



Republic of Zambia

**CIVIC EDUCATION SYLLABUS
GRADE 10-12**



Prepared and published by: The Curriculum Development Centre
P O. BOX 50092
Lusaka – Zambia
2013

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Vision

Quality, lifelong education for all which accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the leaners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkosha
Permanent Secretary

MINISTRY OF EDUCATION,SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

ACKNOWLEDGEMENTS

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system. Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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INTRODUCTION

The Senior Secondary school civic Education curriculum addresses a cross – section of political, economic, social and cultural issues that are key to Zambia’s democratic system of governance. The topics include among others constitution, Governance, citizenship; Human rights, corruption Legal Education, Family law and Global issues. These topics are based on the set of the National Policy on Education “Educating Our Future (1996), Page 5 – 6.

The ultimate aim of this syllabus is to enable school leavers gain civic knowledge and acquire skills that are necessary for them to understand and practice their Civic rights and obligations with responsibility within and outside Zambia.

METHODOLOGY

A variety of learner-centered methodologies are covered in this syllabus. These are; Group discussions, note taking, debate, case studies, circle time and development camps. In addition, national project a field work component is included to provide learners with an opportunity to acquire research, analysis evaluation and report skills.

TIME ALLOCATION.

Learners shall have five (05) periods of forty (40) minutes duration each per week.

ASSESSMENT

It is expected that learners will be assessed periodically to determine whether the intended outcomes have been internalised and competences mastered. For the sake of this, teachers are advised to conduct Continuous Assessments, whether weekly or fortnightly or monthly. A mid-term assessment would also be ideal so that where deficiencies are observed some remedial measures are put in place. However, it is strongly recommended that an end-of-term assessment be conducted at each grade level.

RATIONALE

The Civic Education Component is currently integrated in the Social and Development Curriculum covered at Grades 1-7 and the Junior – Secondary School Social Studies syllabus (Grade 8-9).

The introduction of Civic Education at High School level was to fill the gap that existed between Junior Secondary School and College or University level of education. This gap has had an impact on Senior Secondary school leavers who in most cases graduated with little or no experience of Civic Education with regards to their roles, rights and obligation. Hence, this major development in the curriculum was identified as an important contribution to Zambia's education system that is based on democratic principles and values.

The Senior Secondary School covers content on a cross section of political, economic, social and cultural things that are key to Zambia's democratic system of Governance.

Undoubtedly, the teaching and learning of Civic Education will help society recognize the role that this subject plays in our constantly changing world.

The Ministry of Education, therefore, hopes that through civic education learners will be equipped with knowledge; skills and values to enable them practice their civic rights and perform duties as responsible Zambian citizens at local, national and international level..

GENERAL OUTCOMESS

1. Creating an understanding of the political process and appreciation of good governance.
2. Promoting positive attitudes, responsibilities, duties, obligations, freedoms and rights of a citizen in the learner.
3. Creating awareness on the need for respect, promotion of democracy, human rights and freedoms.
4. Developing an understanding of global issues.

GRADE 10

GENERAL OUTCOMES:

- Creating an understanding of Zambia’s political process and appreciation of good governance.
- Develop an understanding of the duties, responsibilities, freedoms and rights of a citizen.
- Develop understanding, respect and promotion of Human Rights.

KEY COMPETENCIES

- Demonstrate ability to participate in constitution making process and adoption
- Show ability to carry out Civic duties with responsibility
- Demonstrate ability to report corruption cases to relevant authorities.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.1 CONSTITUTION		10.1.1 Describe types of constitution	<ul style="list-style-type: none"> • Types of constitutions: Written and Unwritten (Flexible and Rigid Constitutions) 	<ul style="list-style-type: none"> • Classification of different types of constitution 	<ul style="list-style-type: none"> • Appreciation of a good constitution
		10.1.2 Explain the main parts of the Zambian constitution.	<ul style="list-style-type: none"> • Parts of the Zambian constitution: Citizenship, Executive, judicature, House of Chiefs etc 	<ul style="list-style-type: none"> • Participation in constitution making process and adoption 	
		10.1.3 Describe the process of constitution making and adoption.	<ul style="list-style-type: none"> • Constitution making process and adoption: Review Commissions, National debate, Constituent Assembly, Parliament, Referendum, Constitutional Conference. 		
		10.1.4 Discuss the characteristics of a good constitution.	<ul style="list-style-type: none"> • Characteristics of a good constitution: Clear, Stand taste of time, protects rights of citizens etc. 	<ul style="list-style-type: none"> • Analysis of a good constitution 	
		10.1.5 Explain the importance of a constitution to a nation.	<ul style="list-style-type: none"> • Importance of a 		

			constitution: Enhances democratic governance, promotes protection of rule of law e.t.c		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.2 GOVERNANCE SYSTEM IN ZAMBIA		10.2.1 Explain governance	<ul style="list-style-type: none"> • Governance: Ruling with or without consent. • Good governance: Respect for human rights, political tolerance, regular free and fair elections etc • Bad governance: lack of separation of powers, violation of human rights, arbitrary arrests, corrupt leadership • Electoral systems: Single Member Plurality System (SMPS) or First Past The Post (FPTP), Single Member Majoritarian System (SMMS) or Fifty plus One, • Proportional Representation System (PRS), and Mixed Member Proportionality System (MMPS) • Election characteristics in good governance: Periodic, competitive, inclusive and decisive • Zambia's Electoral System: Single Member Plurality System (1996 Constitution) • Electoral process: Legislation, delimitation, registration of voters, verification of voters roll etc • Electoral Code of Conduct(2006) • Types of elections: - Primary, Tripartite (General) and By-elections. 	<ul style="list-style-type: none"> • Differentiation between good and bad governance • Analysis of different types of elections • Identification of Zambia's electoral system. 	<ul style="list-style-type: none"> •
		10.2.2 Discuss the characteristics of good and bad governance.			
		10.2.3 Analyse different Electoral systems.			
		10.2.4 Explain Zambia's Electoral system			

		<p>10.2.5 Describe the Local Government system in Zambia</p> <p>10.2.6 Discuss the role of traditional leaders in governance</p>	<ul style="list-style-type: none"> • Local Governance before and after 1964 • Decentralisation Acts of 1980 and 1991 • Functions of Local Councils • The House of Chiefs • Resolving civil disputes. • Allocating plots under customary law. • Participating in Development Projects in their area. 	<ul style="list-style-type: none"> • Participation in Electoral activities. 	
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.3 CITIZENSHIP		10.3.1 Explain citizenship.	<ul style="list-style-type: none"> • Citizenship: A member of the community who enjoys all rights and privileges provided by a state. • Legal and moral aspects of citizenship, natural and naturalised citizenship 	<ul style="list-style-type: none"> • Identification of types of citizenship. • Classification of rights and freedoms of a citizen. 	<ul style="list-style-type: none"> • Patriotism • Responsibility • Selflessness • Empathy • Appreciation • Awareness • Integrity • Honesty
		10.3.2 State qualifications of a Zambian citizen	<ul style="list-style-type: none"> • Qualifications: Part Two of the 1996 Amended Constitution, Articles 4, 5 and 6 		
		10.3.3 Describe qualities of a good citizen.	<ul style="list-style-type: none"> • Qualities: Patriotism, respect for law, self-control, honest 		
		10.3.4 Identify factors that hinder good citizenship	<ul style="list-style-type: none"> • Obstacles to good citizenship: Poverty, corruption, theft, selfishness, etc 		
		10.3.5 Explain the rights and freedoms of a citizen	<ul style="list-style-type: none"> • Rights and freedoms of a citizen: Natural, moral and legal rights 		
		10.3.6 Explain duties and responsibilities of a citizen.	<ul style="list-style-type: none"> • Personal: supporting ones family • Civic: Paying taxes 	<ul style="list-style-type: none"> • 	
		10.3.7 Identify groups of people and citizens with special needs	<ul style="list-style-type: none"> • People with special needs: Refugees, aged, persons with disabilities, children and youth. 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.4 INTRODUCTION TO HUMAN RIGHTS		10.4.1 Describe Human Rights.	<ul style="list-style-type: none"> Human rights: Claims and freedoms of every human being. The Charter of Mande (1222) Universal Declaration of Human Rights (UDHR 1948) 	<ul style="list-style-type: none"> Classification of human rights categories 	<ul style="list-style-type: none"> Promotion of human rights
		10.4.2 Discuss Characteristics of Human Rights	<ul style="list-style-type: none"> Characteristics: Inherent, inalienable, universal, indivisible and inter-related 		
		10.4.3 Explain categories of Human Rights	<ul style="list-style-type: none"> Categories: Civil and political rights, e.g., right to life Economic, social and cultural rights, e.g., right to food Collective rights, e.g., right to self-determination 		
		10.4.4 Identify ways in which human rights are violated	<ul style="list-style-type: none"> Human rights violations: Child abuse, human trafficking, corruption, corporal punishment, gender based violence, forced marriages, arbitrary arrest 	<ul style="list-style-type: none"> Analysis of human rights violations 	<ul style="list-style-type: none"> Respect for human rights
		10.4.5 Discuss the significance of human rights	<ul style="list-style-type: none"> Significance of human rights: Focus on human dignity, peace and freedom respect for everyone's life and taking up one's responsibility. 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.5 CORRUPTION		10.5.1 Describe corruption.	<ul style="list-style-type: none"> • Corruption: Bribery and abuse of authority of office 	Classification of different types of corruption.	<ul style="list-style-type: none"> • Accountability of public resources
		10.5.2 Discuss types of corruption	<ul style="list-style-type: none"> • Types of corruption: Petty, grand and political (electoral) 	Classification of different types of corruption.	<ul style="list-style-type: none"> • Transparency of Services in public office
		10.5.3 Explain causes of corruption.	<ul style="list-style-type: none"> • Causes of corruption: Social, e.g., personal greedy and dishonesty weak moral values, uninspiring leadership, lack of information Economic e.g., insufficient resources and services, poor economic policies Political, e.g., vote buying 	<ul style="list-style-type: none"> • Analysis of the causes and effects of corruption. 	
		10.5.4 Explain effects of corruption.	<ul style="list-style-type: none"> • Effects of corruption: Widespread bitterness, increases crime, economic stagnation/distortion of standards, discourages investment, 		<ul style="list-style-type: none"> • Integrity in discharge of duties in public office
		10.5.5 State institutions that fight against corruption in Zambia	<ul style="list-style-type: none"> • . Anti-Corruption Commission (ACC), 		

		<p>10.5.6 Identify the role of public officers, community and the youth in fighting corruption.</p>	<p>Auditor-General’s office, Drug Enforcement Commission (money laundering unit), Zambia Police Service, media, Civil Society Organisations.</p> <ul style="list-style-type: none"> • Public officers: adherence to set guidelines and regulations, reporting corruption, adherence to institutional and public service code of ethics, sensitisation. • Community: reports suspected cases of corruption, sensitisation, advocacy for stronger laws. • Youth: report cases, formation of Anti-corruption clubs, sensitisation, adherence to the rule of law. • Public interest disclosure (Whistle Blowers protection) Act No 4 of 2010 	<ul style="list-style-type: none"> • Identification of the role of citizens in fighting corruption. • Institute blowing on corrupt activities 	
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.6 CULTURAL STUDIES		10.6.1 Describe Culture	<ul style="list-style-type: none"> • Culture: People’s complete way of life such as values, beliefs and traditions. 	<ul style="list-style-type: none"> • Identification of components, characteristic and types of culture. 	<ul style="list-style-type: none"> • Appreciation of Zambia’s culture
		10.6.2 Outline components of culture.	<ul style="list-style-type: none"> • Components: language, religion, technology, material etc 		
		10.6.3 Explain characteristics of culture.	<ul style="list-style-type: none"> • Characteristics: dynamic, learnt, shared , cumulative etc 		
		10.6.4 Discuss the importance of culture.	<ul style="list-style-type: none"> • Importance of culture: Article 27 of UDHR, cultural heritage, identity, economic development, shaping behaviour. 		
		10.6.4 Explain types of culture.	<ul style="list-style-type: none"> • Types of culture: Folk, popular, ideal, real etc 		
		10.6.5 Identify Zambia’s societal core values.	<ul style="list-style-type: none"> • Societal core values: Respect for elders, cooperation, hard work and obedience to authority 		
		10.6.6 Discuss Zambia’s cultural practices.	<ul style="list-style-type: none"> • Cultural practices: Rights of passage, 		

		<p>10.6.7 Identify factors that affect the appreciation of cultural diversity in Zambia.</p> <p>10.6.8 Describe global culture</p> <p>10.6.9 Identify institutions that preserve cultural heritage in Zambia</p>	<p>traditional ceremonies, traditional attires etc</p> <ul style="list-style-type: none"> • Obstacles to cultural diversity: Stereotyping, prejudice, ethnocentrism, cultural relativism. • Global culture: Sharing of cultures across countries. • Agents of global culture (cultural imperialism): technology, mixing of cultures, tourism, trade. • Institutions of cultural heritage: C. Museums (map of Zambia), National Heritage Conservation Commisison, National Arts Council, Ministry of Tourism and Art. 		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.7 SUBSTANCE ABUSE		10.7.1 Describe types of substances often abused by people.	<ul style="list-style-type: none"> • Taking something often the body does not need and for the wrong reasons. • Over the counter substances, controlled substances. • Depressants, Stimulants, Hallucinogens, Narcotics (opiates), inhalants. 	<ul style="list-style-type: none"> • Classification of different types of substances often abused by people 	<ul style="list-style-type: none"> • Awareness of dangerous types of substances • promotion of integrity
		10.7.2 Discuss substances and their effects.	<ul style="list-style-type: none"> • Effects of different substances such as: alcohol, tobacco, inhalants, cannabis, heroin and cocaine. 		
		10.7.2 Explain reasons for substance abuse.	<ul style="list-style-type: none"> • Peer pressure, curiosity, stress, ignorance etc. • Signs and symptoms of substance abuse • How to avoid substance abuse 		

		<p>10.7.3 Discuss effects of substance abuse on individuals, community, national and international levels.</p> <p>10.7.4 Identify institutions involved in fighting substances abuse in Zambia.</p>	<ul style="list-style-type: none"> • Dependence on substances. • Diseases, crime, insanity, loss of productivity etc • Drug Enforcement Commission, Police Service, Pharmaceutical Regulatory Authority, etc. 		
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GRADE 11

GENERAL OUTCOMES

- Develop an understanding of Civil Society and Media participation in Governance System
- Develop an understanding and appreciation of Economic and Social Development in Zambia

KEY COMPETENCIES

- Show ability to hobby and advocate for good governance
- Demonstrate ability to participate in public debates on topical issues
- Demonstrate ability to resolve conflicts
- Show ability to report cases of harassment to relevant authorities.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
11.1 THE ZAMBIAN BILL OF RIGHTS	The Zambian Bill of Rights	12.1.1 Describe the Bill of Rights.	<ul style="list-style-type: none"> • Bill of Rights; Fundamental rights and freedoms covered in part III of the Zambian Constitution(1996) • Articles 11-32 of the Zambian Constitution(1996) • Enforcement: Courts, Judicial Review Commission, use of Human Rights Commission, Office of Investigator General. • Encourage, respect and promotion of Human Rights among other people. 	<ul style="list-style-type: none"> • Analysis of works of enforcing the birth of rights 	<ul style="list-style-type: none"> • Respect for human rights
		12.1.2 Elements of the Bill of Rights in the Zambian Constitution.			
		12.1.3 Describe ways of enforcing the Zambian Bill of Rights.			
		12.1.4 Discuss the role of the Institutions that promote Human Rights in Zambia.			
11.2 Civil Society and Media in Governance	Civil Society and governance	11.1.1 Describe Civil Society Organisations.	<ul style="list-style-type: none"> • Civil Society Organisations: Non-military and non-governmental organisations that promote good governance. • Classes of Civil Society: Civic organisations, faith- 	<ul style="list-style-type: none"> • Classification of Civil society organisations 	Promotion of accountability and transparency in governance structures.
		11.1.2 Classify Civil Society			

		Organisations in Zambia	based organisations, industrial labour organisations, professional associations		
		11.1.3 Analyse the roles of Civil Society in governance	<ul style="list-style-type: none"> • Roles of Civil Society: Defending ideals of democracy, influencing public opinion, promoting transparency and accountability, advocating for effective laws 	<ul style="list-style-type: none"> • Lobbying and advocating for good governance 	
		11.1.4 Discuss forms of Citizen participation in governance	<ul style="list-style-type: none"> • Citizen participation: Political, civil society and community activities • (Factors that hinder women participation in governance such as male dominance, poverty, cultural issues.) 		
	Media and Governance	11.1.5 Identify different types of media.	<ul style="list-style-type: none"> • Types of media: Print and electronic media (Private and public media) 	<ul style="list-style-type: none"> • Classification of different types of media. • Analysis of the role of the media in governance 	<ul style="list-style-type: none"> • Respect for media freedom
		11.1.6 Explain the role of the media in governance	<ul style="list-style-type: none"> • Media role: Informing and educating, acting as a watchdog, promoting public debate, promoting transparency and accountability • (Conditions for the existence of an independent media.) 		
		11.1.7 Analyze factors that limit media coverage	<ul style="list-style-type: none"> • Media coverage limitation: Accessibility, Language, cost of advertising, inadequate facilities for the physically challenged 		

		11.1.7 Identify factors that hinder the media from disseminating correct information	persons. <ul style="list-style-type: none">• Corruption, political pressure, intimidation, non-adherence to standards and ethics, censorship.		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
11.3 Economic and Social Development		11.2.1 Explain economic and social development	<ul style="list-style-type: none"> • Economic and social development: Increase in productive capacity and improvement in standards of living • Basic human needs: Food, shelter and clothes • Factors: Land, labour and capital • Role of trade unions. • Enhanced trade leading to increased economic activities, incomes and high standard of living, enhanced public health and safety • Lending, money transfer services, insurance • Role of informal sector: Employment, production of goods and services • Importance of positive work culture: High productivity of goods and services • Obstacles to positive work culture: Corruption, poor conditions of service, poor leadership, 		<ul style="list-style-type: none"> • Promoti on of hard work
		11.2.2. Discuss basic human needs			
		11.2.3 Describe factors that affect production			
		11.2.4 Explain the importance of standards in economic and social development			
		11.2.5 Analyse the contributions of financial institutions to economic and social development.			
		11.2.6 State the role of the informal sector in national development			
		11.2.7 Explain the importance of positive work culture in economic and social development			
		11.2.8 Identify factors that hinder positive work culture			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
11.4 Zambia's Legal system		11.4.1 Describe Law	<ul style="list-style-type: none"> • Law: Set of rules that regulate human behaviour in society. • Legal system: A set standard which a society develops for itself to control the behaviours of its members towards one another. • Elements of a good legal system: Simple, comprehensive, certain flexible, accessible etc. • Sources of law: English or common Law, Legislation such as Constitution and statutory instruments, customary law, case law and international treaties. • Criminal case: any wrongful act or omission that affects society as stipulated in the penal code. • Elements of a crime and types of a crime. • Civil case: any wrongful act that affects the individual or persons involved as stipulated in the customary laws. • Trial stages: Pre-trial, trial and post-trial stages. 	<ul style="list-style-type: none"> • Classification of Criminal and Civil cases • Analysis of sources of Law. • Identification of that stages. 	<ul style="list-style-type: none"> • Respect for the Law
		11.4.1 Explain Legal system			
		11.4.2 Discuss elements of a good legal system,			
		11.4.3 Describe sources of Law in Zambia			
		11.4.3 Explain criminal and civil cases			
11.4.4 Describe the trial stages in the Zambian Legal System					

		<p>11.4.6 Discuss capital punishment</p> <p>11.4.7 Explain factors that hinder the administration of justice</p> <p>11.4.5 Identify Legal institutions and organisations that promote justice</p>	<ul style="list-style-type: none"> • Capital punishment: Death penalty • Arguments for and against death penalty • Obstacles to justice administration: Corruption, political influence, non adherence to ethics, incompetence, weak laws, lack of confidence in the judicial system, undue delays, <p>Justice institutions: Ministry of Justice, Courts of Law, Legal Resource Foundation, Law Association of Zambia, Women in Law in Southern Africa, Police etc</p>	<ul style="list-style-type: none"> • Analysis of the controversy of the death penalty 	
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
11.5 Gender Equity and Equality		<p>11.5.1 Explain gender equity and gender equality.</p> <p>11.5.2 Outline the Historical background to gender equity and equality.</p> <p>11.5.3 Distinguish gender roles from sex roles.</p>	<ul style="list-style-type: none"> • Gender: state of being male or female. • Equity: is the process of treating males fairly in order to achieve their equal status. • Equality: refers to similar opportunities of development given to males and females without any set limitations. • Historical background: United Nations Declaration on Elimination of all Forms of Discrimination against women (1967). • Convention on Elimination of all Forms of Discrimination against Women (Cedaw). • Beijing Conference on gender (1995). • Gender in Development Division (1996). • National Gender Policy (2000) etc. • Ministry of Gender(2005) • Gender roles: tasks and responsibilities which are differently assigned by society for males and females. • Sex roles:tasks determined by biological differences between males and females. 	<ul style="list-style-type: none"> • Conflict resolution in the family 	<ul style="list-style-type: none"> • Awareness of general equity and equality in society.

		<p>11.5.4 Explain the social construction of gender.</p> <p>11.5.5 Discuss Gender issues in traditional and modern society.</p> <p>11.5.6 Describe Gender based violence</p> <p>11.5.7 Analyse the Intestate Succession Act of 1989.</p> <p>11.5.8 Describe Government Institutions and Civil Society Organisations that promote gender equity and equality.</p>	<ul style="list-style-type: none"> • Gender social construction: Socialisation process based on patriarchal beliefs. • Agents of socialisation : family, school and church. • Gender Issues: Land allocation , decision making, customary laws and statutory • GBV: Violence (physical, Psychological and structural), Sexual harassment, Rape e.t.c. • Intestate succession Act: Act of Parliament No. 14 of 1989. • Terms guiding distribution of deceased person's estates and personal chattels. • Government institutions: Ministry of Gender, Courts, Zambia Police, • Civil Society Organisations: Justice for Widows and Orphans Project (JWOP) Young Women Christian Association (YWCA) etc. 		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			Knowledge	Skills	Values	
11.6 Culture of Peace		11.6.1 Explain culture of peace	<ul style="list-style-type: none"> • Culture of peace: Absence of conflict and war 	<ul style="list-style-type: none"> • Mediation and negotiation between conflicting parties 	<ul style="list-style-type: none"> • Promotion of tolerance and justice in society. 	
		11.6.2 Describe methods of promoting peace	<ul style="list-style-type: none"> • Peace promotion: Intermarriages, tolerance, justice, forgiveness, respect etc. 			
		11.6.3 Identify levels of conflict	<ul style="list-style-type: none"> • Conflict levels: Individual, community, national, international 			
		11.6.4 Analyse causes of conflict	<ul style="list-style-type: none"> • Causes of conflict: Religion, imbalance of natural resources, poverty, injustice, etc. 			
		11.6.5 Discuss effects of conflict on society	<ul style="list-style-type: none"> • Effects of conflict: Death, migrations, destruction of infrastructure, etc. 			
		11.6.6 Describe conflict resolution strategies	<ul style="list-style-type: none"> • Conflict resolution strategies: Counselling, negotiation, mediation, arbitration, litigation 			<ul style="list-style-type: none"> • Awareness of conflict management strategies in society.
		11.6.7 Discuss the role of United Nations in promoting peace.	<ul style="list-style-type: none"> • Role of United Nations: Peacekeeping, conflict management and resolution. 			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			Knowledge	Skills	Values	
11.7 Child Abuse	• Child abuse	11.6.1 Describe child abuse	<ul style="list-style-type: none"> • Child Abuse: Ill-treatment of a child physically or mentally • Forms: Sexual abuse, sexual harassment, child defilement, child battering, child neglect, child trafficking, child prostitution and child labour • Addressing child Abuse: Legislation, stiff punishment on offenders, community sensitisation, etc. • Sexual harassment: touching or making sexual remarks against someone's wishes • Sexual harassment protection: Making home secure, getting help from police, etc. 	<ul style="list-style-type: none"> • Classification of different types of child abuse. • Analysis of causes and effects of various types of child abuse. 	<ul style="list-style-type: none"> • Respect for children's rights. 	
		11.6.2 Explain different forms of child abuse				
		11.6.3 Discuss ways of addressing child abuse				
		11.6.4 Describe sexual harassment				
	Sexual harassment	11.6.5 Discuss ways of protection against sexual harassment and rape.				
		Teenage pregnancies				11.6.6 Explain causes of teenage pregnancies
						11.6.7 Explain the effects of teenage pregnancies.
						11.6.8 Identify ways of preventing teenage pregnancies

			education,		
		11.6.9 Discuss institutions that address social challenges	<ul style="list-style-type: none"> Zambia police, Young Women Christian Association, judiciary (courts), etc. 		

GRADE 12

GENERAL OUTCOMES:

- Develop respect and understanding of the Rights of the Child.
- Develop on understandings and appreciation of Development Planning.
- Develop an understanding of globalisation and global issues.

KEY COMPETENCIES

- Demonstrate ability to resist human rights violations
- Show ability to adhere to fiscal discipline on Financial expenditure
- Demonstrate ability to work hard for poverty reduction

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.1. International Human Rights Instruments		11.3.1 Describe the International Bill of Rights (IBR)	<ul style="list-style-type: none"> • International Bill of Rights: Universal Declaration of Human rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Specialised Instruments • UDHR: Charter Based International Human Rights Instrument; contains 30 articles such as right to life. 	<ul style="list-style-type: none"> • Classification of various human rights instruments 	<ul style="list-style-type: none"> • Respect for human rights
		11.3.2 Explain the Universal Declaration of Human Rights (UDHR)			

		<p>11.3.3 Describe Treaty Based Human Rights Instruments</p> <p>11.3.4 Discuss the Specialised Human Rights Instruments</p> <p>11.3.5 Explain provisions of the African Charter on Human and People’s Rights.</p>	<ul style="list-style-type: none"> • Treaty Based Human Rights Instruments: International Covenant on Civil and Political Rights (ICCPR), with two optional protocols and International Covenant on Economic, Social and Cultural Rights (ICESCR) • Specialised Human Rights Instruments: United Nations Convention on the Rights of the Child (UNCRC), United Nations Convention Against Corruption (UNCAC), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), etc. • Individual rights such as rights to equality and integrity of persons. 		
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			Peoples rights such as right to self determination sovereignty over the environment and its resources. NEPAD, APRM		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.2 RIGHTS OF A CHILD		12.2.1 Describe Children’s Rights.	<ul style="list-style-type: none"> Children’s Rights: Rights enjoyed by persons below the age of 18. Principles: Non-Discrimination, the Best Interests of the Child, Survival and Development and Participation. Provisions : Child Rights and Freedoms, Name and Nationality, preservation of identity freedom of thought, conscience and religion, Freedom of association etc. 	<ul style="list-style-type: none"> Analysis of children’s rights 	<ul style="list-style-type: none"> Respect for children’s rights
		12.2.2 Describe the four principles of the United Nations Convention on the Rights of the Child (UNCRC).			
		12.2.3 Discuss the provision of the UNCRC and the two optional protocols.			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.3 FAMILY LAW		12.3.1 Describe family and marriage.	<ul style="list-style-type: none"> Family: Group of people related by blood or marriage. Marriage: Legal union of man and woman as husband and wife 	<ul style="list-style-type: none"> Analysis of types of marriages 	<ul style="list-style-type: none"> Promotion of harmony in a family.
		12.3.2 Explain the elements of Family Law.	<ul style="list-style-type: none"> Elements of family law: Marriage, divorce, death, property settlement, adoption of children succession etc. 	<ul style="list-style-type: none"> Classification of various elements of family law 	<ul style="list-style-type: none"> Respect for human rights
		12.3.3 Describe types of marriages in Zambia.	<ul style="list-style-type: none"> Types: Statutory and customary. 		
		12.3.4 Assess the effects of separation, divorce and death on the family.	<ul style="list-style-type: none"> Effects Separation divorce and death effects: Impact on spouse children and extended family 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.4 DEVELOPMENT PLANNING		12.4.1 Explain development planning.	<ul style="list-style-type: none"> • Development planning: Plan of set suggestions aimed at achieving set goals in future. • Types: short term plan, medium term plan and long term plan. • Methods of planning: Centralised planning and Decentralised planning. • Budgeting and fiscal discipline: Ensures strict control of public resources and compliance in taxation and public expenditure • Functions: Provision of loans, funding of large scale project infrastructures. • Indicators of development: Gross National Product, Gross Domestic Product. Human Development Index and Per Capita Income. • Zambia's Development plans: Emergence Development Plan (EDP), National 	<ul style="list-style-type: none"> • Prioritisation in development planning • Analysis of types of planning 	<ul style="list-style-type: none"> • Knowledge of fiscal discipline in budgeting
		12.4.2 Discuss types of development planning.			
		12.4.3 Describe methods of planning.			
		12.4.4 Discuss the importance of budgeting and fiscal discipline in development planning.			
		12.4.5 Explain the functions of micro and macro-economic financial institutions.			
		12.4.6 Examine indicators of development.			
		12.4.7 Outline Zambia's National Development plans from Independence to present:			

			Transitional Development Plan (NTDP), First National Development Plan (FNDP), Second National Development Plan (SNDP) 1972-1976, (TNDP) 1980-1983, Fourth National Third National Development Plan Development Plan (FNDP) 1983-1989, Transitional National Development Plan (TNDP) 2000, Vision 2030, Fifth National Development Plan (FNDP) and Sixth National Development Plan (SNDP)		
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TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.5 POVERTY REDUCTION IN ZAMBIA		12.5.1 Describe poverty.	<ul style="list-style-type: none"> Poverty: Lack of basic needs. 	<ul style="list-style-type: none"> Analysis causes and effects of poverty 	<ul style="list-style-type: none"> Promotion of discipline and hard work.
		12.5.2 Explain the causes of poverty.	<ul style="list-style-type: none"> Causes of poverty: Debt burden, external dependence, climatic variations, conflict, poor work culture etc. 		
		12.5.3 Assess the effects of poverty	<ul style="list-style-type: none"> Effects of poverty: Hunger, food insecurity, high unemployment levels, increase in crime, conflicts, corruption 		
		12.5.3 Discuss poverty alleviation strategies.	<ul style="list-style-type: none"> Poverty alleviation strategies: Improving education and health services, increasing access to safe water and sanitation, promoting rural electrification etc. 		
		12.5.4 Evaluate poverty alleviation strategies and their implementation in Zambia	<ul style="list-style-type: none"> Poverty Reduction Strategy Paper (PRSP) with focus on microeconomics, Agriculture, Tourism, Mining, Health, Education. e.tc 		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
12.6 GLOBAL ISSUES		12.7.1 Explain globalisation and global issues.	<ul style="list-style-type: none"> • Globalisation: Making wide extension or linkages to all parts of the world, • Global issues: Global warming, corruption, war, terrorism etc • Bilateral Aid: Assistance from one country to another • Multilateral Aid: assistance from international agencies formed by several countries. • Trade between different countries • Reasons for international trade • Role of WTO: Administering technical barriers to trade (TBT) and sanitary and phyto-sanitary (SPS) agreements.(Zambia member of WTO) • Debt crisis: Borrowing beyond one's capacity to pay back. • Debt Relief; Ability to pay back debts • Unfair international 	<ul style="list-style-type: none"> • Analysis of causes and effects of debt Crisis 	<ul style="list-style-type: none"> • Appreciation of co-existence
		12.7.2 Discuss Bilateral and multilateral aid.			
		12.7.3 Discuss International trade.			
		12.7.4 State the role of the World Trade Organisation(WTO)			
		12.7.5 Explain debt crisis and debt relief.			
		12.7.6 Discuss the effects of debt crisis on			

		<p>Zambia.</p> <p>12.7.7 Explain Millennium Development Goals (MDGs).</p> <p>12.7.8 Analyse Zambia's efforts towards the attainment of the Millennium Development Goals.</p>	<p>trade, debt servicing. Spending loans on consumption etc.</p> <ul style="list-style-type: none"> • Eight global development targets agreed by world leaders at UN millennium summit in 2000 to be achieved by 2015.E.g primary education for all, eradication of poverty e.tc. • Introduction of Poverty Reduction Strategy paper, provision of subsidised fertilizer to subsistence farmers, introduction of free basic education from grade one to seven etc. 		
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APPENDIX ONE:

SCOPE AND SEQUENCE CHART – 10 TO 12.

S/N	THEME	GRADE 10	GRADE 11	GRADE 12
1.	GOVERNANCE	System of Governance in Zambia	Role of Civil Society and Media in Governance Culture of Peace	-
2.	CONSTITUTION	The Zambian Constitution	-	The Zambian Bill of Rights
		Citizenship: duties, rights and responsibilities.	-	-
3.	HUMAN RIGHTS	Introduction to Human Rights	Major International Human Rights Instruments	The Rights of a Child
4.	LEGAL EDUCATION	-	<ul style="list-style-type: none"> • Introduction to Zambia’s Legal System • Processes in the Zambian Legal System 	Family Law
5.	CULTURE	Introduction to Cultural Studies		-
6.	DEVELOPMENT	-	<ul style="list-style-type: none"> • Economic and Social Development • Gender and Development 	Development Planning
7.	CHILD ABUSE	-	<ul style="list-style-type: none"> • Child Abuse • Child Trafficking • Child Labour • Teenage Pregnancies 	-
8.	GLOBAL ISSUES	<ul style="list-style-type: none"> • Corruption • Substance Abuse 	-	<ul style="list-style-type: none"> • Poverty • Global Interdependence Debt crisis and debt relief

