

## 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.

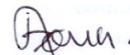
The revised junior secondary programme has not been drastically changed. It is still built on the ten year basic education philosophy that seeks to provide quality learning experiences. It provides students with a broad based education that equips students' with knowledge and skills that are transferable 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**

## ACKNOWLEDGEMENTS

The Department of Curriculum Development and Evaluation wishes to express its sincere gratitude to the Social Studies National Panel and Standing Committee members who worked tirelessly in the development of the Social Studies syllabus.

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The department would also like to thank all Social Studies teachers who participated in the various consultative meetings and workshops in different parts of the country. It is our hope and belief that this document reflects the outcomes of a genuine collegial and collaborative discourse across a wide educational spectrum.

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## **Introduction**

Social Studies is the study of the relationship between human beings and the environment, past, present and the future. It is an interdisciplinary subject that integrates content from such disciplines as History, Political Science, Law, Civics, Geography and Economics among others. Social Studies recognizes the challenges and benefits of living in a culturally and ideologically diverse society. The resulting interactions are contextualized in space and time and have social, political, economic and physical dimensions.

The three year Junior Secondary Social Studies builds on the foundation provided by the Lower Primary Cultural Studies and the Upper Primary Social Studies. It lays the foundation for learners who intend to study History, Geography, Development Studies and Social Studies at Senior Secondary level.

## **Rationale**

Citizenship education forms the basis for the Social Studies discipline. The core of citizenship education is the national principles and ideals upon which the nation of Botswana is built. Thus the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities, nation and the world. It helps learners to make sound judgement and take appropriate action that will contribute to the sustainable development of the human and the physical environment.

Social Studies education for responsible citizenship is a compelling priority to sustain constitutional democracy. The health of a democracy depends on whether citizens understand the complexities of human society, self-governance and the passion for contributing to the common good of the immediate and larger community.

Social Studies instils in learners the knowledge, skills, attitudes and values necessary for good citizenship. Mastery of knowledge and skills such as

critical thinking, inquiry, study skills and team work are important for making reflective decisions and for learners to participate effectively in their civic life. It helps citizens to develop a commitment to the democratic and humane values in a diverse and interdependent world including the love for their country.

## **Aims of the Ten-Year Basic Education Programme**

On completion of the Ten-Year basic education programme, learners 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 transaction 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 in English and 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 practise of moral standards and health practises 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 and the world around them

### **Aims of the Junior Secondary Education Programme**

On completion of the Three Year Junior Secondary Education Programme, learners 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. acquire 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 Social Studies Programme**

On completion of the three years of Junior Secondary Social Studies, learners should have:

1. developed interest in the application of information technology
2. acquired the skills and attitudes required for the country's socio-economic and political development

3. acquired a culture of peace and tolerance
4. developed an understanding of Botswana's social, political and economic environment and that of the world around them
5. developed an appreciation of the historical events leading to the birth of the nation
6. acquired a national identity and demonstrated a sense of patriotism and good citizenship
7. developed an appreciation of Botswana's development initiatives and contribute to national development
8. developed an understanding of the processes leading to the formation of government and participate in national activities
9. developed an awareness of their rights, responsibilities and their interrelationship
10. acquired desirable attitudes in interacting with the environment to ensure sustainability of the natural resources
11. developed an appreciation of their culture and demonstrate tolerance of other cultures

### **Critical Competencies**

At the end of the Junior Secondary Social Studies programme learners should be able to:

- Appreciate their culture and those of others
- Understand recent and past events
- Apply ICT and other technologies in appropriate socio-economic and political contexts
- Demonstrate responsible citizenship
- Apply safety precautions against HIV and AIDS and other challenges threatening the sustainable development of the human population
- Demonstrate inquiry, interpersonal and critical thinking skills in socio-economic and political relations.
- Respect the salient values of a diverse and democratic society

- Apply appropriate social skills in interacting with others within the family, community and society
- Display a culture of peace and tolerance to people of different social, economic and political backgrounds
- Understand Botswana's physical, social, political and economic environment and that of the world around them
- Show a sense of patriotism and national identity
- Appreciate Botswana's development initiatives
- Participate actively in national development
- Understand the processes leading to the formation of government
- Understand their rights and responsibilities
- Use natural resources in a sustainable manner
- Read, make and interpret maps
- Understand the interplay between the human and the physical environment in Botswana and the world at large
- Appreciate the importance of national principles and ideals in nation building
- Carryout investigation into the physical, socio-economic and political phenomena and take appropriate action

### **Recommended Teaching Methods**

The learner centred teaching method recommended in the Revised National Policy on Education, 1994 should be preferred over and above the lecture method. Learners should be seen to be taking an active part in the teaching and learning process. Approaches such as inquiry, group work, presentations, debates should be given prominence over the chalk and talk method of instruction.

### **Assessment**

Assessment should take cognisance of the rationale for Social Studies. It should not only test the acquisition of knowledge but must also assess the requisite



skills that the learners have acquired. A number of assessment tools can be used including objective tests, short and structured questions, essay writing and projects. The school-based assessment should be able to improve the performance of the instructional process and offer guidance on the type of remedial action that needs to be taken. The final examination will be taken at the end of the programme and shall be administered by the Botswana Examination Council (BEC).

### **Inclusive Education**

A deliberate effort was made during the development of this syllabus to ensure that it is accessible to all learners, including those with Special Educational Needs (**SEN**). Instructional and assessment methods should also be adapted to meet the needs of all learners. With respect to instruction, the differentiation method could be used to meet the needs of diverse learners. Differentiation acknowledges that learners have different abilities and will invariably access the curriculum at different levels. The teaching and learning process should take cognisance of this fact and enable learners to realise the curriculum at a level proportionate to their abilities.

### **Infusion of Emerging Issues**

A deliberate effort was made to infuse and integrate emerging issues such as Environmental Education, Information and Communication Technology and HIV and AIDS. National issues such road safety, citizen economic empowerment, civic and voter education and global issues such as globalisation, rights and responsibilities among many others have been infused. There is a limit to the degree to which a syllabus document can infuse emerging issues, it is therefore imperative that current and future issues should be infused at classroom level.

### **Time Allocation**

According to the Blue-print of the Ten Year basic education programme, Social Studies has been allocated four periods per week. Each period takes a duration

of 40 minutes. Schools are at liberty to use either a 40 period week timetable of 40 minutes per period or a 45 period week timetable of 35 minutes per period.

## **Organisation of the Syllabus**

The syllabus is organised into six broad units comprising:

### **1. Map Reading and Research Skills**

The unit aims at empowering learners with map reading and research skills. Map reading will help learners have a broader appreciation of space and a deeper understanding of spatial analysis. Research projects will empower learners with skills necessary for them to undertake enquiries or investigations of physical, socio-economic and political phenomena.

### **2. Environment and Humanity**

The unit gives learners a deeper understanding of Botswana's physical environment and that of the world around them. It instils in them an appreciation of the inter play between humanity and the environment and the need for the sustainable utilisation of natural resources.

### **3. Social and Cultural Environments**

The unit gives learners a deeper understanding of Botswana's social and cultural environments. It helps them appreciate Botswana's cultural diversity and brings to light issues of sustainable development of the human population.

### **4. History and Foreign Relations**

The unit helps learners to appreciate the past with the view to understanding the present and predicting the future. It gives them an understanding of historical developments in Botswana from the earliest times to the present and helps them recognise the importance of international relations.

## **5. Civics**

The unit places a lot of emphasis on civic and peace education. It develops in learners a deeper understanding of the country's government and political system. It creates in them an awareness of their civic rights and responsibilities with the view to promoting responsible citizenship and preserving Botswana's image as a peaceful country.

## **6. Economic Development**

The unit aims to familiarise learners with the world of work and helps them acquire entrepreneurial skills. It gives learners a deeper understanding of Botswana's economic environment and prepares them for functional participation in their country's economy.

## FORM 1

UNIT 1.1: MAP READING AND RESEARCH SKILLS		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.1.1 Map Reading	1.1.1.1 demonstrate map reading skills	1.1.1.1.1 identify the attributes of a map 1.1.1.1.2 differentiate a map from a plan, an aerial photograph and a satellite image 1.1.1.1.3 use a map scale to calculate ground distance 1.1.1.1.4 use a map key to identify features on a map 1.1.1.1.5 use directions to locate places on a map 1.1.1.1.6 locate features on a map using latitudes, longitudes and the four figure grid reference 1.1.1.1.7 determine rivers, hills/mountains, cliffs, plateaus, depressions and flatland on maps 1.1.1.1.8 produce sketch maps from given descriptions 1.1.1.1.9 use basic GIS (Geographical Information System) techniques
1.1.2 Research Skills	1.1.1.2 acquire research skills	1.1.2.1.1 explain purpose of research 1.1.2.1.2 identify the components of a research project 1.1.2.1.3 explain the different ways of collecting data 1.1.2.1.4 describe methods of analysing and presenting data 1.1.2.1.5 discuss ways of writing a report

UNIT 1.2: ENVIRONMENT AND HUMANITY		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.2.1 The Physical Environment of Botswana	1.2.1.1 understand the physical environment	1.2.1.1.1 discuss the various elements of the physical environment 1.2.1.1.2 differentiate weather from climate 1.2.1.1.3 use weather instruments to measure and record weather elements 1.2.1.1.4 differentiate orographic/relief, convergence/frontal and convectional rainfall 1.2.1.1.5 describe the climate of Botswana in relation to major environmental zones, soils and vegetation types
1.2.2 Environment and Humanity	1.2.2.1 Understand the interrelationship between humanity and the environment	1.2.2.1.1 assess the influence of the environment on traditional lifestyles in different environmental zones 1.2.2.1.2 analyse the socio-economic factors that lead to an unsustainable environment 1.2.2.1.3 outline the major environmental problems in Botswana and ways of solving them 1.2.2.1.3 analyse the role of Indigenous Knowledge Systems (IKS) in the management of natural resources in Botswana 1.2.2.1.4 discuss the factors affecting water resources in the country 1.2.2.1.5 assess water conservation practises in Botswana

UNIT 1.3: SOCIAL AND CULTURAL ENVIRONMENTS				
Topics			General Objectives	Specific Objectives
			<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.3.1	Family in Botswana	1.3.1.1	Appreciate the importance of family and marriage	1.3.1.1.1 explain the importance of marriage 1.3.1.1.2 analyse the implications of customary, civil and religious marriages on the rights and responsibilities of married couples 1.3.1.1.3 discuss the factors that influence family size 1.3.1.1.4 discuss the rights and responsibilities of family members 1.3.1.1.5 assess the current challenges facing the family including HIV and AIDS and ways of addressing them 1.3.1.1.6 discuss the role of the family in conserving natural resources
1.3.2	Gender Issues	1.3.2.1	appreciate the importance of gender equity	1.3.2.1.1 explain the importance of gender equity 1.3.2.1.2 discuss the role and status of men and women in a traditional society and the changes thereon 1.3.2.1.3 discuss cultural practises that discriminate against men and women 1.3.2.1.4 evaluate attempts made to promote gender equity in Botswana 1.3.2.1.4 suggest ways of empowering men and women 1.3.2.1.4 describe the forms, causes and solutions to gender based violence

UNIT 1.4: HISTORY AND FOREIGN RELATIONS		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.4.1 The Origins of Humans	1.4.1.1 understand the origins of humankind	1.4.1.1.1 define pre-history and history 1.4.1.1.2 discuss the various sources of historical information 1.4.1.1.3 explain the theories of evolution and creation that explains human origin 1.4.1.1.4 summarise the technological stages of stone age and iron age
1.4.2 Early Civilisations	1.4.2.1 appreciate early civilisations in Egypt and Mesopotamia and their contributions to modern societies	1.4.2.1.1 locate the positions of Egypt and Mesopotamia 1.4.2.1.2 discuss the socio-economic and political organisation and technological developments of early civilisations of Mesopotamia 1.4.2.1.3 discuss the socio-economic and political organisations and technological developments of early civilisation of Egypt 1.4.2.1.4 compare and contrast early Egyptian and Mesopotamian technology, settlement and government with those of modern times
1.4.3 Origins of the Nation	1.4.3.1 trace the origins of Batswana	1.4.3.1.1 locate the settlement and distribution of the people of Southern Africa around 1800 1.4.3.1.2 compare and contrast the lifestyles of the San and the Khoe around 1800 1.4.3.1.4 discuss the migration of the Bantu speaking people into Southern Africa and their subsequent interaction with the khoisan 1.4.3.1.5 describe the way of life of Southern Bantu before contact with Europeans 1.4.3.1.6 describe the movement of different Batswana groups into modern Botswana

UNIT 1.5: CIVICS			
Topics		General Objectives	Specific Objectives
		<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.5.1	Governance in Botswana	1.5.1.1 understand the government system in Botswana	1.5.1.1.1 describe the branches of Botswana's government 1.5.1.1.2 explain the system of checks and balances outlined in the constitution 1.5.1.1.3 explain the purpose of law 1.5.1.1.4 compare the structure and major responsibilities of government at the local and national levels 1.5.1.1.5 discuss the importance of the national principles 1.5.1.1.6 compare and contrast democracy with dictatorship and monarchy
1.5.2	Kagisano	1.5.2.1 show appreciation of kagisano	1.5.2.1.1 explain the concept kagisano 1.5.2.1.2 suggest ways of promoting kagisano in a community 1.5.2.1.3 recognise the significance of national identity over ethnic identity 1.5.2.1.4 suggest ways of nurturing and protecting Botswana's image as a peaceful country

UNIT 1.6: ECONOMIC DEVELOPMENT		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.6.1 Botswana's Economic Development	1.6.1.1 understand Botswana's economic development	1.6.1.1.1 explain the concept economic development 1.6.1.1.2 differentiate between primary, secondary, tertiary and quaternary sectors of production 1.6.1.1.3 discuss the benefits and disadvantages of Botswana's mixed economic model/system 1.6.1.1.4 analyse the effects of HIV and AIDS on Botswana's economy 1.6.1.1.5 evaluate the impact of economic development on the lives of the people of Botswana 1.6.1.1.6 discuss the dangers of corruption and economic crime to Botswana's economy and solutions thereof
1.6.2 Agriculture	1.6.2.1 appreciate the importance of agriculture in Botswana	1.6.2.1.1 Evaluate the importance of agriculture to Botswana's economy 1.6.2.1.2 outline the problems facing the agricultural sector in Botswana and suggest their possible solutions 1.6.2.1.3 analyse the options available for agricultural diversification in Botswana 1.6.2.1.4 evaluate the government policies for promoting agriculture in Botswana 1.6.2.1.5 discuss agricultural practices that impact negatively on the environment 1.6.2.1.6 identify best practices for ecologically sustainable development in agriculture
1.6.3 Mining	1.6.3.1 appreciate the importance of mining to Botswana's economy	1.6.3.1.1 locate Botswana's mining areas 1.6.3.1.2 describe the methods of extracting, processing and marketing diamonds, coal, copper and soda ash 1.6.3.1.3 analyse the effects of mining on the development of the country 1.6.3.1.4 identify the opportunities and challenges in the mining industry 1.6.3.1.5 analyse the impact of the mining industry on the environment



## FORM 2

UNIT 2.1: MAP READING AND RESEARCH SKILLS		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
2.1.1 Research Project	2.1.1.1 carry out an investigation on a physical, socio-economic or political issue	2.1.1.1.1 identify a research topic 2.1.1.1.2 collect data about a topic using a variety of techniques 2.1.1.1.3 analyse data 2.1.1.1.4 use different methods to present data 2.1.1.1.5 draw conclusions and make recommendations 2.1.1.1.5 use different methods including a computer to produce a report

UNIT 2.2: ENVIRONMENT AND HUMANITY		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
2.2.1 World Physical Environment	1.2.1.1 understand the world's physical environment	2.2.1.1.1 describe the processes responsible for the formation of the mountains, rift valleys, craters, lakes and inland deltas 2.2.1.1.2 discuss the importance of mountains, rift valleys, craters, lakes and deltas to humanity 2.2.1.1.3 explain the influence of altitude, latitude, ocean currents, position on continent and aspect/mountain barriers on climate 2.2.1.1.4 discuss the characteristics of the Tundra, Monsoon, Desert, Savannah, Equatorial and Mediterranean climates and their influence on humanity
2.2.2 Climate Change	2.2.2.1 understand climate change	2.2.2.1.1 explain climate change 2.2.2.1.2 cite evidence of climate change 2.2.2.1.3 discuss the causes and effects of climate change 2.2.2.1.4 suggest ways of meeting the challenges of climate change

UNIT 2.3: SOCIAL AND CULTURAL ENVIRONMENTS		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be ble to:</i>
2.3.1 Botswana's Cultural Heritage	2.3.1.1 understand cultural diversity in Botswana	2.3.1.1.1. locate some important cultural sites in Botswana 2.3.1.1.2 identify some of Botswana's cultural heritage 2.3.1.1.3 discuss how various elements of culture bring about individual and national identity 2.3.1.1.4 discuss the economic potential of culture 2.2.1.1.5 identify both protective and harmful cultural practices to the environment 2.2.1.1.6 evaluate the importance of culture
2.3.2 Settlements in Botswana	2.3.2.1 understand settlements in Botswana	2.3.2.1.1 discuss the factors that influence the location of settlements in Botswana 2.3.2.1.2 differentiate urban from rural settlements 2.3.2.1.3 discuss the opportunities and challenges of rural and urban life 2.3.2.1.4 analyse the link between rural and urban settlements 2.3.2.1.5 explain the factors that have led to the increase in urbanisation in Botswana

UNIT 2.4: HISTORY AND FOREIGN RELATIONS				
Topics	General Objectives		Specific Objectives	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
2.4.1 The Mfecane / Difaqane Wars	2.4.1.1	understand the importance of the Mfecane in the history of Southern Africa	2.4.1.1.1	discuss the causes of conflicts among the Nguni that led to the wars of the Mfecane
			2.4.1.1.2	describe the basis for the rise of the Zulu Kingdom
			2.4.1.1.3	explain the spread of the Mfecane in Southern Africa
			2.4.1.1.4	discuss the effects of the Mfecane in Southern Africa
2.4.2 Colonial Threats to Batswana	2.4.2.1	know the events leading to the declaration of the protectorate	2.4.2.1.1	discuss the activities and effects of early European traders/ hunters and missionaries among Batswana
			2.4.2.1.2	explain the scramble for Africa by European countries
			2.4.2.1.3	discuss the terms of the Berlin Conference of 1884
			2.4.2.1.4	discuss the relations between the Boers and Batswana between 1835 and 1895
			2.4.2.1.5	analyse the factors leading to the British declaration of a protectorate over Bechuanaland
2.4.3 Period of Colonial Rule	2.4.3.1	Understand the major socio-economic and political developments during colonial times	2.4.3.1.1	discuss the attempts and subsequent reactions to the transfer of Bechuanaland Protectorate to British South Africa Company and the Union of South Africa
			2.4.3.1.2	discuss the reasons for and the effects of the 1934 Native Administration and Native Tribunals Proclamations introduced by the British in Bechuanaland
			2.4.3.1.3	explain the purpose, formation and composition of the advisory and legislative councils
			2.4.3.1.4	discuss the development and effects of the rise of nationalism in Bechuanaland
			2.4.3.1.5	outline the road to independence from 1963 to 1966

UNIT 2.5: CIVICS		
Topics	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
2.5.1 Citizenship in Botswana	2.5.1.1 understand citizenship in Botswana and display a sense of patriotism	2.5.1.1.1 explain relationship between rights and responsibilities in a democratic society 2.5.1.1.2 discuss the rights and responsibilities of citizens 2.5.1.1.3 discuss the rights and responsibilities of people with HIV and AIDS 2.5.1.1.4 outline the rights of consumers and ways in which consumer rights can be protected 2.5.1.1.5 discuss rights and responsibilities in an environmental context 2.5.1.1.6 describe the significance of national symbols and important public holidays of Sir Seretse Khama Day, Presidents' Day and Botswana Day

UNIT 2.6: ECONOMIC DEVELOPMENT			
Topics	General Objectives	Specific Objectives	
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
2.6.1 Trade and Industry	2.6.1.1 assess the importance of trade and industry to Botswana's economy	2.6.1.1.1 explain the concepts of inflation, terms of trade and exchange rates as applied in local and international trade	
		2.6.1.1.2 identify the different types of financial institutions in Botswana	
		2.6.1.1.3 discuss the major multilateral trade agreements that Botswana has with other countries	
		2.6.1.1.4 discuss the attempts made to promote industrial development, economic diversification and citizen economic empowerment	
2.6.2 Transport and Communication	2.6.2.1 understand Botswana's transport and communication systems	2.6.2.1.1 describe the different forms of transport and communication used in Botswana	
		2.6.2.1.2 analyse the importance of transport and communication to Botswana's economy	
		2.6.2.1.3 discuss the various road safety measures	
		2.6.2.1.4 assess the high prevalence of road accidents in Botswana	
		2.6.2.1.5 suggest ways of reducing the problem of road accidents	
		2.6.2.1.6 assess the economic, environmental and health value of using bicycles, motorbikes and public transport	
2.6.3 Tourism	2.6.3.1 appreciate the importance of tourism to Botswana's economy	2.6.3.1.1 identify the tourist attractions in Botswana	
		2.6.3.1.2 evaluate the importance of tourism in Botswana	
		2.6.3.1.3 identify the opportunities and challenges in the tourist sector	
		2.6.3.1.4 suggest ways in which tourism can be enhanced	
		2.6.3.1.5 evaluate attempts made to develop eco-tourism in Botswana	
		2.6.3.1.6 analyse the land use conflict/competition between humans, livestock and wildlife	
		2.6.3.1.7 assess the negative and positive effects of tourism on the environment	
		2.6.3.1.8 evaluate attempts made to promote Botswana's tourism	

### FORM 3

UNIT 3.1: MAP READING AND RESEARCH SKILLS			
Topics		General Objectives	Specific Objectives
		<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
3.1.1	Research Project	3.1.1.1 carry out an investigation on a physical, socio-economic or political issue	3.1.1.1.1 identify a research topic 3.1.1.1.2 follow research processes in carrying out a project 3.1.1.1.3 compile a report

UNIT 3.2: ENVIRONMENT AND HUMANITY				
Topics		General Objectives	Specific Objectives	
		<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
3.2.1	International Environmental Issues	3.2.1.1 comprehend environmental management practises across the world	3.2.1.1.1	discuss the major environmental issues in the world
			3.2.1.1.2	outline the consequences of mismanagement of the world environment
			3.2.1.1.3	evaluate efforts being made to address mismanagement of the world environment
			3.2.1.1.4	suggest ways of conserving the world environment
3.2.2	Natural Disasters	3.2.2.1 understand natural disasters in the world	3.2.2.1.1	identify the major natural disasters in the world (droughts, floods, earthquakes/tsunamis, volcanic eruptions, hurricanes/typhoons, epidemics)
			3.2.2.1.2	explain distribution of world natural disasters
			3.2.2.1.3	describe the impact of natural disasters on humanity
			3.2.2.1.4	suggest ways of preparing for natural disasters



UNIT 3.3: SOCIAL AND CULTURAL ENVIRONMENTS				
Topics		General Objectives	Specific Objectives	
		<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
3.3.1	Population Studies	3.3.1.1 understand population dynamics in Botswana	3.3.1.1.1	discuss factors influencing population growth
			3.3.1.1.2	analyse population distribution in Botswana
			3.3.1.1.3	outline the main population problems in Botswana
			3.3.1.1.4	explain the relationship between population, development and the environment
			3.3.1.1.5	evaluate the strategies used to manage population growth
			3.3.1.1.6	investigate the causes and consequences of internal and international migration
3.3.2	Youth Empowerment	3.3.2.1 assess ways of empowering the youth	3.3.2.1.1	explain the concept youth empowerment
			3.3.2.1.2	identify common behavioural problems exhibited by the youth
			3.3.2.1.3	discuss the factors that contribute to the development of unacceptable behaviour among the youth
			3.3.2.1.4	discuss the role of different stakeholders (the parents, traditional and community leaders, NGOs and civil society) in the welfare of the youth
			3.3.2.1.5	discuss the major challenges facing the youth in Botswana
			3.3.2.1.6	identify the economic projects that could be run by the youth
			3.3.2.1.7	assess efforts being made to empower the youth in Botswana

UNIT 3.4: HISTORY AND FOREIGN RELATIONS			
Topics	General Objectives	Specific Objectives	
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
3.4.1 The Post Colonial Era	3.4.1.1 trace the historical developments from 1966 to the present	3.4.1.1.1 explain the major domestic challenges faced by leaders of the new republic of Botswana	3.4.1.1.2 outline the major socio-economic and political achievements Botswana has made since independence 3.4.1.1.3 discuss the significance of the long term vision for Botswana
		3.4.1.1.2	
		3.4.1.1.3	
3.4.2 Foreign Relations	3.4.2.1 explore Botswana's foreign policy and international cooperation	3.4.2.1.1 describe the major ways by which nations interact with one another	3.4.2.1.2 explain the factors that determine Botswana's foreign policy 3.4.2.1.3 explain the major principles that guide Botswana's foreign policy 3.4.2.1.4 outline the major foreign policy challenges and successes from 1966 to the present 3.4.2.1.5 cite cases of Botswana's involvement in external peacekeeping and peacemaking initiatives 3.4.2.1.6 discuss ways in which foreign relations affect the lives of citizens 3.4.2.1.7 discuss the formation and organisation of the SACU, SADC, AU and UN
		3.4.2.1.2	
		3.4.2.1.3	
		3.4.2.1.4	
		3.4.2.1.5	
		3.4.2.1.6	
		3.4.2.1.7	

UNIT 3.5: CIVICS		
Topics	General Objectives	Specific Objectives
	<i>Learner's should be able to:</i>	<i>Learner's should be able to:</i>
3.5.1 Botswana's Electoral System	3.5.1.1 understand Botswana's electoral system and appreciate the importance of voting	3.5.1.1.1 compare Botswana's electoral system with other types of electoral systems 3.5.1.1.2 explain the establishment of the Independent Electoral Commission (IEC) 3.5.1.1.3 describe the processes and procedures regarding delimitation of constituency boundaries, demarcation of polling districts/wards and identification of polling stations 3.5.1.1.4 identify the basic elements of the voting process 3.5.1.1.5 outline the importance of voting 3.5.1.1.6 discuss the roles of elected representatives 3.5.1.1.7 suggest ways of holding elected representatives accountable

UNIT 3.6: ECONOMIC DEVELOPMENT				
Topics		General Objectives	Specific Objectives	
		<i>Learners should be able to:</i>	<i>Learners should be able to:</i>	
3.6.1	Self Employment	3.6.1.1 acquire entrepreneurial skills	3.6.1.1.1	define entrepreneurship
			3.6.1.1.2	identify the factors of production
			3.6.1.1.3	explain how supply and demand affect the price of goods or services
			3.6.1.1.4	explain the concepts spending, saving, investing, borrowing and budgeting
			3.6.1.1.5	discuss ways of saving and investing
			3.6.1.1.6	describe the opportunities and challenges of self employment
			3.6.1.1.7	evaluate government policies that promote investment
3.6.2	Sustainable Development	3.6.2.1 appreciate the importance of sustainable development	3.6.2.1.1	explain the concept sustainable development
			3.6.2.1.2	discuss ways of achieving sustainable development
			3.6.2.1.3	outline the benefits of sound environmental management
			3.6.2.1.4	analyse the relationship between environment and development
3.6.3	Education and Human Resource Development	3.6.3.1 understand the relationship between education and human resource development	3.6.3.1.1	explain the purpose of education
			3.6.3.1.2	analyse the relationship between education and human resource development
			3.6.3.1.3	suggest ways of improving human resources in Botswana
			3.6.3.1.4	classify different types of career opportunities in formal and informal sectors
			3.6.3.1.5	identify careers related to the care for the environment