereign state and ensure in their constitutions and international law.

63. State rights, duties and responsibilities of a Zambian citizen

- **Rights to**:
  - **Health**: Every citizen has the right to enjoy good health.

- **Life:** This is the universal human right which is enshrined in the constitution. No one has the right to take another person's life.
- **Liberty**: Liberty is freedom. Every citizen should enjoy freedom as long as he or she does not commit a crime or do anything that infringes other citizen's rights.
- **Speedy and fair trial**. No citizen should be detained by the police for a long period before the court of law.
- **Against forced labour**: A citizen should not be forced by any employer to do a particular kind of work against his or her will.
- **Freedom of conscience**: A citizen has the right to belong to any religious group or political party of choice.
- **Freedom of movement:** Travelling to any part of the country is not restricted for citizens. There are no passes needed.
- **Freedom of assembly and association:** A citizen of is free to meet publicity and discuss views, religious, political or otherwise, with people who hold similar or divergence views.
- **Property**: A citizen is free to own any property including land and buildings.
- **To vote**: Every qualified voter has the right to vote for and elect the leader of his or her choice.

- **Duties of a citizen:**
  - pay tax
  - obey the laws of the country
  - Report any crime activities to the police.
- **Responsibilities of a citizen:**
  - **At Personal level, a Zambian citizen is responsible for:**
    - Paying tax to enable the government fund development projects such as roads.
    - Voting to elect local and national leaders.
    - Obeying the law.
    - Maintain a clean environment by cleaning both oneself and the surrounding.
    - Protect government property by not vandalizing buildings and installations.
    - Take good care of the public facilities.
  - **At a Family level a Zambian citizen has the responsibility to:**

- Play a role by doing house chores
- Avoid being wasteful in terms of food and other resources such as water and electricity.
- Protect the members of the family.

- **At the community level a citizen is responsible of:**
  - Provide voluntary services such as road maintenance and cleaning the environment to avoid disease outbreaks.
  - Reporting criminals and criminal activities to the police.
  - Caring for public property by protecting against vandalism or destruction.
  - Showing respect for the rights of other citizens.

- **At national level a citizen is responsible of:**
  - Defending the country by not harboring illegal immigrants.
  - Avoid any corrupt practices.
  - Being tolerant with the views of other people who may have different political or religious views from him or her.

TOPIC 14: POLITICAL ORGANISATION

64. Describe a one party political system.

A one party political system is the type of governance in which a single political party forms the government, usually based on the existing constitution. All other parties are outlawed because it believed that the involvement of other parties would hinder progress. When Zambia got independence in 1964, there were two political parties that were prominent. These were united national independence party (UNIP), led by Dr Kenneth Kaunda, who was the first president of Zambia, and the African national congress (ANC), led by harry Mwanga Nkumbula. Soon after that, Zambia becomes a one party state. The only political party in existence by that time was UNIP. When this was done the group that led spearhead the re-introduction of the multi-party system formed a political party called movement for multi-party democracy (MMD).Fredrick Titus Jacob Chiluba was

elected the party president. He later became the second republican president in 1991, when his party won the tripartite.

65. Describe multi-partism.

The multi-party system is a system where more than two parties actively participate in the country. It is a system in which no one party can be guaranteed an absolute majority. Zambia moved from being a one party state in the 1980s.There is many parties in Zambia namely:

- Forum for democracy and development (FDD)
- Movement for multi-party democracy (MMD)
- United national independence party (UNIP)
- United party for national development (UPND)

66. State the advantages and disadvantages of multi-partism.

- **Advantages**:
  - Citizens are offered a wider freedom of political party.
  - It promotes competition in terms of good policies to be implemented. This brings development in the country.
  - Policies decisions take into account the views and interest of all people.
  - It provides an effective system of checks and balances on the government and this promotes political moderation.
  - A multi-party system can lead to a coalition government which produces reasonably stable government.

- **Disadvantages**:
  - The multi-party system may bring about conflicts among political parties.
  - Too much time and money is spent on campaigns and politicking instead of development.
  - There is lack of sustainable development because the part in power is in a hurry to produce results. This ends up in shoddy and uncompleted work.
  - It is costly to manage the system.
  - If inter-party conflicts are not handled well, they may lead to national disunity.

TOPIC 15: ELECTIONS

67. Explain types of elections

There are two types of elections:

- General or tripartite elections
- By-elections

General elections

These are held every five years.

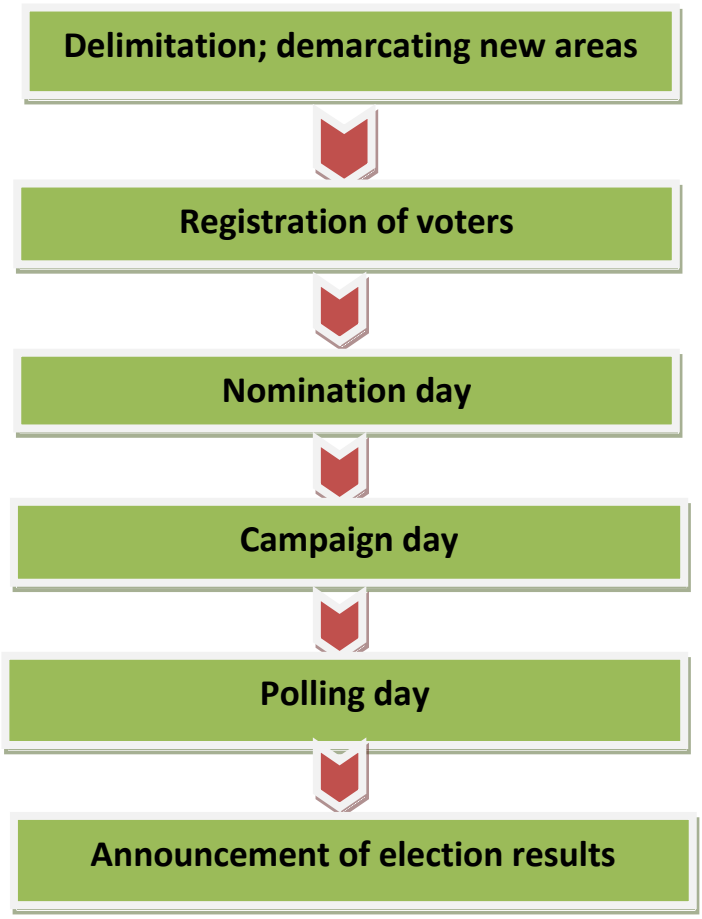
They are called general or tripartite elections. Tripartite comes from the word three because they are held at three levels:

- **Presidential elections:** these are elections that are held to elect the state president.
- **Parliamentary elections:** These are elections held to elect members of parliament(MPs)
- **Local government elections:** These are held to elect ward councilors and Mayors.

By-Elections

This is a special election held between general elections to fill a vacancy. This happens when a member of parliament or councilor dies, expelled or resigns to join another party.

68. Describe the electoral process



- **Delimitation:** This is refers to the processes of dividing the country into constituencies, wards and polling districts.
- **Voter Registration:** All citizens wishing to exercise their right to vote are registered as voters. In Zambia, for one to be registered as voter, he or she should be, 18 years and above and in position of a green national card.
- **Nomination:** The nomination process starts with each political party taking party in the elections which are aimed at selecting their candidates for the vacant positions. The political parties forward the names of the elected candidates to the electoral commission of Zambia.
- **Election campaigns:** elected officials from various parties go back to the voters at prescribed intervals to seek their mandate to continue being in office. Campaign is an attempt by political parties to influence the voters to vote for them. They are not allowed during the Election Day. They begin a day after nomination and end a day before Election Day. Voting starts at 06:00hrs and end at 18:00hrs. Campaigns are done through: radio or TV adverts; political rallies, that is addressing large gatherings; slogan

chanting and distribution of branded campaign materials such as caps, t-shirts and chitenge materials.

- **Voting:** is the actual casting of the ballot. It is done on the election day at a polling station through a secret ballot.one has to carry a voter's card and National Registration card (NRC) to the polling station.
- **Counting the results at the polling station:** results are counted by the presiding officer and the assistants at the polling station in the presence of political party agents, monitors and observers and any other authorized persons by ECZ. After counting the results are taken to the central place in the constituencies where the final results are announced. For general or presidential election, results are sent from the collation centres to the ECZ Headquarters. They are then transferred to the Election Result Centre where the final results are announced by the returning officer.
- **Declaring the winner:** this is when the returning officer adds the results from all the polling stations and announces the results of the elections at the collation centre; starting from the lowest votes

69. Describe the role of the Electoral Commission of Zambia

The Electoral Commission of Zambia (ECZ) is an independent and autonomous electoral management body responsible for facilitating and supervising the electoral process in Zambia in line with the country's electoral system. The primary goal is to deliver a credible electoral process. It has regulatory powers to disqualify or bar anyone who does not conform to the rules from contesting for elections. It performs the following roles:

- **To supervise the registration of voters and review the voters registers/roll.** This is usually done before elections are due. It is intended to register all eligible voters, that is, all who have attained the voting age.
- **To conduct the presidential and national assembly elections.** The ECZ is mandated by the constitution of Zambia to run and supervise all national elections.
- **To review the boundaries of the constituencies.** This is done for the purpose of elections. It is known as the delimitation process. It is carried out before elections.
- **To conduct voter education**. It is the duty of the ECZ to educate voters so that they do not fall prey to electoral malpractices.

- **To conduct and supervise** the local government elections.
- **To formulate and review electoral general regulations.** ECZ comes up with regulations and ways to enforce these regulations such as providing the electoral code of conduct- a document that provides conditions o conduct free and fair elections.
- **Dispute resolution.** ECZ is mandated to establish alternative resolution mechanisms for the management of electoral disputes through the Conflict Management Committee.
- **Review of electoral laws.** The commission continuously reviews and updates electoral laws.
- **To perform any other statutory function** requested by the National Assembly.

Identify electoral malpractices

- **Rigging;** this means manipulating the electoral system so that the system favors a certain political party or candidate. In most cases, rigging is done by the ruling party.
- **Intimidation:** The people who are not in power can also interfere with elections through physical force or verbal intimidation, which can result to improper casting of votes. This can also interfere with campaigns.
- **Buying of votes**

  This may take the form of:
  - Directly offering money to would be voters
  - Promising voters jobs
  - Buying voters food or beer or drinks
  - Persuading competing candidates not to vie against them through blackmail or bribery.
- **Misleading information**

  The electoral may be poorly informed about issues or candidates due to:
  - Lack of freedom of the press
  - Lack of truthfulness in the press due to state control.
  - Lack of access to news and political media.
  - Lack of freedom of speech may force the media to spread state propaganda
  - Misleading voters on how to vote.
  - Lack of open political debate.

  When there are a lot of electoral malpractices, the elections are not said to be fair and free

CENTRAL AND LOCAL GOVERNMENT

Describe central government

The central government, governance the affairs of the all country. It is the government of a nation or state.

70. State organs of government

- **Legislature:** The function of the legislature is to make laws of the country. The legislature is made up of national assembly and the president. The national assembly consists of 156 elected representatives and up to eight appointed members. These members serve five year term after being elected by popular vote. Each member represents one constituency.
- **Executive:** The executive is headed by the president. Other members of the executive are the vice president and the ministers who are appointed by the president to fill the ministerial positions.
- **Judiciary:** The judiciary is made up of the supreme court, the high court, the industrial relations court, subordinate court, local courts and any courts that parliament may operates independently and subjected only to the constitution and laws of Zambia.

72. Describe functions of central government.

- Governing the whole country**:** A government must control the people it seeks to govern and protect. The Zambia central government seeks to maintain internal peace, that is, peace among individuals and groups within the country. This means that the central government should ensure that there is law and order.
- Maintaining national security: The central government is responsible for preserving the security of zamia's society from foreign aggression. The government maintains armed forces and, when necessary, utilizes them to protect the territory and people it governs from attack and invasions by foreign powers.
- Exercising international: Foreign diplomacy is the process in which a sovereign state conducts formally peace full relations with another sovereign state, including all formal relationships and interactions

- Making laws for the whole country: through parliament, the central government formulates laws for the country.
- To establish justice: mandated to enforce the rule of law. It operates a system of laws and courts that:
  - Makes all citizens equal under the law
  - Provides them equal opportunities to obtain just settlement of their civil disputes and receive fair treatment if suspected or accused of engaging in criminal activity.
  - Thus the government should operate a system of administering justice, a system which treats all citizens fairly.
- To encourage unity: to keep the country as a unitary state by ensuring that there is equal representation in government from all regions through equal distribution of services and balanced developmental process.
- Implementation of the laws: through the judiciary laws are implemented.

73. State the functions of local government

Zambia is divided into 10 provinces administered by appointed official from the central government. Each province is further divided into districts. Lusaka as well as other large towns has a city council. Administrative districts lying outside municipal and township areas are governed by rural councils. The functions and powers of the rural councils and urban local authorities are similar and the arrangement is called the Local government. The following are the functions of the local government:

- To provide services such as fire services, garbage, services, libraries, street lights, and seeing to it that repairs are made to the roads and keeping city parks clean and watered.
- To collect rates and levies in their areas
- To carry out town planning
- Establishment and maintenance of cemeteries
- Establishment, maintenance and regulation of slaughter houses, markets, car parks and public conveniences and sewage and refuse disposal.
- Controls and regulate outdoor advertising, movement and keeping of pets of all description, the functions of shops and kiosks, and licensing, regulating and control of the sale of liquor.

- Make recommendations to the central government on economic planning
- To control roads, water, health facilities and other public services within their areas
- They are also responsible for registration of all births, deaths and marriages.

TOPIC 17: HOUSE OF CHIEFS

Introduction

- During the pre-colonial period, all areas were ruled by chiefs, there was no central government.
- Chiefs did not deal with matters concerning every subjects i.e. concerning land distribution, chiefs allocated land to sub-chiefs who in turn allocated shares to village headmen.
- The village headmen allotted land to heads of sub-sections or heads of families who distributed land to their dependents.
- Chiefs were often used as instruments of indirect rule by the colonial administration.
- After independence most of the functions of the chiefs were taken over by the central government. However, the government still recognizes the importance of chiefs in governance of the government.
- In 1965, the government instituted the House of Chiefs.

74. Identify roles of traditional rulers

- providing leadership in the community
- Serve as custodian of traditional values and land.
- However they are not allowed to join or participate in partisan politics.

75. State the composition of the House of Chiefs

- It is made up of 50 chiefs; five elected by the chiefs from each of the ten provinces.
- The chairperson and the vice chairperson are elected from amongst the members.
- The elected members hold office for a period of three years and may be re-elected for further period of three years.
- They can also resign upon giving one month notice in writing to the chairman.
- The office of members becomes vacant under the following conditions:

- If a member dies
- If a member stops being a chief in his area
- If a member becomes a candidate to any election or accepts an appointment to any office in a political party
- If a member is declared or becomes of unsound mind under any law in Zambia

76. Explain the role of the House of Chiefs

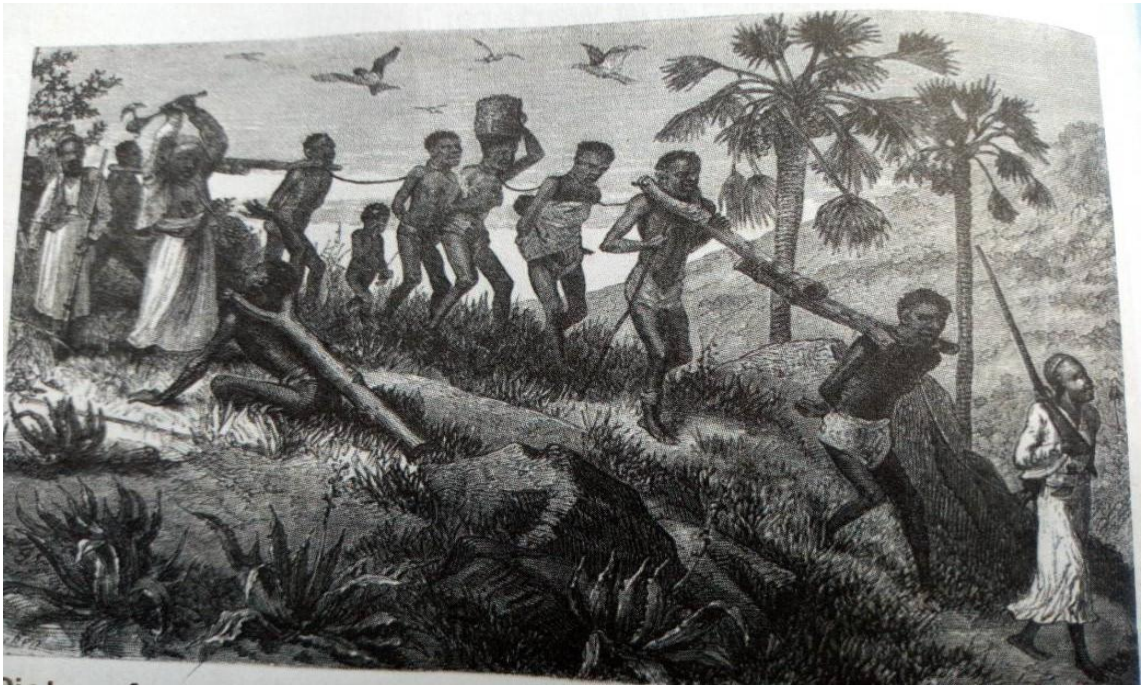
- To consider and discuss any bill dealing with custom or tradition before it is introduced into the National Assembly
- To discuss and decide on matters that relate to customary laws and practices
- To discuss any other matter referred to it by the president
- To submit resolutions on any bill or other matter referred to it to the president so that he can submit such resolutions to the National Assembly
- Advising government on traditional issues
- Uniting their people and lead them to peace and development
- Promote culture values and the local heritage
- They can use their social roles to bring solutions to conflicts arising from culture and traditional misunderstandings.
- To discuss and decide on matters that is related to customary laws and practices.
- To discuss any other referred it by the president.

GRADE NINE

TOPIC 1: DEVELOPMENT OF SLAVERY AND SLAVE TRADE

1. **Explain the motives behind 'slavery' and the 'slave trade' up to the sixteenth century**

   Slavery is a system in which one is forced to work for someone, who regards him or her as a property to be bought and sold. A slave is a person who is legally owned by another person and is forced to work for that person without pay.



The slave trade between Europe, Africa and America developed as result of European expansion and colonization of new territories that they discovered. We can divide the motives or reasons behind slavery and slave trade into the following categories:

- **Social motives:**
  - Need for domestic servants,
  - Getting rid of undesirable members of society,
  - As a form of punishment and,
  - To settle excess population in Africa or depopulate Europe
- **Political motives:**
  - Desire to expand African political influence,

- Desire to expand European political influence,
- For strategic reasons in terms of wars

➢ **Economic Motives:**

- To provide cheap labour needed for plantations,
- Need for manufactured goods,
- Slave trade was highly profitable business (making money from African Slaves),
- Indebtedness

2. Assess the effects of slave trade on the African societies

Slave trade affected African societies negatively such as:

➢ **Social effects:**

- Depopulation and destruction,
- Destruction of culture, language and religion,
- Introduction of new diseases; The European traders spread diseases such as syphilis, smallpox, measles, tuberculosis etc.

➢ **Economic effects:**

- Collapse of trans-Saharan trade; the old form of trade which existed between the Arabs of North Africa and the Africans of West Africa declined.
- Africa was robbed off its most important resource that is human resource,
- Lack of development; the young and able bodied people who were supposed to bring development in African were captured and sold as slaves.
- Introduction of European wealth; through the exchange of slaves for European goods, Africans were introduced to western products, such as cloth, beads, wine, guns, gunpowder and new crops such as coffee, sugarcane and pineapples.

➢ **Political effects:**

- New style of leadership,
- Increased violence and warfare because guns were introduced.
- Rise and decline of states; during the slave trade, the traders armed previously weaker tribes and encouraged them to attack previously powerful states. E.g. Ashante and Dahomey in west Africa extended their kingdom while Timbuktu on the trans- Saharan trade route declined as this route became less important.

- Increased racial attitudes.

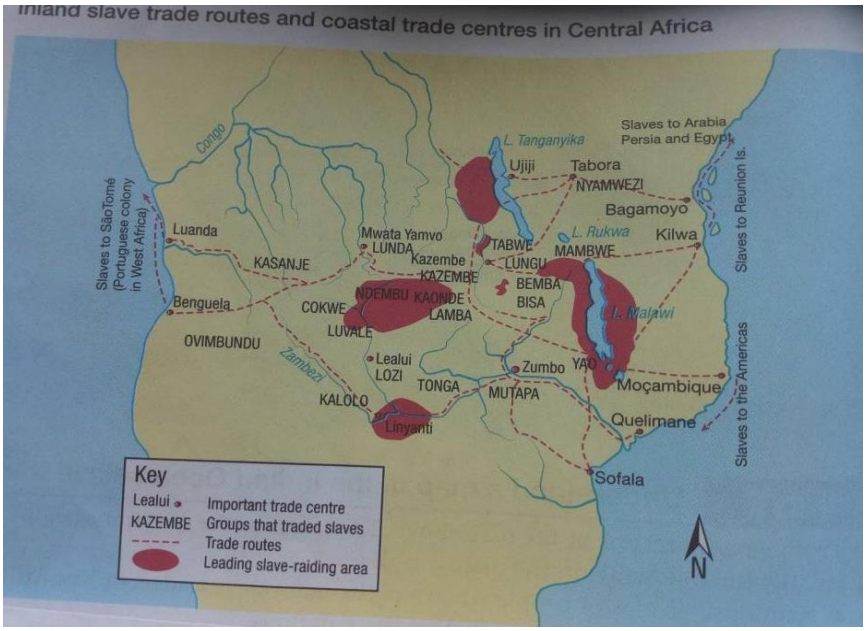
3. Locate the main Slave Trade routes in Africa

- North Africa: this was the earliest Slave trade route used by Arab traders from the North across the Sahara Desert to the West.
- West Africa Route; this was the most important area from where slaves were shipped across the Atlantic Ocean to America.
- East Africa Routes; slaves captured from the Central African interior were also transported to Mozambique, Zanzibar and Madagascar. These were mainly those who were taken captive as a result of tribal wars, or kidnapped by black slave traders such as the Chikunda, who were engaged in the business of trading slaves for European goods.
- Central African Routes; along the Angolan coast, officials of the Portuguese crown first organised inland slaving, but by the 18th century private Portuguese and African traders were taking goods to interior markets and returning with slaves.
- The African continent was robbed of its human resources through all possible routes which include:
    - Across the Sahara
    - Through the red sea
    - From the Indian Ocean ports
    - Across the Atlantic Ocean
- The main slave trade routes in Africa can be categorized into:
    - West Africa routes
    - Central Africa routes
    - East Africa routes
    - North Africa routes

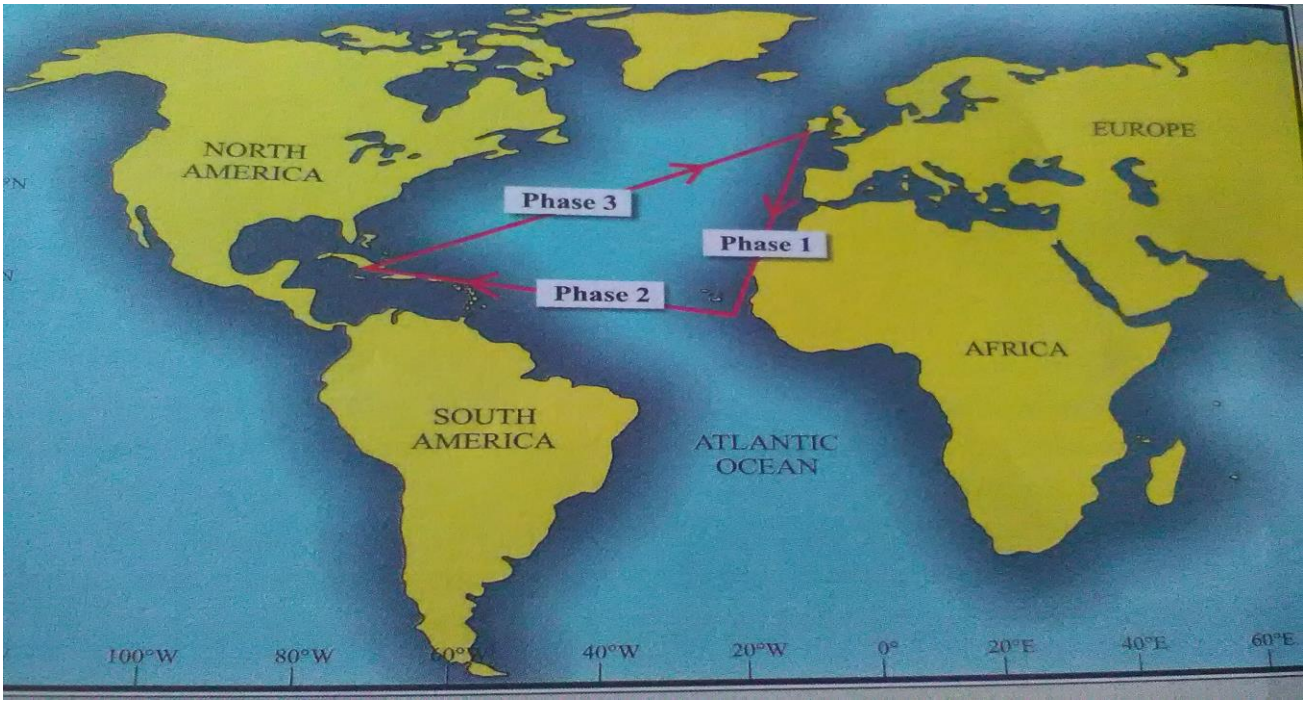
4. Describe the Triangular Slave Trade

- The triangular slave trade was organised in three major stages and each stage involved a different continent; Europe, Africa and the Americans.
- In the first stage, European traders sailed to Africa with ships full of goods such as guns, gunpowder, clothes, beads and glass ware.

- In the second stage, European traders exchanged their goods for African slaves at places such as Gold Coast (Ghana), Slave Coast (Senegal) and Grain Coast (Nigeria).
- Inland, African middlemen carried out the slave trade some of them worked for chiefs and others for independent traders. They travelled into the interior to exchange European goods for Slaves. This was called the Caravan trade.



- After exchanging European goods for slaves, European traders shipped Negro Slaves to New World (the Americas). European traders shipped African slaves through the "Middle Passage" or "Golden Route" to the New World. There slaves were sold to mines and plantation owners.
- In the third stage, European traders obtained raw materials such as gold, silver, sugar, cotton, coffee and tobacco. These raw materials were shipped from America to Europe where they were sold to factory owners. The secondary or finished products from the raw materials were again shipped to West Africa to begin the trade Circle.



- It was also known as the Trans-Atlantic slave trade'
- It took place across the Atlantic Ocean between the 16th and 19th centuries as a result of labour shortage, thereby creating the desire of European colonialists to exploit the New World land and resources for profits.
- It triangular slave trade name was because it was three-sided, involving voyages:
    - From Europe to Africa
    - From Africa to the Americas
    - From the Americas back to Europe.

5. Identify people who were instrumental in the abolition of slavery and slave trade.

Below were the campaigns that led to the abolition of slavery and slave trade in the British Empire:

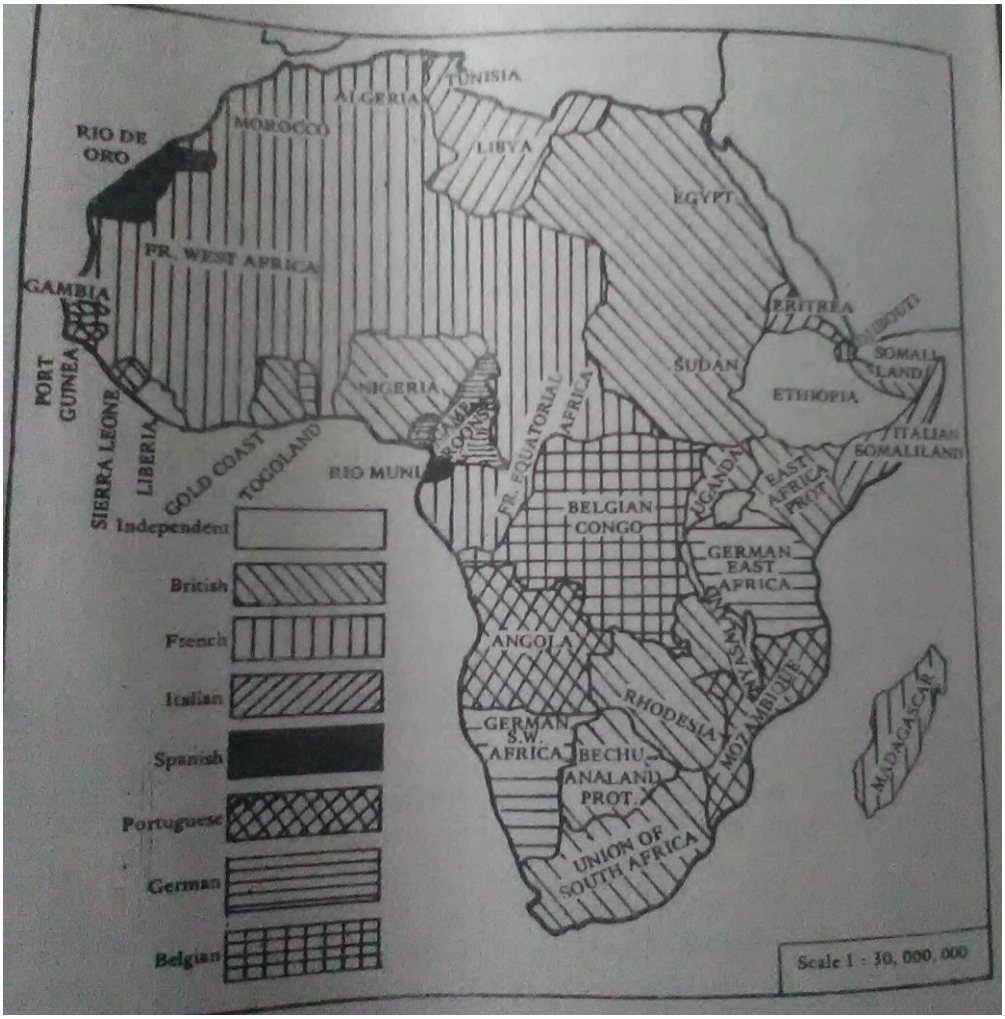
- Somerset case of 1772: Granville Sharpe, a leading British humanitarian, defended a slave who had escaped from the owner.
- Society for affecting the Abolition of Slave Trade (1787) this was formed to apply pressure on the British government through a mass campaign to ban the slave trade.
- Anti-s Slavery Trade Act of 1807: The British parliament passed law that banned the Slave trade. This meant that British ships were banned from carrying slaves.

- Emancipation Act of 1833; with this law Slavery itself was finally abolished in the British Empire. Slaves had to be freed in Britain and all its colonies.
- William Wilberforce: William Wilberforce was British politician who campaigned against slavery and slave trade in the British Empire. He was a humanitarian who was strongly opposed to slavery and slave trade. Wilberforce and other humanitarians believed that all people, regardless of colour were equal and that were all created in the image of God. They condemned the slave trade as evil and unchristian, and began to campaign against it. These campaigns led to the abolition of slavery and the slave trade.
- Abraham Lincoln: He was the 16th President of the United States and he served as the President from March 1861 until his assassination in April. Lincoln led the United States through its civil war. Lincoln issued the Emancipation proclamation in January 1863, the proclamation made slavery in United States illegal. Freed slaves from Britain were resettled in Sierra Leon while freed slaves from America were resettled in Liberia. In doing so, he preserved the Union, abolished slavery, strengthened the Federal Government and modernized the economy.

TOPIC 2: ARRIVAL OF EUROPEANS

6. Assess the aims of European imperialism and the scramble for Africa

- Imperialism refers to policies adopted by European countries after 1850 to take over and control ever-larger parts of the world, both economically and politically. Below is a picture of Africa after partitioning.



BERLIN CONFERENCE 1884-1885

There was concern that increased competition between European countries for control of valuable trade with Africa could lead to war in Europe. To avoid the conflicts a conference was convened at Berlin in Germany chancellor Otto Von Bismarck. This came to be known as the Berlin colonial conference. European leaders agreed to divide up Africa among them in a peaceful way. This started the process of colonization of Africa and no African leaders were invited to this conference. By 1912, all of Africa was in European hands except Liberia and Ethiopia. Britain and France held the Lion's share.

Terms of the Berlin conference

- Establishment of a free trade zone in Congo
- Any European nation that took possession of African coast or named themselves as 'protectorate' of one had to inform the other powers of the Berlin Act of this action.

- King Leopold of Congo was left alone in Congo with no disturbance
- Address humanitarian issues that were brought about due to the slave trade
- In order to occupy a coastal possession, the nation also had to prove that they controlled sufficient authority there to protect existing rights such as freedom of trade and transit.
- The river Niger and Congo were to be free to all for transportation.
- Ending of slave trade and providing for the welfare of Africa
- A country which occupied any territory had to be financially strong and was supposed to notify the other signatories before establishing a coastal colony
- Colonial boundaries were to be settled by signing treaties
- To effectively occupy African land colonial masters were supposed to opening an administrative post in area besides mounting a flag.

Results of the Berlin conference of 1884 – 1885

- It led to the establishment of Europeans colonies across Africa.
- It made the conquest and exploitation of Africa less bloody and minimized the potential for violent disputes and war between European nations.
- It led to political conflicts and turmoil
- European countries no longer able to claim stake to a an African country unless they occupied it with troops or buildings

- On the other hand, the Scramble for Africa refers to the manner in which European nations rushed or grabbed African Territories for their economic, social, political and religious aims.
- **Political aims:**
    - Many European countries wanted to protect their growing trade with Africa,
    - They also wanted to use the resources from their trade with Africa to strengthen their power within Europe, where there were wars between different countries.
- **Economic aims**
    - Need for raw materials; many areas in Africa offered raw materials needed in the multiplying factories of Europe e.g. cotton, rubber, cocoa, coffee etc.
    - Invest surplus capitals; for instance Britain occupied Rhodesia because of minerals such as copper, cobalt while France taking over Morocco because of iron deposits.

- Ever-increasing need for more raw materials to manufacture ever more goods to sell, so that traders could make even more profit,
- The raw materials from the New World were no longer enough – so the European nations started looking at Africa as a new source.

➢ **Social aims**

- European nations wanted to change the traditional African way of living to Western ways,
- European countries started looking for places in Africa to resettle their freed slaves

➢ **Religious and humanitarian aims**

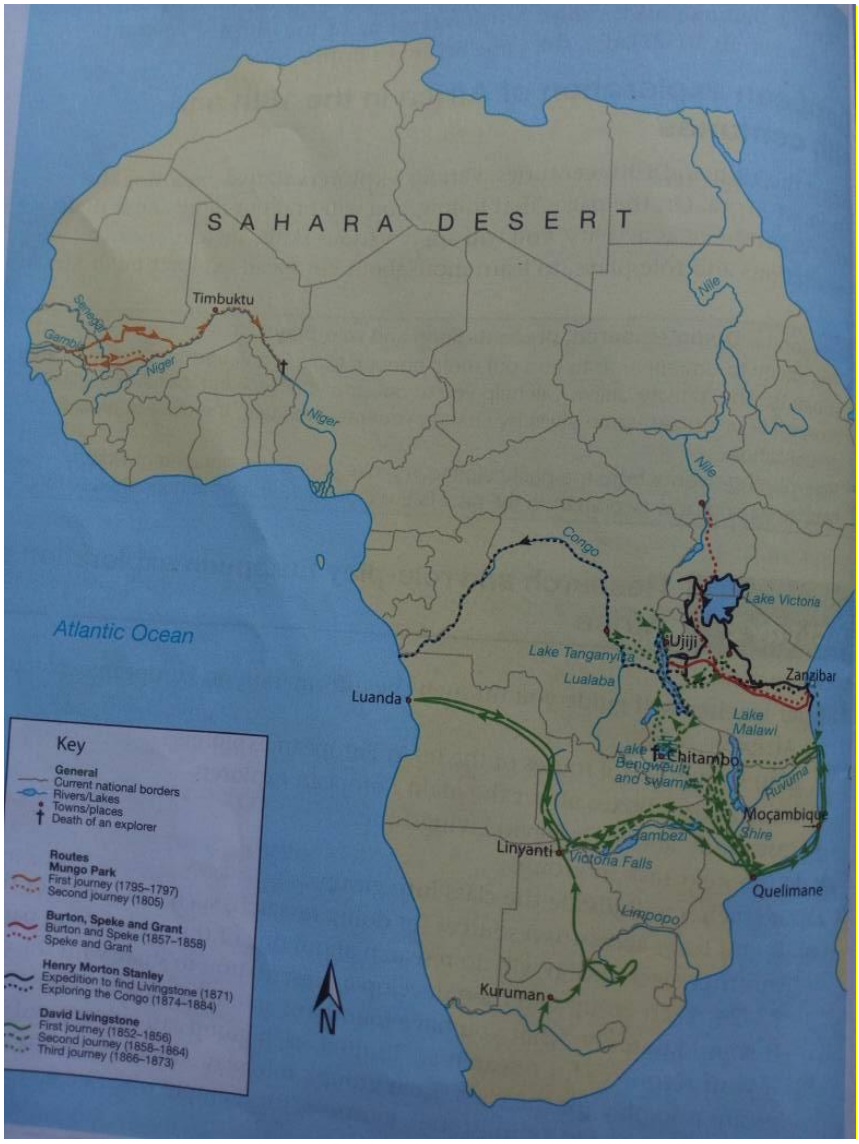
- Christian missionaries also moved into Africa with the aim to converting the local people to Christianity, offered Western education and medical services to the converts,
- Missionaries wanted the protection of their countries' governments against the slave traders.

8. Describe the exploration of Africa by Europeans

➢ West Africa: West Africa was opened to Europeans by a Scottish explorer called Mungo Park. In 1795, the African Association employed him to find the source and course of the Niger River, and to find out if it was navigable.

➢ East Africa: Richard Burton explored the Arabian Peninsula before setting off with John Hanning Speke from 1857 – 1858 to search for the source of the Nile River in East Africa. They were the first Europeans to reach Lake Tanganyika in 1858 and Lake Victoria, they claimed that this was the source of the Nile and Henry Morton Stanley proved them right in 1874.

➢ Central Africa: Henry Morton Stanley was a journalist for an America newspaper. He first travelled to Africa in 1871 to try and solve the mystery of what had happened to David Livingstone. Nothing had been heard of Livingstone for three years, so many people thought that he had died.



9. State the results of European imperialism in Central Africa

- Africans adopted European ways of life such as skills like carpentry, bricklaying and tailoring
- Africans received better medical care and were exposed to European knowledge about hygiene and good health.
- African chiefs lost their power to rule to European colonial masters and creation of boundaries between colonies
- In African economy barter system of trade was replaced by the use of money and hut taxes were introduced in Africa

TOPIC 3: EUROPEAN OCCUPATION OF CENTRAL AFRICA

10. Identify the agents instrumental in European occupation of Central Africa

- **Missionaries** acted as instruments in European occupation of central Africa. For example, what Livingstone had visualized for Africa was not what we now know as colonial rule. He wanted settlements of dedicated Christian Europeans who would live among the people to help them work out ways of living that did not involve slavery.
-
- **Doctor David Livingstone**

  Before the 1800s, there were many European explorers who ventured into central Africa especially the Portuguese who explored the interior of Central Africa. However, after 1850, David Livingstone became the most well-known explorer and missionary in Central Africa. This was because he shared his knowledge of Central Africa through Producing Reports, pamphlets, books and giving speeches and lectures on his explorations of Central Africa to European society. David Livingstone Greatly contributed to the History of central Africa.

Background

- Livingstone was born in a small village of Blantyre in Glasgow in Scotland in 1813. From 1823, he worked at a cotton factory and did night school and correspondence studies. In 1840, he graduated as a medical doctor and in 1841; he came to Africa for the first time as a missionary under Dr. Robert Moffat of the London Missionary society (L.M.S). From 1841 to 1849, he worked with Moffat at the Kuruman Mission among the Tswana people. However, he decided to establish his own mission station among the Griqua people at **Kolobeng Mission**. However, David Livingstone realized that he could contribute more to missionary work by exploring the interior of Central Africa and opening it up for more missionary work.

- In 1851, Livingstone visited Barotseland and met Sebitwane the ruler of the Lozi kingdom. Sebitwane agreed to make Barotseland the bas for missionary work in central Africa. This marked the beginning of Livingstone's career as an explorer as well as a missionary.

David Livingstone's Major Aims

- He wanted to explore the interior of Africa with the major aim of opening it up for other missionaries and traders.
- He also wanted to spread Christianity since he was first and foremost a missionary
- He also wanted to introduce legitimate commerce and trade to replace the evil slave trade
- David Livingstone also wanted to bring civilization to Africa by introducing literacy (the **3Rs** i.e. **R**eading, a**R**ithematic and w**R**itng) and teaching methods of Hygiene.

David Livingstone's work in Central Africa can be divided into his three great journeys. These were undertaken between 1852 and 1873.

First journey (1852 – 1856)

- Livingstone's first journey started in 1852 and ended in 1856. The aim of his first journey was to open up a route for missionaries and traders.
- He started off from Cape Town, passed through Kuruman, Kolobeng and reached Linyati the capital of the Lozi Kingdom in 1853. However, he found that his friend Sebitwane had died the previous year and had been succeeded by his son Sekeletu.
- After six months in the Lozi kingdom, Livingstone left because he could not convert Sekeletu and failed to establish a mission station.
- Livingstone then travelled westwards following the Zambezi River passing through the Lunda Kingdom of Ishiinde. During his westwards journey, he also witnessed the activities of the Luvale Slave raiders and the effects. In May 1854, Livingstone reached Luanda on the West coast.
- By October 1855, Livingstone returned to the Lozi Kingdom and explored the area. He saw the Victoria Falls and traveled through Tonga land where he met

Chief Monze, the Rainmaker. He then traveled eastwards along the Zambezi until he reached Quelimane on the east coast in 1856. From Quelimane, he went back to Scotland.

- However, the journey was a failure because David Livingstone failed to establish a mission station at Linyati and he also failed to conclude whether the Zambezi river was Navigable or not.

Second Journey 1858- 1864

- During his 2nd Journey, the Queen and the British government supported David Livingstone morally and financially. He was also given a steam ship to be used on the Zambezi River, which he named Ma Robert. This was because the L.M.S had withdrawn their sponsorship after a disagreement with Livingstone.
- The aim of the journey was to explore the Zambezi River and to open up more routes for exploration of Central Africa.
- The 2nd Journey also included a number of other white missionaries such as Dr. John Kirk and Thomas Baines though Livingstone was a leader. The journey started from Quelimane on the east coast in 1858 and he explored the Zambezi River from the East coast and soon discovered that the River was not navigable due to the presence of the Cabora Bassa Rapids
- Livingstone also explored the Shire River and also discovered that it was not navigable because of the Murchison Rapids and he also explored the Shire valley highlands, which he considered to have been suitable for human settlement at the time.
- In 1960, he wrote a report and invited missionaries to come and set up a mission station. In 1961, the missionaries of the Universities Mission to Central Africa (U.M.C.A) came under the Leadership of Bishop Mackenzie and set up a mission station at Magomero.
- The 2nd Journey faced a lot of problems i.e. Livingstone proved not to have been a good leader, many died of Malaria including Livingstone's wife Mary and Bishop Mackenzie.

- However, Livingstone realized that both the Zambezi and Shire rivers were not navigable because of the Cabora Bassa and the Murchison Rapids respectively. The Magomero mission was unsuitable due to malaria and the Yao Slave raiders who constantly disturbed missionary work. The effects of the 2nd Journey were the same as those of the 1st Journey.

Third Journey 1866 – 1873

- Livingstone undertook his third and last journey using his own resources. He was not supported by the British Government and no companions. The aims of his 3rd journey were to: make scientific and geographical discoveries by exploring the main rivers and lakes of central Africa, find the source of the Nile River and further expose the source of the Nile River.
- He started his 3rd Journey from Zanzibar in March 1866. He explored most of the main Rivers and lakes in Central Africa such as the Luapula, Congo, Nile, Lake Bangweulu, mweru, Tanganyika and Lake Victoria.
- However, in 1871 Livingstone fell sick and went to Ujiji to recover. While at Ujiji, he met Henry Molten Stanley, a reporter who had been sent by the British Government to look for Livingstone who had been way for a long time without any news.
- Livingstone chooses to continue his journey against the advice of Stanley. Livingstone also witnessed the worst evils of the Slave Trade during his third Journey.
- In 1873, Livingstone died at Chitambo Village South of Lake Bangweulu among the Lala people.

- **Hunters:** from the 1860s, increasing numbers of European ivory hunters entered Africa from the south and from the coast. These hunters returned to Europe with reports of vast gold deposits. These reports attracted European interest in Southern Africa, especially Matabeleland and Mashonaland, as European called the territory of the Ndebele, in the south and the land of the Shona, in the North.

- **Concession seekers**: a concession is an official license granted by a land owner or government that allows work such as mining or drilling for oil to be carried out in a specific area of land. Some Europeans wanted concessions for mining companies and African leaders willingly agreed to 'protection' from the Europeans and thus how they occupied land. For instance, Moffat treaty and Rudd Concession (1888), Lochner treaty 1889, Ware concession 1890 etc.

TOPIC 4: AFRICAN REACTION TO FOREIGN RULE IN CENTRAL AFRICA

11. Describe African resistance to colonialism

- African resistance to colonialism varied from area to area, depending on local conditions. Primary resistance refers to the early stages when Africans were not yet trying to get rid of the colonial authorities. They mostly protested peacefully against unfair colonial policies. For instance, Central Africa, primary resistance was mainly led by leaders of independent churches that broke away from the missionary churches such as:
    i. **Willy Makolapa**: set up the first Ethiopian Church in Barotseland in 1900 after breaking away from the Paris Evangelical Missionary Society. His preaching was about equality for all races. The colonial government did not approve of the church because of his teaching,
    ii. **Elliot Kamwana**; broke away from the free Church of Scotland in Nyasaland, he became involved in spreading the Watch Tower Movement and he criticized the colonial administration, taxation, oppressive laws and loss of land. He preached the 'New Faith' and claimed that Christ would come in 1914 and that the evildoers especially the colonial masters would be punished. Because of his preaching he was sent into exile.
    iii. **Charles Domingo;** a former student of Robert Laws of Livingstonia Mission in Malawi. Set up Seventh Day Adventists and openly spoke out against the white missionaries and colonial government. This led to him being sent into exile,
    iv. **John Chilembwe;** He spoke out strongly against the injustices committed against Africans by the colonialists and in 1915; he led a rebellion against the colonial

government. He wanted to "strike a blow and die" for the sake of his fellow Africans. He was killed on the Nyasaland –Mozambique border while trying to escape.

- Secondary resistance in central Africa started through Welfare Societies also called Native Associations and Trade Unions. The aim of these Societies was not to fight for independence but merely to advise the government about the grievances of Africans in order to improve their living and working conditions. For instance, the Northern Rhodesia Mine Workers Union (NRAMWU) of 1948 led by Lawrence Katilungu.

12**. Describe the struggle for independence in Central Africa**

- **Southern Rhodesia (Zimbabwe)**
  - Joshua Nkomo from 1950s to 1962 under ZAPU
  - Ian Smith from 1965 to 1969 under UDI
  - Ndabaningi Sithole from 1963 to 1976 when Robert Mugabe replaced him under ZANU
  - Mugabe ZANU and Bishop Abel Muzorewa ZAPU joined to create more powerful liberation army called Patriotic Front (PF).
  - In 1980 April, Zimbabwe got independence

- **Northern Rhodesia (Zambia)**
- **Zambia's road to independence occurred as follows**
  - Mbikusita Lewanika: Northern Rhodesia African Mineworkers Union in the late 1940s. Then formed Northern Rhodesia Congress in 1948.
  - **1950: Federation committee;** it started in Ndola by a group of young men to campaign against federation. These were: Justin Chimba, Simon Kapwepwe, Reuben Kamanga and Nephas Tembo.
  - **1951: Northern Rhodesia African National Congress changed to the African National Congress (ANC).** It was led by Harry Mwaanga Nkumbula. The aim of the ANC was to prevent the formation of the Federation. Nkumbula burned the

British White paper on the proposed federation constitution and called for two days of national prayer.

- **October 1953: Federation of Rhodesia and Nyasaland**. The federation was created despite African protests by Rhodesia and Nyasaland.
- **1958: Zambia African National Congress (ZANC);** ZANC was formed by younger members who felt that the ANC was working too closely with the colonial powers. The aim of ZANC was to unite Africans and to fight for independence. Unfortunately, ZANC was banned by the colonial government and its leaders such as Kenneth Kaunda, Simon Mwansa Kapwepwe and M. Sipalo were arrested.
- **1958: United National Independence Party (UNIP)**; UNIP was created in 1960 and was led by Mainza Chona. The party was led later on by Kenneth Kaunda after his release from prison in 1960.
- **1960: Self-government granted to Nyasaland**; the 1960 self-government granted to Nyasaland led to increased demands from Kaunda for a similar constitution for Northern Rhodesia. Kaunda wanted a non-violet campaign to continue working towards independence, but the campaign became violent in some cases.
- **1961: Civil disobedience campaign called the Chachacha**; by 1961, there was civil disobedience campaign called the Chachacha in Luapula, Copperbelt and Northern Province. This campaign led to roads beings blocked, bridges destroyed and government buildings and property burned down. The campaign led to the government revising the constitution on condition that the violence stopped.
- **1962: Elections held;** in 1962, elections were held based on the new constitution, ANC got 7 seats, United Federal Party 10 seats and UNIP 14 seats. Kaunda and Nkumbula formed a coalition government.
- **1963 Central African Federation ended**
- **1964: Self- government;** Zambia was granted self-government. Another election followed on the basis of Universal adult franchise (which meant that all adults could vote). UNIP won 55 seats, ANC got 10 seats and the NPP (the colonial governments National progressive Party, changed from UFP) got 10 seats. UNIP

under Kaunda got the majority seats. Kenneth Kaunda became the first African Prime Minister.

- **24th October, 1964:** Independent Republic of Zambia; the independent republic of Zambia was created on 24th October, 1964. Kaunda took over the administration from Sir Evelyn Hone, the last British Governor of Northern Rhodesia.
-

- **Nyasaland (Malawi)**
  - The first of the three areas in the Central African Federation to become independent was Nyasaland.

Reasons behind the struggle for independence

Several factors led the people of Nyasaland to fight for independence and these were:

a. little economic benefit – although Nyasaland had the largest population of the three areas that made up CAF, it gained the least from the population e.g. it only received 6% of development loans. It was seen as a source of labour mostly.

b. Unequal representation – there was no African representation on the Executive council from the people of Nyasaland. This did not make them happy. They also did not approve of the colonial policy by which Africans were to be brought only gradually into the administrative system.

Taxation – Africans in Nyasaland resented the direct and indirect taxes they had to pay to land owners.

Stages in the struggle for independence

The main stages in the struggle for independence in Nyasaland are outlined below;

- **1944: Formation of Nyasaland African Congress (NAC);** NAC was formed in 1944 against white domination by leaders such as Wellington Chirwa and Charles Matinga.
- **1955: The Young Turks**

  This was a group of younger and more radicle leaders that replaced the more moderate older leaders.

The aim was to achieve self-government and a system of one man, one vote. These included H.Chipembe, Chiume Yaleta, Dunduza Chisiza and T.D Banda.

- **1957: Expansion of Congress**

  In 1957, there was an expansion of congress to a mass political party through an active programme of recruiting new members.

- **March 1959: State of emergency**

  After a series of violent clashes between congress members and colonial officials, the governor, Sir Robert Armitage declared a state of emergency.

  There were also strikes, riots and demonstrations of which the worst was at Nkhata Bay.

- **July 1959: Malawi Congress Party (MCP);**

  By July 1959, a new political party under the leadership of Orton Chirwa was formed.

  After his release from prison in 1960, Dr. Hastings Kamuzu Banda became the new leader of MCP.

  Banda declared that the MCP would continue fighting for the total independence of Malawi.

- **1959: Devlin Commission**

  The Devlin commission was set up by the colonial office in London.

  The main aim was to investigate the causes of the troubles in Nyasaland in 1955.

  The commission reported that the violence in Nyasaland was as a result of widespread opposition to the federation and that the people's desire to rule themselves.

- **1960: Monckton Commission**

  The Monckton Commission did further investigations and discovered too that there was strong opposition to the Federation both in Nyasaland and Northern Rhodesia.

- **April 1960:** The colonial Secretary Macleod granted Nyasaland more self-government and the right to vote.

- **August 1961:** Elections; by August 1961, elections under a new constitution were won by a large majority by the Malawi Congress Party.

- **January 1963:** Responsible government stations; By January 1963, responsible government status was granted to Malawi.
- **July 1964:** Independent state of Malawi;

Southern Rhodesia (Zimbabwe)

Unlike Malawi and Zambia, Zimbabwe only became independent after a long period of armed struggle. This is because the White settlers in Southern Rhodesia wanted self-government that did not include Africans**.**

Zimbabwe's road to independence occurred as follows

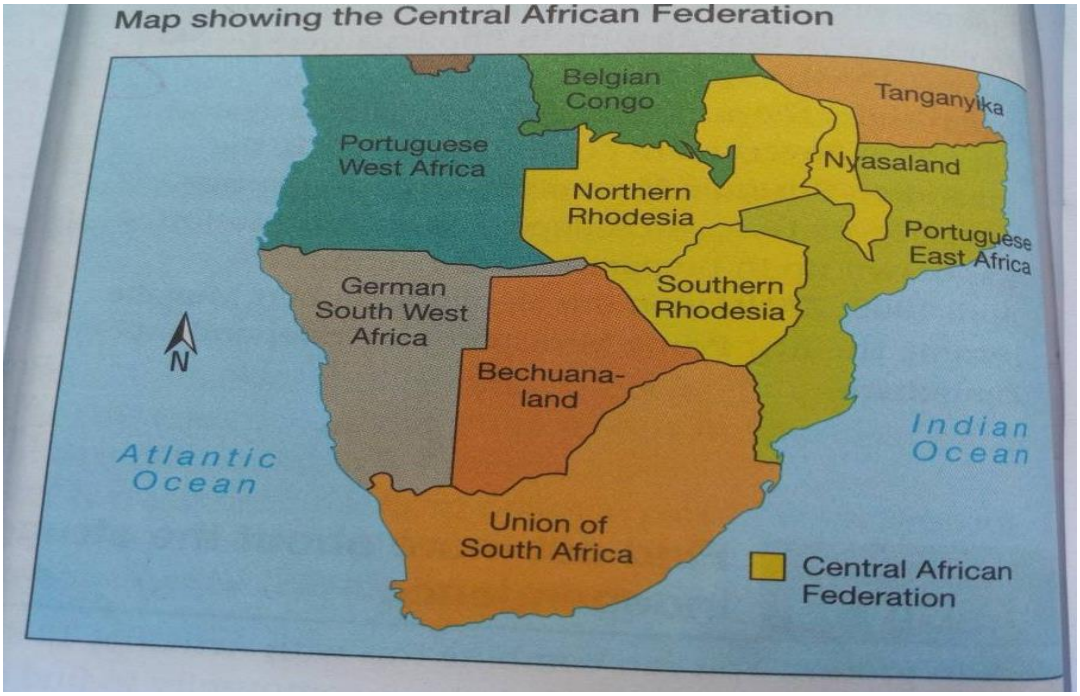
- The struggle for independence in Southern Rhodesia started in the 1950s and the early political leader was Joshua Nkomo. After leading a number of political movements in the 1950s, Nkomo formed a political party called the **Zimbabwe African People's Union (ZAPU)** in 1962. Nkomo advocated for the independence of Southern Rhodesia and he wanted to achieve independence by peaceful means.
- Other members of party decided broke away from ZAPU as they opposed Nkomo's leadership for refusing to enter into armed struggle. This broke away group formed another party on 8th August 1963 which came to be known as **Zimbabwe African National Union (ZANU),** its leader was Reverend Ndabaningi Sithole, Robert Mugabe and Herbert Chitepo.
- **1962: Rhodesia Front**, led by Winston Field, formed by racist white groups
- **1963: ZAPU banned** by the government led by Field, after passing an emergency law following disturbances in Bulawayo and Nkomo was forced into exile.
- **1964: Ian Smith became the Prime Minister** of Rhodesia Front government. He immediately began fighting for the right of the white government to become independent from Britain.
- **1965: Unilateral Declaration of Independence (UDI)**, which meant that Ian Smith declared Rhodesia an independent Republic, even though the British government did not agree. UDI was opposed by the British Commonwealth, the

United Nations and the Organisation of African Unity. However, the British government of Harold Wilson did not want to use violence against the white settlers to prevent it. The British foreign Secretary, Douglas Home, even tried to solve the Rhodesian problem by offering to recognise Smith;s government, provided that Africans were given opportunities to advance towards majority rule.

- **1972: Pearce Commission** appointed by the British government to find out what Africans thought about Home's proposed agreement. The commission's findings were that Africans in Southern Rhodesia were totally opposed to the agreement.
- Meanwhile, the armed struggle by Africans against the Smith government continued. By 1978, the Liberation Struggle Movement had won the war after negotiations; an independence constitution was drawn up in preparation for elections.
- **April 1980: ZANU won the elections** and Robert Mugabe became the first Prime Minister of an independent Zimbabwe.
-
- John Chilembwe- the Chilembwe uprising against British rule in January 1915
- Formation of the Nyasaland African Congress (NAC) in 1944 In July 1958, Dr Hasting Kamuzu Banda led the NAC leadership and later changed it to Malawi Congress Party (MCP)
- In 1964 July 6, Malawi got its independence.

13. Describe the Central African Federation of 1953 to 1963

- The federation of Rhodesia and Nyasaland also known as the Central African Federation (CAF) joined three Southern African countries namely:
  - The British protectorate of Northern Rhodesia-Zambia
  - The self-governing British colony of Southern Rhodesia-Zimbabwe
  - The protectorate of Nyasaland –Malawi



- It was created between 1 August and 23 October 1953 and lasted until 31 December, 1963. The headquarters of federation was in Salisbury (now Harare) in Southern Rhodesia. However, each of these countries still had its own regional government.
- Many whites in both Southern and Northern Rhodesia were in favour of the amalgamation or joining of the three areas. Though not all settlers wanted to amalgamate, some of the White people believed that the rights of the Africans had to be protected, and that Northern Rhodesia should remain separate.
- The Passfield Memorandum of 1930 stated the principle of the paramountcy of African interests. The British government knew that amalgamation would mean sacrificing the interests of the African majority for the benefit of the few white settlers.
- It meant to be permanent but failed because the African wanted a great share of power than the dominant minority white population was willing to allow.

14**. Discuss reasons for and against the Central African Federation**

- **Reasons for:**
  - Federation would strengthen the economy of the three territories by bringing the copper of Northern Rhodesia, the coffee of Southern Rhodesia and the Tea of Nyasaland into one Federal state to make a diversified economy.

- Federation would help create a valuable common market than the three separate markets with their small populations.
- Federation would help the three territories raise the capital needed for constructing a hydroelectric power station at Kariba Dam to meet their electricity need.
- Federation would incorporate Africans into political power as partners to whites.
- Federation would promote multiracial partnership that would stand as a barrier against racial segregation.

  The British government accepted
- Economic development through pooling together of resources
- To stop Africans from fighting for independence
- To counter South Africa's apartheid policies

➢ **Reasons against:**

It is however important to note that Africans in Northern Rhodesia and Nyasaland had opposed the idea of federation. They cited the following reasons;

- Fear of strengthen domination by the whites
- Make Africans lose many of their traditional rights
- Make Africans lose their tribal land to Europeans
- Spread the oppressive Native policy of Southern Rhodesia to Northern Rhodesia and Nyasaland
- Prevention of political advancement
- Fear of domination by their counterparts
- Deny Africans a chance to rule themselves

15. Assess the successes and failures of the Federation

➢ **Successes of the Federation**

- **Economic growth**- Growth Domestic Product increased and copper price increased.
- **Promoting investment** e.g. the construction of Kariba hydro-electric dam,
- **Political advancement** e.g.in South Africa, black African worked as junior ministers, and some blacks were allowed to vote.

- **Nationalist movement** was strengthened and
- **Emergence of new towns** e.g. Chingola in 1943 and Kalulushi in 1953.

➢ **Failures of the Federation**

- **Failure to address the social, political and economic imbalances** which existed in the three territories. For example, there was more infrastructural development in Southern Rhodesia than Northern Rhodesia,
- **Unfairness in the income earned by the whites as compared to that of the Africans,** e.g. the average salary for a white worker was £2,071 a year while a black worker took home £203 a year,
- **low employment rate for Africans-**low employment among Africans
- **Lack of participation in governance**-African had little or no say in governance of the federation,
- **Racialism spread to Northern Rhodesia,** where the hatch system and pass laws were introduced,
- **Growth of the white population-** whites started dominating displacing African e.g. Africans in Northern Rhodesia and Nyasaland lost fertile farmlands to white settlers and were forced to work as labourers on White farms.

TOPIC 5: MINING INDUSTRY IN ZAMBIA

16. State the major minerals mined in Zambia

- Copper; , cobalt, coal, precious stones, nickel

17. Describe methods of mining

- **Open pit mining**: also called surface mining used to extract mineral ores that are near the surface of the Earth. There are basically three types of surface mining open pit mining, strip mining and quarry mining. E.g, Nchanga Open Pit Mine in Chingola and Kansanshi and Lumwana in Solwezi.

- **Shaft mining**: this method of mining is used to reach ores and valuable minerals in the ground by digging into the ground to extract them. The mineral ores are reached through vertical or inclined shafts and tunnels are made following ore seams.

18. Discuss the contribution of mining to the socioeconomic development

- **It provides employment**: many people are directly employed in the mining industries and others are employed in industries that support the mining industries,
- **It brings in foreign exchange**: most of the copper mined in Zambia is sold to other countries such as China, Japan, Canada and the United States of America.
- **It leads to economic development**: as jobs are created and more companies are established, the government gets more money in terms of taxes. Taxes collected are used to develop other sectors such as roads, hospitals and schools.
- **It leads to the establishment of other industries**: new companies are opened.
- **It provides raw materials for manufacturing industries**: many industries use copper and other minerals mined.
- **Provision of social amenities:** economic development enables the government to provide social amenities such as sports fields, social clubs and play parks.
- **Infrastructural development**: when mines are opened, economic development takes place e.g. new houses and other buildings.

19. Discuss the impact of mining on the environment.

- **Pollution:** the chemicals used in the mining process often escape into the environment causing large scale pollution. Land becomes unsafe for the plants and other organisms that live in the soil find the polluted environment hostile for their survival.
- **Land degradation:** this means the loss of soil quality or its capacity to produce. Mining activities leave pits and piles of mine dumps leading to agricultural unproductive of the area.
- **Displacement of humans and animals:** both humans and animals are displaced by mining activities
- **Land degradation:** this is loss of soil quality or its capacity to produce. Mining activities leave pits and piles of mine dumps

- **Deforestation:** Clearance of large areas of land for mining, agriculture, road construction and residential settlement require cutting down of trees leaving the land bare.
- **Loss of biodiversity:** clearance of forests leads to loss of habitat for a large number of animals that live there.
- **Loss of aquatic life:** release of toxic materials from mines to water bodies is harmful to plants and animals that live in water.
- **Spread of diseases:** rainy water as well as liquid waste disposed in mining pits becomes breeding ground for insects and organisms such as mosquitoes.
- **Displacement of human and animals:** both human and animals are displaced by mining activities. Air pollution is risk hence people migrate to safe place.

TOPIC 6: MANUFACTURING AND FOOD PROCESSING INDUSTRIES

20. Describe factors influencing the location of industries

- **Availability of raw materials-**most industries are located near the source of raw materials e.g. saw mills on the Copperbelt due to many plantations, Lafarge in Lusaka and Ndola due to availability of limestone.
- **Power supply-** for industries to operate they need hydro-electric power
- **Good Transport network-** the materials to be used in industries need to be transported from the source to the industries. Finished goods also have to be transported to the market, hence the need for good transport network.
- **Labour-** industries rely on labour both skilled and unskilled. Hence, availability of labour is necessary.
- **Government policy-** some government policies restrict the establishment of some industries in particular areas hence the need to consider government policies that relate to the type of industry to establish.
- **Nearness to the Markets-** perishable goods like milk and bread are located where there is a ready market.

21. State the types of manufacturing industries

- **Steel making industries-** produce steel e.g. Kafue Steel Plant

- **Textiles**-those that manufacture cloth or fabric that is woven or knitted e.g. Kafue Textile in Kafue and Mulungushi Textiles in Kabwe
- **Leather**-those that make leather products e.g. Zamshu, Bata
- **Furniture-** industries that uses timber as raw materials to produce furniture
- **Brick/block making**-industries that produce bricks used in building construction e.g. Kalulushi Brick making, Mei Mei
- **Pottery**- industries that use clay to make items such as pots, plates, flower vessels, bowls and cups.

22. Identify the types of food processing industries

- **Milling-** a process in which flour is made from grinding grain e.g. Mpongwe milling
- **Caning**-industries involved in food preservation e.g. canned drinks, canned fruits, canned milk, canned meat etc.
- **Confectionery**- industries involved in making of candy-small sweet food e.g. chocolate, mints, ice-cream, toffee etc.
- **Beverage-** industries involved in making drinks other than water. This can be alcoholic or non-alcoholic

23. Explain challenges faced by manufacturing and processing industries

- **Cost of raw materials-** some materials are very expensive. Imported materials increase the cost of production.
- **Capital**-to start a business one needs financial resources. Processing industries are capital intensive
- **Competition**-most manufacturing and processing industries face stiff competition from cheap imported goods.
- **Transport-** poor transport system delay in transportation of raw materials and finished goods.
- **Storage**-manufactured goods such as perishables require good storage facilities which are expensive to acquire.
- **Market-** these are not readily available for some manufactured goods. Availability of market will also influence the type of goods to reduce.

- **Technology**-is advancing worldwide, however, some machinery used in Zambia are out dated, and where there new machineries there are lack of trained man-power to use them.

TOPIC 7: POWER AND ENERGY GENERATING INDUSTRIES

Energy can be defined as the capacity to perform work. Power is the rate of performing work. Zambia has a lot of sources of energy some of which are renewable and others are non-renewable

24. Describe renewable and non-renewable sources of power and energy

- **Renewable:** renewable sources of energy are those that may be replaced over time by natural processes such as water, or those that are permanent such as solar energy. Examples of renewable sources are; hydro-electricity, solar power, wind, geothermal
- **Non-renewable:** these are sources of energy that are limited supply and cannot be replaced or can be replaced only over extremely long periods of time. Good examples of non-renewable sources of energy are; petroleum, coal, nuclear, wood fuel, biogas

25. Identify institutions dealing in power and energy.

- **The Copperbelt Energy Corporation PLC (CEC):** is an independent power transmission and distribution company with interests in businesses in Zambia and African region which includes optic fibre based telecommunications.
- For over 50 years, CEC has been supplying power to the mines.
- **Zambia Electricity Supply Corporation:** it is a parastatal and was established in 1970, it is mandated to run almost all hydro-electric power stations in the Country.
- It also runs thermal power stations in some parts of the country Energy Regulation Board

9.8. SOCIAL DEVELOPMENT POPULATION

26. Explain population concepts

- **Population density:** refers to the number of people per square kilometer in a given area. For example, in Zambia, the average population density in 2010 was 17.3 people per square kilometre.

- **Census:** this is the official counting of people in a country. The first census in Zambia was conducted in 1969 and others were carried out in 1980, 1990, 2000 and 2010. Census in Zambia is carried out every ten years in Zambia.
- **Growth rate:** this is the rate at which the population of any given place grows.
- **Birth rate:** the number of people who are born per 1000 is the number of live births
- **Mortality rate:** the number of deaths per 1 000 of population per year.
- **Infant mortality rate:** this is defined as the number of deaths of children less than one year old per thousand live births. When many babies die in a year, the infant mortality rate is high.
- **Life expectancy**: is the average number of years a person can expect to live. This is measure of the quality of life in a country. It is affected by factors such as access to health care, clean water and sanitation, nutrition and income per capita (per person).

27. Describe the population distribution of Zambia

Zambia's population is not evenly distributed. Few people live in urban areas and the majority in rural areas. Most of the population is concentrated along the line of rail from Livingstone to the Copperbelt. Lusaka is the highly populated province in Zambia and Northwestern is the least populated province.

- High density areas include Lusaka and Copperbelt,
- medium density areas include Eastern, Northern, Southern and Luapula
- low density areas include Central, western and North-western

28. State factors leading to rapid population growth in Zambia

- **Early marriages**-people marrying at an early age e.g. at 14 for girls especially in rural areas.
- **Poverty**-lack of education leads to early marriages and makes couples unable to access family planning services thus giving birth to too many childr
- **Birth rate-** is the average annual live births per 1000 population
- **Life expectancy-** the average number of years one is expected to live if subjected to conducive/good conditions
- **Fertility rate**-is the level of fertility of women. It shows the average number of children born alive to a woman during her reproductive life.

29. Explain population migration in Zambia

Migration is the movement of people from one place, region or country to another with the intention of making permanent settlement in a new location

- **Rural-urban:** is the movement of people from the rural areas to urban areas in search for employment, better schools and hospitals, recreation facilities like cinema halls, or running away from witchcraft.
- **Urban-urban:** is the movement of people from one urban area to another either because of being transferred by their employers or being attracted by better opportunities that other towns offer e.g. Ndola to Lusaka.
- **Urban–rural:** this is the movement of people from urban areas to rural areas maybe because they have retired from their jobs, or because life in the rural areas is cheaper than in urban areas; and others it's because they have been transferred e.g. a teacher, nurse or police officers is transferred from Lusaka to work in the rural areas.
- **Rural-rural:** is the movement of people from one rural area to another (one village to another) due to unexplained frequent deaths in a family, family squabbles, lack of water for domestic or farming activities, poor productivity due frequent droughts e.g. a farmer moves from a village in Kapiri Mposhi to a village in Serenje.

26. State the impact of HIV and AIDS on the population

The impacts of HIV/AIDS are many and far reaching. And include the following:

- **Food security-** the missing able bodied adult in the rural areas affects economic activities like farming as only the young and old generation remains the village.
- **Low productivity-** people who are productive leave the villages and only the young and the old people remain behind. The missing adult population affects economic productivity on the farms and in factories hence low productivity, e.g. teaching profession in Zambia has been hit hard.
- **High death rate:** has brought an increase in both adult and child mortality rates.

TOPIC 9: ECONOMIC DEVELOPMENT-MONEY

27. Explain the concept of money

- Anything that can be used as medium of exchange
- Money is widely accepted in payment for goods and services

- Serves as a standard of value for measuring the relative worth of different goods and services
- Money can be in form of bank notes or coins

28. Describe the characteristics of money

- **Portability**- it is easy to carry.
- **Divisibility-** easy to divide money into small units
- **Durability**- it last for a long time without being damaged or worn out.
- **Non-counterfeitability**- it cannot be forged or duplicated easily.
- **Acceptability**- should be accepted as medium of payment
- **Scarce**-must be relatively scarce and hard for people to obtain.
- **Stable-** value of the money should remain relatively constant over a long period of **time.**

29. Outline the function of money

- Medium of exchange- is used for buying and selling goods and services
- Unit of account- money used as measure of value of goods and services.
- Store of value- most convenient way to store wealth.
- Standard of deferred payment- makes it easy for credit transactions in trade as it helps to settle payments in future.

30. Explain the law of supply and demand

- **Law of demand**: the higher the demand of a given product, the higher the price, and the lower the demand of a product the lower the price.
- **The law of supply**: the higher the supply of a product, the lower the price, and the lower the supply of a product the higher the price. No information on inflation and deflation

31. Describe money laundering activities

Money laundering means passing money that has been acquired illegally through a legitimate business or bank account in order to disguise its illegal origins. It is done through the following activities:

- **Fraud-** refers to any activity in which one party deceives or takes unfair advantage of another e.g. computer fraud- modifying, removing or misrepresenting existing data threatens the integrity and authenticity of computer information. Fraud involves:

- **Collusion**-agreement between two or more persons to defraud persons or institutions of their legal rights or to obtain an object forbidden by law. E.g. insurance fraud.
- **Counterfeiting**- making an imitation of a currency or trying to duplicate money.
- **Forgery-** act of altering a written document or seal in order to obtain governmental or individual revenue e.g. another person's signature

- **Deceit**- is an act of omission or concealment of information in a business transaction, for the purpose of misleading another person.
- **False pretences-** is a deliberate misinterpretation of facts, so as to obtain title to money or property, e.g. pretending to be the agent of a business and makes the other person sign a contract or pay money for a service to his or her disadvantage.

TOPIC 10: BUDGET

32. Explain budget

- Plan of one's likely income and expenses for a given period
- Is a process of coming up with a plan on one's income and how he or she will spend it

33. Describe types of budges

- **Individual/personal budget-** shows how an individual will spend his money over a given period of time. Individual budgets are simpler e.g. pocket money for a school child
- **Family budget**- is a financial plan that helps families to balance their income and expenses. All sources of income are identified and expenses are planned with the aim of matching income and expenditure and being left with some savings for future use. It has the following features: income, fixed expenses, flexible expenses and savings.
- **National/government budget-** is a document that shows an estimate of the government's revenue and expenditure for a financial year.
    - It is often passed by the legislature, approved by the president and presented by the finance minister to the nation.
    - It is also known as Annual Financial Statement of the country
    - It expresses the government's economic policy

34. Identify features of a budget

- Income- refers to money received especially on a regular basis

    - A country's income is also known as national income

    -it refers to annual inflow of money from goods and services in an economy

- is usually measured in terms of money.

-examples of income include:

- Wages and salary
- Rent income
- Interest received
- Profit from businesses

- Expenditure- refers to the amount of money spent on a particular thing. Expenditure should not exceed income, if it does then it is called budget deficit and the government is forced to borrow. However, if income exceeds expenditure then it is called budget surplus and the money can saved and be used in future.

35. Explain sources of money for the National Budget

- **Taxes-** taxation is a system by which the government raises money to finance its activities e.g. levying
- **Donor funding-** is also called international aid, overseas aid or foreign aid. It is voluntary transfer of resources from one country to another. It can be done on humanitarian ground; as sign of diplomatic approval, reward a government or to provide infrastructure needed etc.

Other sources of national revenue include:

- **Loan-** or other borrowing from IMF, World Bank or other governments.
- **Revenue-** from state owned enterprises, sale of state assets e.g. privatization
- Rents, concessions and royalties collected by state
- Fines collected and asset forfeited to the government as penalty e.g. parking fines
- Fees for granting or issuance of permits or licenses e.g. vehicle registration fees
- User fees collected e.g. tool fees,
- Donations and voluntary contributions by other countries, individuals or companies.

36. Explain the importance of a budget

- **Control measures-**helps in controlling finances and resources at individual, family **and national level.**
- **Transparency**-enables citizens to know how the government is using public funds

- **Equity**-ensures that resources are allocated equally to all sectors of the economy and ensures that financial resources are well allocated with respect to different genders and age groups.
- **Accountability-** helps one to spend money for the intended purpose.

37. Identify the challenges associated with budget implementation

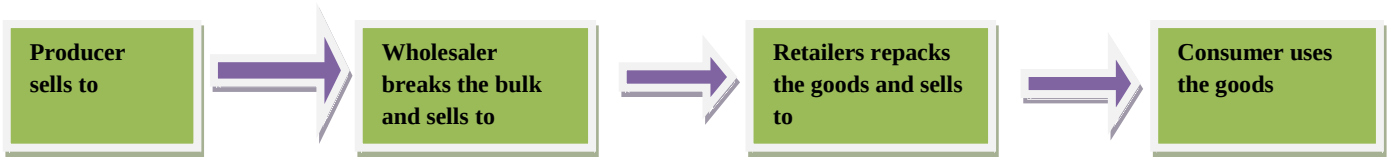
- **Tax evasion**-deliberate failure by an individual or company to pay legally due taxes. It reduces the government's tax revenue, and making it difficult to implement its budget.
- **Smuggling**-importation or exportation of foreign products by illegal means. It also reduces government revenues as these do not pay duty.
- **Corruption**-affects and distorts the budget implementation process.
- **Theft**-money stolen by those entrusted with the funds. E.g. CDF in constituencies
- **Fraud**- stealing of government money by those in charge of making payments; money is paid to companies that do not exist.

TOPIC 11: TRADE

38. Describe local and international trade

- **Local trade**
  - buying and selling of goods and services within the country
  - examples are:
    - buying and selling of farm produce in the markets
    - selling and buying locally manufactured goods in shops, supermarkets and malls
    - Operating service businesses such as barber shops and salons.
- **International trade**
  - buying and selling of goods and services between countries
  - Is also known as foreign trade.
  - Is carried out between countries
  - Involves the exchange of goods and services between nations
  - Goods traded in can be finished products e.g. radios, cell phones etc or intermediate goods e.g. raw materials in producing other goods, or agriculture products and foodstuffs.
- **Chain of distribution:**
  - Goods distributed from the producer/manufacturer to the consumers.

- Often done through the middle man who is the wholesalers and retailers.



39. Identify the challenges associated with local and international trade

- **Poor transport and communication-** delays the transportation of goods from the producers to the consumers. It also increases transportation costs which in turn increases production costs.
- **Unfair competition**- refers to acts of one competitor or a group of competitors which disadvantage another for example
  - **Predatory pricing**-act of charging low prices to control the market in order to force other companies out of the market. It involves dumping free, subsidized or cheap products which are under priced especially in developing countries e.g. some Chinese products
  - **Trademark infringement**- use of name, logo or other identifying characteristics to deceive consumers into thinking that they are buying the product of a competitor
  - **Trade libel**- spreading of false information about the quality or characteristics of a competitor's products.
- **Poor quality of products-**dumping of poor quality goods in developing countries by developed countries.
- **Counterfeit products-** are an imitation of original products.
- **Porous borders**-is when borders are easily crossed
- Inadequate harmonized standards.

40. Identify crimes associated with trade

- **Smuggling**- importing and exporting goods secretly without paying duties imposed by the law in any country.
- **Counterfeit products**-involves imitating original goods. It is intended to confuse customers. It also involves pirating music thus copying music in the original DVD or CD and sells it to consumers at a cheaper price.

- **Human and drug trafficking-** trafficking of human from one country to another for sexual exploitation and forced labour. Drugs are also trafficked from one country to another.
- **Fraud-** is a scheme of deception to obtain money by means of false pretences, false representations or promises.
- **Corruption-**refers to dishonest acts especially by those in power and involves bribery in some cases.

TOPIC 12: FUNDAMENTAL HUMAN RIGHTS

41. Describe fundamental human rights

- Freedoms and privileges that a person has by virtue of being human
- Are entitlements every human being has by virtue of his or her belonging to the human race

42. Explain the United Nations Convention on the Right of the Child (UNCRC)

- Universal declaration of human rights (UNDHR)
  - Adopted on 10 December, 1948.
  - Applies to all people everywhere
  - It is indivisible-all rights are equally important
  - Owes it beginning from the Nazi dictator Adolf Hitler
- Rights: civil and political, economic, social and cultural and collective rights
- Background to UNCRC
  - In 1989, world's leaders officially recognized the human rights for children under the age of 18 by signing the UN Convention on the Rights of the Child.
  - States that children have the right to: childhood, education (both girl and boy child), healthy (clean water, nutritious food and medical care), be treated fairly and be heard.

43. Identify factors that lead to human right violations

Violation means breaking or to infringe or going against. Violation of human rights means going against human rights e.g. killing another person thus going against the right to life. Below are the factors that lead to human rights violation:

- **Lack of information-** makes people to be ignorant of their rights and make them easily oppressed. They may even violate other people's human rights without realizing it.
- **Corruption-**acting dishonestly by those in position to benefit themselves

- **Poverty**-the poor people are usually violated by the rich. Thus land and property may be grabbed from them by the rich. Their children may even fail to access education and god health facilities.
- **Poor governance**-violates its citizen's human rights as it does not allow freedom of association; may not buy medicines or support education and arrest those that may not support it.
- **Conflicts**-lead to wars in the country. It makes people not to enjoy their rights.
- **Selfishness**-greed and lack of compassion or generosity also leads to violation of rights e.g. thieves and robbers
- **Culture**-some elements of culture and religion lead to practices that violate human rights e.g. in some culture women are oppressed and girls are sometimes denied the right to education in preference to boys.

44. Discuss obstacles to reporting human rights violations

- **Fear of victimization**-many fear to report the perpetrators for the fear of being victimized e.g. young girls and boys are sexually abused and threatened by the perpetrators.
- **Lack of support**-victims does not receive support from the public instead they are blamed for the same suffering they are going through e.g. a person who is attacked by robbers at night, the people blame him for walking at night instead of encouraging to report the case to the police.
- **Lengthy court proceedings-** so many adjournments make the whole process costly and time wasting, hence many victims give up.

45. Identify institutions and organizations that promote human rights in Zambia

- **Government institutions**
  - **Human Rights Commission-**investigates human rights violations and bad administration of justices; and proposes measures to prevent human rights abuses.
  - **The Judiciary**- enforces the Bill of Rights
  - **The National Assembly**-makes laws that promote human rights
  - **The Judiciary Complaints Authority**-receives and investigates allegations of misconducts against judicial officers e.g. bribes

- **The Police Public Complaints Authority-** addresses public complaints against police misconduct in order to protect the rights of citizens e.g. police officers receiving bribes from violators of human rights.
- **The Police Service Victim Support Unit (VSU)** –deals with cases of violence most of which affect women and children.

- **Non-Governmental Organisation**
  - **Amnesty International-**promotes and protects human rights e.g. secure fair and prompt trials of political prisoners; lobby for the abolishment of death penalty, torture and other harsh treatments; secret executions and disappearance of political activists etc.
  - **Young Women Christian Association (YWCA)-**empowers girls and young women to attain growth through skills development, talent promotion etc
  - **Zambia National Women's Lobby Group (ZNWLG)-**promotes the rights and freedoms of women and advocates for increased women participation and representation at decision-making
  - **Justice for Widows and Orphans Project (JWOP)-**promotes and protects property and inheritance rights of widows and orphans through raising awareness.
  - **Zambia Association for Research and Development (ZARD)-**encourages research on the position of women in Zambia
  - **Zambia National Association for Disabled Women Organisation (ZNADWO)-** ensures the rights of the disabled women are protected and respected by all.
  - **Zambia Alliance of Women (ZAW)-**emphasizes the themes of equality, development and peace and assist members with farming inputs to enhance food security.

TOPIC 13: CORRUPTION

46. Explain corruption

- Giving some gifts in return for a favour.
- Abuse of power or authority for private financial or non-financial gain.

47. Explain the causes of corruption

- **Greedy-**strong desire for personal enrichment and instant gratification at the expense of other people. It is the desire to have more power or money.

- **Poverty-**people are pressured to offer or accept bribes in order to earn some quick money. Poor people are easily manipulated with gifts and promises of money especially during election period.
- **Illiteracy-**lack of education easily pushes people into corruption as they may not understand what corruption is.
- **Low and inconsistent salaries**-low salaries and high inflation compel people to resort to corruption especially to government officials.
- **Tolerance of people towards corruption**- absence of public forum and lack of complete intense public outcry against corruption allows corruptions to go on in any society.

48. Explain the effects of corruption

- **Poverty-**corruption promotes poverty as resources are not distributed equally across the country and discourages people from working together for the common good. Demanding and paying bribes becomes common.
- **Poor leadership**-accountable political leadership cannot develop in a corrupt climate. There is always lack of accountability and transparency to the public.
- **Compromised standards**-allocation of public contracts through a corrupt system leads to inferior public infrastructure and services e.g. poor standards of roads or bridges
- **High prices on goods**- businessmen who engage in bribes tend to transfer the cost onto consumers who suffer from high prices
- **Reduced investments-**foreign entrepreneurs will not invest in corrupt countries because the cost of doing business is too high.
- **A reduced commitment from donor agencies-corruption reduces** the effectiveness of foreign aid flows through the diversion of funds from their intended projects.
- **Poor maintenance of public infrastructure-** corruptions leads to negligence of maintenance and repairs of roads and other infrastructure.
- **Slow development-**corruption slows down economic growth and distorts completion in an economy. It also affects equal distribution of resources across the population.
- **Reduced tax revenues-**corruption deprives the government of the much needed tax revenue.

49. Describe the role of the community in fighting corruption

- **Saying no to corruption**-by saying no to corruption, the community will make a corruption-free country.
- **Reporting corruption to relevant authorities**-every good citizen should report corruption to the relevant authority.

50. Identify the institutions and organizations that spearheads the fight against corruption in Zambia

- **Institutions**
  - Ant-Corruption Commission (ACC) - fights against corruption in the nation.
  - Media-fight corruption by exposing corrupt leaders and their practices; sensitize the public on issues of corruption; highlights the good works done by some leaders and make the citizen aware of common corrupt practices.
  - Police- arrests and apprehends corrupt leaders
  - Courts-counsels and sentence corrupt leaders
- **Organisations**
  - **Transparent International for Zambia (ITZ)-**raise awareness on anti-corruption and the need for a consolidated approach to tackling corruption at different levels
  - **Foundation for Democratic Process (FODEP)-**promotes and strengthens democratic governance in Zambia and also carries civic and voter education programmes.

TOPIC 14: CONFLICT RESOLUTION

51. Describe conflict

- Is a misunderstanding or quarrels between people
- It can also be a difference, disagreement or clash between ideas and principles of different people.

52. Identify levels of conflict in society

- **Individual-** is also called person conflict. It rises when two or more individuals are not in agreement e.g. two friends differ over a particular issue.
- **Family**-is conflict that arises between members of the same family on account of various motives such as envy, hostility, treachery and infidelity e.g. between a mother and daughter or husband and wife

- **Community**-is conflict that involves the entire community or between two communities e.g. between a charcoal burner and those supporting conservation of forests
- **National**-is conflict that involves the entire nation or country which are politically, socially or economically motivated. For example increase in the price of essential goods
- **International**-occurs among the different nations of the world. It may be political, religious, economic, ideological differences or disagreement over natural resources or any other reasons e.g. war between Israel and Palestine in 1914 and between USA and Iraq in 2003.



53. Explain the causes of conflict

- **Wars**-leads to fighting between armed forces especially on land, air or sea battles. It starts with a period of hostility relations between countries, states or factions. It may lead to endless conflict in the area.
- **Economic**-poor management of resources and misuse of public funds by political leaders lead to poor performance of the economy therefore leading to poor living conditions, poor service delivery and high inflation and thus causing bad blood between leaders.
- **Deprivation**-is the act of taking something away from somebody or preventing somebody from having something especially between the rich and the poor; and those in power tend to deprive others of the basic needs.
- **Discrimination**-treating others differently through prejudice. It is the unfair treatment of one person, group or groups of people usually because of race, ethnicity, age, religion or gender e.g. apartheid in South Africa
- **Ethnicity**-some ethic groups may consider to be superior to other ethnic groups hence leading to what is known as ethnic cleansing-deportation or wiping or intimidation and acts of genocide or mass murder e.g. in Burundi
- **Genocide**-is the systematic killing of all the people from a national, ethnic, or religious group, or an attempt to do so. E.g. in Rwanda in 1994.

54. Discuss effects of conflict

- **Disunity**-disrupts the normal family life. It brings about low productivity in organizations and further conflicts which may lead to wars at national level.

- **Destruction of infrastructure-**infrastructure such as hospitals, schools and roads are destroyed during wars e.g. the gulf war between Iraq and Kuwait damaged a lot of infrastructure.
- **Environmental degradation**-Bombs used during wars have a lasting negative impact on the environment e.g. the nuclear bombs dropped on Hiroshima and Nagasaki in Japan is still being experienced.
- **Rise in refugees**-the fear of being persecuted force many people to leave their places of origin to foreign nations.
- **Violence**-failure to resolve conflicts may lead to intense situations between the parties involved and eventuary to violence.

55. Identify solutions to conflicts

- Application of conflict resolution methods-this include
  - **Collective bargaining**-representatives of each group come together with a mandate to work out a solution collectively.
  - **Reconciliation**-two parties in a conflict come together once again to attempt to settle their differences. It involves facilitator.
  - **Negotiations**- mandated representatives of the groups in conflict situation meet to resolves their differences and to reach an agreement.
  - **Arbitration**-is the appointment of an independent person to act as a judge in dispute, to decide on the terms of a settlement. Both parties have to agree of who the arbitrator should be.
  - **Mediation**-when negotiations fail, an independent mediator is called to try and facilitate settlement of the conflict. He advises both parties, acts as intermediary and suggests possible solutions.
- **Peace education**-education provided to learners in schools to help them know how to amicably solve any conflict that may rise between them and other people.
- **Democratic governance**-allows both men and women to take part in governance.

TOPIC 15 REGIONAL ORGANISATIONS

56. Identify regional organizations to which Zambia is a member

- SADC-Southern African Development Community
- COMESA-The Common Market for Eastern and Southern Africa
- NEPAD-the New Partnership for Africa's Development
- AU-African Union

57. Outline structure of regional organizations

- Different structure of regional organisation

58. Explain functions of regional organizations

- Promote sustainability and equity economic growth and socio-economic development
- Consolidating, defending and maintaining democracy, peace, security and stability.
- Promote common political values
- Strengthen and consolidate long standing historical, social and cultural
- Combating HIV and AIDS and other deadly and communicable diseases
- Addressing poverty eradication in all SADC activities and programmes
- Standardization- Enhance standard and quality life of the people in the region
- Quality assurance
- Accreditation and
- Metrology of products and services (SQAM).

59. Discuss benefits of Zambia's membership to regional organizations

- Ease trade through SQAM for products and services

TOPIC 16: INTERNATIONAL ORGANIZATIONS

60. Identify international organizations

- **United Nations**-created to promote world peace and cooperation. It was founded after World War II.
- **The Commonwealth**-promote human rights, democracy and economic development.

61. Describe membership and structure of these organizations

- **Membership and structure of United Nations is in the order below:**
  - **General assembly**-made up of 192 member countries, each with one vote.
  - **Security Council**-is the most powerful body in the UN; it is responsible for maintaining international peace and restoring peace when conflict rises. It has 15 members, five of which hold permanent seats; the other 10 are elected by the general

assembly for rotating two-year terms. The five permanent members of the security council are:

- The united states
- The united Kingdom
- France
- Russia, the former soviet union
- China

- **Secretariat-** is the UN's executive branch. It oversees the administration of the UN's programmes and policies and carries out day-to-day operations.
- **Economic and Social Council-**works under the authority of the General Assembly to coordinate the economic and social work of the UN. It has 54 member countries elected by the General Assembly for three-year terms. It coordinates studies and recommends actions on international topics such as medicine, education, economics and social needs. Promotes higher living standards, full employments, respect for human rights and economic and social progress etc.
- **International Court of Justice**- also known as the world court. It is the judicial arm of the UN. It has 15 judges elected by the Security Council and the General Assembly.
- **Trusteeship Council-** oversees the transition of handful of colonies to independence. The last of these colonies, the Palau Islands, gained independence in 1994, making it obsolete.

- **Memberships and structure of the Commonwealth are as follows:**
  - The commonwealth consists of 54 independent nations, their independencies, and independent island nations of Nauru and Tuvalu as two special members.
  - The structure is as follows:
    - **Head of the commonwealth**-Queen Elizabeth is the head f the Commonwealth.
    - **Commonwealth heads of Government Meeting**-is the main decision-making forum. Consists of commonwealth heads of government including prime ministers and presidents. There are also meetings of finance ministers, law ministers, health ministers etc. the head of government hosting the CHOGM is called the

Commonwealth Chairperson-in-office and retains the position until the next CHOGM.

- **Commonwealth Secretariat**-This is headed by the secretary general who is elected by the Commonwealth Heads of governments from among the many commonwealth diplomats and ministers. The secretary general and two deputy secretary-generals direct the divisions of the secretariat.
- **The commonwealth Foundation**-provides financial and other support to professional associations and non-governmental organizations.

62. Discuss the functions of these organizations

- **Functions of UN**
  - Maintaining international peace and security
  - Economic development
  - Promotion of human rights
- **Functions of the Commonwealth**
  - To promote world peace
  - Promotion of representative democracy and individual liberty
  - The pursuit of equality
  - Opposition to racism
  - The fight against poverty, ignorance and disease
  - Free trade
  - Opposition to discrimination on the basis of gender
  - Environmental sustainability

63. Outline specialized agencies of the United Nations

- Specialized Agencies of United Nations Organisation are as follows:
  - **UNHCR-United Nation High Commission for Refugees**- provides protection and material assistance to refugees on a social, humanitarian and non-political basis.
  - **IAEA-International Atomic Energy Agency**- works towards the safe, secure and peaceful use of nuclear technology.
  - **FAO-Food and Agriculture Organisation**- to eliminate hunger on a world scale
  - **WFP-World Food Programme**-coordinates relief work in emergency or natural-disaster areas

- **WHO-World Health Organisation-** organizes and funds healthcare programmes in nearly every country in the world. Works to reduce human disease, funds medical research, provides emergency aid during disasters and aims to improve nutrition.
- **UNIDO-United Nations Industrial Development Organisation-** promoted industrialization on developing nations. It offers technical assistance, fosters international industrial partnerships and provides cash for emergencies and wages for workers on rescue or rehabilitation projects.
- **IMF-International Monetary Fund**-promotes international monetary cooperation to facilitate the expansion of the international trade.
- **ILO-International Labour Organisation**-improves the labour conditions, promote productive employment and social progress, and raise living standards.
- **IFAD-International Fund for Agricultural Development-**lends money to help developing countries to improve their food production, reduce malnutrition and provide agricultural employment.
- **UNESCO**-encourages collaboration among nations in the areas of education, science, cultural and communication.
- **UNWTO-United Nations World Tourism Organisation-** provides funds and technical assistance on how to conserve natural and cultural resources