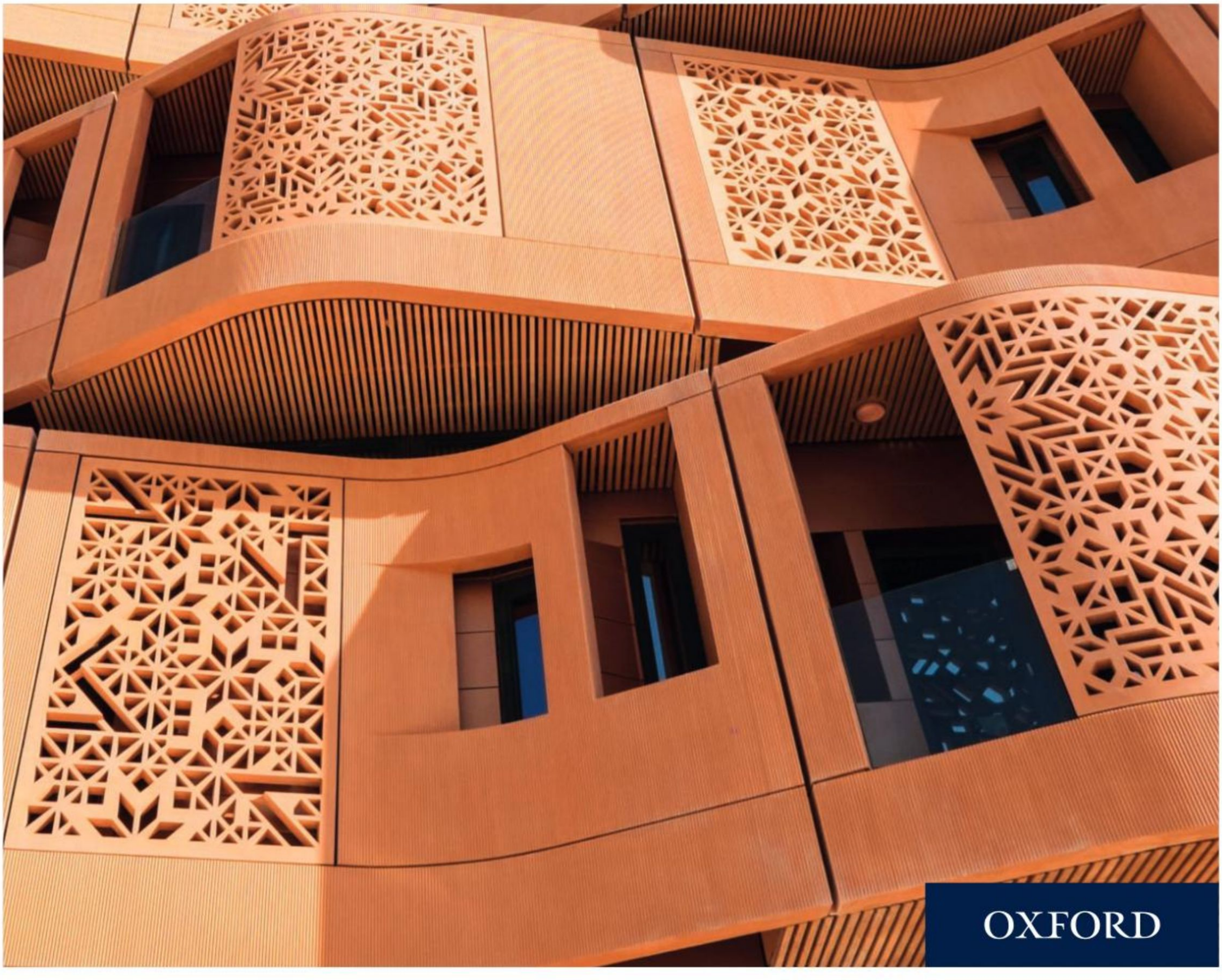
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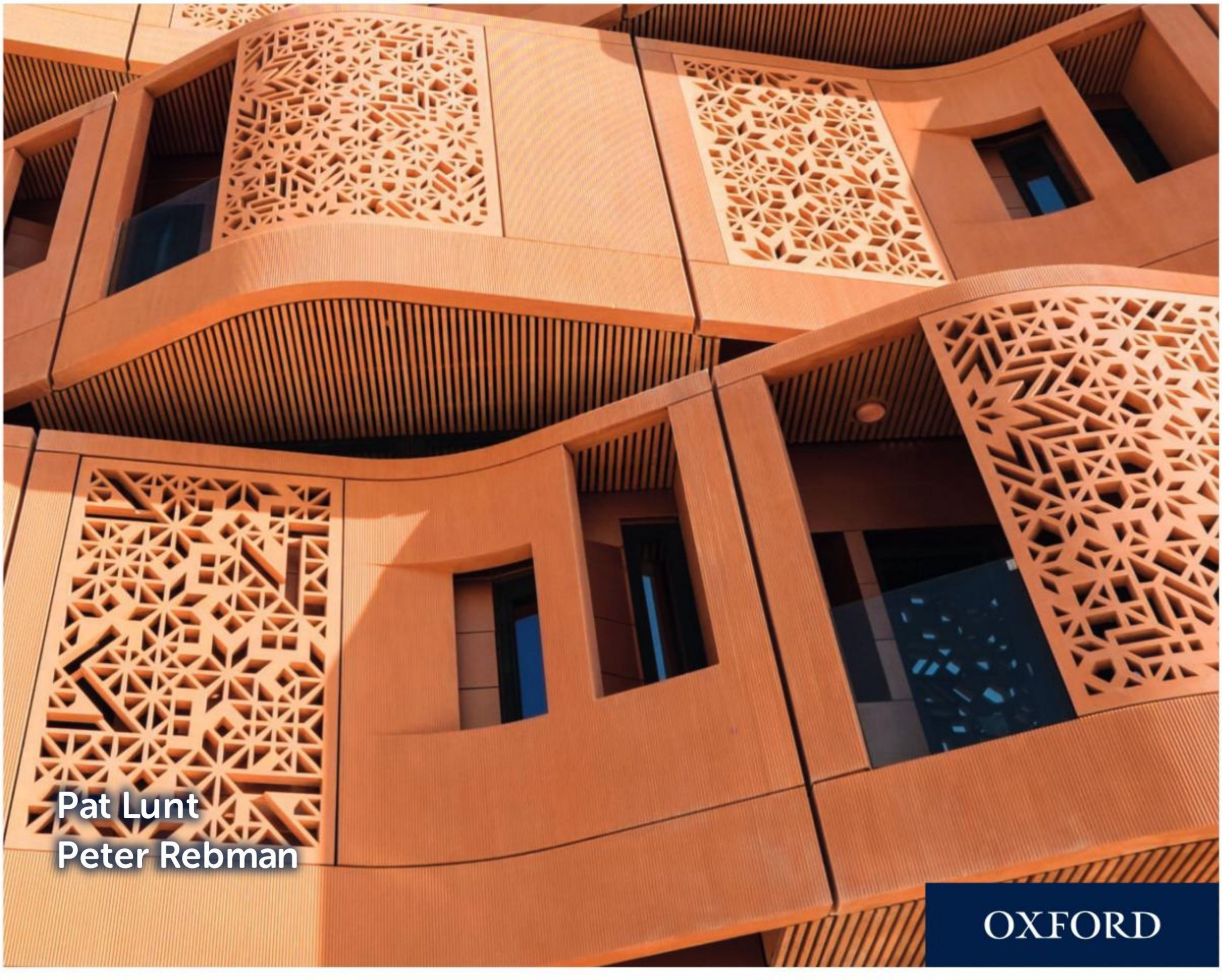


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Social Studies



Pat Lunt
Peter Rebman

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Introduction

What this book is about

Wherever you live you are part of a society. Learning how to live in and make a contribution to that society is an essential skill. Social studies helps you to understand how the world works at a social level. It does this by looking at some aspects of individuals, their identities and their personalities. It sets this understanding in a wider appreciation of basic concepts about culture, economics and politics.

Social studies also gives you a basic understanding of some of the processes that have formed modern society. You will explore ways in which history has helped to form the modern world. You will study how human activity affects, and is affected by, the natural world.

Social studies also helps you understand how governments operate, what your role as an individual citizen is, and the important function of the world's economies.

Bringing all this knowledge together will ultimately help to create stable societies now and in the future.

This book is divided into 5 units.

1 Identity and culture

In this unit you explore the idea of social identity and its importance in respect to how we relate to those around us. You will also consider the idea of how far a culture influences a person's identity and whether they have a 'cultural identity' that they recognise. This idea is of particular importance as we live in societies where people from many different cultures are living together. The unit also explores the idea of cultural diversity and how different cultures interact.

2 History and heritage

We study history because it helps us to understand how people and events from the past have influenced the modern world. You will discover how some people from the past have influenced our lives today. In particular you will explore the impact of Islam on architecture, art, literature, science and mathematics.

3 People and places

This unit is concerned with geography, which is the study of the natural features of the Earth and of human activity. You will find out about natural resources in the region of the Middle East and North Africa and how these are used. You will examine important issues that face the world such as climate change, water scarcity and sustainability.

4 Citizenship

Citizenship studies help you understand how and why people interact with the world through social groups. You will learn why there is a need for government at different levels, from local to national, and about regional co-operation between governments. The unit explores the idea of living sustainably and how this can be seen as a responsibility of individual citizens.

5 Economics

Understanding basic economic ideas is important in modern societies that contain

different economic systems. You will find out about money and the role of different banks. You will examine basic economic ideas such as supply and demand, and economic growth. You will also discover how industries from different parts of an economy are interrelated and explore how countries from the region and around the world relate to one another and take part in trade.

Learning by doing

Each unit is made up of a number of lessons. The activities for each lesson encourage you to learn by doing. They are designed to develop and stretch your ability. You will be challenged to interpret text, images and data. You will be asked to write, create, discuss and report.

Each unit begins with an introduction which includes an overview of the content. There are also images to discuss and a 'Talk about' feature which is a basis for a small group discussion. A 'Fact finder' feature presents an interesting fact together with a challenge to find out more facts related to that topic.

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

What you will find in each lesson

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

Learning objectives

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

Introductory paragraph

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

Lesson content

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

Case study

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

Did you know?

Some lessons include an interesting fact relevant to the content.

Activities

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

Highlighted words

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

Glossary

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

1 Identity and culture

Learning objectives

In this unit you will:

- define the concept of 'social identity'
- define the concept of 'cultural identity'
- examine the factors that unite a society
- establish why the world has many different cultures
- compare and contrast cultural diversity in different countries
- consider how different cultures interact and how they influence each other
- explore different experiences of cultural diversity around the world.

Overview

A society is made up of individuals who take part in social activity and belong to different groups.

Our sense of self – of 'who we are' – affects the way we view the world, other individuals and other groups. People who have a strong self-identity tend to have a positive outlook on life and they are often able to make and keep healthy relationships. These characteristics help people to interact well with other people in society.

Part of a person's self-identity comes from identifying with particular groups. The way in which a person identifies with one group can affect their attitude to other groups. Society needs people and groups to interact in positive ways in order to remain stable and secure.

An important part of all societies is culture. Culture is the way of life of a particular group. There are many groups and communities in the world, so there are many different cultures. This unit looks at why different cultures developed, and the different responses people have to cultures that are different from their own.

A family outside their house in Dra Abul Naga, Egypt. How many generations can you see in this family?



Talk about

Part of our identity comes from the groups we belong to and the groups we identify with. We do not choose some of the groups that we belong to, for example our family. We do choose to join and belong to other groups, such as sports clubs.

Talk about some of the groups you belong to. Explain why you belong to the groups and what they offer you. Discuss whether you identify with each group. How do you show that you identify with the group? For example, you might wear a uniform.

How does belonging to each group make you feel about other groups?

Fact finder

McDonald's is perhaps the best-known fast-food brand in the world. The company has over 37 000 restaurants in over 120 countries around the world.

! Find out if there are any McDonald's restaurants in your country and if so, how many are there? Find out if McDonald's has adapted the food it offers to suit the local culture. If so, how?

Word cloud

cultural diversity **heritage** **immigration** **norms** **stereotype**

A traditional spice and herb shop in Morocco

1.1 What are self-identity and social identity?

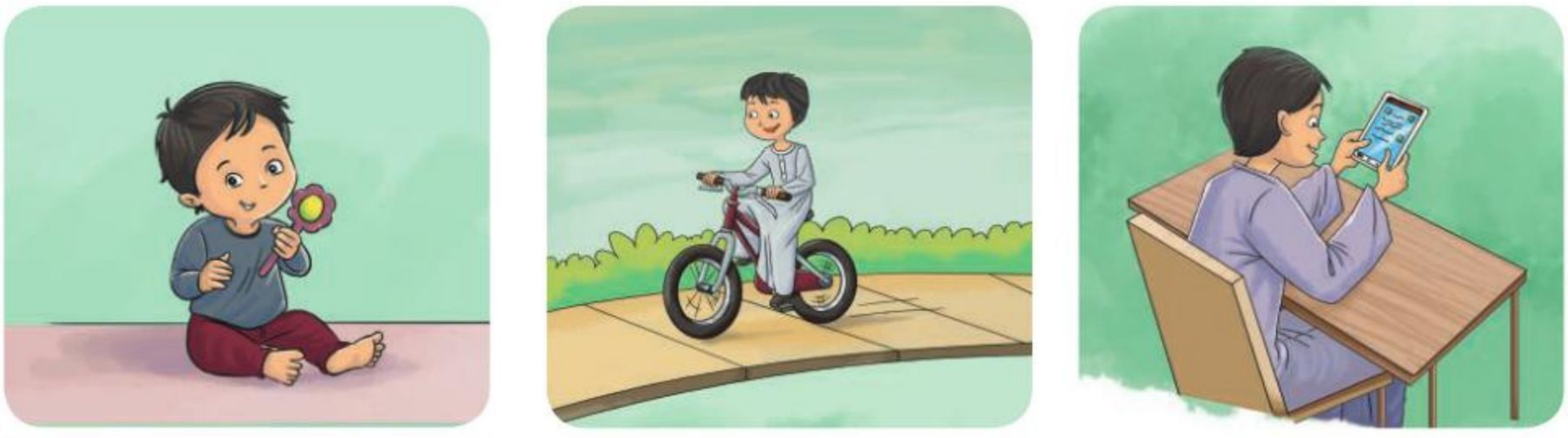
Learning objectives

- Examine features of self-identity.
- Discover what influences self-identity.
- Consider social identity theory.
- Analyse the importance of social identity.

Our self-identity is the sense we have of who we are. We do not develop our self-identity alone, but through our relationships and interactions with all the people around us. How does our identity affect the way we relate to other people? How do individuals and the groups we belong to influence our identity?

What is identity?

Babies begin to recognise that they are separate from the objects and people around them at around two to three months old. Between two and three years of age they begin to develop a sense of 'self'. Children at this age begin to put themselves into different categories such as a boy or a girl and their age group. As identity develops, people continue to put themselves into different categories according to their physical characteristics, personal qualities, personality traits, beliefs and values. People use these categories to construct an idea of who they are as a person. **Psychologists** call this our self-identity.



Each of us remains the same person throughout our lives, but we do not stay the same.

Which factors influence self-identity?

Some of the most important factors that influence our self-identity are:

Physical characteristics: These characteristics distinguish us from other people. We judge ourselves partly according to our physical

characteristics and feel that other people may use these characteristics to judge us. The characteristics are not important in themselves. It is how we feel about them that makes them important. For example, some people today are unhappy with the way they look.

Personality traits: These are the characteristics that are specific to each individual. For example, an individual can see himself or herself as shy, friendly, determined or resilient.

Social and professional roles: Other aspects of a person's self-identity come from the social roles that person has. For example, a person might identify himself or herself as a father, mother, brother or sister. They can also come from a person's professions or skills. For example, a person might identify themselves as an artist or an engineer.



This woman has many different roles in her life. How might they all contribute to her self-identity?

Cultural differences

Western cultures place a lot of emphasis on the individual and are known as 'individualist'. Self-identity is often based on a person's abilities, characteristics and achievements.

In many Asian and African cultures there is a strong emphasis on groups and the cultures are described as 'collectivist'. Self-identity develops based on a person's place within groups, such as the family.

In some traditional African cultures, self-identity develops as a person takes part in the life of a community. Identity comes from the relationships to **kin** and community.

Different ideas about self-identity affect the way people behave and relate. This is important when thinking about how people from different cultures interact.

Social identity

Social identity theory is an idea from **sociology** and psychology. The theory states that we form a social identity according to the groups we belong to. It identifies three main processes involved in forming a social identity: social categorisation, social identification and social comparison.

Social categorisation: To help us distinguish between all the things we encounter, we put them into categories. For example, we say that things are big or small, solid or liquid, living or non-living. Social categorisation involves putting people and groups into categories. For example, we can put people into categories according to age group, skin colour or occupation. We then apply a set of characteristics to the people in each group. For example, we apply different sets of characteristics to a person in the 'doctor' category and to a person in the 'student' category.

Social identification: In this process, we see that we belong in certain categories ourselves. We accept the identity of that category or group and behave in ways that fit in with their **norms**. When we feel a sense of belonging from being part of a group, we gain an emotional attachment to the group.

Social comparison: We constantly compare the groups to which we belong with other groups in a process called social comparison. The groups we identify with are our 'in-groups'. We compare these with groups we do not belong to, which are called 'out-groups'.

People identify with many different groups, such as family, the supporters of a sports team, a nation, or a particular community. An individual can belong to several groups – and can therefore belong to different categories – at the same time.



Identifying with family usually involves identifying with the family's culture.

What is the importance of social identity?

Our social identity affects how we feel about our own value as a person, which is known as our self-esteem. This is because self-esteem is related to the way people view the groups that they identify with.



These people are all the same in one way because they are all graduates at a graduation ceremony. They are also different in many ways. People need to find the things they share instead of looking for differences.

Sometimes, in order to improve our self-esteem, we and the other members of our group compare our group favourably with 'out-groups'. When this happens, we may view members of 'out-groups' in a negative way. We may apply **stereotypes** to people from other groups. This means we give certain characteristics to the group as a whole. We do not consider the individual members of the group. However, an individual member may not have the characteristics of our stereotype.

When we do not acknowledge or control this kind of thinking, it can lead to **prejudice** and **discrimination**.

Activities

1 Write down the three main processes involved in creating a social identity.

2 Write a profile describing your self-identity. Use these categories:

- physical characteristics (for example, height, hair colour)
- personality traits (for example, kindness, calmness, humour)
- external factors (for example, roles you have and skills you possess).

3 Consider two groups of students. One group spends a lot of time in the school library, reading and studying. Another group spends a lot of time playing sports. Write down three words to describe each group. Compare your responses with a partner. Do you think your descriptions are stereotypes?

1.2 What is cultural identity?

Learning objectives

- Analyse interactions between cultures and subcultures.
- Discover similarities and differences between cultural communities.
- Examine how culture influences the development of self-identity.
- Examine the importance of a cultural identity.

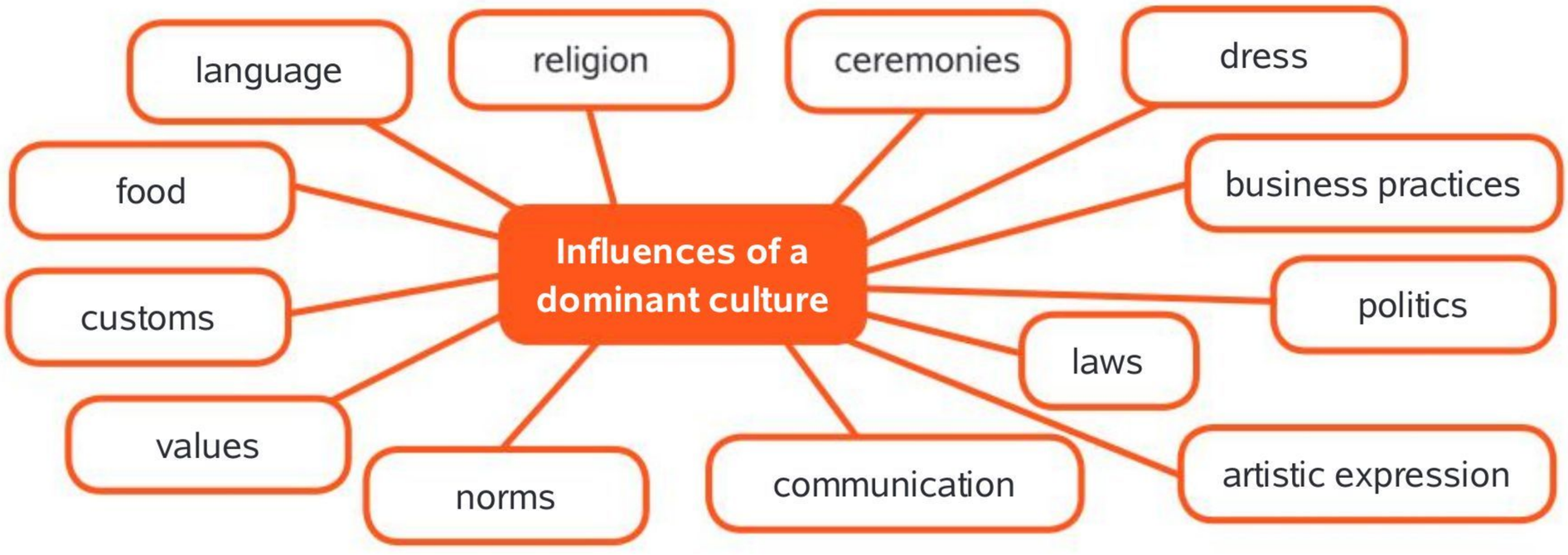
Culture is the way of life of a particular group of people. Cultural identity is the feeling of belonging to a particular culture. What are the different types of culture? What impact does cultural identity have on people's lives? Which factors influence the development of a cultural identity?

Cultures in today's world

A culture is a combination of the customs, norms, values, attitudes, beliefs, morals and behaviours of a society. In the modern world, cultures are increasingly coming into contact with each other as societies become **multicultural**.

What is a dominant culture?

A dominant culture is the main culture of a society where a number of cultures are present. Most people usually adopt and identify with the dominant culture, so it is the most widespread culture and the one with the most influence. The dominant culture is passed down from one **generation** to the next and is promoted by social groups and institutions.



The dominant culture influences almost every aspect of life in a society.

What is a subculture?

A subculture is a group within a society whose norms and values are different from those of the dominant culture.

The term 'subculture' is often used in modern societies to describe groups who identify with a particular type of music, style of dress or activity.



It is sometimes possible to identify the dominant culture in a country by looking at things such as food, clothing and architecture.

What is folk culture?

Folk culture refers to parts of everyday life (such as traditional food, clothing, crafts, music and dance) that come from traditional local cultures.

Folk culture is particularly important among **migrant** populations who want to preserve their culture when they live alongside a dominant culture that is different from their own.

What is global culture?

Some sociologists believe that the world is moving towards having a **global** culture. In a truly global culture, there would be no **cultural diversity**.

The spread of cultural ideas is called cultural diffusion. The rate of cultural diffusion has increased over time as people travel more, as more goods are traded and as methods of communication improve.



In many countries that are developing and modernising, there is a mixture of traditional and modern styles of cultural expression.

In the face of global cultural trends, many societies want to keep their traditional cultural styles.

How do we develop a cultural identity?

People usually develop a cultural identity as part of socialisation. Through socialisation children learn the actions, behaviours, values and attitudes expected within the culture and society where they live. By the age of five or six, children begin to think about and identify cultural elements of life, such as customs and clothing.



Children naturally adopt the culture of the family and community in which they are brought up.

Most children reach adolescence during their teenage years. This stage of life is important because people begin to establish their own identity. They become more independent and increasingly want to make their own choices. They choose which elements of culture will influence their identity. Most families hope that their children will accept and embrace the culture in which they have been raised. Adolescents are also strongly influenced by their peer group and its cultural identity. Other cultural influences come from many other sources including global branded goods, television, films and the internet.

Why is cultural identity important?

When a person is raised and socialised into a particular culture, the cultural practices, beliefs and values become familiar to them. These aspects of the culture become a part of who the individual is as a person. The person's cultural upbringing helps them to form relationships within their family and then with wider groups.

When someone accepts a cultural identity it usually means that they accept traditions that have been passed down through many generations. In this way, cultural identity acts as a link between a person and a shared cultural **heritage**. The shared cultural heritage helps the person to identify with others who have the same traditions and belief systems.

People often like to outwardly express their sense of belonging to a particular culture. For example, they may adopt cultural behaviour practices and wear certain types of clothing. These visible signs indicate that the person belongs to a particular culture. They also show an individual's pride in being part of that culture.



These children are from Japan. How are they expressing their traditional culture? What would a similar scene look like in your country?

A person's heritage, traditional beliefs and other aspects of their native culture can be an important part of their self-identity. People who want to preserve traditional cultures are worried that some people in society will give up the traditions and lose an important part of their cultural identity. Other people argue that cultural identity is not lost but is always changing with the times. This reflects the fact that societies and cultures are also always changing and adapting to new circumstances.

Activities

1 Write one or two sentences to explain what a dominant culture is.

2 List three ways in which cultural diffusion occurs.

3 Work in a group to prepare a presentation about the country you live in. Your presentation should:

- identify and describe the dominant culture
- identify and describe at least two subcultures
- describe two elements of each culture that are examples of folk culture
- explain any evidence of global culture in your country.

4 Write down how you feel about your cultural identity and how important your culture is to you. Discuss your ideas in a group.

1.3 What unites a society?

Learning objectives

- Define the term 'social cohesion'.
- Identify social cohesion as the process of forming a united society.
- Analyse aspects of social cohesion.
- Analyse factors that may restrict social cohesion.

Societies are made up of many individuals and groups who have different interests, aims and views. All these individuals and groups must work together to create a society that functions well and can prosper. What are the processes that bring a society together?

What is social cohesion?

When the people in a society come together to form a united whole, this is known as social cohesion. Social cohesion is often described as the bonds or glue that hold a society together. It can be described as 'solidarity' and 'togetherness'. The opposite of social cohesion is when a society breaks into smaller groups who feel disconnected and not part of a whole.



Social cohesion means that different parts of a society all work together.

What contributes to social cohesion?

People often come together when they share a common set of values, beliefs and expectations for behaviour. The larger a group of people is, the more likely it is that there will be some differences between the people in it.

Social cohesion does not rely on everyone in a society having exactly the same values, beliefs and expectations. Instead, there must be some common values and principles, and an agreement about acceptable and unacceptable behaviour. Everyone in a society may agree, for example, that dishonesty, violence and stealing are wrong. People may have different ideas about other things, for example clothing.

Social cohesion happens despite some differences within society because most individuals and groups want to experience **social order**. In order to achieve social order, all the different parts of society must work together towards that goal.

To achieve social order, societies use **social control.**

- **Informal** social control is achieved by society's rules regarding culture, customs and traditions. Every society has informal rules and expectations about how people behave in certain circumstances. For example, there may be expectations about getting an education, forming relationships, getting married, finding a job and raising a family.
- Formal social control is organised and managed by the government, which makes laws, and the police force, which enforces laws. There are punishments for people who do not obey the laws, such as fines or imprisonment.



The police force is part of the system of formal social control. Police officers help to enforce important social rules that have become law.

What are the benefits of social cohesion?

Social cohesion encourages a general sense of peace and security and is important for the quality of people's social lives. It makes the social world in which we live possible. Without social cohesion, individual people, groups and communities would not be able to interact happily and peacefully.

Social cohesion encourages people to identify with the place and society where they live and to feel that they belong there. People become attached to the place where they live and to their community. These become part of their self-identity and they see themselves as a part of society. They are more likely to behave in ways that uphold the society's values. Individuals are more likely to join groups, especially ones that bring benefits to wider society. Social cohesion makes it more likely that different groups within the society will co-operate with each other.

Three components of social cohesion

The Organisation for Economic Co-operation and Development (OECD) is made up of representatives from 35 countries around the world. It exists to promote policies that will improve the economic and social well-being of all people.

In one of its reports, the OECD considered three different components of social cohesion: social capital, social mobility and social inclusion.

Social capital

In economics, capital means any asset that is available for investing in and developing a business. Capital is one of the factors of production used to create goods and services.

Social capital describes social assets that help to create a peaceful and stable society. These social assets include good relationships and trust between people and the willingness of people to work together.



Social capital increases when people have good relationships and work well together.

Social mobility

Social mobility is the ability of individuals, families or groups to change their position within society. Upward social mobility happens when people improve their income level and living conditions. Social mobility can sometimes take just a few years, but sometimes it takes decades and generations.

Social inclusion

Social inclusion means making sure that all groups in society feel included within that society. Every group should feel valued and important. The process of social inclusion aims to ensure that everyone in society:

- is treated equally
- has the same level of access to all parts of public life, such as adequate housing, health care and education
- feels that they can take an active part in all aspects of life.



Social inclusion means that all people have equal access to services such as education.

Governments may have social inclusion policies in order to reduce poverty. For example, ensuring that everyone receives at least a basic education widens the range of possible employment opportunities.

What restricts social cohesion?

Social cohesion suffers when any of the things that help to create it are not present. For example, if social cohesion relies on people building networks of relationships, it suffers when these relationships and networks break down. Social cohesion also suffers if people do not identify themselves with a particular place or do not feel that they belong to a particular community.

Today, increasing numbers of people are migrating for different reasons. These people come from different cultural backgrounds and do not necessarily share the same values and beliefs. When these groups live together, the process of social cohesion relies upon them finding the things that they do have in common.

Activities

1 Write a brief description of what might happen in a society where there was no social control.

2 Write an article for a school magazine that describes the social capital in the school. Your article should also explain the benefits this social capital could bring.

3 Work in a group. Design a poster that describes elements of social cohesion in your country. Your poster could include:

- three 'norms'
- three common values
- three ways in which people can work together.

1.4 Cultural diversity

Learning objectives

- Understand why different cultures developed.
- Examine different viewpoints concerning cultural diversity.
- Consider the importance of cultural diversity.
- Examine international approaches to promoting cultural diversity.

Something is diverse if it contains elements that are different. Cultural diversity describes the variety of cultures that make up the world's population. Why did different cultures develop? Are different cultures important? How do different cultures live alongside each other?

Why did different cultures develop?

From the earliest times, people settled in different parts of the world. The different environments of these locations created a range of living conditions and provided a range of resources for people to use. These basic factors influenced how different groups lived.

Over time, different groups developed their own sets of norms, values and beliefs. These became more and more sophisticated and reflected the way of life of each group. People began to express their different ways of life – their cultures – in different ways. Each culture developed distinctive qualities because people did not travel far or mix much with other cultures.



This woman is from the South American country of Bolivia. What aspects of traditional culture and heritage can you see in the photo?

The most obvious characteristics of different cultures are: language, traditions, behaviour, food, clothes, art, music and sports. Other aspects of cultures include: the way the society is organised, relationships in families and kinship groups, religion, morality and ideas of beauty.

All cultures change and develop over time – some much more than others. Some things change because of creativity and **innovation** within the cultural group. These forces can produce new technologies and new ways of working and living. There may be new ideas about how to organise the group or new ways of using resources. The natural environment may change, forcing changes to the culture. Cultures also change because of influences from other cultures.

Does cultural diversity exist today?

Today, the world is full of diverse cultures. Some people have a very simple way of life that has not changed for thousands of years. Other people have a way of life that has been influenced by modern changes and developments, but that still respects their cultural traditions. Others live a way of life that is almost entirely influenced by the cultural trends and ideas that are popular today.

Case study

Uncontacted people

Communities who have no contact with global civilisation are known as uncontacted people, and sometimes as 'isolated people' or 'lost tribes'. It is estimated that there are approximately 100 lost tribes around the world.



North Sentinel Island is one of the Andaman Islands in the Bay of Bengal.

The Sentinelese are the **indigenous** people of North Sentinel Island. They have actively resisted contact with other cultures and even have a different language from other people of the Andaman Islands. Because of the lack of contact, we do not know very much about the Sentinelese people. They live a hunter gatherer lifestyle, which means they live by hunting, fishing and collecting wild plants.

Is cultural diversity important?

Cultural diversity exists because different cultures have different characteristics that allow us to identify each culture as unique.

Groups that share a distinctive culture are known as ethnic groups. People from a particular ethnic group can identify themselves with the culture of that group. For some people, the ethnic group to which they belong is an important part of their self-identity.

Cultural diversity is the natural state of the world. It is becoming more important today because in many countries the population is made up of many different ethnic groups. Although people from different cultures have lived together in different places for thousands of years, this is happening on a much greater scale today. In the modern world, people's attitude towards cultural diversity has become very important.

Awareness and understanding of cultural diversity

It is natural for people to consider the culture in which they grew up as 'normal' and other cultures as 'different'.

People who identify strongly with a particular culture may feel that they do not want to know about other cultures. However, the strength of their cultural identity should also make it possible for them to look at other cultures without feeling a threat to their own. Learning about other cultures leads to greater understanding, which contributes to people living together peacefully.



Some cultural practices may be very different from our own, such as the body painting of the aboriginal people of Australia.

What is the Universal Declaration on Cultural Diversity?

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is responsible for promoting international co-operation in education, science, culture and communication. UNESCO encourages international peace and universal respect for human rights by helping nations to work together.

In 2001, UNESCO published a Universal Declaration on Cultural Diversity. The declaration defines culture as the 'distinctive spiritual, material, intellectual and emotional features of society or a social group'. It also states that culture includes lifestyles, ways of living together, value systems, traditions and beliefs.

The declaration encourages contact between different cultures as the best way to promote peace. It makes clear that there does not have to be conflict between different cultures.

Cultural diversity and heritage

Article 1 of the UNESCO Universal Declaration on Cultural Diversity describes cultural diversity as 'the common heritage of humanity'. Our heritage is all the things that are passed down to us from the past. The declaration recognises that each culture has its own heritage, but encourages us to see that all the world's cultures are our shared heritage.

Cultural diversity and globalisation

The declaration states that we should preserve and strengthen heritage in all its forms. We can then pass on this heritage to future generations. There is a need to strengthen cultural heritage because of some aspects of **globalisation**. For some people, globalisation poses a threat to

cultural diversity because they think it is a process in which one culture will eventually dominate all others.

The Universal Declaration on Cultural Diversity states that 'cultural diversity is as necessary for humankind as biodiversity is for nature'. Biodiversity is the huge range of plant and animal life in the world. We are slowly learning how the different species of animals and plants rely on each other. The declaration suggests that we need to recognise that different cultures also rely on each other.



Some styles of food have become available around the world. They present an alternative to traditional foods and methods of cooking. Do you know the name of this American fast-food restaurant, shown here in India?

Cultural diversity and sustainable development

Sustainable development allows for human development to continue without threatening the future stability or existence of natural systems. UNESCO sees cultural diversity as an important factor in sustainable development.

Cultural diversity and biodiversity are linked because the people who live in a particular environment are the people who know it best. In many cases, indigenous populations shape their environment and preserve its biodiversity. UNESCO argues that a loss of cultural diversity will lead to a loss of knowledge about maintaining the biodiversity of unique environments. This would make it more difficult to achieve sustainable development.

Activities

1 Write your own definition of an ethnic group.

2 Write a brief explanation of why some people fear that globalisation threatens cultural diversity.

3 Work in a group. Discuss whether the modern world should leave uncontacted people alone.

4 Carry out some research to produce a report about how indigenous people in your country used the resources available. Compare this with how people use the resources today.

1.5 Which factors create cultural diversity?

Learning objectives

- Consider cultural diversity throughout history.
- Examine examples of cultures living together in history.
- Identify factors that influence human migration.

Societies across the world are culturally diverse. What factors led to this diversity? Do the forces that created cultural diversity within societies still exist today? Why is cultural diversity increasing?

Have there always been culturally diverse societies?

Groups of people have always developed distinct cultures that reflect their values, ideas and beliefs. They have always expressed their cultures through language, behaviour, food, clothing and art. Historical evidence suggests that there has been cultural exchange for many thousands of years, originally because people needed to trade.

What impact did historic empires have on cultural diversity?

An empire is created when one ruler or country takes over territory from another ruler or country. Every empire throughout history has been made up of a range of ethnic, cultural and religious groups. Empires spread their influence by introducing a common language and other aspects of culture. In some cases, the **conquered** people resisted the culture of the empire. However, some conquered people adopted some aspects of their conqueror's way of life and culture.



This pottery is from the culture of the 'Beaker people'. They lived in what is now Spain from about 4500 BCE. In about 2500 BCE, the Beaker culture had spread to other parts of Europe, including the British Isles, where this example was found.

Case study

The roots of cultural diversity in Morocco

Morocco is a country in North Africa where cultural diversity can be seen in many aspects of life including the mix of languages, range of clothing, types of food and styles of architecture. What are the different influences throughout history that have produced this cultural diversity?



Morocco's coastline lies on the Atlantic Ocean to the west and the Mediterranean Sea to the north.

The Berbers were the first inhabitants of North Africa and their history stretches back more than 5000 years. They possibly migrated to this region from areas of the modern-day Middle East.

In about 670 CE, the Umayyad Caliphate brought Islam to North Africa. Many Berber people started to follow Islam and the region experienced other influences from Arab culture.

In the late 19th century, many European powers wanted to exert influence in Morocco. The country came under the control of France and Spain in 1912. Morocco gained independence in 1956.

Arabs make up about 66% of the population of Morocco today. They live mostly along the Atlantic coast and in the cities. Berber people make up approximately 33% of the population.

The official language of Morocco is Arabic. The Berber communities also speak the Berber language, which is now a compulsory language in Moroccan primary schools. French is an unofficial language, used mainly for business. Some of the population speaks Spanish. English is taught in schools as a second foreign language.

Human migration and cultural diversity

A major reason for today's culturally diverse societies is human migration. People have always migrated.

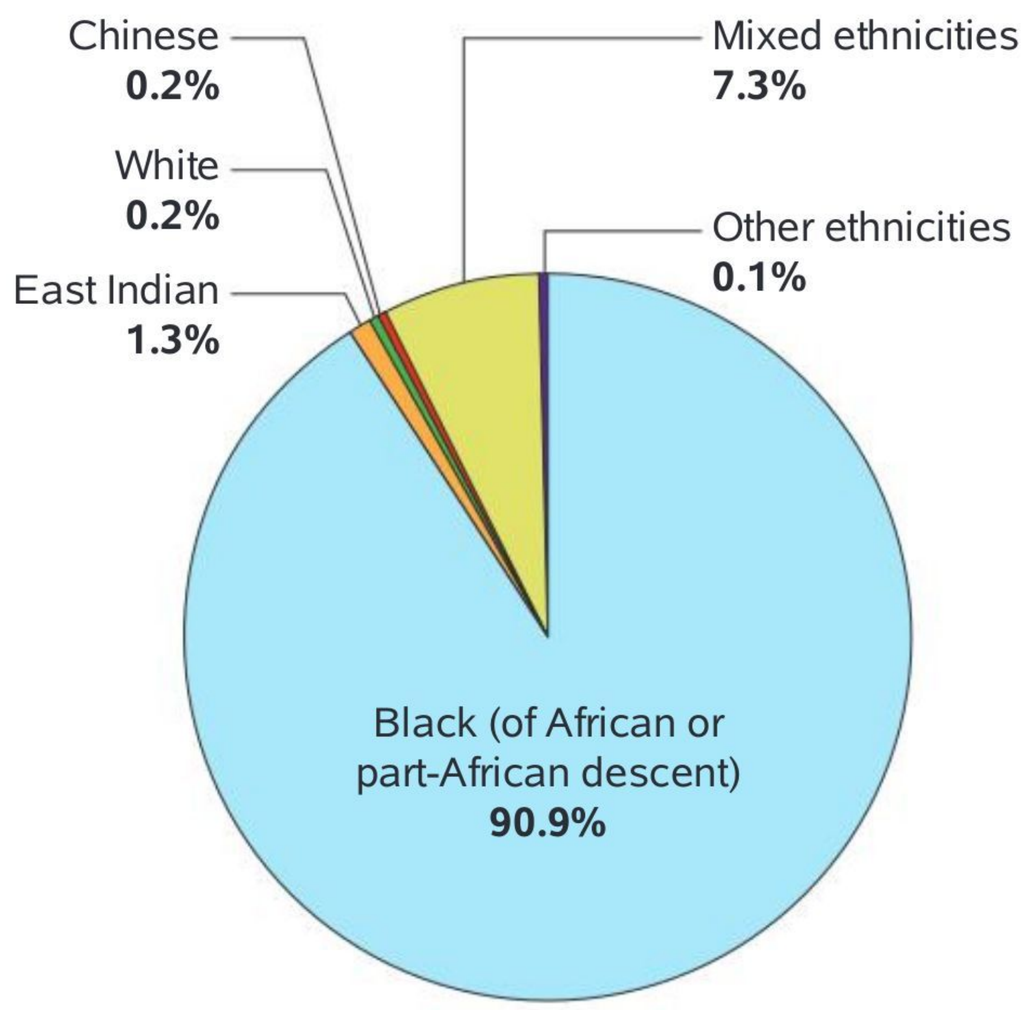
- In the past, people often migrated to find food, land for settlement and resources.
- Sometimes, groups of people had to flee from conflict and mistreatment.
- Since the 19th century, the main reason for migration has been the search for work and a better life.
- Sadly, today many people still need to migrate to escape from conflict.

Cultural diversity in Jamaica

The first inhabitants of Jamaica were the Tainos who came from mainland South America. In the early 1500s, the Spanish brought the first slaves from Africa to Jamaica. The English later founded a **colony** and brought more slaves from Africa to work on their **plantations**.

Slavery ended in the mid 1800s and people came to work from countries including China and India. There are populations of people of Chinese and Indian descent in Jamaica and all parts of the Caribbean.

Ethnic groups in Jamaica



The official motto of Jamaica is 'Out of many, one people.' Why do you think the country chose this motto?

Cultural diversity in Canada

The original inhabitants of Canada are known as 'First Nations peoples'. They were mostly hunter gatherers and lived in different groups. Each group developed a distinct culture.

Immigration to Canada began when the French and British colonised the country during the 17th century.

In the 18th and 19th centuries, many people moved to Canada from Britain and Ireland after a war in 1812. People also fled from America during the American Civil War.

Immigrants continued to arrive from Europe at the beginning of the 20th century and after the two World Wars.

From the 1970s onwards, immigration from Europe declined. Significant numbers of immigrants today come from China, the Philippines, India, Pakistan and Korea, as well as parts of the Middle East and the Caribbean.

Cultural diversity in the United Kingdom

At the end of the Second World War in 1945, there was a serious shortage of labour in the United Kingdom. Workers arrived from Poland and then from Italy.

In 1948, a ship called the *Empire Windrush* brought the first workers from the Caribbean. This was the beginning of mass immigration into Britain and the introduction of new cultures.

In the 1950s and 1960s, many people arrived from India and Pakistan. Since the 1990s, many people from eastern European countries have settled in the UK. The UK now has one of the most culturally diverse populations in the world.



Immigration into the UK brought people from different cultures together. These two young girls are taking part in celebrations in 1957.

Cultural diversity today

Today, cultures are mixing more than ever as a result of modern technology, increased transport and mass migrations. In many places, certain groups still have a strong desire to maintain their own cultural identity and way of life.

Did you know?

London is the capital city of the United Kingdom. The different groups within the population of London speak more than 300 languages.

Activities

1 Name the activity that was responsible for a lot of early cultural exchange.

2 Write down who the indigenous people of Morocco were and where they may have come from.

3 Work in a group to research cultural diversity in your country. Prepare a computer-based presentation that describes:

- when and why different migrants have come to the country
- which different ethnic groups are present in the population.

Include at least one chart in your presentation, for example the numbers of people in different ethnic groups.

4 Explain how immigration and cultural diversity in your country compare to those of other countries that you have studied in this lesson.

1.6 How do different cultures interact?

Learning objectives

- Define the terms associated with cultural interaction.
- Examine the policy of multiculturalism.
- Consider the challenges facing immigrants moving into an area with a different dominant culture.

For most of the history of settled communities, the majority of people never travelled more than a few miles from their home. Many people never experienced any culture except the one into which they were born. Today, people and their cultural ideas are travelling all around the world. What happens when different cultures come together?

Cultural diffusion and acculturation

When elements of culture, including language, clothing or food, spread from one culture to another, this is known as cultural diffusion. The process of an individual or a group adopting elements from another culture is called **acculturation**.

Cultural diffusion and acculturation have happened throughout history. They have led to the spread of ideas and an increase in human knowledge and understanding.

Case study

Where did surfing come from?

No-one is really sure where surfing began, but in 1778, an Englishman on an expedition to Hawaii wrote the first account of surfing. He wrote that the Hawaiian men rode 'an oval piece of plank' on a 'very great sea'. They would 'guide the plank so as always to keep it on top of the swell'. Did Hawaiians invent surfing or was it the result of cultural diffusion from a traveller from elsewhere?



Surfing is a popular pastime and is now an Olympic sport, starting in Tokyo in 2020.

What is cultural assimilation?

Cultural assimilation happens when an individual or a group adopts characteristics of another group's culture. The term is usually used when one culture eventually becomes dominated by another.

The level of assimilation depends on how many features of the dominant culture a group adopts, and how much of the group's original culture is lost.

In some cases, a dominant group forces its culture on the less dominant culture. In other cases, the less dominant culture willingly adopts aspects of the dominant culture.

Immigrant populations experience cultural assimilation when they move to live in a society with an established culture.

How has cultural assimilation worked in the USA?

Americanisation is what happens when a person who moves to the USA learns to share American values, customs and beliefs. Through this process a person becomes assimilated into the American culture.

Most immigrants to the USA in the 19th century had a culture similar to the one in America. Later migrants came from a range of different cultures and the government set up programmes to help them assimilate.

Most immigrant populations have assimilated into American culture in some ways. For example they have learned a new language, taken on new work patterns and new social norms.

Immigrant groups have also kept many features of their own cultures. Some of these features have now become part of American culture, through the process of cultural exchange. For example, the Italian pizza is now part of 'American' cuisine. Many American cities have 'Chinatowns' – areas of a city where most of the population is Chinese. The shops sell Chinese produce and the restaurants serve Chinese food. These features suggest that there has been as much **cultural integration** as there has been assimilation.



Chinatowns are popular tourist destinations in many American cities today.

What is cultural integration?

Cultural integration is a process in which two cultures blend together without having to give up their own cultural characteristics. It mostly happens when a minority culture becomes integrated into a larger, more dominant one.

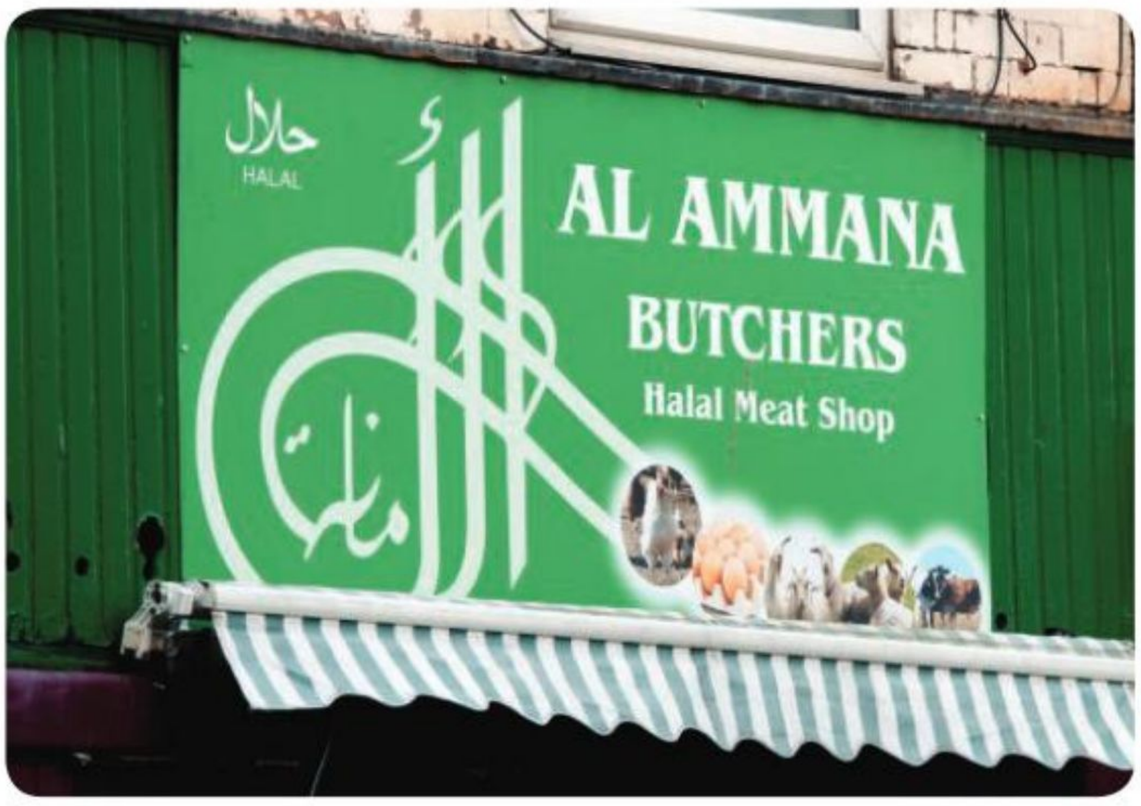
Integration is different from assimilation because the incoming population is not expected to abandon its own culture.

What is cultural pluralism?

Cultural pluralism occurs when smaller groups live within a larger society that has a dominant culture. The minority groups keep their unique culture. The larger society accepts the cultural practices of the minority groups as long as they fit in with the values and laws of the dominant culture.

Cultural pluralism is the end result of cultural integration.

Cultural pluralism is different from cultural assimilation because the smaller group retains its culture and the larger society respects that culture.



This Halal butcher serves the Muslim community in Leicester, United Kingdom.

What is multiculturalism?

A multicultural society is one where a number of distinct cultural or ethnic groups live together. The different cultures in a multicultural society can interact in different ways.

The term multiculturalism is used in two different ways. It can refer to:

- the process in which groups with different cultures are brought together and live in a single society
- government policies designed to help communities with different cultures live together, for example through assimilation or integration.

How does multiculturalism work in Canada?

Canada is often seen as a good example of multiculturalism working well.

Canada was colonised by both the French and the British. The French and British cultures were the two most dominant cultures for many years. By the 1960s, many new cultures, languages and religious groups were arriving in Canada.

In 1963, the Canadian government established a group to explore the idea of an equal partnership between the two dominant cultures. It also recognised the contributions of other ethnic groups in making Canada a culturally-rich society. These actions are often seen as the beginning of awareness of multiculturalism in modern politics.

Multiculturalism became part of official policy in the Canadian Multiculturalism Act of 1988. This act stated that everyone should have the freedom to preserve, strengthen and share their cultural heritage. The aim of the act was to help all members of the population to play a full and equal part in society.

What is the future for cultural diversity?

Cultural interaction and culturally-diverse societies are realities of the modern world. Many people welcome cultural diversity and believe it has positive effects on society.



Many young people today are growing up in multicultural societies.

Activities

1 Write a simple explanation of what happens during cultural integration.

2 Write some pages from the diary of an immigrant who has moved into a dominant culture that is different from their own. Mention some of the challenges they face, what they feel is culturally new or strange and something from their own culture they want to keep.

3 Hold a class discussion about cultural integration in your country and why (e.g. friendships), how (e.g. at meetings or in community actions) and where (e.g. in schools, clubs or public areas) this happens.

1.7 How do we experience cultural diversity?

Learning objectives

- Identify areas of life where we experience cultural diversity.
- Recognise that culture is dynamic and shaped by different influences.
- Consider different responses to cultural diversity.

Today, we are more aware of the different cultures in the world than ever before. We experience different cultures when we travel, in the place where we live, and when we use modern communications technology. How does cultural diversity affect our lives? How do we respond to cultural diversity?

What are some different elements of our own culture?

We live in groups, communities and societies that express culture in different ways, for example through language, food, clothing and leisure activities.

The culture we are raised in is probably the one that we identify with most strongly. During the early years of life, it is easy to think that the culture in which we are raised is the only culture there is. Sometimes elements from different cultures seem unfamiliar and strange. However, what we think is an original part of our own culture may actually have come from a different culture altogether.

Language

Most people naturally learn a language from the people who raise them. This language is sometimes called their 'mother tongue' or 'first language'. People who grow up in a home where two languages are spoken are usually bilingual. They have two 'first languages'.

An obvious sign of cultural diversity is when several languages are used within a single society. Some **non-native languages** are legally recognised as an 'official language' of a country and they may be used in government and business. This often occurs in countries that have been colonies.

English is an official language in 67 countries, Arabic is an official language in 24 countries and Spanish is an official language in 19 countries. In all these countries, different members of the population speak other languages.

Languages are constantly changing and adapting.

Languages also influence each other. Many languages have adopted Arabic words. English has many common words that come from Arabic. These include sugar (from *sukkah*), cotton (from *qutn*) and coffee (from *qahwa*).



This writing is on the Great Mosque on the Indonesian island of Java. Arabic is used by Muslim communities throughout the world.

Clothing

Many societies have traditional clothes that are suited to the environment and signify important cultural ideas and values. Today, many people all around the world wear modern 'Western-style' clothes. At the same time, fashion designers in Western countries include styles and features from traditional clothing in their clothing designs.



Many people today wear a mixture of modern and traditional styles of clothing.

Food

The style and method of cooking in a culture is known as its cuisine. A particular cuisine develops because of the food resources available. Until quite recently, most people ate local produce only. In more recent times, it has become normal for food products to be transported around the world. Immigrants in many countries have introduced new ingredients and cuisines.

Case study

Potatoes

A well-travelled food, potatoes originally come from Peru. The Inca people grew potatoes 10 000 years ago. The Spanish conquered Peru in 1536 and took the potato back to Spain. Potatoes spread to the rest of Europe over the next 40 years. They were taken to Bermuda, India and China in the 17th century and reached the USA by the early 18th century.



Music

Most cultures have a tradition of music-making or singing. Like language, music is constantly changing and is always open to different influences.

Traditional music is played on traditional instruments. Early versions of these instruments were made from the materials available locally.

Ideas, trends and technology of music in Western countries have influenced the music of many countries. At the same time, traditional music from around the world has been a powerful influence in Western music.

'World music' includes music of many different styles from around the world. It has led to the creation of some completely new types of music that blend together different styles.



Groups from different cultures travel the world promoting the music of their culture.

Leisure

For most of history, leisure was not a part of most cultures. If people did have any leisure time, they did not have much choice of leisure activities. One exception to this is sport – there is evidence of early forms of sport from many thousands of years ago.

Leisure became a part of more cultures as technology and education improved. For example, people learned to read and so reading became a popular leisure activity. Leisure industries have now developed, such as the theatre, cinema, television and travel industries.

Attitudes and world views

Many cultures have traditional values that encourage certain attitudes, such as respect for elders. In Muslim cultures, people can show this in a number of ways. For example, a younger person should always stand when an older person enters the room.

Cultures develop their own systems of values, ideas and beliefs that reflect the group's world view – the way the group understands the world.

In the past, the world view of a person or group was often very fixed. Modern technology and travel today mean that people encounter different world views. These world views are part of cultural diversity and this is part of the rich heritage we all share. Allowing other people to hold their own world view does not mean that a person has to abandon his or her own world view.



Technology connects people from different cultures all around the world.

People respond differently to cultural diversity. For some, it is positive – they may believe that cultural diversity provides them with a richer and more varied experience of life. For some, it is negative – they may believe that cultural diversity or a dominant culture threatens their own culture.

A positive attitude to cultural diversity comes in part from feeling secure in our own self-identity and cultural identity. This allows us to view other cultures with openness and understanding, rather than feeling threatened by them.

Being able to hold positive attitudes towards different cultures enables people to live in harmony within a culturally-diverse society.

Activities

1. Research ten English words that were derived from Arabic words. Write a list of these words with the Arabic words alongside them.
2. Use your own words to define bilingual.
3. Make a class dictionary of new words that have entered the language where you live. These new words could describe new technology or new aspects of popular culture such as music, food or clothing.
4. Create a class display of different elements from different cultures found in your society.

Review your learning

Test questions

1 A feeling of belonging to a particular group is part of a person's:
- **a** self-esteem
- **b** self-identity
- **c** social media
- **d** social identity

2 Cultures which consider the needs, goals and desires of the group to be more important than those of the individual are called:
- **a** individualist
- **b** collectivist
- **c** impressionist
- **d** multicultural

3 People identify with certain groups. Sociologists call these a person's:
- **a** in-groups
- **b** friendship groups
- **c** peer groups
- **d** community groups

4 Forming an opinion about something without proper knowledge or experience is called:
- **a** discrimination
- **b** arbitration
- **c** prejudice
- **d** comparison

5 In a society with different cultures, the most important one is called:
- **a** the natural culture
- **b** the indigenous culture
- **c** the dominant culture
- **d** the global culture

6 When different parts of a society are bonded together, this is called:
- **a** cultural diffusion
- **b** social cohesion
- **c** law and order
- **d** socialisation

7 Access to education and health care for all people in society is part of:
- **a** social inclusion
- **b** social mobility
- **c** social exclusion
- **d** social behaviour

8 The existence of different cultures around the world is known as:
- **a** cultural assimilation
- **b** cultural infusion
- **c** cultural diversity
- **d** cultural heritage

9 The movement of people into a country is called:
- **a** transformation
- **b** transportation
- **c** emigration
- **d** immigration

10 The language we learn from the people who raise us is known as our:
- **a** mother tongue
- **b** natural language
- **c** brother tongue
- **d** non-native language

Assessment activities

1 Write an article for a school magazine. Your article should explain:
- the processes involved in forming a social identity
- what is involved in social comparison and why it happens
- some problems that can arise from the process of social comparison
- suggestions for how to avoid these problems.

2 Design a computer-based presentation that explains:
- how people develop a cultural identity
- what some of the features of this identity might be
- why a cultural identity is important, especially in multicultural societies.

3 Write a speech to give to a group of students explaining the importance of social cohesion and how to achieve it. Your speech should mention the importance of social capital, social inclusion and social mobility.

4 Create a poster with the title 'Cultural diffusion throughout history'. Your poster should show the different reasons for cultural exchange and the different methods of exchange over time. The poster should also explain why the rate of cultural diffusion has increased in recent times.

5 The government in your country is looking for ways to promote harmony between different cultural groups in society. They have asked people to suggest ideas to help achieve this aim. Prepare a proposal for an event or a new group that will bring people together to celebrate their different cultural identities.

2 History and heritage

Learning objectives

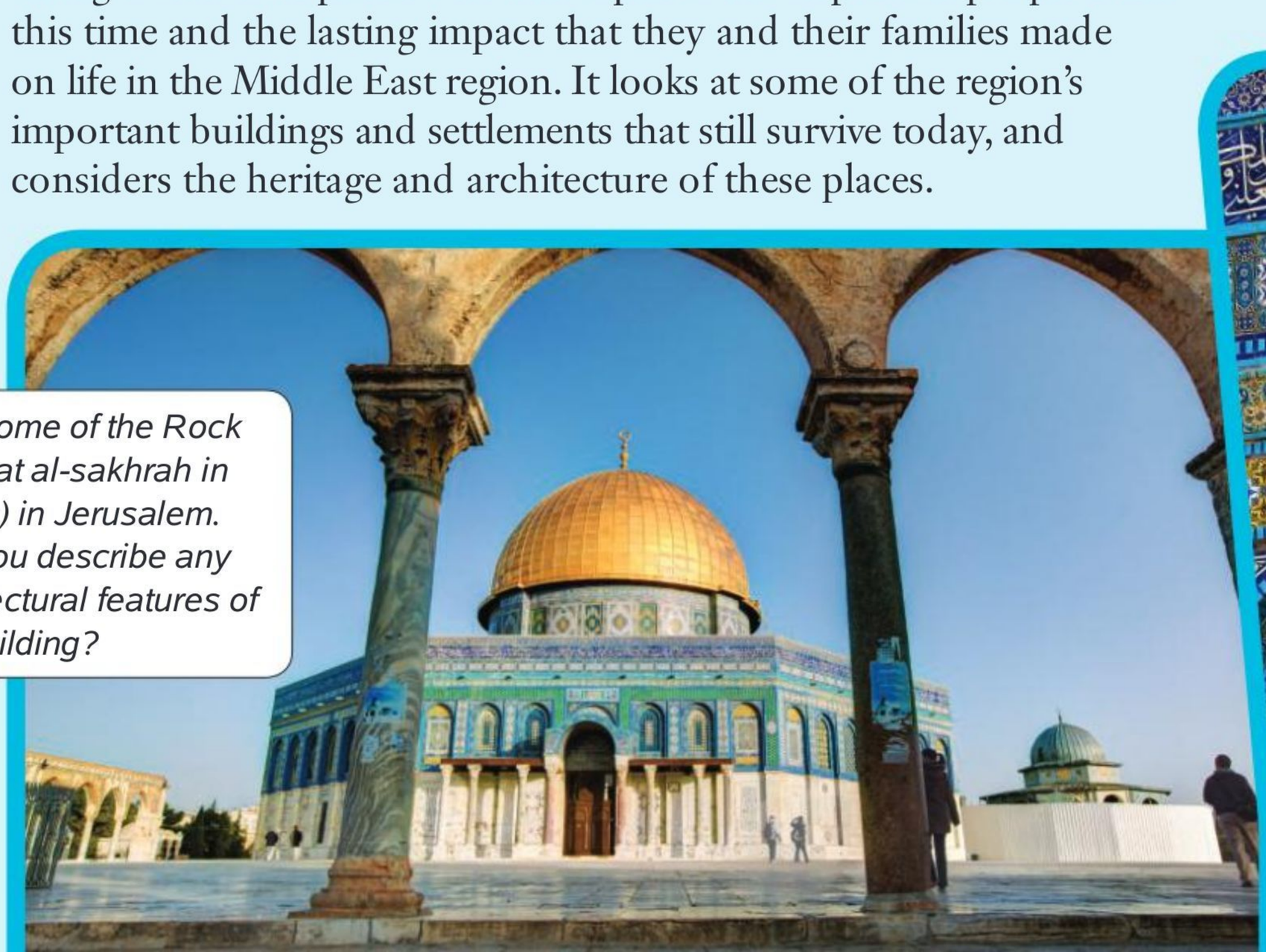
In this unit you will:

- consider factors that influenced life in the Arabian Peninsula before Islam
- describe the impact of the Rashidun Caliphate expansion on the region
- discover a variety of Islamic buildings constructed during the expansion of Islam
- discuss the influence of religion on art and literature
- describe the impact of Islamic scholars on mathematics and science
- examine the leadership and expansion of the Umayyad Caliphate.

Overview

Around the world, we can see evidence of the people who came before us. We can see how they have influenced the various countries and regions of the world. The arrival of Islam was a major development in the Middle East region. Islam changed the way in which people lived and worshipped. It also shaped an empire that made important medical, scientific, artistic and military advances over many centuries.

In this unit you will learn about the arrival of Islam and the dramatic changes that took place. The unit explores the important people from this time and the lasting impact that they and their families made on life in the Middle East region. It looks at some of the region's important buildings and settlements that still survive today, and considers the heritage and architecture of these places.



The Dome of the Rock (Qubbat al-sakhrah in Arabic) in Jerusalem. Can you describe any architectural features of this building?

Talk about

There are many examples of early Islamic architecture all over the Middle East and in many parts of North Africa and Europe. Architects and designers created impressive places of worship and other buildings. They introduced space and light into the architecture of these buildings. Why do you think the early architects designed buildings like these? What factors do you think early architects needed to consider? How has early Islamic architecture influenced any modern buildings that you know about?

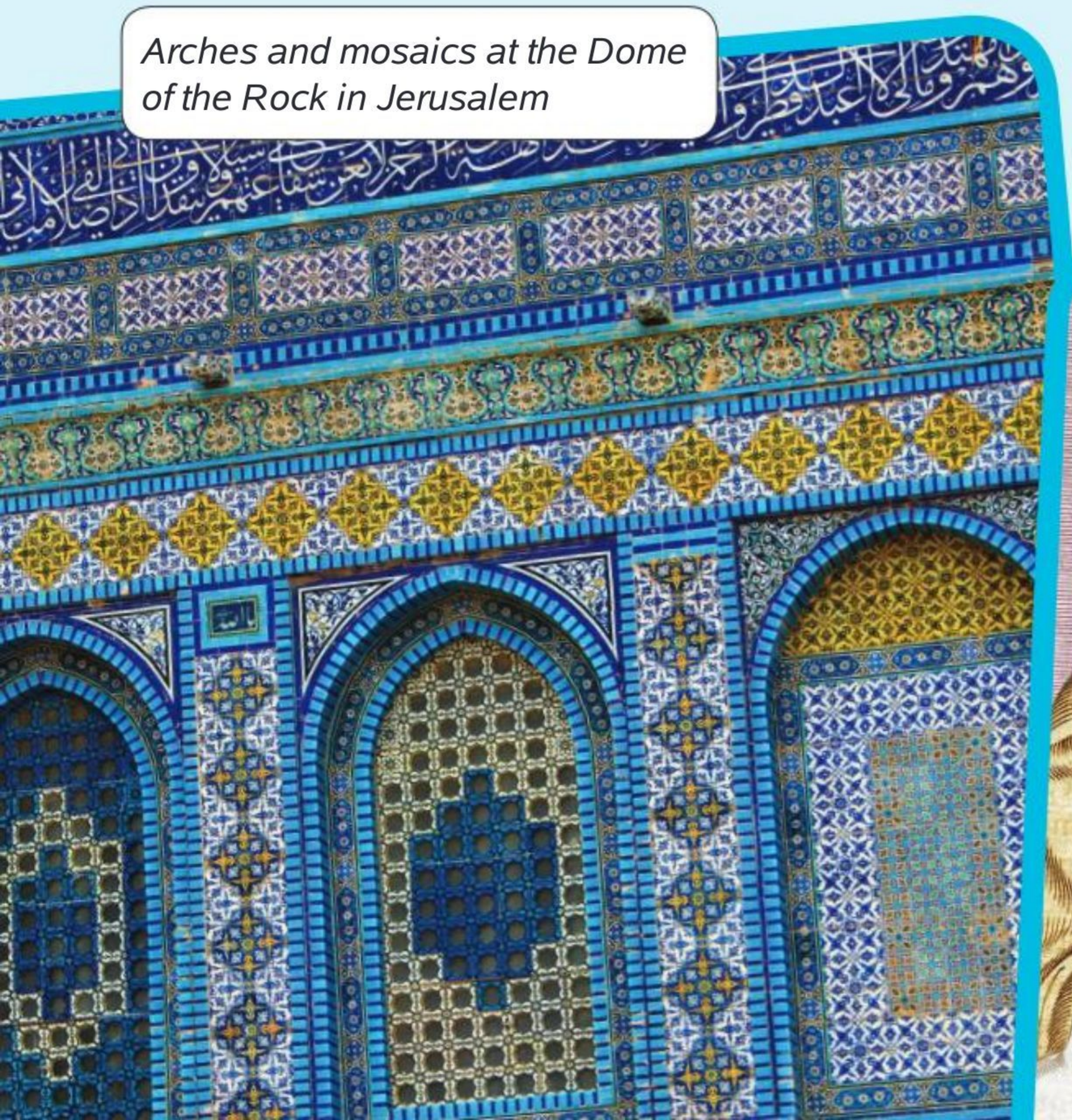
Fact finder

Before the arrival of Islam, tribal people lived in the harsh climates of the Arabian Peninsula.

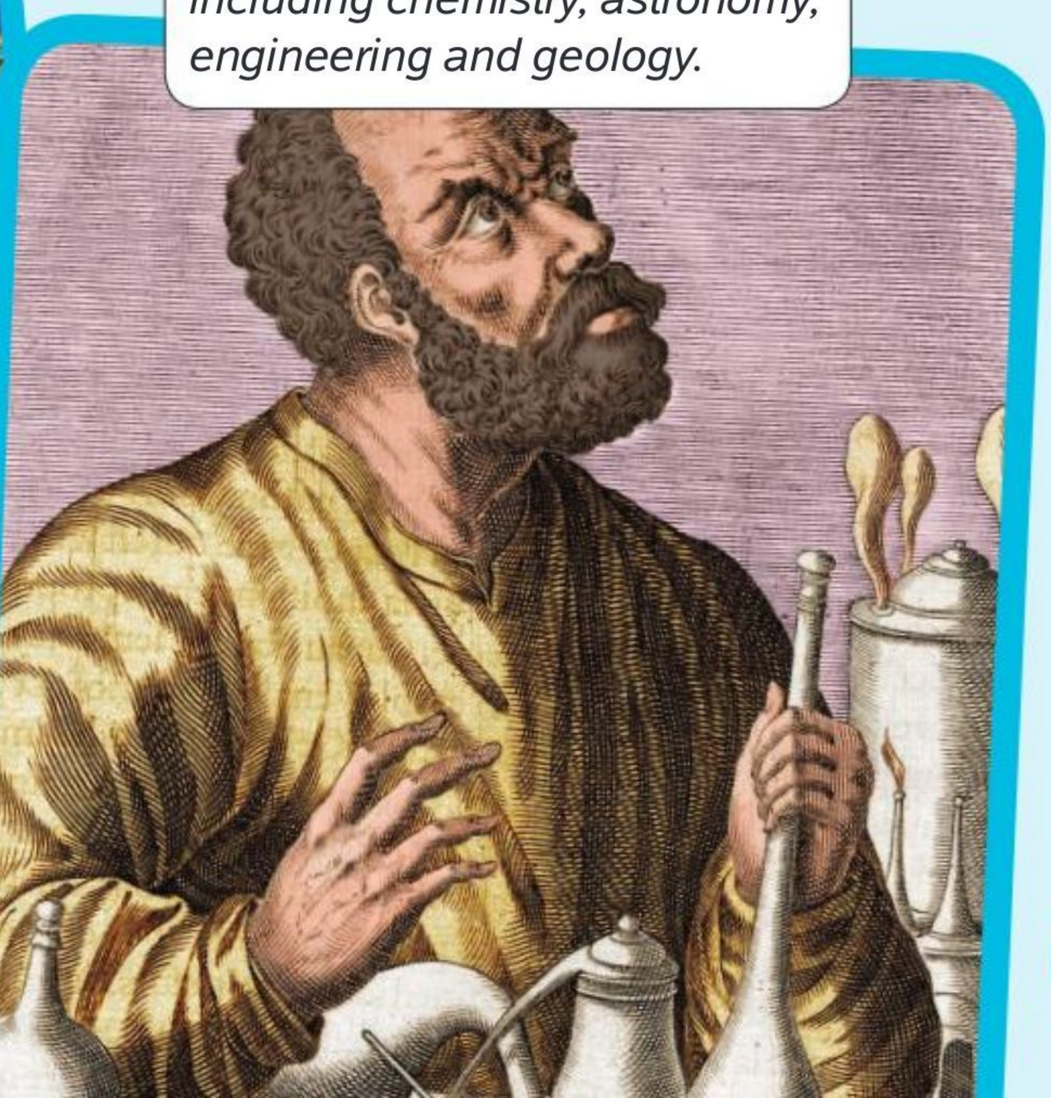
! Find out about one of the tribal groups in the Arabian Peninsula, for example the Quraysh. Describe how they lived and what everyday life was like for them.

Word cloud

architecture **caliphate** **calligraphy**
civil war **dynasty** **scholar** **siege**



Arches and mosaics at the Dome of the Rock in Jerusalem



Abu Musa Jabir ibn Hayyan, also known as Geber, was an Arab scholar born in 721 CE. He studied many subjects including chemistry, astronomy, engineering and geology.

2.1 What was life like in the pre-Islamic Arabian Peninsula?

Learning objectives

- Explain the factors that influenced life in the Arabian Peninsula before Islam.
- Discuss the culture and religious beliefs of people in the region before Islam.
- Consider how the climate and landscape of the Arabian Peninsula influenced the political and social structures of the time.

Before the arrival of Islam, no major religious or political power dominated the Arabian Peninsula. Different Arab tribes survived in the harsh, unforgiving landscape and climate of the peninsula. None of the strong, powerful civilisations of the time was able to conquer and rule over the Arab people. The people of the Arabian Peninsula called this region Jazirat al-Arab ('Island of the Arabs'). They called it an island because it was almost completely surrounded by seas and because it was isolated from the outside world. Which groups of people lived in the region? What were their beliefs? What political systems did they have?

The Arabian Peninsula

The Arabian Peninsula has a dry, harsh climate, with limited water supplies, difficult travelling conditions and extreme heat. Because of this, the people of the region were isolated from other regions. The physical landscape discouraged other peoples from invading. So no other peoples were able to influence religion and politics in the region, or change the Arabs' way of life.

For example, the Romans attempted to invade in 24 BCE, but failed. They were able to conquer some land in the north of the peninsula, but were unable to cross the Arabian Desert and push further south.

The Persian Empire that ruled to the north and east also attempted to invade parts of the Arabian Peninsula, mostly because they wanted to control the trade routes to and from Europe. The Persians came into conflict with the Romans, who also wanted to control this area. As a result, the Romans and Persians fought great battles to gain control of the land surrounding Syria and Iraq, but neither side was able to move down into the Arabian Peninsula. The Arab people of the peninsula were never controlled by governments from far away, and they remained independent.



The Persian Empire and the Roman Empire were not able to invade and control the Arabian Peninsula.

The people of the Arabian Peninsula

Most people lived in tribes and had a strong sense of family. Many people were **nomads**, travelling around to find food and water for themselves and their animals. They followed the stars to navigate across the deserts when they moved from oasis to oasis. Some tribes, such as the Quraysh, were merchants who lived in the settlements that were developing in the south and east of the peninsula. These settlements, such as Yathrib (now Madinah, Saudi Arabia) and Muza (near present day Mocha, Yemen), were important trading centres. Desert tribes came to the trading centres to exchange meat, wool, milk and animal skins for spices and weapons.

The people of the Arabian Peninsula were influenced by a number of religions. For example, some Arabs converted to Christianity because traders had brought the religion to Arabia. However, most people were polytheistic and worshipped a number of different gods and idols.

In the west of the Arabian Peninsula, the Hejaz region stretches along the Red Sea coast. One of the most populated settlements in the region was Makkah, where two trade routes joined. The population grew around the time when the Prophet Ibrahim, his wife and his son settled there. During this time, travellers to the area listened to the teachings of Ibrahim. He rebuilt the Ka'ba in Makkah, which later became the holiest place in Islam. At the time it was built, however, it was surrounded by many religious idols and images from many different tribes and nations.

Case study

The Bedouin

The Bedouin were a nomadic people who lived in the Arabian Peninsula from around 850 BCE. They followed ancient tribal traditions and travelled along routes that had been used for many years. Goats and camels were very important to the early Bedouin. They used these animals for meat, dairy products and wool. They also made money by transporting goods and people across the desert.

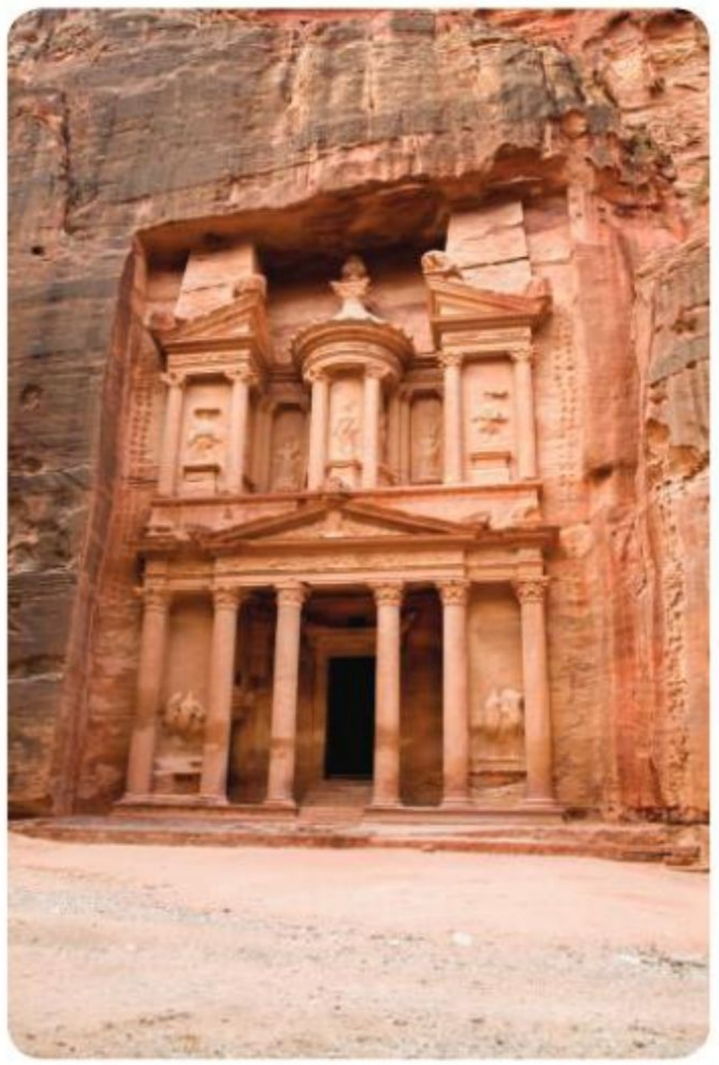


An engraving from 1858 showing Bedouin nomads and their camels in the desert

The leader of each Bedouin group was an elder or a sheik. The heads of the families in the tribe elected the leader to this role. The Bedouin code of ethics included loyalty to their tribe, respect for women, and a sense of duty to their family. The Bedouin people were also extremely hospitable to strangers.

The Nabataean Kingdom

The Nabataean people developed a very large kingdom that grew from the fourth century BCE to include parts of Jordan, Egypt, Syria and Saudi Arabia. The Nabataean capital was Petra (in modern-day Jordan), where many of the buildings were carved into the red sandstone cliffs. Originally the Nabataean people were nomadic, but they discovered how to direct and store water using dams, canals and reservoirs. This gave them a daily supply of fresh water which allowed them to remain in one place.



A building in the ancient city of Petra

The city of Petra was located on a trade route. Many **caravans** travelled along the route from Asia and southern Arabia. When traders arrived in the city, the Nabataeans took payment for their stay, as well as charges on the goods that entered the city.

Petra was conquered by the Romans in 106 CE. The Romans used other trade routes and so the city went into decline. In 363 CE, Petra was hit by an earthquake. The last inhabitants abandoned the city – after further earthquakes – in 633 CE.

Did you know?

Petra was classified as a UNESCO World Heritage Site in 1985. UNESCO also described Petra as 'one of the most precious cultural properties of man's cultural heritage'.

The Himyarite Kingdom

The Himyarite Kingdom, also called the Homerite Kingdom, was established in ancient Yemen in 110 BCE. Its capital city was Zafar, near today's capital, Sana'a.



The ancient walled city of Thula (in modern-day Yemen) dates back to the Himyarite period.

The economy was based on farming and trade. Large ships sailed to the African coast, where they collected ivory, and then sailed back to sell the ivory to the Romans. As a result of this trading relationship, the Himyarite people were viewed as allies of the Romans. Some of the Himyarite kings even converted to the same religion as the Romans. Over time, the Himyarites took control of many of the key trade routes in the region and became very powerful and wealthy. However, over time, the Romans developed their own trade routes and relied less on the Himyarites' routes, so the kingdom declined. In around 520 CE, invaders defeated the Himyarite people and they went back to a nomadic way of life.

Activities

1. Why did powerful groups in ancient times find it difficult to invade the Arabian Peninsula and conquer the Arab groups who lived there?
2. Find out more about the early years of the Ka'ba in Makkah. Write five to ten facts about its creation, for example: explain what it was used for; describe its location; explain why it is so important.
3. Find out more about one of the pre-Islamic groups who lived in the Arabian Peninsula. Create a five-minute talk to give to the rest of the class. Your talk should include information about where and how the group lived. Include the following topics: where they lived; why they lived there; everyday life; family; trade; their existence today.

2.2 The arrival and impact of Islam in the Middle East region

Learning objectives

- Explain how and why Islam spread across the Arabian Peninsula.
- Describe the impact that the Rashidun Caliphate expansion had on the Middle East region.

In 570 CE, a man was born who completely changed the nature of religion in the Middle East region. His message inspired a new generation of followers and changed people's beliefs. Previously the people of the Arabian Peninsula had followed a number of different religions. Now, one single religion – Islam – began to spread rapidly across the regions. Today, Islam remains one of the fastest-growing religions in the world. How and why did Islam expand across the region so quickly? What impact did it have? What changes did it cause?

Muhammad (Peace Be Upon Him), the Prophet of Islam

Muhammad (Peace Be Upon Him) was born in Makkah into the Quraysh tribe in 570 CE. His uncle, Abu Talib, was an important merchant in Makkah and Muhammad (Peace Be Upon Him) helped in his uncle's trading business.

Muhammad (Peace Be Upon Him) became an important person in the city after he started working for a wealthy widow, Khadija. They married and had two children. Muhammad (Peace Be Upon Him) had a busy life but made time to meditate alone in a cave on Mount Hira.

In 610 CE, the angel Jibril visited Muhammad (Peace Be Upon Him) at the cave and told him, 'Read'. However, he had never learned to read or write so the angel began to speak the words. Muhammad (Peace Be Upon Him) immediately knew that these words came from God. He listened carefully and remembered everything the angel said. During the rest of his life, Muhammad (Peace Be Upon Him) continued to receive revelations, and scribes recorded the words. These revelations form the text of the Holy Qur'an.

Muhammad (Peace Be Upon Him) went into the city of Makkah to preach the angel's words. His simple message – that there is no God but Allah, and that people should live their lives in complete submission to the will of Allah – was popular and he attracted many followers. However,

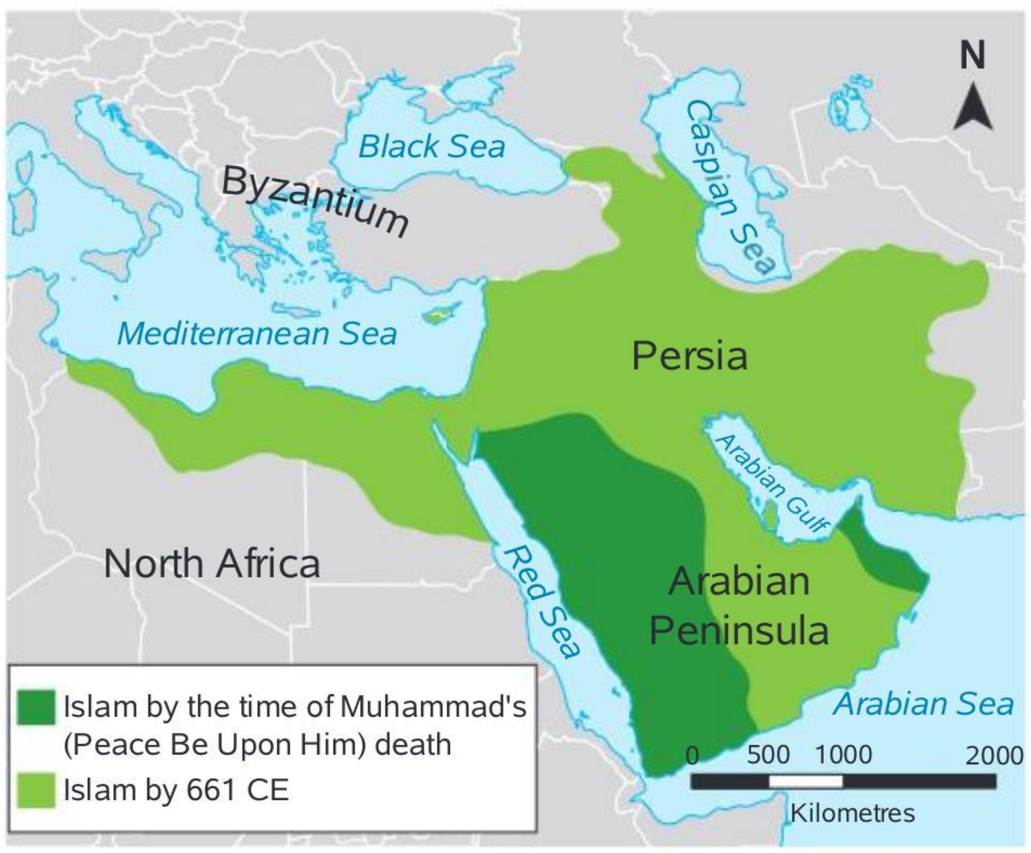
powerful people in Makkah felt threatened by Muhammad's (Peace Be Upon Him) popularity and opposed him, so he took his followers to Yathreb (Madinah) in 622 CE. This journey is known as the Hijrah and is the starting point of the Islamic calendar. Muhammed (Peace Be Upon Him) and his teachings were welcomed in Yathreb and an **ummah** thrived there. Many people converted to Islam.



A 19th-century engraving of Muhammad's (Peace Be Upon Him) journey to Yathreb (Madinah)

The spread of Islam

In the eighth year of his migration, Muhammad (Peace Be Upon Him) had gained so many followers that he was able to return to Makkah, with a large army, and conquer the city. From this time on he was accepted as the true final Prophet of God and Makkah became the centre of the Muslim world. The people of the surrounding tribes became Muslims, and rulers and tribes from other areas of the Arabian Peninsula gradually accepted Islam. By the time of his death, Muhammad (Peace Be Upon Him) was accepted as the leader of most of Arabia.



The growth of the Islamic Empire between the time of Muhammad's (Peace Be Upon Him) death and 661 CE

The Rashidun Caliphate

Muhammad (Peace Be Upon Him) continued to lead his community until his death in 632 CE. His leadership was followed by men who had learned directly through his teachings. These leaders were called **caliphs**. The rule of the four caliphs immediately after Muhammad's (Peace Be Upon Him) death is known as the Rashidun (which means 'rightly guided') **Caliphate**. This caliphate ruled for 30 years.

FACT FILE The Rashidun Caliphate, 632 CE to 661 CE

Abu Bakr as-Siddiq

The first caliph: 632–634 CE. He was a close friend of Muhammad (Peace Be Upon Him) and was the father of Muhammad's (Peace Be Upon Him) wife.

Key facts:

- He sent Muslim armies around the Arabian Peninsula to make sure that the tribes who had accepted Islam remained loyal.
- He sent armies to conquer lands beyond the Arabian Peninsula. They invaded and conquered Iraq in 633 CE, then Syria in 634 CE.
- He nominated Umar Ibn al-Khattab to become the new caliph when he died.
- He died of a fever, aged 62, in 634 CE.



The names of the Rashidun caliphs (Abu Bakr, Umar, Uthman and Ali) in Arabic

Umar Ibn al-Khattab

The second caliph: 634–644 CE. He had advised Abu Bakr, who chose him as his successor.

Key facts:

- He was a brilliant and just army leader.
- By 640 CE, his armies controlled Syria, Palestine and Mesopotamia. By 642 CE, they ruled Persia.
- He created a political structure to ensure that the lands he conquered remained under control.
  - A governor (amir) was appointed to control each area of the caliphate.
  - He introduced a register to record and pay salaries to officers who fought alongside him.
- People in the conquered lands were not forced to convert to Islam and were left to retain their own customs and religions.

Uthman ibn Affan

The third caliph: 644–656 CE. He was a member of the Umayyads, who opposed Muhammad (Peace Be Upon Him) at first. However, Uthman later became a close supporter of Muhammad (Peace Be Upon Him). The council of Arab leaders named him as caliph.

Key facts:

- He made changes to some of Umar's systems and was not as strict with money. As a result, some people in the Rashidun Caliphate became very wealthy during his leadership.
- He formed a navy that allowed the expansion of the caliphate into the Mediterranean area. He invaded and conquered Cyprus, Persia and large parts of Northern Africa.
- He assembled the official version of the Qur'an.
- He was murdered in 656 CE during a rebellion against him.

Ali ibn Abi Talib

The fourth caliph: 656–661 CE. He was Muhammad's (Peace Be Upon Him) cousin and son-in-law. The council of Arab leaders in Makkah chose him to be caliph. He was a loyal soldier who had remained devoted and brave when each new caliph was appointed.

Key facts:

- Ali believed that some of Uthman's governors were dishonest and untrustworthy and he dismissed them. Muawiya, the governor of Syria, chose to fight Ali and a **civil war** broke out.
- There was no clear winner in the war: Muawiya claimed to be the real caliph and took control of Syria and Egypt.
- In 661 CE, a group of Muslims who did not support Ali's rule stabbed him with a poisoned sword when he went to pray at the Kufa mosque (in Iraq).

Activities

1 Explain why the Islamic calendar starts from the year 622 CE.

2 Produce a timeline to show the story of Islam from the time Muhammad (Peace Be Upon Him) received his first messages from God to the day that Ali ibn Abi Talib was murdered.

3 Investigate one of the famous battles that took place at the time of the Islamic expansion. Write a news report explaining what happened and why. You might like to choose one from: Battle of Badr, Battle of Uhud, Battle of the Ditch.

Write a headline and an interesting opening paragraph. Also include dates, the location of the battle, who fought, how they fought, and the outcome of the battle.

2.3 What impact did early Islam have on architecture?

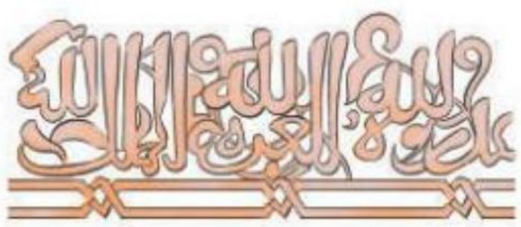
Learning objectives

- Examine the different styles of Islamic architecture.
- Discover a variety of Islamic buildings constructed during the expansion of Islam.

As the Islamic Empire expanded, it gained in wealth and power, and its borders reached into Syria, Palestine, Mesopotamia, Persia, northern Africa and parts of Europe. The empire covered lands with different climates. It included people with many different cultures, ideas, traditions and ways of expressing religious beliefs. Islamic architecture had a big impact on the lands and people that the Islamic armies conquered. What influence did early Islam have on architecture? What structures did the Muslim architects create? What other empires also had an influence on architecture at the time?

Early Islamic architecture

The early Islamic architects took and adapted many different styles and building design ideas from around the Islamic Empire. These included large decorative friezes (from Syria), pointed domes (used in Byzantine buildings), horseshoe arches (from Persia), and vast meeting halls and prayer rooms (from various Christian buildings). Mathematical and geometric patterns were common in Islamic architecture, and ordered repeating patterns covered huge areas. These patterns can be seen in many buildings across the lands of the Islamic Empire.



Frieze



Pointed domes



Horseshoe arch



Geometric pattern

Examples of features from early Islamic architecture

Other architectural features that can be found in Islamic buildings include the following.

Courtyard: Courtyards were a common feature in many palaces, schools, universities and homes built throughout the Islamic Empire. Architects included courtyards in their buildings to provide natural light, as a place to grow plants, and as a cool area during the high temperatures of the summer. A traditional Islamic courtyard is called a *sehan*. It often had a *howz*, which was a cleansing pool with a domed pavilion over it.

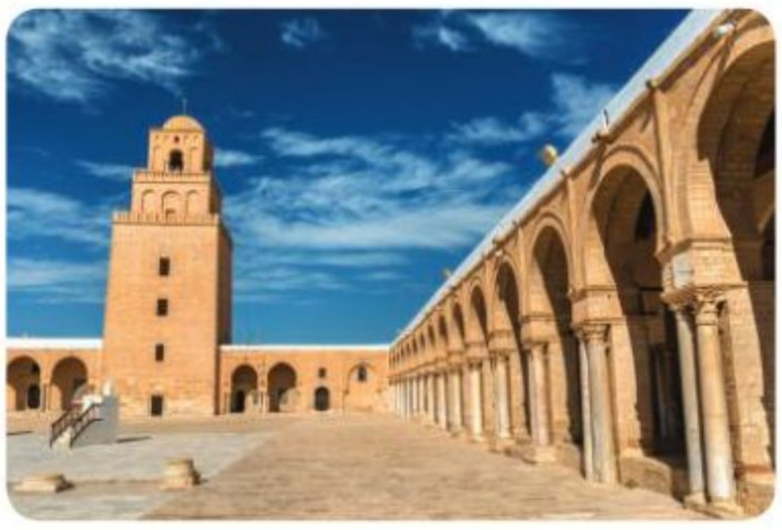
Hypostyle hall: This architectural feature probably came from Persian meeting halls. Hypostyle halls are large open spaces with a roof that rests on pillars or columns. They became a key feature of Islamic architecture. Often they were found in places where large numbers of people gathered for prayers or meetings.



The large hypostyle hall in the Mosque-Cathedral of Cordoba, Spain. Can you see the vaulting in the ceiling?

Vaulting: This is the name for arches in a roof or ceiling. Architects used vaulting to create more space and height inside their buildings. This architectural feature originally came from Roman and Persian designs.

Minaret: Minarets were originally used as watchtowers. They then became a common feature in Islamic architecture. Often, they are close to or part of a mosque. A muezzin calls people to prayer from the top of the minaret five times each day. The oldest remaining minaret is part of the Great Mosque of Kairouan in Tunisia.



The minaret of the Great Mosque of Kairouan in Tunisia, North Africa

Places of worship

As Islam spread, the growing number of Muslims needed places to worship together. As a result, many thousands of mosques were built throughout the Islamic Empire. Depending on where they were built and how many people prayed there, the mosques varied in size, design, pattern and architecture.

One of the earliest mosques was Jawatha Mosque, built in the seventh year of Hijra – 629 CE – near Hofuf, Al-Ahsa in Saudi Arabia. Many people believe that the Hajar al-Aswad, or Black Stone, was hidden there for 22 years after it was stolen from the eastern corner of the Ka'ba in Makkah. Not much now remains of the mosque – only five small arches – but people still pray there.

The Dome of the Rock

The Dome of the Rock in Jerusalem is an Islamic mosque that dates back to the late seventh century CE. It was built by the ninth caliph, Abd al-Malik. The huge gold-plated dome was extremely expensive to build and was a huge engineering project – the top of the dome is over 35 metres above the rock at the centre of the building. Muslims believe that Muhammad's (Peace Be Upon Him) miraculous Night Journey into heaven started from the rock.



The shining gold of the Dome of the Rock, Jerusalem

Did you know?

The dome on the Dome of the Rock was originally made of gold. It was later replaced with copper, and then aluminium. After a donation from King Hussein of Jordan in 1994, the aluminium dome was covered in gold leaf.

Qasr Mshatta

During the Umayyad Caliphate, which followed the Rashidun Caliphate, many castles and palaces were built. Qasr Mshatta in Jordan was one of the most impressive of these palaces. It was one of a chain of over 30 desert palaces built by Caliph Al-Walid in 744 CE. The palace complex was a large square enclosure, with a mosque, auditorium, living quarters and buildings for government meetings.

The buildings were beautifully decorated. The huge carved frieze on the front of the building is called the Mshatta Façade. This frieze is extremely significant to historians because it shows different artistic styles from around the Islamic Empire. Some of the decorations, including the carvings and patterns, are like those in the Dome of the Rock.

Great Mosque of Cordoba

The Great Mosque of Cordoba in Spain is an extremely important building because it is one of the largest sacred buildings in the Islamic world. It was converted to a Christian Cathedral in the 13th century CE, but was originally built in 787 CE by Abd al-Rahman I. He was a member of the Umayyad ruling family and he founded the Umayyad **dynasty** in Spain. Later caliphs extended the mosque. At one point, it was the second largest example of religious architecture in the world – the biggest was the Grand Mosque of Makkah.

The builders used new, extremely innovative techniques to build vast rooms with high ceilings, held up by tall columns and arches. Abd al-Rahman also imported orange trees and plants to remind him of his home in the Middle East. In the prayer room, there is an amazing **mihrab**, decorated with tiny pieces of glass and gold to create a dazzling horseshoe arch.

The mosque itself is an example of how Islamic architecture incorporated styles and ideas from other traditions and faiths as it developed.

Paradise gardens

An Islamic 'paradise garden' is a type of walled or enclosed garden. The design originally came from Persia. The structure of the walls and water features allowed beautiful gardens to flourish in the often harsh climates of the Islamic Empire. These gardens provided both privacy and security, as they still do today.

Paradise gardens usually include water features such as pools, fountains and waterfalls, and a quiet place to sit and reflect or rest. Islamic paradise gardens can be found all over the world. The garden at Alhambra in Spain, is one very famous example.



The water feature at the centre of the paradise garden at the Alhambra, Spain

Activities

1 Write a list of some of the design features of Islamic architecture.

2 Why do you think it was important to construct buildings as the Islamic Empire grew?

3 Use the internet to research an important Islamic building from the time of the expansion of Islam. Produce a guidebook for visitors. Include information about the building's history, its architecture and its purpose. You could write about some of the original uses of the building and the people who lived there, and include a plan of the building.

2.4 What impact did early Islam have on art and literature?

Learning objectives

- Describe the types of art that developed as the Islamic Empire expanded.
- Discuss the influence that Islam had on art and literature.

Islamic architecture was influenced by the different peoples that were conquered during Islam's expansion, and so were Islamic art and literature. The people within the Islamic Empire produced a wide variety of different styles of art and works of literature. Many of these are considered to be great achievements of the time. What types of art did Islamic artists produce? Why was it important? What achievements did writers make in literature?

Islamic art

The expansion of the Islamic Empire had a great impact on Islamic art. The wide variety of people, climates, landscapes, plants and animals influenced the artists and designers of the time. One of the greatest influences on Islamic art was religious beliefs.

Much of Islamic art was made up of intricate patterns. Geometric patterns became very common and important in Islamic art. For example, circles became widely used because they are infinite and unending.

'Arabesque' patterns were also widely used. These are delicate patterns of flowers, leaves and vines. Artists carved arabesque patterns into wood and stone to decorate both the outside and inside of many Islamic buildings. People embroidered arabesques onto clothes and cut them into materials such as leather used to bind books. Islamic artists were also skilful at using arabesques to make inexpensive objects – such as those made from brass and clay – look as expensive as gold and silver.



An arabesque pattern on an ancient tile



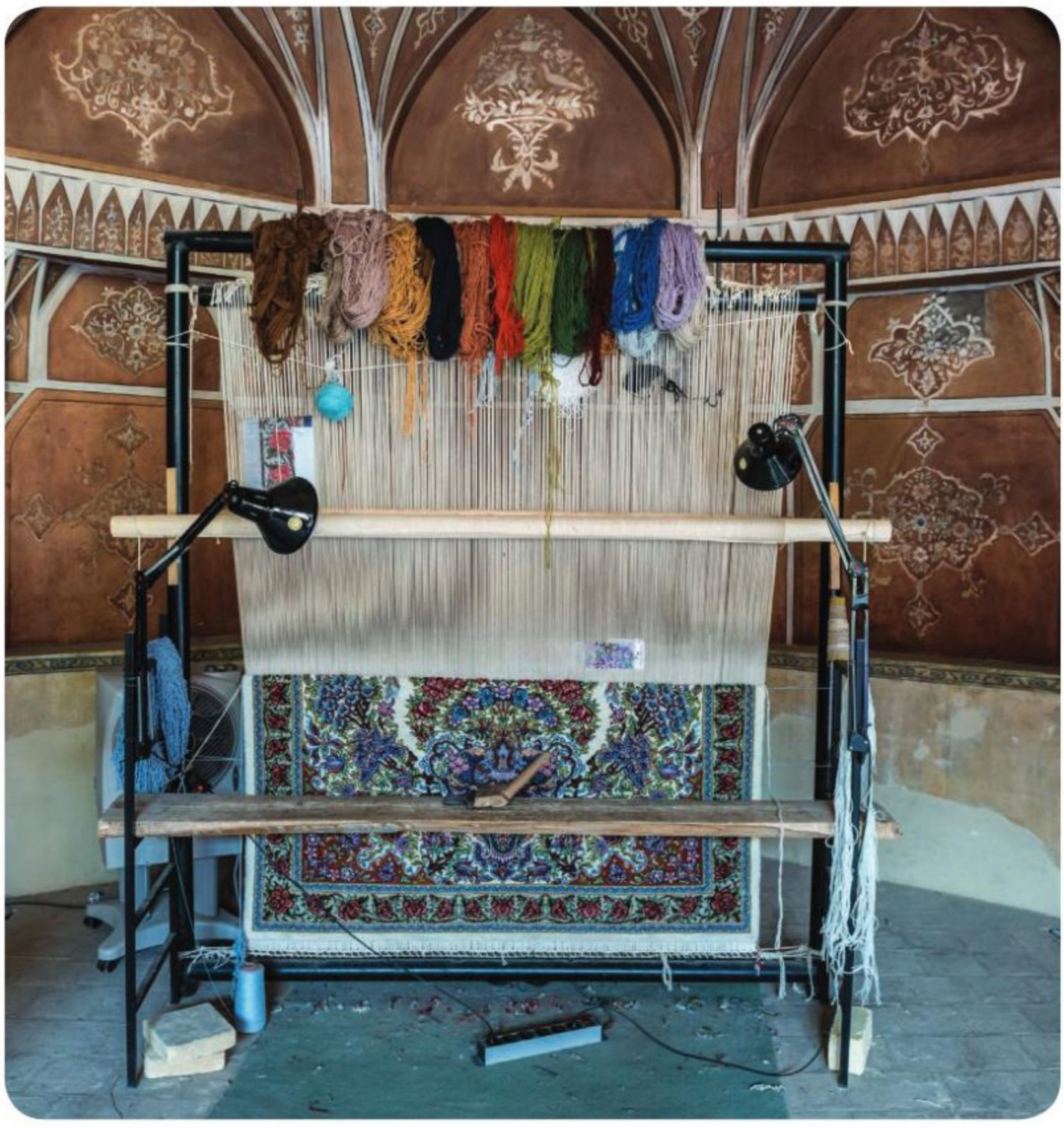
The Kalta Minor minaret in Khiva, Uzbekistan is covered in glazed tiles, mainly blue and green, that form intricate patterns.

Did you know?

Islamic artists based their geometric patterns on existing Greek and Roman patterns. They added more complex lines and shapes to them, while still keeping symmetry and order within the patterns. The designs of many artists were inspired by the work of Islamic mathematicians, scientists and astronomers.

Carpets

Another way in which Islamic art developed was the creation of carpets, which were elaborately woven with geometric and arabesque patterns. People also used the carpets as prayer mats and wall hangings. These carpets took an extremely long time to make and, when complete, they were beautiful pieces of artwork. Many carpets were sold to different parts of the world. Carpet-making continues to be an important part of international trade today.



A traditional carpet loom

Calligraphy

One of the most beautiful ways in which Islamic artists expressed their religious beliefs was though **calligraphy**. Ibn Muqlah, who lived in Baghdad in the early 10th century CE, created a style of writing called *naskh*. This gave Arabic writing the flowing beauty that it still has today. Calligraphers used this style to reproduce religious verse and parts of the Qur'an. By the 11th century CE, calligraphy was extremely popular and it was widely used in other ways, such as for decorating buildings.



Calligraphic writing in the Qur'an

Pottery and metalwork

Creating and decorating ceramic pottery was also an elaborate way of expressing the beauty of Islamic art. Early Islamic artists and craftsmen were influenced by Chinese pottery. They learned to create different ceramic glazes to make a variety of pottery items. They also created ceramic tiles, which were arranged to make amazing patterns on walls, floors and domes. The Great Mosque of Al-Qayrawan in Tunisia is decorated with beautiful ceramic tiles.



The interior of the Blue Mosque in Istanbul, Turkey, is covered with tiles.

Islamic artists and craftsmen also developed the art of decorative metalwork. They produced detailed carved inlays on a variety of items, such as candlesticks, lamp-stands, pen-cases, dishes and buckets.

Islamic literature

The most important work of Islamic literature is the Qur'an. It is a series of divine messages revealed to Muhammad (Peace Be Upon Him) in stages over a period of 23 years. Some of Muhammad's (Peace Be Upon Him) companions acted as scribes and wrote down the revelations. The caliph Uthman was a close advisor of Muhammad (Peace Be Upon Him). Around 650 CE, he established an official version of the Qur'an based on the existing copies of the scripture and the knowledge of experts. Copies were made and distributed to the major cities of the expanding Islamic world.

The variety of languages and dialects across the Islamic Empire helped to develop a range of different types of literature:

- Tribal people from the Arabian Peninsula produced qasidah. These were long written poems that told stories, such as the story of someone's life or of the events that the tribe had witnessed. Well-known qasidah include the *Seven Mu'allaqat* and *Qasida Burda* by Imam al-Busiri (c. 1211–1294 CE).
- Some ancient Arabic stories and poems were set to music. Abu Al-Faraj Al-Isfahani (897–967 CE) was an historian from Baghdad, who collected and preserved ancient Arabic stories. His famous book, *Kitab al-Aghani* ('Book of Songs'), contains stories of composers, poets and singers from pre-Islamic and early Islamic times, and is one of the most valuable sources of information about these times.



An illustration from Kitab al-Aghani

Activities

1 Explain in a tweet (using a maximum of 280 characters) what calligraphy is, and what it was used for.

2 Research a building or work of art that displays one of the common styles of Islamic art (for example, the arabesque pattern). Create a presentation on this building or work of art and present your findings to the class. You might want to work in a group for this.

3 Work in a group. Find out about another type of pattern that was used in Islamic art, such as *girih*. Design a poster to present this type of pattern. You could include the following information:
   - when the pattern started being used
   - what the pattern looks like
   - how it is created
   - which items were commonly decorated with this pattern
   - some examples of the pattern.

2.5 What achievements were made in science and mathematics?

Learning objectives

- Assess the impact Islamic scholars had on discoveries in science and mathematics.
- Identify some of the important Muslim scholars of the early Islamic Empire.

By the late 10th century CE, the Islamic Empire stretched from the borders of India, through Persia and the Middle East, along the north coast of Africa, and into Spain and Portugal. The people of this empire, often influenced by those they had conquered, made great advances in science and mathematics. Who were the scholars who made these advances? What were their achievements and discoveries? What were the impacts of these achievements?

A scientific approach

Some Muslim scholars were gifted scientists and had a scientific approach to learning. This meant that they carried out experiments and tests, and made careful observations and measurements. Using this approach, Muslim chemists made many technological advances such as how to make new dyes and steel of a very high quality. They learned how to make gunpowder from the Chinese and made great advances in optics – the science of light. Arab surgeons such as Al-Zahrawi (936–1013 CE) created early versions of medical instruments that are still used today, such as the syringe, forceps, bone saw and the surgical hook and needle.



Illustrations of surgical instruments in a medical book by Al-Zahrawi

FACT FILE Al-Kindi (801–873 CE)

- Al-Kindi was born in Kufa, Iraq, which was a world centre of learning at that time.
- He was one of Islam's greatest philosophers. He was also a scientist, mathematician, doctor and musician.

- He devised a mathematical scale that made it possible to calculate the strength of a drug. He used his scale to calculate the correct dose of all the drugs known at the time.
- He was one of the world's first code breakers. He developed a system to read coded messages using mathematical patterns.
- He was one of the first people to study the theory of music and the therapeutic value of music.

Did you know?

Al-Kindi wrote more than 200 books on subjects as wide-ranging as psychology, medicine, glass, dyes, zoology, tides, mirrors and earthquakes.

Cartography

As the Islamic Empire expanded into new areas, cartographers – people who create maps – were required to create maps of these new places. Traders and travellers in particular needed maps of the land and trade routes in Asia, China and Africa.

Muhammad ibn Musa al-Khwarizmi (c. 780–850 CE) was a great scholar of many different subjects, who made important advances in **cartography**. One of his achievements was to rewrite and correct the works of geography by Ptolemy (a Roman scholar of many subjects). He created a full list of the **co-ordinates** of the major cities of the time. One important correction he made to Ptolemy's maps was to draw the Atlantic Ocean and the Pacific Ocean as huge, open oceans – and not as land-locked seas. We now know that Muhammad ibn Musa al-Khwarizmi's version was correct.

Islamic scholars also improved a device that was first developed in Ancient Greece called the astrolabe. This instrument could be used to identify stars or planets and work out the local time. Scholars also learned about the compass from the Chinese. The astrolabe and the compass not only helped traders and travellers to navigate, but enabled Muslims to know the time and the direction of Makkah – essential for their daily prayers.



A figure of Muhammad ibn Musa al-Khwarizmi in Khiva, Uzbekistan



This early Islamic astrolabe is on display in the Islamic Museum, Sharjah, UAE.

Botany

Botany is the study of the structure of plants. A botanist examines plants in great detail to learn how they survive, how they pollinate, how they grow, and what flowers and seeds they produce. Abu Hanifa al-Dinawari was a very important Islamic botanist. In the 9th century CE he wrote a book called *Kitab al-Nabat* , 'The Book of Plants'. In it he describes different stages of plant growth and explains how plants produce flowers and fruit.

Mathematics

The study of mathematics has a very long history, dating back long before the expansion of the Islamic Empire. Islamic scholars brought together the work of Greek, Egyptian, Indian, Mesopotamian and Persian mathematicians. They also made major advances of their own.

Islamic mathematicians were particularly interested in algebra, geometry and arithmetic. They used mathematics to solve many practical problems, such as calculating the strength of a bridge, the area of a field, or the volume of the storage area on a boat.

In addition to his work in cartography, Muhammad ibn Musa al-Khwarizmi also made important advances in mathematics. Historians think that he was responsible for adopting the number system used by Hindus in India. This number system became known as the Hindu–Arabic numeral system. It is based on the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. It became the most commonly used system in the world and is the one that we use today.

Astronomy

During the expansion of the Islamic Empire, Arabic scholars were particularly interested in **astronomy**. They studied the work of Indian and Persian astronomers and developed their own theories about the movements of the sun, the moon and other planets. They located the stars precisely and plotted detailed angles of the sun.

Arabic astronomers named many of the stars in the night sky. For example, they named Aldebaran, Altair and Deneb, which are some of the brightest stars in the night sky.



An Islamic manuscript showing astronomers at work

Al-Ma'mun al-Rashid (caliph from 813 to 833 CE) ordered the first observatory research institute in Baghdad to be built. This observatory allowed scholars to study the sky in great detail and paved the way for very important discoveries in the future, such as the development of an accurate astrolabe.



Many scholars belonged to the House of Wisdom. This was a centre of learning in Baghdad where people from the Islamic Empire could meet to share ideas and information.

Activities

1. What was the name of the Muslim scholar who made great advances in both cartography and mathematics?
2. Create a poster with the title 'Achievements in science and mathematics'. Create four to six cards to stick on your poster. Each card should give details of one achievement. Include achievements from a range of different subjects, such as mathematics, science, astronomy, cartography and botany. You could carry out your own research to discover even more achievements.
3. Research one famous early Islamic scholar. Choose one of the scholars you have studied in this lesson or find one of your own. Prepare a two-minute speech for a primary school class about this person. Make sure you include the person's name, dates, location, subject studied and the advances that the person made.

2.6 Who were the Umayyad caliphs?

Learning objectives

- Consider how the Umayyad Caliphate began.
- Discover the expansion of the Islamic Empire during the Umayyad Caliphate.

The Umayyad Caliphate was the first Muslim dynasty – a family of rulers in which power passes from one generation to the next. It was one of the most powerful caliphates in Islamic history. Who were the Umayyads, and how did they take power after the Rashidun Caliphate? Who ruled during the Umayyad Caliphate? What happened during this period of history?

What were the caliphates?

There were three major caliphates that ruled over the Islamic Empire between the years 632 CE and 1258 CE. The first was the Rashidun Caliphate, which ruled from 632 CE to 661 CE. This was followed by the Umayyad Caliphate, which ruled from 661 CE to 750 CE. Then the Abbasid Caliphate ruled from 750 CE to 1258 CE.

How did the Umayyads take control of the Islamic Empire?

The Umayyads were a large merchant family, with several branches, that was based in Makkah. The third caliph of the Rashidun Caliphate, Uthman, belonged to the Umayyad family and he gave powerful and important positions to other Umayyads. This angered many people, so they rebelled against Uthman and killed him.

The fourth Rashidun caliph, Ali, took some positions of power away from the Umayyads, and he did not punish the people who were rumoured to be responsible for Uthman's murder. This angered Muawiya, who was Uthman's nephew and the governor of Syria. Muawiya had the support of many powerful Muslims. The conflict between Ali and Muawiya turned into a civil war, known as the First Fitna. Neither Muawiya nor Ali emerged as the winner of this war, but Ali was killed in 661 CE by a different group who opposed him.

After Ali's death, Muawiya convinced Ali's son Hassan not to take up the position of caliph. Instead, Muawiya took the leadership of the Islamic Empire for himself. He became the first caliph of the Umayyad dynasty.

How did the Islamic Empire change under the Umayyads?

From 632 CE to 661 CE, the four caliphs in the Rashidun Caliphate had followed the example set by Muhammad (Peace Be Upon Him) and continued to spread his teachings. The Islamic religion spread, and Islam was accepted throughout the Arabian Peninsula, in the lands of modern-day Syria, Palestine, Lebanon and Egypt, and along the north coast of Africa.

Muawiya was from the Sufyan branch of the Umayyad family. This branch ruled from 661 CE to 684 CE. They moved the centre of authority from Kufa in Iraq to Damascus in Syria. (Ali had previously moved the centre of authority from Madinah to Kufa in 657 CE.) During the Sufyan rule, the Islamic Empire expanded eastwards into central Asia and north-western India, and further westwards along the North African coast.

At this time, there were many battles between Muslim armies and the forces of the Byzantine Empire (the Eastern Roman Empire). The Muslim forces laid **siege** to Constantinople in Turkey for three years – between 674 and 677 CE – but in the end they were unsuccessful. To defend the caliphate against the Byzantines, Muawiya developed a powerful navy, which he used in battles in the Aegean Sea and the Sea of Marmara. When the caliphate conquered new regions, they established naval bases in strategic locations, such as Cyzicus in north-western Turkey.



An Umayyad warrior from the 8th century CE



A sea battle during the Siege of Constantinople

The Sufyanids and a new branch of the family

There were three caliphs from the Sufyan branch of the Umayyads:

- Muawiya I (661–680 CE)
- Yazid I (680–683 CE), Muawiya's son – he was appointed by his father and ruled for three years
- Muawiya II (683–684 CE), Yazid's son – he ruled briefly before he died, and had no children.

The Umayyads believed that they should keep the caliphate within the family. Muawiya II was the last caliph of the Sufyanid line and had no children, so the caliphate went to another branch of the Umayyad family, the Marwanids.

This branch of the Umayyad family is named after Marwan I, who succeeded Muawiya II. Marwan I had known Muhammad (Peace Be Upon Him) and was considered a *sahaba* (a male companion of Muhammad (Peace Be Upon Him)). However, he died after ruling for less than a year. After his death, his son, Abd al-Malik, became caliph.

Abd al-Malik (685–705 CE)

Under Abd al-Malik, Islam reached as far as Sind in India and the borders of China in Central Asia. Islamic armies completed the conquest of North Africa. The Umayyads built the first large mosques, and it was during the reign of Abd al-Malik that the Dome of the Rock in Jerusalem was built, as well as the Al-Aqsa Mosque in Jerusalem and the Umayyad Mosque in Damascus. These mosques were the inspiration for other mosques all around the world.

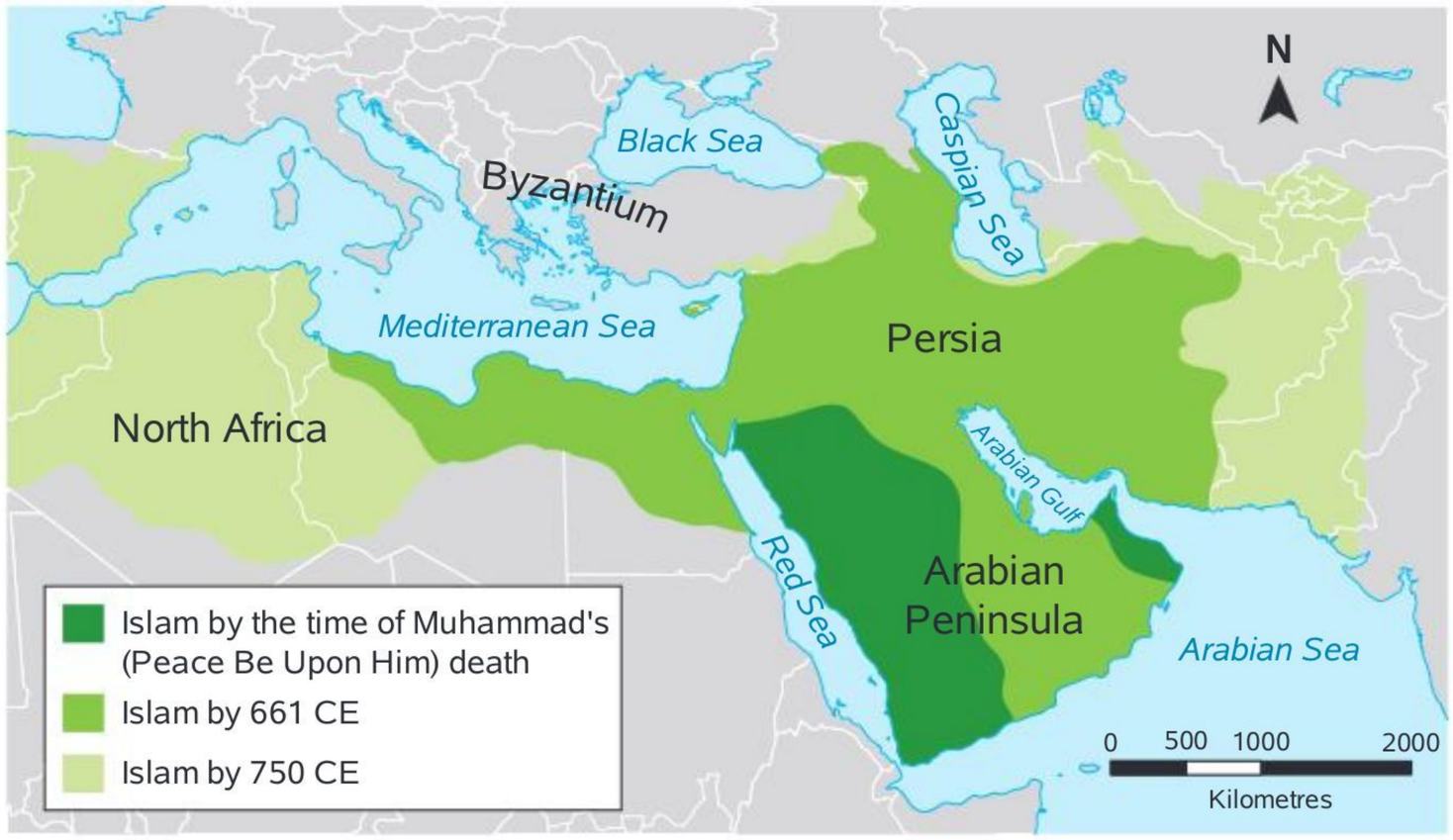


The Umayyad Mosque in Damascus

Abd al-Malik's successors (705–750 CE)

Following Abd al-Malik's death in 705 CE, four of his sons and one nephew took power. His grandson, Al-Walid II, ruled from 743–744 CE, but he was unpopular because he executed many of his opponents. He was killed by his cousin, Yazid III, who died after only six months as caliph.

The last of the Umayyad caliphs was Marwan II (744–750 CE), who was the grandson of Marwan I. He moved the centre of the empire from Damascus to Harran in Turkey.



The spread of the Islamic Empire under the Umayyad Caliphate

Activities

1 Match up the sentence beginnings on the left with the correct sentence endings on the right.

a The first four caliphs	**i** were the first branch of the Umayyad family to rule.
b The Umayyad Caliphate	**ii** ruled after the Sufyanids.
c The Sufyanids	**iii** were known as the Rashidun Caliphate.
d The Marwanids	**iv** came after the Rashidun Caliphate.

2 Write a fact file about either Muawiya I or Abd al-Malik. Research his life before he became caliph.

- Write details about where he was born, who he married and who his family members were.
- Explain why he was important.
- Describe the battles he was involved in and who he fought.

3 Work in a group. Create a timeline of key dates, events and people of the Islamic Empire from its beginning to the end of the Umayyad dynasty. You will need to look back over all the lessons in this unit to find key dates, events and people.

Review your learning

Test questions

1 The term 'polytheistic' means:
- **a** made of a plastic substance
- **b** believing in more than one god
- **c** the belief that there is only one god
- **d** a person who doesn't believe in god

2 The Bedouin were known for:
- **a** settling in one place
- **b** trading in silk and cloth
- **c** fighting successful wars
- **d** moving from place to place to find food and water

3 Abu Bakr ruled from:
- **a** 633 to 654 CE
- **b** 623 to 643 CE
- **c** 632 to 634 CE
- **d** 632 to 733 CE

4 Umar Ibn al Khattab kept control of the lands he conquered by:
- **a** forcing all conquered people to convert to Islam
- **b** creating a political structure with a governor in each area
- **c** reducing the size of the conquered lands
- **d** forming a navy

5 One of the caliphs was stabbed with a poisoned sword. He was:
- **a** Ali ibn Abi Talib
- **b** Umar ibn al Khattab
- **c** Abu Bakr
- **d** Uthman ibn Affan

6 A hypostyle hall was:
- **a** a restaurant found in all cities
- **b** a Persian-style assembly hall
- **c** an office for important officials
- **d** a place where hypostyles meet

7 Minarets were originally used:
- **a** as watchtowers
- **b** as prisons
- **c** for hanging flags
- **d** to light the way for travellers

8 The Great Mosque of Cordoba was built by:
- **a** Muhammad (Peace Be Upon Him)
- **b** Umar Ibn al Khattab
- **c** Abu Bakr
- **d** Abd al-Rahman I

9 Botany is the study of:

a ancient buildings
b plants and animals
c plants
d UV rays

10 The first caliph of the Sufyan branch of the Umayyads was:

a Yazid I
b Muawiya II
c Muawiya I
d Marwan I

Assessment activities

1 Write a detailed description of the Himyarite Kingdom.

- How did its economy thrive?
- Why did the kingdom grow and quickly decline?
- What was life like for a Himyarite?
- How did the people live?

Write a paragraph for each point you make.

2 Produce a timeline of the important events in the lives and rule of the four caliphs of the Rashidun Caliphate. Make sure you include:

- the date that each caliph came to power
- the key changes and events that took place during their reign, including dates
- the lands that each caliph ruled over
- the date each caliph's rule ended (and give the reason why it ended).

3 Research the House of Wisdom. Then produce a detailed poster showing what the House of Wisdom was like. Include the following sections:

- Important dates (when it was founded, for example)
- Why the House of Wisdom was founded
- How the House of Wisdom developed (from a single hall to a vibrant science academy)
- Important people at the House of Wisdom
- What the House of Wisdom contained
- Why the House of Wisdom was/is important.

4 The Mosque-Cathedral of Cordoba in Spain is a wonderful example of Islamic architecture. Find out about this beautiful place. Write your own version of a guide book for primary school children. You could illustrate the story with pictures that you find or with your own drawings.

5 Find out how Muhammad ibn Musa al-Khwarizmi developed the Hindu–Arabic number system. Create a presentation that shows how important this development was, including some examples of mathematics.

3 People and places

Learning objectives

In this unit you will:

- describe the geographical characteristics of the Middle East region
- discover what natural resources are available in the region and how people use them
- discuss the impact of climate change on the planet
- define the term 'sustainable development' and explore examples of it in the region
- assess solutions to the problem of water scarcity
- describe how tourism has developed as an industry, both globally and regionally
- explore how tourism can be sustainable.

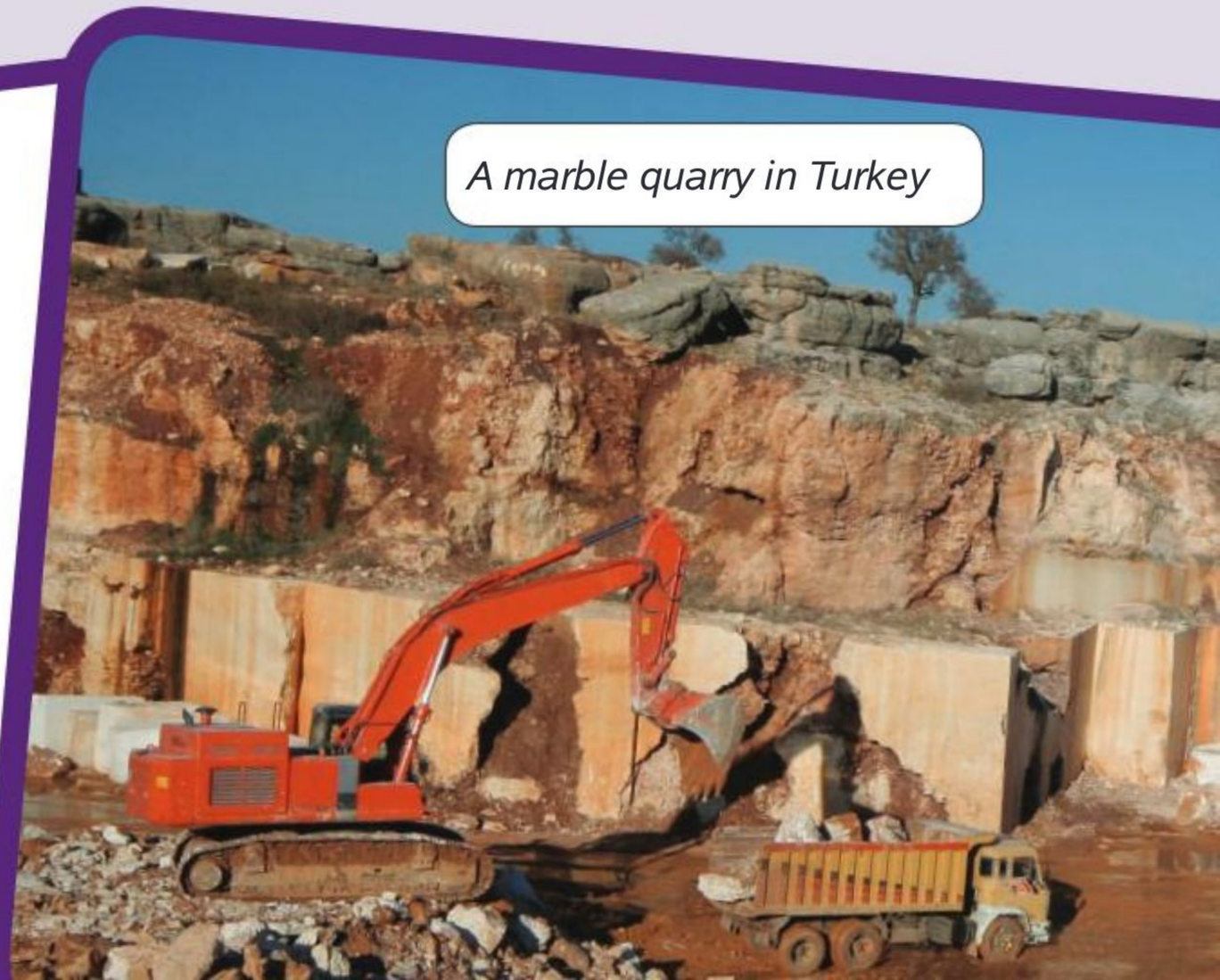
Overview

As countries become more developed, people use more of the natural resources and environment around them. This has an impact on the environment – and on the plants and animals that live there. In this unit you will look at the geographical characteristics of the Middle East region. The unit identifies the natural resources that are available in the Middle East and how people have used them. It also considers how people can use natural resources sustainably and how industries, including tourism, can develop in a sustainable way.

What is the relationship between the two items shown in this photo?



A marble quarry in Turkey



Talk about

The demands for energy across the world are increasing. How do you think these demands are currently being met? What different types of energy do you know about? Talk about how long you think these types of energy might last.

Water is becoming increasingly scarce in the Middle East region. What do you think people can do to combat this problem? How can we reduce our water consumption?

The tourism industry is growing quickly in the region. When have you been a tourist? Where in the world did you travel and why?

Fact finder

On 25 September 2015, leaders from over 150 countries met at the United Nations Sustainable Development Summit in New York, USA. They agreed to adopt a set of goals with the aim of ending poverty, fighting inequality and combating climate change.

! Find out about the United Nations' 17 goals of sustainable development. Which of these goals do you think are easiest to meet and why? Which goals is your country close to achieving? Are some countries able to meet the goals more easily than others? Are there any goals you do not agree with?

Word cloud

atmosphere **carbon footprint** **ecotourism**
scarcity **stewardship** **sustainable** **transcontinental**

People in North Senegal collecting water from a well



3.1 The geographical characteristics of the Middle East region

Learning objectives

- Identify the main physical features of the region.
- Describe the climate and vegetation of the region.

The Middle East is a diverse region. It includes 18 countries and is transcontinental – it lies mainly in western Asia but also includes parts of Africa and south-eastern Europe. To the west is the Mediterranean Sea, and to the east lie Iran and the Arabian Sea. What are the region's physical features? What is the region's climate?

Physical features of the Middle East

Arabian Gulf: The Gulf is 989 km long and on average only 50 m deep. The Euphrates and the Tigris rivers flow into it. It is connected to the Gulf of Oman by the Strait of Hormuz. In the gulf there are many small islands, of which Bahrain is the largest. The Arabian Gulf is an important transportation route and is rich in resources including oil, fish and pearls.

Red Sea: This sea is 2200 km long. Coral reefs lie along parts of the Red Sea coastline. The water in some areas is the hottest and saltiest sea water in the world. The sea is also one of the world's most travelled areas of water. There are no rivers flowing into the sea.



Caspian Sea: This is the largest enclosed body of water in the world. It was originally connected to other seas and so its water is still salty. Over 130 rivers flow into the sea, but no rivers flow out. The water level stays the same because so much water evaporates from the surface. The sea has over 30 small islands; some are important areas for wildlife.

Lake Van: This is the largest lake in Turkey. It does not flow into an ocean. The only fish that live in the lake are pearl mullet, because the water is too salty for fresh water fish. In 2017, archaeologists found a 3000-year-old castle preserved underneath the water. The lake's water level was much lower when the castle was built.

Lake Urmia: This was once the largest lake in the Middle East. It has reduced in size by almost 90% since the 1970s. Three rivers that once flowed into the lake have been dammed so less water reaches the lake, and crop irrigation has also reduced the amount of water. Migrating birds once came to the lake, but as the lake dries up there is less food available for them.



Zagros Mountains: This mountain range is 1600 km long. The highest mountain is Mount Dena, which is 4409 m high. The mountains are fold mountains. They were formed when two huge slabs of the Earth's crust – the Eurasian Plate and the Arabian Plate – collided with each other, pushing the rock upwards.



Dead Sea (or Salt Sea): This sea is really a **salt lake**. Its surface is the lowest on Earth, at 430 m below sea level. It is so salty – eight times saltier than any of the large oceans – that people can easily float in it. The River Jordan is the only major river that flows into the Dead Sea. Since the 1960s, people have diverted water from the River Jordan, so the sea has become more and more salty.

The Arabian Desert: This desert covers almost all of the Arabian **Peninsula**. At 2 300 000 km^2, it is the second largest desert in the world. Much of the desert is a high plateau, with many canyons and ridges. There are also sandy plains and mountainous areas. The highest mountain is Mount Al-Nabi Shu'ayb in Yemen, which is 3760 m high.

What is the climate of the region?

There are many different types of climate. A common system used to put climate zones into categories is called the 'Köppen climate classification'. The categories are based on annual rainfall and temperatures. There are five main categories: **A –** Tropical; **B –** Dry; **C –** Temperate; **D –** Continental; **E** – Polar.

These categories are then divided further according to temperatures and amounts of rainfall.

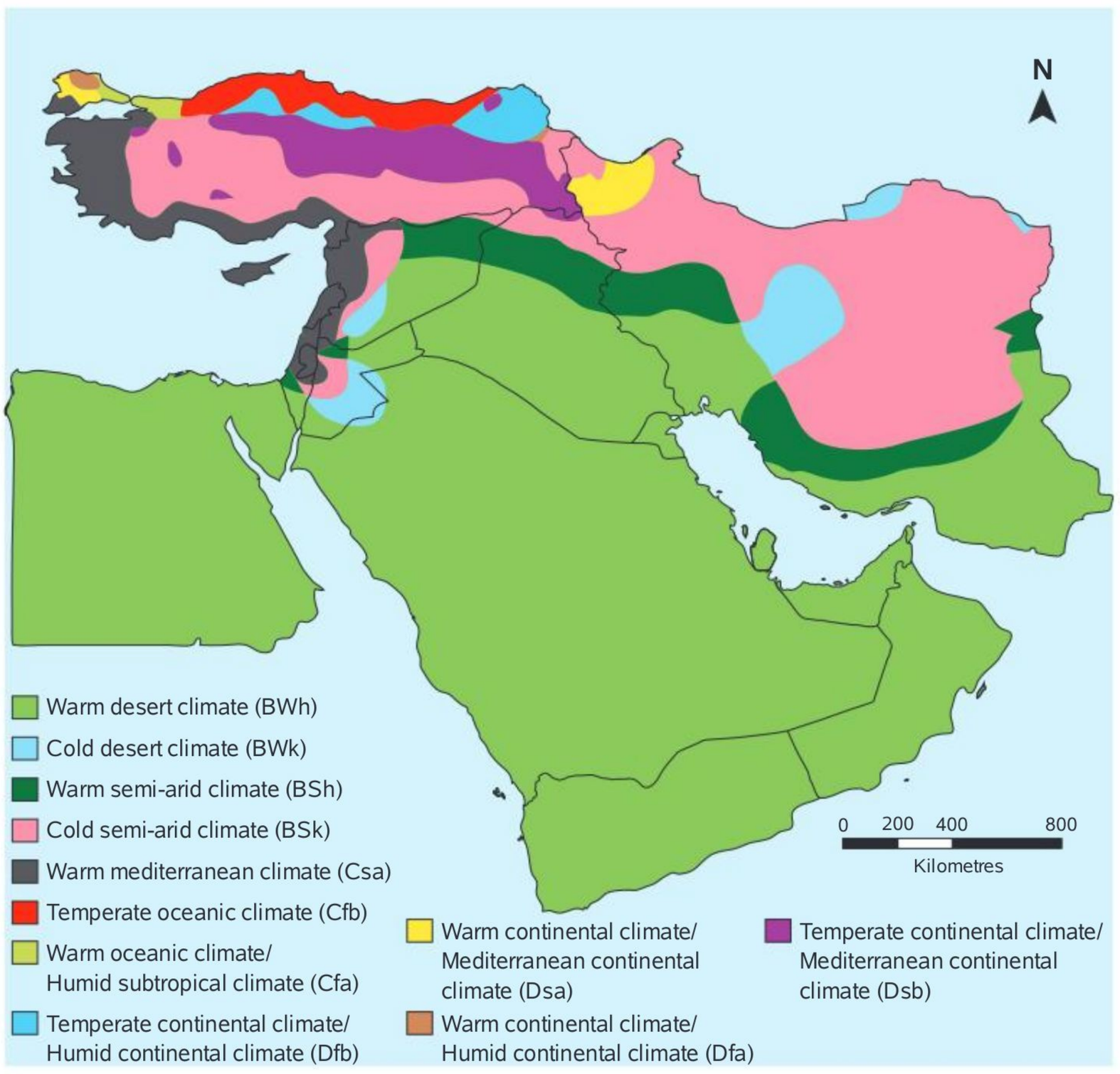
The climate map below shows the climate zones of the Middle East.

Warm desert climate (BWh): Most of the Middle East region has this climate. Here, the air is extremely dry and there are high temperatures – above 40°C. There are few clouds and very little rain.

Cold semi-arid climate (Bsk): This climate is found at the edges of deserts, away from oceans. Temperatures are not as high as in the deserts and there is some rainfall. There are hot summers and cooler, wetter winters, with some snowfall. Temperatures vary greatly between summer and winter, and can also fall by 20°C at night.

Warm semi-arid climate (Bsh): To the north, the mountainous border regions of Turkey have warm, dry summers, but the winters are cold and snow remains on the ground for long periods.

Warm Mediterranean climate (Csa): The areas around the Mediterranean coast in the north of the region have this climate. Here, the summers are hot and the **prevailing wind** blows from North Africa. This means



The Köppen climate zones of the Middle East

that the wind does not bring with it any moisture, and so there is little rain. Temperatures in the winter are mild, and the prevailing wind blows from the sea to the west, across the Mediterranean Sea, so it brings rain.

What is the natural vegetation of the region?

The vegetation of the region varies according to the climate. Some areas have little or no vegetation. The vegetation in most of the Arabian Peninsula is **desert scrub**. Surrounding the Arabian Gulf, temperate grasslands spread into Iraq and Syria. Here, the soils are rich and fertile, allowing a wide variety of grasses to grow.



Trees growing along the River Nile

A small band of broadleaf evergreens follow the path of the River Nile in Egypt. These trees grow along the river banks, where there is rich soil and enough water.

Mixed forests can be found in northern Turkey and along the Caucasus Mountains into Iraq. Both **coniferous** trees – pines, spruces and firs – and **deciduous** trees, such as oaks and maples, grow here.

Chaparral vegetation, with shrubs and heathland, is found in the west of Syria and the coastal areas of Turkey. During the hot summer months, fire and drought are very common. The plants here have tough leaves and shallow roots that can catch as much water as possible.

Activities

1 Describe the location of the Arabian Desert using as many key terms as you can.

2 Work in a group to prepare a presentation on the characteristics of the Middle East region. Divide your presentation into three different sections: physical features, climate and vegetation. The presentation should be no longer than five minutes, so think carefully about the information and details that you include. You will need to summarise the information clearly.

3 Explain the relationship between the physical characteristics of the region and the types of vegetation that can be found there.

4 Research another region in the world (for example, South America or North America). Compare the physical features, climate and vegetation. In what ways is this region similar to the Middle East? In what ways are the two regions different?

3.2 What are the world's natural resources?

Learning objectives

- Define natural, renewable and non-renewable resources.
- Identify examples of renewable and non-renewable energy sources.
- Consider other natural resources and how we use them.

The population of the world continues to grow. It is estimated that by 2050 it will reach 9.8 billion people. There will be a higher demand for natural resources than ever before. What do we use natural resources for? Why is our use of natural resources increasing?

What are natural resources?

A natural resource is something that is found in nature that people use, such as wood. Natural resources used to provide energy can be divided into two categories: non-renewable and renewable.

Non-renewable energy resources

These types of resources are also known as **finite resources**. Creating energy from non-renewable resources can often have harmful effects on the planet.

Crude oil: This liquid **fossil fuel** is formed from the ancient remains of tiny organisms that have been squeezed and heated by layers of rock.

Coal: This solid fossil fuel was formed over millions of years in swampy forests. Dead plants were covered by layers of dirt. Heat and pressure eventually turned them into coal.

Natural gas: This fossil fuel is often found near crude oil or coal and is formed in similar ways.

Uranium: This silvery-black metal releases energy when its atoms are split in a process called nuclear fission. This generates heat, which turns water into steam. The steam spins a generator, which makes electricity.



A uranium mine

These resources are unevenly distributed around the world. Reserves of oil, coal, natural gas and uranium can only be found in particular places. Some reserves are difficult to mine.

Renewable energy resources

Renewable resources can be used over and over again and are not in danger of being used up. However, they can be unreliable and many do not produce as much energy as non-renewable fuels.

Sunlight: Solar cells, also called photovoltaic (PV) cells, turn sunlight into electricity. Large solar cells are installed on the roofs of buildings, and solar farms have huge areas of PV cells to make electricity for towns and cities. Solar thermal panels use the sun's energy to heat pipes filled with water. Solar thermal power stations use thousands of mirrors to focus heat onto boilers that create electricity.

Wind: People have been using wind energy to pump water and grind grain for over 2000 years. Today, wind turbines turn the power of the wind into electricity. Wind farms with many turbines are located in windy places, including out at sea.

Water: In ancient times, people used waterwheels to grind grain. Today, there are different ways of using water to generate electricity.

- Hydroelectric power uses the power of fast-flowing water to generate electricity. The water turns turbine blades, which then spin an electricity generator.
- Tidal and wave power use the ocean to generate electricity. Rising and falling tides and the movements of waves turn the turbine blades.

Biomass/Biogas: This type of energy comes from plants and animals.

- Biomass energy, from trees and other plants, can be burned on a small scale to heat a room or on a large scale to power an electricity generator.
- Biogas is gas given off by rotting plants and animal waste. It can be collected and burned to power electricity generators.

Geothermal: Geothermal energy (heat from the Earth) is only available in particular areas of the world, where the Earth's crust is very hot close under the surface. This heat is used to generate electricity.



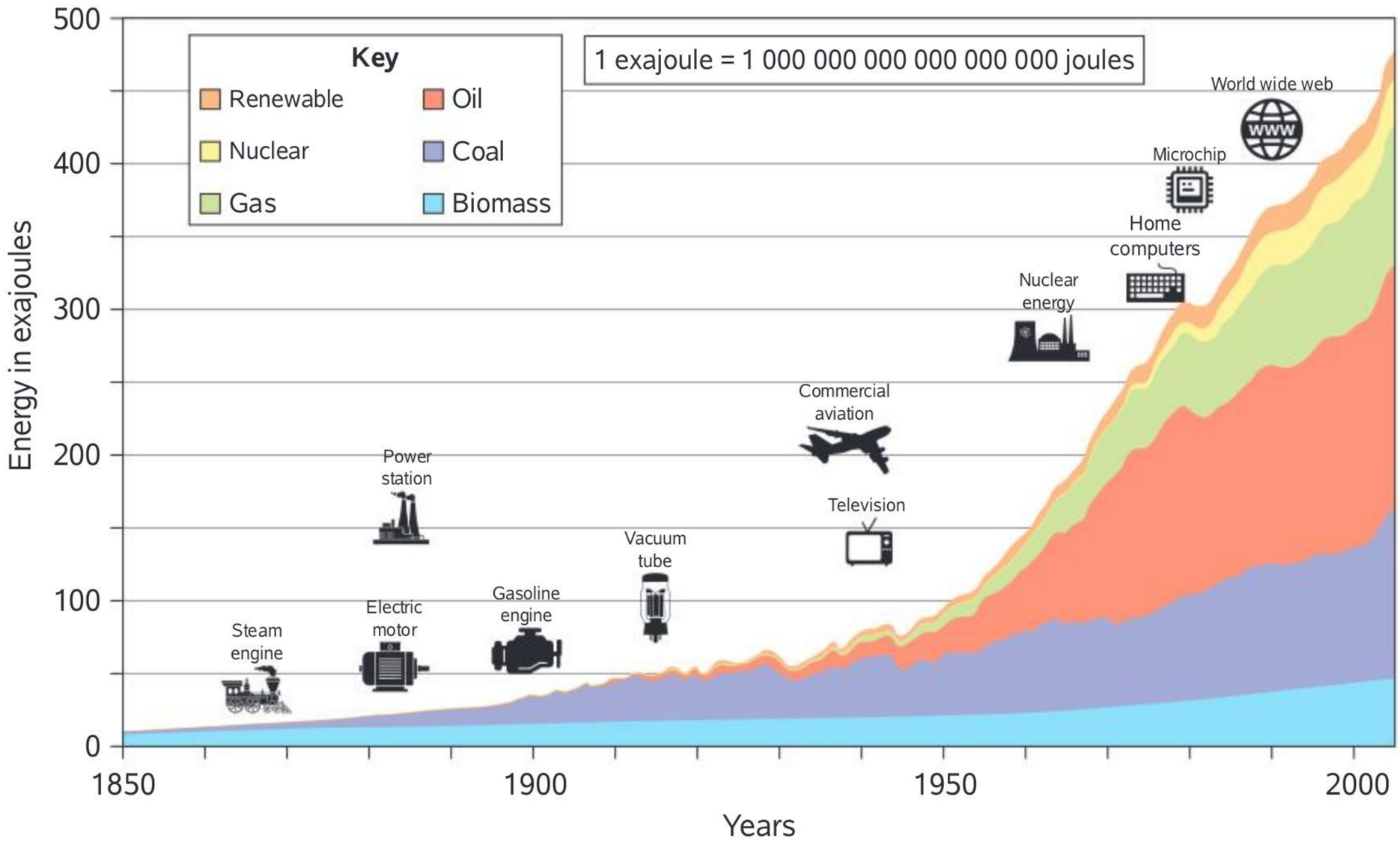
The Bahrain World Trade Center uses wind to create electricity. It produces 15% of its energy requirements each year (enough to light 258 hospitals and 300 homes for a year).

Natural resources – demand and supply

People have always needed to use the Earth's natural resources to survive. They have used water for washing, drinking and growing crops. They have used wood and stone to build shelters and make tools.

After people worked out how to make energy from natural resources, the amount of resources they used increased dramatically. The graph below shows the amount of energy gained from natural resources between 1850 and 2000. It is divided into the different types of natural resources used to make this energy.

Today, we use natural resources on a vast scale. Many of these resources are used to generate electricity. However, some of the natural resources we use are running out. This is happening at the same time as the number of people on the planet is increasing and our energy demands are rising.



The rise in energy gained from natural resources between 1850 and 2000. Since 2000 the amount of energy used has continued to increase.

Are natural resources only used for energy?

There are many other types of natural resources, including precious metals and minerals. We use many different natural resources in large amounts for different purposes:

aluminium: car-making, construction, smartphones, laptops, drinks cans

chromium: steel production, fabric dyes

diamonds: jewellery, machine cutting

gold: trading, jewellery, aerospace engineering, computers

copper: industry, wiring, car-making: the average car uses 1.5 kilometres of copper wire

tin: cans, glass-making

iron ore: steel production

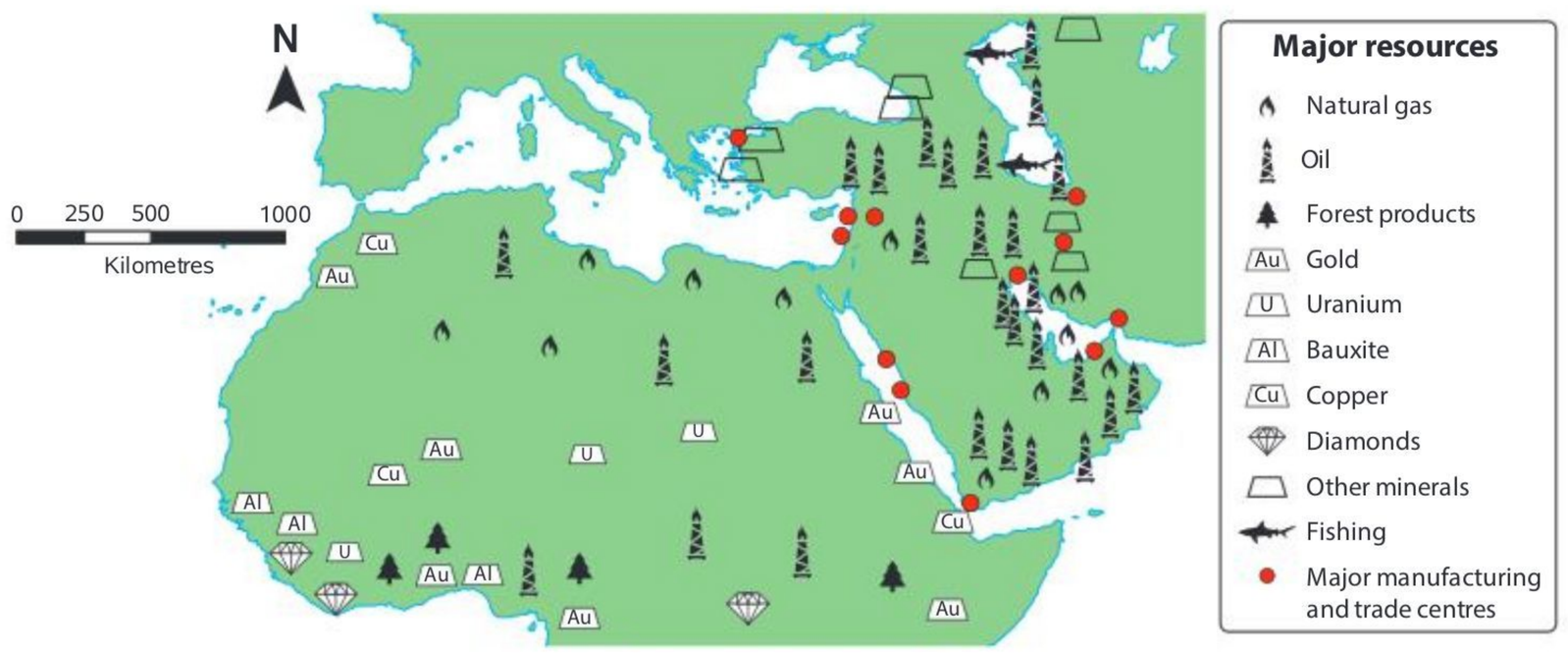
timber: a wide variety of things, including as a building material

phosphorous: weapons-making, fertilisers for crops

coltan: a metal used mostly in the production of mobile phones

Number	Country	Estimated value (US$)	Reserves include:
1	Russia	75 trillion	coal, oil, natural gas, timber, gold
2	USA	45 trillion	coal, timber, natural gas, coal, uranium, copper, iron ore
3	Saudi Arabia	34.4 trillion	oil, natural gas
4	Canada	33.2 trillion	oil, timber, uranium
5	Iran	27.3 trillion	oil, natural gas

The top five countries with the most valuable reserves of natural resources



The map shows where some major resources are found in the region.

Did you know?

There are 118 elements in the periodic table, and 70 of these can be found in a mobile phone. These include 16 of the 17 'rare-earth' elements, which are difficult and expensive to mine. For example, terbium, neodymium and dysprosium are used just to make the phone vibrate.

Activities

1 What is the difference between renewable and non-renewable resources? Give examples in your answer.

2 What is the relationship between the size of the population and the use of natural resources?

3 Work in a group. Choose a resource to research. Prepare a presentation explaining how we obtain this resource and how we use it. Include the positive and negative aspects of obtaining and using the resource.

4 Research a popular make of mobile phone or car. Make a list of the natural resources used in its manufacture and production.

3.3 How does human activity affect the environment?

Learning objectives

- Discover the causes of global warming.
- Evaluate the influence human activity has on climate change.

Natural disasters (such as volcanic eruptions) or man-made disasters (such as wars) cause damage and can destroy people's lives and homes. But these disasters may only affect one country or region of the world. Now scientists are warning of a potential disaster that may affect the whole world on a global scale. What is this potential disaster? Why are scientists blaming human activity for it? What can we do to reduce our impact on our planet?

What is global warming?

Global warming is the slow increase in the average temperature of the **atmosphere** near the Earth's surface. This increase affects climate and weather patterns all over the world. Changes in these patterns will affect plants, animals, people and the environment in which they live.

How does global warming happen?

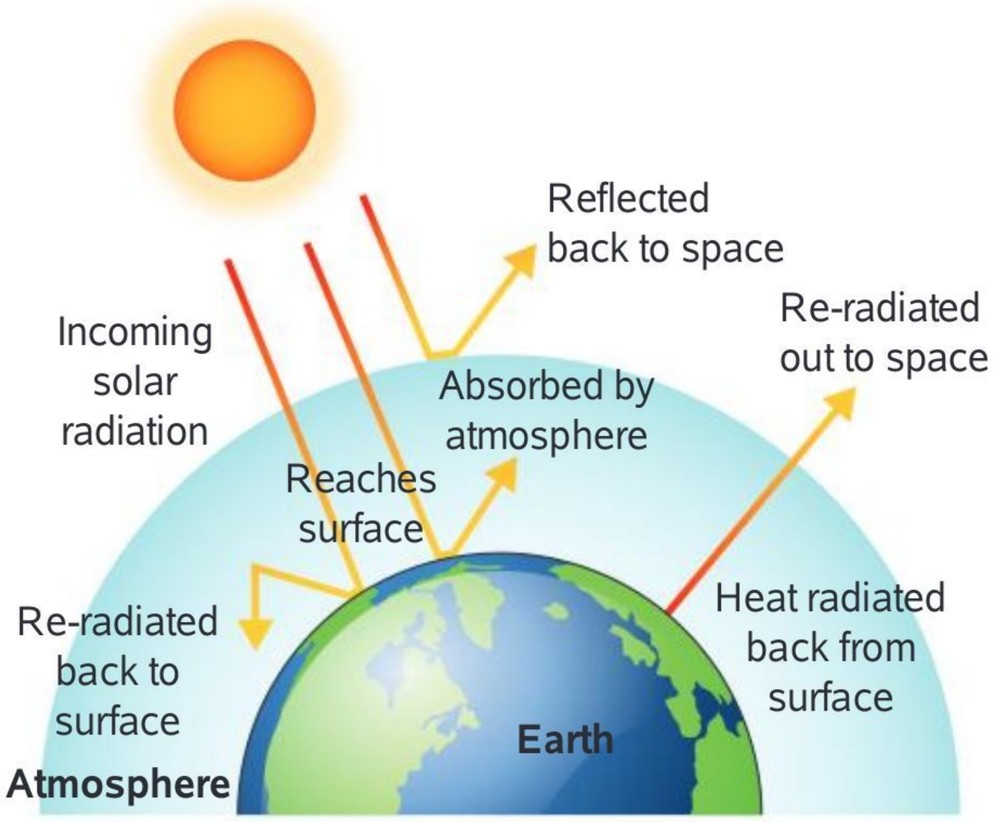
The Earth is surrounded by layers of gases that create the atmosphere. These gases are important because they protect the Earth from the sun's harmful rays. They allow just enough rays through to keep the Earth's temperatures within the correct range to support life. The gases are known as **greenhouse gases** and they occur naturally. They include carbon dioxide (CO_2), nitrous oxide and methane.

- Carbon dioxide is produced naturally, for example by animal respiration and by volcanic eruptions, which release CO_2 into the atmosphere.
- Methane is released from animals as they digest their food, and from wetland areas as the wet vegetation decays.
- Nitrous oxide is released by tiny organisms in the soil and the oceans.

Some of the sun's rays travel through the atmosphere and warm the Earth's surface. The warmed surface then radiates heat back into the atmosphere. The atmosphere absorbs some heat and some heat escapes

into space. This is the perfect natural balance of greenhouse gases, and it is called the greenhouse effect.

However, human activity has added more greenhouse gases into the atmosphere. This has been happening over many years, but there has been a huge increase since around the 1950s. More heat is trapped inside the Earth's atmosphere instead of escaping into space. This is increasing the temperature and causing global warming.



The greenhouse effect

Which human activities have added more gases?



Cutting down trees: People have cleared huge areas of forest. They have burned large areas to make more land for farming and grazing cattle. Trees and plants absorb carbon dioxide from the atmosphere during a process called photosynthesis. Removing huge numbers of trees means that less carbon dioxide is absorbed from the atmosphere.



Burning fossil fuels: Burning fuels like coal and oil releases the carbon dioxide and methane trapped inside them. These gases then rise into the atmosphere. Over the last 100 years, the amount of CO_2 released from burning fossil fuels has increased dramatically.



Transport: Cars, aeroplanes, trains, lorries and ships release carbon dioxide into the atmosphere as they burn fuel to power their engines. A holiday on a cruise ship creates 12 times more CO_2 than a holiday on land.



Buildings: Producing materials such as concrete and steel requires huge amounts of heat and electricity. This makes the building industry one of the biggest contributors to greenhouse gas emissions around the world.



Landfill: Most household waste is dumped in large **landfill** sites. When this waste decays it releases methane into the atmosphere. The more waste we create, the more methane is released.



Agriculture: Adding fertilisers to soil can result in more nitrous oxide being released into the atmosphere. Farm animals can produce large amounts of methane in their digestive systems.

What are the impacts of global warming?

Extreme weather

Average global temperatures have increased due to global warming. In recent years, some places have experienced extremely hot weather. For example, in May 2017 in the town of Turbat, Pakistan, the temperature rose to 54°C. Temperatures of 54°C were also recorded in Kuwait in a heatwave that threatened the lives of many people.

In 2017 and 2018, heatwaves spread across Europe. The extremely high temperatures caused drought and wildfires.

Many scientists agree that the Earth's weather patterns are changing. They say that the weather is becoming more extreme, with more periods of extreme heat and cold, rainfall and fiercer winds.



In July 2018 wildfires destroyed several coastal villages in Greece. Around 100 people were killed and hundreds injured.

Disappearing ice

There is ice all year round at the North and South Poles. Antarctica, at the South Pole, and Greenland, near the North Pole, are covered in huge ice sheets. As global temperatures are rising, the size of the ice sheets is decreasing. This causes several problems.

- Large ice sheets help to cool the atmosphere because they reflect the sun's rays. As the ice sheets shrink they reflect less of the sun's rays, so the Earth warms up.
- The habitats of the animals that live in these areas are getting smaller and their food supplies are decreasing.
- Scientists predict that in the near future the Arctic Ocean will melt completely in the summer, making the North Pole ice-free during the summer months.

Ice in mountainous areas around the world is also melting quickly. People who live in the foothills of the Himalayas rely on the slow melt of **glaciers** to feed rivers, which they use for drinking water and for farming. When the ice melts too quickly, the water causes floods at some times of the year and leaves less ice to feed the rivers at other times of the year.



Hunting grounds and food are becoming scarce for animals in polar regions. Why do you think this is?

Rising sea levels

As polar ice sheets and glaciers melt, and increased temperatures cause sea water to expand, sea levels rise. The increase is small (on average, around 3.2 mm per year) but it could have a huge impact on coastal communities around the world.

The Nile Delta is especially at risk from rising sea levels. Experts predict that the homes of over 8 million people in this area will be flooded if sea levels rise more than 50 centimetres.



Sea water flooding Ho Chi Minh City in Vietnam, 2016

Did you know?

As habitats have been destroyed and ocean levels have risen (due to global warming), over one million species of plants and animals have become extinct.

Activities

1. Write a tweet to explain global warming. You must use a maximum of 280 characters!
2. Draw your own diagram to explain how the greenhouse effect and global warming happen.
3. In a small group, choose one of the consequences of global warming and discuss what you would do to reduce the impact of global warming. Write your ideas in a mind-map.
4. Research where the largest cities in the world are. How many of these cities are located on the coast? Why do you think this is? Why might this be a problem in the future?

3.4 Sustainability in the Middle East region

Learning objectives

- Explain what 'sustainable development' means.
- Identify examples of sustainable development in the region.

As the global population grows, the amount of resources that people consume increases. Damage to the environment also becomes an increasing problem. The overuse of resources and the destruction of environments in the past have caused problems for today's world. Pollution levels have become an increasing concern too. What can we do to ensure this pattern does not continue? How can present generations use resources and the environment in a more sustainable way?

What does sustainable development mean?

Describing something as 'sustainable' means that it can keep going at a certain level. At present, many of the resources we use every day are being used up – so they cannot 'keep going' and will eventually run out. These resources include different types of fuel, fish stocks, trees and water.

Some scientists estimate that, if we continue to use resources as we do, by 2050 we will need two and half planets to survive. It is therefore important to find ways of using resources that give future generations the chance to meet their needs too. Planning and ensuring that we do this is called 'sustainable development'.

Our interconnected planet

The planet is a system in which everything is connected: the environment, the people and the economy. To help us live sustainably, all three need to work together. If one becomes more or less important than the others, the system will not work. Compare the two photographs on the opposite page. Both show areas where people have cut down trees to use as building materials. Both areas have provided enough wood to do this, but the two forests have been managed in two different ways: one has been managed sustainably, one has not.



A large area of forest has been cleared. The soil has been exposed to the sunlight and the rain has washed away vital nutrients.



Managed sections of forest have been cleared and then replanted. In some countries, every time a tree is cut down, two trees are planted to replace it.

Creating a sustainable future

For many years, the United Nations has brought world leaders together to try to agree on ways of using resources as sustainably as possible. The agreements are referred to as Agenda 21.

Many world leaders have promised that they will introduce policies in their countries to conserve their resources. These policies will also make sure that local people are involved, and so they will create employment and opportunities. Leaders have made commitments to develop and use technology that will not harm the environment for future generations. Finally, and most importantly, they have agreed to do all of this without stopping people from meeting their basic needs.

FACT FILE Masdar City – putting sustainability into action

Masdar City in Abu Dhabi in the UAE is an excellent example of a man-made environment that has very little impact on the Earth. It aims to become the world's most sustainable settlement. Construction began in 2008 and the city is due to be finished in 2030, with homes for 40 000 people. What makes Masdar City a sustainable city?

The buildings:

- The buildings are grouped closely together to shade each other from the sun. A wind tower sucks the air from above the buildings and pushes cooler air along the streets. The whole city is higher than the land around it to help keep it cooler. Cooler air means less need for air conditioning.
- The buildings do not have any light switches. All lights are controlled by sensors that turn lights on and off when people enter and leave a room, so no power is wasted.
- Palmwood, made from coconut trees grown sustainably, is the main building material.

Water: All the water taps are controlled by sensors to reduce waste. There are plans to reuse over 80% of the city's **grey water** to water the plants in the city and nearby crops.

Transport: At first cars were banned and a rapid underground transport system was built to bring people into the city. In 2011, driverless electric cars and clean energy cars were introduced. People can also use the city's bicycle-sharing scheme.

Renewable energy: The city is powered by over 82,700 solar panels. These are located in a huge solar farm in the desert and in various places throughout the city.

Education: Everyone who lives in the city must complete five hours of education on sustainability each year. All residents learn how to live as sustainably as possible.



Narrow streets in Masdar City, with cleverly-designed buildings that channel cool air



A solar power station that provides electricity for Masdar City

Dubai – a city of change

By the start of the 21st century, Dubai had grown from a small port to a magnificent city with skyscrapers, leisure facilities and one of the busiest airports in the world. However, the city was not sustainable at all. It burned huge amounts of fossil fuels to

build and power its offices, housing and shopping malls. Furthermore, in the space of 10 years, the population of the city had doubled. The city had a huge **carbon footprint** and action was needed.

Dubai introduced a number of strategies to reduce its negative impact on the environment and create a more sustainable future.

- An underground metro system, with driverless trains, runs through the city. The electric trains produce no pollution, and reduce the number of cars in the city.
- There is a new giant solar plant 50 kilometres outside the city. Dubai aims to receive 75% of its energy from renewable sources by 2050.
- A Sustainable City has been built. Here, all water is recycled and all the energy comes from solar panels. The Sustainable City makes more energy than it uses.
- Dubai's Clean Energy Strategy includes a 'Green Fund', which provides loans to companies who invest in 'green energy'.
- A Food Bank has been created to prevent food waste. Food is given to people who are in need, and food that is no longer edible is used to generate energy.
- Dubai imports 80% of its food, so the city is researching ways of growing more crops in the desert without using large amounts of energy.
- All new buildings must be 'green buildings', causing as little impact on the environment as possible. The amount of green space in the city is being increased.

All these initiatives are reducing the city's carbon footprint significantly.



A 'smart' palm tree sculpture on Dubai's streets provides shade and uses solar panels to generate power.

Activities

1 What is sustainable development?

2 Work in a group to produce an information leaflet about Masdar City for a visitor to the city. Include maps and information about how the city aims to become the world's first sustainable city.

3 Find out about other developments around the world that use the same ideas as Masdar City to create a more sustainable environment.

3.5 Using scarce resources sustainably

Learning objectives

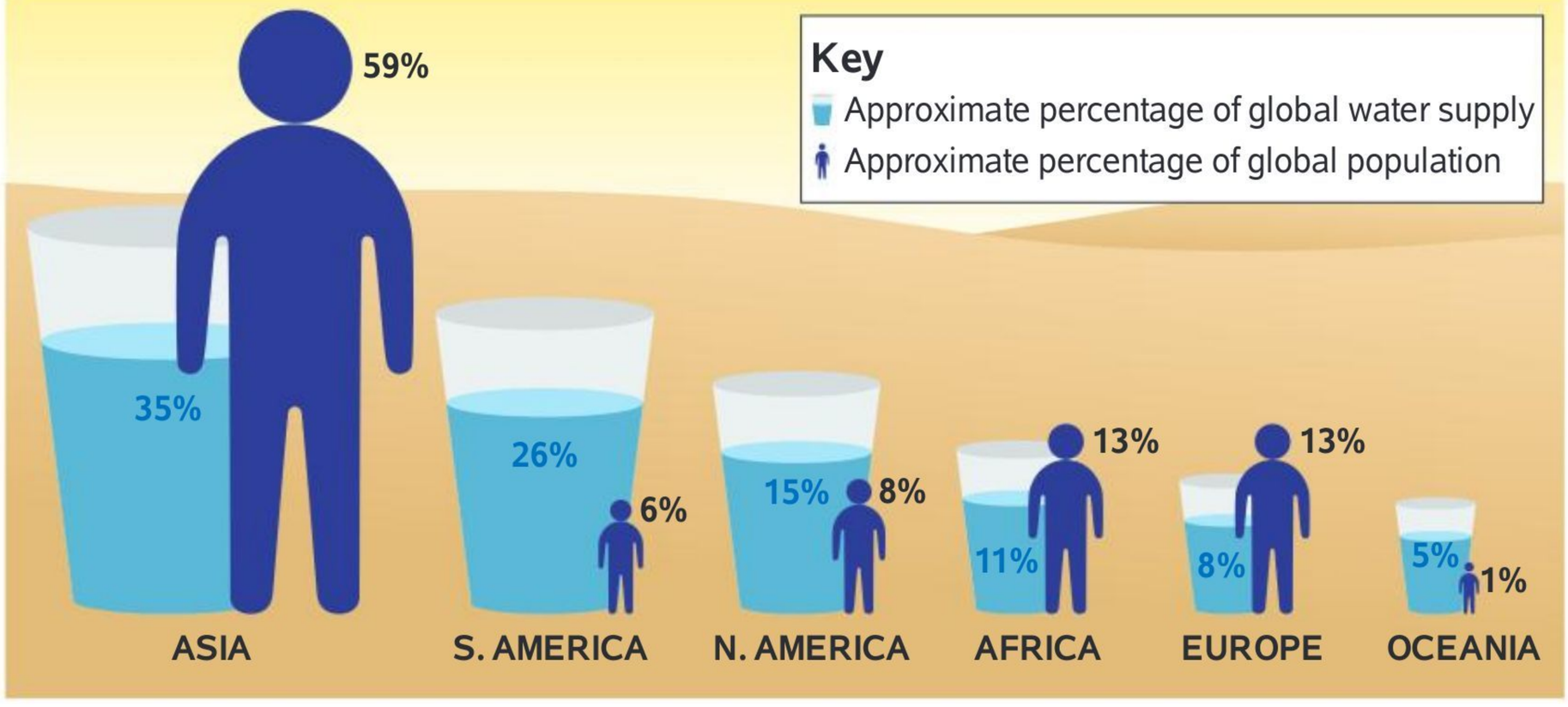
- Summarise the issues relating to water scarcity.
- Explain how water can be used sustainably.
- Consider methods of using scarce resources sustainably in the Middle East region.

The climate of many countries in the Middle East is extremely hot and dry. The people living here have cleverly adapted to living in these conditions. But as the world's climate changes, the conditions are becoming even more challenging. What are the problems that people in the region face? How have people adapted to the changes? What new technology has helped them to achieve this?

Scarcity of water

There is **scarcity** of fresh water around the world because only about 2% of the water on Earth is fresh (the rest is salt water). Only 0.3% of fresh water is easy for people to access, in places like rivers and lakes. The rest exists as ice sheets, as glaciers and below the ground.

Around 1.3 billion people are unable to find clean drinking water. Tragically, every 90 seconds a child dies from a water-related disease. One million people are killed by water, sanitation and hygiene-related disease each year.



The fresh water available on Earth is not evenly distributed. In many areas, large populations rely on small amounts of available water.

Because water is so scarce in some areas of the world, governments are working hard to find ways to use it carefully.

Water footprint

The 'water footprint' of a person or group of people is the amount of water that they use. Our water footprint is not just water that we drink or use at home. It also includes the water used to grow our food and to make the goods that we buy. Water footprints are a useful way of measuring how much water a whole country uses, or even the whole world.

The water we use can be divided into four different types: blue, green, grey and black.



Blue water: This comes from the Earth's surface or from underground. It is used for drinking, in industry and for growing crops.



Green water: This falls as **precipitation**. Plants and the soil use and store green water. Some countries in the world have very little green water.



Grey water: This is polluted water. It has been used for purposes such as washing, bathing or in industry. It can contain things like soap, hair and fat.



Black water: This has come into contact with human waste. It very often carries harmful diseases and so it cannot easily be reused.

Using water sustainably doesn't just mean reducing the amount of blue water that we use. We also need to reduce the amount of grey and black water that we create. Reusing water is also key to water sustainability.

Case study

Grey water recycling

The Premier Inn hotel at Abu Dhabi airport uses clever technology to recycle water used by hotel guests. Water from showers and baths is filtered and then reused for flushing toilets and watering the plants outside. The system has already reduced water consumption by 60 litres per guest. This kind of technology is being used more and more throughout Abu Dhabi where water is extremely scarce.

How can we solve the problem of water scarcity?

1 **Education:** One of the easiest ways to reduce the amount of blue water we use is to educate people about how to use water more carefully.

2 **New technology:** Regions with scarce water supplies are finding new ways to access water that is difficult to reach. Drilling technology developed by the oil industry has allowed access to the Guarani Aquifer in South America.

3 **Improved water distribution:** Thousands of litres of water are wasted through leaking pipes. New technology is now able to locate leaks. Stronger materials are being used to make water pipes that do not leak or break.

4 **Reducing water footprints:** Some industries use huge amounts of water in their production methods. Often this water is blue water. New regulations now require many industries to use grey water instead.

5 **Shared water:** Often, one country has more water than neighbouring countries. Sometimes this is because of dams, which prevent the water from reaching other countries further down river systems. Countries need to work together to share the water more equally.

6 **Recycling grey water:** Many industries and irrigation systems can use grey water. In some parts of the world, recycled grey water is cleaned and returned to reservoirs to be used again in people's homes.

7 **Catching rain:** In India, all new buildings in 18 of the country's 28 states must have rainwater harvesting systems. In Pakistan, rainwater harvesting systems have been installed in Islamabad. These provide clean drinking water for nearly 1 million people.



The Guarani Aquifer in South America could supply 100 litres of water a day to 5 billion people for the next 200 years!



Rainwater harvesting project in Kozhikode, India

Scarcity of land for farming

Land that is suitable for agriculture and grazing animals is becoming scarce. Much land has been overgrazed, and increasing global temperatures now mean that desert areas are spreading. The United

Nations estimates that 24% of land around the world is degrading and may eventually become desert.

Hydroponics – a solution to land and water scarcity

The UAE has an extremely dry desert climate. It is very difficult to grow crops in the poor soil and there is a shortage of water. Hydroponics is a technique for growing food using very little water. In traditional farming, the soil provides plants with the nutrients that they need. Hydroponic systems do not need soil. Instead, nutrients are added to water that is delivered directly to the plants' roots.

One of the largest hydroponics producers is located between Abu Dhabi and Dubai. Traditional farming methods use 400 litres of water to grow 1 kilogram of lettuce. Hydroponics uses only 20 litres of water. In addition, over 80% of the water used can be recycled.



Unused water from each lettuce is collected and reused.

✓ Advantages of hydroponics

Less water is used than in traditional agriculture and water can be reused.

Food can be grown almost anywhere.

Nutrients and fertilisers in the water do not get into the soil and water supplies.

Large amounts of food can be grown on small areas of land.

Some crops contain 50% more nutrients.

Growing crops is not limited to certain seasons.

More and more types of suitable crops are being developed.

The growing environment can be carefully controlled, often by computers.

Did you know?

Hydroponics research and development is a growing industry. For example, researchers are developing lightbulbs that copy the sun's rays, encouraging plants to grow even when it is dark.

✗ Disadvantages of hydroponics

This type of farming can be very expensive.

Hydroponics farmers need to be extremely skilled.

Fewer people are employed in this type of food production so the local population may lose jobs.

Activities

1 Name and briefly describe the four different types of water.

2 In pairs, produce an educational leaflet about a hydroponics farm. Make sure you include the reasons why this type of farming is necessary. Explain why it is considered to be sustainable and what future developments there may be.

3 Carry out some research to find out which resources are scarce in your region and the reasons for the scarcity. What is being done to address the problem?

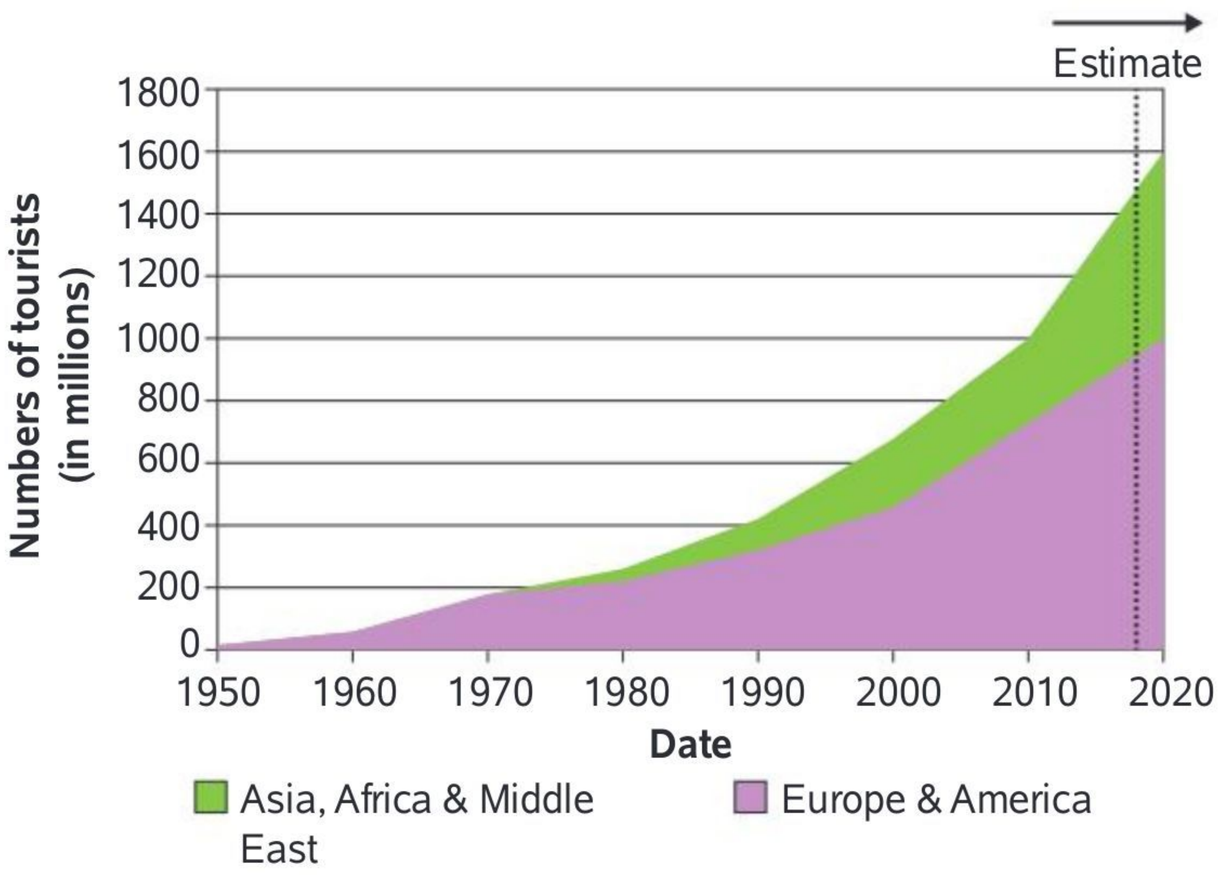
3.6 The development of the tourism industry

Learning objectives

- Consider how the tourism industry has grown in the Middle East region.
- Explain how tourism can create jobs.
- Describe how Dubai has developed its tourism industry.

In the last few decades, the tourism industry has been one of the fastest-growing industries in the world. It generates more money than global oil exports or the worldwide manufacture of cars. In 2016, the industry was worth US$7.6 trillion and created jobs for over 300 million people. How does the industry create so many jobs? What has been done to develop tourism in the Middle East region? What is the future of tourism?

Why has world tourism increased?



The total number of tourist arrivals in the world since 1950 – divided into tourists arriving in Europe and America, and those arriving in Asia, Africa and the Middle East

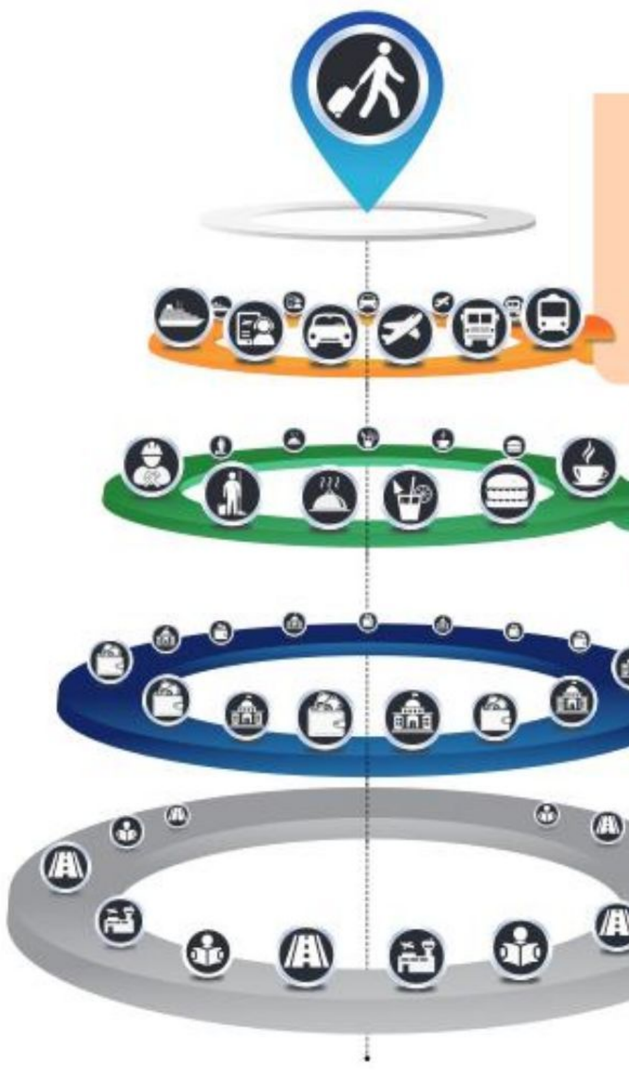
There are many reasons why the tourism industry is so big and continues to grow.

- In many countries, employers must give their workers a certain number of paid holiday days every year. Some workers have as much as six weeks – or even more – paid holiday each year.

- International travel has become easier and faster. Aeroplanes can now travel further without refuelling and can carry large numbers of people. Many more airports have been built, some in very remote places. Cars and trains are faster and more reliable. There are new road and railway bridges and tunnels between countries that were once separated by the sea.
- Many populations have increasing numbers of older retired people. Often, these people have large amounts of **disposable income**. Many use this time in their lives to travel and see the world.
- It is quick and easy to find and book a holiday online. People can share their holiday experiences and write reviews online, so others can quickly decide if a holiday is right for them.
- There is now a huge choice of holiday types, from extreme holidays, for people who seek an adrenaline rush, to educational holidays, for those who want to learn a new skill, to singles holidays, for those who want to meet new people.
- The world's media plays an important role. People see images and films of places all over the world and select the places that they would like to visit.

How does tourism generate so much money?

Tourism provides employment, either directly or indirectly, for one-third of the world's population.



Tourism

Tourists book their holidays with travel agents, or buy their own tickets for aeroplanes, trains, cruise liners or coaches. They spend money in hotels, shopping centres, restaurants, theatres and parks, and on sporting activities. They often buy new clothes for their holiday.

Tourism supports other industries, such as: cleaning; food production and catering; airline, vehicle and hotel maintenance. Tourists also visit places, so tourist attractions, local transport and other services benefit.

Jobs are created in the tourists' own countries and in the countries that they visit. Companies make profits and pay charges to governments.

Governments use money to improve **infrastructure** such as transport networks and airports. They subsidise – provide financial support for – building projects, develop health care and improve education. These all create further jobs and wealth.

The development of tourism in the Middle East region

In 2016, tourism added $36 billion to the economy of the Middle East region, and experts predict that this will increase to over $64 billion in the next 10 years. For example, they estimate that there will be 31 million tourists to the UAE in 2026, and that these tourists will spend $44 billion.

Tourism in Dubai

During the 1980s, leaders in Dubai looked for ways to improve the economy without relying on the oil industry. They have invested billions of dollars over the last 20 years in order to develop Dubai into a major tourist destination. The number of visitors is increasing and Dubai aims to attract over 20 million visitors a year. Dubai International Airport is now one of the busiest in the world, with flights to over 145 different countries. Dubai has become the fifth most visited city in the world, and over 250000 people there work in tourism-related jobs.

The huge investment in the city and its infrastructure has given Dubai a wide selection of tourist attractions and facilities.

Hotels: Some of the world's most luxurious hotels can be found in Dubai. The Burj Al Arab is the only 7-star hotel in the world. It is built in the shape of a sail and stands on its own island. The Royal Suite is one of the most expensive hotel rooms in the world – the cost to stay there is over $25 000 per night. There are over 80000 hotel rooms available to choose from.



The Burj Al Arab hotel in Dubai

Attractions: Palm Jumeirah is a group of artificial islands near Dubai's coast, arranged in the shape of a giant palm tree. It has some of the world's finest hotels, including the famous Atlantis Hotel. There are restaurants, shops and a huge water park. Dubai also has the tallest building in the world, the Burj Khalifa, which is 829.8 metres high.



It is possible to ski in the desert at Ski Dubai, an indoor ski resort.

Sporting events: Dubai hosts some of the world's top sporting events, including horse racing, beach football, tennis and rugby. These help to increase visitor numbers each year.

Shopping: The Dubai Mall is one of the world's most visited shopping destinations. It contains 1200 shops and is expanding to bring the annual number of visitors to 100 million. The mall also houses an aquarium, an ice rink and several cinemas.



The Dubai Aquarium



Cruise ships moored in Dubai

Cruises: Advanced cruise terminals have been developed, which allow giant cruise liners to dock. Many major cruise companies have added Dubai as a destination on their routes. In 2016, 475 000 cruise visitors disembarked from 138 cruise ships.

The future for Dubai's tourism industry

Expo 2020: In 2013, Dubai won the bid to host the World Expo 2020, the first international exhibition of its kind to be held in the region. The theme of the exhibition is 'Connecting minds, creating the future'. It will bring an extra 33 million visitors to Dubai and boost the economy by $40 billion. It is also creating jobs for over 270 000 people between 2013 and 2021.

Green tourism: While the huge development in Dubai's tourism industry has certainly brought wealth and opportunity to the region, tourism and tourists can also have a negative effect on the environment. Dubai Sustainable Tourism was launched in 2016. Its aim is to make sure that the tourism industry is able to grow while having a minimum impact on the environment.

Activities

1 Name three factors that have contributed to the growth of tourism around the world.

2 Draw your own diagram to show how millions of jobs can be linked to the tourism industry. This could be a mind-map or a spider diagram.

3 In groups, produce an advertising brochure to encourage visitors to Dubai. Make sure you describe what makes Dubai different from other tourist destinations. Remember that you want to attract as many different types of people as possible.

3.7 How can tourism in the Middle East region be sustainable?

Learning objectives

- Recognise the negative impacts that tourism can have.
- Define the term 'ecotourism'.
- Discuss projects that are considered examples of ecotourism in the Middle East region.

As tourist facilities develop in a region, the number of visitors increases. What can be done to limit the damage caused by tourism? What alternative types of tourism are there? Where in the Middle East region has alternative tourism been successful?

What are the negative effects of tourism?

By 2030, it is expected that over 5.9 billion people will travel on passenger aeroplanes each year. Air travel adds huge quantities of carbon dioxide into the atmosphere, which contributes to global warming. As tourist numbers increase, so do the amount of facilities that they require. Hotels, roads, airports, water supplies, sanitation facilities and waste collection services are just a few examples.



A crowded holiday beach in the Netherlands. During the tourist season, it takes many hours to remove all the litter and waste from the beach.

Development for tourism and increased numbers of tourists can have many positive effects on an area, but there are also negative effects on the local environment and population.

- Tourism can cause more litter, erosion and destruction of habitats.
- Scarce resources, such as water, become less available for the local population and environment.
- Increased traffic can cause congestion and pollution.
- Local jobs in tourism are often seasonal and many are poorly paid.
- Many tourists book their holiday transport and accommodation with large companies, so the local economy receives little benefit from the tourism.
- Local culture and traditions can begin to change as outside influence increases.

Many people think that **ecotourism** is the answer. Indeed, ecotourism is now the fastest-growing sector of the tourism industry, increasing between 20% and 30% per year.

What is ecotourism?

Many tourists are becoming increasingly aware that their holidays can damage the places they visit. Some people are prepared to pay more for holidays that have less impact on the environment and on the local population. Ecotourism aims to make tourism sustainable by promoting conservation and **stewardship** of the environment and respecting local people.

There are a number of criteria for ecotourism. The tourism must:

1. create a positive relationship between the people who visit and the local people, animals and plants
2. involve local people in planning the developments for tourism
3. allow local people to benefit from the income from tourism
4. make sure that improvements, such as new roads and power supplies, benefit local people as well as the tourists
5. respect local traditions and customs
6. help environmental conservation, rather than damage it.

Ecotourism in the region

Many new resorts in the region aim to play a role in conservation, at the same time as respecting local populations and local traditions. For example, the Al Maha Resort in Dubai is in the Dubai Desert Conservation Reserve. It offers luxury eco-friendly accommodation, as well as showcasing the heritage and architecture of the Bedouins and the local Arabian wildlife.

The Lebanon Mountain Trail

The Lebanon Mountain Trail is a walking trail that stretches from Andqet in the north of the country to Marjaayoun in the south. It is 470 kilometres long and passes through 75 towns and villages. The trail attempts to highlight both the different cultures and the beauty of the region. It brings visitors, and the money they spend, to local communities. The trail is divided into 26 sections, which connect each village to the next. There are lodges for tourists along the route. Local people along the trail are employed as guides, so it provides an income for people who have lived and farmed in the region all their lives.



Deir Qannoubin Monastery in the Kadisha Valley on the Lebanon Mountain Trail

Ras Al Jinz – an ecotourism resort in Oman

Ras Al Jinz is a small fishing village in Oman, on the eastern tip of the Arabian Peninsula. It is the largest nesting site of green sea turtles in the region. Green sea turtles are an endangered species. In 1996, a turtle reserve was established to protect the turtles and the places where they lay their eggs. Over 45 kilometres of coastline are protected.

The Ras Al Jinz Turtle Centre was built in 2008. It is the only place where the public can officially watch the turtles nesting. The centre educates visitors about the impacts of human activity on the turtles. The impacts include pollution, rubbish in the sea, loss of habitat and harvesting of turtle meat. Each visitor has a guided tour every night which allows them to view the turtles without disturbing their nesting habits. Local people are often employed as guides, and this encourages locals to protect the turtles too.



All buildings in the resort at Ras Al Jinz blend in with the surroundings.

The Mövenpick Resort and Spa, Dead Sea, Jordan

The Mövenpick Resort and Spa is near the lowest point on Earth – the Dead Sea. It offers visitors a relaxing experience in a beautiful setting. The resort is designed to ensure that the environment is not damaged in any way.

The resort has won several awards for the way in which it reduces its impact on the local environment. It is considered an ecotourism destination for many reasons.

- Local materials were used to construct all the buildings in the resort.
- Plants on the site are **indigenous** to the local area.

- All grey water is treated and recycled – it is used for watering plants and cleaning walkways. Special shower heads and taps help to reduce water consumption.
- Solar energy and energy-saving lighting reduce the amount of electricity that needs to be supplied to the resort.
- All chemicals used in the resort are eco-friendly.
- Local people are employed in the resort and local products are used to supply the resort, including fabrics in the rooms, gifts in the shop and food in the restaurant.
- All cosmetics used in the resort (such as shampoo and shower gel) come from a female employment project in Jordan.
- People arrive at the resort in electric vehicles.



The Mövenpick Resort and Spa

Activities

1 In your own words, define ecotourism.

2 What has caused the growth of ecotourism?

3 Work in a group to design your own ecotourism resort. Produce a brochure to explain to tourists why your resort is an ecotourism resort.

- Think about what you need to do to make sure your resort is sustainable.
- What impact does your resort have on the local environment?
- What impact does it have on local people? Think of as many ways as possible of involving local people.

Review your learning

Test questions

1 The word 'transcontinental' means:
- **a** a breakfast made of different types of food
- **b** a group of countries that have all got the same name
- **c** crossing more than one continent
- **d** a piece of land that is surrounded by water on most sides

2 What is happening to Lake Urmia?
- **a** its salt levels are decreasing
- **b** the number of fish in the lake has increased
- **c** the lake is decreasing in size
- **d** the amount of food for wild birds is increasing, attracting more birds each year

3 The term 'prevailing wind' means:
- **a** the direction the wind usually comes from
- **b** the type of weather that the wind brings with it
- **c** the strongest wind
- **d** a period when there is no wind

4 Non-renewable energy is a type of energy source that:
- **a** can be found underground
- **b** will never run out
- **c** cannot be replaced
- **d** comes from water power

5 Energy can be produced from:
- **a** diamonds
- **b** gold
- **c** aluminium
- **d** biomass

6 A human activity that does **not** contribute to greenhouse gases is:
- **a** cutting down trees
- **b** producing cement
- **c** burying rubbish underground
- **d** riding a bicycle to work

7 A 'sustainable city' is:
- **a** a city that uses resources carefully to preserve them for future generations
- **b** a city built to house workers who are on a large-scale building project
- **c** an abandoned ancient city that archaeologists have recently rediscovered
- **d** a city that has a serious, negative environmental impact

8 The percentage of all the water on Earth that is fresh water is:
   a 22%
   b 2%
   c 5%
   d 50%

9 'Grey water' is:
   a used water that contains things like soap, hair and fat
   b water that falls as precipitation and is stored in plants
   c water that has come into contact with human waste
   d water that we use to drink

10 'Hydroponics' is a way of:
   a growing crops using animal hair
   b growing crops using huge amounts of water
   c growing crops without soil
   d growing crops in space

Assessment activities

1 Write a definition of each of the following words:
   a aquifer
   b sustainability
   c disposable income.

2 Write an acrostic poem to explain the causes and consequences of global warming. Each line needs to begin with each letter in the words G.L.O.B.A.L.W.A.R.M.I.N.G.

3 Imagine you have been given the task of creating the UAE's next big tourist attraction. It must be as environmentally friendly as possible. Produce an information leaflet about the attraction you will create. Include:
   - where the attraction will be
   - what it will offer
   - who it is aimed at and why
   - what makes the attraction an example of ecotourism.

4 Find out about other cities in the world that have attempted to build sustainable cities. You could research BedZED in London, UK, or Curitiba in Brazil. Produce a report to explain the similarities and differences between one of these sustainable cities and Masdar City. Are there any lessons they could share with each other?

5 Produce a small guide book for the Lebanon Mountain Trail. Your book should include a map and directions. It should also point out some key places along the trail. Remember to include information about how walkers on the trail can reduce their impact on the environment.

4 Citizenship

Learning objectives

In this unit you will:

- consider different social groups within society
- analyse the role of social institutions in social control
- assess the characteristics of good citizens
- explain how citizens can have an active role in society
- examine citizens' responsibilities towards the environment
- analyse the role of government departments
- compare levels of government administration in different countries
- consider the development and aims of the Gulf Cooperation Council.

Overview

People within a population live in many different groups. This unit examines the structures of these groups, the relationships of the people within groups, and the relationships between different groups. It considers how groups contribute to the successful functioning of society.

The unit explores the responsibilities that members of a society have towards each other and towards the environment in which they live. The unit looks at how human activity impacts on the environment. It explores ways in which responsible members of society try to keep the negative impacts to a minimum.

The unit also examines the role of government departments in creating national and regional policies.





Talk about

Talk about the society you live in. Try to describe the society. Discuss how your society expects you to behave. What responsibilities do you think you have towards people in the groups you belong to? What responsibilities do you have towards wider society? Which of your activities have had a positive impact on society or on the environment? Which have had a negative impact?

Fact finder

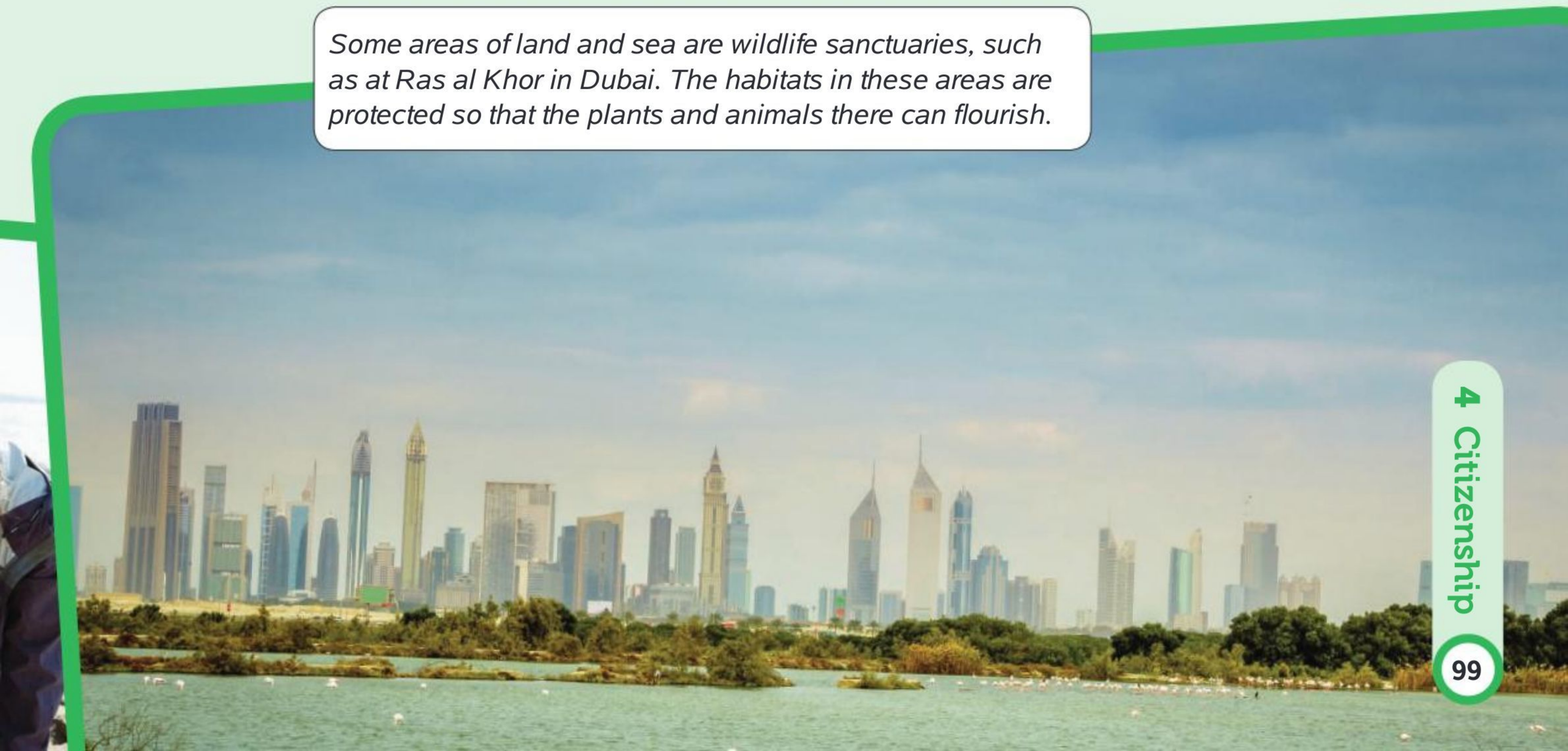
The Great Pacific Garbage Patch is a huge collection of marine debris – litter in the sea – in the North Pacific Ocean. It covers 700 000 km ^{2}. A sailing boat captain called Charles Moore discovered the Great Pacific Garbage Patch in 2003. He said about the garbage: 'It seemed unbelievable, but I never found a clear spot. In the week it took to cross, no matter what time of day I looked, plastic debris was floating everywhere: bottles, bottle caps, wrappers, fragments.'

! We all have responsibility for our own impact on the environment, even when that impact is happening in a place far from home. Find out about the system for recycling plastic where you live and how much plastic was recycled in the last year.

Word cloud

administration **alliance** **constitution** **municipal**
quality of life **socialisation** **standard of living**

Some areas of land and sea are wildlife sanctuaries, such as at Ras al Khor in Dubai. The habitats in these areas are protected so that the plants and animals there can flourish.



4.1 What are social groups?

Learning objectives

- Identify different types of social group and their characteristics.
- Describe the benefits of belonging to social groups.
- Analyse the influence of different groups on individuals and society.

People are social which means that they live and interact with other people in social groups. Social groups are the basic units around which societies are organised. What different types of social group are there? What are the characteristics of different groups?

What is a social group?

A social group is a group of any two or more people who meet regularly and share a sense of being part of a whole. They often work towards achieving a particular goal. Interactions within the group reinforce other aspects of the group, for example helping to achieve group goals.

Most people belong to different social groups such as families, friendship groups, sports teams, youth clubs and school classes.

Primary and secondary social groups

Primary social groups: These are the most important source of personal relationships and **socialisation**.

Primary groups are small and all group members know each other very well. Members have strong emotional attachments and interact with each other frequently and face-to-face. Primary groups give us a sense of love, security and companionship.

People are accepted for who they are and for what they mean to other group members. Primary groups include families and friendship groups.



What benefits do people enjoy when they belong to a group of friends?

Secondary social groups: These are less personal, and more formal than primary groups. They are often much larger, so not all members interact with each other. Many interactions are planned and happen at set times or in particular places. Secondary groups focus more on group goals and less on the relationships between members.

There are usually special requirements for belonging to the group. Secondary social groups include schools and youth clubs.



What are the different relationships within a school group?

Formal and informal groups

Social groups are also classified as formal or informal. These types of groups have different characteristics.

Schools and sports clubs are examples of formal groups. Formal groups have a well-defined structure, written rules and official penalties if these are broken. The groups have clearly defined goals which are met only through co-operation from members. There are specific requirements for membership and an official elected or appointed leader. Interactions between members are more formal, structured and limited. Formal groups often have a uniform or badge as a mark of identity and an expected code of behaviour.

These do not apply in informal groups in the same way. For example, there may be an understanding about how to behave but no written rules of behaviour.

Case study

Scouts and Guides

The Arab Region of the World Association of Girl Guides and Girl Scouts has 15 Member Organisations and 168 000 members. The Member Organisations provide a safe environment for girls and young women to learn life skills and explore important issues. They help to develop their members as people and as leaders, and to participate fully in their communities.



How would you classify a group like the Scouts or Guides?

Group membership

Voluntary membership of a group means that people have chosen to join. Involuntary membership means that people had no choice about being part of the group. An example of this is when someone is born into a family.

Benefits of joining a group

People join groups for different reasons. The group may offer a sense of identity and belonging as well as companionship and emotional support. In some circumstances the group may offer status or importance.

Groups allow members to share their interests and to feel supported in their views and values.

Members also benefit because they learn social skills such as co-operation, negotiation and compromise.



Marks of identity include uniforms or other dress codes, badges and other symbols.

The influences of different groups

The group with the most influence on an individual is probably their family. The family influences lifestyle and types of activities, relationships and even personality. Parents directly influence their children's values, **morals** and behaviour.

Friendship groups influence our personal relationships. For example, we learn how to show people we care about them and respect them.

Peer groups influence how we feel about ourselves and about our self-identity because we use our peers as a reference point. We often adopt some of the features of our peer group so that we can 'fit in'. The influence of a peer group is called peer pressure. Positive peer pressure encourages socially acceptable behaviour, such as teamwork. The influence of peer groups increases from childhood into adolescence – when it is at its greatest – and continues into adulthood.

Formal groups influence their members because part of their purpose is to teach certain skills, attitudes, understanding and behaviour.

Pressure groups and interest groups

Societies also contain pressure groups and interest groups.

Pressure groups: A pressure group exists to try to influence public opinion or **public policy** about a particular subject, such as promoting a health or safety issue or protecting the environment.

An example of a pressure group is the Emirates Environmental Group (EEG) which is devoted to protecting the environment. The group brings together private companies, **government agencies**, and regional and international institutions. It works with educational institutions and encourages community involvement from local groups, families and individuals.



Peer pressure can be strong among teenagers.

Interest groups: An interest group is a group of people who want to promote a particular interest that the group members share. An example of an interest group is the Chamber of Commerce. This is an association of businesses that works to promote and protect the economic interests of its members.

Activities

1. Describe the difference between voluntary and involuntary group membership.
2. Create a list of all the social groups that you belong to.
   - **a** Categorise the groups under the headings 'Formal' and 'Informal'.
   - **b** Write down three ways in which each group shows the characteristics mentioned on page 101.
3. Create a mind-map of the benefits people gain from being in a group like the Scouts or Guides.
4. Choose three of the social groups from Activity 2. Write down all the influences each group has on you. Discuss these influences and identify which groups have the most influence and in which areas of life.

4.2 Group behaviour, social control and social institutions

Learning objectives

- Recognise how behaviour is regulated in groups and in society.
- Identify the main social institutions in society.
- Explain the role of social institutions in maintaining social control.

All societies need some social control in order to achieve social order. Social order is the situation when all the different parts of a society work together. It helps to build and maintain a stable society. How is social control used to regulate people's behaviour? Do expectations about behaviour always stay the same?

Group behaviour and social control

All social groups have expectations about behaviour and all groups regulate their members' behaviour in different ways. This leads to peaceful interactions and stability within the group. The same is true of wider society, where the regulation of behaviour is called social control. Social control works in a number of ways and at a number of levels.

One form of regulation is social norms. These are the long-established standards of behaviour that each society develops.

Some social norms are called folkways. These are customs or social habits such as greetings. Folkways are a form of social control because they become familiar. People feel comfortable when everyone's interactions follow the norms because they know what behaviour to expect.

Did you know?

In the Philippines, people greet elders with respect. They gently take one of the elder's hands and bow down, pressing the elder's hand against their own forehead.

Some social norms are the special events that take place in a culture and the special types of relationships, such as marriage. People follow these norms because they lead to better relationships and a sense of belonging throughout society. People can choose whether

to follow these types of norms or not. If they behave outside the norm they may experience disapproval but there is usually no official punishment.

Social norms, called mores, deal with more serious matters, such as violence or stealing. Mores reflect a society's values and morals. In most modern societies, mores become formal laws which clearly state the behaviour that is expected. They also state the punishments that may result from breaking the law.



Many people take part in cultural events that celebrate a shared part of their nation's history, heritage or culture. This participation is a type of a social norm and helps to draw a society together.

Do social norms last forever?

Social norms develop over a long period of time. They become a fundamental part of a society partly because they reflect the society's values. They are usually passed on from one generation to the next through socialisation. However, norms can also change when each generation develops its own norms.

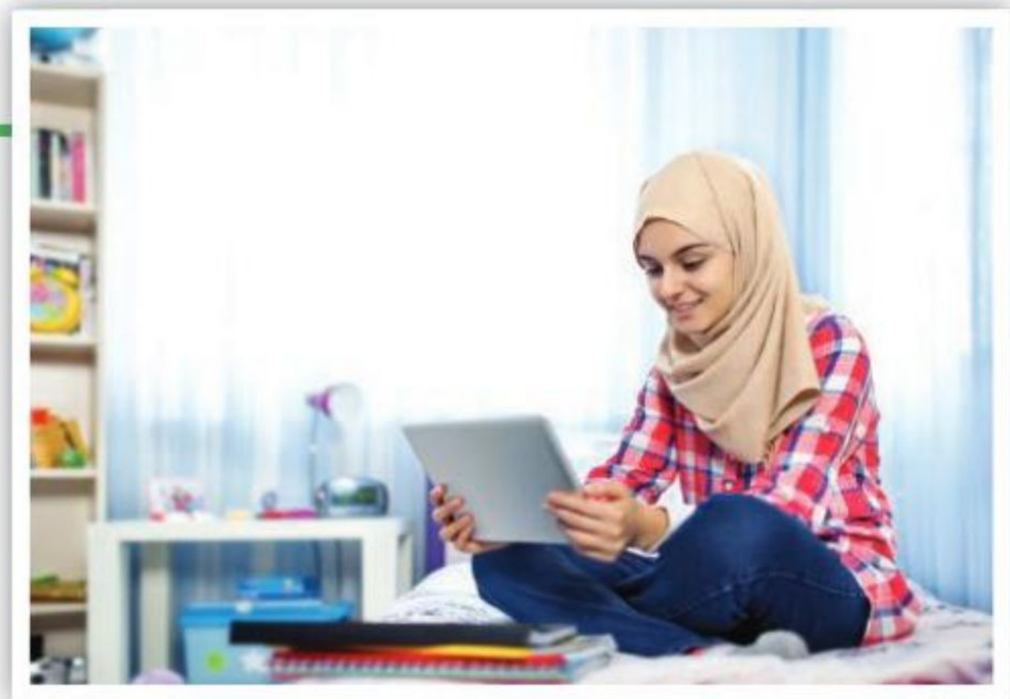
Changing circumstances or an increase in knowledge and understanding can also alter social norms. For example, practices such as slavery and piracy were once seen as 'normal' around the world but are now prohibited by international law. Attitudes to eating, exercise, material possessions, pollution and the environment have all changed considerably in recent years.

Case study

Social media and social norms

Social media is made up of websites and applications ('apps') that allow people to create and share content over the internet. People can also create networks of contacts.

When people use social media, they communicate and interact in new ways. The social norms associated with social media are still developing. For example, people are becoming used to the idea of 'liking' (or not) someone else's content. They may express themselves using a special character called an emoji. It is not always clear what behaviour is acceptable and unacceptable. Where there are no clear social norms, some people misuse social media to bully others or to dismiss other people as unimportant.



Social media is a big part of life in many societies today.

What are social institutions?

Five main social institutions meet five basic needs in society.

The family meets the need to determine **kinship**.

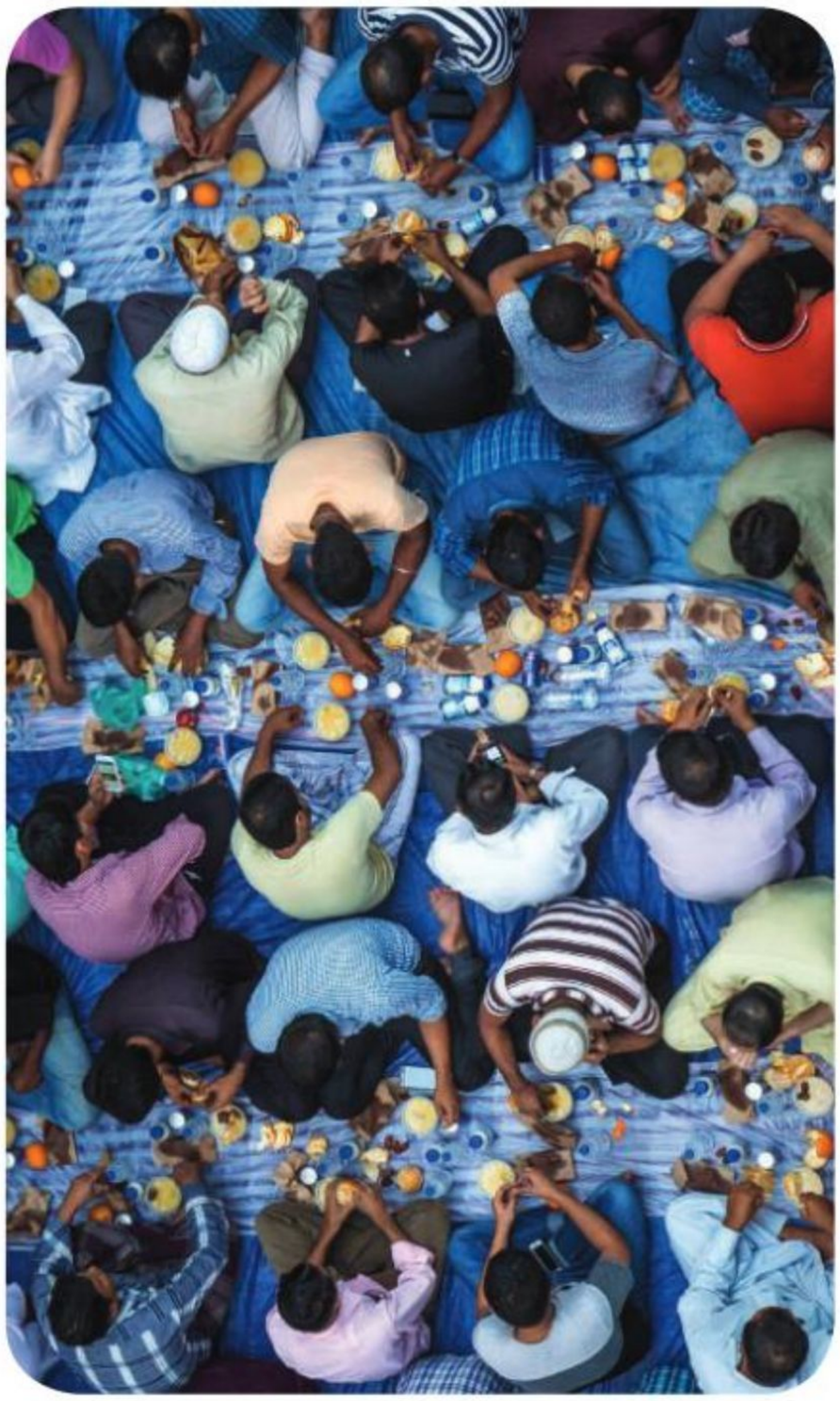
Education meets the need to pass on knowledge.

Religion meets the need to explore our place in the universe.

Politics meets the need to regulate the use of power.

The economy meets the need to distribute resources, **goods** and **services**.

Each main institution has secondary institutions which are the organisations or practices that fulfill the functions of the main institution.



An iftar meal is held at the end of each day during Ramadan. Familiar practices from religion and culture bind communities together.

The family as an institution

The family is the basic social unit of society. People make strong family relationships and feel a sense of belonging. Families also create more people so they ensure that a society can continue into the future.

Relationships in the family should set the pattern for relationships in wider society.

Marriage is a secondary institution of the family because it is a way of formally linking kinship groups together.

Education as an institution

Education today helps students to become rounded human beings who can make a contribution to society.

Educational facilities provide teaching and learning that cannot generally be provided at home. Educational facilities also have an important role in socialisation and they help students to develop social skills such as co-operation and conflict resolution.

Secondary institutions in education include schools, colleges and universities.



Education is one of the five main social institutions.

Religion as an institution

Religious institutions developed as societies explored the cause, nature and purpose of the universe. When religious institutions promote beliefs and values that reflect the beliefs and values of society, they play a role in social control. Religious institutions also often work in practical ways in their communities, for example by providing help for people in need.

Places of worship and religious laws are examples of secondary religious institutions.

Politics as an institution

The main political institution in a country is the government.
The basic aim of the government is to create a safe and secure society, so social control is a focus of government activity. Governments use their authority to create rules and regulations. Their power and authority is usually regulated by a **constitution**.

Political groups and interest groups are examples of secondary political institutions.

The economy as an institution

Economies allocate resources and distribute goods and services.

Secondary economic institutions include banks and businesses that advise on investing and managing money.

In Islamic countries, financial businesses must operate within Sharia law. Financial and business transactions must be based on principles of goodness, religious adherence and morality. The financial system should not allow anyone to be exploited and it should help to establish a just society. By following these practices, Islamic economic institutions promote social order and stability.

Activities

1 Describe the difference between these two types of social norms: folkways and mores.

2 Which norms for behaviour should people follow when they use social media? Design a webpage that informs people of your ideas.

3 Work in a group. Think of two social norms that have changed in the last 50 years, and two that have stayed the same. Discuss why the norms have changed or stayed the same.

4 Make a table of the five social institutions, explaining what they are and what their purpose is, and giving examples of secondary institutions associated with each.

4.3 Citizens and society

Learning objectives

- Describe what it means to be a citizen.
- Identify characteristics of good citizenship.
- Discover what active citizenship is.
- Discuss ways to evaluate different sources of information.

Societies are made up of individuals who form groups and communities. There are countless interactions between individuals, groups and communities every day. What does it mean to be part of a society? What makes a good citizen? How can people be active members of society?

Who can be a citizen?

A citizen of a country is a person with a recognised legal status. Citizens are expected to show loyalty and support for the country and they may have special duties to perform, such as **military service**. In return, the government gives its citizens certain rights, for example access to education. The government also protects its citizens by creating a system of law and order. Citizens have the protection of their government when they travel overseas.

However, everyone living in a country – including 'non-citizens', such as **expatriates** – is part of society. Everyone can contribute in a positive way. In this sense, everybody can be a 'good citizen'.

It is generally accepted that most 'non-citizens' should have many of the same rights as citizens, for example the right to be treated fairly under the law.

Belonging and participating

People need to have a sense of belonging to a society to feel they are part of it. This sense of belonging is different for each individual because it is influenced by the groups and communities of which they are members. For many people, belonging to a particular society is part of their self-identity.

People who feel that they are part of a society are more likely to participate in it. Equally, participating in society strengthens feelings of being a part of it. Everyone living in a society is part of that society but not everyone chooses to participate in it actively.

Attitudes of a good citizen

Good citizens:

- have a positive attitude towards society
- believe they have a role in making society as good as it can be
- follow the rules for socially desirable and responsible behaviour
- think beyond their own needs to consider the needs of others
- develop an attitude of peace and openness
- display kindness, care and compassion, and treat people equally and with respect
- resolve conflict and issues in peaceful and non-threatening ways
- have a desire to make a contribution to society
- show respect to community property and to the environment.



People show respect for community property and public spaces by disposing of litter properly.

Knowledge of a good citizen

Understanding and knowledge of different aspects of history, geography, social structures, government and economics can help people to become good citizens.

History

- how past societies were organised
- how societies have changed over time
- the causes and consequences of these changes
- how to learn from past mistakes
- how history has influenced national and individual identity

Society

- the relationships that exist within groups
- the institutions within society
- behavioural expectations
- how to make a positive contribution

Government

- how a country is governed
- what issues affect a country
- how governments deal with local, national, regional and global issues
- how different levels of government relate and interact

Geography

- physical features and land resources
- natural resources – economies, trade and international relations
- population characteristics of different countries
- human activity and the environment
- effects of human migration on societies
- combining knowledge (such as location and climate) to explain things such as drought and famine



Economics

- sectors of the economy
- different types of work
- how the economy operates
- how money is used
- how to make wise economic decisions
- how to assess the possible outcomes of economic decisions

What are the skills of a good citizen?

Interpersonal skills

A good citizen needs a range of interpersonal skills such as communication, listening and team-building skills. These are important for building good relationships with people. Relationships are improved if people have good manners and are aware of their non-verbal communication, such as their facial expressions.

In successful communication, people express their views and opinions clearly without becoming aggressive or forceful. They listen carefully and respectfully to other people's views and opinions. They are aware of other people's feelings.

Interpersonal skills are important in citizenship because they enable people to co-operate and collaborate with others.



People need to communicate and co-operate to get things done.

Thinking skills

Citizens need to be able to use a range of thinking skills.

- Logical thinking helps people to assess the arguments on both sides of an issue.
- Critical thinking allows people to assess the value of the available information.
- Creative thinking helps people to think of solutions to problems. They are able to see connections between different aspects of an issue and ways of resolving problems.

Information skills

Citizens need to be able to access, interpret and evaluate information from a range of sources. Evaluating whether information is accurate and reliable is an important skill, particularly when obtaining information from the internet.

Information that is published in books, newspapers, journals and magazines is usually checked to ensure that it is accurate and reliable. This is because the publishers of the material have to maintain their reputation.



The internet gives access to a wealth of information. How do we know how reliable this information is?

However, anyone can produce a website and it is not always clear who is responsible for the information that a website contains. Sometimes it is difficult to know if a website is simply expressing one person's opinion. There is no way of knowing if there have been any checks to establish the truth, accuracy or reliability of the material. When looking for information online, it is always sensible to look at more than one source. This allows you to check whether the information on one website appears on other websites too.

What is an active citizen?

Being passive means accepting what happens without responding or resisting. Being active is the opposite of this and is an aspect of good citizenship.

Active citizens want to contribute to society and take action to improve their communities. They are aware of issues that are of public concern, and they take responsibility and act on their own initiative. Examples of active citizenship include joining a community group or taking part in a clean-up day to improve the local environment.

A desire to take action starts by engaging with an issue. People engage rationally when they identify a problem or issue and think of possible solutions. People engage emotionally when they feel a particular way about a situation. An emotional engagement, where a person is upset or angry about the problem or issue, is often the motivation to actually do something.

Activities

1 Write down three things that a good citizen needs to know and understand about their society.

2 Work in a group. Read the list of attitudes of a good citizen. Think of an example of each attitude from your own experience. Discuss everyone's ideas in your group. Then create a group poster with one good example for each attitude.

3 Write an article for a school magazine that explains to students how to develop citizenship skills in school. Include different aspects of school life such as:

- what students should know about the school's rules, aims and vision
- the skills students need in order to work well with others
- when they will be able to use these skills
- the opportunities students have to take an active part in the life of the school.

4.4 Individual and group participation

Learning objectives

- Compare ways in which people can participate in public life.
- Examine the role of interest groups and the media in influencing public policy.

Societies are made up of individuals who interact in different groups. The interactions and relationships of all these different groups create what we call society. What influence can individuals and groups have on shaping society?

What is citizen participation?

In most modern countries the government has the right to make public decisions, such as the decision to build new roads. The government has this right because it has knowledge and understanding of all the issues involved. It is able to balance the different needs, desires and interests of all the groups and individuals in society. The population trusts that the government will work in the best interests of everyone.

People need to feel that the government takes their opinion into account. Citizen participation helps this to happen. It gives individuals the opportunity to influence public decisions and public life. Different methods of citizen participation include voting, joining interest groups and **petitioning**. Citizen participation also informs governments of public opinion about different issues.

Working for the common good

Working for the 'common good' means creating a society in which everyone can reach their potential and experience a good **quality of life**. The ideal situation is that everyone is able to participate in society.

Governments have an important role in achieving the common good. For example, they can:

- provide money and facilities to encourage citizen participation in local communities



Ensuring that public spaces are kept clean and safe is the responsibility of individuals as well as governments.

- provide public services and institutions such as education, transportation networks, legal systems, health care services and law enforcement
- manage the natural and human resources of the country, making sure these are used to benefit the country
- support businesses so they can provide employment opportunities.

Individuals work towards the common good when they join together on projects that will benefit society. A guiding principle of Sharia law is that individuals rely on each other and so working for the common good is an important part of Muslim societies.

Voting

Taking part in elections, either as **candidates** or as voters, is an important way in which citizens can participate in society. In an election, individuals stand as candidates for a position of authority. People vote for the candidate they think will do the best job or whose ideas they agree with. The candidate with the most votes wins the position. That person becomes the representative of the whole voting group.

In national elections, people vote to choose the national government. In local elections, people vote for the officials who will serve on local governments, such as the **municipal** councils in Saudi Arabia.



Many schools hold elections in which students can vote for candidates who wish to represent their class on the Student Council.

Case study

Lebanese elections

Lebanon is a democratic republic. On 6 May 2018, the first parliamentary elections for nine years were held there, with 583 candidates competing for 128 parliamentary positions. Over 3.6 million people in the country registered to vote in these elections.

For the first time, Lebanese expatriates were able to vote. The total number of expatriates who registered to vote was 82 956.

Participation through interest groups

People who are concerned about a particular issue may join together to form an interest group. Interest group members can simply gather to share their interest, but they may also wish to promote their cause or bring about changes to a situation. In some cases, they try to influence public opinion and public policy.

Interest groups include charities, neighbourhood groups and professional and trade associations, for example the Society of Engineers in the UAE. The members of trade associations all have the same profession or trade. Their aim is to maintain standards within their profession, share information and ideas, and promote the profession within society.

Formal groups, such as **non-government organisations** (NGOs) and charities, are often established to address long-term issues that will take a long time to solve. These groups bring issues to the attention of governments and the general population.

Informal groups are established to address a short-term objective about an issue such as a local environmental or social problem. These groups can bring an issue to the attention of people in authority and raise general awareness. They also often engage in action such as carrying out a beach clean-up.



Interest groups do not always focus their attention on local issues. Local actions sometimes have global consequences. Climate change is something that concerns us all, even if the effects are experienced thousands of miles away.

Petitioning

Another way of participating in public decision-making is submitting a petition. A petition is a formal request to a person or group in a position of authority to carry out a particular action. Petitions are often signed by many people in order to show how much support there is for the request. Modern petitions are often online.

The role of the media

The media have an important role to play in citizen participation. The **mass media** provide a public space for debating public issues, usually through the work of professional journalists and presenters. Individuals are also able to participate in different ways, for example by writing to a newspaper, leaving comments on a website or taking part in a radio phone-in.

The mass media can also play a role in influencing public opinion.



Modern technology can make it easier for the public to contact governments with their views and suggestions.

Interactive governments

Governments can use modern technologies to encourage individuals to express their views and make suggestions. Many governments now have dedicated websites which they use to: ask the public for their opinions, ideas, feedback and comments; write blogs; host online forums; and carry out opinion polls.

The benefits of public participation

Individuals who participate benefit because they feel a greater sense of belonging to society. They gain a sense of achievement by playing a part in developing or improving their society. Public participation creates a greater connection between citizens and governments.

Activities

1 Write two sentences that explain the common good.

2 Work in a group. Think of an area in your school that you could improve or a new facility that you would like in your school. Write a plan to:

- let other people in the school know about your ideas
- give other people in the school the chance to comment on your ideas and give their own suggestions.

Your plan could include the use of posters, letters, a website or social media.

3 Research the efforts that the government of your country is making to help people participate in issues of local or national importance.

4.5 How does the changing environment affect citizens' responsibilities?

Learning objectives

- Analyse the historical context for current challenges facing sustainable development.
- Examine different elements of a sustainable lifestyle.

Human activity has always had consequences for the environment. How has the impact of human activity changed through history? How has the growing global population affected the environment? What are the factors involved in sustainable living?

A history of using resources

Early people lived simply and their activities had a limited effect on the natural environment. The resources they used to make clothing and shelters, such as animal skins and wood, were renewable. Over time, the world's population increased in size. As societies became larger and more complicated, the demand for natural resources increased.

The industrial revolution

The 'industrial revolution' began in the United Kingdom in the late 18th century. The economy changed from depending mainly on agriculture to depending mainly on industries. Factories manufactured products in large quantities, using coal-fired steam engines to drive the machines.

Between 1750 and 1914, the population of the United Kingdom grew by 260 percent, goods became cheaper, and incomes went up. More people bought more goods, which required more resources.

Global trade and industrialisation

During the same period, there was a huge rise in global trade, which also used large amounts of resources. Factories needed raw materials to manufacture all the goods, and transport was needed to distribute the finished goods to markets around the world.

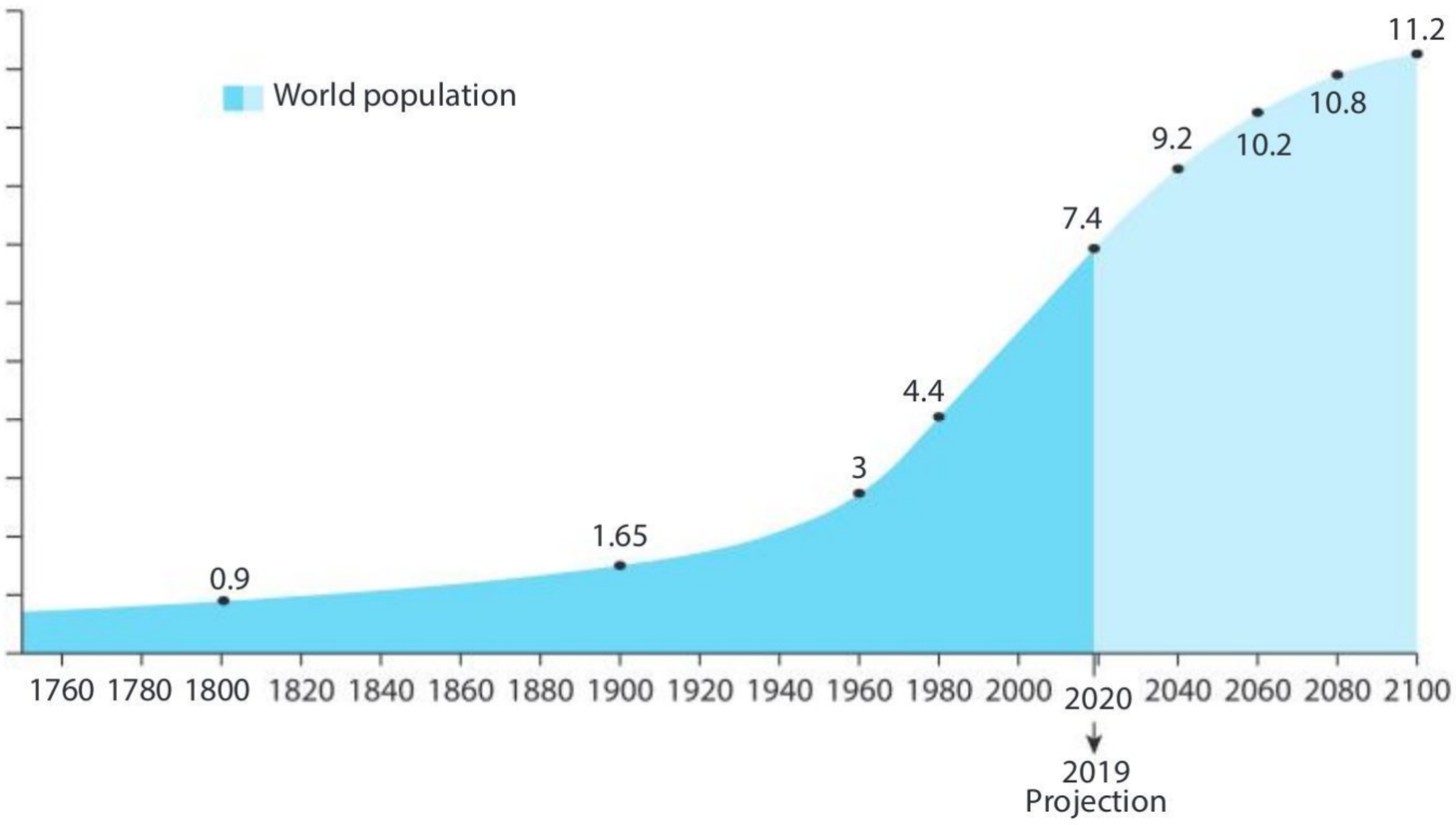
This pattern of **industrialisation** and **urbanisation** spread to Europe and America, and then slowly around the world. Newly-industrialised countries today include Brazil, China, India, Malaysia, Mexico and Turkey.

A growing global population

This period of global industrialisation coincided with an increasing global population. Around 200 years ago there were less than 1 billion people in the world. By 1900, this figure was 1.5 billion. It rose to 6.1 billion by 2000 and 7.6 billion by 2018.

As more countries around the world have developed and industrialised, a greater proportion of the global population has become a market for manufactured goods: more and more goods are being produced and the world's resources are being consumed at a faster rate.

People have started to realise that this situation is not sustainable. There are concerns that the planet will not be able to support the number of people living on it. It is becoming clear that it is everybody's responsibility to reduce their use of resources.



The chart shows the predicted increase in global population by the end of the century (in billion).

Development and resource consumption

People living in more developed countries generally have a higher **standard of living** and a better quality of life. A higher standard of living generally involves consuming more resources, so more developed countries use more resources than less developed countries.

All countries want to develop so that their citizens can experience an improved standard of living. Sustainable development aims to ensure that future generations will have the resources that they will need.



The increasing demand for raw materials has resulted in huge operations such as this quarry. These have a devastating effect on the natural environment.

What is sustainable living?

Sustainable living involves individuals reducing their use of natural resources. People who try to live sustainably also want to reduce their carbon footprint. Key areas of focus for sustainable living include housing, transportation, energy use, and food and water consumption.

Sustainable housing: Modern construction often uses huge amounts of steel and concrete. Both of these are made from non-renewable raw materials and their production uses massive amounts of energy. In contrast, sustainable housing is built using sustainable building materials, including natural products such as wood, bamboo and adobe, and recycled materials. The finished houses are designed to use as little energy as possible, for example by insulating against heat or cold. Sustainable houses often make use of renewable sources of energy such as solar and wind power.

Sustainable transport: Conventional vehicles rely on fossil fuels such as diesel. Many consumers still want the freedom of having their own personal vehicle, so manufacturers are developing new technologies and producing increasing numbers of cars that use electricity.

Urban transport systems are more sustainable when there is a mixture of public transport, bicycle paths and pedestrian walkways. Public transport systems are more efficient than personal vehicles, even if they use conventional fuels. Modern systems use a combination of efficient engines and more sustainable sources of energy.



Bicycle-sharing schemes provide bicycles that people can rent for short periods of time. There are bicycle-sharing schemes in cities in the Gulf including Dubai and Abu Dhabi.

Sustainable energy: Sustainable energy uses renewable energy resources such as solar, wind and water. Individuals are able to produce their own renewable energy by installing systems such as solar panels on their homes. Many large energy producers are changing from using fossil fuels to renewable energy.

Sustainable food production: Industrial agricultural production typically uses a lot of energy and a lot of resources, including fertilisers and pesticides, animal feed and water for irrigation. Large amounts of fuel are used to transport food around the world. To address these issues, there are now schemes to help people grow more food locally.

Producing some of the common ingredients in food, such as palm oil, causes damage to the environment. Consumers are encouraged to buy food products made from ingredients that are sustainably produced.

Sustainable use of water: Everybody needs water to survive. It is important to drink a certain amount of water each day in order to stay hydrated. The main sustainability issues concerning water are the amount of water that is wasted and the use of single-use plastic bottles. Campaigns that encourage people to use reusable containers include the 'Drop-it' campaign in the UAE.

Sustainable waste management: Modern lifestyles generate huge amounts of waste. Managing the waste is very expensive and it puts pressure on the environment. People need to reduce the amount of goods they purchase and only buy what they need, reuse items as many times as possible, and recycle as much waste material as possible.



When people do not dispose of their waste properly, it can spoil local environments. The problem of waste on a global scale threatens many unique and fragile natural environments.

Activities

1 Write your own description of a sustainable lifestyle.

2 Write a list of the resources you consume every day. Include resources that you use indirectly, for example the fuel in your transportation to school. Discuss in a group how you can reduce the amount of resources you consume. Write a list of actions you can take to achieve this.

3 Research projects in your country that encourage sustainable living. Organise your findings into a mind-map.

4 Design a poster that encourages people to adopt one of the aspects of sustainable living that you have been researching.

4.6 Government ministries and departments

Learning objectives

- Identify the different branches of government.
- Examine the roles and responsibilities of government ministries.

The group of people who govern a country is called the national government. The work of the government is divided up between different government departments or ministries. How are the different government departments organised? What roles do they have?

Forms of government

The most common forms of government are unitary states and federal states.

Unitary state: Central government has most power. A country may be subdivided into regions each of which may have a 'local government'. Central government gives local governments limited authority to put their policies into practice.

Federal state: Several separate states join together in a single political union. The federal government is the national government and has responsibility for national issues, for example national security. Member states have their own government with power and authority to manage state affairs. Power is divided between federal and state governments, as defined by a constitution.

The different branches of government

The constitution ...

- guides all government action and specifies how government's power is divided

The legislative branch ...

- develops and passes the laws in a country

The executive branch ...

- includes the head of government and a group of ministers sometimes called the cabinet
- administers all the business of government
- creates policies and programmes for the country

The judicial branch ...

- interprets and applies the laws created by the legislative branch
- ensures that all laws agree with the constitution

The court system

Government ministries, departments and agencies

Ministries, departments and government agencies are responsible for different areas. They develop and carry out policies created by the executive branch of government. All the people working in these departments are employees of the government and work in the public sector.

Agriculture: A ministry of agriculture mainly focuses on the nation's **food security**. It supports the nation's farmers, encourages food production, protects natural resources including water, and reduces the impacts of agriculture on the environment. The department is responsible for animal welfare, trading in animals and foods, and the use of pesticides and fertilisers.

Defence: A ministry of defence organises the nation's military forces to deter war and to protect the country. It often works closely with the ministries of defence in other friendly countries.



Military forces often help to provide humanitarian aid and disaster relief in different parts of the world. In some situations, military forces are used for peacekeeping.

Economy: A ministry of economy or commerce is responsible for developing the nation's economy and encouraging technical and business innovation. It aims to improve conditions for trade and business, encourages investment, makes sure that all parts of the economy are run properly and fairly, and protects consumer rights.

Education: A ministry of education develops policies to help students to achieve and to prepare them for employment. It ensures that educational facilities, staff and teaching are of a high standard. It must provide learning environments that are safe but challenging, and that are available and accessible to everyone.

Energy: A ministry of energy manages the production and distribution of energy in the country. It ensures that there is enough energy available to meet the needs of businesses, industries and households.

Energy ministries today are concerned with sustainable energy.



Countries of the Middle East and North Africa have some unique and fragile environments and animal habitats. A ministry for the environment develops policies to help protect them.

Environment: A ministry for the environment is responsible for environmental protection and conservation. It protects the country's natural resources, including land and landscapes and the habitats for plants and animals.

It co-ordinates efforts to reduce the negative impacts of human activity and natural disasters on the environment. It works internationally with the ministries of other countries on issues such as global climate change and sustainable development.

Finance: A ministry of finance operates, controls and regulates all aspects of the country's financial infrastructure. The financial infrastructure includes all the financial institutions, such as banks, together with the information technologies, payment systems and credit systems that allow financial transactions to take place.

Did you know?

In 2016 the United Arab Emirates created a Ministry of Happiness.

Health: The mission of a ministry of health is to protect the health of the population. It provides health services and facilities and provides funds for research into new treatments and medicines. It regulates the health services and pharmaceutical industry.

It also carries out social research to find out the links between lifestyles and diseases. It works to prevent outbreaks of diseases and to ensure the safety of foods and medicines.

Human resources: A ministry of human resources or labour aims to ensure that the country has a strong workforce matched with suitable employment opportunities.

The ministry may be responsible for job training, safe working conditions, pay, equal opportunities and unemployment. It

monitors the job market and introduces programmes to encourage the development of different sectors of employment. It develops employment laws.

Justice: A ministry of justice ensures that the law is enforced equally and that justice is delivered. Its aim is to make sure that the law is used to help people feel safe and secure. It develops policies to prevent and reduce crime and systems for punishing unlawful activity.

Social development: A ministry of social or community development focuses on promoting and developing **social cohesion**. This involves strengthening social units such as the family and community groups. It introduces policies and provides opportunities to encourage all citizens and other residents to participate in society.

Transport: A ministry of transport is responsible for providing a safe, efficient, convenient and accessible transport system.

The transport system is a vital part of the efficient working of a country and so is important for the country as a whole.



Ministries of transport oversee major transport network projects like the building of the Wadi Laban Bridge in Riyadh, Saudi Arabia.

Activities

1 Write two or three sentences to explain the differences between a unitary state and a federal state.

2 Work in a group.

- **a** Research the role and responsibilities of three ministries in your country, including at least one not mentioned in the text.
- **b** Prepare a five-minute presentation about one of the ministries you have researched. Explain the role and mission of the ministry and give some examples of its achievements.

4.7 Levels of government administration

Learning objectives

- Discover the structure and function of the different levels of government.
- Analyse the division of powers and responsibilities between the levels of government.
- Compare levels of government in different countries.

Every country has a national government that is responsible for issues that concern the whole nation. There are also levels of government below the national government. How are the different levels of government organised in different countries? What powers do they have? What influence do they have on people's lives?

What are the different levels of government?

The highest level of government **administration** is the national government.

In a unitary state there is a central national government, which has the power and authority to govern the whole country.

In a federal state there is a central federal government and also a government for each of the member states.

Countries are also divided up into smaller areas for the purposes of administration. These smaller areas have their own local governments with powers given to them by the national government.

Why are there different levels of government?

Each level of government is responsible for certain areas of life.

The amount of power and authority that the different levels of government have depends on how important their responsibilities are. National governments are responsible for major issues such as foreign policy and international relations. Local governments are responsible for responding directly to the needs of their local area.

It is easier for members of the public to be part of decision-making at local levels. This encourages a stronger sense of belonging to a community and a greater desire to be involved.

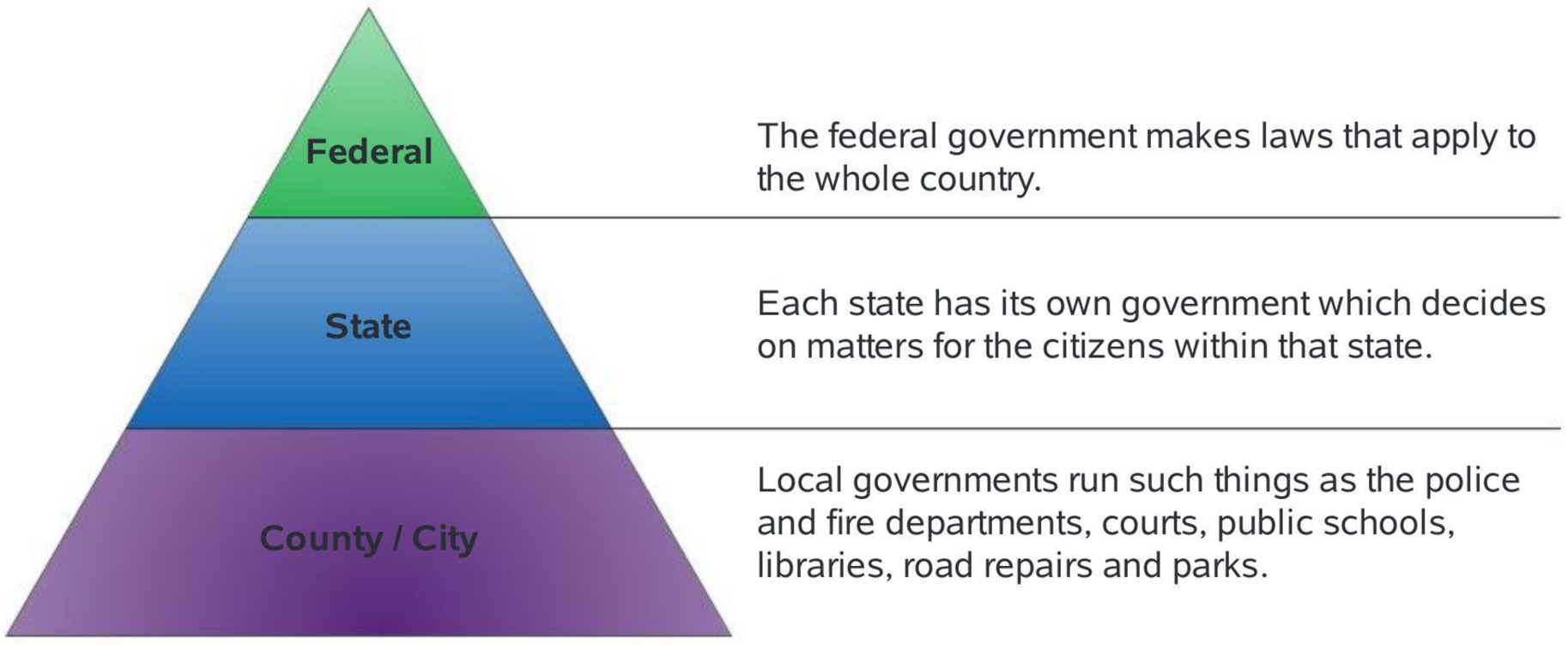
Process	Activities
Consultation	• Public meetings • Online consultations • Satisfaction surveys, opinion polls and feedback forms
Active engagement	• Community groups • Representatives on local councils • Offering suggestions

Processes and activities of public participation

The names of the different levels of government vary between countries, but the purpose of all of them is similar.

Levels of government in the United States of America

The USA has a federal system of government.

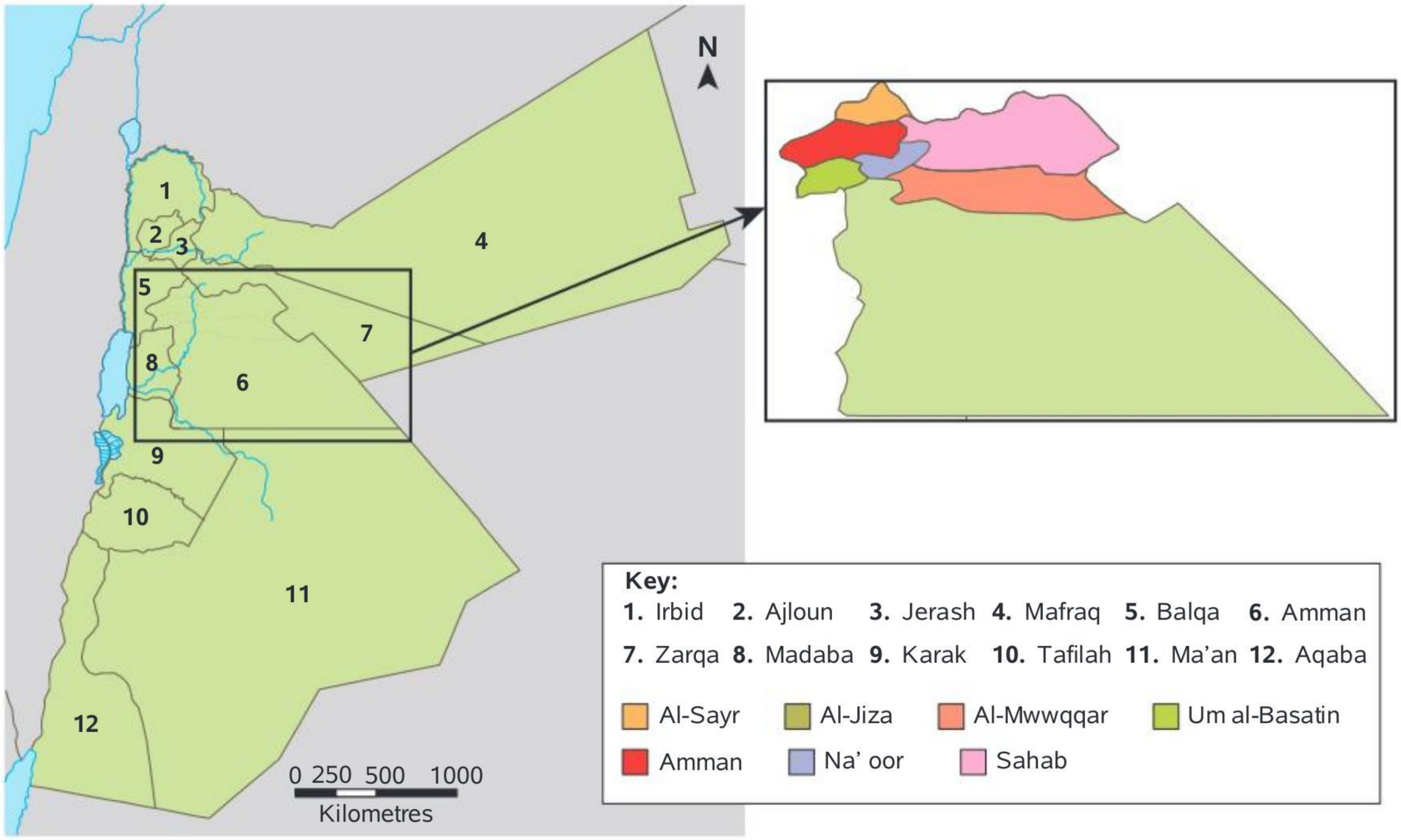


Levels of government in the USA

Levels of government in Jordan

Jordan is a constitutional monarchy, which means that the monarch has powers set by the constitution. The monarch is the head of state and the head of the government is the prime minister.

Jordan is divided into 12 areas called governorates. Each governorate has a governor who is appointed by the monarch. Governorates are divided into areas called nahias and these are further subdivided into districts, cities and towns. Each district also has a council, which has some elected members and some appointed by the government. Cities and towns have mayors and town or city councils.



Jordan's 12 governorates, and the nahias within the governorate of Amman

Levels of government in the United Arab Emirates (UAE)

The United Arab Emirates is a federal state made up of seven separate monarchies called emirates. Under the country's constitution, the rulers of each emirate give up certain areas of authority to the federal government in return for participating in the UAE's structure and benefiting from its services and protection.

The federal government is responsible for issues at a national level, such as security and defence, postal services, currency and communication services.

The government in each emirate keeps security and order within its territories, provides public utilities and raises social and economic standards in the emirate.

The local governments of the seven emirates differ in size and function. The differences are due to factors such as population, area and degree of development.

There are also a number of **autonomous** agencies with clearly specified powers. For example, the Dubai Municipality has responsibility for city services, urban planning, construction and protecting the environment.

Levels of government in Saudi Arabia

Saudi Arabia is a unitary state with a central government. The country is then subdivided into 13 administrative regions. Each region has a governor who is responsible to the central government. Each region has a regional capital known as a municipality, which has its own mayor. The regions are divided into governorates, which are then subdivided into sub-governorates.

Regional governors have responsibility for implementing central government policies in finance, education, health and agriculture. Governors can hold consultations called majlis where they hear concerns from local residents and sometimes settle **disputes**.



The regions of Saudi Arabia

Case study

Municipal councils in Saudi Arabia

In 2004, the Saudi Council of Ministers called for the creation of municipal councils in towns and cities across Saudi Arabia. New regulations introduced in 2015 allowed elections for two-thirds of the council members. Both men and women were able to vote and to be candidates.



A citizen casts her vote in the municipal elections in Saudi Arabia.

Activities

1 Explain how local government can encourage public participation.

2 Look at the issues below. Find out which level of government and which government department is responsible for each issue in your country.
- After heavy rains, the drainage system has failed and roads are flooded.
- I want to open a restaurant and need to know about food laws.
- There is a crisis in a foreign country and the people there need humanitarian assistance.

3 Work in a group. Find examples of decisions taken by different levels of government in your country. Create a class display or hold a discussion to explain the functions of different levels of government.

4.8 What are regional relations?

Learning objectives

- Describe the creation of the GCC.
- Consider the objectives of the GCC.
- Analyse the relations between GCC member countries.

Countries that share similar cultural and political identities often have common objectives. They sometimes form a special relationship so they can co-operate with each other to bring benefits to all the countries involved. The states of the Arabian Gulf desired this kind of co-operative relationship. They created the Co-operation Council for the Arab States of the Gulf, which is known as the Gulf Cooperation Council or GCC. When was the GCC formed and what are its objectives?

The establishment of the GCC

The GCC is a regional **alliance** between several governments of states in the Arabian Gulf. Members of the GCC are Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates. The alliance was formally established by the signing of a charter on 25 May 1981 in Riyadh, Saudi Arabia.

These states created the alliance for several reasons: they are physically close together; they share similar political systems and cultural identities based on Islamic beliefs; they have common objectives.

Objectives of the GCC

The GCC's charter states that the main objectives of the alliance are to strengthen political and economic relations between its member countries and to promote co-operation among citizens. The alliance aims to encourage **co-ordination**, co-operation and **integration** between the member states.

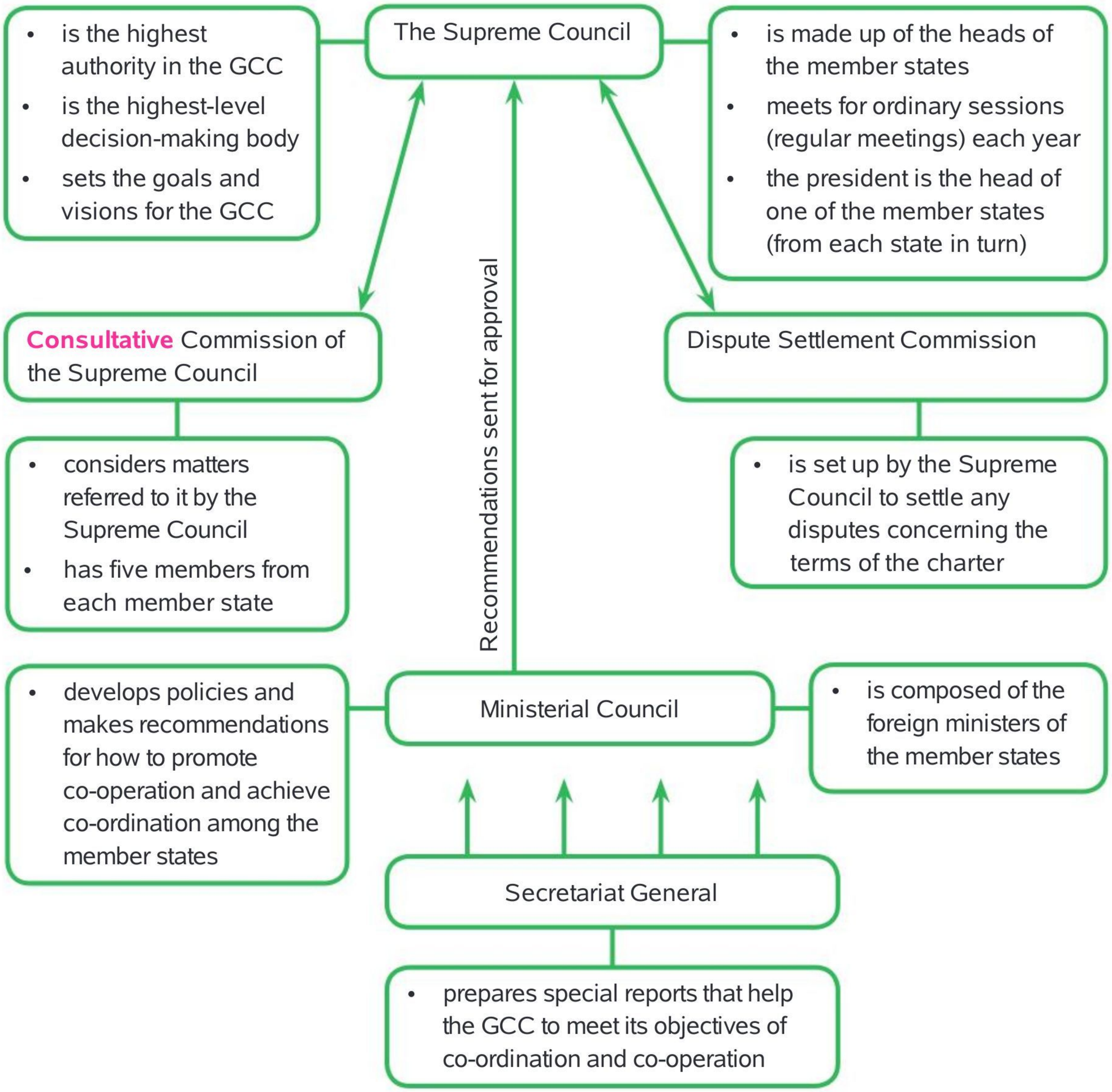
The GCC also aims to ensure that regulations covering many areas of life (for example trade, communications and education) are similar in all the member countries.

Other objectives of the GCC are:

- to stimulate scientific and technological progress in industry, mining, agriculture, water and animal resources
- to set up joint ventures and encourage co-operation between businesses, for the good of all people
- to strengthen ties between their peoples.

Organisation of the GCC

The GCC has three main organisations: the Supreme Council, the Ministerial Council and the General Secretariat.



Co-operation within the GCC

Economic integration

An important aim of the GCC is economic integration. To help achieve this, the different states co-ordinate their economic policies. This means that each country's policies aim to achieve similar goals to those of the other countries. For example, the countries have agreed policies concerning trade. The GCC has created two types of **trade bloc**: a common market and a customs union.

- **Common market:** Citizens within a common market are free to move and live in any member state and are free to take part in all economic activities. They have equal access to education, health and social services.
- **Customs union:** The member states in a customs union form a free trade area. This means that there are either no trade barriers or reduced trade barriers on trade between these states.



Regional and international trade has always been important to the countries of the Arabian Peninsula.

Co-operation in education

The GCC aims to provide education that meets the development needs of the member countries. To achieve this, all educational institutions must be of a high standard and teach appropriate subjects. Co-operation in education also involves standardising educational qualifications so that they are recognised in all GCC states.

Case study

Arabian Gulf University

The Arabian Gulf University is a significant achievement in educational co-operation. It was established in 1980 in the Kingdom of Bahrain. The Arabian Gulf University has a College of Medicine and Medical Sciences and a College of Graduate Studies. In 2007 the French Arabian Business School was established within the university.

Co-operation in caring for the environment

The GCC countries have experienced huge economic growth and development over the last few decades which has had an impact on the environment. The GCC has proposed environmental protection policies for all member states. The aim is to balance the need for development with care for the environment.

Co-operation for youth

The GCC aims to ensure that it understands and meets the needs of its young people. It is focusing on a number of areas, including the need for suitable vocational and leadership training. There are special committees responsible for Scout and Guide activities.

Co-operation in science and technology

The GCC is encouraging joint research projects between the member states. It is also promoting education in science and technology in order to produce experts from within the GCC populations.

The GCC is working with other alliances, such as INCONET-GCC2. This is an international co-operation network between the European Union (EU) and the Arab Gulf Countries. It promotes science, technology and innovation.

Co-operation in security

Security of the citizens in the member countries was one of the main reasons for founding the GCC. In 1984, a joint military force was created. Two brigades of soldiers were created – stationed in Saudi Arabia – with a total of over 10 000 soldiers. These armies were named the 'Peninsula Shield Force'. By 2011, the force had 40 000 soldiers. It can provide a rapid response to any external military aggression or threats to any GCC state. An attack on one country is considered an attack on all member countries.

The GCC and sport

Sport has also been a focus of the GCC member countries. Many have been promoting international sports events and bidding to host them. There are economic benefits of hosting international sports because they lead to investment, sponsorship, increased tourism and development in the GCC countries. The annual GCC Games was first held in 2011 in Bahrain.



Football players from the UAE and Kuwait in a GCC clubs championship match

Activities

1 Write a short answer to this question on an online forum: 'What is the GCC?'

2 Research the relationship between the GCC and other countries in the Middle East and North Africa.

3 Hold a class discussion on the benefits that a group such as the GCC offers its members.

Review your learning

Test questions

1 Schools are an example of a:
- **a** primary informal social group
- **b** primary formal social group
- **c** secondary informal social group
- **d** secondary formal social group

2 People who are of a similar age, who share similar backgrounds, experiences, interests and values make up a:
- **a** family
- **b** youth club
- **c** peer group
- **d** interest group

3 Folkways are:
- **a** the laws of a country
- **b** norms for customs and social habits
- **c** moral rules that tell us what is right or wrong
- **d** types of popular music and dance

4 Established laws, practices, customs and patterns of behaviour in a society are called:
- **a** social institutions
- **b** social mores
- **c** social services
- **d** social sciences

5 A group that exists to influence public opinion or public policy is called:
- **a** an interest group
- **b** a peer group
- **c** a pressure group
- **d** a social group

6 When a person gains a position in an election this is because:
- **a** a superior has appointed them
- **b** they have received the most votes
- **c** their peers have nominated them
- **d** they have passed an exam

7 A formal request to a person in authority to take a particular course of action is a:
- **a** partition
- **b** constitution
- **c** presumption
- **d** petition

8 The careful use of resources today so that there will be enough for future generations is called:
- **a** sustainability
- **b** conservation
- **c** environmentalism
- **d** protection

9 A state that is governed by a central government which holds most of the power is:
- **a** a federal state
- **b** a confederate state
- **c** a united state
- **d** a unitary state

10 The highest authority in the GCC is
- **a** The Supreme Council
- **b** The Secretariat General
- **c** The Ministerial Council
- **d** The Consultative Commission

Assessment activities

1 Prepare a fact file about your school that explains the characteristics that make it a formal social group. Make sure your fact file mentions the following characteristics: structure, leadership, membership, group goals, interactions, co-operation, marks of identity and sanctions.

2 Make a computer-based presentation that briefly describes the roles of three social institutions. Choose from family, education, religion and politics. Your presentation should explain how each institution meets a need within society and how each one contributes to social cohesion. Give examples of any secondary institutions within the main institution. Add suitable illustrations to your presentation to add information and make it attractive.

3 Make a bar chart using information from the data below. Your chart should show the total amount of urban waste generated per day in each region in 2012 and the projected amounts for 2025.

Projections for generation of urban waste by region

Abbreviations used in the table:			
AFR	Africa Region	LCR	Latin America and Caribbean Region
EAP	East Asia and Pacific Region	MENA	Middle East and North Africa Region
ECA	Europe and Central Asia Region	OECD	Organisation for Economic Co-operation and Development
		SAR	South Asia region

Region	Current Available Data			Projections for 2025			
	Total Urban Population (millions)	Urban Waste Generation		Projected Population		Projected Urban Waste	
		Per Capita (kg/capita/day)	Total (tons/day)	Total Population (millions)	Urban Population (millions)	Per Capita (kg/capita/day)	Total (tons/day)
AFR	260	0.65	169,119	1,152	518	0.85	441,840
EAP	777	0.95	738,958	2,124	1,229	1.5	1,865,379
ECA	227	1.1	254,389	339	239	1.5	354,810
LCR	399	1.1	437,545	681	466	1.6	728,392
MENA	162	1.1	173,545	379	257	1.43	369,320
OECD	729	2.2	1,566,286	1,031	842	2.1	1,742,417
SAR	426	0.45	192,410	1,938	734	0.77	567,545
Total	2,980	1.2	3,532,252	7,644	4,285	1.4	6,069,703

Source: Data from *What a Waste: A Global Review of Solid Waste Management World Bank 2012*

4 Use the data in the table and your chart to help you answer these questions.

a Which region is predicted to produce the most urban waste in 2025?

b The amount of waste each person produces in Africa will not increase much between 2012 and 2025. Why will the amount of projected urban waste more than double?

c What is the projected increase in tons of waste produced per day in the Middle East and North Africa?

d What does the information suggest about the issue of dealing with urban waste?

5 Write a school magazine article that describes the kinds of services young people need and how co-operation within the GCC helps to provide these.

5 Economics

Learning objectives

In this unit you will:

- examine the history of money and its role in an economy
- compare different types of banks and their functions
- discover the relationship between supply and demand and explore the factors that influence demand
- assess the factors that lead to economic growth
- analyse how industries from different parts of the economy relate to each other
- investigate the economic relations within the Gulf Cooperation Council
- discover why countries trade with each other and what trade arrangements they make.

Overview

This unit examines how money has developed along with the world's economies and the roles of different types of bank. The unit considers the relationship between the amount of goods and services available (supply) and the amount that people want (demand). It explores why economic growth is important and what economic relationships exist between countries within the Middle East region and around the world. The unit also looks at how industries operate as systems involving inputs from different sectors of an economy.

Farming and animal breeding are still important economic activities. People buy and sell animals in markets like this one in Sana'a in Yemen.



Oil is a major part of many Middle Eastern economies.



Talk about

Every time we buy something we are involved in economic activity. Think of three items that the people in your household use every day. Where were these items made? Which resources were they made from? Where did all the resources come from? What different economic activities brought all the different resources together? Which countries' economies have benefited?

Fact finder

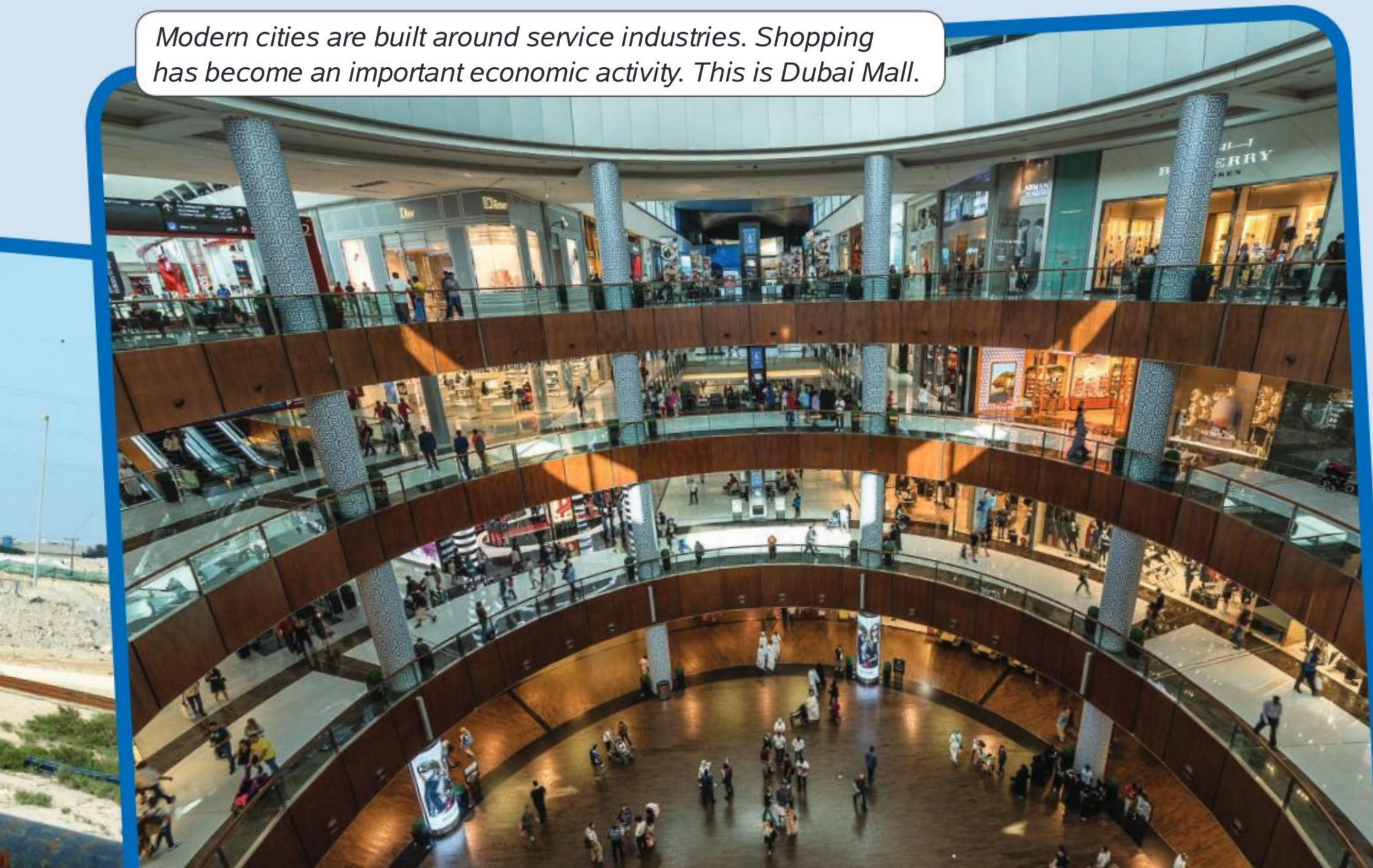
Today, many goods are transported as air freight – goods transported in aircraft. Examples include goods such as medicines, silicon (used to make electronic devices), jewellery and fresh flowers. Whereas ships can take a month to travel between just two ports, air freight can be delivered in just a few days. Goods sent by air are usually more valuable than goods sent by sea.

! Find out how much air freight is handled each year at an international airport in your country.

Word cloud

common market **currency** **customs union**
hub **infrastructure** **innovation**
interdependence **investment**

Modern cities are built around service industries. Shopping has become an important economic activity. This is Dubai Mall.



5.1 What role does money have in the economy?

Learning objectives

- Explain the role of money in an economy.
- Analyse the development of money systems.
- Describe and explain how money makes it easier to do business and to compare the value of goods and services.

We are all used to the idea of having and using money. How long has money been a part of economic systems? What did people do before there was money? What difference does money make to an economy?

Early trade

Early people did not need money. They lived as hunter gatherers who found the food they needed. They lived in caves or made shelters from animal bones and skins and other natural materials. They made clothes from animal skins.

Over time, the hunter gatherer groups grew larger and their needs for space and food forced some groups to move and some to start trading. They exchanged some of the things they had for things that they needed and for things that they wanted or desired, such as coloured beads or jewellery. Exchanging goods in this way is called bartering.

There were huge changes when people began to settle in one place and farmed the food they needed. Some people stopped working on the land and became specialist workers such as potters or metal-workers.

Local trade increased because farmers took food to markets in towns, where they traded the food for tools and other equipment. International trade developed when people started exchanging resources and other goods between different parts of the world.



Early towns and cities had market places where people could barter for goods.

In some places people developed a system of bartering using certain goods – such as animal skins, tools, knives, salt or grain – as a type of **currency**. These goods had an accepted value. For example, traders accepted salt in payment because they knew they could use the salt to trade with another trader. Around 8000 years ago, societies in western and central Asia developed trade systems that used precious metals such as gold, silver and tin. They made metal bars with a standard weight and each bar always had the same value.

The development of money

Early coins

Historians think that the Ancient Chinese were the first people to introduce a form of money. At first, they used important items such as knives and spades as a kind of currency. Around 1000 BCE, the Chinese started making miniature versions of these tools to use as money. Over time, they changed the shape to the more familiar circle.

Historians believe that the first coins in the world were **minted** in the 7th century BCE, in the reign of King Alyattes of Lydia. Lydia was in western Asia, in what is now Turkey.

The coins were made from electrum, a mixture of gold and silver, and were of standard weights. They were stamped with images of different animals to show their **denomination**. The idea of coins spread from Lydia to Ancient Greece.

Coins with standard values were introduced across the Islamic Empire during the Umayyad Caliphate. The gold dinar was first produced in 696–697 CE during the rule of Abd al-Malik ibn Marwan, the fifth Umayyad caliph.



Trade became much easier when coins were introduced.

The first paper money

Paper was first invented in China in the 1st century CE so it is not surprising that the Chinese also invented paper money. Paper money was first used under the Tang Dynasty (618–907 CE). Paper money was much lighter than coins, which made it easier to carry on the long-distance trade routes.

The spread of paper money

The widespread use of paper money did not reach Europe until the 1600s. This is partly because Europe was slow to develop the technology for making paper in large quantities. At first, individual banks issued their own banknotes and the first examples were handwritten. By the middle of the 18th century, most European banknotes were printed.

By this time, paper currency was appearing in the USA, but it was not until the middle of the 19th century that the US government regularly printed paper money. This was the same time that paper money appeared in the Ottoman Empire.

In some countries paper money is being replaced by banknotes printed on special plastics called polymers. These banknotes last longer and have special security features.



Many countries in the Middle East and North Africa introduced paper money following their independence from colonial powers.

Did you know?

Currencies are not always used in just one country. Some countries use another country's currency, such as the American dollar. Some countries form a currency union and all use the same currency – for example, several European countries use the euro.

The impact of money

Standardised units of currency make trade much easier. When standard coins were introduced within empires, trade across the whole empire became much easier and so trade increased. When paper money was introduced in Europe it led to increases in international trade.

Money has made everyday economic activities and transactions – such as buying goods and services to meet our daily needs – much easier.

What is money worth?

Early forms of metal money and early coins had values based on the materials they were made from, such as gold and silver. Paper money has no value in itself and has to rely on a different form of guarantee to be worth anything.

Today, the value of a currency is usually based on the strength of a country's economy, so it varies depending on the circumstances at any one time.

The changing values of currencies are especially important in international trade because goods and services are sold between countries which use different currencies. The amount of goods that one unit of a currency will buy goes up or down depending on the value of that currency compared to others.



The values of currencies compared with each other constantly vary.

How is money used today?

Money makes all transactions easier and quicker. Today's technology allows people to instantly transfer money between bank accounts.

People use money every day to buy goods and services and for **investments** and saving. Saving is a way of storing the value of the money to use at a later time.

A unit of money is a standard measurement of value. People use units of money to help them work out if a product is good value for money. Depending on how many units of money items cost, we categorise them as expensive – of 'high value' – or inexpensive – of 'low value'.

Activities

1 Write two sentences explaining the advantages of paper money compared with coins.

2 Write a magazine article describing the history of the currency in your country. Use books and the internet to help you.

3 Choose one good that is available in your country. Use the internet to find out the cost of this item in your country and in five other countries. Copy and complete the table below. Write the price of the item in each different currency. Use an internet currency converter to find the exchange rate and convert the price to your local currency.

Country	Price in that country	Price in local currency
Your country		

4 Work in a group. Discuss the ways in which you use money. Do you earn or receive money on a regular basis? Do you receive money as gifts? Are you saving money for a particular purchase? What do you spend money on?

5.2 Banks and the economy

Learning objectives

- Identify the different types of bank in the region.
- Describe the characteristics of the different types of bank.
- Discover the functions of different types of bank.

Banks are an important part of a country's economy and of the global economy. They work alongside other financial institutions that create money and manage the flow of money. What types of bank make up a banking system? What are the functions of the different banks?

Banking systems

The banking system within a country has a number of different elements.

- A central bank, such as the Central Bank of Bahrain, is responsible for the overall banking system.
- Commercial banks are businesses that provide financial services. They make loans, look after people's money and manage the investments of individual customers and businesses.

Banks enable the flow of money in an economy. Money flows from people and businesses who are saving or investing to people and businesses who are borrowing and spending. This flow allows money to be used within the economy, which helps the economy to grow.

Central banks

A central bank monitors and controls the supply of money (in the form of notes and coins) in a country's economy. The central bank is usually the authority responsible for issuing currency – printing banknotes and minting coins. The central bank also oversees the country's commercial banking system.

A country's central bank supports the whole financial system. It also acts as a 'lender of last resort', which means that it lends to other financial institutions that are in financial difficulty. This can help to keep the financial sector stable when there are financial 'shocks'. Shocks happen when a major event, such as conflict or a natural disaster, disrupts the normal workings of a national economy or the global economic system.

A stable financial and banking system is an important part of everyday life and is vital for economic growth. Severe disruption to normal banking can produce a range of consequences for both individuals and businesses.

- People may not be able to access the money in their accounts as cash.
- People may not be able to make payments using bank cards.
- Businesses may not receive payments for goods they have supplied or work they have done. They may not be able to pay their suppliers or workers.



A natural disaster such as an earthquake causes huge physical and economic damage. After a natural disaster, many businesses are unable to operate and normal trade is disrupted.

Commercial banks and the flow of money

Commercial banks provide banking services for individuals and businesses. Many commercial banks are large multinational corporations and operate in countries around the world.

Banks accept **deposits** from their customers and raise money from investors or from other lenders. They use this money to make loans and investments, and to offer other services to customers.

People and businesses use loans from banks to:

- buy goods
- start or expand a business
- invest in property and equipment.

These loans are very important to the many small and medium-sized businesses in the Middle East and North Africa. They allow businesses to grow and to contribute to economic growth.



Commercial banks have automatic teller machines (ATMs) that allow customers access to cash 24 hours a day.

Banks and security

Banks provide a service that is convenient and safe for customers. Customers can make transactions using cheques, bank transfers or cards. They do not need to move cash and the bank guarantees the payment.

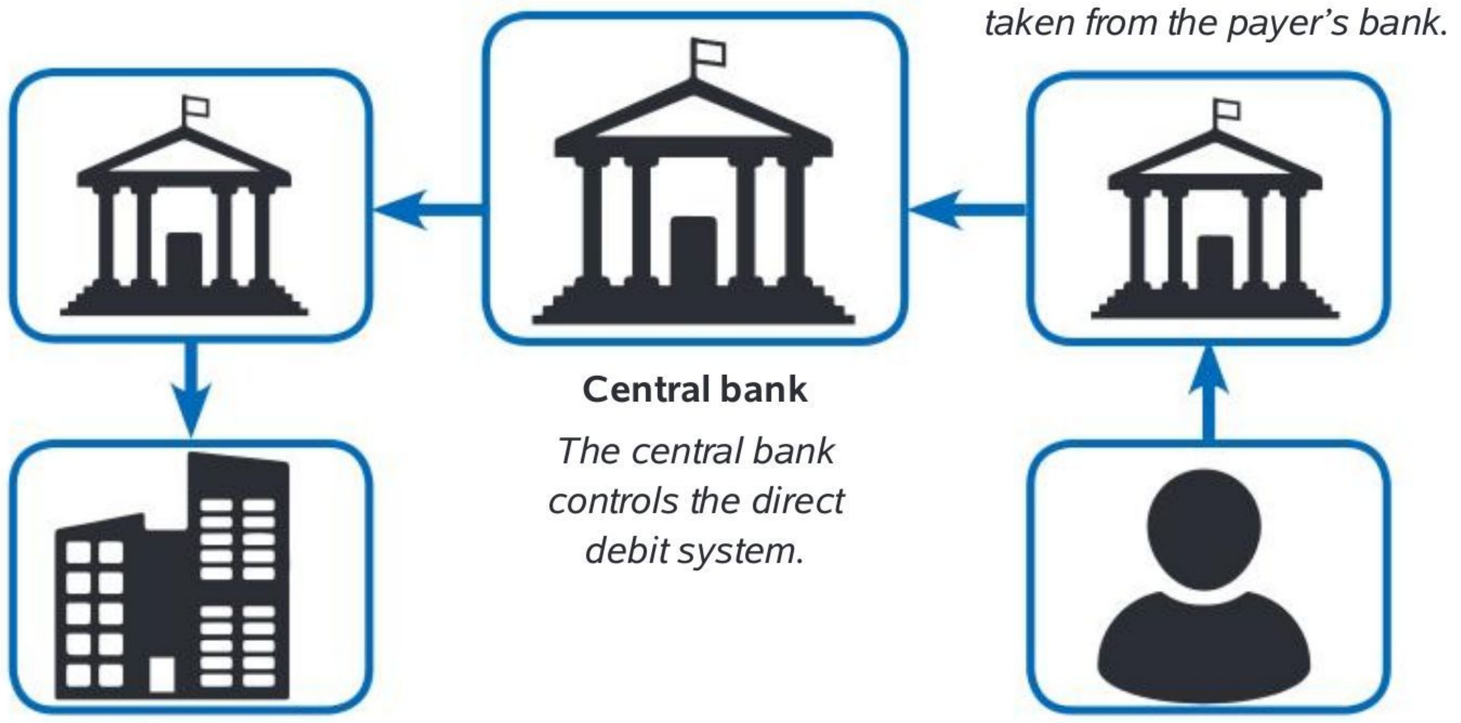
People can store their money safely and securely in banks. Banks often offer a safety deposit box service so that people can store very valuable items – such as expensive jewellery – within the bank's premises. This is usually in a special room called a vault.

An important role of the banking system is to create confidence in customers. The security of a bank's buildings is important, but people also need to feel confident that the bank they use is a reliable business. The secure methods of payment that are available today help to maintain people's confidence in the banks.

Case study

Direct debits

A direct debit system is an example of how banks help to make transactions simple and secure. It is an easy way to make regular payments. People often use direct debit to pay their rent, school fees, utility bills and subscriptions. In a direct debit system, payment is automatically taken from a payer's account at regular intervals, for example, each month or year. In some countries, the system is controlled and overseen by the country's central bank.



Originator's bank

The originator's bank collects the regular payment from the payer's bank on behalf of the originator.

Originator

This might be a bank, insurance company, local authority, utility provider, finance company, mortgage company, supplier, or any other organisation which receives regular payments.

Central bank

The central bank controls the direct debit system.

Payer's bank

The regular payment will be taken from the payer's bank.

Payer

This is the individual or business who is using a product or service (or both).

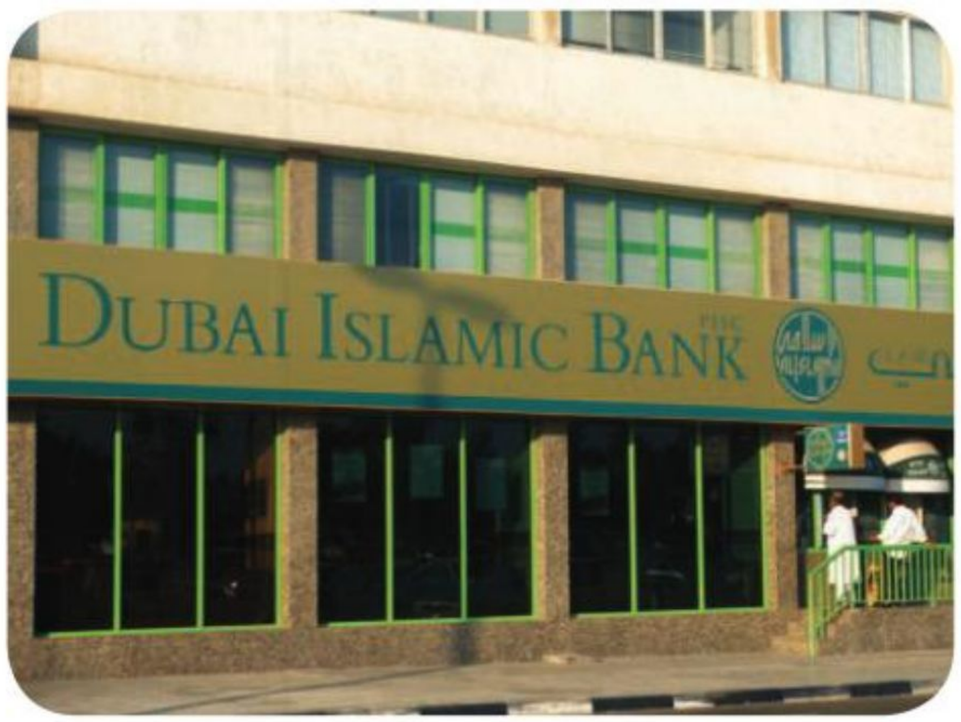
Investment banks

Investment banks offer a range of financial services. These usually involve large and complicated financial transactions. For example, they may help a business that wants to offer new **shares** in order to raise money. Investment banks act as consultants when two companies want to merge or when one company is thinking of buying another company.

Islamic finance and banking

Islamic finance aims to be ethical, sustainable and environmentally and socially responsible. It is based on principles such as shared responsibility and shared risks. It aims to help bring about improvements to social welfare.

In conventional finance when a person borrows money they usually have to pay back to the lender more money than they borrowed. The extra payment that they pay back is known as interest. Shariah law forbids unfair interest, which is known as *riba*.



Banking makes up a large part of the financial industry in Islamic countries.

To avoid interest, Islamic banks offer different types of profit-and-loss sharing finance.

- *Mudarabah*: Two parties – people or businesses – enter into a trust or partnership. One party supplies all the money for an economic **venture**. The other party supplies the labour, specialist knowledge and skills to make the venture a success. If the venture makes a profit, all parties share the profit. If there is a loss, the party who supplied the money loses this money. The other party has lost the time and effort they put in.
- *Sukuk*: When people invest in *sukuk*, they buy a small part of an asset, for example a business, or a venture, such as a construction project. *Sukuk* investors share the risks of the venture they are financing and may not get all their money back. Investors take a share of the earnings from a useful asset or successful venture.

Islamic finance forbids making investments in any business whose activities are against Islamic principles.

Did you know?

The Dubai Islamic Bank was created in 1975. It was the first modern commercial Islamic bank in the world.

Activities

1 List three ways in which banks offer security to their customers.

2 Research the name and role of the central bank in your country. You could organise your findings into a mind-map.

3 Design a survey to find out how your family uses the services of a bank. How do your family members feel about cash? Do they think that cash will eventually disappear?

5.3 What are supply and demand?

Learning objectives

- Understand the impact of scarcity of resources.
- Distinguish between supply and demand.
- Analyse the factors affecting supply and demand.

An economy works as a system which has a number of functions. One important function is to make sure that the resources available in a country are used in the best ways. It determines what products will be made and who will get them. What is the relationship between the people who make the products and the people who get them?

What are needs and wants?

A person's basic needs are for food, water and shelter. As societies grow and become more complex, people's needs develop beyond simply surviving. For example, people in modern societies often need to travel to their place of work. If they cannot travel, they cannot survive because they cannot earn money to buy essential items. Transportation is therefore a need for these people.



We have to drink in order to survive, and water meets that need. Why do people buy other drinks?

A want is something that a person desires to have. If a person does not get all the things they want, they may be disappointed, but they still have everything they need. A person who needs transportation to get to work may have a choice of walking, cycling, using public transport or driving their own vehicle. They *need* transportation, but they may *want* to use a particular form, for example their own private vehicle.

What is scarcity and what are its effects?

Scarcity exists in every economy. It is the situation where there are not enough resources to meet all the needs and wants. Because of scarcity, choices have to be made about how best to use the available resources.

Making a choice means that there is a trade-off. A trade-off occurs because choosing to use a resource for one thing means that it cannot be used for something else. For example, land used to build houses cannot also be used to grow vegetables.

What are supply and demand?

In economics, supply is the amount of something that sellers are willing and able to offer at a set of prices at any one time. When a lot of a resource or product is available, the supply is high. When there is little available, the supply is low.

Only a few things are available in an unlimited supply, for example air and sunshine. These things have no economic value and so they are free. Most resources are limited and this adds to their economic value.

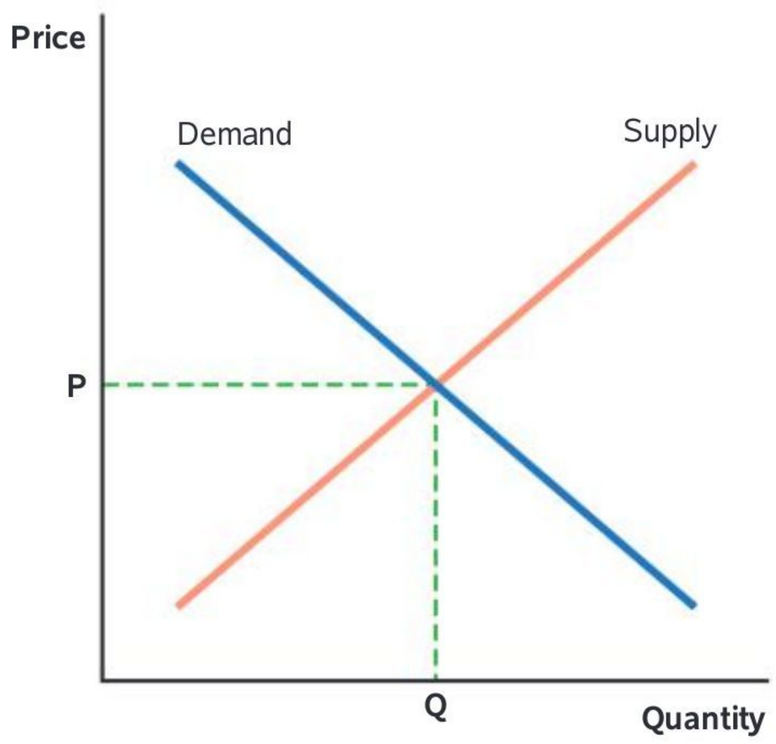
In economics, demand is how much of something people want and what they are willing to pay for it. When a lot of people want a resource or product, demand is high. When few people want it, demand is low.

What is the law of supply and demand?

The law of supply and demand describes the relationship between supply and demand and how they influence the **market price** of a good or service. In general:

- if there is low supply and high demand, the price will increase
- if there is a good supply but a low demand, the price will decrease.

The law of supply and demand does not apply in countries that have a planned economy. In this type of economy, a central authority such as the government makes the economic decisions, including the prices of goods and services.



The graph shows the relationship between supply and demand. The law of demand is that as the price of a product decreases, people will buy more. The law of supply is that as the price of a product increases, producers will supply more. The point where the lines for demand and supply cross marks the equilibrium price. This is where the price matches the supply (the quantity available).

What is equilibrium?

The point where demand and supply are balanced is known as **equilibrium**. The price at this point is called the equilibrium price. At equilibrium price, a producer will sell all the units of the goods that they produce and consumers can buy all the units that they want. Producers want to get as close to this point as possible. If they produce too much of a product so that supply is greater than demand, they have to lower the price.

What does a demand curve show?

The line representing demand on a graph of supply and demand is called the demand curve. This usually slopes downwards from left to right, as the quantity available goes up.

The demand curve shows that at higher prices, the quantity demanded is low. As the price goes down, the quantity demanded goes up.

There are different explanations for this relationship: the income effect and the **substitution** effect.

The income effect

This explanation assumes that consumers' incomes remain the same. If the price of a good falls, consumers will be able to buy more of the product. Consumers with a lower income will now be able to buy the product.



The substitution effect

This explains what happens when the price of one product in a range of similar products is reduced. Demand for this product will go up.



What factors influence supply and demand?

Supply is influenced by demand. As demand increases, producers try to increase the supply. Their ability to do this is affected by other factors. For example, the input costs may increase and resources, such as materials or labour, may not be available. The number of suppliers providing the same or similar goods also affects the overall supply.

Different factors affect demand.

What is the effect of competition?

Competition among producers and sellers tends to lower prices. They want to sell more of their goods and so they reduce the prices to a point where more customers will buy them. In order to reduce their prices, they try to bring down their costs and become more efficient.

Competition among buyers increases prices because suppliers know that customers will be willing to pay more to obtain certain goods and services. Competition among buyers also means that goods and services are only allocated to the people who are willing and able to pay the most for them.

Activities

1 Write two or three sentences that explain what supply and demand are.

2 Write what you think will happen to the demand for oil – and therefore the price – in the following circumstances:

   a the demand for hybrid and electric cars increases

   b there is an increase in the production of plastics (which are made from oil) around the world

   c there is a reduction in the production of crude oil around the world.

3 Collect news stories, headlines and advertisements about some different products or services. The stories should give examples of influences on the demand, supply or price of these products and services. Discuss the collection as a class and what the effects might be.

5.4 Which factors contribute to economic growth?

Learning objectives

- Define the term 'economic growth'.
- Examine the factors that lead to economic growth.
- Consider the benefits and challenges of economic growth.

If we want to know whether something has grown or not, we need to be able to measure it. How do we measure an economy? Which factors lead to growth in an economy? What are the benefits and challenges that come from economic growth?

How do we measure an economy?

The size of a country's economy is measured using its Gross Domestic Product (GDP). GDP is the total value of all goods and services produced in the country in one year. It is called *domestic* product because it only includes the value of goods and services produced within the country.

- It *does not* include the sale of any goods or services imported from other countries.
- It *does* include goods or services produced within the country that are exported to other countries.

The more economic activity given to producing goods and services in a country the higher its GDP will be. Measuring GDP each year means one year can be compared to others to see if the economy has grown or shrunk.

Land as a factor in economic growth

Land provides ...



fertile soil for agriculture



minerals such as iron ore



space for creating the built environment and ***infrastructure***



animal and plant habitats and tourist attractions

Countries whose land provides a range of land use opportunities and resources can use these to make a range of products. This can help them to increase their GDP. However, some countries are not able to make the best use of their natural resources and simply export them as cheaper, unprocessed products.



Businesses sometimes provide training for their employees.

Investment as a factor in economic growth

An investment is made into something in the hope that it will bring future rewards. Governments, businesses and individuals make investments in the hope of making money at a later date. Investments can be in the form of money, resources or time. The main areas of investment for economic growth are in human capital and physical capital.

Investment in human capital

Human capital is all the people in the workforce of a country. The workforce is made up of all the people who are of working age. In most countries working age is from 16 to 65 years of age.

Investment in human capital usually takes the form of education and training which increases knowledge and skills.

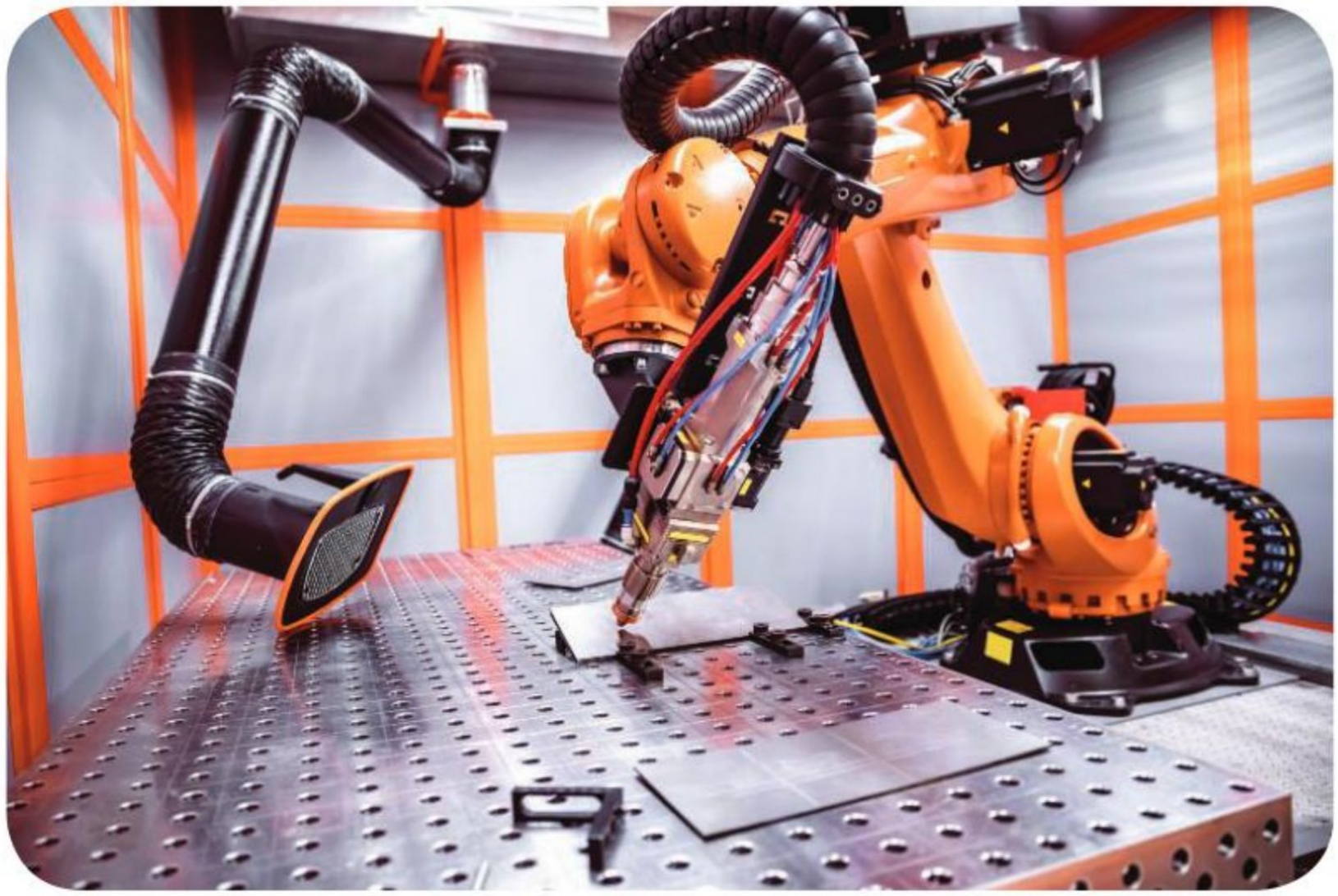
Governments are usually responsible for ensuring that there is an adequate national education system. This should help ensure that the future workforce has skills and knowledge suitable for work in a wide range of businesses across a diverse economy. An educated workforce is usually more productive.

Companies sometimes arrange for training of existing employees in new procedures and technologies.

Individuals sometimes arrange for additional education or training for themselves. They may do this to improve their chances of employment or if they want to work in a new area. Education usually means a person will find better-paid work which will help them achieve a higher standard of living.

Investment in physical capital

Physical capital includes factories, machinery, equipment and technology. When countries or businesses invest in physical capital, they help the workforce to become more productive. A more productive workforce leads to economic growth.



Computer-controlled robots are used in many types of manufacturing processes.

Investment from entrepreneurs

An entrepreneur is a person who has an idea for a business and who takes the risks involved in starting and running the business. They invest their time, energy, ideas and sometimes their money.

Entrepreneurs influence economic growth because they create jobs and reduce unemployment. They are usually involved in making completely new products and services or in some other form of **innovation**.

Who invests for economic growth?

Investment for economic growth comes from both the **private sector** and the **public sector**.

Private companies invest in physical capital and workforce training because this leads to higher productivity. This produces higher profits and can help to increase a country's GDP. Public sector investment is often in large infrastructure projects such as transportation or communication networks. These help other economic activities and can lead to more employment and a growth in the overall economy.

What are the benefits of economic growth?

The main benefits of economic growth include:

- higher average incomes and therefore an improved standard of living for more people
- lower unemployment levels
- increased profits for businesses, so they have more money to spend on research, development and innovation
- improved public services (in some countries this is due to increased income for the government from **taxes**)
- money available to spend on protecting the environment, including recycling facilities and developing clean energy
- opportunities for businesses to invest for future growth.

What are the possible costs of economic growth?

Economic growth usually means increased production and greater consumption. This means use of more resources and faster rates of using non-renewable resources, such as oil and copper.

Economic growth can also lead to traffic congestion as more people buy their own vehicles and more delivery vans and large lorries are needed. Increases in traffic, production from factories and energy use all lead to air pollution, which can have negative effects on people's health.

In addition, economic growth can lead to greater inequality when only small sections of the population enjoy the benefits of the growth.

Did you know?

Nigeria has one of the largest economies in sub-Saharan Africa. It has a road network similar in size to the Philippines even though it has a land area about three times as big.

Activities

1 Write two or three sentences that explain what a country's Gross Domestic Product is. Your explanation should give an example of one thing that is *not* included within the GDP.

2 Work in a group. Research changes in education in your country over the past 30 years, which you think have had an impact on economic growth. Prepare a short presentation of your findings.

3 Research one type of manufacturing industry or one specific business within that industry. Identify investments in new processes, machinery or equipment. Make a small poster that explains the investments and their results.

5.5 Industry, jobs and systems of work

Learning objectives

- Explain how industry works as a system.
- Consider how interdependence is important in the Middle East region.
- Investigate the growing textiles industry in the Middle East region.

Industry and jobs within an economy can be classified into five groups or sectors. How do these sectors link together? What processes are involved in a country's economy? What factors do businesses and governments consider when deciding where to locate an industry?

The five main industry sectors

- **Primary sector:** extracting or producing raw materials from the land or sea. Mining, farming and fishing are good examples.
- **Secondary sector:** processing raw materials into manufactured goods. For example, iron ore is turned into steel to make cars.
- **Tertiary (or service) sector:** providing services or skills. For example, a bus driver is a tertiary worker.
- **Quaternary sector:** providing expert information and knowledge, such as IT specialists or researchers.
- **Quinary sector:** working at the highest levels of business and government. Like the quaternary sector, this is a subdivision of the tertiary sector.

Linking the sectors together

The five different sectors often link together. For example:

Iron ore mining is a PRIMARY industry. → Iron ore is made into steel. The steel is made into a car. These are SECONDARY industries. → A sales team sells the cars to customers, using a computer to co-ordinate their sales. This is a TERTIARY industry. → Expert technicians fix the computer if it goes wrong. This is a QUATERNARY industry.

People with powerful jobs make important decisions relating to the car industry. For example, government ministers set targets for car manufacturers to produce cheaper, more environmentally-friendly cars. These jobs are in the QUINARY sector.

Interdependent industry

In economics, **interdependence** is when individuals, businesses and countries rely on each other to provide some of the goods and services that they need.

- Individuals rely on other people to provide the things they need. In most modern economies, people work to earn an income so they can buy these things. They rely on other people such as farmers, clothes manufacturers and builders to produce food, clothes and houses. All these people rely on consumers to buy their goods.
- Businesses specialise in a single activity or a small range of activities. They rely on other businesses to provide supplies and services. Manufacturers need raw materials, which come from other suppliers. Most businesses need services such as accounting, banking and advertising. They rely on other service providers because they do not have the time, expertise or resources to do these jobs themselves.
- Countries are interdependent because no country has all the resources it needs. Countries act as suppliers and as customers for each other.

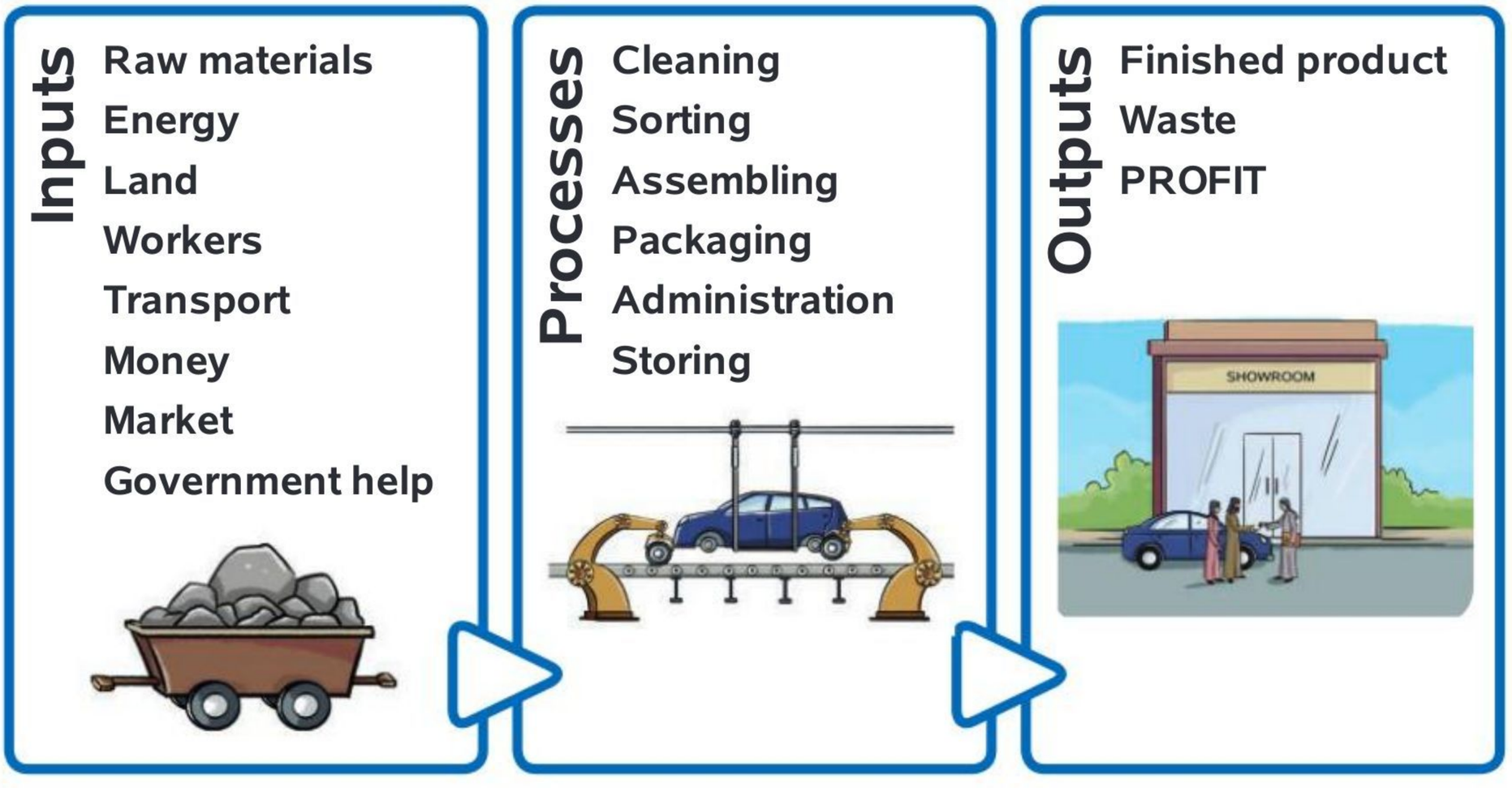
The production process

Industry works as an economic system. For this system to work, each industry follows a production process with inputs, processes and outputs.

Inputs: the resources that go into the system to create the finished products.

Processes: the things that are done to transform the resources into products, such as sewing, cutting, baking and welding.

Outputs: the products that are made, ready for the market.



There are many different types of inputs, processes and outputs in an economic system.

Locating an industry

The location of a business or industry often impacts on its success. Sometimes governments influence the choice of location. Large multinational companies often search the whole world for the right location. What do they consider when making this choice?

Labour? Industries need workers, who may need special skills and training. The UAE aims to become a major **hub** for pharmaceutical manufacturers. What skills do these businesses need in their workforce?

Utilities? Electricity, gas, water supplies, sewage, waste management and telecoms/internet connections (all known as utilities) are important for all businesses.

Transport? Some industries need to have a good transport infrastructure.

Raw materials? Some industries use large quantities of bulky raw materials. It is more cost-effective to locate these industries close to their source of raw materials.

Government incentives? Governments try to develop new industries and encourage global industries to locate to their country. Government **subsidies** and grants help to achieve this.



Market? Some industries, such as coffee shops, need to be close to their customers.

Land? Some industries require a large amount of land. Some areas of land are not suitable.

Case study

The textile industry in Egypt

This is a growing industry. Each year, exports increase and the industry contributes more to the country's GDP. In 2017, the industry contributed US$2.6 billion to Egypt's GDP. Over 4300 businesses in the country are connected to the textile industry, employing around 25 percent of Egypt's working population.

The textile industry in the country works as an economic system.

Inputs: The basic raw materials needed are cotton and water. Cotton is a soft, fluffy natural substance that grows around the seeds of cotton plants. Several million people are employed in the Egyptian cotton fields, which cover around 101 000 hectares.



Processes: The government has developed industrial areas and invested in infrastructure. It provides training programmes for workers to develop skills so the industry remains efficient and competitive.



Different factories undertake different processes, including spinning, weaving, dyeing and printing. Goods then need to be sorted, assembled and packaged.

Outputs: Egypt produces a variety of products for the local and international markets. Egypt is close to Europe, which is a huge market for its textile products. It also exports to the USA. Egypt's location is essential to the industry's success. It has over 15 commercial ports for exporting goods.



Interdependence: The cotton industry relies on interdependence between individuals, businesses and countries. A steady supply of raw Egyptian cotton is essential for the cotton industry to thrive. Factories that spin and weave the cotton are essential for the garment industry. Sometimes, when there is not enough Egyptian cotton to supply the factories, cotton is imported from other countries.

Activities

1 Write a paragraph explaining the difference between inputs, processes and outputs.

2 In your own words, define the term interdependence.

3 Draw a spider diagram to show all the industries that have links with a textile company that makes men's shirts. Extend your diagram as far as you can. For example, add a link from the textiles company to the transport industry, and from transport to the petroleum industry.

4 Research an important industry in your region and create a fact file about it. Explain what it is, where it is located, and why it is there. What inputs, processes and outputs are involved?

5 Why do you think location is not a major concern for all industries? Write a simple explanation of your ideas.

5.6 What are the regional economic relationships?

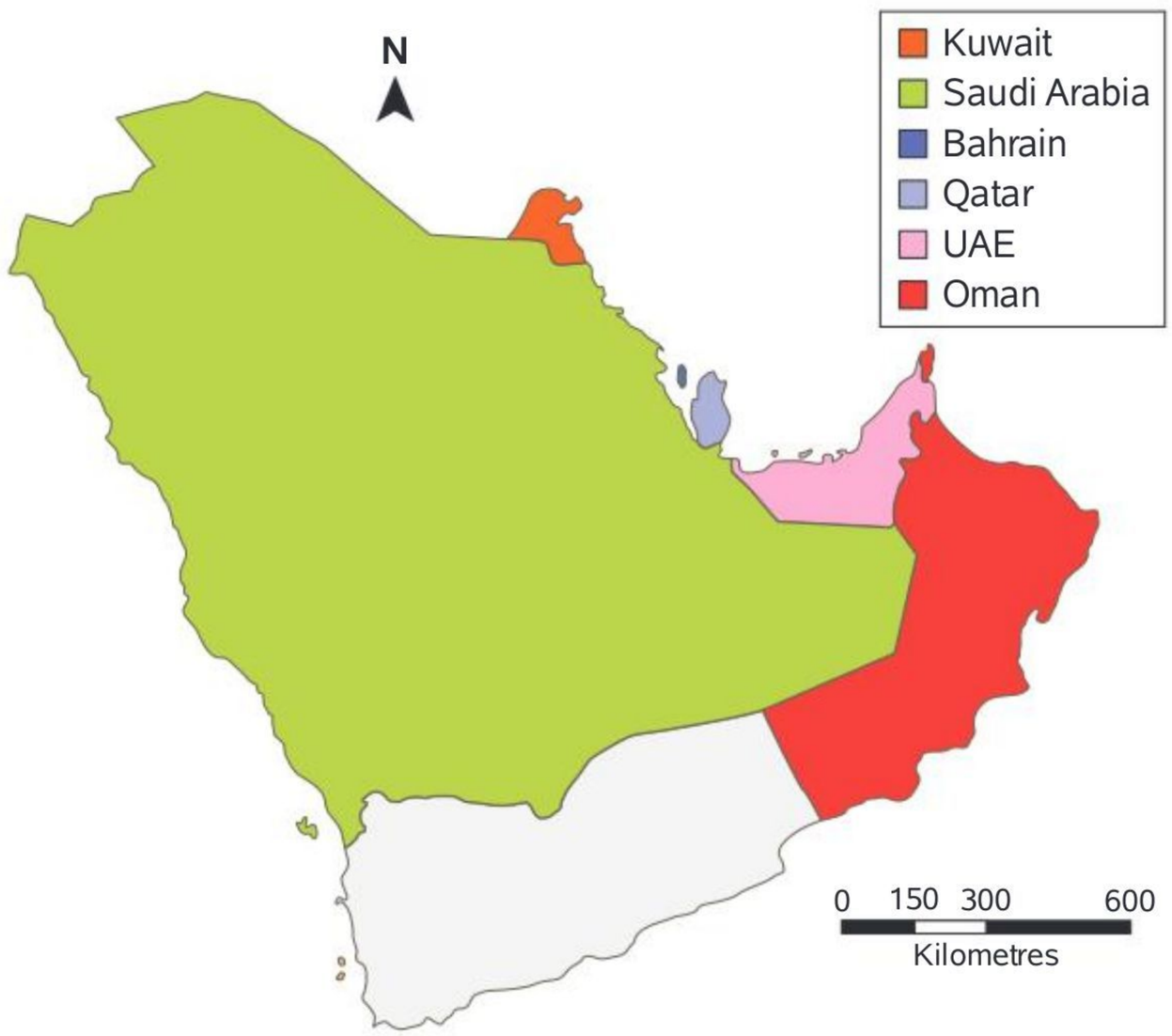
Learning objectives

- Explain how countries work together for the benefit of their citizens.
- Describe how the GCC works.
- Consider why it is important for countries to collaborate and support each other.

Working together can bring about positive outcomes for individuals and groups. Each contributor may have different strengths that they can bring to the larger group. Working together can use these strengths effectively and can allow people to embrace both differences and similarities. Sometimes countries work together towards a common purpose. How have countries in the Gulf region worked together to achieve common economic goals? Why did they choose to do this? What have the positive outcomes been for the region?

The Gulf Cooperation Council

On 11 November 1981, a group of countries – Saudi Arabia, Kuwait, UAE, Bahrain, Qatar and Oman – agreed to strengthen relations between their governments and populations. They formed the Gulf Cooperation Council or GCC. The GCC countries work together to ensure the safety, security, economic prosperity and cultural cohesion of all their citizens. Since 1981, they have worked in partnership to develop and improve many aspects of society.



The countries that make up the GCC have a total land area of 2 672 700 km² and a combined population of approximately 52 million people.

Major economic agreements of the GCC

In 2008, members of the GCC agreed to create a special economic agreement called a **common market**. Within a common market, each member state manages certain aspects of the economy in the same way. For example, citizens of each country are allowed to move freely to live in any state within the common market. They are able to work, establish businesses and to make investments. This means that the labour force available to businesses in the GCC countries includes people from all the member states.

GCC members also formed a **customs union**. In a customs union, the members all agree that they can trade individually with countries outside the union but they can, if they wish, trade as a single unit. The countries together form a larger market than each country does on its own. This means they have more bargaining power when agreeing international trade deals. Major trade partners of the GCC include the European Union, China, Japan and India.

The GCC and trade

The GCC has made agreements about the trade of goods between all the GCC countries. Usually when goods are traded across country borders, the government demands a charge called a tariff on these goods. This is a way of helping governments control trade and the amount and type of goods coming into and going out of the country.

For example, importing a cheap product from abroad could seriously affect the sales of a product that is also produced within the country. To protect the local industry that produces this product, the government can place a high tariff on the imported foreign product, making it more expensive. The aim of this is to encourage people to buy the locally produced item, as it will now cost less. However, this might cause tension between the two trading countries.



Regional and international trade has always been important to the countries of the Arabian Peninsula. Modern docks such as those in Dubai have the capacity to accept today's largest cargo ships.

The GCC therefore agreed to allow goods to move freely between member countries without tariffs. This is the major purpose of the customs union, which the GCC countries agreed in 2003. Within a customs union, once a product is imported into any member country it can then be moved freely between member states. By 2013, over US$100 billion in trade had taken place between the countries of the GCC.

The GCC countries also placed tariffs on any goods imported from non-member countries.

The GCC and money

The GCC region has one of the fastest-growing economies in the world and owns almost half of the world's oil reserves. Together, the GCC countries have expanded and diversified their economies, particularly by developing world-leading tourism and finance industries.

In response to this rapid development, the GCC formed the Gulf Monetary Council. It was created in 2010 to make banking systems easier to use for all member states. The Gulf Monetary Councils proposed a single currency for use by all member states. This currency would be similar to the euro, which is the currency used by most countries in the European Union. The name suggested for the GCC single currency was *Khaleeji*, which means 'of the Gulf', but this name was not accepted. The single currency would be used in all GCC countries and there would be a central bank that controlled it. However, not all the member countries agreed to these ideas, so the single currency has not yet been developed.



The Gulf states have developed financial services, which are often based in dedicated financial districts such as this one in Dubai.

The GCC – further developments

GCC member countries share knowledge, ideas and resources. This leads to a number of economic benefits.

- Collaboration on scientific and technical projects, including:
  - developments in mining methods
  - innovations in agricultural processes
  - the protection of animals and water resources.
- Developing infrastructure through a combination of resources and investment:
  - Power grids across countries have been connected up and there are plans to link water resources.

- Rail projects have been planned to allow easy travel across borders, resulting in lower travel times and costs.
- It is hoped that these infrastructure links will also deepen social and political ties in the region.

• Developing air transport:
  - The GCC region now has one of the most active aviation networks in the world.
  - It has become an important refuelling hub for the world's airline companies.



The GCC region is located in an ideal place for refuelling aeroplanes.

The GCC – new members

Several other countries in the region have requested to join the GCC. For example, Jordan and Morocco have requested to join and both are considered to be strong political and economic allies. There are ongoing discussions between these countries and the GCC.

Activities

1 Write a tweet to say what the GCC was created to do. Remember that you can use a maximum of 280 characters in your tweet!

2 In your own words, define each of these terms:

a customs union

b common market.

3 Why do you think it is important for GCC member countries to trade freely with each other? Write down all the reasons you can think of, with each reason on a separate card. Try to categorise your reasons into two piles: positive reasons and negative reasons.

4 Create a presentation to explain what the GCC does and how the member states work together to benefit their citizens. You could use these headings for your presentation:

- When was the GCC established?
- Which are the member states?
- What are the benefits of membership for the member states?
- What does the GCC flag look like and what does it represent?
- What is the role of the GCC?

5 Find out all you can about the proposed GCC Railway and create a presentation. Include a map and explain: the responsibility of each country, the length of railway in each country, the intended benefits of the railway.

5.7 What are international economic relations?

Learning objectives

- Analyse the conditions that make good international economic relations possible.
- Identify the region's international economic relations.
- Consider examples of trade agreements in the region and around the world.

It is important for countries in the Middle East region to trade with neighbouring countries that share borders. It is also important to have good trading relationships with other countries or groups of countries around the world. This allows citizens in the region access to goods and services that may not be available to them otherwise. How do countries form good economic relations? What international economic relationships does the region have?

What makes good international economic relations possible?

Governments of all countries must consider the economic interests of their own citizens. It is essential that the economy of the country thrives. Governments often make trade agreements with other countries to enable this. To ensure good economic relations with other countries, a government usually tries to achieve the following conditions.

- Easy movement of goods: The movement of goods and services between countries is quicker because they are not stopped for long periods of time at borders while various checks are carried out.
- Free trade: Governments make agreements to trade goods without high tariffs.
- Easy movement of people: People can move freely between countries so they can find the most suitable employment and employers can find the best people for their businesses.
- Easy movement of money: Money can flow easily from one country to another, without major restrictions, such as limits on the amounts that can be moved.

- Attracting investment from other countries: By offering loans, opportunities to buy property or low charges, governments encourage large multinational companies to locate in their country.
- Sharing of resources and skills: Countries often work together to develop particular projects. For example, several European nations (including the UK, Germany, France, Italy and Spain) shared resources, costs and technology to develop the 'Eurofighter' aeroplane in the late 1990s.



The Eurofighter (also known as the Eurofighter Typhoon) is an example of countries working together to create a complex and expensive product.

What are bilateral and multilateral agreements?

For international economic relations to develop, countries can make different types of trade agreements. Two of these types are bilateral and multilateral agreements.

Bilateral agreement: This is a trade agreement made between two countries. For example, the countries involved may agree to reduce tariffs on a particular product to encourage imports and exports of this product between the two countries. They may agree to purchase a certain quantity of a product or to remove restrictions on the amount that can be traded. Agreements like these can help to boost a country's economy and improve relations between the two countries involved.

Multilateral agreement: This is the same type of agreement as a bilateral agreement, but it is made between three or more countries. In many cases, multilateral agreements are more difficult to negotiate because all the countries involved have to accept all aspects of the agreement, but they can be hugely beneficial.

Both types of agreement are good for international economic relations because they mean that both or all countries involved have equal and fair trading conditions. A country that is economically weaker than the others can improve its trade links on an equal basis with economically stronger countries.



The Canada–Pakistan Business Council promotes trade between the two countries. In 2017 the value of this trade was over US$1.4 billion.

GCC-Singapore Free Trade Agreement

The Gulf Cooperation Council and Singapore have a trade agreement that was signed on 15 December 2008. It is called the GCC-Singapore Free Trade Agreement (GSFTA). It has strengthened ties between the GCC member countries and Singapore and was the first Free Trade Agreement (FTA) signed by the GCC.

The agreement covers many aspects of trade, such as allowing goods produced by GCC member countries to be sold in Singapore without the addition of high tariffs.

The GCC as a multilateral agreement

The constitution of the GCC is a good example of a multilateral agreement between three or more countries, all of which are treated equally within the terms of the agreement.

In 2001, the GCC member countries agreed to integrate all their telecommunication policies, including telephone, post and data network services. They aimed to improve service levels and economic efficiency, as well as strengthen links between GCC citizens, and private and public institutions. Since then, achievements have included:

- interconnecting the GCC states using optical fibre cables.
- organising courses in telecommunications, run by telecommunications institutes where citizens of GCC states can receive specialist training.
- reducing fees and prices of telecommunication services.
- obtaining membership for the GCC states in many international organisations, such as the International Telecom Union.



The countries of the Pacific Alliance

Other multilateral agreements

There are many other multilateral trade agreements around the world. One example is the Pacific Alliance. This is a Latin American multilateral trade agreement between Chile, Colombia, Mexico and Peru. They agreed to guarantee complete freedom in the movement of goods, services and people between the member countries. Together, these countries have a combined population of over 200 million people and about 35 percent of Central and South America's GDP.



Leaders of the Pacific Alliance countries at a meeting in July 2016

Case study

The World Trade Organisation

The World Trade Organisation (WTO) was formed in 1994. It is an international body of over 120 countries, including Egypt, Jordan, Kuwait, Yemen and the UAE. The WTO aims to persuade countries to reduce import tariffs, settle trade disputes and organise trade talks.

For example, in 2012 China complained to the WTO that the USA was unfairly taxing Chinese imports to America. The taxed products included paper, steel, car tyres, magnets, chemicals and kitchen goods. China argued that this was unfair because it made Chinese products a lot more expensive than similar American-made ones, and so Americans were buying fewer Chinese-made goods. In 2014, after many months of trade talks, the WTO decided that the USA was wrong to impose the high taxes and ruled against them. Members of the WTO have signed an agreement to accept any decisions of the WTO if there is any conflict over trade between member countries.

The WTO has both supporters and critics.

- Supporters say that the WTO helps countries' economies to grow, which reduces poverty. They say that poorer countries can earn more money from more easily exporting their goods to others.
- Critics say that the WTO brings lots of benefits to big companies in richer countries but makes things worse for poorer people in developing regions of the world. They say that free trade laws have allowed poorer countries to import more food, which is putting their own farmers and food producers out of business.

Did you know?

The logo of the WTO was selected from over 200 entries in a competition. It is in the shape of a globe to represent global trade. The six coloured graphic arcs interlock with each other to symbolise the way countries interlock with each other when they work together and create alliances.

Activities

1 Write a list of actions that governments can take to ensure good economic relations with other countries.

2 Explain the difference between a bilateral agreement and a multilateral agreement. Give an example of each in your answer.

3 Work in a group. Create a presentation including both a bilateral and a multilateral agreement. Which countries are involved? When was it founded? Why was it founded? Has it been a success?

Review your learning

Test questions

1 The system of money in use within a particular country is the:

a capital
b cash supply
c coins
d currency

2 The bank responsible for monitoring and controlling a country's money supply is called the:

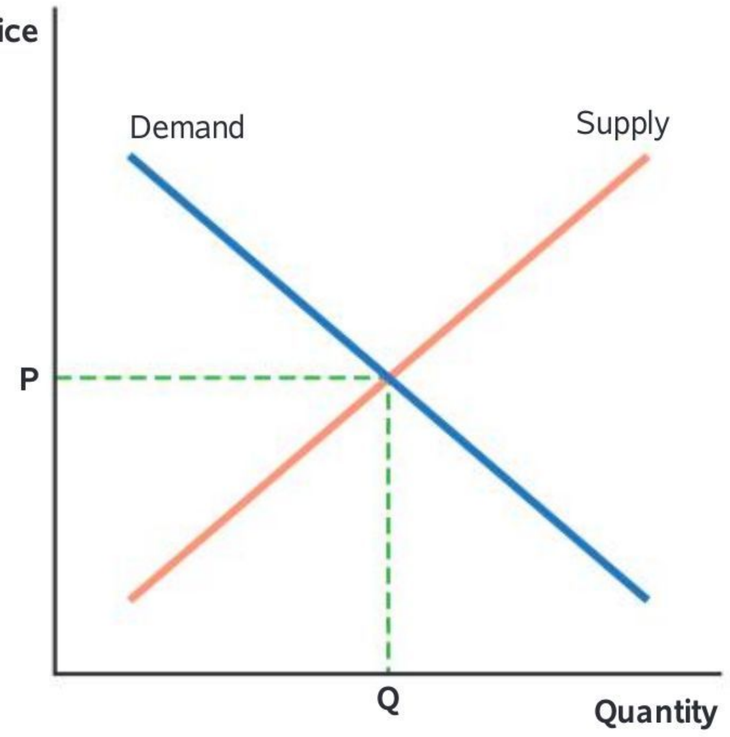
a central bank
b commercial bank
c investment bank
d river bank

3 The inability to satisfy all wants at the same time because of limited resources is called:

a surplus
b shortage
c sharing
d scarcity

4 Look at the graph. The price at the point where demand and supply curves cross is called the:

a best price
b equilibrium price
c ultimate price
d market price



5 Economic growth is determined by measuring changes in:

a the standard of living of the majority of the population
b the number of people who are in paid employment
c a country's Gross Domestic Product
d the size of the country's workforce

6 The sector of the economy where materials are processed to produce new products is the:

a primary sector
b secondary sector
c tertiary sector
d quaternary sector

7 People, industries and nations rely on each other to survive and prosper economically. This is known as:

a interdependence
b independence
c co-operation
d co-ordination

8 A charge placed on imports is called a:

a quota
b embargo
c tariff
d fee

9 When a group of countries agrees that goods can be traded between them without any barriers, they form a:

a customs union
b bargaining group
c free market economy
d market place

10 An agreement between three or more countries is a:

a bilateral agreement
b multilateral agreement
c free trade agreement
d global agreement

Assessment activities

1 Design and illustrate a poster that explains the history of money. Show:

- the system of trade used before money
- examples of items used as types of early money
- when coins and paper money were introduced
- the effects of coins and paper money on trade
- how money is used to buy and sell goods and services today.

2 There has been a very good harvest of dates. Write a short article for a business magazine explaining how this might affect:

- the supply of dates
- the demand for dates
- the price of dates.

3 Draw a table with two columns. Label one column 'Human capital' and the other 'Physical capital'. Write each of the following initiatives in the appropriate column in your table.

a Three new universities are opening in Saudi Arabia.
b The UAE has a new national broadband plan to improve internet access and speeds.
c A Bahraini company installs automated machinery to improve its manufacturing process.
d The education department in Kuwait plans to open 15 new kindergarten schools.
e A Jordanian company is training its employees to use a new software program.
f Five countries in West Africa expand their port facilities to improve trade.
g Gulf countries upgrade their transport systems to improve traffic flows.
h China doubles the places available in vocational training colleges to train workers.

4 Imagine you are a businessperson. You want to start a new business and you are considering where to locate it. First decide what product you will manufacture or what service you will offer. Write notes as part of your business planning that describe what you would like to have for each of the following: labour; market; raw materials; transport; utilities; government incentives; land.

5 Write a speech that you will give to a group of ministers from a number of countries who are thinking of signing a trade agreement. The speech should explain the economic benefits of the trade agreement. It should tell the ministers what the agreement should include regarding:

- the movement of goods and services, people and money
- trade arrangements
- investments between the countries
- sharing skills and resources.

Glossary

acculturation: the process of an individual or group adopting features from another culture

administration: the process or activity of running the country and managing the government

alliance: a group formed for the benefit of all its members

aquifer: an area of porous rock underground that can store a huge amount of water

architecture: the particular style of a building, including its design, structure and decoration

astronomy: the study of the stars, planets, sun and other objects in space

atmosphere: the layer of gases surrounding the Earth's surface

autonomous: having the freedom to act independently

caliphate: the rule of, or the land ruled by, an Islamic political leader (caliph)

caliphs: the successors of Muhammad (Peace Be Upon Him) and leaders of the Islamic faith

calligraphy: a decorative style of handwriting which has an important role in Islamic art and architecture

candidate: a person who wishes to be selected for a particular position or job

caravan: a group of people and their animals who travel across the desert

carbon footprint: the amount of harmful greenhouse gases that one person, building, city or object creates; expressed as the amount of CO_2 used

cartography: the science of map-making

civil war: a war between people in the same country or empire

colony: a country or region under the control of another country

common market: agreement that allows people to move freely from one country to another

coniferous: describes mainly evergreen trees (trees that never lose their leaves), which produce fruit in the form of cones

conquer: overcome and take control of a place or people by military force

constitution: the set of principles and basic rules that determine how a country is governed

consultative: giving advice or recommendations

co-ordination: organising separate people or groups so that they can work together well and efficiently

co-ordinates: numbers or letters used to give the exact position of a place

cultural diversity: the existence of a range of different cultures

cultural integration: the process in which one group adopts another group's culture without giving up its own culture

currency: a system of money such as the coins and notes that are used in a particular country

customs union: an agreement that allows goods to move freely between countries without tariffs

deciduous: describes trees or shrubs that shed their leaves annually

denomination: the value of a coin or banknote

deposit: a sum of money that is paid into a bank account

desert scrub: small, tough plants that have adapted to living in very dry conditions

discrimination: treating people unfairly or differently because they belong to a particular group

disposable income: the amount of money people have to spend after they have paid for their basic needs, such as accommodation, energy, transportation and food

dispute: a disagreement between people or groups

dynasty: a family of rulers in which leadership passes from one generation of the family to the next

ecotourism: sustainable tourism that does not damage the natural environment and that helps local people

equilibrium: the situation when a number of different parts are balanced

expatriate (or 'expat'): a person living outside his or her native country

finite resource: a resource that can only be used once and forms more slowly than it is used, so it will eventually run out

food security: the situation in which all people have access to safe and nutritious food

fossil fuel: a natural fuel such as coal or gas, formed millions of years ago from the remains of living organisms

generation: all the people living in a society or family who are about the same age, for example 'our grandparents' generation'

glacier: a slow-moving river of ice

global: all over the world

globalisation: the process by which the world has become more interconnected as a result of the increase in world trade and cultural exchange

goods: material items that satisfy human wants and needs

government agency: an organisation that implements government policy in one particular area, such as the environment or public health

greenhouse gases: gases that contribute to the greenhouse effect in the atmosphere which leads to global warming

grey water: used water from sinks, showers, baths and washing machines that can safely be used to water crops

heritage: established traditions and features of a society that are passed down through the generations

hub: the centre for an activity, region or network

immigration: moving into a country to live there permanently

indigenous: describes something that occurs naturally in a place or the original people living there

industrialisation: the large-scale introduction of manufacturing and other industries

informal: not official

infrastructure: a country's networks for transportation and supplying energy, water and communications

innovation: introducing new methods and ideas or creating new products

integration: combining different elements so that they form a whole

interdependence: the situation when two or more different groups depend on each other

investment: money that is put into something, such as a business, in order to make more money in the future

kin: family and relations

kinship: the relationship of people, by blood and by marriage, within a family

landfill: a method of disposing of waste by burying it

market price: the current price at which a good or service is bought and sold in a particular market

mass media: different means of public communication that reach a large audience, for example television, radio and newspapers

migrant: a person who has freely moved from their original homeland to live in another area or country

mihrab: the wall of a mosque that shows the qibla; this indicates the direction of the Ka'ba in Makkah and therefore the direction that Muslims should face when praying

military service: a period of time spent in the armed forces which may be compulsory

mint: to make coins by stamping a design into a piece of metal

morals: our ideas about right and wrong

multicultural: containing more than one culture

municipal: relating to a town or city

nomad: a member of a group of people who move from place to place in order to survive

non-government organisation: an organisation that is usually not run for profit and that addresses a long-term issue

non-native language: a language that is not originally from the region or country and is not the main language

norms: expectations of behaviour that develop from values

peer group: a group of people who are of a similar age, and share a similar background, experiences, interests and values

peninsula: a piece of land that is surrounded on most sides by water but is connected to the mainland

petitioning: making a formal request to an authority to take a particular course of action

plantation: a large farm for growing a crop such as sugar cane, cotton or coffee

precipitation: water that falls from clouds as rain, snow, sleet or hail

prejudice: an opinion formed without proper knowledge or experience

prevailing wind: the wind from the direction that is most usual in a particular place and at a particular time of year

private sector: the part of the economy that is made up of private industries and businesses that the government does not own or control

psychologist: an expert in the science of the mind and behaviour

public policy: the national laws and regulations that a government introduces to manage different aspects of life within society

public sector: the part of the economy that the government controls or supports financially; it includes state-run education and health care facilities

quality of life: a person or group's well-being; measured in terms of health, happiness and prosperity

salt lake: a lake with a high concentration of salt and other minerals in the water

scarcity: having limited resources to meet unlimited needs

scholar: a person who is well-educated and has a strong interest in further study

services: economic activities that involve performing useful tasks for people

shares: equal parts of a company or business; a person who owns shares in a company is a shareholder

siege: a military strategy which involves surrounding a town or building so that supplies cannot enter; the aim is to force the people inside to surrender

social cohesion: the situation in which people within a society come together to form a united whole

social control: the use of rules, customs and laws to regulate people's behaviour, appearance and actions

socialisation: the process of learning the behaviour that is acceptable within a society

social order: the practices, traditions and values that help maintain a stable society

sociology: the study of human social behaviour and the organisation and development of human societies

standard of living: the level of material comfort that a person, household or country experiences; measured in terms of the amount of goods, services and luxuries available

stereotype: a fixed and over-simplified way to view a particular person, group or thing

stewardship: the job of taking care of something or somebody (in this case, the environment)

subsidy: money that a government gives to support a particular business or part of the economy

substitution: using one thing in place of another

sustainable: using resources wisely in order to protect the environment and meet the needs of both present and future generations

tax: money that a government demands to support itself and the services it provides

trade bloc: an agreement between the governments of different countries to make trade and economic activity easier

transcontinental: crossing more than one continent

ummah: a community of Muslims

urbanisation: the process in which increasing numbers of people in a population live in cities

venture: a new project with the chance of success and the risk of failure

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Oxford
Lower Secondary

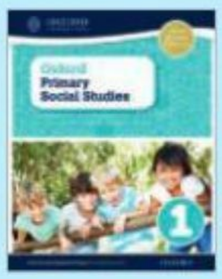
Social Studies 8

Oxford Lower Secondary Social Studies offers a structured syllabus to teach Social Studies to students aged 11 to 14. It has been developed specifically for the Middle East and pays particular attention to the cultural requirements of the region. The five strands of the course cover identity and culture, history, geography, citizenship, and economics. These subjects are developed throughout the scheme, expanding with the students' knowledge and understanding.

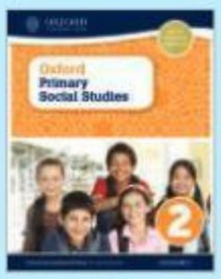
This Student Book:

- Features engaging topics which help students understand their environment both locally and in the rest of the world
- Includes case studies and fact files that explore real-life examples of social environments, both in the Middle East and across the world
- Offers a variety of activities to promote the development of research and communication skills as well as higher-order thinking skills
- Encourages students to check new skills and knowledge through review sections
- Has carefully selected language supported by colourful photographs, maps and diagrams to support EAL students

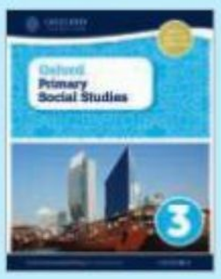
Also available:



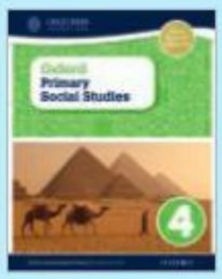
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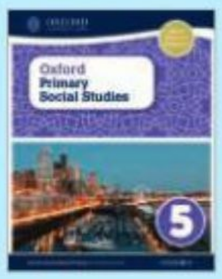
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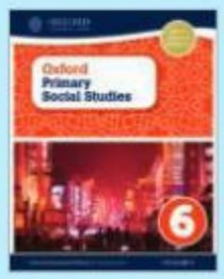
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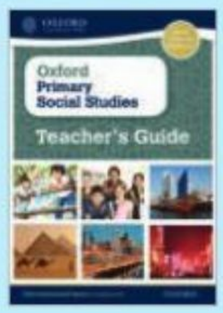
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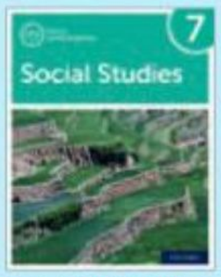
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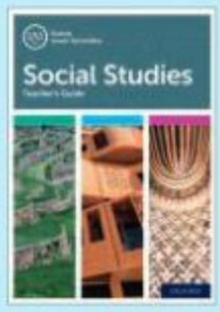
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