

FOREWORD

The Ministry of Education and Skills Development is pleased to present the revised junior secondary school syllabuses. This marks a major milestone towards the attainment of quality education in Botswana. The revised syllabuses signals another major milestone in the attainment of the ideals reflected in the Revised National Policy on Education and brings closer the realization of the aspirations reflected in Vision 2016. The publication of these syllabuses is also a deliberate effort to provide accessible quality education for the creation of an educated labour force. It has been observed that countries with superior education systems are also the most economically successful. Thus, high quality education is seen as a vital pre-requisite in increasing productivity and competitiveness leading to national growth and development and subsequently, a higher standard of living for all citizens.

The revised junior secondary syllabuses come at a time of unprecedented knowledge explosion, technological changes, a fluid socio-economic context and an increasingly interdependent regional and global economy. In this age of global competitiveness, it is important that all countries foster human resources by developing requisite competencies among young people. Survival in this millennium depends on the ability to effectively accommodate and manage change, and to adapt to the changing socio-economic and cultural plains. It is the wish of the Ministry of Education and Skills Development to prepare young Batswana for future growth and adaptation to ongoing changes in the socio-economic context.

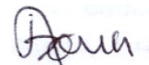
The revised junior secondary programme has not been drastically changed. It is still built on the ten year basic education philosophy that seeks to provide quality learning experiences. It provides students with a broad based education that equips students' with knowledge and skills that are transferable to everyday life. The content has been selected from the students' immediate environment to facilitate understanding and ease of transfer of skills. Furthermore, the programme aims at creating and sustaining a conducive environment for learning and teaching that allows students to excel within their own capabilities. A deliberate attempt has been made to infuse and integrate emerging issues such as Environmental Education, HIV/AIDS Education, Disaster

Management, Anticorruption Culture, Emotional Intelligence, Civic Education and the world of work. The programme also pays attention to the all round development of the individual and the inculcation of attitudes and values that nurture respect for one's self and for others. Life skills education has been integrated into the programmes.

The learners are exposed to a range of knowledge and foundation skills such as numeracy, literacy, prevocational and problem solving skills. It also focuses on the development of desirable attitudes towards different types of work, social and moral values that are expected of them at the end of the program. The implementation of the revised programme begins in 2010.

Critical to the success of the revised junior secondary programme is the recognition of individual talents, needs and learning styles. Thus, the role of the teacher in the classroom must be that of a facilitator for effective learning to occur. The teacher must be conscious of the students' needs to take a certain measure of responsibility for their own learning. The teacher must also take cognisance of the broad range of ability of the student body and the different levels of achievement. This entails the use of participatory teaching and learning styles that provide a rich diverse learning environment.

On behalf of the Ministry of Education and Skills Development, I wish to record my appreciation to members of the National Panels and Standing Committees, school heads, teachers, institutions and other organisations for their invaluable contributions during the revision of these syllabuses.



Permanent Secretary
Ministry Of Education and Skills Development

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The Department of Curriculum Development and Evaluation wishes to express its sincere gratitude to the Junior Secondary Moral Education Standing Committee and National Panel members who worked tirelessly in the development of this syllabus. The Department thanks them for their professional commitment and dedication.

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The Department would also like to thank all the teachers of Moral Education who participated in the various consultative meetings in different parts of the country. It is our hope that this document reflects the outcomes of a genuine consultative effort across a wide educational spectrum. The Department also appreciates all those who contributed in one way or the other to make this syllabus a reality.

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INTRODUCTION

The Three-Year Junior Secondary Moral Education Programme is consistent with the recommendations of the Revised National Policy on Education {RNPE} 1994, and the aspirations reflected in Vision 2016. It is a three year course designed to meet the needs of candidates studying Moral Education in preparation for Junior Certificate (JC). The Programme builds on the foundation laid by Cultural Studies and Religious and Moral Education at primary school level.

The programme aims at preparing learners for the world of work, further education and life long learning. Furthermore, if well implemented, it will lead to the all round development of individuals. Not only does it provide for the opportunity of acquiring skills needed for economic, scientific, and technological advancement; but also for the development of cultural and national identity. Consistent with the RNPE {1994}, there has been a deliberate attempt to infuse issues pertaining to; Environmental Education, Adolescent Sexual Reproductive Health, HIV and AIDS Awareness and Gender Sensitivity.

RATIONALE

The environment in which people live has always influenced patterns of behaviour, attitudes, actions, beliefs, values and ethics. There is need for schools to encourage the youth to understand why people do one thing and not another. The programme assists learners in their moral development, hence preparing them to make responsible choices in order to become ethically mature adults. They should be assisted to learn how to take a position and consider facts relevant about a moral issue.

The study of morality is vital because we live in a world of rapid change where there are various cultures coming into conflict, in which people are not guided by a single code of ethics but by many different values and rules. The differences are often not easily reconciled; and, in fact, may be irreconcilable. It is important to understand the nature of these differences, as most discussions and debates about morals address them. If effectively implemented, the Moral Education programme will equip learners with tools of judgement in various situations leading to making responsible choices and decisions.

AIMS OF THE TEN-YEAR BASIC EDUCATION PROGRAMME

On completion of the Ten-year Basic Education Programme students should have:

1. developed competence and confidence in the application of computational skills in order to solve day-to-day problems;
2. developed an understanding of business, everyday commercial transactions, and entrepreneurial skills;
3. developed critical thinking, problem solving ability, individual initiative, interpersonal and inquiry skills;
4. developed desirable attitudes towards different types of work and the ability to assess personal achievement and capabilities realistically in pursuit of appropriate career/employment opportunities/possibilities and/ or further education;
5. acquired knowledge, skills and attitudes in food production and industrial arts for self-reliance and self-sufficiency;
6. developed awareness and/or literacy and understanding of the significance of computers in the world of work;
7. acquired knowledge and understanding of their environment and the need for sustaining utilisation of natural resources;
8. developed desirable attitudes/behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing;
9. acquired knowledge and understanding of society, appreciation of their culture including languages, traditions, songs, ceremonies, customs, social norms and a sense of citizenship;
10. developed the ability to express themselves clearly in English, in Setswana and/or a third language both orally and in writing, using them as tools for further learning and employment;
11. acquired the basic science knowledge and skills, including basic knowledge of the laws governing the natural world;
12. acquired a good knowledge and practice of moral standards and health practices that will prepare them for responsible family and community life;

13. developed their own special interests, talents and skills whether these be dexterity, physical strength, intellectual ability, and/or artistic gifts;
14. acquired an appreciation of technology and technological skills including basic skills in handling tools and materials;
15. gained the necessary knowledge and ability to interact with and learn about their community, the government of their country and the world around them.

AIMS OF THE THREE YEAR JUNIOR SECONDARY PROGRAMME

On completion of the Three Year Junior Secondary Education Programme, students should have:

1. developed competence and confidence in the application of computational skills in order to solve day to day problems
2. acquired knowledge of business, everyday commercial transactions and entrepreneurship
3. developed critical thinking, problem solving ability, individual initiative, creativity, interpersonal and inquiry skills
4. developed desirable attitudes towards different types of work and the ability to assess personal achievement and capabilities realistically in pursuit of appropriate career/ employment opportunities/ possibilities and/ or further education and training
5. acquired knowledge, skills and desirable agricultural production and industrial arts attitudes for self- reliance and self sufficiency
6. developed literacy and understanding of the significance of ICT in the world of work and in every sphere of life
7. acquired knowledge and understanding of their environment and the need for sustainable utilization of natural resources
8. developed desirable values, attitudes and behaviour in interacting with the environment in a manner that is protective, preserving, and nurturing
9. acquired knowledge and understanding of society, appreciation of different cultures, religion and a sense of citizenship
10. developed tolerance towards different cultures, pride in own culture and unity in diversity

11. developed the ability to express themselves clearly in English, Setswana, Modern Foreign Language and/or a third language and sign language, using them as tools for further learning and employment
12. acquired science knowledge, skills and understanding of laws and principles governing the natural world
13. acquired knowledge, attitudes, moral standards, life skills and health practices including awareness and management of epidemics that will prepare them for responsible and productive family and community life
14. developed their special interests, talents and skills, including dexterity, physical strength, intellectual ability, aesthetics and/ or artistic gifts
15. developed an appreciation of technology and acquired technological skills including skills and safety precautions in handling tools and materials
16. acquired knowledge and ability to interact with and learn about their community, the government of their country and the world around them
17. acquired knowledge and skills that promote democracy, good governance, peace and security

AIMS OF THE THREE-YEAR JUNIOR SECONDARY MORAL EDUCATION PROGRAMME

On Completion of the Three-Year Junior Secondary Moral Education programme, students will be able to:

1. develop a set of values, principles, attitudes and guidelines to govern their behaviour in making judgments on moral issues as they arise.
2. recognise and assess the moral dimension to situations, including the moral implications of teenage pregnancy, sexually transmitted infections and HIV and AIDS, environmental issues and others and be ready to cope with the daily challenges of life.
3. recognise the process of moral development and how their values and attitudes may have to change over time.
4. understand why and how people reach certain decisions on moral issues and how those decisions affect their lives.
5. build relationships with others and develop a sense of community.

6. recognise the existence of others as independent from them and as being worthy of respect and dignity.
7. understand and evaluate a range of possible responses and interpretations of moral dilemmas.
8. know the codes and conventions of conduct agreed by society - both prescribed and the non-statutory.
9. contribute in the development of a just society.
10. be conscientious of rights and responsibilities in the community.
11. face various issues of life and be able to assess situations by evaluating the short and long term consequences of their actions.
12. develop appreciation and empathy towards cultures other than their own.
14. understand the importance of the family, its role and the responsibilities of its members.
15. accept their identity, recognise personal talents and skills, and developing them for use in the work place and in the community.

KEY COMPETENCIES

At the end of the Three Year Junior Secondary Education programme, learners should be able to:

- know the importance of preserving and strengthening moral values in Botswana.
- exercise their rights and responsibilities as Botswana citizens
- demonstrate positive attitudes towards life
- appreciate the importance of the effects of morals in society.
- understand how different cultures and morals relate to emerging issues such as HIV and AIDS, Environmental concerns, Population / Family Life Education.
- demonstrate critical and logical thinking, problem- solving and inquiry skills pertaining to their morals, culture, and values.
- demonstrate tolerance towards different people.
- respect and tolerate different forms of life.

- reflect on contemporary moral issues and assess their moral implication
- practise desirable moral standards pertaining to responsible family and community life.

RECOMMENDED TEACHING METHODS

The learner centred method recommended by the Revised National Policy on Education (1994) should be preferred over and above the lecture method. Learners should take an active part in the teaching and learning process. Teachers need to understand that at this level, ethical principles must be the ground rules for moral decision-making. When justifying moral judgment or moral rule, it is imperative for learners to select two or three normative principles that are part of a normative theory, not simply listing the principles. It must be clearly explained how these ethical principles defend or justify one's judgment or rule. In addition, teachers should take cognizance of the Moral Education teaching methodologies considered good for the teaching of Moral Education as clarified below:

In the Values Clarification approach, the teacher needs not transmit values, but should rather help learners to reflect on what they value and come up with personal and independent opinions and a clearer direction of what they have to do. The process of valuing involves choosing, prizing and acting.

In the Value Neutrality approach, the teacher ought not to provide authoritative answers. The teacher leads learners to discuss controversial issues as a neutral facilitator and encourages quality discussion. They must demonstrate to pupils how moral arguments are conducted and moral conclusions drawn.

The way people reason about moral situations becomes more and more complex as they grow older. Therefore, what determines the level of moral development of a person is not a particular action he or she judges to be right or wrong, but their reasons for so judging. Personal reasons and theoretical ideas should be employed.

In the Development of Consideration approach, learners are encouraged to be empathetic and caring. It helps learners to become sensitive to other people's needs and interests. It takes cognizance of some of the pillars of Vision 2016.

ASSESSMENT

Assessment is an all inclusive process of monitoring and keeping track of learner's progress over time. It is an integral part of the teaching and learning process. Assessment should take cognizance of learners with special needs. Formative assessment should be done as a diagnostic process of classroom work and should thus be carried regularly. Summative assessment on the other hand is used to measure the learner's achievement at the end of the programme. This would be coordinated by the Botswana Examinations Council.

INCLUSIVE EDUCATION

The syllabus is premised on the concept of inclusion which requires an enabling environment. Learners should not be left out on account of their physical, intellectual or emotional challenges. All learners have a right to access a learning package. Inclusive education commits teachers to ensure that all learners overcome potential barriers to learning and assessment. It requires staff to modify programmes of study to give all learners relevant and appropriately challenging work. The UNESCO (1994) Framework of Action on Special Needs Education urges schools to 'accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children... and other children from disadvantaged or marginalized areas or groups.'

EMERGING ISSUES

In an endeavour to ensure that the curriculum is responsive to the needs of society, emerging issues should be infused and integrated at classroom level. Emerging issues help students to appreciate the challenges and developments happening around them and this plays a major role in preparing students for life, citizenship and the world of work.

TIME ALLOCATION

Instructional time for implementation of this syllabus is two periods in a five day time table.

SYLLABUS ORGANISATION

The syllabus content is divided into units subdivided into topics. Each topic consists of general objectives which give rise to specific objectives.

The specific objectives describe what learners are expected to be able to do on completion of the programme.

FORM 1

UNIT 1: MORALITY		
TOPIC 1.1: INTRODUCTION TO MORALITY		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Morality and Values	1.1.1 understand morality	1.1.1.1 explain the different aspects of morality 1.1.1.2 discuss sources of morality according to religion and philosophy 1.1.1.3 justify the need for morality in a society
	1.1.2 understand values as influential in people's behaviour	1.1.2.1 identify the different types of values 1.1.2.2 assess the way values affect their behaviour 1.1.2.3 explain the importance of moral values 1.1.2.4 discuss the three levels at which moral values can be applied
	1.1.3 understand decision-making in resolving moral dilemmas	1.1.3.1 explain decision-making 1.1.3.2 describe the process of decision-making 1.1.3.3 outline situations of a conflict of values 1.1.3.4 justify the decisions made in resolving moral dilemmas 1.1.3.5 demonstrate ways in which decision-making can be used in solving problems

UNIT 2: PERSONAL MORAL ISSUES

TOPIC 2.1: PERSONAL DEVELOPMENT

Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Self Concept	2.1.1 develop awareness and appreciation of themselves	2.1.1.1 explain self concept 2.1.1.2 identify positive characteristics about oneself 2.1.1.3 justify the need to improve positive characteristics 2.1.1.4 identify negative characteristics about oneself 2.1.1.5 analyse the need to overcome negative characteristics 2.1.1.6 suggest ways of overcoming negative characteristics 2.1.1.7 assess differences between self and others
	2.1.2 exhibit elements of positive self concept as self confidence, self esteem and self assertiveness	2.1.2.1 explain elements of positive self concept such as self esteem, self confidence and self assertiveness 2.1.2.2 discuss factors that promote or hinder elements of positive self concept 2.1.2.3 describe situations where they showed positive self concept
	2.1.3 understand the importance of autonomy	2.1.3.1 explain autonomy 2.1.3.2 state the importance of autonomy 2.1.3.3 discuss ways of promoting autonomy 2.1.3.4 demonstrate an autonomous action
Interpersonal Relationships	2.1.4 develop interpersonal skills	2.1.4.1 describe interpersonal skills 2.1.4.2 explain interpersonal relationships 2.1.4.3 assess the need to relate well with others 2.1.4.4 analyse how interpersonal skills, or lack of, can affect interpersonal relationships 2.1.4.5 discuss the need for empathy and respect for others
Adolescence	2.1.5 understand the changes they experience as adolescents and how they influence their choices	2.1.5.1 identify changes that occur during adolescence 2.1.5.2 describe the way changes in adolescence influence their behaviour 2.1.5.3 apply skills to cope with the effects of adolescent changes 2.1.5.4 discuss the past and present attitudes of both boys and girls towards each other

TOPIC 2.2: MORAL DEVELOPMENT		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Family Life	2.2.1 understand family life in Botswana	2.2.1.1 explain the role of the family in the moral development of a child 2.2.1.2 analyse norms and values of family life in Botswana 2.2.1.3 describe how they could manage family resources and activities
Agents of Change in the Community	2.2.2 understand agents of change in the moral development within communities	2.2.2.1 outline agents of change that influence our behaviour 2.2.2.2 describe how agents of change influence our behaviour 2.2.2.3 evaluate the extent to which agents impact on the individual, family and community

FORM 2

TOPIC 2.3: SEXUAL ETHICS		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Abstinence	2.3.1 explore various reasons for abstinence	2.3.1.1 explain abstinence 2.3.1.2 provide different view points on abstinence 2.3.1.3 give at least two reasons for celibacy and chastity 2.3.1.4 discuss moral implications of abstinence
Sex Education	2.3.2 understand Sex Education	2.3.2.1 differentiate between comprehensive and abstinence sex education 2.3.2.2 discuss different viewpoints on sex education 2.3.2.3 assess moral implications of early sexual acts 2.3.2.4 suggest reasons why sex should be performed by mature consenting people
	2.3.3 understand sexual activity	2.3.3.1 discuss the morality of forms of sexual satisfaction 2.3.3.2 explain the responsible way of having sex 2.3.3.3 discuss moral implications of having sex 2.3.3.4 outline advantages of waiting for the right time to have sex 2.3.3.5 identify factors affecting sexual negotiation and decision-making 2.3.3.6 suggest life skills used to change people's attitude towards sexual behaviour
	2.3.4 understand the use of a condom	2.3.4.1 identify the two types of condoms 2.3.4.2 discuss moral implications of condom usage 2.3.4.3 explain measures of effective condom use
	2.3.5 be familiar with different types of sexual relationships and their moral implications	2.3.5.1 differentiate among heterosexuality, bisexuality and homosexuality 2.3.5.2 suggest reasons advanced for and against these sexual orientations 2.3.5.3 assess the moral implications of sexual orientations
	2.3.6 understand the different sexual practices and their moral implications	2.3.6.1 explain the terms adultery, fornication, rape, incest, masturbation, prostitution, bestiality, sodomy, paedophilia and defilement 2.3.6.2 examine moral implications of sexual practices 2.3.6.3 assess sexual violence
	2.3.7 understand the value of marriage and family life	2.3.7.1 explain reasons for marriage 2.3.7.2 discuss the moral, social and economic implications of different types of marriage 2.3.7.3 discuss moral implications of marriage in community and out of community of property

Teenage Pregnancy	2.3.8 understand the effects of teenage pregnancy	2.3.8.1 explain the concept of teenage pregnancy 2.3.8.2 discuss factors leading to teenage pregnancy 2.3.8.3 discuss the effects of teenage pregnancy on the victim, culprit, family and society 2.3.8.4 devise strategies to prevent teenage pregnancy
Contraception	2.3.9 know what contraception is and its moral implications	2.3.9.1 explain contraception 2.3.9.2 explain different types of contraception 2.3.9.3 discuss the moral implications of both modern and traditional types of contraception 2.3.9.4 analyse various viewpoints on contraception

2.4 CHOICES OF LIFE AND DEATH

Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Death and Bereavement	2.4.1 cope with death and its implications	2.4.1.1 identify the most prevailing causes of death in Botswana 2.4.1.2 discuss the effects of death on the bereaved family and society 2.4.1.3 describe the community's attitude towards death 2.4.1.4 analyse the support given to the bereaved family 2.4.1.5 discuss the importance of coping with death 2.4.1.6 identify reasons for curbing funeral expenses 2.4.1.7 explain the importance of writing wills
Abortion	2.4.2 understand the concept of abortion	2.4.2.1 describe the various viewpoints on abortion 2.4.2.2 explain what the Botswana law says about abortion 2.4.2.3 compare the law in Botswana on abortion with that of South Africa 2.4.2.4 discuss the moral implications of abortion
Suicide	2.4.3 explore the nature of suicide and be aware of its impact	2.4.3.1 explain suicide 2.4.3.2 identify reasons for committing suicide 2.4.3.3 assess the moral implications of suicide 2.4.3.4 describe signs by which one can detect a tendency to suicide 2.4.3.5 describe the community's attitude towards people who attempts to commit suicide 2.4.3.6 explain the impact of suicide on the individual, family and society 2.4.3.7 suggest ways of avoiding suicide
Euthanasia	2.4.4 develop an awareness of the nature of euthanasia	2.4.4.1 explain euthanasia 2.4.4.2 mention at least five past and present practices associated with euthanasia 2.4.4.3 explain the place of wills in relation to euthanasia 2.4.4.4 evaluate the concept of euthanasia
	2.4.5 understand that life can be prolonged	2.4.5.1 identify scientific methods used to prolong life 2.4.5.2 assess the moral implication of scientific methods of prolonging life 2.4.5.3 discuss moral dilemmas brought about by the scientific methods used to prolong life

UNIT 3: SOCIAL MORAL ISSUES

3.1 RECOGNISING THE RIGHTS OF OTHERS

Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
HIV and AIDS and Sexually Transmitted Infections {STIs}	3.1.1 understand the mandate of HIV testing	3.1.1.1 differentiate between HIV, AIDS and STIs. 3.1.1.2 discuss the fact that HIV testing is mandatory in Botswana 3.1.1.3 analyse the need to know one's HIV status 3.1.1.4 discuss the attitudinal change in Botswana towards HIV testing
	3.1.2 know the right and wrong issues relating to HIV and AIDS	3.1.2.1 discuss the moral implication of transmitting HIV intentionally 3.1.2.2 assess the moral implications of telling someone about one's HIV status 3.1.2.3 discuss the possible consequences of HIV and AIDS to the individual, family, community and nation 3.1.2.4 discuss ways of living positively with HIV and AIDS 3.1.2.5 investigate the capacity to adopt HIV risk prevention measures
	3.1.3 understand the ARV therapy and its effects	3.1.3.1 discuss the requirements to start ARV treatment 3.1.3.2 discuss the effects of medication on the person 3.1.3.3 analyse the effects of intoxicants on ARV therapy 3.1.3.4 assess the importance of informing someone in the family about one's status
	3.1.4 develop a considerate attitude towards people living with HIV and AIDS	3.1.4.1 discuss moral values used to develop a positive attitude towards people living with AIDS 3.1.4.2 discuss reasons why it is important for HIV positive people to be met with a compassionate attitude 3.1.4.3 assess ways in which HIV positive individuals are treated at different social structures
Infertility	3.1.5 understand moral issues associated with infertility	3.1.5.1 explain infertility in both males and females. 3.1.5.2 discuss traditional practices related to infertility 3.1.5.3 explain modern practices related to infertility 3.1.5.4 discuss the moral implications of test tube babies, surrogate mothers/fathers, adoption and artificial insemination as the ideal for the infertile.

Social Justice	3.1.6 understand the meaning of social justice	3.1.6.1 explain social justice 3.1.6.2 explain fairness and equality 3.1.6.3 demonstrate situations of fairness and equality 3.1.6.4 identify cases of unfairness and inequality in Botswana and South Africa 3.1.6.5 analyse inequalities in Botswana
	3.1.7 appreciate the concepts of fairness and equality as moral principles applicable in social institutions	3.1.7.1 discuss the role of social institutions in promoting fairness and equality 3.1.7.2 analyse dictatorship in social institutions 3.1.7.3 discuss the importance of the principles of fairness and equality in moral decision making 3.1.7.4 identify moral issues arising from the influence of social institutions 3.1.7.5 debate moral issues related to social institutions
Citizenship	3.1.8 demonstrate awareness of duties and responsibilities of citizens in Botswana	3.1.8.1 identify ways of acquiring citizenship in Botswana 3.1.8.2 explain moral duties and responsibilities of a Botswana citizen 3.1.8.3 describe the way duties and responsibilities affect citizens in their daily lives

3.2 CRIME AND PUNISHMENT		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Traditions and the Law	3.2.1 understand the roles played by traditions and laws in governing human behaviour	3.2.1.1 identify traditions in your locality 3.2.1.2 identify national traditions 3.2.1.3 Explain the role of traditions in human behaviour 3.2.1.4 differentiate between rules and laws 3.2.1.5 identify rules in institutions 3.2.1.6 identify some laws governing Botswana 3.2.1.7 justify how change in moral perception can affect the law
Crime	3.2.2 understand crime	3.2.2.1 describe various types of crime 3.2.2.2 assess causes of crime 3.2.2.3 describe the effects of crime to both the criminal and the victim 3.2.2.4 evaluate moral implications of crime
	3.2.3 understand moral implications of economic crime	3.2.3.1 explain the concept of economic crime 3.2.3.2 explain examples of economic crime such as fraud, tax evasion, duty evasion and money laundering 3.2.3.3 assess the moral implications of fraud, tax evasion, duty evasion and money laundering
	3.2.4 understand corruption and violence	3.2.4.1 explain corruption 3.2.4.2 discuss the moral implications of corrupt offences such as bribery, conflict of interest and possession of unexplained property 3.2.4.3 discuss different types of violence 3.2.4.4 evaluate the causes of violence 3.2.4.5 discuss possible responses to violence 3.2.4.6 analyse the effects of violence on the victim, perpetrator, family and society in general
	3.2.5 understand dangers of crimes related to sexual relationships	3.2.5.1 identify crimes related to sexual relationships 3.2.5.2 investigate reasons why lovers kill each other 3.2.5.3 discuss moral implications of killing a love partner 3.2.5.4 investigate ways of curbing crimes related to sexual relationships
Punishment	3.2.6 recognise types of punishment	3.2.6.1 describe the various types of punishment 3.2.6.2 discuss moral issues relating to punishment 3.2.6.3 explain moral implications of capital punishment and corporal punishment 3.2.6.4 evaluate the purpose of punishment 3.2.6.5 describe the role of correctional institutions

	3.2.7 explore moral implications of capital punishment	3.2.7.1 explain capital punishment 3.2.7.2 discuss ways of administering capital punishment 3.2.7.3 discuss moral implications of capital punishment
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FORM 3

UNIT 4: GLOBAL MORAL ISSUES		
TOPIC 4.1: HUMAN RIGHTS		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
The Concept of Human Rights	4.1.1 develop an understanding of the concept of human rights	4.1.1.1 explain the concept “human rights” 4.1.1.2 discuss articles 1, 2, 4, 13, 15, and 16 of human rights 4.1.1.3 give reasons for upholding human rights stated in articles 1, 2, 4, 13, 15 and 16 4.1.1.4 justify the need not to step on another person’s rights to attain one’s rights
	4.1.2 understand the moral implications of the violation of Human Rights	4.1.2.1 identify possible human rights violations in Botswana and elsewhere 4.1.2.2 justify at least five actions that may be human rights violations 4.1.2.3 discuss how human rights violations affect human life 4.1.2.4 identify organisations that have responded to human rights violations such as BONELA, Ditshwanelo, and Emang Basadi, 4.1.2.5 analyse the success and limitations of at least three organisations that have responded to the violation of human rights
	4.1.3 develop an understanding of rights and responsibilities based on gender	4.1.3.1 distinguish between gender and sex 4.1.3.2 discuss practices that violate men’s and women’s rights 4.1.3.3 describe the status of men and women in marriage, education and development in Botswana and other countries in Southern Africa
Children’s Rights	4.1.4 appreciate children’s rights	4.1.4.1 identify the position, rights and responsibilities of the child in the different statutes of the Botswana constitution 4.1.4.2 discuss the place of the child in the family and society 4.1.4.3 recognise the place of a child with disability in a society 4.1.4.4 state some of the children’s rights as indicated in the Children’s Charter 4.1.4.5 draw parallels between Botswana Constitution on children’s rights and the Children’s Charter
	4.1.5 understand child abuse	4.1.5.1 describe common child abuse practices 4.1.5.2 discuss situations that may lead to child abuse 4.1.5.3 discuss the moral implications of child abuse
Child care	4.1.6 understand the need to take care of children	4.1.6.1 discuss the importance of taking care of children 4.1.6.2 identify the effects of caring for one’s children 4.1.6.3 explain child abandonment 4.1.6.4 state factors that may lead to child abandonment

		4.1.6.5 assess the moral implications of child abandonment 4.1.6.6 explain the position of the law with regard to child abandonment 4.1.6.7 suggest solutions to child abandonment
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4.2 ANIMALS		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Rights and roles of animals	4.2.1 understand the rights and roles of animals	4.2.1.1 explain the concept of animal rights 4.2.1.2 describe the right way of making use of domestic and wild animals 4.2.1.3 explain the relationship of animals to people in the olden days and in the past 4.2.1.4 assess the moral implication of relating closely to animals
	4.2.2 understand care of animals	4.2.2.1 discuss ways of taking care of animals 4.2.2.2 describe benefits of a well cared animal 4.2.2.3 identify forms of cruelty to animals 4.2.2.4 describe examples of different forms of cruelty to animals 4.2.2.5 state possible ways in which animals can be protected from cruelty 4.2.2.6 explain ways in which individuals can react towards cruelty to animals 4.2.2.7 evaluate the role of individuals and various organisations in protecting animal life

4.3 BIO TECHNOLOGY		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Bio ethics	4.3.1 develop an awareness of the moral implications arising from the development and utilisation of genetically modified organisms	4.3.1.1 identify genetically modified organisms 4.3.1.2 outline potential benefits of genetically modified organisms 4.3.1.3 discuss potential dangers of genetically modified organisms 4.3.1.4 discuss the moral issues arising from the development and use of genetically modified organisms
	4.3.2 understand cloning	4.3.2.1 explain cloning 4.3.2.2 discuss ethical issues of cloning 4.3.2.3 identify social implications of cloning

4.4 BUSINESS ETHICS		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Work ethics	4.4.1 understand morality at the work place	4.4.1.1 discuss the moral obligation of the employee to the employer and employer to employee 4.4.1.2 analyse the treatment of employees by employers 4.4.1.3 analyse the treatment of employers by employees 4.4.1.4 discuss moral implication of making very high profit 4.4.1.5 discuss reasons why alcohol and cigarettes should not be sold to underage people 4.4.1.6 assess moral implications of nepotism, favouritism and corruption in Botswana

4.5 ENVIRONMENTAL ETHICS		
Sub - Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Environmental sustainability	4.5.1 understand issues pertaining to environmental sustainability	4.5.1.1 identify ethical decisions that human beings make with respect to the environment 4.5.1.2 discuss the obligations they have to sustain the environment 4.5.1.3 evaluate environmental management in Botswana 4.5.1.4 discuss the moral implications of environmental mismanagement 4.5.1.5 discuss the causes of global warming 4.5.1.6 explain the effects of global warming