

SOCIAL SCIENCE

GRADE 8

STRAND 2

ORGANISATION

SUB-STRAND 1	TRADITIONAL AND CONSTITUTIONAL GOVERNMENT
SUB-STRAND 2	INTERNATIONAL FORMS OF GOVERNMENTS
SUB-STRAND 3	SOCIAL AND ECONOMIC DEVELOPMENTS AT INTERNATIONAL LEVEL

ACKNOWLEDGEMENT

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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is part and parcel of the new reformed curriculum. Its learning outcomes are student-centred and written in terms that allow them to be demonstrated, assessed or measured.

It maintains the rationale, goals, aims and principles of the standard based curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government policies and reports. It is developed in line with the National Education Plan (2005 – 2014) and addresses an increase in the number of school leavers which has been coupled with a lack of access to secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold;

- to facilitate and promote the integral development of every individual
- to develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people
- to establish, preserve and improve standards of education throughout Papua New Guinea
- to make the benefits of such education available as widely as possible to all of the people.
- To make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The College is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers and instructional designers who have contributed so much in developing this course.



DR. UKE KOMBRA, PhD

STRAND 2 INTRODUCTIONS



Dear Student,

Welcome to Strand 2 of the Grade 8 Social Science Course. This Strand is called Organisation. In this Strand, you will:

- Describe social, economic, and political organisations in the past and present societies
- Identify the types of governments and economic systems in the world today
- State reasons for colonisation, decolonisation and globalisation
- Describe the social and economic development at the international level

The three Sub-strands you will study are:

1. Traditional and Constitutional Governments
2. International Forms of Government
3. Social and Economic Development at the International level.

Each Sub-strand has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Sub-strand. When you complete a Sub-strand, you will then complete the **Sub-strand Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Strand.

We hope you will enjoy reading this Strand Book.

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Sub-strand 1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Sub-strand.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:

Lesson 1: Government

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Sub-strand.

As you complete each lesson, tick the box for that lesson on the content page, like this
This will help you check your progress.

Assignment: Sub-strand Test and Strand Test

When you have completed all the lessons in a Sub-strand, do the Sub-strand Test for that Sub-strand, in your Assignment Booklet. The Strand book tells you when to do this.

Marking:

The Sub-strand Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

ALL THE BEST IN YOUR STUDIES!

SUB-STRAND 1

TRADITIONAL AND CONSTITUTIONAL GOVERNMENTS

In This Sub-strand You Will Learn About:

- **History of Ancient Governments?**
- **Ancient Egypt and China**
- **Ancient Greece and Rome**
- **Early Civilisation in the Americas**
- **Governments around the World**
- **Democracy**
- **Government of Papua New Guinea**
- **Dictatorship**
- **Monarchy**
- **Communism**
- **Socialism**
- **Fascism**
- **Theocracy**
- **Ancient and Modern Organisations**
- **Case Study: Papua New Guinea and Fiji**

SUB-STRAND 1: INTRODUCTION

In this Sub-strand, you will learn about **Traditional and Constitutional Governments**. You will study the history of ancient governments and their eventual development to modern governments we have today.

In doing so, you will learn about organisations in ancient societies such as Egypt, China, Greece, Rome and the Americas. You will then proceed onto studying the different types of modern governments and their features.

We hope you will enjoy this Sub-strand.

Lesson 1: History of Ancient Governments



Welcome to Lesson 1 of Strand 2. In this Lesson you will learn about the history and origin of ancient governments.

Your Aims:

- define prehistoric and ancient political societies
 - identify the origin of the first governments
-

Prehistory

People have been living on this earth for a very long time. Historians need some way of dividing up this length of time so that they know what 'bit' they are talking about. If someone asked you where you live, you would not say, 'The Earth', and leave it at that. You could give the continent in which you live, and the country, the city, town or village, and even the street and house number. Historians have divided up time in the same way that geographers have divided up the world. They divide time up in various different ways. They talk about the prehistoric period. It is called prehistoric because at one time historians thought they could write only about civilizations that had left written records which could be studied.

Prehistory is a period of time before written records

Ancient Political Societies

What is ancient?

The word ancient is very old or belonging to the distant past.



What about politics? What does it refer to?

You have come across the word politics in your Grade Seven Strand two course.

Politics is about making decisions or agreements between people so that they can live together in groups such as tribes, cities, or countries.

Origin of the First Government

To study the origin of the first government you must first know that there were changes that have occurred in the early human history which eventually led to the formation of governments. Throughout human history various events have changed the way people lived. These events can be political revolutions, social and religious changes, new technologies, or the explorations of unknown places.

The word **revolution** mention above means **to over throw a government by force**. It can also refer **to a complete change that has taken place**.

You will now look at few of the changes that have contributed to the formation of early governments

Changes in Early Human Life

From the beginning of human life up until 10 000 BC, people were nomads. They live in groups of twenty to thirty people and spent most of their time hunting and gathering. This period of time is known as **Paleolithic period**. Human beings lived in this manner until about 10 000 BC, when they started to make food gardens and raised animals. This is known as **Neolithic Revolution**. Neolithic period is sometimes called the **Agricultural revolution**. Neo means 'new'. Neolithic Revolution was a major change in the way people live. It was a change from **hunting and gathering** to **agriculture** which then led to **permanent settlements**, to **social classes** and the eventual **rise of civilisation**. The Neolithic Revolution was a major turning point in human history. This period saw men and women's roles divided, however women's status declined as men took the lead in many societies.

The pictures below show some simple tools used during the Paleolithic and Neolithic periods.



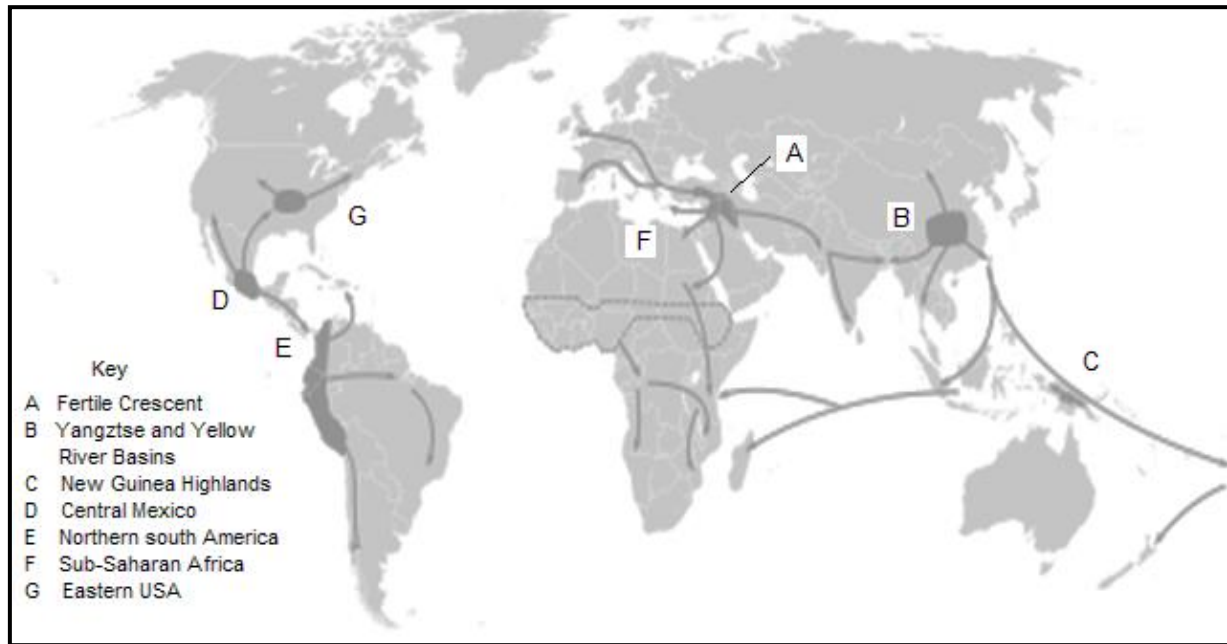
Simple stone tools used during the Paleolithic Period



Cooking utensils used during Neolithic Period

Do remember that permanent settlements came about as a direct result of the introduction of farming (agriculture). People then were able to stock up on food to survive bad times and trade extra food with others. Trade and secured food supply allowed the population to increase. Archaeological information shows that different forms of plants and animals were planted and raised in separate sites worldwide, starting around 12,000 years ago (10,000–5,000 BC).

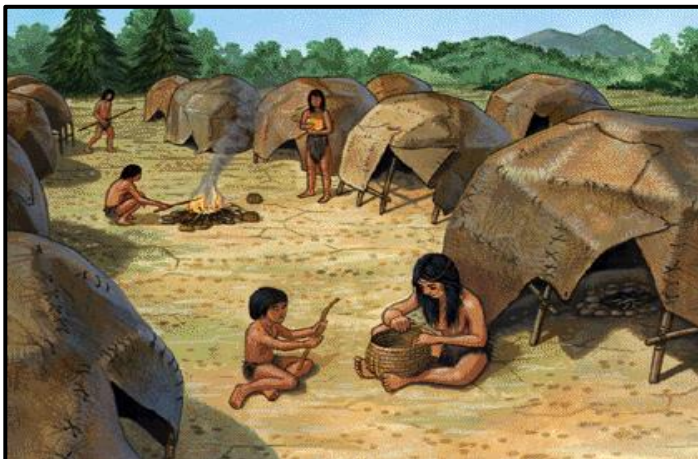
The world map below shows approximate centres of origin of agriculture and its spread in prehistory. The agricultural sites include the Fertile Crescent in Iraq (11,000 BP), the Yangtze and Yellow River basins in China (9000 BP) and the New Guinea Highlands (9000–6000 BP), Central Mexico (5000–4000 BP), Northern and South America (5000–4000 BP), sub-Saharan Africa (5000–4000 BP, exact location unknown), eastern USA (4000–3000 BP).



Origin and spread of agriculture

Any one of these three places may have been the birthplace of agriculture: The New Guinea Highlands, Sub-Saharan Africa, and the Fertile Crescent. But according to evidences found the oldest was at the Fertile Crescent which dates back to 11,000 B.C.

The photograph below is an artist's impression on how Mote Vele a village in Chile may have looked like some 12, 000 years ago.



The birth of agriculture led to the establishment of permanent settlement and eventual increase in population. I wonder how these early people lived peacefully in their societies.

Origin of the first Government

Obviously when people began to live in permanent settlements, men perhaps assumed leadership role within their small groups or communities. They made decisions on how to organize their societies so that they live in harmony with each other. Government is all about making decisions and therefore we can say that simple form of government may have begun during the Neolithic period.

When did the modern form of government begin?



The early governments of the world originated from the ancient cities in Greece, Rome, Turkey, Iraq (Mesopotamia) China, India and Iran (Persia). China and India brought forth political dynasty that had little contact with the outside world. Political dynasty also arose in Mesopotamia, Turkey, Egypt, Persia, Greece and Italy. It is all about rise and fall of Kingdoms. These kingdoms fought each other for control of the civilized world. They were ruled by Kings, Aristocrats (members of a higher class in a society), Emperors, High Priest and Tyrants.

Dynasty – one family of related rulers



Activity 1

Refer to your notes above and the Jacaranda atlas to answer these questions. Find the answers at the end of Practice Exercise 1.

1. In which country today is Mesopotamia located?

2. In which continent are Greece, Turkey and Rome located?

3. According to the notes, which countries with ancient history of government are located in the Asian continent?

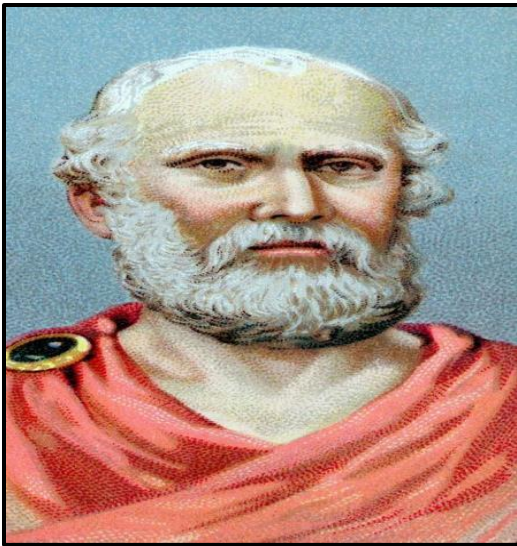
When we talk about the ancient political societies, we mainly refer to that of Rome and Greece. It refers to the Greek and Roman ideas of political organisation in the 15th century (14 00s) to the end of Roman Empire in 1476 AD. Political Organisation was developed in the 5th century by Plato and Aristotle.



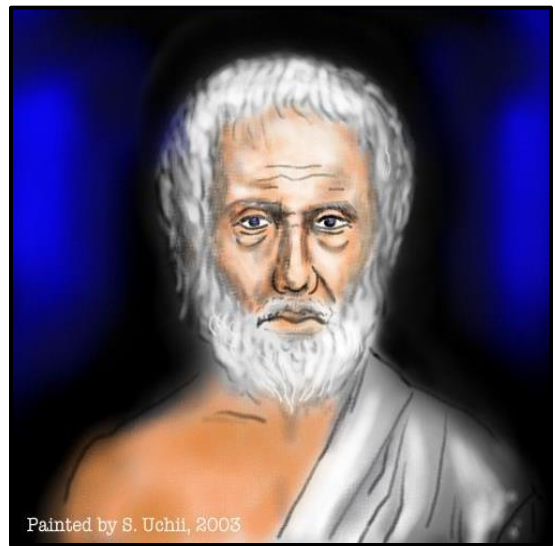
I have never heard of Plato and Aristotle?
Who are they and where are they from?

Plato is a Greek philosopher and is perhaps the most famous thinker in the history of Western thought. He developed ideas on different areas of studies such as ethics, philosophy, politics and many more.

Aristotle is also a Greek philosopher, a student of Plato and teacher of Alexander the Great. Like Plato, he wrote about many subjects including politics.



Plato



Aristotle

Philosophy is the study of the basic nature of knowledge, reality and existence. A Philosopher is someone who is an expert in philosophy.

Greek culture had a powerful influence on the Roman Empire. The influences extended to the Mediterranean region and Europe and provided the foundation of modern, Western culture. The democratic government you and I know of was first developed in Athens (the capital city Greece) in 510 BC. Today democracy has been introduced and used in many different nations of the world.

More about different types of governments will be discussed in lessons 5-14 in this unit. Now turn to the next page to recap the main points in this lesson.



Summary

You have come to the end of the lesson. In this lesson you have learned that:

- rehistory is a period of time before written records
- the word ancient means very old or belonging to the distance past
- politics is about making decisions or agreements between people so that they can live together in groups such as tribes, cities, or countries.
- the word revolution means to over throw a government by force. It can also refer to a and complete change that has taken place.
- the Neolithic Revolution was a major turning point in human history. This period saw men and women's roles divided, however women's status declined as men took the lead in many societies.
- government is all about making decisions and therefore we can say that simple forms of government may have begun during the Neolithic period.
- the early governments of the world originated from the ancient cities in Greece, Rome, Turkey, Iraq (Mesopotamia) China, India and Iran (Persia).
- China and India brought forth political dynasty that had little contact with the outside world.
- dynasty refers to one family of related rulers.
- political Organisation was developed in the 5th century by Plato and Aristotle.
- philosophy is the study of the basic nature of knowledge, reality and existence.
- a Philosopher is someone who is an expert in philosophy.
- the democratic government was first developed in Athens (the capital city of Greece) in 510 BC.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

Study your notes and answer questions.

1. What is history?

2. What is prehistory?

3. What is the Neolithic Revolution?

4. What does “neo” and “revolution” mean?

5. What major change took place after the introduction of Agriculture?

6. Which area in the world is said to be the birthplace of agriculture?

NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND

Answers to Activity

1. Iraq 2. Europe 3. China and India

Lesson 2: Ancient Egypt and China



In Lesson 2 you will define and study the ancient civilizations of Egypt and China.



Your Aims

- define ancient civilisation
 - explain ancient civilisations in Egypt and China
-

What is Ancient Civilisation?

To define Ancient Civilisation, we will first define Ancient and Civilisation.



“Ancient” means very old or belonging to the distant past

The cartoon above has defined “ancient” for you.
Now what do you think civilization is?

Civilisation is an advanced state of human society, in which a high level of culture, science, industry, and government has been reached.

Ancient civilisation simply refers to places in the world that have had an early advanced state of a human society. An advanced state of human society is one that has had developed a high level of culture, government, science and industry.

Early civilised societies in the world according to written history include countries such as Greece, Rome, Mesopotamia (Iraq), Maya (Colombia in South America) Egypt and China. This happened about 5, 000 years ago in China on the *Hwang Ho River* and in India on the *Ganges*. Even earlier the land between the *Tigris* and *Euphrates* rivers (modern Iraq) was being cultivated by the *Sumerians*, and Egyptian farmers had settled along the banks of the Nile.

We will now study ancient civilisation in Egypt and China.

Ancient Civilisation in Egypt

The very earliest information about Egypt is taken from the evidence of the massive ruins of statues and buildings.

Egypt is a most unusual country. It has almost no rain, and on either side of it stretches the Sahara desert. Most of Egypt itself is hot and sandy, but in the midst of it sits the fertile valley of the River Nile. The fertile valleys of the Nile are rich in silt.

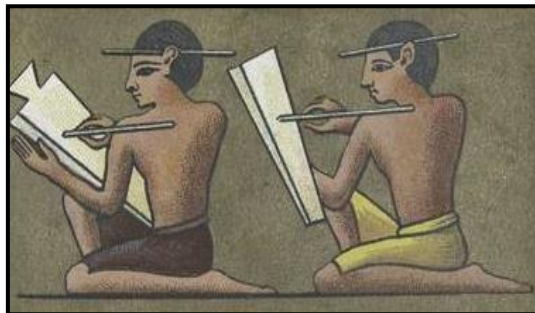
In the Old Stone Age Egyptian farmers lived in small villages. The farmers cultivated their fields with stone hoes. They grew millet, barley, and wheat. Irrigation was through water carried in buckets and poured into the irrigation canals.

Powerful tribal chiefs sometimes conquered neighbouring villages and ruled a wide area. The “kings” carried out bigger and better irrigation works. But it was not until 3, 200 B.C a king called *Menes* conquered the whole land, and Egypt became the first big kingdom in history.

Below are some sources of evidences that historians have studied to find information on the history of Egypt.

1. The Rosetta Stones

These were rock carvings and writings. They are called **hieroglyphics**.



Egyptian hieroglyphics scribe

2. Egyptian writing

Writing was the greatest invention of the Egyptians. Not everyone could write in ancient Egypt, but with the availability of paper from the papyrus plant, sending letters and petitions was a normal part of life.

3. Temples

The temples were the first great buildings the Egyptians made. The Egyptian craftsmen used only copper chisel and saws to cut and shape the huge blocks of limestone and granite.



Ancient Egyptian Buildings

4. Tombs and Pyramids

The ancient Egyptians built pyramids as tombs for the pharaohs and their queens. The pharaohs were buried in pyramids of many different shapes and sizes from before the beginning of the Old Kingdom to the end of the Middle Kingdom.

A pharaoh is buried with all his wealth. The Egyptians believed in a variety of gods and in an afterlife that resembled life on earth and for that reason pharaohs were buried with the supplies they would need.



An Egyptian Pharaoh's Tomb

Pyramid 1

Pyramid 2

Leadership in Ancient Egypt

Ancient Egypt was ruled by pharaohs. These pharaohs could be Egyptians or foreigners who gained control. By the time of the Greeks and Romans, local rule was done. The life of Egyptian pharaoh's differed from the simple life of the nomad tribesmen in the desert.

Social Classes

The pharaoh ruled over millions of people who were divided into several different social classes. There were a great number of slaves and unskilled workers who worked in the stone quarries and pyramids. The peasant farmers lived in little mud and straw huts with earth floors. The skilled workers and merchants in town had more comfortable houses. The wealthy had had beautiful gardens in their back yards. Their women were dressed in black and wore expensive jewelries.

Trade

Pottery and other goods were exported to other lands. The Egyptians made a lot of money through exports. The merchants became rich on trade and lived like the rich in big houses and wore expensive clothing. The slaves worked hard and heavy taxes were forced on all classes of society. The local governors kept close check on each man's possessions, which were carefully recorded by the scribes. By doing this they know how much corn or how many animals each could pay in tax. In return for paying taxes the people benefited by having dams and irrigation canals.

Law

The written law was the same for the rich and the poor. Local offences were tried in local courts, but any man could appeal to a high court, or to the Pharaoh himself.

Education

The Egyptians placed great importance on education and made much progress in science and learning. These four subjects, reading, writing, arithmetic and geometry were the basis of their schooling, which was conducted by the priests and scribes of the temples. Reading and writing were necessary for the many scribes and officials. The engineers and architects also needed a sound knowledge of arithmetic and geometry. Only the rich were able to send their children to school.

The most important knowledge of the Egyptians was in astronomy. From their study of the stars they invented the yearly calendar. The first line of kings began with *Menes* in 3200 B.C. Menes built a united kingdom. From 2500-1500 B.C was a period of great progress in trade and culture. Money was spent on building irrigation works and canals so Egyptian trading ships could sail from the Nile delta into the Red Sea. This happened 4000 years before the modern Suez Canal was built.

Defence

The early armies of the Pharaohs always fought on foot. The Pharaohs built great armies that were equipped with chariots, bows and arrows.

**Activity**

Refer to your notes to answer the following questions. Check your answers at the end of Practice exercise 2.

1. Which two countries in the world today have the earliest record of civilisation?

2. What were the tombs used for in Egypt?

3. Rock carvings and writings found on Rosetta Stones are known as _____.

4. Which four subjects were the bases of schooling in Egypt?

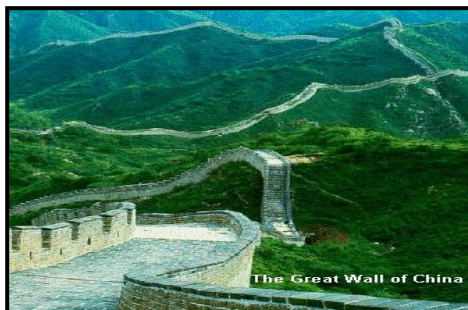
Let us now look at the ancient civilization in China.

Ancient Civilization of China

In Asia, civilisation developed many thousands of years ago that still continues to this day. This civilisation is known as **China**, or the **Chinese Civilization**. China's strength lied in the fact that it was cut off from the rest of the world. Surrounded by oceans, mountains, and by the Gobi Desert, their homeland was difficult to reach.

Having little contact with the outside world, the Chinese Civilization grew a strong sense of nationalism. They believed that China was the most important and greatest of all civilisations, and that they were the Center of the Earth.

MAP OF ANCIENT CHINA



The Great Wall of China



Painted pottery jar with geometric design

Little is known about exactly when or how the Chinese Empire was formed. Evidence has been found which shows that humans were living in the region as early as 7,000 years ago. Other finds show beautiful pottery and artwork dating to around 2,500 B.C.

Early Agriculture

Modern humans first came to China from Central Asia or India about 50,000 BC. These were Stone Age people, who lived in caves with their dogs and wore fur and leather. They were hunters and gatherers. Around 4000-3000 BC, in the New Stone Age, people began farming rice and keeping animals (like sheep and chickens) in China. West Asian people had already been farming for about three thousand years, but we don't know whether people in China learned how to farm from the West Asians or began doing it on their own. Probably they began on their own, just as a natural response to being more crowded and needing to produce more food on their land, or because of climate changes. Rice was the first grain that people farmed in China. There is evidence of rice farming along the Yang-tse River as early as about 5000 BC. As in Egypt and West Asia, the first place where people began settling down in cities was in a river valley, along the Yellow River in northern China. Once people living in China began farming, they also began to live in villages and build small houses with red roofs.

Food

People cooked rice by boiling it in water, the way they do today. Or they made it into wine. Rice wine has been popular in China since prehistory.

Another food people associate with China is tea. Tea grows wild in China. By about 3000 BC (or it could be much earlier), people in China had begun to drink tea. Soon everybody drank tea.

Wheat was not native to China, so it took much longer to reach China. People in northern China first began to eat wheat in the Shang Dynasty, about 1500 BC. People brought wheat to China from West Asia. Wheat is boiled like millet.

For fat, they crushed soybeans for soybean oil. Poor people ate almost nothing but these foods - they hardly ever had meat or fruit.

When people could afford it, they bought or grew vegetables to put on their rice. Cucumbers and pak choy, for instance, are native to China. On special occasions, people also put little pieces of meat on their rice. By 5500 BC, the Chinese were eating domesticated chicken, which came originally from Thailand. By 4000 or 3000 BC, they were eating pork, which was native to China. Sheep and cattle, which were not native, reached China from West Asia also around 4000 BC. China does not have big forests and it was always hard to find fuel to cook with. Therefore the Chinese learned to cut up their food very small, so it would cook quickly on a very small fire. Also beginning in the Han Dynasty, about 100 AD, Chinese people began to make their wheat and rice into long noodles.

Clothes

People in China generally wore tunics (like long t-shirts). Women wore long tunics down to the ground, with belts, and men wore shorter ones down to their knees. Sometimes they wore jackets over their tunics. In the winter, when it was cold, people wore padded jackets over their tunics, and sometimes pants under them. Rich people wore silk. Most people in China, both men and women, wore their hair long. People said that you got your hair from your parents and so it was disrespectful to cut it. During the Sui Dynasty, in the 500s AD, the emperor decided that all poor people had to wear blue or black clothes, and only rich people could wear colors. In the Sung Dynasty, about 1100 AD, a fashion started at the emperor's court for women to bind their feet. Women thought that to be beautiful they needed little tiny feet, only about three inches long. They got these tiny feet by wrapping tight bandages around the feet of little girls, about five or six years old.

Writing

People in China began writing about 1500 BC, more than a thousand years later than people in West Asia or Egypt, but earlier than anyone in Europe, Africa, or Central America. The earliest writing that we know of from China was on animal bones, which are called "oracle bones" because priests used them to tell the future. The writing on these oracle bones is the same writing that people use in modern China. The signs they used came from pictures, like earlier Egyptian hieroglyphs or Sumerian cuneiform. People in early China also wrote on strips of bamboo wood. Later on, people also wrote on silk cloth. The earliest Chinese literature that we know of probably comes from the later part of the Western Chou Dynasty about 800 BC and was written on silk. During the Tang Dynasty, about 700 AD, people in China invented wood-block printing, which was easier than copying out books by hand and made books much cheaper than they had been before. Many more people learned to read, and many more wrote books. Soon afterward, during the Sung Dynasty, about 1000 AD, people invented movable clay type, and this made books even cheaper and more popular than before.

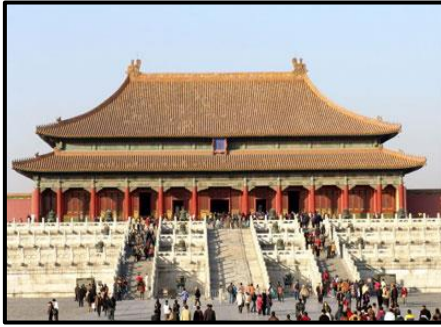
Religion

In the Shang Dynasty (about 2000 BC), the earliest period we know much about, people in China worshipped a lot of different gods. People who lived during the Shang Dynasty also believed that their ancestors became like gods when they died. Each family worshipped their own ancestors.

Other Developments

In early and medieval China, scientists were interested mainly in engineering and practical inventions. Paper was first invented around 100 B.C and 100 A.D., and the magnetic compass. Gunpowder was also invented by the Chinese. By around 850 AD, under the Tang Dynasty, Chinese printers were experimenting with block printing, and around the year 1000 they invented moveable type. Most people in ancient China could not afford to live in fancy houses. They lived in small houses made of mud brick, with only one room and a dirt floor. In Northern China, the doors of these houses usually faced south, to keep out the cold north wind. Rich people had fancier houses, and people also built fancy temples and palaces. All ancient Chinese architecture was built according to strict rules of design that followed Chinese beliefs.

The photographs below show some examples of Chinese ancient architecture.



Hall of Supreme Harmony,
Forbidden City, Beijing, 1450 AD



White Pagoda



Ancient gate ruins pillar

The biggest change in Chinese architecture came during the Han Dynasty, in the 200s BC, when the new religion of Buddhism first came to China from India. Many Chinese Buddhists began to build pagodas to keep sacred things in.

When Buddhism became more important in China in the 500s AD, during the Three Kingdoms period, architects began to build special Buddhist temples.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- civilisation is an advanced state of human society, in which a high level of culture, science, industry, and government has been reached.
- early civilised societies in the world according to written history include countries such as Greece, Rome, Mesopotamia (Iraq), Maya (Colombia in South America) Egypt and China.
- the temples were the first great buildings the Egyptians made.
- having little contact with the outside world, the Chinese Civilization grew a strong sense of nationalism. They believed that China was the most important and greatest of all civilisations, and that they were the Centre of the Earth
- the Chinese and Egyptians both built huge physical structures such as columns, tombs and pyramids, Great Wall of China and monumental buildings using strength and simple hand tools.
- the Chinese invented gunpowder, compass, writing and printing technologies.
- hieroglyphics is pictorial writing discovered in Egypt.
- both civilizations of China and Egypt are very old and made up of many different cultures, beliefs and practices.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

Study your notes above and answer the questions.

1. What is ancient civilization?

2. Which two ancient civilizations did you study in this lesson?

3. What event took place between 2500 – 1500 BC in Egypt?

4. When did the biggest change in Chinese Architecture occur?

5. Who invented the gunpowder?

6. What are hieroglyphics?

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE

Answers to Activity

1. China and India
2. Tombs were used for burying pharaohs
3. Hieroglyphics
4. Reading, Writing, Arithmetic and Geometric

Lesson 3: Ancient Greece and Rome



You learnt about ancient Egypt and China in your last lesson. In this lesson you will study the ancient civilizations of Greece and Rome.



Your Aims

- identify the location of Greece and Rome on the map
- discuss the ancient civilizations of Greece and Rome

Greece and Rome are among the early civilisations of the world. Developments that took place in Greece many years ago became the basis of modern civilisation.

We will now look at ancient Greece.

Location

Greece is a country in the European continent and is located between 35°- 42° N and 19°- 28° E. It is surrounded by Bulgaria, the Republic of Macedonia and Albania to the north, Ionian Islands to the west, Mediterranean Sea to the south and Aegean Sea to the east. The capital city of Greece is Athens.

See the map below.



Early History

Ancient Greece is called the birth place of Western Civilisation because the developments of subjects such as architecture, engineering, writing, law, government, education, industry, games (Olympics) and science started there.

Greeks developed a high standard society which was admired by many people. Their ideas or influence spread to other places in Europe.



The temple of Hera in Olympia, Elis, Greece

Ancient Greek temple in Sicily

Tombstone of a shoemaker, 100 A.D

The first evidence of real settlement in Greece comes about 55,000 B.C (about 57,000 years ago). By about 6,000 B.C the people in Greece began farming food and settling down in villages. Around 2,000 B.C, Indo-European invaders brought the use of bronze, the potter's wheel, and Greek language.

Greeks lived by farming, fishing and trade. Some were soldiers, others were scholars, scientists or artist. They lived in villages or in small cities. There were beautiful temples with stone columns and statues and open-air theatres where people sat to watch plays.

Government

As the population of Greece grew, the ancient Greeks formed what they called **city-states**.

A city-state is a central city and nearby villages that shared a government and laws.

A city-state had a central city called 'polis'. Each city state had its own form of government and laws. All the city-states shared a common language, religion and a way of life.

Three types of government were common in the Greek city-states. They were;

1. Oligarchy - a government where only a few powerful and wealthy people rule.
2. Tyranny – cruel or oppressive government or rule
3. Democracy – a form of government in which people elect their leaders and have a say in the way the government is run.

The most important city-states were Athens and Sparta. Athens is located in the centre of the Greek Peninsula and Sparta in the southern part of Greek Peninsula. Athens had

a democracy government. Athens was where democracy developed. Sparta had oligarchy government and was ruled by two kings.

Games

Once every four years, men from all over Greece came to compete in a great athletic festival in western Greece. This was called the Olympic Games because the place was called Olympia. The Olympic Games were a religious festival to honor the Greek gods Zeus and Hera. We do not know when men first began celebrating the Olympic Games, but they were certainly already doing it by 776 BC. And they were celebrated from then on, every four years without fail, until people converted to Christianity and the Roman Emperor Theodosius banned the games in 393 AD.

Fall of the Greek Empire

Greeks fell into economic problems about 1200 B.C and this affected trade in Greece. By about 900 B.C the Greeks began trading with West Asia and Egypt again. About 500 B.C the Greeks tried a new form of government: the world's first democracy. Democracy is a system of government where people vote elected leaders to represent them in government. After that time onwards Greece became weaker from wars and by 336 B.C, became part of the northern empire of Macedonia. King Philip of Macedonia fought and won many city-states and brought Greece under its care. When Philip died, his young son Alexander took over the Macedonian empire. In 12 years he won many of the known world and made Macedonia the centre of a vast empire. Alexander kept Greece until his death in 323 B.C. After Alexander's death Greece was never strong enough to form her own empire again.

Increase in Knowledge

Greek people were very interested in science as a way of organising the world and making order out of chaos, and having power over some very powerful things like oceans and weather. From about 600 BC, a lot of Greek men spent time observing the planets and the sun and trying to figure out how astronomy worked. They got their first lessons from the Babylonians, who were very good at astronomy and also very interested in it.

Ancient Greek geographers divided the world into regions we still use today. The lands west of Greece are still known as the western world, while the lands east are often referred to as the eastern world.

By the 400 BC, Pythagoras was interested in finding the patterns and rules in mathematics and music, and invented the idea of a mathematical proof. Although Greek women usually were not allowed to study science, Pythagoras did have some women among his students. Socrates, a little bit later, developed logical methods for deciding whether something was true or not.

In the 300s BC, Aristotle worked on observing plants and animals, and organizing the different kinds of plants and animals into types. Again, this is a way of creating order out of chaos.

After Aristotle, using his ideas and also ideas from Egypt and the Persians and Indians, Hippocrates and other Greek doctors wrote important medical texts that were used for hundreds of years.

Religion

Greek religion was a mixture of old beliefs. The people in ancient Greece believed that there were invisible, powerful gods and spirits that could control what happened to you. Most people also thought that you could control those gods and spirits through sacrifice, prayer, and living a good life.



Activity

Refer to the notes to answer the following questions. Check your answers at the end of Practice Exercise.

1. Write the events that happened during these periods.

- I. 57,000 years ago
- II. 12,00 BC
- III. 600 BC

2. Make a list of some of Greece's finest thinkers or philosophers?

We will now study ancient **Rome**.

The history of Rome goes back more than 2,500 years. Rome's many art treasures and historic buildings make the city an important centre of European culture. For centuries, Rome has been called the Eternal City, a title earned through its importance as one of the great cities of Western civilization, as the capital of the Roman Empire, and as the world center of the Roman Catholic church. Since 1871 it has been the capital of united Italy.

The Romans adopted many ways of the Greek when they fought and won the areas of Europe under Greek control. Ancient Rome was a thriving civilization that began growing on the Italian Peninsula as early as the 8th century B.C. Located along the Mediterranean Sea and centered on the city of Rome, it expanded to become one of the largest and greatest empires in the ancient world. The ancient city of Rome was just a small simple village of mud near a river. In a few centuries, the Roman Empire extended as far north as Britain, east to Persia and in the south the whole of Northern Africa.

The map below shows the Roman Empire (29 century B.C-14 century A.D).



Provinces of the Roman Empire

Rome was the biggest, richest, and most powerful nation of ancient times? Based in the city of Rome, it stretched across three continents and included millions of people. The Roman Empire lasted for 500 years.

Rome's Rise to Power

According to legend, the city of Rome was founded in central Italy in 753 BC. As Rome grew richer and stronger, its soldiers took over nearby land. Rome's well-trained, disciplined army was a fearsome fighting machine.

By 30 BC, Rome controlled most of Europe, North Africa, and the Middle East. To guard these conquests, the Romans built walls and military forts. They also built excellent roads so that soldiers could march quickly to trouble spots.

The Empire Begins

The Roman Empire began in 27 BC. That year, a tough, clever army commander won control of Rome after a long civil war. His name was Octavian, but the Romans called him Augustus. The title *Augustus* meant "honored or holy leader." Augustus became the first Roman emperor. The month of August is named after him.

Augustus saw that Rome needed a new government. He appointed professionals to manage the government's money and made sure that enough food and fresh water reached the city of Rome. He reorganized the army and set up new police and firefighting teams. He encouraged family life by paying parents to have more children. He brought back old ceremonies to honor the gods who were said to guide and guard Rome.

By the time Augustus died in AD 14, he had linked Roman lands into a single awesome organization. This was the Roman Empire.

Emperors remained in charge of the Roman Empire for almost 500 years. Some, like Nero, were tyrants. Some, like Commodus, were stupid and cruel. But most ruled well, and a few, like Trajan, were outstanding. When Roman emperors died, they were worshiped as gods.

Each *province* (region) of the empire was ruled by a governor. The governor was helped by trained officials and sometimes by local kings and chiefs. Everyone in the empire had to pay Roman taxes and obey Roman laws. They had to use Roman money as well. Roman coins showed the emperor's portrait. That way, everyone knew who was in charge!

Who Lived In The Roman Empire?

Rome ruled over almost 50 million people in 27 BC. They included Greeks, Egyptians, Celts, Africans, Arabs, and Jews. Traditionally, Roman society was divided into two upper classes and two lower classes. Senators belonged to the highest class, and slaves to the lowest class. Over time, class became less important than wealth. After AD 212, each free person in the empire was treated equally, as a Roman citizen.

Everywhere they ruled, the Romans introduced their own language, Latin. They also brought their technology, art, entertainment, and building styles. Many Roman temples, theaters, roads, and *aqueducts* (bridges that carried water) still survive in many parts of Europe, North Africa, and the Middle East.

Capital Of The Empire

The city of Rome was the center of the empire. It had temples for worship, law courts, houses and apartment buildings, sports arenas, and shops. It also had crowded streets, smells, dirt, and noise. About 1 million people lived in Rome in 27 BC, making it the largest city in the world.

People moved all the time from the countryside to Rome, but many could not find work. Emperors provided food and spectacles like gladiator shows to keep them content and stop them from rioting. One Roman writer said that emperors ruled by "bread and circuses."

Conquest, Then Collapse

In the early years, the Roman Empire kept on growing. But later Roman emperors found the lands of the empire too vast and too varied to control. In AD 284, the Roman Empire was divided among four rulers. Emperor Constantine united it again in AD 324. Constantine became a Christian, and gave Christianity a favored position in the empire.

Soon after Constantine's rule, the empire was attacked by fierce tribes from the north and east. Their raids caused terror and food shortages. In AD 395, the empire split into an Eastern Empire and a Western Empire. The wealthy Eastern Empire was ruled from Constantinople (now Istanbul). It remained strong. But poor and weak Western

emperors could not defend their land. The last Western emperor was forced out of Rome by invaders in AD 476. The Eastern Empire survived as the Byzantine Empire.

The fall of the Roman Empire in 476 did not mean the end of Roman civilization. The Latin language lived on, and it developed into modern European languages such as French, Spanish, and Italian. Roman art, buildings, and writings influenced later cultures.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Greece is a country in the European continent and is located between 35°- 42° N and 19°- 28° E. It is surrounded by Bulgaria, the Republic of Macedonia and Albania to the north, Ionian Islands to the west, Mediterranean Sea to the south and Aegean Sea to the east
- the capital city of Greece is Athens.
- ancient Greece is called the birth place of Western Civilisation because the developments of subjects such as architecture, engineering, writing, law, government, education, industry, games (Olympics) and science started there.
- the first evidence of real settlement in Greece comes about 55,000 B.C (about 57,000 years ago).
- as the population of Greece grew, the ancient Greeks formed what they called city-states.
- a city-state is a central city and nearby villages that shared a government and laws.
- ancient Greek geographers divided the world into regions we still use today.
- the Romans adopted many ways of the Greek when they fought and won the areas of Europe under Greek control.
- the Roman Empire began in 27 BC under the leadership of the first Roman Emperor Augustus.
- emperors remained in charge of the Roman Empire for almost 500 years.
- the fall of the Roman Empire in 476 did not mean the end of Roman civilization. The Latin language lived on, and it developed into modern European languages such as French, Spanish, and Italian. Roman art, buildings, and writings influenced later cultures.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

Read your notes and answer these questions.

1. Describe the location of Greece?

2. Name the capital city of Greece?

3. Whis a city- state?

4. When did Roman Empire begin?

5. Who was the first Roman Emperor?

6. Whose culture did the Romans adopt?

7. (a) Which religious event was held every four years in Greece?

(b) Why is this event held every four years?

8. Why is ancient Greece sometimes referred to as the “birth place of Western Civilisation?”

NOW CHECK YOUR ANSWERS AT HE END OF THE SUB-STRAND

Answers to Activity

1. First settlement of real settlement in Greece.
2. Greeks fell into economic problems
3. The study of astronomy began in Greece.

Lesson 4: Early Civilization in the Americas

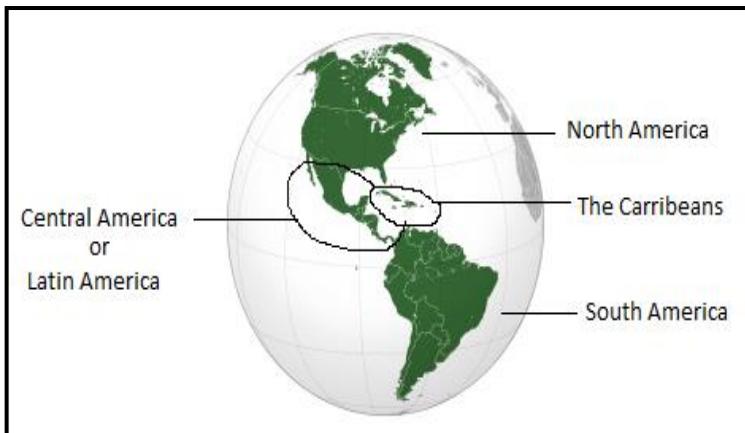


You learnt about ancient Greece and ancient Rome in your last lesson. In this lesson you will study the early civilization of the Americas.

**Your Aims**

- identify the Americas on the map
 - explain the early civilization on the Americas
-

America is made up of two continents the North American continent and the South American continent.

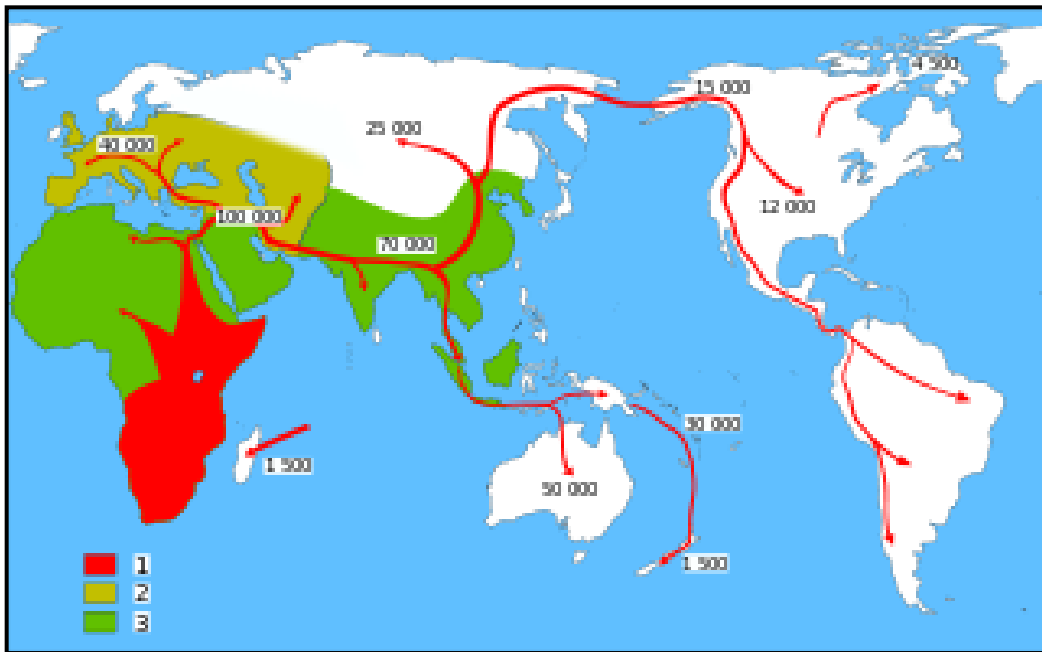


Location of the Americas



Geography of North and South America

The history of the Americas (North, South, and Central America, and the Caribbean) begins with people migrating to these areas from Asia during the height of an Ice Age. These groups are generally believed to have been isolated from peoples of the "Old World" until the coming of Europeans in the 10th and 15th centuries.



The North American continent had its own native Indians called the *Aztecs* who have lived there for thousands of years. Central America refers to the southern tip of North America where Mexico is. It is also referred to as Latin America. The native Indians in Central America are *Aztecs* and *Mayans*. The South American continent also had its own native Indians called the *Incas*. The Old World is Europe, Asia, and Africa. The Americas are normally referred to as the New World. The term came from the early 16th century, shortly after America was found by European explorers.

When did civilization begin in the Americas?

After the first migrations, civilizations arose as hunter-gatherers settled into semi-agricultural communities. Settlements began to emerge in 6000 BC. Cultures began to develop and eventually civilisations were established. Several large, centralised civilisations developed in the Western Hemisphere. Cities of the Aztecs, Mayas, and Incas were as large and organised as the largest in the Old World, with an estimated population of 200,000 to 350,000 in Tenochtitlan, the capital of the Aztec empire. The market established in the city was said to have been the largest ever seen by the Spanish conquerors when they arrived. The capital of the Cahokians, Cahokia - located near modern East St. Louis, Illinois may have reached a population of over 20,000. At its peak, between the 12th and 13th centuries, Cahokia may have been the most populous city in North America. Monk's Mound, the major ceremonial center of Cahokia, remains the largest earthen construction of the prehistoric New World.

The early civilisations of the Americas included permanent settlements, cities, farming, old monuments and buildings, and complicated social organization. Some of these civilisations had long faded by the time of the first stable European and African arrivals in the late 15th to early 16th centuries. These lost civilizations are known only through archaeological study. Others existed with the rule of the Europeans, and were written in the history of the time. A few such as the *Maya* had their own written records. This made it easy to learn their way of life.

The native peoples of the Americas continue to progress after the arrival of the Europeans. Many of these people continue traditional practices, while learning and getting used to new ways of life.

These civilizations developed agriculture as well, breeding maize (corn) from having ears 2–5 cm in length to perhaps 10–15 cm in length. Potatoes, tomatoes, pumpkins, beans, avocados, and chocolate are now the most popular of the pre-Columbian agricultural products. The civilizations did not develop extensive livestock as there were few suitable species, although alpacas and llamas were domesticated for use as beasts of burden and sources of wool and meat in the Andes. By the 15th century, maize was being farmed in the Mississippi River Valley after introduction from Mexico. The course of further agricultural development was greatly altered by the arrival of Europeans.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- America is made up of two continents the North American continent and the South American continent.
- the history of the Americas (North, South, and Central America, and the Caribbean) begins with people migrating to these areas from Asia during the height of an Ice Age.
- the ancestors of today's American Indigenous peoples were the Paleo-Indians; they were hunter-gatherers who migrated into North America.
- cultural traits brought by the first immigrants later evolved and spawned such cultures as Iroquois on North America and Pirahã of South.
- the North American continent had its own native Indians called the *Aztecs* who have lived there for thousands of years. These cultures later developed into civilizations.
- the native Indians in Central America are *Aztecs* and *Mayans*. The South American continent also had its own native Indians called the *Incas*.
- the first complex civilizations arose as hunter-gatherers settled into semi-agricultural communities.
- the early civilizations of the Americas included permanent settlements, cities, farming, old monuments and buildings, and complicated social organization.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

1. Of the seven continents in the world how many make up the Americas? Name them.

 2. When did the history of the Americas begin?

 3. Who were the American Indigenous people?

 4. What was the name given to the South American native Indians?

 5. What was the name given to the North American native Indians?

 6. Name the things that made up the early civilization in the Americas?

-

NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND

Lesson 5: Government around the world



Welcome to lesson 5. This is the fifth lesson of the Grade 8 Strand 2 course on Organisation. You will start by looking at the meaning of Government, the different types of government and how they function.



Your Aims:

- identify the role of a government
- identify the different types of government practiced around the world
- state the characteristics of good and bad government

Have you ever wondered what it would be like if we do not have a government in place? Imagine that all around the world people live without a government. Can you think of 3 important things which would become very difficult if nations are ruled without a government? You can see how important it is for a nation needs to have a government.

One of the way we consider the importance of our governments is through the societies we have studied and how they were governed in different ways. Do you, like most people enjoy looking at governments around the world? Have you realized how the number of nations in the world keep changing? Imagine a nation that has not change in the last centuries.

Currently there are 196 countries in the world. An important point for you to understand is that there are many ways to look at the government. There are different definitions and ways to study government at different times and from different viewpoints.

What is Government?

Government is the group of people who are responsible for looking after a country or a state. It is also

- Defined as the legitimate use of power
- About organisation
- A type of social contract that people make
- A contest for power and resources

What is the Role of a Government?

The role of a government is simply

- Making laws and enforcing them
- Providing services and protection within a country

What are the different types of government practiced around the world?

All around the world people live under different types of government. Most people live with several types of government at once. In Papua New Guinea there is a local government, provincial government and national government. All of them have rules and laws and provide services to people. The types of government are as follows;

democracy, dictatorship, fascism, monarchy, rotationism, communism, socialism, kleptocracy, theocracy, constitutions.

Country	Local government	Provincial government	National government
Indonesia	Districts and villages	Regencies and provinces	Parliamentary democracy
US	County, district	States and territories	Federal democracy
China	Banner, league	Provinces and autonomous provinces	Single party communist rule
Australia	Council, Shire	States and territories	Federal parliamentary democracy
Myanmar (Burma)	Districts	Provinces	Military dictatorship

Many other countries have similar levels of government.

Different ways to rule

Governments are made up of different parts in order to rule a country. Often these three parts are called the three branches of government. The three branches of government in most nations today are:

- Executive – the nation's leader (the President or Prime minister)
- Legislature – the law makers (Parliament, Senate, House of Representatives)
- Judiciary – the justice system (Judge, Courts, and Magistrates)

Sometimes each part of a government is closely linked. Sometimes the three branches of government worked separately. This is called the 'separation of powers'. It usually results in better conditions for the citizens of a nation.



Activity

Answer the questions below. Check your answers at the of Practice Exercise 5

1. What is the highest level of government in a country?

2. Identify one responsibility of a government.

What are the characteristics of a good government?

The concept of "governance" is not new. It is as old as human civilization. Simply put "governance" means: **the process of decision-making and the process by which decisions are implemented (or not implemented)**. Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance.

The characteristics of a good government are as listed:

- Decisions are made and implemented
- Women and men have a voice in decision making
- They are progressive

Some other points about good governance**Participation**

All men and women should have a voice in decision-making, either directly or through intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as effective participation.

Rule of law

Legal frameworks should be fair and enforced fairly, particularly the laws on human rights.

Transparency

Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.

Responsiveness

Institutions and processes try to serve all stakeholders.

Consensus orientation

Good governance mediates differing interests to reach a broad consensus on what is in the best interest of the group and, where possible, on policies and procedures.

Equity

All men and women have opportunities to improve or maintain their well-being.

Effectiveness and efficiency

Processes and institutions produce results that meet needs while making the best use of resources.

Accountability

Decision-makers in government, the private sector and civil society organisations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organisations and whether the decision is internal or external to an organisation.

Strategic vision

Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- government is a group of people who are responsible for controlling a country or a state.
- the different types of government around the world are; democracy, dictatorship, monarchy, fascism, communism, socialism, theocracy, rationism.
- the main purpose or role of a government is providing services like education, infrastructure, health and protection for people.
- an example of a good characteristic of a government is freedom of speech
- an example of a bad characteristics of a government is corruption

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE



Practice Exercise 5

1. Explain why it is important for a nation to have a government?

2. Name the different types of government practiced around the world

3. List at least two outcomes of having a good government.

4. List at list two outcomes of having a bad government.

NOW CHECK YOUR ANSWERS AT THE END OF THE SUB-STRAND

Answers to Activity

1. The highest level of government of a country is the national government.
2. One of the responsibilities of a government is to provide services and protection of people.

Lesson 6: Government of Papua New Guinea



Welcome to lesson 6 of Strand 2. In the last lesson you learned about Governments around the world. In this lesson you will learn about Government of Papua New Guinea.



Your Aims:

- to identify the type of government system used in Papua New Guinea
- discuss the three branches of the Papua New Guinea Government

Before the introduction of the modern government by our colonial administrators, communities in Papua New Guinea already had traditional governments that existed for thousands of years. How these traditional governments work differ from place to place because of the many different cultural settings and the isolation that existed between the different communities.

The need to have a new government came about when people began to have contact with the outside world. This new type of government has the capability to control large groups and in doing so, one set of rules was introduced for everybody in Papua New Guinea.

In this lesson you will specifically look at the type of government system used in Papua New Guinea.

Government System in Papua New Guinea

The system of government used in Papua New Guinea is based on the Australian and British systems. This type of government system is called **democracy**.

In a democratic government, leaders are elected by people through voting in an election. In Papua New Guinea, national elections are held once every five years. Leaders who are elected become Members of Parliament.



How do members of Parliament form a government?

Before we look at the formation of government in Papua New Guinea, let us first look at Political Party. **A Political Party is an organised group made up of political leaders who have the same ideas of how to run a government.** Having **more than one political party** in a government of a country is one **feature of democracy**. In Papua New Guinea we have many political parties.

After a national election, all elected leaders get together in their respective political parties. The Governor General, who is the Queen's representative in the State of Papua New Guinea, will ask the political party with the largest number of elected leaders to

form the government. In most cases in Papua New Guinea, one political party may not have the required number to form a government.



What happens next?



I do not know. Let's find out in the paragraph below.

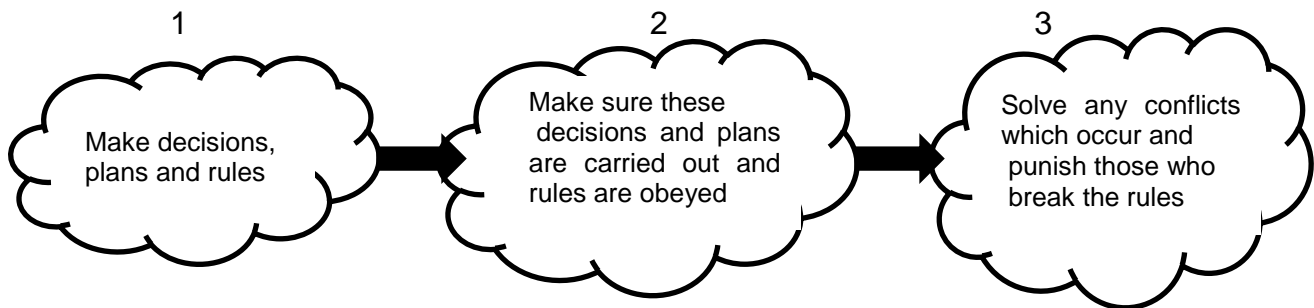
When no particular political party masters the required number to form the government, different political parties then combine to get the required number to form the government. When this happens, a **coalition government** is formed. The leader of the party that has the most members usually becomes the Prime Minister. The rest of the other members who are not in the government become the **opposition**. One of them will be elected **Leader of the Opposition**.



With that understanding, I can say that a **coalition government is a government that is made up of elected members of two or more political parties.**

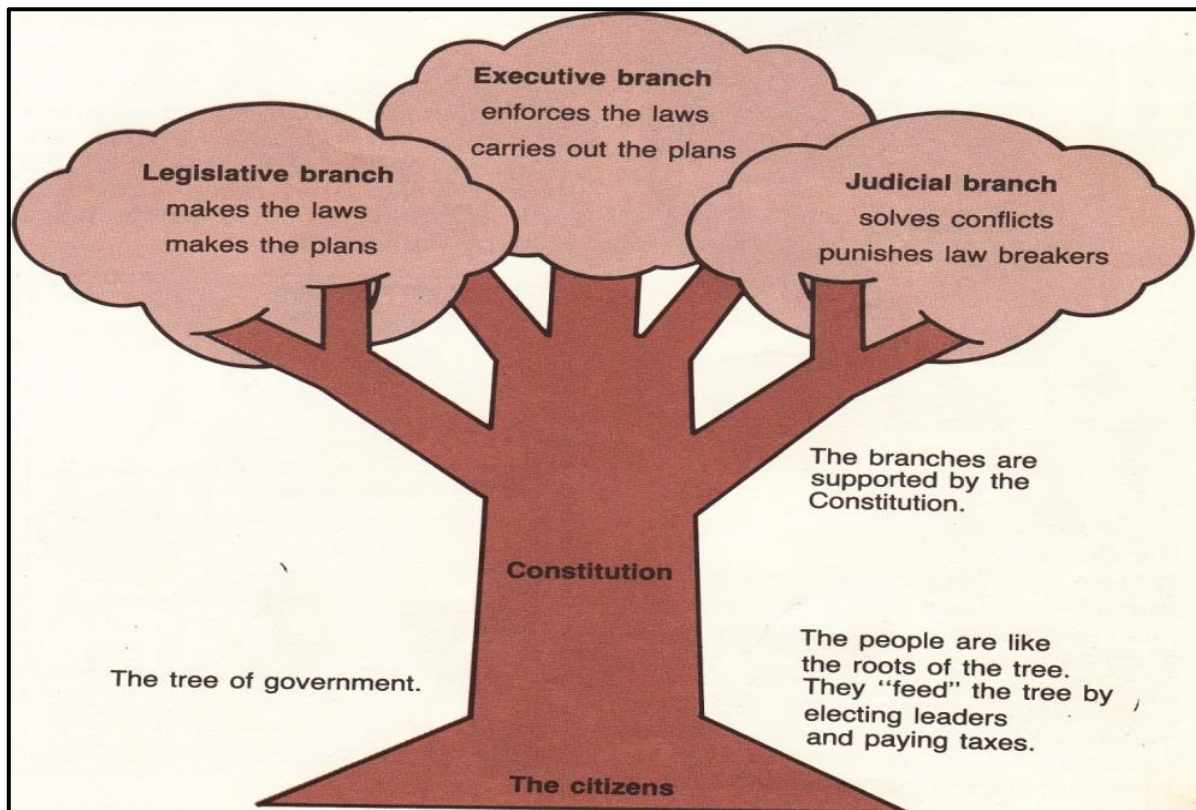
The Role of the Government

Basically all types of governments have three main functions.



These three functions cannot be done by the same group of people. There would be too much work and most importantly they would have too much power. The Constitution says there should be three separate branches to do the work of the government. This separation of the powers of government is another feature of **democracy**.

The diagram on the next page shows the three branches of government.



1. The Legislative Branch

The legislative branch of the government makes **laws** and **plans** for the country. Members of the legislative branch are the elected Members of Parliament. We have 112 members of Parliament.

2. The Executive Branch

The executive branch is made up of all the government Ministers and the Departments of Public Services. They make sure that the public service carries out the plans made by the government. Some of these departments include Health, Education, Community development and Agriculture.

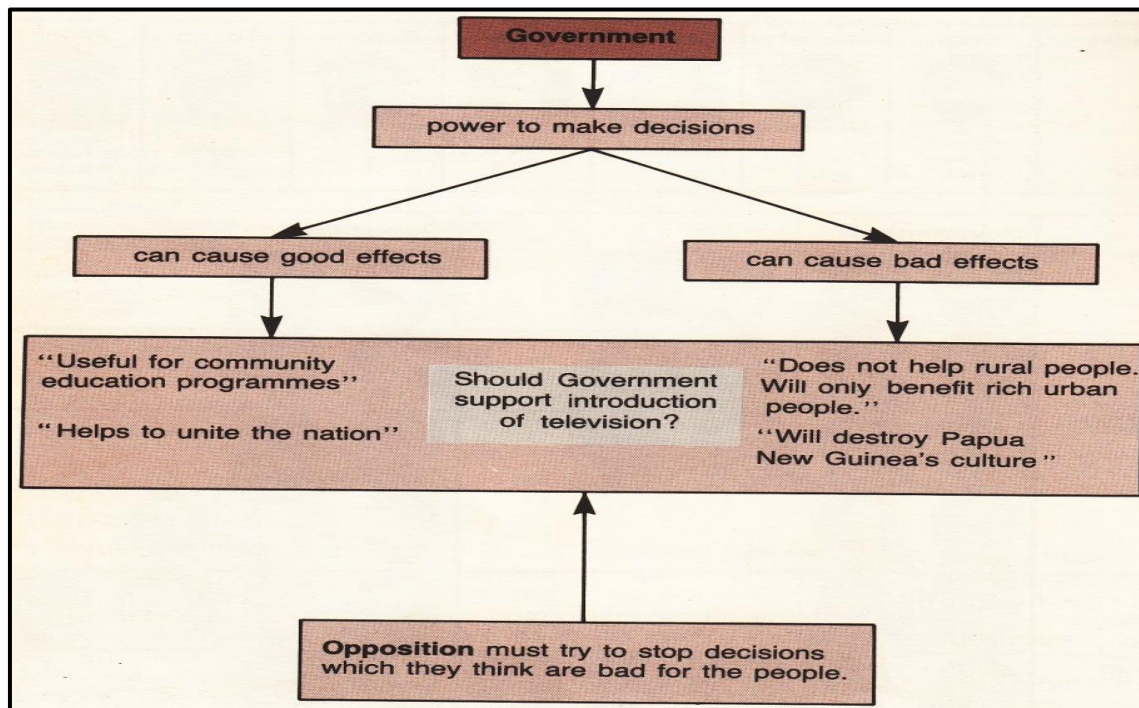
3. The Judicial Branch

The Judicial branch is made up of the courts. The Judges and the magistrates work in the courts. Their main role is to make sure that the laws are followed. They also solve conflicts and punish those who break the laws.

The Role of the Opposition

Having a strong Opposition in a democratic government is very important. This is also a feature of democracy. The main role of the opposition is to make sure that the government controls and develops the country fairly. They make sure that the plans and decisions made by the government are good for the people. The Opposition also provides a possible alternative government.

See the diagram below.



The National Executive Council

After the Government and the Opposition have been formed, the Prime Minister chooses members from the Government to become his **Ministers**. This group of ministers is called the **National Executive Council (NEC)**. Each Minister is in charge of a government department such as Health, Education, Finance and many more. There are 31 departments in the government.

At the first meeting of Parliament after an election, all members vote to choose a **Speaker**. The Speaker acts as the chairman of the meetings of Parliament, and makes sure members follow the rules for discussion.

What we have discussed in this lesson are the basic facts about democracy which is the type of government we have adopted and practised over the years since independence.

Turn to the next page to recap what we have discussed.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- The system of government used in Papua new Guinea is called democracy
- In a democratic government, leaders are elected by people through voting in an election.
- In Papua New Guinea, national elections are held after every five years. Leaders who are elected become Members of Parliament.
- A Political Party is an organised group made up of political leaders who have the same ideas of how to govern a country.
- A coalition government is a government that is made up of elected members of two or more political parties..
- All types of governments have three main functions. They are;
 1. Make decisions, plans and rules
 2. Make sure these decisions and plans are carried out and rules are obeyed
 3. Solve any conflicts which occur and punish those who break the rules
- The legislative branch of the government makes laws and plans for the country.
- The executive branch is made up of all the government Ministers and the Departments of Public Services.
- The Judicial branch is made up of the courts. The Judges and the magistrates work in the courts.
- The main role of the opposition is to make sure that the government controls and develops the country fairly. They make sure that the plans and decisions made by the government are good for the people.
- The Prime Minister chooses members from the Government to become his **Ministers**. This group of ministers is called the **National Executive Council** (NEC). Each Minister is in charge of a government department

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.



Practice Exercise 6

1. Name the system of government used in Papua New Guinea.

2. How often do we have national elections in Papua New Guinea?

3. What is a political party?

4. What are the three branches of government in Papua New Guinea?

a) _____

b) _____

c) _____

5. State the roles of each branch.

a) _____

b) _____

c) _____

6. Briefly explain the group called the National Executive Council?

NOW CHECK YOUR ANSWERS AT THE END OF THIS TOPIC

Lesson 7: Democracy



Welcome to lesson 7 of Strand 2. In the last lesson you learned about the system of government in Papua New Guinea. In this lesson you will study more about democracy.



Your Aims

- Define democracy
 - Identify features of democratic government
 - Identify countries that practice democracy
-

What is democracy?

Democracy is a form of government in which all power belongs to the people and is exercised directly or indirectly through their elected leaders.

What are the features of democracy?

Democracy has about six features. These features include:

1. Citizen Control

In any democratic government, power is always vested in the people. This means that all the branches and divisions of the government are under the control of the people. The citizens may not directly control the offices but these offices are controlled through their elected representatives.

2. Majority Rule and Individual Liberties (Freedom)

While democracy exercises the basic principle of majority rule, it also protects the right and freedom of the minority. It also prevents too much power from any one individual or group of people. This means having a system of checks and balances in place to prevent the abuse of power. In this way the majority cannot cause hardship to individuals simply because those individuals are fewer in number.

3. Human Rights

One of the main functions of a democratic society, and any modern government, is to protect certain basic human rights. These include the right to free speech, freedom of religion and equal protection under the law. It also includes the right of all citizens to participate fully in the political, economic, and cultural life of society. Individuals cannot be denied the right to political participation, the right to work or the right to participate in public life because of differences in their race, religion or gender.

4. Free and Fair Elections

In a democratic country, elections are free, fair and open to all citizens. Elections in a modern democracy should not only be open to all eligible voters but also to all potential candidates. No person or group of individuals should be denied the opportunity to vote, nor should any candidate or party be denied the ability to be on the ballot or to freely and openly campaign for office.

5. Citizen Participation

In a modern democracy, in exchange for the protection of their freedoms and civil rights, citizens should see public participation and public service as duties. To the extent that people do not exercise their right to vote, do not make their opinions known and avoid public service, the society becomes less democratic. Those who have the right to vote and to participate but choose not to are allowing others to make decisions for them, which is not democratic.

6. Tolerance and Compromise

Mahatma Gandhi of India when once said "Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit." Democracies practice tolerance, compromise and cooperation. Rather than one side in a debate winning and the other side losing, both sides should seek solutions that meet the needs of all citizens.



How many countries in the world today practice democracy?

The lists of countries below are those that practice democracy.

Andorra, Argentina, Australia, Austria, Belgium, Benin, Brazil, Bulgaria, Canada, Cape Verde, Chile, Croatia, Czech Republic, Denmark, El Salvador, Finland, France, Germany, Ghana, Greece, Guyana, Iceland, India, Ireland, Israel, Italy, Japan, Lithuania, Marshall Islands, Mauritius, Mongolia, Montenegro, Namibia, Netherlands, New Zealand, Norway, Palau, Papua New Guinea, Peru, Poland, Portugal, Romania, Saint Kitts and Nevis, San Marino, Sao Tome & Principe, Serbia, Slovakia, Slovenia, Solomon Islands, Fiji, South Africa, South Korea, Spain, Suriname, Sweden, Taiwan, Tonga, Samoa, Tuvalu and United States .



Activity

1. With the help of a Jacaranda atlas, put the countries above in their respective continents?

Put your answer in a table form.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Democracy is a form of government in which all power belongs to the people and is exercised directly or indirectly through their elected leaders.
- There are six basic features of democracy. They are:
 1. Citizen Control
 2. Majority and Individual Liberties (Freedom)
 3. Human Rights
 4. Free and Fair Elections
 5. Citizen Participation
 6. Tolerance and Compromise
- The government is by the people and for the people. The six basic features above allow the people
 - To be free from all kinds of oppressions
 - To participate in decision making
 - The freedom to their basic rights

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE



Practice Exercise 7

1. What is democracy?

2. Write the six main features of democracy.

3. Under which of the main features can you find the following.

- a) Freedom of speech
- b) Freedom of religion

4. Who has the absolute power in a democratic government?

5. Briefly explain what it means by “**Majority Rule and Individual Liberty**”.

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Answer to Activity

CONTINENTS	COUNTRIES
North America	Canada, United States,
South America	Argentina, Chile, El Salvador, Peru, San Marino, Guyana
Australia	Australia, Papua New Guinea, Solomon Islands, Tuvalu, Fiji, Tonga, Palau, New Zealand, Marshall Islands,
Asia	Japan, Mongolia, Taiwan, South Korea, India, Israel,
Europe	Austria, Belgium, Belgium, Brazil, Bulgaria, Croatia, Greece, Czech Republic, Denmark, Finland, France, Netherlands, Romania, Spain, Slovakia, Slovenia, Iceland, Germany, Sweden, Lithuania, Ireland, Norway, Montenegro, Serbia, Italy, Portugal, Romania,
Africa	Benin, Andorra, Sao Tome & Princip, Ghana, South Africa, Namibia,

Lesson 8**Dictatorship**



Welcome to lesson 8 of Sub-Strand 1. In lesson 7 you learnt about Democracy as a form of government. In this lesson you will look at Dictatorship as another form of government.

**Your Aims**

- define dictatorship
 - classify the kinds of dictatorship
 - identify reasons why countries were and are under military dictatorships
 - identify countries that were and are ruled by dictatorship
-

What is dictatorship?

Dictatorship is a form of government where one person (dictator) or a small group of people has total control over the affairs of the government.

Dictatorship started in ancient Rome around 2000 years ago. An officer of a political office was usually appointed by the Roman Senate to be a dictator. The officer is given absolute power to rule especially during emergencies or crisis until it is over.

Modern day dictators get into power by force or by inheritance. The dictator(s) may also take away much of the people's freedom. In this case dictatorship becomes the opposite of democracy (a government whose power comes from the people). A dictator rules without any restrictions by the law, constitutions, or other social and political factors within the state. Safe and free election do not take place.

Different type of regimes such as military juntas (**a government led by a committee of military leaders**), single - party states, and civilian governments under personal rule have been described as dictators.

In a military dictatorship, power is gained by force through the military. There is no separation in the three branches of government. The dictator and his supporters act as the executive, legislature and judiciary all at once. There is no one to check on them. They make their own rules.

A dictator stays in power when certain part of the population in the state supports him. However, loses power when the majority of people rise up against him. Sometimes the will of the people can force the dictator to leave without violence. In 1986, "people power in the Philippines forced their dictator Ferdinand Marcos to leave.



There doesn't seem to be anything good at all about dictatorship, but why is it that some countries still have dictators

There are advantages and disadvantages of dictatorship and perhaps some of the advantages. Below are some of the reasons why some countries still practice dictatorship.

- Faster decision making – There are no delays in making decisions because it does not have to go through various legal setups of the government policies.
- It is cheaper when it comes to electing new leaders. In fact no elections so no need to pay for elections.
- Faster disaster relief. Dictators organize for faster disaster relief to earn peoples' respect and support.

Below are some disadvantages of dictatorship

- People have no freedom
- People are suppressed (restricting people activities)
- Rule by decree (no decentralization of power. One man decision. A final authority)
- Oppression of political opponents (unjust or cruel exercise of authority or power over their political opponents.).

Which parts of the world were once controlled by a dictator?

There have been many dictators in the past century. Many South American countries had long periods of military dictatorship. They include Paraguay, Chile, Argentina, Colombia, Peru, Ecuador and Venezuela. Today these countries are democracies. Many other parts of the world including Europe, Africa, the Americas and Asia had experienced some form of dictatorship in their regions. Some of the countries in these regions have become democracies; others may have adopted other form of government while some still maintain dictatorship.

Below are photographs of some famous dictators in Europe.



Adolf Hitler
Germany 1933-1935



Vladimir Ilich Lenin
Soviet Union 1917- 1924



Benito Mussolini
Italy 1922 - 1945



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Dictatorship is a form of government in which one person (dictator) or a small group of people has total control over the affairs of the government.
 - A dictator is a person who possesses absolute power in a government.
 - A dictator gets into power by force or through inheritance
 - A dictator rules without any restrictions by the law, constitutions, or other social and political factors within the state.
 - Advantages of dictatorship include
 - I. Faster decision making
 - II. It is cheaper when it comes to electing new leaders.
 - III. Faster disaster relief.
 - Disadvantages of dictatorship include
 - I. People have no freedom
 - II. People are suppressed
 - III. Rule by decree
 - IV. Oppression of political opponents
 - Some of the countries of the world today have abandon dictatorship and are now democracies.
-

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE



Practice Exercise 8

1. What is dictatorship?

2. Define the word dictator.

3. List at least two advantages and two disadvantages of dictatorship.

Advantages

I. _____

II. _____

Disadvantages

I. _____

II. _____

4. What are the main differences between Dictatorship and democracy?

5. When and where did dictatorship develop?

NOW CHECK ANSWERS AT THE END OF THE TOPIC

Lesson 9 Monarchy



Welcome to lesson 9. In this lesson you will study another type of government called Monarchy.



Your Aims:

- Define monarchy
 - Discuss the features of monarchy
 - Give examples of countries that practice monarchy
-

What is Monarchy?

Before we define monarchy let us first look at the word monarch.

Monarch is a sovereign head of state, especially a king, queen or emperor.

The word sovereign used in the definition above means highest in authority or rank.

Now that we have defined monarch, let us now define monarchy.

Monarchy is a form of government that has a monarch as the head

Forms of monarchy are not the same in all places. They differ in

1. The level of power a monarch holds to govern
2. How they are elected into power and
3. How long they can stay in power.

When a monarch becomes so powerful and that the law does not restrict his power in state and political matters, it is called an **absolute monarchy**. In cases where a monarch's powers are formally limited (most common today), this is called **constitutional monarchy**.

How are monarchs elected into power?

In **hereditary monarchies**, the office is passed through inheritance within a family group. A good example of this is Queen Elizabeth. The next in line to the throne is Prince Charles who is her first born son.

In **elective monarchies**, monarchs are elected by some system of voting. An example of an elected monarch is King Leopold of Belgium.



King Leopold of Belgium



Queen Elizabeth of England

You have now covered the basic introduction to monarchy. To continue into this lesson you will concentrate on hereditary monarchy.

A **hereditary monarchy** is the most common type of monarchy and is the form that is used by almost all of the world's existing monarchies. Under a hereditary monarchy, all the monarchs come from the same family, and the crown is passed down from one member to another member of the family. The advantages of hereditary monarchy include

1. Stability in power
2. There is continuity
3. Plans for the future can be predicted
4. Stabilising factors of family affection and loyalty



Prince Charles

When the king or queen of a hereditary monarchy dies or decides to give away his or her position, the crown is usually passed to the next generation, i.e., his or her child, usually the eldest child. As stated earlier, when Queen Elizabeth dies, her son Prince Charles automatically becomes the King of England

Was hereditary rule practiced in Melanesia?



I am not sure whether it was practiced here in Melanesia. I am also wondering where it started



The idea of hereditary rule was never strong in Melanesia, where the right to rule was generally earned in each generation. But hereditary rule was established for long periods in many other parts of the world. Kings and queens ruled China and much of Asia for thousands of years. The Aztec, Maya and Inca civilisations of the Americas relied on hereditary rule. In fact the term 'Inca' was the title given to the ruler and it is similar in meaning to king. The main disadvantage of monarchy is that, it doesn't allow other people with leadership capabilities to rule. It is restricted to the royal family.

Are Hereditary rulers (monarchs) still powerful today?

There are very few hereditary leaders left today in the world. There are a number of royal families but their right to rule is extremely limited. The kings of Tonga and Lesotho (pronounced 'Lesutu') and the Council of Chiefs in Fiji are examples of hereditary rulers that still have some power. Jordan and Saudi Arabia in the Middle East still have powerful royal families in a region where democracy is not strong in many governments.



Tupou VI was the King of Tonga. He was the younger brother and successor of the late King George Tupou V. He was crowned in 2006 and died on the 19 of March 2012



Abdullah II bin Al-Hussein is the reigning King of the Hashemite Kingdom of Jordan. He ascended the throne on 7 February 1999 upon the death of his father King Hussein



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Monarch is a sovereign head of state, especially a king, queen or emperor.
- Monarchy is a form of government that has a monarch as the head.
- Forms of monarchy differ in;
 1. The level of power a monarch holds to govern
 2. How they are elected into power and
 3. How long they can stay in power.
- A monarch gets onto power on two ways.
 1. Through inheritance (hereditary)
 2. Through voting
- In hereditary monarchies, the office is passed through inheritance within a family group.
- A hereditary monarchy is the most common type of monarch. The advantages of hereditary monarchy include:
 1. Stability in power
 2. There is continuity
 3. Plans for the future can be predicted
 4. Stabilising factors of family affection and loyalty
- The kings of Tonga and Lesotho (pronounced 'Lesutu') and the Council of Chiefs in Fiji are examples of hereditary rulers that still have some power form that is used by almost all of the world's existing monarchies.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE



Practice Exercise 9

1. Define the following terms.

a. Monarch

b. Monarchy

c. Absolute Monarchy

2. What is the difference between elective monarchies and hereditary monarchies?

3. Which of the two monarchies in the question above is popular in the world today?

4. Name the two Pacific islands that still have monarchs.

a) _____ b) _____

5. State at least two advantages of hereditary monarchy.

NOW CHECK YOUR ANSWERS AT THE END OF THIS TOPIC

Lesson 10 Communism



Welcome to lesson 10. So far you have studied democracy, dictatorship and monarchy. In this lesson you will study communism which again is another form of government in the world today.



Your Aims

- Define communism
 - Discuss the origin of communism
 - Discuss the advantages and disadvantages of communist governments
 - Identify communist countries in the world
-

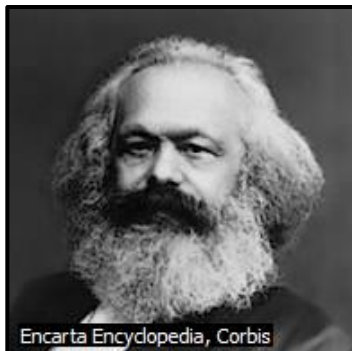
What is Communism?

Communism is a political system in which all property and wealth is owned in a classless society by all the members of that society.

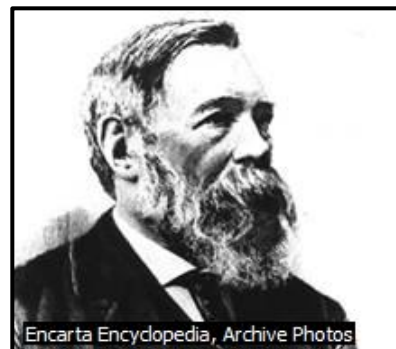
The origin of Communism

Communist ideas can be traced back to ancient times. In his 4th-century BC work Greek philosopher Plato believed that minimising social inequality would promote civil peace and good government. In Plato's ideal republic, an elite class of intellectuals, known as guardians or philosopher-kings, would govern the state and moderate the greed of the producing classes, such as craftsmen and farmers. To cement their allegiance to the state instead of their own desires, the guardians would own no private property and would live communally, residing in barracks together and raising their children as a group instead of in small families.

The modern form of communism grew out of the socialist movement of 19th-century in Europe. At that time, Europe was undergoing rapid industrialisation and social change. As the Industrial Revolution advanced, socialist critics blamed capitalism for creating a new class of poor, urban factory workers who labored under harsh conditions, and for widening the gulf between rich and poor. Foremost among these critics were the German philosopher Karl Marx and his associate Friedrich Engels. Like other socialists, they sought an end to capitalism and the exploitation of workers.



Karl Marx, along with Friedrich Engels, defined communism.



Friedrich Engels, a German revolutionary political economist.

Karl Marx and Friedrich Engels are German socialists who together defined communism. During the Industrial Revolution they combined with other socialists and blamed capitalism for creating a new class of poor, urban factory workers who worked under harsh conditions. They also blamed them for widening the gap between the rich and the poor and fought to end capitalism and the harsh working conditions of workers. They retained communism in Russia in the hope that one day class differences will disappear and people would live in harmony and government would no longer be needed.

However, in 1917 the whole idea of communism changed when Vladimir Lenin and his communist party forcefully got into power. They established a dictatorial single-party government that was committed in carrying out the socialist policies. The communists formed the Union of Soviet Socialist Republics (USSR, or Soviet Union) from the former Russian Empire. They wanted to overthrow the system of capitalism in the world and replace with socialism.

Did they succeed in throwing out capitalism?



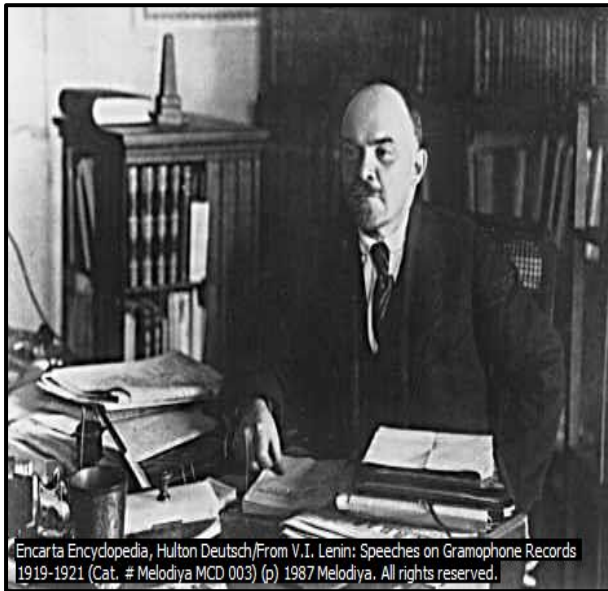
Had they succeeded, socialism would be popular in the world today. Capitalism is still popular.



You will find out if they succeeded in the passage on the next page.

The spread of Communism

Things did not work out the way they thought it would. Lenin's successor, Joseph Stalin turned the Soviet Union into a dictatorship based on total state control of the economy and suppressed any form of opposition. As a result a lot of people saw their policies as similar to dictatorship.



Vladimir Lenin



Joseph Stalin

After World War 2 (1939 – 1945) communism was introduced to China, Eastern Europe and other regions. By early 1980s, almost one third of the world's population was under communist governments. They share the following features. They;

- embrace Marx and Lenin's ideas
- reject private property and capitalism
- have total control over economic activities
- have total control of the government by one party – communist party
- do not give people the freedom they want

Fall of Communism

Communist rule in the world was weakened in 1980s and 1990s as a result of political and economic disruptions in the USSR, Eastern Europe and other parts of the world. This led to the breaking down of communism in certain parts of the world including USSR. Today single-party communist states are rare, existing only in China, Cuba, Laos, North Korea and Vietnam.

Turn to the next page to recap the main points of the lesson.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Communism is a political system in which all property and wealth is owned in a classless society by all the members of that society.
- The idea of communism was developed by a Greek philosopher Plato in the 14th century.
- It became well established in German by Karl Marx and Friedrich Engels during the 19th century.
- Karl Marx and Friedrich Engels are German socialists who together defined communism.
- The socialists blamed capitalism for unequal distribution of wealth and for widening the gap between the poor and the rich.
- Lenin was a Russian Socialist who forcefully got into power in 1917 and established a one party – communist party government.
- Lenin's successor, Joseph Stalin turned the Soviet Union into a dictatorship based on total state control of the economy and suppressed any form of opposition.
- The following are the features of communism. Communists/Socialists
 - embrace Marx and Lenin's ideas
 - reject private property and capitalism
 - have total control over economic activities
 - have total control of the government by one party – communist party
 - do not give people the freedom they want
- Communist rule in the world was weakened in 1980s and 1990s as a result of political and economic disruptions in the USSR, Eastern Europe and other parts of the world. This led to the breaking down of communism in certain parts of the world including USSR. Today single-party communist states are rare, existing only in China, Cuba, Laos, North Korea and Vietnam.

NOW DO PRACTICE EXERCISE 10 ON THE NEX PAGE



Practice exercise 10

1. Define term Communism

2. Name the two Russians that together defined communism.

(a) _____

(b) _____

3. Who was Lenin's successor?

4. Write down the features of Communism?

5. Which countries in the world today still practice communism?

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Lesson 11: Socialism



Welcome to lesson 11 of Strand 2. In the last lesson you learned about Communism. In this lesson you are going to learn about another type of government called Socialism.

Your Aims

- Define Socialism
- Discuss the origin of Socialism
- Identify how socialism ideas are applied in the democratic countries.

What is Socialism?

Socialism is an economic theory and a type of government that believes in developing a society where people work together to get a fair standard of living.

History of Socialism

The **history of socialism** has its origins in the French Revolution of 1789 and the changes brought about by the Industrial Revolution, although it has precedents in earlier movements and ideas. The *Communist Manifesto* was written by Karl Marx and Friedrich Engels in 1848 just before the Revolutions of 1848 swept Europe, expressing what they termed 'scientific socialism'. In the last third of the 19th century in Europe social democratic parties arose in Europe drawing mainly from Marxism. The Australian Labor Party was the world's first elected socialist party when the party won the 1899 Queensland state election.

In the first half of the twentieth century, the Soviet Union and the Communist parties of the Third International around the world mainly came to represent socialism in terms of the Soviet model of economic development, the creation of centrally planned economies directed by a state that owns all the means of production, although other Trends condemned what they saw as the lack of a democracy. In 1946 Eurasian Socialist Parties in power were considerably socialist. In the UK Herbert Morrison said "Socialism is what the Labour government does", whereas Aneurin Bevan argued that socialism requires that the "main streams of economic activity are brought under public direction", with an economic plan and workers' democracy. Some argued that capitalism had been abolished. Socialist governments established the 'mixed economy' with partial nationalisations and social welfare.



Herbert Stanley Morrison was a British Labour politician. He held a variety of senior positions in the Cabinet, including Home Secretary, Foreign Secretary and Deputy Prime Minister.



Aneurin Bevan was a Welsh Labour Party politician who was the Minister for Health in the post-war Attlee government from 1945 to 1951. The son of a coal miner, Bevan was a lifelong champion of social justice and the rights of working people.

By 1968, the prolonged Vietnam War (1959–1975), gave rise to the New Left, socialists who tended to be critical of the Soviet Union and social democracy. Anarcho-syndicalists and some elements of the New Left and others favored decentralized collective ownership in the form of cooperatives or workers' councils. At the turn of the 21st century, in Latin America Venezuelan President Hugo Chávez championed what he termed 'Socialism of the 21st Century', which included a policy of nationalisation of national assets.

At first, the words "socialism" and "communism" meant almost the same thing. Today, they usually mean different things. Most non-communist people say "communism" when they mean the Marxist and Leninist ideas of Russia's Bolshevik party. Marx said that socialism can be used as a period of working towards Communism. However, many non-Communists do not recognize the difference and use the term "Communist country" to refer to a socialist state, though socialists would never use the term. Others call this 'State Socialism,' to distinguish it from the communist goal that does not need a state or any form of government. To non-communists, the word 'socialism' is now mostly used for attempts to come close to this goal in a democratic state.

After World War I, the collapse of the Second International and the Russian Revolution, socialism was split into two ways. Some socialists followed Lenin and were called Communists. Others believed in Parliamentary socialism and were called democratic socialists. Democratic socialists disagreed very strongly with communists.

Today, there are still many different forms of socialism, and some do not agree with others. Socialist countries can have very high taxes to share wealth. First, socialism was an economic and government system where everyone, or the state, owns or runs

important industries. Its goal is to have the industries make money which can be used for the benefit of everyone. It wants to give workers some control over their work places. When economic planning is largely used, it is referred to as "communism". Communism as used by Karl Marx had a different meaning originally.

In a Socialist country, everyone, or the state, controls much of the land and production. People who promote Socialism are known as **Socialists**. They believe that everything in society and what is made by the cooperative effort of society exist for the benefit of society, and that it is from society that the people live in these conditions of life. It is similar to communism because the government decides how the economy will work. At first the words socialism and communism meant almost the same thing. Today, they usually mean different things.

How is Socialism similar to democracy?



We will find out in the paragraph below.



Socialism sometimes means Social Democracy, a form of socialism that tries to mix parts of socialism with **capitalism**.

Capitalism is an economic system where things (property, for example) are owned by people or an individual, not by a government or communities, and where people have to work for money, so they can buy things they need or want, such as food. Capitalism mostly has a "free market" economy, which means people buy and sell things by their own judgment.

Much of the time the people collectively (as a group) contribute money or other goods for the benefit of the entire community. An example of this would be America's fire departments. They rely on taxes paid by the people to keep equipment and staff for the benefit of the community, should something catch on fire. Some social democratic countries have a higher income tax for people with high incomes, called a "progressive tax". This tax, and other measures, helps to reduce the gap between rich and poor in a nation.

In many countries that practice social democracy, specific services, and some industries, are partially controlled by the government. For example, education, health care or public transportation are some industries that might be owned/maintained by the government or people in a socialist system. For the most part, people working in these industries are paid by the government, with money paid by the people as taxes.

Another kind of Socialism is "Collectivisation." In this system, money and goods are shared more equally among the people, with the government in control. In theory, this system results in the divide between classes getting smaller, with the poorest of a nation's people getting better taken care of while the richest make sacrifices in terms of higher taxes and regulation of business. Of course, socialism as it is commonly practiced differs in many ways from communism. Today, many democratic socialists, especially in Western Europe, want industries to be guided jointly (together) by

representatives of shareholders as well as the workers working together in what is known as an industrial democracy because both groups have interests in the success of the enterprise. This would be a more direct democratic way of organizing rather than control by central government. Trade unions and/or workers councils would represent the interests of the employees.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Socialism is an economic theory and a type of government that believes in developing a society where people work together to get a fair standard of living.
- The **history of socialism** has its origins in the French Revolution of 1789 and the changes brought about by the Industrial Revolution.
- In a Socialist country, everyone, or the state, controls much of the land and production.
- After World War I, the collapse of the Second International and the Russian Revolution, socialism was split into two ways. Some socialists followed Lenin and were called Communists. Others believed in Parliamentary socialism and were called democratic socialists. Democratic socialists disagreed very strongly with communists.
- In a Socialist country, people, or the state, control much of the land and production.
- People who promote Socialism are known as **Socialists**.
- Capitalism is an economic system where things (property, for example) are owned by people or an individual, not by a government or communities
- Like democracy, socialist governments subsidise specific services and some industries and/or partially control them. For example, education, health care or public transportation are some industries that might be owned or maintained by the government or people. For the most part, people working in these industries are paid by the government, with money paid by the people as taxes. Progressive tax system is also common in both systems.

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE



Practice Exercise 11

1. What is Socialism?

2. Who wrote the Communist Manifesto?

3. What is the name given to those people who support socialism?

4. Who controls the land and production in a Socialist country?

5. Explain the term Capitalism.

6. Write the main similarities between democracy and Socialism.

CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Lesson 12: Fascism



Welcome to lesson 12 of Strand 2. In the last lesson you learned about Socialism. In this lesson you will learn about Fascism.



Your Aims

- Define Fascism
 - Identify the origin of Fascism
 - Identify countries that once practice Fascism
-

What is Fascism?

Fascism is a type of Government with an extreme political system or attitude which is in favour of strong central government and which does not allow opposition.

A **fascist** is a person who supports fascism

The Rise of Fascism

The fascist system of government started in Italy in the 1920s. It also started in Spain and Portugal. The German and the Italian fascist tried to take over all of Europe and some other parts of the world during the Second World War (1939 – 1945). The Japanese Military government joined them. They were all defeated in 1945, but Portuguese dictatorship lasted until 1974. German, Italy, Spain and Portugal all have democratic governments today.

In fascism, the country is considered more important than anyone person, group, liberty or provision. A country under this kind of government is always run by a leader who has the total control over the government and the people. Fascist leadership might also be similar to an **oligarchy**, such as in Italy, where the fascist Party was ruled by its “grand council”.

What is oligarchy?

Oligarchy is a form of government in which only a small group of people hold all the power.



Why was Fascism introduced to Europe?

Fascism appeared in Europe before World War Two because many people thought that democracy was weak and full of unacceptable and unreasonable ideas. They thought capitalism widens the gap between the rich and the poor. Capitalism is the system of economy used in democratic governments.

Communism which they thought would bring together the poor and the rich to an equal living standard, did not care about the needs of the nation. It also discourages growth of businesses.

Fascism is the system they thought, was supposed to be the answer for that need. People thought it will bring national unity and solidarity instead of the divisions of class struggle and party politics.

However, people who supported democracy generally consider fascism and communism as two types of **totalitarianism**, and that they try to control everything and allow no freedom.



Totalitarianism is a big word. I do not even know the meaning.

Totalitarianism comes from totalitarian. This is a system of government in which there is only one political party that has complete power and control over the people.



Why has there been strong opposition to Fascism?

There is more than one reason why people living in democratic states oppose fascism, but the main reason is that in a fascist dictatorship the individual citizen has no guaranteed rights. If you say the wrong thing or oppose the wrong person, you can be arrested or killed without a fair trial. You have to be careful to avoid becoming unpopular with the wrong people.

Many people believe that fascism would not be a terrible system if you always do your duty and you never oppose the government. However, the problem is that people can be corrupt. Everything looks good in theory, but in real life innocent people can get into serious trouble with the government when there is no guaranteed right to a fair trial.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Fascism is a type of Government with an extreme political system or attitude which is in favour of strong central government and which does not allow opposition.
- The fascist system of government started in Italy in the 1920s
- Italy, Spain, Portugal and Germany once controlled by a fascist government.
- In fascism, the country is considered more important than anyone person, group, liberty or provision.
- Fascist leadership might also be similar to an **oligarchy**, such as in Italy, where the fascist Party was ruled by its "*grand council*"
- Oligarchy is a form of government in which only a small group of people hold all the power.
- Totalitarian is a system of government in which there is only one political party that has complete power and control over the people.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.



Practice Exercise 12

1. Write the meaning to the following words.

a) Fascism

b) Oligarchy

c) Totalitarian

2. Where and when did the fascist system of government start?

3. What is considered the most important in Fascist government?

4. Name the group that rules the fascist party.

5. What was the main reason given for opposing fascism?

CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Lesson 13: What is Theocracy?



In the last lesson you learnt about Fascism. In this lesson you will learn about Theocracy.

Your Aims

- define theocracy
 - identify countries ruled by religious leaders
 - investigate places in ancient times under theocracy
-

Theocracy

“Theo” is the Greek word for ‘God’. A theocracy is a nation ruled by religious leaders who interpret the word and rules of their God. The supreme leader in this system of government is their god.

Theocracy is a form of government in which a deity is officially recognized as the civil ruler. The official policy is governed by officials regarded as divinely guided. From the viewpoint of the theocratic government they think “God himself is recognized as the head” of state. It is from the Greek word which means “rule of God”.

In a pure theocracy, the civil leader is believed to have a direct personal connection with God. For example, a prophet like Moses led the Israelites, and the Prophet Muhammad ruled the early Muslims. Law proclaimed by the ruler is also considered a divine revelation, and hence the law of God.

Countries ruled by Religious Leaders

Islamic Republic countries differ greatly in their governments and laws. Republic is a state under a particular form of government. The constitution has been called the “mixture” of “theocratic and democratic elements”. Democracy is a system of government whereby the people elect a leader from their electorate to represent them in government. Examples of democracies are Papua New Guinea, Australia, United States of America, Canada and Great Britain.

When Italy became united, Vatican City, became the last surviving territory of the former Papal States. In 1929 the state of the Vatican City was formally accepted as an independent state through agreements with the Italian government. The Vatican head of state is the Pope. A Pope is elected for life and only cardinals less than 80 years of age vote for the Pope. The Vatican legal system is decided by the Pope. The Bishop of Rome has the legislative, executive and judicial powers. Legislature is the law-making body of the government. The executive branch is law enforcing that includes the police and army. The judiciary is the court system that punishes law breakers.

Islamic Theocracies

An Islamic state is a state that has adopted Islam. Specifically *Sharia*, has its foundations for political institutions or laws. It has implemented the Islam ruling system *khilafah* (in Arabic) and is therefore a theocracy. Although there is much debate as to which states or groups operate strictly according to Islamic laws in the following countries: Yemen, Afghanistan, Somalia, Sudan, Saudi Arabia, Mauritania, Oman, and Iran. In Nigeria, the constitution provides that states may choose to use *Sharia* laws and courts, though non-Muslims are not required in any state to give in to *Sharia* power.

Saudi Arabia maintains religious courts for all aspects of law and has religious police to maintain social obedience, while its government is described by the United States as a “theocratic republic”. Iran’s Head of state, or supreme leader, is appointed by an elected body called Assembly of Experts.

Pakistan has Islam as its only official religion and its federal Shariat court has the duty of striking down any law they do not want.

Central Tibetan Administration

The Central Tibetan Administration known as the Tibetan government in exile is a Tibetan exile organization with a state-like internal structure. The head of state belongs *ex officio* to the current Dalai Lama, a religious hierarchy. In this respect it continues the traditions of the former government of Tibet, which was ruled by the Dalai Lamas and their ministers, with a specific role kept for a class of monk officials.

On March 14 2011, the Parliament of the Central Tibetan Administration began considering a plan to remove the Dalai Lamas role as head of state in favour of an elected leader.

States with official state religion

Many countries have a state religion without government directly getting its powers from a divine authority. Divine authority means power to rule is from God.

Many early societies around the world believed in divine authority. In Ancient Egypt the state religion was dedicated to the worship of the ruler as a god. Early Israel was ruled by judges before creating a monarchy. The judges were believed to be representatives of Jehovah God.

In early Christianity a head of state is at the same time the head of the church.

Places in ancient times under theocracy

The supreme leader in this system of government is their god. Tibet was a type of theocracy until it was taken over by China in 1954. In ancient times, the leader of the country was often thought to be a god. The Pharaohs of Egypt were also considered to be gods. Today, Iran is a good example of a theocracy. The religious leader, the Supreme Ayatollah, interprets the word of the Islamic god. The courts and laws are based on Islamic law. There are groups of people all around the world who would like governments to reflect their religious values; Christians, Hindus and Jews all have groups that promote theocratic ideas.

On the next page is the summary or the main points of this lesson.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Theocracy is a nation ruled by religious leaders who interpret the word and rules of their God. The supreme leader in this system of government is god.
- “Theo” is the Greek word and “deo” is the Latin word for ‘God’.
- Law proclaimed by the ruler is also considered a divine revelation, and hence the law of God.
- Islamic Republic countries differ greatly in their governments and laws.
- Many early societies around the world believed in divine authority.
- An Islamic state is a state that has adopted Islam.
- Followers of Islam are called Muslims.
- *Sharia* is the moral code and religious law of Islam.
- Iran is an example of a good theocracy.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

Study the lesson notes above and answer questions.

1. What does the word 'Theo' represents?

2. Which country practices only Theocracy?

3. Who is Iran's religious leader?

4. What is the Supreme Ayatolla's responsibility?

5. Why do Christians, Hindus and Jews have groups that promote theocratic ideas?

6. Which ancient peoples or states practiced some form of theocracy?

7. What does the Sharia represent?

8. What occurs in pure theocracies?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 14: Ancient and Modern Organizations



In the last lesson you learnt about what theocracy is. In this lesson you will learn about the Ancient and Modern Organizations.



Your Aims

- define ancient and modern organizations
 - identify the advantages and disadvantages of ancient and modern forms of economic, political and social organizations
-

Ancient and Modern Organizations

Ancient

Ancient organizations are organizations which are very old and belong to the distant past. This particular ancient organization in your lesson refers to major world societies of the past.

Modern

Modern organizations are the present or recent times organized groups of people, such as businesses, charity organizations and NGOs, governmental departments and many more.

Advantages and disadvantages of Ancient forms of economic, political and social organizations

Ancient forms of organizations-West Africa – Ghana

Rural or farming groups lived in the more productive lands of the savannah and forest margins of West Africa before an urban civilization developed. The people lived in small clan-based village or were nomads where the climate was drier. They had trade based on the exchange of salt, fish, pottery and other regional specialties. West Africa was also rich in gold, precious metals, ivory and other resources. In ancient times there was very little trade between West Africa and the established societies of Egypt and Carthage to the north because of the Sahara desert barrier. Any trade was managed by desert Berbers using horses, oxen and chariots. Through trade, iron use spread into the West African region from the north or east. Large scale settlements appeared in southern Mauritania, the middle Nigerian River basin, and the Jos plateau region.

The development of trade

Around 750 AD, under the influence of Islamic peoples, the people of northern and western Africa began to use camels to transport goods across the Sahara. This had a great effect on western African culture. Berber peoples of the Sahara developed trans-Saharan trade routes, linking West Africa and the northern urban centres directly for the first time. They used camels which could carry heavy loads for long distances on sand.

The Berbers were **middlemen** for trade in salt, copper, gold, dates, slaves, agriculture produce, manufactured goods and ivory. The most important developments were in the Sahel area just south of the Sahara. This is a hot dry area, with fertile areas and grasslands, all of the major north-west African kingdoms developed in this area (Ghana or Akwar, Mali and Songhai).

Trade by camel transport



Ancient Organizations- Ghana

Ghana's economic growth meant it could spread its influence and expand into an empire. Its rules conquered local chiefs and made their states pay tribute. Most of the wealth, however, was from trade. The riches from trade meant the king could afford a **cavalry** (horse-mounted soldiers) to enforce his rule throughout the lands between the Niger and the Senegal Rivers. As well as military power, the king was also the supreme judge in his kingdom.

Political and cultural dominance

The Zimbabweans lived in southeastern Africa. They migrated there from central Africa to the south and east. Great Zimbabwe dominated the Zambezi River Valley. In terms of political power and cultural influence, the archaeological evidence showed the state of Great Zimbabwe covered a huge area between the Limpopo River and the Zambezi River, and out into Mozambique and Botswana, as well as the Transvaal area of northern South Africa. The culture declined suddenly.

By 1500, people moved away and the site of Great Zimbabwe was abandoned. There are several theories about the decline of Great Zimbabwe. One is that environmental problems of overgrazing and drought caused the soil on the Zimbabwe Plateau to become exhausted. This would have meant a decline in the amount of food that could be produced. It is estimated that between 5000 and 30 000 people lived on and around the site, so this could easily have led to famine if the land was overused.

The photograph below shows one of the remains of the Great Zimbabwe.



Great Zimbabwe National Monument

Great Zimbabwe is a ruined city in the rugged south-eastern hills of Zimbabwe near Lake Mutirikwe and the city of Masvingo, close to the Chimanimani Mountains and the District. The site is near the country's border with Mozambique. It was the capital of the

Kingdom of Zimbabwe during the country's Late Iron Age. The monument first began to be constructed in the 11th century and continued to be built until the 14th century. Great Zimbabwe acted as a royal palace for the Zimbabwean monarch and would have been used as the seat of their political power. One of its most prominent features was its walls, some of which were over five metres high. The walls were constructed without mortar. Eventually the city was left alone and fell into ruin.

The ruins were first found by Europeans in the late 19th century with investigation of the site starting in 1871. The monument was built by black people. Great Zimbabwe has since been adopted as a national monument by the Zimbabwean government, with the modern state being named after it. The word "Great" distinguishes the site from the many hundreds of small ruins, known as Zimbabwe, spread across the Zimbabwe Highveld. There are 200 such sites in southern Africa, such as Bumbusi in Zimbabwe and Manyikeni in Mozambique, with monumental, mortarless walls; Great Zimbabwe is the largest.

South America – Ancient organizations of the Incas

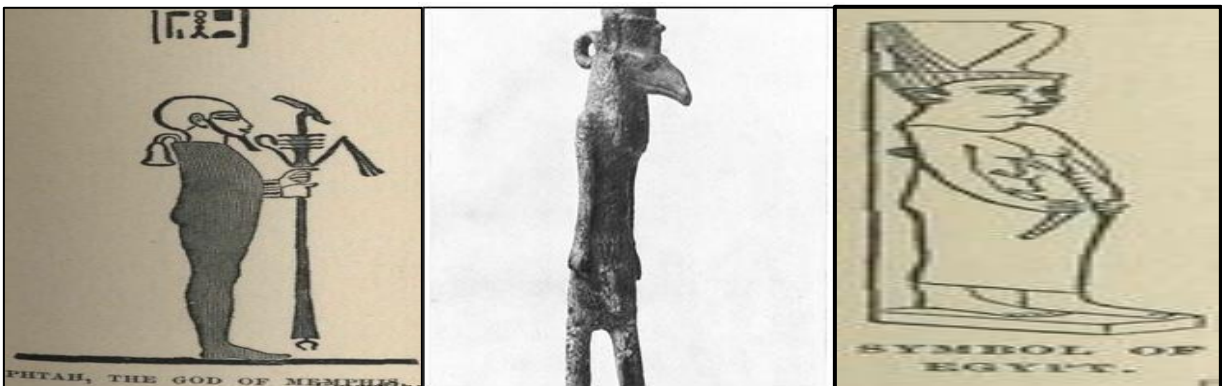
The Inca Empire of the central Andes was large and well organized. The Incas were a distinct people with a distinct language. They were an ancient people, but had been ruled by other urban cultures of South America. Inca was the name given to the ruler. The leader was seen as the descendant of the 'sun-god'.

Social organization

The social organization of the Incas was centralized. At the top of the Inca social structure was the Inca who exercised **absolute power**. Below the Inca was the royal family which consisted of the Inca's immediate family and all his children. This royal family was a ruling **aristocracy**, or privileged upper class. Each tribe had tribal heads; each clan in each tribe had clan heads. Each of these tribes was ruled by a council of elders and the tribe as a whole was loyal to the Inca. The common people at the bottom were grouped into ten, each with a single leader. The social unit was mainly based on cooperation and sharing. This meant that there would always be enough for everyone. Individuals could not change their place in the social structure.

The capital, Cuzco, was in the highland region. From there, a fairly small group of people were able to defeat other lands and bring them under their rule and took over their empire. They did not rule their empire like the military empires in Central America. Instead, after defeating the people, they would include local rulers into their system.

Organization of Ancient Egypt



Phtah, the Egyptian god of Memphis

Egyptian artifact

The hieroglyphic symbol for Egypt

Egypt was divided into Upper and Lower Egypt from prehistoric times. The usual royal title of the ruling Pharaoh was "king of the two lands". The title and reference of Egypt the king of two lands points to Menes, the first king of Egypt.

In practice there were always two Egypt: the Upper (Southern) Egypt and the Lower (Northern) Egypt. The reference to the southern part of Egypt as being the Upper Land points to the Egyptian's view of looking at the world and geography. Since the life giving Nile River came from the south, and flowed downward to the delta.

In addition to the two divisions of Upper and Lower Egypt, there were many smaller administrative divisions. In the geographical lists from the times of Thothmes III, 18th dynasty, and his successors, smaller divisions were present. These districts had each of its own particular deity or deities, worship, festivals, and sacred animals.

Summary of Ancient forms of economic, social and political Organizations

Areas	Advantages	Disadvantages
Economic	Riches from trade helped military power in Ghana. Animals such as camels were used in long distance to carry heavy load as a form of transport.	Less development of economic activities during ancient times. Economic growth was slow due to poor transport system
Political	Political and cultural dominance helped Zimbabwe occupied most part of Northern South Africa.	Farming became exhausted due to over grazing and drought in populated areas. People moved away due to cultural dominance.
Social Organizations	Incas Empire is ruled by a ruler and well organized into social structures.	Individuals could not change their place in the social structure.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Ancient organizations are organizations which are very old and belong to the distant past.
- In ancient times there was very little trade.
- Camels were used in long distance to carry cargoes as one form of ancient transport in Ghana.
- Most of the ancient times economic riches came from trade.
- Political and cultural dominance helped Zimbabwe occupied most part of Northern Southern Africa.
- Incas Empire is ruled by a ruler and well organized into social structures.
- Once born in an Inca society a man or woman will not change their place in the social structure.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE



Practice Exercise 14

1. Define these terms:

(i) Ancient organization

(ii) Modern organization

2. What resources did the Berbers use to trade?

3. How did Ghana become very rich economically?

4. How did Zimbabwe occupy much of Northern South Africa?

5. Who exercises absolute power at the top of the Inca social structure?

6. What was the Incas social structure based on?

7. Why were camels used in long distance trading?

8. In ancient Egypt, who was the first king?

9. Why was the ruling Pharaoh called “king of two lands” in ancient Egypt?

10. Who built the walls of the Great Zimbabwe?

11. Why is the city called the ‘Great Zimbabwe’?

12. Why was the Great Zimbabwe abandoned or left alone?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 15: Case Study – Papua New Guinea and Fiji



In this lesson we will learn about the government of Papua New Guinea and Fiji.



Your Aims

- study the current governments of Papua New Guinea and Fiji.
- compare and contrast between the current governments of Papua New Guinea and Fiji.

Government Papua New Guinea

Given below are the national Flag, Emblem and Motto for the Independent State of Papua New Guinea. Since the 16th of September 1975 Papua New Guinea became politically independent. This meant we were politically free from outside influence on our government's decision making.

Independent State of Papua New Guinea

	
Flag	Emblem

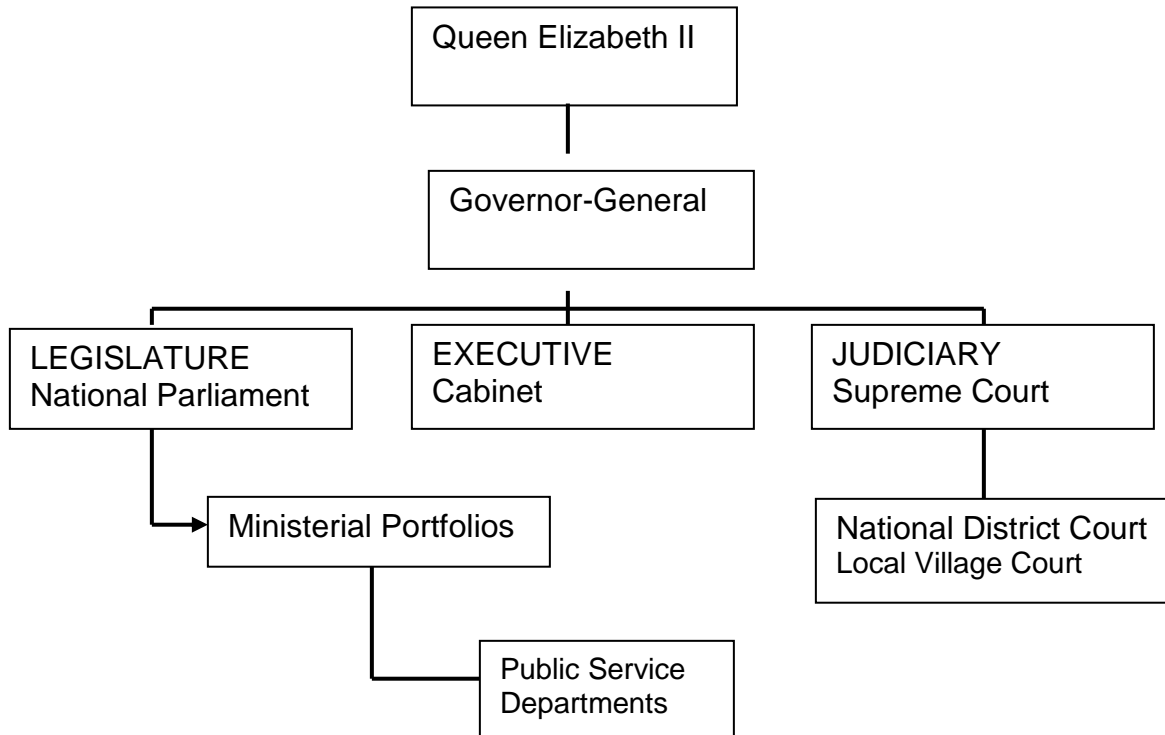
Motto: "Unity in diversity"

Anthem: *O Arise, All You Sons*

Papua New Guinea received political Independence on 16 September 1975. As an Australian-administered territory, Papua New Guinea had been brought towards independence within a solid Westminster tradition. Our parliamentary system is based on the politics of the United Kingdom. Here is the Westminster model our government has adopted:

- a governor-general as head of state representing the Queen of England
- the Prime Minister who is elected by the majority of the elected members of Parliament
- the NEC which is made up of the Prime Minister and his cabinet ministers
- a multi-party system

- the three branches of government: legislative, judiciary and executive



The National Government of Papua New Guinea

- The **Legislative branch** of the government includes all the elected Members of Parliament in the National Parliament and the members of the Provincial Governments and LLGs who can vote. They are the law making body of the government.
- The **Executive branch** is made up of the Prime Minister and his chosen ministers. They make up the National Executive Council (NEC) with the Prime Minister the head.
- The **Judicial branch** is an independent body which protects the rights we have as citizens as given in the Constitution. These are the appointed judges and magistrates.

Papua New Guinea is a constitutional parliamentary democracy. It recognizes Queen Elizabeth II as the Head of State. She is represented by a governor general who is elected by parliament and who performs mainly ceremonial functions. Papua New Guinea has three levels of government--national, provincial, and local. Members of the parliament are elected every 5 years. In 2010 two provinces were created--Hela and Jiwaka--increasing parliamentary seats to 111 from 109.

The parliament elects the prime minister, who appoints his cabinet from members of his party or coalition. Members of parliament are elected from 21 provinces and the national capital district of Port Moresby. Parliament introduced reforms in June 1995 to change the provincial government system. The regional members of parliament become provincial governors, while retaining their national seats in parliament.

Papua New Guinea's judiciary is independent of the government. It protects constitutional rights and interprets the laws. There are several levels, ending in the

Supreme Court. Though many people feared a possible *coup* following Independence in Papua New Guinea nothing of that sort has happened. A coup is a sudden takeover of a government illegally or by force. In many cases it is the army of a country that starts a coup. But in a few instances a one-man or one-party takeover.

Michael Somare led the government from the pre-self-government elections in 1972, and in the first post-independence elections in 1977.

Papua New Guinea's politics are highly competitive with most members elected on a personal and ethnic basis within their constituencies rather than as a result of party affiliation. There are several parties, but party loyalty is not strong. Winning independent candidates are usually invited to form the majority needed to form a government, and allegiances are fluid. No single party has yet won enough seats to form a government in its own right. New governments are protected by law from votes of no confidence for the first 18 months. A vote of no confidence is not allowed to happen in the 12 months before a national election.

Provincial Government

The Governors of each province meet to talk about the affairs of each province. The president for the local government council works closely with the Governor. The regional member of National Parliament for that province is the leader, called the Governor. The provincial government receives grant from the National government. The provincial government can make its own laws. These laws however must not go against the national laws or the Constitution.

Some of the powers of the National Government are decentralized to the Provincial Government. This means the provincial governments have been given the power to make decisions that will affect agriculture, education and health in their own provinces. The province can make some decisions about how to run these departments in terms of finance. They cannot go against the national government policies.

Local Level Governments (LLGs)

The National Government passed a law on the Local Level Government in 1995. The national government hoped this would bring the government closer to the people. The first elections for the LLGs were held in 1997. The LLG is made up of

- The President (elected by the Ward Councilors)
- The Ward councilors
- In urban areas- A woman member appointed from a women's organization and an employer's organization
- In rural areas- two appointed members from women's organizations.

The work of the LLGs is to look after the people in their area. They pass laws, make rules, make plans and budgets, raise money and make sure services get to the people.

Fiji

Given below are the national Flag, Emblem and Motto for the Independent Republic State of Fiji.

Republic of Fiji

- *Matanituko Viti* ([Fijian](#))
- फजगणरज ([Fiji Hindi](#))
- *FijīGaṇarājya* ([transliteration](#))



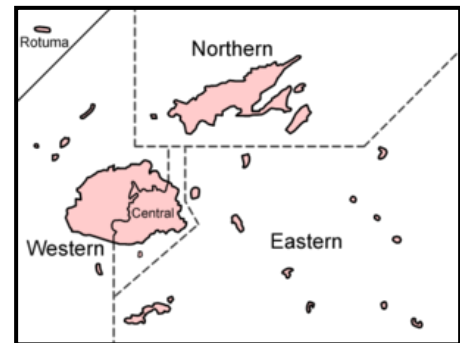
[Flag](#)



[Coat of arms](#)

Motto: "RerevakanaKaloukaDokanaTui" (Fijian)
"Fear God and honour the Queen"

Anthem: [God Bless Fiji](#)



Four provinces of Fiji

History

Fiji had been inhabited since the second millennium B.C. It was explored by the Dutch and the British in the 17th and 18th centuries. In 1874 Fiji became a territory of the British Crown. In the 1880s large-scale growing of sugarcane began. Over the next 40 years, more than 60,000 indentured laborers from India were brought to the island to work the plantations. By 1920, all indentured servitude had ended. Racial conflict between Indians and the native Fijians has been essential to the small island's history.

Government

In April 1970, a constitutional conference in London agreed that Fiji should become a fully sovereign and independent nation within the Commonwealth of Nations. Fiji became independent on 10 October of that year.

Fiji had been independent from British for seventeen years and it was a model democracy in the South Pacific.

Fiji's Parliamentary Representative Democratic Republic

Fiji has a multiparty (many party) system with the prime minister of Fiji as head of government. The executive power is exercised by the government. Legislative power rests in both the government and the Parliament of Fiji. The judiciary is free of the executive and the legislature. It was on its own.

Executive branch

Fiji's head of State is the president. He is elected by the Great Council of Chiefs, after discussing with the prime minister, for a five-year term. The president has certain "reserve powers" that may be used in the event of a national crisis such as a coup. In practice, attempts by the president to use the reserve powers have caused much problem. In 2000, in the midst of a civilian coup d'État against the elected government, president Ratu Sir Kamisese Mara announced on 27 May that he had unspoken executive authority, but was evidently forced to resign two days later by the military commander, Commodore Frank Bainimarama. The president is also the commander-in-chief of the Armed Forces.

Actual executive power is in the hands of the cabinet, controlled by the prime minister. The prime minister is formally appointed by the president, but must be acceptable to a majority of the members of the House of Representatives.

Legislative branch

Fiji's Parliament consists of two houses. The more powerful of the two chambers, the House of Representatives, has 71 members, elected for five-year terms. 25 are elected by everyone above the age of 18. The remaining 46 are reserved for Fiji's ethnic communities and are elected from communal electoral rolls: 23 Fijians, 19 Indo-Fijians, 1 Rotuman, and 3 "general electors" (Europeans, Chinese, and other minorities). The House chooses a Speaker, who is not allowed to be a present member of the House.

The "upper chamber", the Senate, is primarily a house of review: it may not initiate legislation, but may amend or reject it. The 32 senators are formally appointed by the president on the nomination of the Great Council of Chiefs (14), the prime minister (9), the Leader of the Opposition (8), and the Council of Rotuma (1). Senators as well as Representatives may serve as cabinet ministers.

The attorney-general is Fiji's top legal official who sits in the cabinet. He is the only Member of Parliament allowed to attend sessions of both chambers. He has voting rights only in the chamber to which he or she was elected or appointed.

Judiciary

Fiji maintains an independent judiciary. Judicial power rests with three courts:

- the High Court,
- Court of Appeal,
- Supreme Court

The Magistrates' Courts have accordingly been set up. The judiciary has maintained its freedom from political control following the coups of 1987.

Local Government

There are four administrative divisions (Central, Eastern, Northern and Western), each under the charge of a commissioner appointed by the central government. The divisions are divided again into fourteen provinces. Each has a provincial council.

Ethnic Fijians have their own administration in which councils watch over the provinces, districts, and villages. The councils deal with all matters affecting ethnic Fijians. The 55-member Great Council of Chiefs includes 3 representatives from each of Fiji's 14 provinces and 1 dependency, 3 ex-officio members (the president, vice-president,

and prime minister), and 6 government appointees; former Prime Minister Rabuka is a life-member. The Great Council of Chiefs advises the government, and also functions as an electoral college to appoint the president of the Republic. This right of the Council has been given to the 14 provincial councils, each choosing one senator. It is funny however that even though Fiji is now a Republic, Queen Elizabeth II is still Paramount Great Chief.

Suva, Lautoka, and nine other towns have community governments, with city or town councils, each chaired by a mayor. These are responsible for the local affairs of all citizens, and are elected by everyone who has the right to vote.

The Republic

The new government wrote a new constitution that went into force in July 1990. Previously, in 1989, the government had released statistical information showing that for the first time since 1946, ethnic Fijians were a majority of the population. More than 12,000 Indo-Fijians and other minorities had left the country in the two years following the 1987 coups. After resigning from the military, Rabuka became prime minister under the new constitution in 1992.

Compare and Contrast

Similarities	Differences
Both have constitutional democracies	Fiji is ruled by a military leader while PNG is ruled by duly elected leader.
Both experience colonial governments particularly the British (Papua) in the past	Fiji became independent before Papua New Guinea
Both have national parliament house meetings.	PNG respects its democracy whereas Fiji has had four coups since 1987 and is run by military government.
Both countries have Local level governments	Since the coups Fiji is now a Republic



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

PAPUA NEW GUINEA

- A governor-general as head of state representing the Queen of England
- The Prime Minister who is elected by the majority of the elected members of Parliament
- The NEC which is made up of the Prime Minister and his cabinet ministers a multi-party system
- The three branches of government: legislative, judiciary and executive
- The **Legislative branch** of the government includes all the elected Members of Parliament in the National Parliament and the members of the Provincial Governments and LLGs who can vote. They are the law making body of the government.
- The **Executive branch** is made up of the Prime Minister and his chosen ministers. They make up the National Executive Council (NEC) with the Prime Minister the head.
- The **Judicial branch** is an independent body which protects the rights we have as citizens as given in the Constitution. These are the appointed judges and magistrates.
- The Provincial and Local Level Governments are part of the national government. Some powers of the national government have been given to the local and provincial governments such as in health, agriculture and education.

FIJI

- A coup is a sudden action taken to win power
- Fiji had been independent from British for seventeen years and it was a model democracy in the South Pacific. Fiji became independent on October 10, 1970.
- Fiji's parliamentary representative democratic republic.
- A multiparty (many party) system with the head of government.
- The executive power is exercised by the government. Legislative power rests in both the government and the Parliament.
- The **Executive** is made up of the President and Vice President. Actual executive power is in the hands of the cabinet, controlled by the prime minister. The prime minister is formally appointed by the president, but

must be acceptable to a majority of the members of the House of Representatives.

- Fiji's **Legislative** branch consists of two houses. The more the House of Representatives and the Senate. The House chooses a Speaker, who is not allowed to be a present member of the House.
- Fiji maintains an independent **judiciary**. Judicial power rests with three courts:
The High Court, Court of Appeal, and the Supreme Court
- **Local Government:** There are four administrative divisions (Central, Eastern, Northern and Western), each under the charge of a commissioner appointed by the central government. The divisions are divided again into fourteen provinces. Each has a provincial council.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

1. What is a coup?

2. Which country colonized Fiji?

3. When did Fiji and Papua New Guinea gain political Independence?

4. Did PNG ever had any coups, and how many coups did Fiji have since 1987?

5. What is one similarity of the constitution for Fiji and Papua New Guinea?

6. What is a Republic?

7. Why did Fiji become a Republic?

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1.

Answers to Practice exercise 1 - 15

Practice Exercise 1

1. History is the study of the past.
2. Prehistory is the period time before written records.
3. When agriculture grows this means there are more people to feed. Therefore more services to provide because of a growing population. A growing population will need basic services making the government to improve and built basic services and providing and creating other money making activities.
4. A government is a group of people or a person who have/has the power to rule a country or state.
5. "Neo" means new. Revolution means "complete change".
6. People began to live in permanent settlements.
7. The Fertile Crescent in Iraq (11,000 B.C)

Practice Exercise 2

1. Ancient civilization means very old way of life that has reached the peak of its advancement.
2. Egyptian and Chinese civilizations
3. Great progress in trade and culture
4. During the Han Dynasty, in the 200 BC.
5. The Chinese
6. Hieroglyphics are a form of pictorial writing ancient Egyptians used and wrote their daily activities.

Practice Exercise 3

1. Greece is a country in the European continent and is located between 35°- 42° N and 19°- 28° E. It is surrounded by Bulgaria, the Republic of Macedonia and Albania to the north, Ionian Islands to the west, Mediterranean Sea to the south and Aegean Sea to the east.
2. The capital city of Greece is Athens
3. A city-state is a central city and nearby villages that shared a government and laws.

4. The Roman Empire began in 27 BC under the leadership of the first Roman Emperor
5. Emperor Augustus.
6. The Greeks
7. (a) The Olympic
(b) The Olympic Games were a religious festival to honor the Greek gods Zeus and Hera.
8. Many of the ideas that grew in the western world were “born” in or came from ancient Greece.

Practice Exercise 4

1. 2 continents. They are North America and South America
2. It began during the height of Ice Age
3. Paleo – Indians
4. Incas
5. Aztecs and Mayans
6. Permanent settlements, cities, farming, old monuments, buildings and complicated organization

Practice Exercise 5

1. It is important for a nation to have a government so that services are provided; rules and regulations are created and enforced. These rules and regulations help people to do things in an orderly manner and live peacefully within their societies.
2. Democracy, Communism, Socialism, Fascism, Theocracy, Monarchy and Dictatorship
3. The outcomes of a good government are as listed:
 - Decisions are arrived at and implemented
 - Women and men have a voice in decision making
 - They are progressive
4. The outcomes of a bad government are as listed:
 - Unequal distribution of services and protection for people
 - Human rights are being over looked
 - Corruption is practised
 - Women are not allowed to take part in decision-making
 - No broad and long term views on good governance and human development

Practice Exercise 6

1. Democracy
2. 5 years
3. A Political Party is an organised group made up of political leaders who have the same ideas of how to govern a country.
4. Legislative, Executive and Judicial
5.
 - a) The legislative branch of the government makes **laws** and **plans** for the country.
 - b) The executive branch is made up of all the government Ministers and the Departments of Public Services. They make sure that the public service carries out the plans made by the government.
 - c) The Judicial branch is made up of the courts. The Judges and the magistrates work in the courts. Their main role is to make sure that the laws are followed. They also solve conflicts and punish those who break the laws.
6. The National Executive Council (NEC) is made up the government miniters headed by the Prime Minister.

Practice Exercise 7

1. Democracy is a form of government in which all power belongs to the people and is exercised directly or indirectly through their elected leaders.
2. There are six basic features of democracy. They are:
 1. Citizen Control
 2. Majority and Individual Liberties (Freedom)
 3. Human Rights
 4. Free and Fair Elections
 5. Citizen Participation
 6. Tolerance and Compromise
3. Human Rights
4. The people
5. While democracy exercises the basic principle of majority rule, it also protects the right and freedom of the minority. It also prevents too much power from any one individual or group of people. This means having a system of checks and balances in place to prevent the abuse of power. In this way the majority cannot cause undue hardship to individuals simply because those individuals are fewer in number.

Practice Exercise 8

1. Dictatorship is a form of government in which one person (dictator) or a small group of people has total control over the affairs of the government.
2. A dictator is a person who possesses absolute power in a government.

3. **Advantages**

- I. Fast decision making
- II. It is cheaper when electing new leaders
- III. Faster disaster relief

Disadvantages

- I. People have no freedom
- II. People are suppressed
- III. Rule by decree
- IV. Oppression of political opponents

4. The main differences between democracy and dictatorship is listed in the table below

Democracy	Dictatorship
<ul style="list-style-type: none"> • People have the freedom of speech • People elect leaders through voting • Separation of power • Allow for government opposition to make sure that the government is doing the right thing. 	<ul style="list-style-type: none"> • People have no freedom • Leaders get into power by force • Single person possessing absolute power • Suppresses political opponent

5. Dictatorship developed in Rome about 2000 years ago.

Practice Exercise 9

1. (a) Monarch is a sovereign head of state, especially a king, queen or emperor.
 (b) Monarchy is a form of government that has a monarch as the head.
 (c) When a monarch becomes so powerful and that the law does not restrict his power in state and political matters.
2. In hereditary monarchies, the office is passed through inheritance within a family group while in an elective monarchies; monarchs are elected by some system of voting. An example of an elected monarch is King Leopold of Belgium.
3. Hereditary Monarchies
4. (a) Tonga (b) Fiji
5. (a) Stability in power.
 (b) There is continuity
 (c) Plans for the future can be predicted.

(d) Stabilizing factors of family affection and loyalty

Practice exercise 10

1. Communism is a political system in which all property and wealth is owned in a classless society by all the members of that society.
2. Karl Marx and Friedrich Engels
3. Joseph Stalin embrace Marx and Lenin's ideas
4. Reject private property and capitalism
Have total control over economic activities
Have total control of the government by one party – communist party
Do not give people the freedom they want
5. China, Cuba, Laos, North Korea and Vietnam.

Practice Exercise 11

1. Socialism is an economic theory and a type of government that believes in developing a society where people work together to get a fair standard of living.
2. The *Communist Manifesto* was written by Karl Marx and Friedrich Engels in 1848 just before the Revolutions of 1848 swept Europe
3. Socialist
4. People or the State
5. Capitalism is an economic system where things (property, for example) are owned by people or an individual, not by a government or communities, and where people have to work for money, so they can buy things they need or want, such as food. Capitalism mostly has a "free market" economy, which means people buy and sell things by their own judgment.
6. Like democracy, socialist governments subsidise specific services and some industries and/or partially control them. For example, education, health care or public transportation are some industries that might be owned or maintained by the government or people. For the most part, people working in these industries are paid by the government, with money paid by the people as taxes. Progressive tax system is also common in both systems.

Practice Exercise 12

1. a) Fascism is a type of Government with an extreme political system or attitude which is in favour of strong central government and which does not allow opposition.

b) Oligarchy is a form of government in which only a small group of people hold all the power.

C) Totalitarian is a system of government in which there is only one political party that has complete power and control over the people.

2. The fascist system of government started in Italy in the 1920s
3. In fascism, the country is considered more important than anyone person, group, liberty or provision.
4. In fascism, the country is considered more important than anyone person, group, liberty or provision.
5. There is more than one reason why people living in democratic states oppose fascism, but the main reason is that in a fascist dictatorship the individual citizen has no guaranteed rights. If say the wrong thing or oppose the wrong person, you can be arrested or killed without a fair trial. You have to be careful to avoid becoming unpopular with the wrong people.

Practice Exercise 13

1. God
2. Iran
3. The Supreme Ayatollah
4. The supreme Ayatolla interprets the word of the Islamic god.
5. They have religious groups for awareness purposes and want the governments to reflect on their religious values
6. Ancient Egypt, Tibet, The Vatican City
7. Sharia is the moral code and religious law of Islam
8. The civil leader is believed to have a direct personal connection with God

Practice Exercise 14

1. i) Ancient Organizations are organizations which are very old and belong to the ancient past.

ii) Modern organizations are the present or recent times organized groups of people, such as businesses, charity organizations and NGOs, governmental departments and many more.
2. The Berbers were middle men for trade in salt, copper, gold, dates, slaves, agriculture produce, manufactured goods and ivory
3. The riches of Ghana came from trade.
4. Through political power and cultural dominance

5. The Inca himself or the ruler
6. The Incas social structure was based on co-operation and sharing.
7. Camels can travel long distances without water. They store water in the hump. They are used for carrying heavy cargoes
8. Menes, was the first “king”
9. The Pharoah was known as ‘king of two lands” because it was a usual royal title for a king. In ancient time Egypt was divided into two: southern and northern Egyptbut was ruled by one king.
10. The black African people
11. The word "Great" distinguishes the site from the many hundreds of small ruins, known as Zimbabwes, spread across the Zimbabwe Highveld. There are 200 such sites in southern Africa, such as Bumbusi in Zimbabwe and Manyikeni in Mozambique, with monumental, mortarless walls; Great Zimbabwe is the largest.
12. The culture declined suddenly. By 1500, people moved away and the site of Great Zimbabwe was abandoned. There are several theories about the decline of Great Zimbabwe. One is that environmental problems of overgrazing and drought caused the soil on the Zimbabwe Plateau to become exhausted. This would have meant a decline in the amount of food that could be produced. It is estimated that between 5000 and 30 000 people lived on and around the site, so this could easily have led to famine if the land was overused.

Answers To Practice Exercise 15

1. A coup is a sudden military takeover of the government.
2. Great Britain
3. Fiji gained political Independence in 1970 and PNG in 1975.
4. PNG never had any coups. Fiji has had 4 major coups since 1987.
5. They both have three branches of government: executive, legislative and judiciary.
6. A Republic is a form of government that does not recognize Queen as the Head of State. Therefore a republic is not part of the Commonwealth.
7. Fiji became a Republic because of the coups starting 1987 that has made the government very unstable. The military government cancelled the constitution and declared Fiji a republic on 10 October, the seventeenth anniversary of Fiji's independence from the United Kingdom. This action led to Fiji being excluded from the Commonwealth. The Rabuka regime was not recognized by foreign governments, including Australia and New Zealand.

SUB-STRAND 2

INTERNATIONAL FORMS OF GOVERNMENT

In This Sub-strand You Will Learn About:

- **World Colonisation**
- **Colonial Occupation In Papua New Guinea**
- **Decolonisation**
- **Globalisation**

SUB-STRAND 2: INTRODUCTION

In this sub-strand you will study the International Forms of Governments. You will basically look at world colonisation, colonial occupation of Papua New Guinea, decolonisation and globalisation.

The development in industries in Europe saw many imperial states gained new territories for raw materials and to spread their influences to other parts of the world. In this Sub-Strand you will explore more on colonisation, decolonization, globalisation and their impacts on both the colonisers and the colonies.

We hope that at the end of this sub – strand you will have gained knowledge on topics mentioned above and be able to analyse their outcomes and effects.

Lesson 16: World Colonization



In this lesson you will learn about colonization. You will learn about claiming and colonizing of overseas territories by Europeans.



Your Aims

- define colonization
- identify the period of European expansion
- identify European countries that were involved in world colonization
- interpret maps showing early European colonization

What is colonization?

Colonization is a process whereby an imperial state (ruling and powerful country) gains new territories for occupation in order to exploit the resources and people of that country.

Background to Exploring the World and Colonization

Before Europeans started colonizing different parts of the world they had to travel away from their countries. The ancient people used to think the earth was flat. They believed if you travelled too far out to sea you would fall off the edge of the earth. Aristotle a philosopher worked out that the earth was round.

In early times there were three problems that had faced those who tried to map the world. These were

- how to show a round surface on flat paper
- what to do about all the areas that people knew nothing about
- how to fix latitude and longitude in order to find the way about the oceans when one could not see land

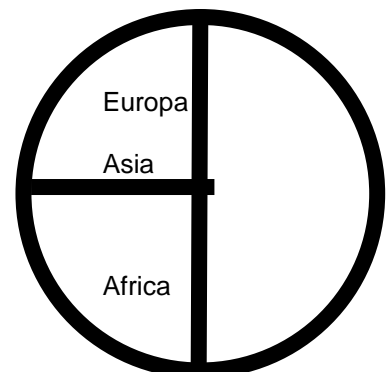
There were no improvement in map-making to allow people to travel the oceans. Most maps showed no latitude and longitude but lines in all directions.

See the drawing on the next page.

What were the motives of European voyages?

The Europeans started exploring the world from the 15th Century A.D. onwards. There were many reasons for European explorations. These were

- Religious interest in spreading the gospel.
- Profit
- Patriotism and national prestige. They wanted to make their country proud.
- Desire for knowledge. They wanted to learn about the world.



Renaissance was a period when old Greek learning was used again in Europe. It was a period of 'rebirth' of old ideas and cultures. Changes were made to the old ways of life for example the bible was translated to other languages. The Renaissance provided the incentive to travel and thereby to map the world accurately.

Movement of people and colonization

European colonialism began about the late 15th century. Colonial powers wanted to secure economic benefits for their country or gain more power and prestige. For example, the Belgians colonized the Belgian Congo (in Africa) to exploit valuable resources of copper, tin, diamonds and uranium. However, Italy took over Abyssinia mostly for reasons of prestige (importance), to show that they were also a world power. There were no valuable resources there. A second reason for **colonialism** was the idea that the **colonists** would have a 'civilizing' effect on 'backward' peoples. The colonists would spread Christianity or bring 'law and order'. An example is the British colonization of India.

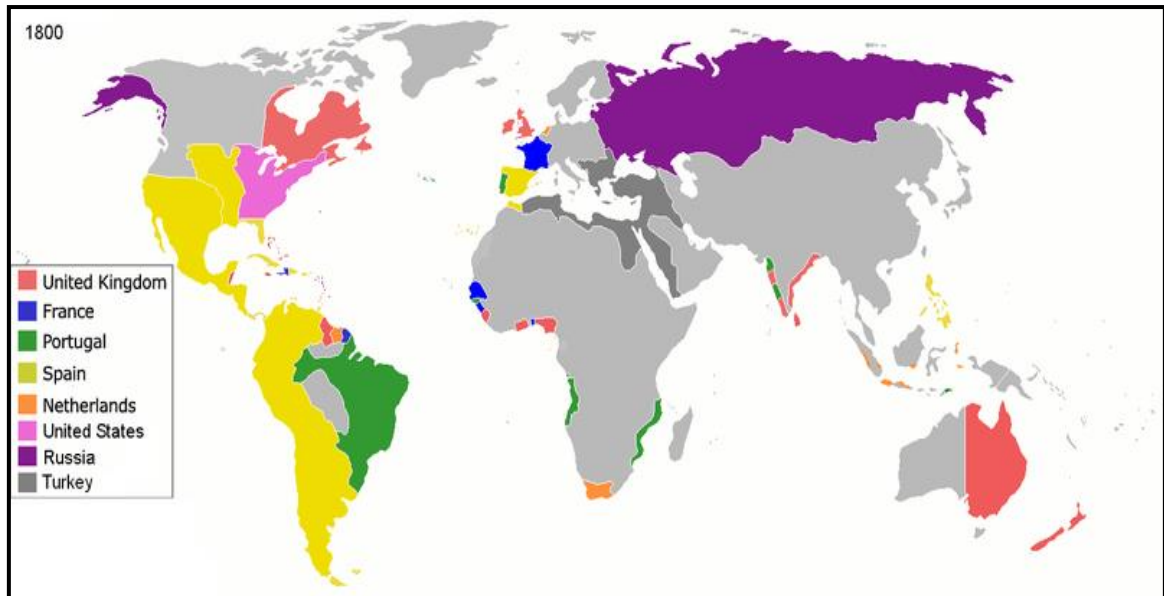
Colonialism was also linked to slavery, as many colonial powers needed labour to exploit the resources of their colonies. Often colonialism involved large movements of people from the homeland of colonial powers who took over land and settled. Usually this involved the displacement of the 'native' occupiers of the land with or without their consent.

Colonial movements in the 19th and 20th centuries

By 1900 most countries in the world were either colonizers or colonized. The two major powers in 1900 were Britain and France. Britain had the largest **colonial empire**, with colonies in Asia, Africa, the Caribbean and Latin America. The French colonies were mainly in south-east Asia and North and West Africa. Other colonial powers were

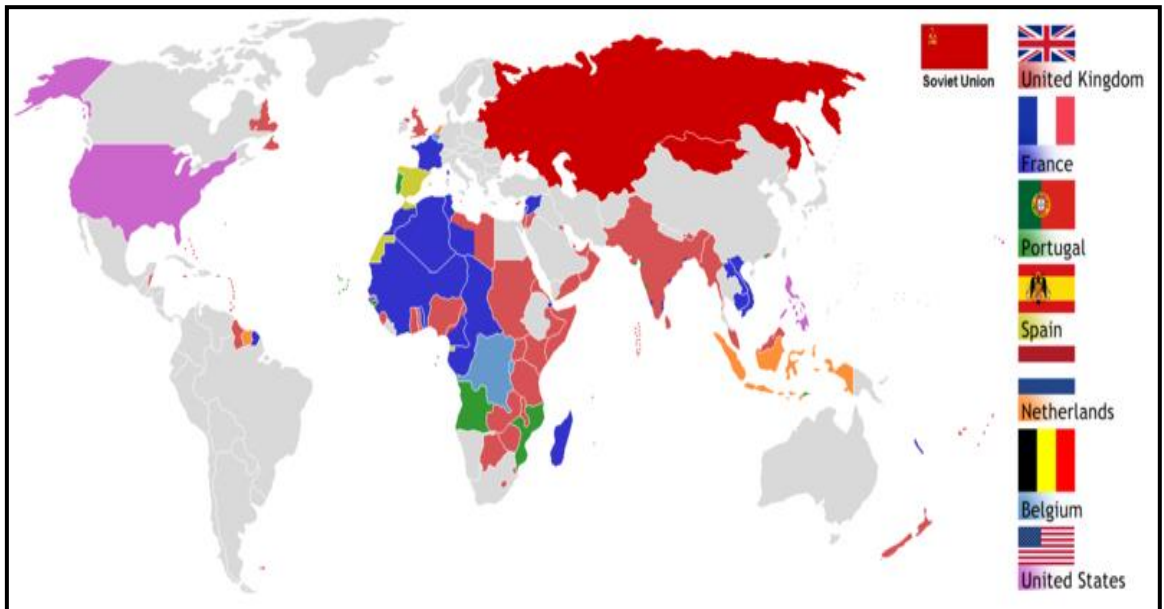
- Holland (the Netherlands) with the Dutch East Indies, including Sumatra and Java.
- Portugal with some colonies in Africa (Angola, Mozambique) and scattered areas elsewhere, for example, Goa in India.
- Germany with Tanganyika, South-West Africa, and some Pacific Islands (New Guinea, Caroline Islands, Samoa, Marianas).
- The Ottoman Empire of Turkey which was weakening but controlled much of the Middle East and parts of North Africa.
- Italy with a small north-east African empire of Eritrea and Italian Somaliland.
- United States with the Philippines, Guam, Hawaii and some smaller islands.
- Japan with a small empire in Asia.

MAP SHOWING 1800s EUROPEAN COLONISATION



Given below is a map showing the European countries that colonized the world. Each country is represented by its flag.

COUNTRIES THAT COLONISED THE WORLD 1800s-1900s





Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Colonization is a process whereby an imperial state acquires new territories for occupation in order to exploit the resources and people of that country.
- The main reason for world colonization is colonial powers wanted to secure economic benefits for their country or gain more power and prestige.
- The two major powers in 1900s were Britain and France.
- Britain had the largest colonial empire, with colonies in Asia, Africa, the Caribbean and Latin America.
- Most colonial powers are countries from the continent of Europe.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE



Practice Exercise 16

Study the map on Early European Colonization.

1. List two countries each colonized by the following colonizers

A. British _____

B. French _____

C. Dutch _____

D. Japanese _____

E. United States _____

Study the maps carefully.

2. Which colonisers are shown by the following colours on the maps on page 106?

A. Pink

B. Blue

C. Green

D. Yellow

E. Army Green

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 17: Colonial Occupation in Papua New Guinea



Welcome to lesson 17. In the last lesson you learnt about world colonisation. Your new lesson here will be about colonial occupation in Papua New Guinea.



Your Aims:

- identify the colonial powers that colonised Papua New Guinea
 - discuss reasons for European occupation of Papua New Guinea
 - enumerate the advantages and disadvantages of the European occupation
 - identify the territories occupied by these colonial powers
-

You have already looked at the word colonial power and are familiar with it. Colonial refers to the time before independence in Papua New Guinea.

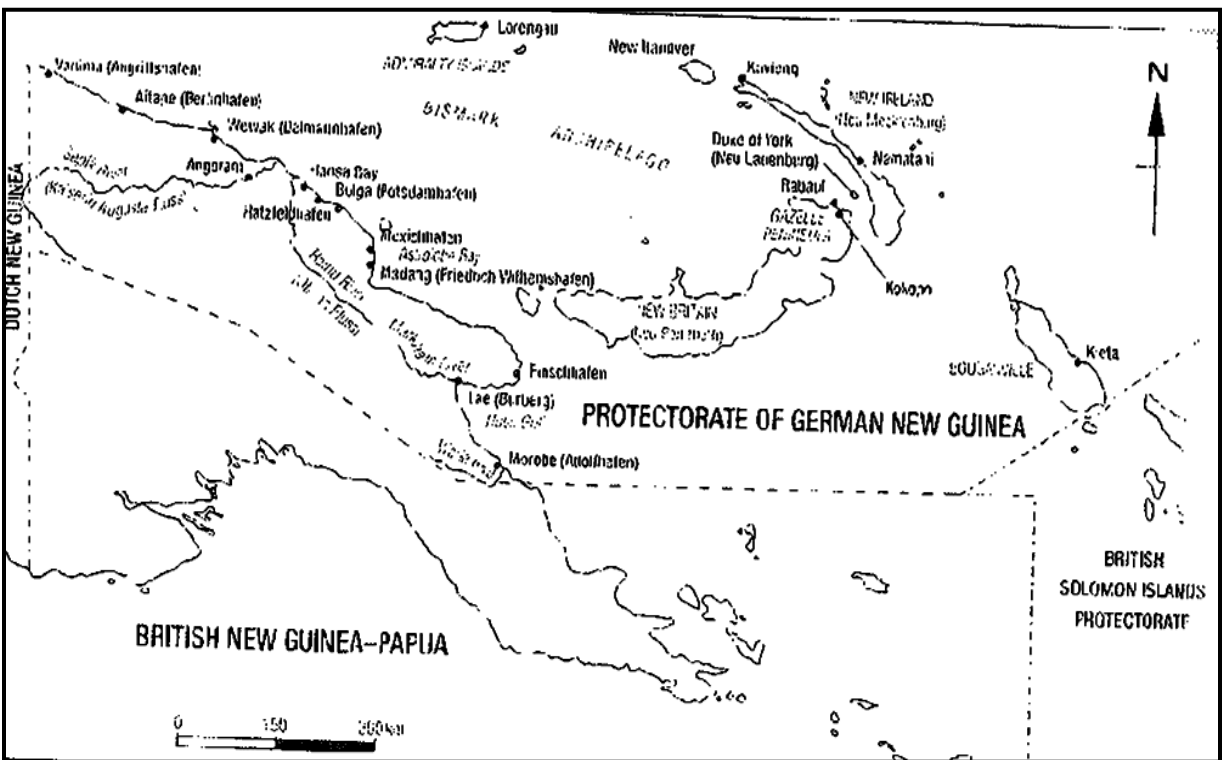
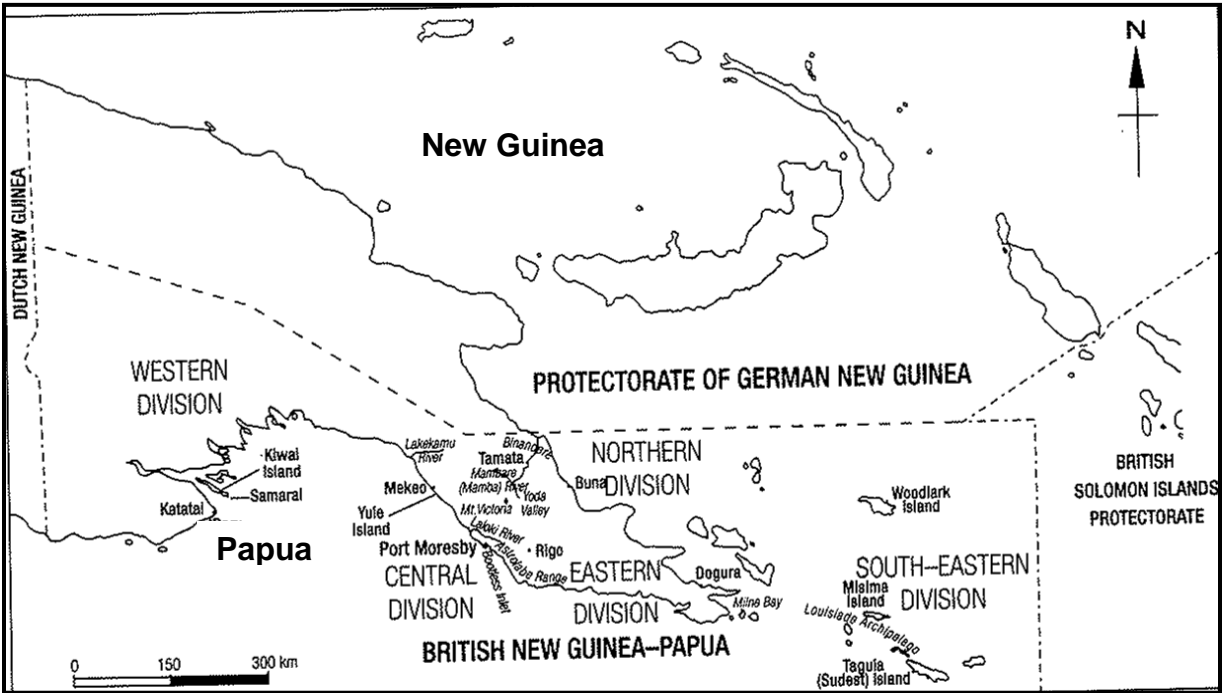
Occupation comes from the word occupy which means to live in a place. Therefore, when we put the two words together as colonial occupation, it refers to people who lived in Papua New Guinea before independence. Apart from the natives or Papua New Guineans there were foreigners or people from other countries occupied this land. They have moved into our land and lived on it. In many cases they have used our people to get the wealth out of our land. They have established themselves well and lived comfortably in Papua New Guinea.

Now let us see those people who have controlled and had great influence in our country. Papua New Guinea was controlled by different people of different countries. These powerful countries have started the form of government that we have today. Before them were the traditional types of government such as bigmen and chiefs. However, these types of government slowly died out. The type of government which we have in Papua New Guinea now was started by Europeans and Australians.

Papua New Guinea's Colonial Powers - Britain, German and Australia

Papua New Guinea was controlled by three major **colonial powers**. Colonial powers are powerful countries of the world that occupy other countries of the world. They were the Germans, the British and the Australians. During colonial times or period before independence, our country was divided into two territories, Papua and New Guinea. These two territories were controlled by different colonial powers.

MAP OF PAPUA NEW GUINEA (COLONIAL TERRITORIES)



The maps above show the territories of Papua and New Guinea during the colonial times.

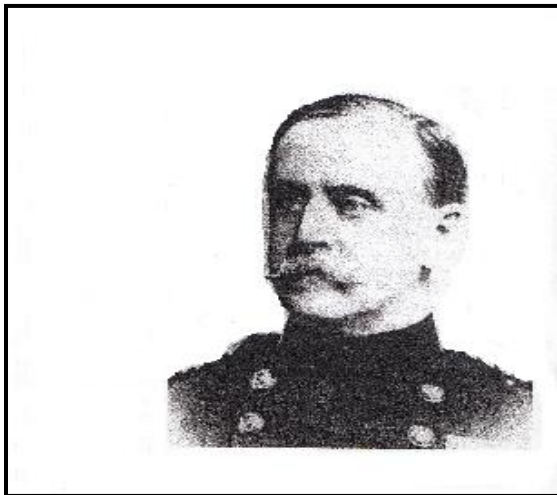
- **Papua**

In 1883 Queensland in Australia tried to take control of Papua. Queensland was frightened that the Germans in New Guinea would get the German government to take control of both Papua and New Guinea.

At that time Queensland was a **colony** (a country ruled by another country) of Britain and so did not have the power to take control of Papua. Instead Australia asked Britain to make Papua a British **Protectorate** (a country placed under the care of another country). This meant that Britain agreed to help Papua without making Papua a part of Britain. Papua became a British Protectorate in 1884.

In 1906, Britain officially handed over the Papuan territory to the newly independent country of Australia. Australia governed the Papuan territory from 1906 to 1975 when Papua New Guinea got its independence.

Administrators of the Papuan territory



Sir Peter Scratchley was
in charge of the Protectorate



Sir William MacGregor
The first governor of Papua

- **New Guinea**

New Guinea was a colony of Germany for thirty (30) years. Germany controlled New Guinea from 1884 to 1914.

From 1885 to 1899 the territory was controlled by a large business called the New Guinea Company. The owners of this business lived in Germany. They had many plantations and trading stations in New Guinea.

However, in 1899, the German government took control of New Guinea. It continued to govern until 1914.

During the First World War German lost control of New Guinea. From 1914 until 1921 New Guinea was governed by Australian Soldiers. In 1921 the **League of Nations** or the **United Nations** asked Australia to continue to govern New Guinea. It became known as the Territory of New Guinea.

The territories of Papua and New Guinea were governed separately by Australia until the Second World War. In 1949 the territories of Papua and New Guinea were combined

administratively, but the laws to govern were slightly different. It was not until the fighting ended that Papua and New Guinea were governed as one country, with its capital at Port Moresby.

They were combined in 1973 as the self-governing country of Papua New Guinea. Full independence was gained in 1975. In the late 1980s a violent secessionist movement broke out on Bougainville. A cease-fire, monitored by Australian troops, went into effect in 1998, and a peace accord that granted the island broad autonomy was signed three years later.

Reasons for European Occupation of Papua New Guinea

Colonial Powers had reasons of occupying countries of the world. Likewise our country Papua New Guinea is one of them.

Many Europeans came as **explorers**. Explorers are people who travel to unknown places to find out more about it. These powerful countries had better ships and other travelling aids to help them travel the world. They were so interested in discovering the unknown parts of the world. This had given them the pride and made history for them. As they explored, some of them were in search of **spice**. Spices are plants that are used to flavor food such as ginger, cardamom, nutmeg etc.

Other Europeans came as **traders**. Traders were those people who came mainly for buying and selling of goods. They came looking for goods such as sandalwood and mother – of pearl shell. They gave Papua New Guineans cloth, metal axes and knives to get sandalwood and mother – of pearl shell. They made huge profits back in their countries.

Some Europeans decided to obtain land cheaply in Papua New Guinea. They planted their own crops. They sold them to their country of origin and made large amounts of money. This group was known as the **planters**.

Labour Recruiters was another group. Their aim was to get cheap labour to work on plantations that they have set up. These men were looking for people to work on plantations in Queensland, Fiji and Samoa. In the 1870s and 1880s about 5000 Papua New Guineans were taken to work on plantations in other countries.

Another group of people who came to Papua New Guinea were the **missionaries**. The work of the missionaries began in Papua New Guinea in 1800s. Schools, aid posts and even businesses were set up.

Children were taken from Papua New Guinea to Philippines and given Christian Baptism.

Our resources have attracted foreigners to come. They have acquired our resources and became rich. They decided to settle permanently and fought for power. The Europeans have fought each other for our wealth and became powerful in our own country. These are a few of the reasons why Europeans came to Papua New Guinea.

So you can now see the reasons of occupying our beautiful country. If you think of other reasons, you are most welcome to add onto the list here.

Advantages and Disadvantages of Colonial Occupation in Papua New Guinea

During the colonial times, Papua New Guineans have gone through so many experiences. There were good and bad experiences. Sometimes life was very hard for them to cope with. Other times they have enjoyed learning and discovering new things.

Therefore, let us look at the good and bad things Papua New Guineans have seen and experienced.

No:	Advantages	Disadvantages
1	Brought in basic services like education, health, roads (transport).	Colonial powers have exploited our resources and made huge profits in their own countries.
2	Built towns in coastal and highlands areas. Development.	Papua New Guineans had no say in the decision making on the ruling of the territories and others.
3	Brought in Christianity and shared the word of GOD which reduced sorcery practices.	Labour recruiters caused loss of important groups, e.g. strong young men were taken away from their home land. The labours were very lowly paid despite heavy work they did.
4	Maintain law and order problems especially tribal fights in the past. Brought in peace.	Colonial influence has made our traditions and customs die out slowly. For example, destruction of sacred land, restrictions between young boys and girls, respect for elders, etc.
5	Introduced a more organized form of government which is uniform throughout the country	Discrimination. There was some form of discrimination where the whites were separated from Papua New Guineans. For instance, toilets, type of job done, houses etc.
6	Trained and engaged local men to take responsibilities such as tultuls, luluais, village councilors and village constables.	

Laws

Many laws made by the administrators were against the people's customs and traditions. However, these laws tried to achieve many things. Some laws tried to stop people from doing things that hurt other people. For example, laws were made to stop tribal fighting and pay back killing.

Others were made to get the people to do things that the administrator thought would help them. For example, people were told to bury their dead under the ground to prevent disease, instead of following some of their traditional burial customs.

Some laws were made to help the white people and others protected Papua New Guineans.

Luluais, Tultuls and Village Constables

The administrators chose people to act for the new government and to help patrol officers in the villages.

In New Guinea, the first German governor, Albert Hahl, started the system of **Luluais** and **Tultuls**. **Luluais** were often village elders who made sure the new laws were followed. **Tultuls** were younger men who helped as interpreters. In Papua, Sir William MacGregor chose **village constables** who did the same work as Luluais. Macgregor also chose **village councilors** to look after the interests of the village people.

Luluais, Tultuls, village constables and village councilors sometimes went against other village people, such as sorcerers, who were traditionally powerful.

They helped to bring the European type of government to many parts of Papua New Guinea. They also helped to break down many of the customs and traditions of the people.

Those people who broke laws were punished. People sometimes broke the new laws if they thought they could do this without being discovered. The new laws brought many changes to the lives of Papua New Guineans.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Colonial Powers are powerful countries of the world that defeat and occupy weaker countries of the world
- Papua New Guinea's colonial powers are British, Germans and Australians
- Papua New Guinea was divided into two territories, Papua and New Guinea
- The Papuan territory (the southern part) was a British Protectorate from 1884 to 1906
- In 1906, Britain handed over the Papuan territory to newly independent state of Australia
- Australia governed Papua until independence
- New Guinea (the northern part) was colonised by Germany for thirty (30) years
- 1855 to 1899 New Guinea was governed by New Guinea Company
- German government took control of New Guinea from 1899 to 1914
- Germany lost control of the territory in the First World War in 1914
- The Australian Soldiers took control of New Guinea and governed from 1914 to 1921
- In 1973 Papua and New Guinea were combined as a Self-Governing country of Papua New Guinea
- In 1975 Papua New Guinea gained its full independence

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE

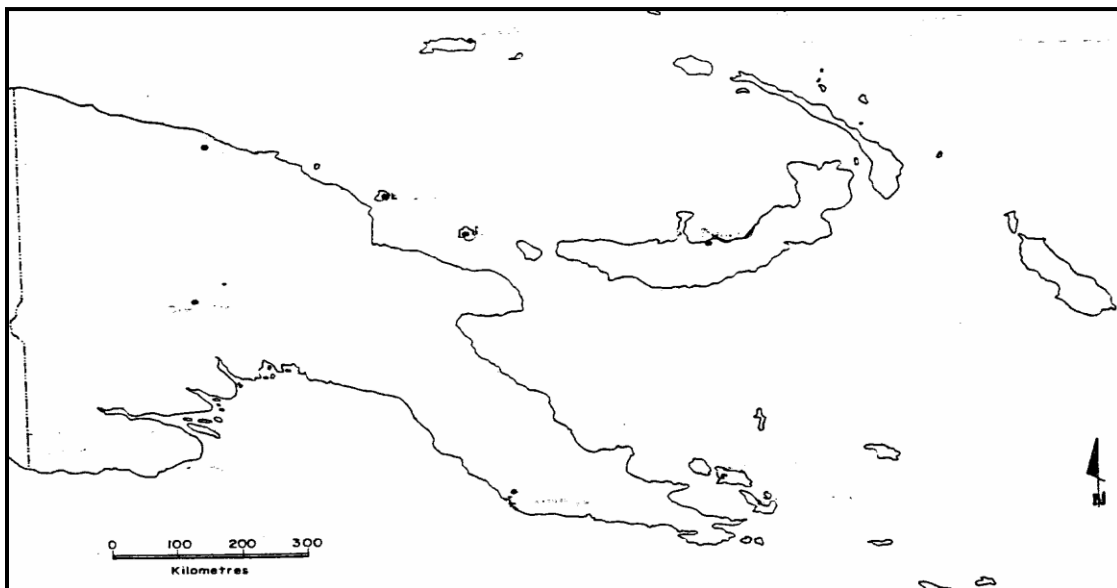


Practice Exercise 17

1. Complete the table below which shows the important dates and events during the colonial occupation. The first one has been done for you.

Date	Event
1884	<u>Papua became a British Protectorate</u>
	Papua was given to newly independent country of Australia
1906 to 1975	
1855 to 1899	
	German government took control of New Guinea
	Start of first world war German lost control of the territory of New Guinea during the first world war
1914 to 1921	
	Papua and New Guinea were combined as a Self-Governing country of Papua New Guinea
1975	

2. Using the blank map
- Indicate on the blank map three provinces that were under New Guinea. The Northern Part which was colonised by the Germans.
 - Name and mark on the map three provinces that were under Papua (the Southern part) which were governed by the British and Australians.



NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Lesson 18: Decolonization



Welcome to Lesson 18. In the last lesson you learnt about Colonial Occupation in Papua New Guinea. In this lesson we will learn about decolonisation.

Your Aims

- define the word decolonization
 - explain reasons for decolonisation
 - investigate the process of decolonisation in Papua New Guinea
-

Definition of Decolonisation

Decolonisation is the voluntary or forced process of withdrawal of control over a colonial territory by a ruler country so that the territory can be independent politically as a sovereign country. It is the action of changing from colonial to independent state.

Many countries in the world wanted independence. Many got independence peacefully while others fought for it in order to become independent or for self-rule.

Reasons for Decolonisation

Below are a few reasons for decolonisation.

- Colonisers had no strength or wealth to continue after the war.
- Nationalist movements (organised groups and individuals) including the united nations strongly promoted decolonisation.
- United Nations promoted decolonisation
- Foreign influence of knowledge /education

The Process of Decolonisation

Decolonisation is a political process involving violence. In serious cases, it is a war of independence. More often, it results in disagreements and negotiations fail at times. This can lead to the involvement of police and military forces. More violent incidents occur which results in blood shed between the colony and the colonial power. But at the end further negotiations are made until independence is granted.

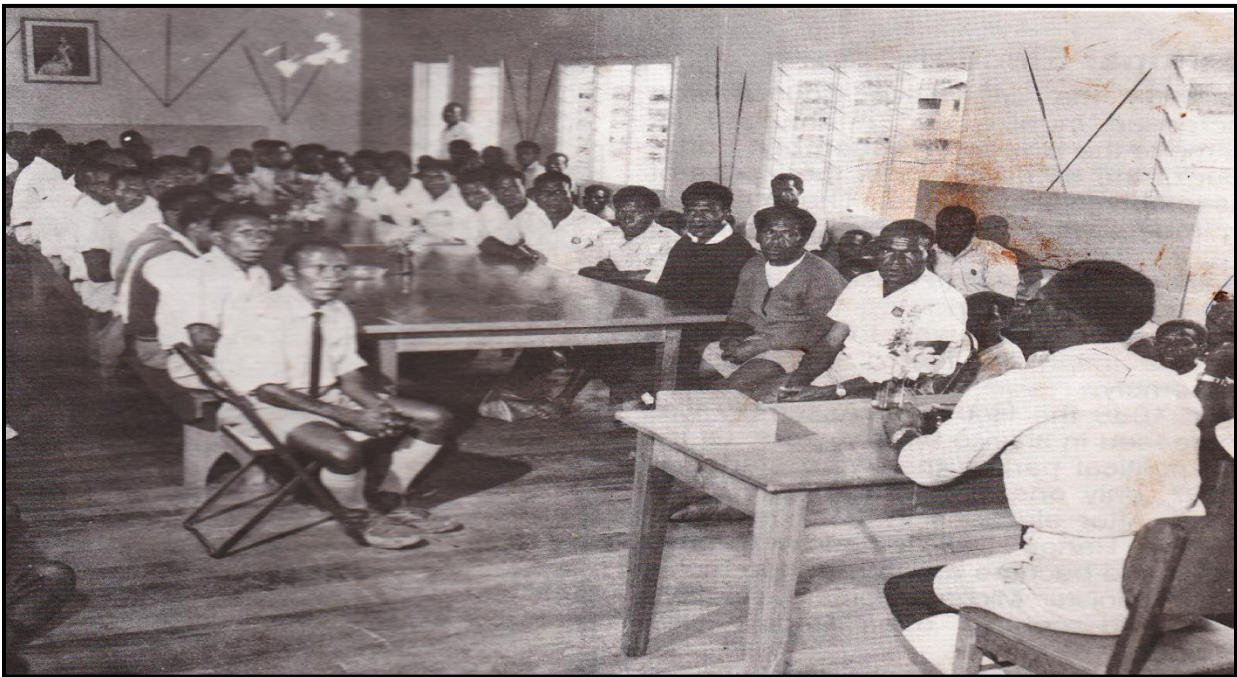
In rare cases, the actions of the native population are characterized by non-violence. Independence is often difficult to achieve without the encouragement and support from one or more external parties. Decolonisation is not gained through a single act. However, it is more difficult and it is fought for. This can include the introduction of elected representatives on how to self-rule their newly independent state. Therefore, the final stage of decolonisation may in fact concern little more than handing over responsibilities and recognition of the newly independent country.

But following the recognition of statehood, a degree of continuity is maintained between the two countries in practical areas such as military training. Australia and Papua New Guinea have very strong ties even though Papua New Guinea is independent. We are still dependent on Australia.

Decolonisation in Papua New Guinea (The Road to Independence)

The process of decolonisation took place peacefully from Australia which made way to independence. After the Second World War, one of the first things that Australia did was preparing Papua New Guinea for political independence. Papua New Guineans were given the chance to elect people to work for the government. Others were allowed to be members of a local level government council. This has introduced the Local Level Government Council System.

- **Local Level Government Council** was started in 1950. By 1969 they represented 85 percent of Papua New Guineans. The Local Level Governments' were set up to get people from different villages to work together for the development of their area. They helped to teach people about the way in which the new type of government worked. These were the sign of first elections.



A meeting of the Asaro District Local Government Council (outside Goroka)

- The **Legislative Council** was formed on the 26th of November 1951. Its main task was to administer the united Papua and New Guinea – Papua New Guinea. This council was like a parliament. Three Papua New Guineans were chosen to be members of the First Legislative Council. In 1961 Papua New Guineans had a chance to vote for representatives in the Legislative Council.

In 1964 the Legislative Council was increased in size and changed its name to the **House of Assembly**. Sir John Guise was the first Papua New Guinean speaker of the House of Assembly. After elections in 1972 members of the Pangu Pati joined with other parties to become a coalition led by the chief Minister Michael Somare. Nevertheless,

Australia still had control over Papua New Guinea. This was the first form of National Elections of Papua New Guinea.



A meeting of the First Legislative Council

Two months after these elections it was decided a group of people would write a **constitution** or (the mama law of this country) so that Papua New Guinea should become independent as early as possible.

Independence

Papua New Guinea became self-governing on 1 December 1973. Defence, the work of the Supreme Court and Papua New Guinea's relations with other countries were still controlled by Australia. It was not until the constitution was finalized.

The constitution was finished towards the end of 1975 and independence was finally achieved in 1975. The Australian flag was eventually lowered for the last time on the night of 15th September 1975. Below is a photograph of Sir John Guise, the first speaker of Parliament.



Papua New Guinea became an independent country on the 16th of September 1975 with Sir Michael Somare as the first Prime Minister

The World's Years of Decolonisation

No	Country	Years of Independence	Region
1	Fiji	1970	Oceania
2	Papua New Guinea	1975	Oceania
3	Australia	1901	Oceania
4	Singapore	1963	Asia
5	Algeria	1962	Africa
6	Indonesia	1949	Oceania
7	Solomon Islands	1978	Oceania
8	Tonga	1970	Oceania
9	Kiribati	1979	Oceania
10	Marshall Islands	1986	Oceania
11	East Timor	2002	Oceania

Countries yet to be Decolonised

No	Country	Colonial Power
1	Bermuda	United Kingdom
2	Guam	United State of America
3	New Caledonia	France
4	American Samoa	United State of America
5	Falkland Island	United Kingdom
6	Western Sahara	Spain



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Decolonisation is the voluntary or forced process of withdrawal of control over a colonial territory by an imperial state so that the territory can be independent politically as a sovereign country
- The process of colonisation brought a lot of changes to the people of Papua New Guinea
- The process of decolonisation also prepared Papua New Guineans for Independence from Australia
- Most countries of the world were colonies of European countries
- Most decolonisation was pressured by the World War I and II as well as nationalist movements
- Papua New Guinea was given independence on a golden plate unlike some other countries around the world
- There are a few countries who are still under colonial powers

NOW DO PRACTISE EXERCISE 18 ON THE NEXT PAGE



Practice Exercise 18

1. Give three reasons for decolonisation.

i) _____

ii) _____

iii) _____

2. Explain the term decolonisation.

3. What was Australia's first process of decolonisation after the war?

4. **When** was the first Legislative Council formed and **why** was it formed?

5. When was Singapore decolonised?

6. Name two countries which are yet to be decolonised.

i) _____

ii) _____

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Lesson 19: Globalisation



Welcome to Lesson 19. In your previous lesson you learnt about decolonisation and in this lesson we will learn about globalisation.



Your Aims:

- define Globalization and international relations
 - identify conditions that have contributed to present day international trade and forms of government
 - discuss the impact of globalisation on Papua New Guinea and its people
-

What is Globalisation?

Globalisation is a process occurring in many parts of the world leading to very common adoption of the same life style, for example in clothing, manufacturing, consumer habits and a lot of some unique aspects of our cultures and many more.

All nations on earth have become close over the last 500 years. The development of mechanical power during the Industrial Revolution (1769 – 1900) increased global production. This changed economies right around the world. We are now in the information age. Science and technology have helped industry. They have given the world powerful transport and communication systems that bring us all closer together.

This is part of the process of **globalisation**. Globalisation connects people around the world with common products, ideas and experiences. Some people like to idea of globalisation. Others are frightened by it.

What is International Relations?

Relationships or friendships between the people of different countries or nations. Another name for international relations is **Foreign Affairs**. Relations with other countries are very important to an independent country. No country exists entirely on its own. There have always been interactions between groups of people. International relations can be very simple and complicated.

The existence of political relations between countries provides opportunities for better relations or co-corporation. However, there can be difficult relationships between countries which can lead to conflict, the breaking of diplomatic relations or even war.

The 20th century was a period of many wars. Over 100 million people died in conflicts, including World War I and II. Wars were fought for human rights, national independence, trade issues, ownership of resources and religious differences.

The League of Nations was formed after World War I to help prevent wars. But the United States of America voted against joining it. Later Italy, Germany and Japan all

broke the rules and attacked other countries. The League of Nations broke down completely with the start of World War II.

The United Nations (UN) organisation was established at the end of World War II to help keep world peace. It started with 50 member countries in 1945. By 2007 it had 192 member countries.

The United Nations is not a government body. But it supports many types of international relationships including;

- United Nations Development Programme (UNDP) – This helps developing countries around the world strengthen their society, government and economy.
- United Nations Educational, scientific and cultural organisation (UNESCO).
- World Health Organisation (WHO) – This is dedicated in improving World Health.

Conditions and facts that have contributed to present day International Trade

No	Contributions and factors of trade
1	International relations (1769 – 1900) led to development of mechanical power which increased global production
2	To make money for the surplus produce
3	Some countries do not have the knowledge, skills and machinery to process so they have to trade
4	To establish relationships with other countries
5	Specialization in the production of one good

Benefits and Problems of Globalisation

No	Benefits	Problems
1	International trade	Introduction of pests and diseases
2	New food	Introduction of new diseases with shortage of medicine
3	Tourism	Prostitution spread of sexually transmitted diseases
4	Media	Contribution to high rate of crime
5	New dances	Loss of own cultural dance



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- Globalisation is a process occurring in many parts of the world leading to very common adoption of the same lifestyle, for example in clothing, manufacturing, consumer habits and a loss of some unique aspects of culture
- International Relations are the existing relationships between nations of the world
- The United Nations organization was established to help keep world peace
- The United Nation is a non-government body and has 192 member countries
- International Relations is a friendship between countries for different purposes and interests in trade, investment and other special areas of needs

NOW DO PRACTISE EXERCISE 19 ON THE NEXT PAGE



Practice Exercise 19

Write answers to these questions.

1. Explain these terms:

i) Globalisation

ii) International Relations

2. Which type of international relationship does United Nations support?

i)

ii)

3. Where is the United Nations Headquarters located?

4. Name some of the problems that tourism can introduce.

5. Which two things have helped industries to flourish?

i) _____

ii) _____

CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Answers to Practice Exercise 16 - 19

Practice Exercise 16

Part A. (1)

- A. India, Burma, Singapore, Australia
- B. China
- C. Indonesia
- D. Japan, Hong Kong
- E. Philippines

Part B. (2)

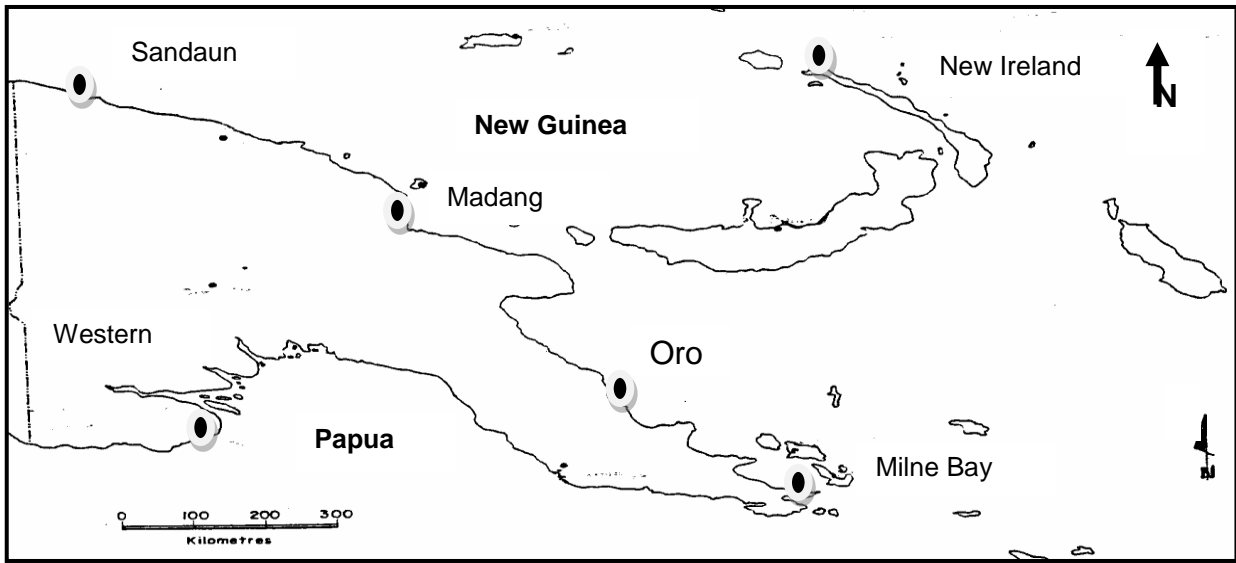
- A. British
- B. French
- C. Portuguese
- D. Belgian
- E. Italian

Answers to Practice Exercise 17

1. Completion of table

Date	Event
1884	<u>Papua became a British Protectorate</u>
<u>1906</u>	Papua was given to the newly independent country of Australia
1906 to 1975	<u>The territory of Papua was governed by Australia</u>
1855 to 1899	<u>New Guinea was governed by the New Guinea Company</u>
<u>1899</u>	German government took control of New Guinea
<u>1914</u>	Start of first world war German lost control of the territory of New Guinea during the first world war
1914 to 1921	<u>New Guinea was governed by Australian Soldiers</u>
<u>1973</u>	Papua and New Guinea were combined as a Self-Governing country of Papua New Guinea
1975	<u>Papua New Guinea got its independence</u>

2. Filling up the blank map

**Practice Exercise 18**

1.
 - i) Colonisers had no strength or wealth to continue after the wars
 - ii) Nationalist movements
 - iii) United Nations promoted decolonisation
 - iv) Foreign influence of knowledge /education
2. Decolonisation is the voluntary or forced process of withdrawal of control over a colonial territory by an imperial state so that the territory can be independent politically as a sovereign country.
3. Preparing Papua New Guinea for political independence by giving Papua New Guineans the chance to elect people to work for the government in the local government councils.
4. The first Legislative Council was formed on 26th November, 1951. It was formed to help administer the united Papua New Guinea. It was like parliament where Papua New Guineans were chosen to be part of the group.
5. Singapore was decolonised in 1963
6. Any of the countries in the table.

Countries yet to be Decolonised

No	Country	No	Country
1	Bermuda	4	American Samoa
2	Guam	5	Falkland Island
3	New Caledonia	6	Western Sahara

Practice Exercise 19

1.
 - i) Globalisation is a process occurring in many parts of the world leading to very common adoption of the same lifestyle, and a loss of some unique aspects of cultures.
 - ii) International relations are the existing relationships between nations of the world.
 2.
 - i) United Nations Development Programme
 - ii) United Nations Educational, Scientific and Cultural Organisation
 - iii) World Health Organisation
 3. New York
 4. Prostitution may increase resulting in an increase in sexually transmitted diseases
 5. Science and technology
-

END OF SUB-STRAND 2

SUB – STRAND 3

SOCIAL AND ECONOMIC DEVELOPMENT AT THE INTERNATIONAL LEVEL

In This Sub-strand You Will Learn About:

- **Plants and Animals through Trade**
- **Slave Trade**
- **Social and Economic Development Policies**
- **Organisations Associated with Trade**
- **The United Nations**

SUB – STRAND 3: INTRODUCTION

In this Sub – Strand you will learn about the Social and Economic Development at the International level. You will study trade, social and economic development policies and the organizations associated with trade.

Lesson 20: Plants and Animals through Trade



Welcome lesson 20 of Strand 2. In last lesson you learned about Globalisation. In this lesson you will learn about Plants and Animals through early trade.



Your Aims

- Define non-native plants and animals
- Identify introduced plants and animals in Papua New Guinea
- State the advantages and the disadvantages of the introduced plants and animals.

People have been trading and spreading products around the world for a long time. As people trade with each other, they exchange goods and services. Papua New Guinea has been involved in trade for many years now. They have interacted with many people from many different places and this has led to the introduction of new plants and animals. In this lesson we will look at some of the non-native plants and animals that were introduced during trade.

What are non-native plants and animals?

Non-native plants and animals are plants and animals that are not native to Papua New Guinea. Another word they were not originally found in Papua New Guinea but were introduced to us by foreigners.

Before you look at non-native plants and animals, let us first identify some native plants and animals in Papua New Guinea.

NATIVE PLANTS	NATIVE ANIMALS
Pacific Banana	Cuscus
Breadfruit	Pig
Sugar Cane	Cassowary
Taro	Bird of Paradise
Sago	Crocodile
Pitpit	Turtle

The table above shows just some of the native plants and animals in Papua New Guinea. Some of the plants and animals that you and I know today are non-native plants and animals. Some of these plants and animals were perhaps brought in by the early inhabitants of this land and others were perhaps brought in through trade.

Can you be able to identify some of these plants and animals?

Check the table below and see if some of those you have identified are in there.

Non-native Plants	Non-native Animals
Mango, Pineapple Water melon Chili, Potato, Cabbage, Carrot Onion, Strawberry, Sweet potato Passion fruit, ,Avocado, Salvinia Water Hyacinth, Cocoa, Vanilla Coffee, Tea	Pig, Cow, Horse, Sheep, Buffalo Chicken, Cats, Rabbits, Goats Ducks, Cane toad (frog), Beatle?

Some of the introduced plants and animals above have become very important commodity in Papua New Guinea. Plants like Cocoa, Coffee, Tea and Vanilla have been grown by farmers as cash crops. They are sold locally and are also exported overseas. Apart from the cash crops mentioned above, our native valuable trees like kwila, rosewood and eaglewood are logged and sold both locally and internationally.

Most of the introduced animals such as cow, sheep, chicken, goats, ducks and rabbits have been raised for commercial purposes. Farmers who are involved have become major suppliers of meat locally.

Not all non-native plants and animals were introduced for commercial purposes. Some of them were introduced to feed on other plants and animals that may be harmful to the environment. A good example of this is the Salvinia plant in the Sepik River. The plant grew out of control that it blocked the water ways and covered much of the river. Living things in the river including fish were greatly affected. The plant also restricted the movement of people as river provided a means of transport especially for those who lived along the river. The only way to remove the plant completely from the river was to have the plant consumed by a special type of beetles. These beetles were not native to Papua New Guinea. The beetles were brought in from Brazil. They fed on the Salvinia until nothing was left. These beetles eventually died because they had nothing else to feed on.

Turn to the next page for the main points in this lesson.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- People have been trading and spreading products around the world for a long time.
- As people trade with each other, they exchange goods and services.
- Non-native plants and animals are plants and animals that are not native to Papua New Guinea. Another word they were not originally found in Papua New Guinea but were introduced to us by foreigners.
- Some of the introduced plants and animals have become very important commodity in Papua New Guinea. Some of the plants include cocoa, coffee, tea and vanilla. Some of the animals include cow, sheep, goat, rabbits and chicken.
- Few non- native plants and animals can be harmful to our environment.

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE



Practice Exercise 20

1. What are non-native plants and animals?

 2. What main activity promotes the introduction of non-native plants and animals?

 3. Name at least three introduced cash crops (non-native) in Papua New Guinea.
 - a) _____
 - b) _____
 - c) _____
 4. What are some non-native animals in Papua New Guinea? Name three.
 - a) _____
 - b) _____
 - c) _____
-

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Lesson 21: Slave Trade



In this lesson you will learn about slave trade. Slave trade is a big topic that covers many different aspects. However you will study mainly the basic features of slave trade.

Your Aims

- define slave trade
 - explain how slave trade was an important part of the world economy
 - state the implications of slavery and actions taken to abolish slavery
 - identify modern forms of slavery
-

What is Slave trade?

The history of slavery covers slave systems in historical view in which one human being is legally the property of another, can be bought or sold is not allowed to escape and must work for the owner without any choice involved.

Slavery can be traced back to the earliest records, such as the Code of Hammurabi (c. 1760 BC), which refers to it as an *established institution*. Slavery is rare among hunter-gatherer populations as slavery depends on a system of social stratification. Slavery typically also requires a shortage of labor and a surplus of land available.

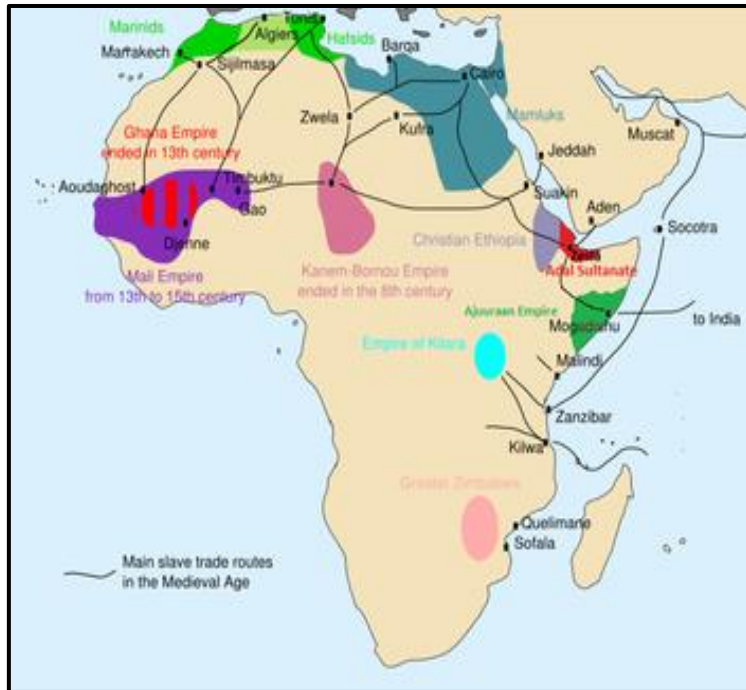
The **Atlantic slave trade** or **transatlantic slave trade** took place across the Atlantic Ocean from the 16th through to the 19th centuries. The vast majority of slaves transported to the New World were Africans from the central and western parts of the continent, sold by Africans to European slave traders who then transported them to the colonies in North and South America. The numbers were so great that Africans who came by way of the slave trade became the most numerous Old-World immigrants in both North and South America before the late eighteenth century. The South Atlantic economic system centered on making goods and clothing to sell in Europe and increasing the numbers of African slaves brought to the New World. This was crucial to those European countries which, in the late seventeenth and eighteenth centuries, were vying in creating overseas empires.

The first Africans imported to the English colonies were also called “indentured servants” or “apprentices for life”. By the middle of the seventeenth century, they and their offspring were legally the property of their owners. As property, they were merchandise or units of labor, and were sold at markets with other goods and services.

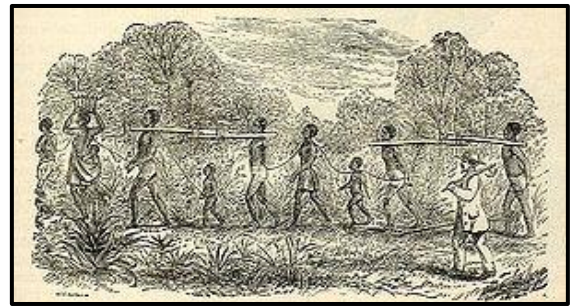
The Portuguese were the first to engage in the New World slave trade, and others soon followed. Slaves were considered cargo by the ship owners, to be transported to the Americas as quickly and cheaply as possible, there to be sold to labor in coffee, tobacco, cocoa, cotton and sugar plantations, gold and silver mines, rice fields, construction industry, cutting timber for ships, and as house servants.

The Atlantic slave traders, ordered by trade volume, were: the Portuguese, the British, the French, the Spanish, the Dutch, and the Americans. They had established outposts on the African coast where they purchased slaves from local African tribal leaders. Current estimates are that about 12 million were shipped across the Atlantic, although the actual number purchased by the traders is considerably higher.

The slave trade is sometimes called the Maafa by African and African-American scholars, meaning "holocaust" or "great disaster" in Swahili. Slavery was one element of a three-part economic cycle—the **triangular trade** and its **Middle Passage**—which mainly involved **four continents, four centuries and millions of people**.



The main slave trade in Africa



“Slave transport in Africa” Europeans usually did **enter** the interior regions.

Slavery in West Africa



Slaves captured from the Congo aboard an Arab slave ship intercepted By the Royal Navy (1869)

Trans-Saharan trade: Arab slave trade



19th-century engraving of Arab slave-trading caravan transporting African slaves across the Sahara.

Slavery in Ehtiopia and Eritrea



Slaves in Ethiopia in the 19th Century

The **African slave trade** refers to the historic slave trade within Africa. Systems of servitude and slavery were common in many parts of the continent, as they were in much of the ancient world. In most African societies, the enslaved people were also indentured servants and fully integrated. When the Arab slave trade and Atlantic slave trade began, many local slave systems changed and began supplying captives for slave markets outside of Africa.

Importance of Slave Trade

Effects on the economy of Africa

Trade in slaves had a bad effect on long-term economic growth and development. It mainly weakened local economies and political stability as villages' vital labour forces were shipped overseas. With the rise of a large commercial slave trade, driven by European needs, enslaving your enemy became less a result of war, and more a reason to go to war. The slave trade delayed the formation of larger ethnic groups, causing ethnic division and weakening the formation of political structures. It also reduced the mental health and social development of African people.

Slavery did not have an entirely disastrous effect on those left behind in Africa. Slaves were an expensive commodity, and traders received a great deal in exchange for each enslaved person. Commodity can be in the form of a product, service or goods. At the peak of the slave trade, it is said that hundreds of thousands of muskets, vast quantities of cloth, gunpowder, and metals were being shipped to Guinea. Muskets may refer to guns used by Europeans during world colonialism. Most of this money was spent on British-made firearms (of very poor quality) and industrial-grade alcohol. Trade with Europe at the peak of the slave trade—which also included important exports of **gold** and **ivory**—was some 3.5 million pounds Sterling per year. Sterling is the currency of the United Kingdom. By contrast, the trade of the United Kingdom, the economic superpower of the time, was about 14 million pounds per year over this same period of the late 18th century. The vast majority of items traded for slaves were common rather than luxury goods. Textiles, iron ore, currency, and salt were some of the most important commodities imported as a result of the slave trade, and these goods were spread within the entire society raising the general standard of living.

Effects on the economy of Europe

The slave trade help build the path to Britain's industrialization. This means Africans were taken from all over Africa by the Europeans to work in plantations overseas or as cheap labourers in different industries in America and Europe.

The contribution of Africans on the basis of profits from the slave trade and slavery were used to help finance Britain's industrialization. The African slave trade was an essential part to the Industrial Revolution. The industrial Revolution refers to the time when industries increased in Britain because of population demand of certain products such as textile. European wealth was, in part, a result of slavery, but by the time of its abolition it had lost its success and it was in Britain's economic interest to ban it. Below are photographs of traditional money



Cowrie shells were used as money in the Slave trade



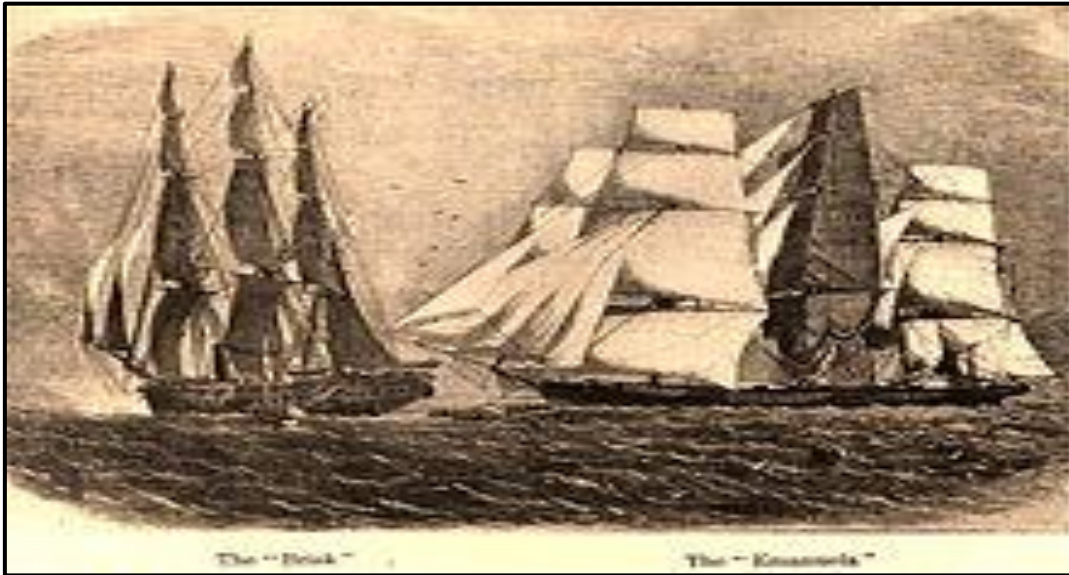
Two slightly differing Okpoho Manillas as used to buy slaves

Effects of Slavery

Slavery is no longer legal anywhere in the world. Mauritania abolished it in law in 1981 and was the last country to do so. However, the number of slaves today is higher than at any point in history, remaining as high as 12 million to 27 million.

The slave trade remained for a long time in the 1800s and 1900s. Some people say that slavery was banned because of moral issues. Moral refers to what people think is the correct thing to do. Others however thought that it was because of economic profit, which was mainly responsible for its ban. Slavery remained profitable in the 1830s because of innovations in agriculture. An innovation refers to new changes or inventions.

Beginning in the late 18th century, France was one of Europe's first countries to abolish slavery, in 1794. Denmark-Norway was the first European country to ban the slave trade. This happened with a declaration issued by the king in 1792, to become fully effective by 1803. Slavery itself was not banned until 1848. In 1807 the British Parliament passed the Abolition of the Slave Trade Act, under which captains of slave ships could be stiffly fined for each slave transported. This was later followed by the 1833 Slavery Abolition Act, which freed all slaves in the British Empire. Abolition was then extended to the rest of Europe. The 1820 U.S. Law on Slave Trade made slave trading piracy, punishable by death. In 1827, Britain declared the slave trade to be piracy, punishable by death. The power of the Royal Navy was subsequently used to suppress the slave trade, and while some illegal trade, mostly with Brazil, continued, the Atlantic slave trade was destroyed in the year 1850 by the Minister for Justice of the Empire of Brazil. After struggles that lasted for decades in the Empire of Brazil, slavery was banned completely in 1888. About 1,600 slave ships between 1808 and 1860 were captured and 150,000 Africans freed. Action was also taken against African leaders who refused to agree to British treaties to outlaw the trade. Anti-slavery treaties were signed with over 50 African rulers.



Capture of slave ship Emanuela by HMS Brisk.

Modern forms of slavery

What is Modern Slavery?

Millions of men, women and children around the world are forced to lead lives as slaves. Although this exploitation is often not called slavery, the conditions are the same. People are sold like objects, forced to work for little or no pay and are at the mercy of their 'employers'.

Women from eastern Europe are bonded into prostitution, children are trafficked between west African countries and men are forced to work as slaves on Brazilian agricultural estates. Modern slavery takes various forms and affects people of all ages, sex and race.

Common features differentiate slavery from other human rights violations. A slave is:

- forced to work, through mental and physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or threatened abuse
- dehumanized, treated as a commodity or bought and sold as 'property'.
- has restrictions placed on his or her movements

Types of slavery that exist today

- Bonded labour affects millions of people around the world. People become bonded labourers by taking or being tricked into taking a loan for as little as the cost of medicine for a sick child. To repay the debt, many are forced to work long hours, seven days a week, up to 365 days a year. They receive basic food and shelter as 'payment' for their work, but may never pay off the loan, which can be passed down for generations.
- Early and forced marriage affects women and girls who are married without choice and are forced into lives of servitude often accompanied by physical violence.

- Forced labour affects people who are illegally recruited by individuals, governments or political parties and forced to work, usually under threat of violence or other penalties.
Slavery by descent is where people are either born into a slave class or are from a 'group' that society views as suited to being used as slave labour.
- Trafficking involves the transport and/or trade of people: women, children and men, from one area to another for the purpose of forcing them into slavery conditions.



Worst forms of child labour affect an estimated 126 million around the world that is harmful to their health and welfare.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- The Atlantic slave trade or transatlantic slave trade took place across the Atlantic Ocean from the 16th through to the 19th centuries.
- The African slave trade refers to the historic slave trade within Africa.
- The slaves transported to the New World were Africans from the central and western parts of the continent, sold by Africans to European slave traders who then transported them to the colonies in North and South America.
- Slave trade brought major effects both good and bad to the economies of African countries and European.
- Slavery was banned due to moral and economic reasons.
- Slavery is no longer legal anywhere in the world.
- There are many forms of slavery.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.



Practice Exercise 21

1. What is Slave trade?

2. What are some forms of the Slave trade?

3. What is a 'slave'?

4. What is modern slavery?

5. Why was slavery banned?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 22: International Trade



Welcome to Lesson 22. In the previous lesson you learnt about Globalisation and in this lesson we will learn about International Trade.



Your Aims:

- define international trade, import and exports
- identify the major imports and exports of PNG and the destinations of PNG's exports
- examines why some countries manufacture goods while others export raw materials

What is International Trade?

Trade is the buying or selling which exist between two more partners. International trade is the buying or selling between countries.

International trade depends on what goods each country has to sell, the amount to be bought by other countries and transportation. Countries sell the produce they do not need themselves to other countries that need them. Similarly, they buy the things they need, but do not produce, from other countries. All countries are **interdependent** (depend on each other) in trade.

Trade consists of **manufactured goods** (finished products) such as cars, chocolate, clothes and **raw materials** (not completely processed) such as copra, copper ore, cocoa, coffee, rubber and vanilla. Trade is both **visible** and **invisible**. **Visible** trade refers to things that can be seen arriving and leaving a country (goods). **Invisible** trade consists of items such as tourism, banking and insurance services that cannot be seen.

Exports and Imports

Goods that are sold to other countries are known as **exports**. **Imports** are goods bought from other countries, for example goods ordered from Australia into Papua New Guinea.

Papua New Guinea's major Exports and Imports

Exports	Imports
Cocoa	Food and drinks
Coffee	Petrol and related chemicals
Tea	Minerals fuels and lubricants
Copra	Clothes and foot wears
Copra Oil	Plastic packaging
Palm Oil	Machinery and Equipment
Forest Products	Furniture and other office products
Marine Products	Motor vehicles
Gold	Paper and paperboard
Copper	Steels for working etc.

Valuable gold and petroleum exports have brought in a good income for Papua New Guinea in recent years. In 2000, **imports** totaled **K 2 779 000 000** and **exports** totaled **K5 813 000 000**. This shows that Papua New Guinea made a **profit of K3 034 000 000**. Papua New Guinea has traded with about 16 countries in **2000**.

Below are the leaders in terms of percentage in kina value

Country	Exports Value %	Imports Value %
Australia	52.0	56.2
Japan	10.6	4.3
United States	4.3	15.1
China	5.1	1.1
South Korea	5.2	0.5
Singapore	2.5	5.8
Germany	4.8	0.2
United Kingdom	4.1	0.9
Others	11.4	15.9

Exports

Papua New Guinea exports large amounts of agricultural, mineral, forest and fisheries products.

Below is a table showing the amount received for exports in 2002

Export Product	Amount	Value
Minerals 75.5%		
Gold	58t	K 2 252 400 000
Crude oil	15 370 500b	K 1 431 200 000
Copper	138 600t	K 822 600 000
Agricultural 18.1%		
Palm oil	308 000t	K 392 500 000
Coffee	60 100t	K 256 200 000
Cocoa	35 500t	K 230 800 000
Copra oil	33 700t	K 52 000 000
Tea	5 100t	K 17 200 000
Copra	15 800t	K 9 400 000
Rubber	2 500t	K 6 600 000
Forest Products 5.3%		
Logs	1 298 000m ³	K 272 900 000
Processed	n/a	K 48 300 000
Marine Products 1.1%		
Fish, other	3 200t	K 67 200 000

t= tonnes, b=barrels, m³= cubic meters

Exports

Major imports include machinery and equipment, motor vehicles, food, petrol and related chemicals and manufactured goods.

Why do some countries export manufactured goods while others export raw materials?

- Countries that export raw materials do not have the **factors of production**. That is, they do not have very knowledgeable and skilled people, lack of proper machinery to process the raw materials and also it may be very expensive for the goods to be processed.
- It may be time consuming to produce so they sell them out quickly as raw materials
- Countries may have surplus raw materials so they export some to those countries that do not have due to their climate and landscape
- Countries export manufactured goods because they have all the factors of production
- They sell off their surplus production to those countries that cannot manufacture
- They are specialised or become very good at producing
- The markets for processed products may be far away. Transport costs become too high. That is if you have to bring in materials to add to your raw products.

Tourism, education and health

Papua New Guineans have travelled to Australia, New Zealand, the United State of America and countries in Europe for education. Universities in Europe are competing for international students. The French government has even agreed to teach in English in order to attract more international students to academies in Paris.

A more expanding international business in health services for middle class citizens. The very rich have always been able to seek the best health services. The newer business is for less rich people who are travelling for dental and medical services. China, Thailand, and India are three important new countries providing these types of services. There are some dangers and negative consequences.

A high level Canadian team has accused some Chinese hospitals of organ harvesting. This means killing political leaders to take their organs for sale as transplant parts. Very poor people in India have been induced (or sometimes forced) to give up a kidney for which they receive very little money. All the profits go to the hospital where the international health business is being conducted. A few doctors in Brazil have been accused of murdering people to take their organs for transplanting business.

Because of the way the statistics are recorded, tourism is one of the largest international industries. All business travel is counted as a type of tourism, even though most people think of tourism as recreational.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- International trade is the selling and buying of goods and services between countries.
- International trade consists of manufactured goods and raw materials.
- Exports are goods sold to other countries
- Imports are goods bought from other countries.
- Gold and petroleum have made huge amount of money in the recent years for Papua New Guinea
- Many developed countries export raw materials because they do not have the skills and knowledge, machinery, and enough to manufacture the raw materials in their own countries
- Tourism, education and health have been the major invisible type of international trade recently
- International trade establishes relationships and countries depend on each other

NOW DO PRACTISE EXERCISE 22 ON THE NEXT PAGE



Practice Exercise 22

1. Explain the meaning of these words. You can also use your dictionary for the words that aren't in your notes.

i) International Trade

ii) Exports

iii) Imports

iv) Raw Materials

2. Name four of Papua New Guinea's major trading partners.

i) _____

ii) _____

iii) _____

iv) _____

3. Name one invisible type of international trade.

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Lesson 23: Social and Economic Development Policies



Welcome to lesson 23 of Strand 2. In the last lesson you learned about International Trade. In this lesson you will learn about Social and Economic Development Policies



Your Aims:

- define social and economic development policies.
 - identify the social and economic development policies at the international level
-



What are social and economic development policies?

Before defining social and economic development policies let us first define the word policy.

What is Policy?

A policy is a course of action or plans a group or government has opted and agreed to implement.

Social and Economic Development Policies are course of actions or plans that governments have opted or agreed to carry out to influence the social and economic development.

Let us first look at the economic development policy.

What is economic development?

Economic development generally refers to the sustained, concerted actions of policymakers and communities that promote the standard of living and economic health of a specific area.

Economic development can also involve multiple areas including development of human capital, critical infrastructure, regional competitiveness, environmental sustainability, social inclusion, health, safety, literacy, and other initiatives. Economic development differs from economic growth.

Economic development is a policy intervention endeavor with aims of economic and social well-being of people, economic growth is a phenomenon of market productivity and rise in GDP.

The scope of economic development includes the process and policies by which a nation improves the economic, political, and social well-being of its people.

Economic development typically involves improvements in a variety of indicators such as literacy rates, life expectancy, and poverty rates. GDP does not take into account other aspects such as leisure time, environmental quality, freedom, or social justice; alternative measures of economic well-being have been proposed (more). Essentially, a country's economic development is related to its human development, which encompasses, among other things, health and education. These factors are, however, closely related to economic growth so that development and growth often go together

In its broadest sense, policies of economic development encompass three major areas:

1. Governments undertaking to meet broad economic objectives such as price stability, high employment, and sustainable growth. Such efforts include monetary and fiscal policies, regulation of financial institutions, trade, and tax policies.
2. Programs that provide infrastructure and services such as highways, parks, affordable housing and crime prevention
3. Job creation and retention through specific efforts in business finance, marketing, neighborhood development, workforce development, small business development, business retention and expansion, technology transfer, and real estate development. This third category is a primary focus of economic development professionals.

Let us now look at the Social Development policy

From a development perspective, the goal of social policy is to promote universal social protection and equity. United Nations Research Institute for Social Development (UNRISD) defines social **policy as public policies and institutions that aim to protect citizens from social contingencies and poverty, and ultimately to enable them to strive for their own life goals.**

The current programme builds on past research in this field that looks at ways social policy can be instrumental to economic development while maintaining its intrinsic goals of social protection and equity. Specifically, it embarks on five areas of study: institutions for social policy and poverty eradication, financing social policy, global social policy, migration and social welfare, and assessment of HIV/AIDS policy and practices.

Poverty Reduction and Policy Regimes

UNRISD initiated a project in 2006 to study the causes, dimensions and dynamics of poverty. It adopted a policy regime approach to examine the complex ways in which poverty outcomes are shaped by the configuration of institutions and policies in a triad of economic development, social policy and politics. It aimed to shed light on the institutions, policies and politics that have made some countries more successful than others in reducing poverty. The project consisted of two sets of activities.

The first dealt with research on eight in-depth case studies and nine overview papers. The second was the UNRISD Flagship Report on Poverty, published in 2010.

Some examples of Social development policies in Papua New Guinea include:

1. HIV and AIDS policy
2. UBE (Universal Basic Education) policy
3. National Transport Policy
4. National population policy
5. National Health



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- A policy is a course of action or plans a group or government has opted and agreed to, to implement.
- Social and Economic Development Policies are course of actions or plans that governments have opted or agreed to carry out to influence the social and economic development.
- Economic development generally refers to the sustained, concerted actions of policymakers and communities that promote the standard of living and economic health of a specific area.
- Economic development can also involve multiple areas including development of human capital, critical infrastructure, regional competitiveness, environmental sustainability, social inclusion, health, safety, literacy, and other initiatives. Economic development differs from economic growth.
- Economic development typically involves improvements in a variety of indicators such as literacy rates, life expectancy, and poverty rates.
- Social development are public policies and institutions that aim to protect citizens from social contingencies and poverty, and ultimately to enable them to strive for their own life goals.

NOW DO PRACTICE EXERCISE 23 ON THE NEXT PAGE



Practice Exercise 23

1. Define the following words.

a) Policy

b) Social and Economic Development Policies

c) Economic Development

2. What does economic development involve?

3. Policies of Economic development include three main areas. What are they?

4. What is the goal of the Social Policy?

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC

Lesson 24: Organisations associated with trade



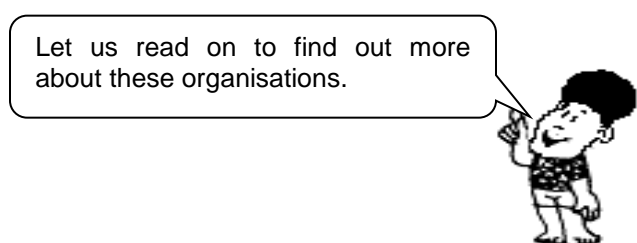
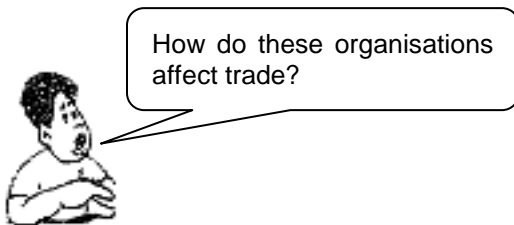
Welcome to lesson 24 . In the last lesson you learned about social and economic development. In this lesson you will learn about Organisations that are associated with Trade.

Your Aims

- identify organisations that are associated with trade
- discuss their main functions

There are a number of organisations that are associated with trade in the world today. These organisations work together with their respective governments in ensuring that trade is taking place in accordance to rules and regulations in their countries. The three main organisations are:

1. **Customs**
2. **Quarantine Authorities**
3. **Port Authorities**



1. Customs

Customs is a government agency authorised by law to administer and enforce customs laws and regulations as well as collect revenue due to the state in the form of taxes. The main functions of customs include:

- i. Assessing and collecting import duties and taxes (tariff).
- ii. Controlling carriers, persons, and goods entering or departing
- iii. Detecting and preventing smuggling and frauds
- iv. Working to prevent the trafficking of illegal drugs.
- v. Informing import-export businesses of laws, rules, and controls concerning international trade. These laws are established by the government and are jointly enforced by customs and other government agencies.

Customs is headed by a Commissioner who is appointed by the government and is assisted by several Deputy Commissioners and a team of officers.

2. Quarantine Authorities

The next organisation that affects trade is quarantine authorities. This is a State agency whose main role is to ensure that goods entering and departing a country meets the agricultural laws and regulations of that country. Quarantine authorities ensure human, plant and animal diseases from one country are not passed to another country through trade.



What is quarantine?

Quarantine is a period of isolation of people or animals that have or may have disease. This is done to prevent the spread of the disease.

How are we protected from pests and diseases that may be introduced through trade?

In 1997, our government established an institution called NAQIA. NAQIA (pronounced NA-KEE-YA) is the acronym for “N ational A gricultural Q uarantine and I nspection A uthority”. NAQIA was given the power to provide for the protection of animals, plants and the environment from pests and diseases.

The main functions of NAQIA associated with trade include:

- Providing quarantine inspection for international passengers, cargo, mail, plants and animals or plant products arriving in PNG.
- Inspecting and certifying export to ensure they meet the international quarantine standard.
- Facilitating the export of PNG agriculture by providing information, inspection and certification to meet country requirements.
- Inspecting and treating vessels, aircraft, vehicle equipment and machinery used in importing and exporting animal, fish and plants.
- Undertaking quarantine surveillance and monitoring at borders and within PNG.
- Monitoring, assessing and carrying out tests on animals, fish and plants that are introduced into PNG to ensure they are free from pests and diseases.
- Raising public and industry awareness of quarantine and export requirements.
- Liaising with other countries and international agencies in developing policies, strategies and agreements relating to quarantine matters.

Services provided by NAQIA prevent and minimise the entry and spread of pests, disease and weeds that may be harmful to plants animals and the people. Secondly NAQIA ensures that the quality of our agriculture exports is of high standard and that they conform to quarantine requirements set by the importing country.

3. Port Authorities

How do Port Authorities affect trade?

Port Authorities are the organisation in charge of all the ports in a country. They are responsible for the control and management of all sea ports that are under its jurisdiction. They ensure that trade is taking place in the following ways.

1. They provide security for all vessels that come into the ports.
2. They provide security for all goods that are off loaded onto the wharf.
3. They collect wharfage and storage charges from those who import or export goods.
4. They also collect fees from all vessels that enter into the ports.

All the different organisations mentioned above play their respective roles to make trade between different countries possible.

Now check the main points of this lesson below.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- The three organisations that affect trade are:
 1. Customs
 2. Quarantine Authorities
 3. Port Authorities
- Customs is a government agency authorised by law to administer and enforce customs laws and regulations as well as collect revenue due to the state in the form of taxes.
- Customs is headed by a Commissioner who is appointed by the government and is assisted by several Deputy Commissioners and a team of officers.
- Quarantine Authority is a State agency whose main role is to ensure that goods entering and departing a country meets the agricultural laws and regulations of that country.
- Quarantine is a period of isolation of people or animals that have or may have disease. This is done to prevent the spread of the disease.
- In 1997, our government established an institution called NAQIA. .
- NAQIA was given the power to provide for the protection of animals, plants, and the environment from pests and diseases.
- Port Authority is responsible for the control and management of all sea ports that are under its jurisdiction.

DO PRACTICE EXERCISE 24 ON THE NEXT PAGE.

**Practice Exercise 24**

1. Define these two words.

a) Customs

b) Quarantine

2. What does the initial NAQIA stand for?

3. What is the main role of NAQIA?

5. Write at least two main functions of each of the organisations below.

a) Customs

1. _____

2. _____

b) Quarantine Authority

1. _____

2. _____

c) Port Authority

1. _____

2. _____

CHECK YOUR ANSWERS AT THE END OF THIS TOPIC.

Lesson 25: The United Nations



Welcome to Lesson 25. In the previous lesson you learnt about International Trade and in this lesson we will learn about United Nations Organisation and its important role in the world.

Your Aims

- identify the role of the United Nations
- name the United Nations member countries and agents
- investigate the involvement of the United Nations in the social and economic development at the international level
- discuss some of the successes of the United Nations organisation in maintaining world peace

The United Nations Organisation

For centuries people around the world dreamed of an organisation that could settle differences between nations peacefully without armies declaring war. In modern times, as the world became interconnected, that goal started to seem more believable.

In the 20th century two attempts were made to establish such an organisation. The first was the League of Nations setup at the end of World War I in 1919. It was unsuccessful because it failed to stop several wars from breaking out, including World War II. At the end of WWII the world's great powers decided to try again and learn from past mistakes. The result was the United Nations (UN) which is very much part of the World today.

Members are pledged to fulfill the obligations they have assumed. That is, to settle international disputes by peaceful means, to refrain from the threat or use of force, to assist the UN in actions ordered under the charter and to refrain from assisting any country against which such UN action is being taken, and to act according to the charter's principles

Papua New Guinea is one of the 191 members of the United Nations. It was adapted as a member on 10th October 1975, just weeks after independence.

The United Nations is based in New York, USA. Member nations debate and vote on matters affecting world peace and security.

Who is UN and the Role of UN

The United Nations (UN) is an international organisation that aims to promote peace and understanding between nations.

It tries to fight poverty and diseases around the world and encourages respect for human rights. The UN sends peacekeeping forces to trouble spots around the world and provides food, clothing, shelter and other emergency supplies for people affected by natural disasters such as earth quakes, floods, volcanoes, landslides and tsunamis.



United Nations Security Council

The United Nations Security Council is one of the six principal organs of the United Nations. Of the 15 members, 5 are permanent (China, France, Russia, the United Kingdom, and the United States). The other 10 are elected by the General Assembly to 2-year terms and are rotated on a geographical basis.

United Nations Agencies

The United Nations runs various other agencies with particular aims which has been very successful throughout the centuries.

- **Economic and Social Commission for Asia and the Pacific (ESCAP)**

It is a UN regional based in Bangkok, Thailand. It collects facts and figures on problems in Papua New Guinea as well as other countries. Then it trains people on how to improve these conditions. This group gives training in Technical areas and in the development of human resources and new exports.

- **UN Children's Fund (UNICEF)**

Aims to help children around the world, particularly those in poor countries and those who suffer as a result of natural disasters and wars. It basically funds family planning programmes to help mothers and children.

- **United Nations Development Programme (UNDP)**

Helps develop countries around the world strengthen their society, government and economy.

- **United Nations Educational, Scientific and Cultural Organisation (UNESCO)**

It gives training and equipment such as computers. It works with the Education Department, and through it also helps primary industries, environment, culture and tourism department.

- **World Health organisation (WHO)**
Dedicated to advice, train and gives equipment to the Health Department. It concentrates on village health care, nutrition, immunisation, malaria control, dental care, and alcohol and drug abuse.
- **International Monetary Fund (IMF)**
Sends advisors to help the National Planning and Monitoring Department to plan the spending of aid money and loans. The World Bank – gives loan and funds projects around the world etc.
- **World Bank**
Is one of Papua New Guinea's leading sources of development loans and grants.



Summary

You have come to the end of the lesson. In this lesson you have learnt that:

- United Nations is an international organisation that aims to promote peace and understanding between nations
- The UN is made up of 191 members
- Papua New Guinea was adapted as a member of the United Nations on the 10th October 1975
- The UN tries to fight poverty and diseases around the world and encourages respect for human rights
- The United Nations has special agents who have different responsibilities to make sure the world is at peace and harmony

NOW DO PRACTICE EXERCISE 25 ON THE NEXT PAGE



Practice Exercise 25

1. What do these abbreviations stand for?

i) WHO _____

ii) UNESCO _____

iii) IMF _____

iv) UNICEF _____

2. What is World Health Organisation dedicated to?

3. How does United Nations Children's Fund help children around the world?

NOW CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Answers to Practice Exercise 20 - 25

Practice Exercise 20

1. Non-native plants and animals are plants and animals that are not native to Papua New Guinea. They are not the original plants and animals of Papua New Guinea.
2. Trade
3. *Any of the plants below.*

Mangoes, pine apple, water melon, chili, potatoes, cabbage, carrot, onions, strawberry, sweet potatoes, passion fruit, avocado, salvinia, water hyacinth, , cocoa, coffee, tea, etc..

4. *Any of the animals below.*

Pig, cow, sheep, goat, buffalo, chicken, rabbit, ducks, cane toad, etc.

Practice Exercise 21

1. The history of slavery covers slave systems in historical view in which one human being is legally the property of another, can be bought or sold is not allowed to escape and must work for the owner without any choice involved.
Slavery can be traced back to the earliest records, such as the Code of Hammurabi (c. 1760 BC), which refers to it as an *established institution*. Slavery is rare among hunter-gatherer populations as slavery depends on a system of social stratification. Slavery typically also requires a shortage of labor and a surplus of land available.
2. Bonded labour, early and forced marriages, forced labour, trafficking of women, men and children.
3. A slave is:
 - forced to work, through mental and physical threat
 - owned or controlled by an 'employer', usually through mental or physical abuse or threatened abuse
 - dehumanized, treated as a commodity or bought and sold as 'property'.
 - has restrictions placed on his or her movements
4. Modern slavery is where people are sold like objects, forced to work for little or no pay and are at the mercy of their 'employers'. Here are some examples of forms of modern slavery. Women from eastern Europe are bonded into prostitution, children are trafficked between west African countries and men are forced to work as slaves on Brazilian agricultural estates. Modern slavery takes various forms and affects people of all ages, sex and race.
5. Slavery was banned due to moral and economic reasons.

Practice Exercise 22

1.
 - i) International trade consists of manufactured goods and raw materials.
 - ii) Exports are goods sold to other countries
 - iii) Imports are goods bought from other countries.
 - iv) Raw materials are unprocessed materials for manufacturing. They are extracted directly from the environment.
2. Australia, Japan, United States and China
3. Tourism, Education or health (Any one of the three can be correct)

Practice Exercise 23

1.
 - a) A policy is a course of action or plans a group or a government has come up with and agreed to carry out.
 - b) Social and Economic policies are course of actions or plans that governments have come up with and agreed to carry out to influence the social and economic development.
 - c) Economic development generally refers to the sustained, concerted actions of policymakers and communities that promote the standard of living and economic health of a specific area.
2. Economic development can also involve multiple areas including development of human capital, critical infrastructure, regional competitiveness, environmental sustainability, social inclusion, health, safety, literacy, and other initiatives. Economic development differs from economic growth.
3.
 - a) Governments undertaking to meet broad economic objectives such as price stability, high employment, and sustainable growth. Such efforts include monetary and fiscal policies, regulation of financial institutions, trade, and tax policies.
 - b) Programs that provide infrastructure and services such as highways, parks, affordable housing, crime prevention, and K–12 education.
 - c) Job creation and retention through specific efforts in business finance, marketing, neighborhood development, workforce development, small business development, business retention and expansion, technology transfer, and real estate development. This third category is a primary focus of economic development professionals.
- 4., The goal of social policy is to promote universal social protection and equity.

Practice Exercise 24

1.
 - a) Customs is a government agency authorised by law to administer and enforce customs laws and regulations as well as collect revenue due to the state in the form of taxes.
 - b) Quarantine is a period of isolation of people or animals that have or may have disease. This is done to prevent the spread of the disease.
2. called NAQIA. NAQIA (pronounced NA-KEE-YA) is the acronym for “National Agricultural Quarantine and Inspection Authority”.
3. NAQIA was given the power to provide for the protection of animals, plants, and the environment from pests and diseases.
4.
 - a) Any two functions stated on page 155
 - b) Any two functions stated on page 156
 - c) Any two functions stated on page 157

Practice Exercise 25

1. Abbreviations
 - i) WHO – world Health Organisation
 - ii) UNESCO – United Nations Educational Scientific and Cultural Organisation
 - iii) IMF- International Monetary Fund
 - iv) UNCF- United Nations Children’s Fund
 2. Improving world health
 3. Those in poor countries and those who suffer as a result of natural disasters and wars.
-

END OF STRAND 2

NOW TURN TO YOUR ASSIGNMENT BOOK 2 AND COMPLETE ALL THE QUESTIONS IN EACH TOPIC TEST. CHECK YOUR ANSWERS AGAIN AND WHEN YOU ARE SATISFIED, SEND YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL COORDINATOR FOR MARKING.

References

Social Science Teacher's Guide, Upper primary

Social Science Syllabus, Upper primary

Grade 8 Social Science Text Book, "Government and the People"

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Upper Primary. Teacher's Resource Book

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http://en.wikipedia.org/wiki/Politics_of_Papua_New_Guinea

<http://ilo.org/global/topics/economic-and-social-development/lang--en/index.htm>

<http://en.wikipedia.org/wiki/Monarch>

FODE PROVINCIAL CENTRES CONTACTS

PC NO	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAUL	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

SUBJECT AND GRADE TO STUDY

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics - Mathematics A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES		
No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.