



Republic of Zambia
Ministry of Education, Science, Vocational Training and Early Education

SOCIAL STUDIES SYLLABUS

GRADE 8-9



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Vision

Quality, lifelong education for all which is 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 learners 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 Nkocha
Permanent Secretary

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

Acknowledgement

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 new junior secondary school (Grade 8-9) social studies syllabus is one of the steps taken towards the implementation of the Curriculum reforms in the Zambia Education System. This syllabus takes into account our National Education Goals and the structure of the various disciplines that contribute to the subject called “Social Studies”

It aims at achieving in all- rounded development of a learner who is capable of making meaningful contribution to society. Hence the outcomes of this syllabus are centred on analytical innovative creative and constructive skills.

Further, this syllabus emphasises on the various approaches adopted in learning such disciplines in a spiral design of topics which are developed from simple to complex in breadth and depth.

It is therefore the ultimate goal of their syllabus to develop into the learner’s knowledge and skills that will help them understand their social political and economical world they can think and function effectively.

TEACHING METHODOLOGIES

The teaching methodologies recommended should be learner centred. These include:

- a) Activity learning (individual/pair/group)
- b) Educational visits (visits to various relevant institutions and organisations)
- c) Role play
- d) Debate
- e) Demonstration
- f) Question and answer technique
- g) Teacher exposition

TIME ALLOCATION

The learning area shall cover a period of seven years. From Grade 1 to 4, learners shall have six (06) periods of thirty (30) minutes duration each per week. Grades 5 to 7 learners shall have six (06) 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.

It is the Ministry's intention to conduct aptitude examinations after completing the Lower Primary School Level for purposes of selection to Grade 5. Those learners who will not meet the cut-off point will be made to repeat but using remedial measures before they can proceed to Grade 5. At the same time, another aptitude examination will be conducted after completing Upper Primary School Level for selection to Grade 8 or Form 1 as the case may be. Those learners who won't meet the cut-off point will be expected to repeat Grade 7.

RATIONALE

The term “Social Studies” is here used to identify a new study area that has been introduced at junior secondary school level (Grades 8 and 9). It does not denote a political school of thought, a philosophy, a doctrine or a form of organisation. It only refers to this new learning area on human relationships and behaviour. It is an inter-disciplinary programme with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum.

The syllabus further takes into account national educational goals and the structure of the various disciplines that contribute to the subject “Social Studies”. For instance, one of the main National Goals is the **“achievement of an all-round development of the learner through self-reliance of an individual”**. It is for this reason that the specific outcomes of the syllabus aim mostly at equipping the learner with productive skills. The syllabus emphasises the various approaches adopted in learning such disciplines in an integrated manner. The subject matter is arranged in a spiral manner, that is, dealing with the same topic, moving from the simple to the complex, while at the higher grades the study extends in breadth and depth. The syllabus takes into account factors of space, time perspective, political and socio-economic changes.

GENERAL OUTCOMES

Integrated Social Science aims at developing an understanding of the economic, political, civic, cultural, geographical and historical factors which influence social development;

GRADE 8

GENERAL OUTCOMES	KEY COMPETENCES AT GRADE 9 LEVEL
<ul style="list-style-type: none"> • Create an understanding of relationships between man and the environment • Develop skills needed to read and interpret maps, charts and diagrams • Create an understanding about why and how we learn about the past. • Develop an understanding of political development and governance in Zambia since 1964 	<ul style="list-style-type: none"> • Show understanding of human rights by participating in human rights activities in school and community • Show understanding of civic education by participating in gender advocacy in school • Show understanding of civic education by participating in anti-corruption activities in the community <ul style="list-style-type: none"> ▪ Demonstrate knowledge and skills of directions by guiding other people ▪ Measure-distances • Interpret relief features in the local environment

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
8.1 Man the Social Being	8.1.1 Learning about the past	8.1.1.1 State reasons for learning about the past 8.1.1.2 Discuss various methods used to learn about the past 8.1.1.3 Describe measurement of time in history	<ul style="list-style-type: none"> • To understand the present • To project the future • Oral traditions, written records, anthropology, archaeology, linguistics • Measuring time: BC, AD, Decade, Generation, Century, Millennium 	<ul style="list-style-type: none"> • Analysis of learning about the past • Computation of time 	<ul style="list-style-type: none"> • Appreciation of events in the past • Appreciation of methods used to learn about the past • Appreciation of events over a period of time
	8.1.2 Origins and	8.1.2.1 Describe different versions of	<ul style="list-style-type: none"> • Scientific and Biblical 	<ul style="list-style-type: none"> • Analysis of sources 	<ul style="list-style-type: none"> • Appreciation

	<p>Development of Man</p>	<p>the origins of man</p> <p>8.1.2.2 Discuss the stages in the development of man</p> <p>8.1.2.3 Describe the periods through which man has lived</p>	<ul style="list-style-type: none"> • Proconsul Africanus, Kenyapithecus, Australopithecus, Zinjanthropus, Homo-Habilis • Periods: Stone Ages (Early, Middle, Late) and Iron Ages (Early and Late) 	<p>of historical information</p> <ul style="list-style-type: none"> • Identification of the stages through which man has developed • Classification of periods through which man has lived 	<p>on of the origins of man and the stages in his development</p> <ul style="list-style-type: none"> • Appreciation of the periods through which man has lived
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<p>8.2 Basic map Reading Techniques</p>	<p>8.2.1 Maps and diagrams</p> <p>8.2.2 Map Reading and interpretation</p>	<p>8.2.1.1 Explain the difference between a map and diagram.</p> <p>8.2.1.2 State characteristics of a map</p> <p>8.2.1.3 Describe the location of a place or point on a map</p> <p>8.2.1.4 Identify directions of places on a map</p> <p>8.2.1.5 Measure distances on a map</p> <p>8.2.2.1 Interpret relief features</p> <p>8.2.2.2 Identify drainage patterns</p> <p>8.2.2.3 Identify cultural features</p>	<ul style="list-style-type: none"> • Map: plan • Diagram: pictorial presentation • Symbols, key, direction, grid systems, scale, elevation • Four and six figure grid reference system • Latitude and longitude • Compass and bearing • Bearing and distance • Distance along a straight line • Distance along a winding course • Contour lines: escarpment, valleys, plateaux, plains, gap/saddle/col • Drainage patterns: trellis, radial, dendritic • Settlements, transport networks, land-use, communication networks 	<ul style="list-style-type: none"> • Drawing of maps and diagrams • Identification of characteristics of a map • Location of places and description of direction on a map • Measuring of distances • Interpretation of relief features • Identification of drainage systems and cultural features 	<ul style="list-style-type: none"> • Appreciation of map reading techniques
<p>8.3 Pre-colonial Societies in Zambia</p>	<p>8.3.1 Origins and movements of the Bantu Speaking Peoples</p>	<p>8.3.1.1 Describe the origins and movements of the Bantu speaking people</p> <p>8.3.1.2 Identify the historical locations of different Bantu ethnic groups in Zambia</p>	<ul style="list-style-type: none"> • From the Luba and Lunda Empires and the Lakes Region of East Africa into Zambia • Northern: Bemba, Mambwe • Muchinga: Namwanga, Bisa • Luapula: Lunda • North-western: Luvale, Lunda, Kaonde • Western: Aluyi • Central: Lenje, Swaka • Lusaka: Soli • Copperbelt: Lamba- • Southern: Tonga, Ila, Toka-Leya 	<ul style="list-style-type: none"> • Classification of the areas where various Bantu ethnic groups settled in Zambia 	<ul style="list-style-type: none"> • Appreciation of the origins and movements of the Bantu • Awareness of the areas where various Bantu groups

		<p>8.3.1.3 Describe the spread of farming and iron-working into Zambia</p> <p>8.3.1.4 Discuss the importance of technology of the Bantu speaking people</p>	<ul style="list-style-type: none"> • Eastern: Chewa, Nsenga, Tumbuka • From Fertile Crescent in the Middle East to Nile Valley, In'gombe Ilede, Isamu Pati, Kalundu • Iron for tools, farming for food security 	<ul style="list-style-type: none"> • Analysis of the importance of technology among the Bantu 	<p>settled in Zambia</p> <ul style="list-style-type: none"> • Appreciation of the origins and spread of iron-working and farming • Appreciation of the importance of technology
8.3.2 Decentralised societies	<p>8.3.2.1 Identify the major decentralised societies in Zambia</p> <p>8.3.2.2 Discuss the main features of decentralised societies</p>	<ul style="list-style-type: none"> • Tonga, Ila, Lenje, Soli • Political, social, economic and cultural features 	<ul style="list-style-type: none"> • Identification of major centralised and decentralised societies in Zambia • Analysis of the main features of the centralised and decentralised societies 	<ul style="list-style-type: none"> • Appreciation of the main features of centralised societies 	
8.3.3 Centralised societies	<p>8.3.3.1 Identify the major centralised societies in Zambia</p> <p>8.3.3.2 Discuss the main features of decentralised</p>	<ul style="list-style-type: none"> • Bemba, Luyi, Lunda, Chewa, Ngoni • Political, social, economic and cultural features 			

		societies 8.3.3.3 Explain the importance of culture to any society	<ul style="list-style-type: none"> • Importance of culture to any society 	<ul style="list-style-type: none"> • Analysis of the importance of culture to society 	<ul style="list-style-type: none"> • Sense of belonging
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8.4 Man and the Environment	8.4.1 Physical and cultural features of Zambia	8.4.1.1 Describe Relief levels of Zambia	<ul style="list-style-type: none"> Land below 900m, between 900m and 1200m and land above 1200m above sea level 	<ul style="list-style-type: none"> Identification of Zambia's major drainage and cultural features 	<ul style="list-style-type: none"> Appreciation of the relief levels of Zambia Location of major drainage and cultural features on a map of Zambia
		8.4.1.2 Locate the major drainage features of Zambia	<ul style="list-style-type: none"> Lakes, rivers and swamps 		
		8.4.1.3 State the cultural features of Zambia	<ul style="list-style-type: none"> Road and railway network, settlements, plantations, bridges 		
	8.4.2 Weather and climate of Zambia	8.4.2.1 Describe weather and climate	<ul style="list-style-type: none"> Weather: state of the atmosphere at a given place and time Climate: average conditions of the atmosphere over a period of time 	<ul style="list-style-type: none"> Identification of elements of weather Measurement of elements of weather 	<ul style="list-style-type: none"> Differentiation of weather from climate
		8.4.2.2 State the elements of weather and their measurement	<ul style="list-style-type: none"> Elements of weather: temperature, rainfall, sunshine Weather instruments: thermometer, rain gauge, sunshine recorder 		
		8.4.2.3 Explain factors influencing weather	<ul style="list-style-type: none"> Seasons, distance from the sea, prevailing winds, latitude, altitude 		
		8.4.2.4 Describe the climate of Zambia	<ul style="list-style-type: none"> Tropical 		
		8.4.2.5 Analyse effects of climate on human activities	<ul style="list-style-type: none"> Temperature and rainfall characteristics 		
		8.4.2.6 Analyse the impact of human activities on climate	<ul style="list-style-type: none"> Global warming and climate change 		

	<p>8.4.3 Forests and their products</p> <p>8.4.4 Farming</p>	<p>8.4.3.1 Describe the types of vegetation found in Zambia</p> <p>8.4.3.2 Identify type of tree species</p> <p>8.4.3.3 Identify forest products and their uses</p> <p>8.4.3.4 Explain the importance of conserving and preserving forests</p> <p>8.4.4.1 Describe the different traditional types of shifting cultivation</p> <p>8.4.4.2 State the main crops grown</p>	<ul style="list-style-type: none"> • Closed, open forests and swamps • Indigenous and exotic tree species • Products: timber, honey, mushrooms, herbs, fruits, tubers, vegetables, fuel wood, caterpillars • Uses: food (honey, fruits, mushrooms, caterpillars, vegetables, tubers), energy (wood fuel) construction (timber) medication (herbs) • Their uses • Lozi system (litapa, lishanjo, matema, mazulu) • Transhumance • Chitemene • Mambwe (Fundika) • Millet, sorghum, cassava, lentils, groundnuts 	<ul style="list-style-type: none"> • Identification of Zambia's major tree species and forest products • Analysis of the importance of conserving and preserving forests • Description of traditional types of shifting cultivation 	<p>factors influencing weather</p> <ul style="list-style-type: none"> • Awareness of Zambia's climate • Analysis of the effects of climate on human activities and climate's impact on human activities • Awareness of the types of vegetation found in Zambia • Awareness of the different types of tree species found in Zambia
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		<p>under traditional shifting cultivation</p> <p>8.4.4.3 Explain the effects of shifting cultivation on the environment</p> <p>8.4.4.4 Describe commercial farming</p> <p>8.4.4.5 Identify the major cash crops grown under commercial farming</p> <p>8.4.4.6 State characteristics of estate/plantation agriculture</p> <p>8.4.4.7 State factors influencing commercial livestock farming</p> <p>8.4.4.8 Explain the impact of commercial farming on the environment</p>	<ul style="list-style-type: none"> • Deforestation, soil erosion, leaching, carbon emission, rainfall variability • Large-scale, mechanisation, use of chemicals to control weeds, diseases and pests, use of artificial fertilisers • Maize, tobacco, cotton, coffee, wheat, sugarcane, banana, pineapple, tea • Growing areas and conditions • Foreign-owned, labour intensive, long-term investment, large capital outlay, irrigation, processing done on site, export oriented • Diseases and pests, pasture, markets, water scarcity, traditions, thefts • Deforestation, pollution, soil erosion, displacement of human and wildlife 	<ul style="list-style-type: none"> • Identification of crops grown under shifting cultivation • Analysing the effects of shifting cultivation on the environment • Identification of Zambia's major cash crops and their growing conditions • Analysis of the characteristics of plantation agriculture • Identification of the factors influencing commercial livestock farming • Analysis of the impact of commercial farming on the environment 	<ul style="list-style-type: none"> • Appreciation of the various products derived from forests • Conservation and preservation of forests • Awareness of the different types of traditional shifting cultivation and the main crops grown under these systems • Appreciation the effects of shifting
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	8.4.5 Fishing	<p>8.4.5.1 Locate the major fisheries in Zambia</p> <p>8.4.5.2 Identify the types of fish found in Zambia</p> <p>8.4.5.3 Describe fishing methods used in Zambia</p> <p>8.4.5.4 Describe fish processing methods.</p> <p>8.4.5.5 State the challenges facing the fishing industry</p> <p>8.4.5.6 Suggest possible solutions to challenges facing the fishing industry</p>	<ul style="list-style-type: none"> • Lakes: Kariba, Tanganyika, Mweru, Bangweulu • Rivers: Zambezi, Kafue, Chambeshi-Luapula, Luangwa • Swamps: Lukanga, Barotse flood plains • Fish farms • Breems, babble, tiger-fish, bottle-fish, Nile perch (buka-buka), fresh water sardines (kapenta) • Gill and seine nets, baskets, fishing lines, motor boats, dugout canoes, spears • Smoking, sun drying, salting, freezing, caning • Marketing, storage, transportation, over fishing, bad fishing methods • Restocking, annual fish bans, fish farming 	<ul style="list-style-type: none"> • Identification of the types of fish found in Zambia • Description of the methods used to catch fish in Zambia • Processing of fish • Analysis of the challenges facing the fishing industry in Zambia and their possible solutions 	<p>cultivation on the environment</p> <ul style="list-style-type: none"> • Awareness of commercial farming activities and the major crops grown under this system • Appreciation of the characteristics of plantation agriculture • Awareness of the factors influencing commercial livestock farming
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					<ul style="list-style-type: none">• Awareness of the impact of commercial farming on the environment• Appreciation of the location of Zambia's major fisheries, the types of fish found in Zambia, the methods used to fish them and how to process fish• Awareness of the
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					challenges faced by the fishing industry in Zambia
	8.4.6 Tourism	8.4.6.1 Identify the major tourist attractions in Zambia 8.4.6.2 State the advantages and disadvantages of tourism 8.4.6.3 Explain the importance of conserving tourism resources	<ul style="list-style-type: none"> National parks, water falls, historical sites, traditional ceremonies, water sports Advantages: foreign exchange earnings, cultural exchange, infrastructural development, employment Disadvantages: trafficking in trophies, diseases, prostitution Cultural heritage, sustainable development, recreation 	<ul style="list-style-type: none"> Identification of Zambia's major tourist attractions Analysis of the advantages and disadvantages of tourism Analysis of the importance of conserving tourism resources 	<ul style="list-style-type: none"> Awareness of Zambia's tourist attractions Appreciation of the advantages and disadvantages of tourism Conservation of Zambia's tourism resources
8.5 Political Development in Zambia	8.5.1 Introduction to Civic Education	8.5.1.1 Explain the meaning of civic education	<ul style="list-style-type: none"> Meaning of civic education: Study of political, social, cultural and economic and environment 		
	8.5.2 Zambia's path to independence	8.5.2.1 Outline Zambia's path to independence	<ul style="list-style-type: none"> Zambia's path to independence: 1890-1964 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Appreciation of Zambia's independence

	8.5.3 Symbols of National Identity	8.5.3.1 Describe symbols of national identity 8.5.3.2 Explain the value of national symbols	<ul style="list-style-type: none"> • Symbols of national identity such as National Flag and Coat of Arms • Value of National symbols 	<ul style="list-style-type: none"> • Identification of the symbols of national identity 	<ul style="list-style-type: none"> • Appreciation of the symbols of national identity • Respect for symbols of national identity
8.6 Governance	8.6.1 Systems of Governance	8.6.1.1 Identify systems of governance 8.6.1.2 Describe the characteristics of good and bad governance 8.6.1.3 Identify institutions that promote good governance	<ul style="list-style-type: none"> • Systems of Governance: democracy (good) and dictatorship (bad) governance • Good Governance e.g consultation, rule of law, citizen participation etc • Bad Governance e.g. no consultation, non participation in decision making, absence of rule of law etc, • Institutions of Governance such as Anti-Corruption Commission, Human Rights Commission, Civil Society Organisations, etc 	<ul style="list-style-type: none"> • Identification of good and bad Governance • Effective communication through lobbying and advocacy 	<ul style="list-style-type: none"> • Promotion of justice in society
	8.6.2 Constitution	8.6.2.1 State types of constitutions 8.6.2.2 Explain the importance of a Constitution	<ul style="list-style-type: none"> • Types of constitutions: Written and unwritten constitutions • Importance of a constitution e.g. Supreme law of the land 	<ul style="list-style-type: none"> • Identification of different types of constitutions 	<ul style="list-style-type: none"> • Appreciation of a good constitution
	8.6.3 Citizenship	8.6.3.1 State qualifications of Zambian citizenship	<ul style="list-style-type: none"> • Qualifications for Zambian citizenship: by birth or naturalisation 	<ul style="list-style-type: none"> • Identification of qualifications for Zambian citizenship 	<ul style="list-style-type: none"> • Awareness of the qualification

		<p>8.6.3.2 Describe qualities of a good citizen</p> <p>8.6.3.3 State rights, duties and responsibilities of a Zambian citizen</p>	<ul style="list-style-type: none"> • Qualities of a good citizen: loyalty, honesty, respect for human rights etc • Rights: health, life, voting, etc • Duties: pay tax, obey laws, report crime, etc • Responsibilities: personal, family and community. 	<ul style="list-style-type: none"> • Analysis of qualities of good citizenship 	<p>ns for Zambian citizenship and qualities of a good citizen</p> <ul style="list-style-type: none"> • Respect for human rights • Responsibility and hard work
8.6.4 Political organisation	<p>8.6.4.1 Describe a political party</p> <p>8.6.4.2 Describe a one party political system.</p> <p>8.6.4.3 Describe multi-partism</p> <p>8.6.4.4 State the advantages and disadvantages of multi-partism.</p>	<ul style="list-style-type: none"> • Group of people coming together to promote a political agenda • Existence of one political party • Existence of more than one political party • Advantages: wider freedom of political choice • Disadvantages: interparty conflicts, costly to manage etc 	<ul style="list-style-type: none"> • Differentiation of one party democracy from multi-party democracy 	<ul style="list-style-type: none"> • Promotion of honesty and integrity. 	
8.6.5 Elections	<p>8.6.5.1 Explain types of elections</p> <p>8.6.5.2 Describe the electoral process</p> <p>8.6.5.3 Describe the role of the</p>	<ul style="list-style-type: none"> • Types of elections: Presidential, parliamentary, local government (general or tripartite), by-elections • Electoral procedure: delimitation, registration, etc • Election management 	<ul style="list-style-type: none"> • Identification of different types of Elections 	<ul style="list-style-type: none"> • Knowledge of the electoral process 	

		Electoral Commission of Zambia(ECZ) 8.6.5.4 Identify electoral malpractices	<ul style="list-style-type: none"> • Electoral malpractices: rigging, cheating 	<ul style="list-style-type: none"> • Identification of electoral malpractices 	<ul style="list-style-type: none"> • Awareness of electoral malpractices
	8.6.6 Central Government	8.6.5.5 State organs of government 8.6.6.2 Describe functions of government	<ul style="list-style-type: none"> • Central government: Legislature, Executive, Judiciary • Functions of Central Government: Law making, implementation, enforcement 	<ul style="list-style-type: none"> • Identification of organs of government and their functions 	<ul style="list-style-type: none"> • Appreciation of different functions of government organs
	8.6.7 Local Government	8.6.7.1 Explain the history of local government in Zambia 8.6.7.2 State the functions of local government	<ul style="list-style-type: none"> • History of local government from 1964 to present • Collection of levy, enacting and enforcing by-laws etc 		<ul style="list-style-type: none"> • Appreciation of the decentralised system of government
	8.6.8 House of Chiefs	8.6.7.3 Identify roles of traditional rulers 8.6.8.2 State the composition of the House of Chiefs 8.6.8.3 Explain the role of the House of Chiefs	<ul style="list-style-type: none"> • Providing leadership in the community, custody of traditional values and land, etc • Three representatives from each province • Advising government on traditional issues 	<ul style="list-style-type: none"> • Identification of the role of traditional rulers 	

GRADE 9

GENERAL OUTCOMES			KEY COMPETENCES AT GRADE 9 LEVEL		
<ul style="list-style-type: none"> • Develop an understanding of the relationships between industrial development and resources that Zambia is endowed with • Develop skills to read and interpret maps, charts, statistics and diagrams • Create an awareness of the consequences of Western European Colonialism • Develop an Understanding, Respect and Promotion of Human Rights • Develop an understanding and appreciation of the skills for economic and social development 			<ul style="list-style-type: none"> • Show understanding of human rights by participating in human rights activities in school and community • Show understanding of civic education by participating in gender advocacy in school • Show understanding of civic education by participating in anti-corruption activities in the community • Show ability to interpret information from a map, chart, diagram, statistical data 		
TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
9.1 Foreign Influence on Zambia	9.1.1 Development of Slavery and Slave Trade	9.1.1.1 Explain the motives behind ‘slavery’ and the ‘slave trade’ up to the sixteenth century 9.1.1.2 Assess the effects of slave trade on the African societies 9.1.1.2 Locate the main Slave Trade routes in Africa 9.1.1.3 Describe the Triangular Slave Trade 9.1.1.4 Identify people who were instrumental in the abolition of slavery and slave trade	<ul style="list-style-type: none"> • Social, economic and political • Social, economic, political • West Africa, Central Africa, East Africa, North Africa • Europe, Africa and America • William Wilberforce and Abraham Lincoln 	<ul style="list-style-type: none"> • Analysis of the motives behind slavery and slave trade • Analysis of the effects of slave trade on African societies • Drawing a map showing slave trade routes in Africa 	<ul style="list-style-type: none"> • Awareness of the effects of slave trade on African societies • Appreciate the role played by slave trade abolitionists
	9.1.2 Arrival of Europeans	9.1.2.1 Assess the aims of European imperialism and the scramble for Africa	<ul style="list-style-type: none"> • Social, political, economic, religious, humanitarian 		<ul style="list-style-type: none"> • Awareness of the aims of European

	<p>9.1.3 European occupation of Central Africa</p> <p>9.1.4 African Reaction to Foreign Rule in Central Africa</p>	<p>9.1.2.2 Describe the exploration of Africa by Europeans</p> <p>9.1.2.3 State the results of European imperialism in Central Africa</p> <p>9.1.3.1 Identify the agents instrumental in European occupation of Central Africa</p> <p>9.1.4.1 Describe African resistance to colonialism</p> <p>9.1.4.2 Describe the struggle for independence in Central Africa</p> <p>9.1.4.3 Describe the Central African Federation of 1953 to 1963</p> <p>9.1.4.4 Discuss reasons for and against the Central African Federation</p> <p>9.1.4.5 Assess the successes and failures of the Federation</p>	<ul style="list-style-type: none"> • West Africa, Southern, Central Africa, East Africa, North Africa • Social, political, economic, religious • Missionaries, hunters and concession seekers • John Cecil Rhodes and the British South Africa Company • Northern Rhodesia under the BSA Company • Primary resistance • Secondary resistance • Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia) and Nyasaland (Malawi) • Social, political, economic • Successes and failures of the Federation 	<ul style="list-style-type: none"> • Analysis of the results of European imperialism in Central Africa • Identification of agents • Analysis of the role primary and secondary resistance • Analysis of the reasons for and against the Central African Federation • Analysis of the successes and failures of the Federation 	<p>imperialists</p> <ul style="list-style-type: none"> • Awareness of the results of European imperialism
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9.2 Developm ent in Zambia	9.2.1 Mining Industry	9.2.1.1 State the major minerals mined in Zambia 9.2.1.2 Describe methods of mining 9.2.1.3 Discuss the contribution of mining to the socio-economic development 9.2.1.4 Discuss the impact of mining on the environment	<ul style="list-style-type: none"> • Copper, cobalt, coal, precious stones, nickel • Open and shaft mining • Employment, foreign exchange, economic development, social amenities, infrastructural development • Pollution, land degradation, displacement of humans and animals 	<ul style="list-style-type: none"> • Identification of major minerals found in Zambia and the methods used to mine them • Analysis of the contribution of mining to socio-economic development and its impact on the environment 	<ul style="list-style-type: none"> • Appreciation of the major minerals found in Zambia and how they are mined • Appreciation of the contribution of mining to socio-economic development and its impact on the environment
	9.2.2 Manufacturing and Food Processing Industries	9.2.2.1 Describe factors influencing the location of industries 9.2.2.2 State the types of manufacturing industries 9.2.2.3 Identify the types of food processing industries 9.2.2.4 Explain challenges faced by manufacturing and processing industries	<ul style="list-style-type: none"> • Raw materials, power, transport, labour, markets • Steel making, textiles, leather, furniture, brick/block making, pottery • Milling, caning, confectionery, beverage • Cost of raw materials, capital, competition, transport, storage, market, technology 	<ul style="list-style-type: none"> • Analysis of the factors influencing the location of industries • Classification of different types of industries • Analysis of the challenges faced by the manufacturing and processing industries 	<ul style="list-style-type: none"> • Appreciation of different types of industries found in Zambia • Appreciation of the challenges facing the manufacturi

	<p>9.2.3 Power and Energy Generating Industries</p>	<p>9.2.3.1 Describe renewable and non renewable sources of power and energy</p> <p>9.2.3.2 Identify institutions dealing in power and energy.</p>	<ul style="list-style-type: none"> • Renewable: hydro-electricity, solar power, wind, geo-thermal • Non-renewable: petroleum, coal, nuclear, wood fuel, bio-gas • Copperbelt Power Company, Zambia Electricity Supply Corporation, Energy Regulation Board 	<ul style="list-style-type: none"> • Classification of sources of power and energy • Identification of institutions dealing in power and energy 	<p>ng and processing industries</p> <ul style="list-style-type: none"> • Conservation of non-renewable sources of power and energy • Awareness of the institutions dealing in power and energy generation
	<p>9.2.4 Social Development: Population</p>	<p>9.2.4.1 Explain population concepts</p> <p>9.2.4.2 Describe the population distribution of Zambia</p> <p>9.2.4.3 State factors leading to rapid population growth in Zambia</p> <p>9.2.4.4 Explain population migration in Zambia</p> <p>9.2.4.5 State the impact of HIV and AIDS on the population</p>	<ul style="list-style-type: none"> • Population density, census, growth rate, birth rate, mortality rate • High density, medium density and low density areas • Early marriages, high fertility rate, poverty • Rural-urban, urban-urban, urban –rural and rural-rural • Food security, low productivity, high death rate, 	<ul style="list-style-type: none"> • Analysis of factors leading to rapid population growth in Zambia • Classification of population migration in Zambia • Analysis of the impact of HIV and AIDS on Zambia’s population 	<ul style="list-style-type: none"> • Awareness of population concepts • Awareness of population distribution in Zambia • Appreciate factors leading to rapid population growth in Zambia • Awareness of

					<p>movements people make in Zambia</p> <ul style="list-style-type: none">• Appreciate the impact of HIV and AIDS on
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9.3 Economic Development	9.3.1 Money	9.3.1.1 Explain the concept money	<ul style="list-style-type: none"> • Coins or bank notes used as medium of exchange 	<ul style="list-style-type: none"> • Identification of various bank coins and note, their characteristics, and functions 	<ul style="list-style-type: none"> • Appreciation of the value of money
		9.3.1.2 Describe the Characteristics of money	<ul style="list-style-type: none"> • Characteristics of money: portability, durability 		
		9.3.1.3 Outline the function of money	<ul style="list-style-type: none"> • Functions of money: medium of exchange, measure of value 		
		9.3.1.4 Explain the law of supply and demand.	<ul style="list-style-type: none"> • Law of law of supply and demand: Inflation and deflation 		
		9.3.1.5 Describe money laundering activities.	<ul style="list-style-type: none"> • Laundering: fraud, deceit, false pretences 		
	9.3.2 Budget	9.3.2.1 Explain budget	<ul style="list-style-type: none"> • Plan of income and expenditure 	<ul style="list-style-type: none"> • Planning income and expenditure 	<ul style="list-style-type: none"> • Awareness of the forms of corruption • Awareness of fiscal discipline
		9.3.2.2 Describe types of budgets	<ul style="list-style-type: none"> • Individual, family and national 		
		9.3.2.3 Identify features of a budget	<ul style="list-style-type: none"> • Income and expenditure 		
		9.3.2.4 Explain sources of National Budget	<ul style="list-style-type: none"> • Taxes, donor funding etc 		
		9.3.2.5 Explain the importance of a budget	<ul style="list-style-type: none"> • Control measure, transparency, equity, accountability etc 		
		9.3.2.6 Identify the challenges associated with budget implementation	<ul style="list-style-type: none"> • Tax evasion, corruption, theft, fraud etc 		

	9.3.3 Trade	<p>9.5.3.1 Describe local and international trade</p> <p>9.5.3.2 Identify the challenges associated with local and international trade</p> <p>9.5.3.3 Identify crimes associated with trade</p>	<ul style="list-style-type: none"> • Local trade: buying and selling of goods and services within the country • International trade: buying and selling of goods and services between countries • Chain of distribution: producer, manufacturer • Poor transport and communication, unfair competition, poor quality of products, counterfeit products, porous borders, inadequate harmonised standards • Smuggling, counterfeit products, human and drug trafficking, fraud, corruption, 	different types of trade and challenges	<ul style="list-style-type: none"> • Awareness of different types of trade
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<p>9.4Governance</p>	<p>9.4.1 Fundamental Human Rights</p>	<p>9.4.1.1 Describe fundamental human rights</p> <p>9.4.1.2 Explain the United Nations Convention on the Right of the Child (UNCRC).</p> <p>9.4.1.3 Identify factors that lead to human right violations</p> <p>9.4.1.4 Discuss obstacles to reporting human rights violations</p> <p>9.4.1.5 Identify institutions and organisations that promote human rights in Zambia</p>	<ul style="list-style-type: none"> • Freedoms and privileges that a person has by virtue of being human. • Universal Declaration of Human Rights(UNDHR) • Rights: Civil and Political, Economic, Social and Cultural and Collective rights. • Background to UNCRC • Human rights violations: Lack of information, corruption etc • Obstacles to reporting human rights violations: Fear of victimisation, lack of support, etc • Government Institutions : Police-VSU, Human Rights Commission etc • Non-Governmental Organisations: Amnesty International, Young Women Christian Association.(YWCA)etc 	<ul style="list-style-type: none"> • Identification of Human rights and their violations 	<ul style="list-style-type: none"> • Respect for Human rights • Awareness of institutions that promote human rights in society.
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	9.4.2 Corruption	<p>9.4.2.1 Explain corruption</p> <p>9.4.2.2 Explain the causes of corruption</p> <p>9.4.2.3 Explain the effects of corruption</p> <p>9.4.2.4 Describe the role of the community in fighting corruption</p> <p>9.4.2.5 Identify the institutions and organisations that spearheads the fight against corruption in Zambia</p>	<ul style="list-style-type: none"> • Giving some gifts in return for a favour • Causes of corruption: greedy, poverty etc • Effects of corruption :Poverty, poor leadership, compromised standards. • Saying no to corruption, reporting corruption to relevant authorities. • Institutions : Anti-Corruption Commission (ACC), Police, Courts etc • Organisations : Transparency International (TIZ),FODEP, etc. 	<ul style="list-style-type: none"> • Identification of different types of corruption 	<ul style="list-style-type: none"> • Promotion of integrity, Transparency and accountability in society
	9.4.3 Conflict Resolution	<p>9.4.3.1 Describe conflict</p> <p>9.4.3.2 Identify levels of conflict in society</p> <p>9.4.3.3 Explain the causes of conflict.</p> <p>9.4.3.4 Discuss effects of conflict</p> <p>9.4.4.5 Identify solutions to conflicts</p>	<ul style="list-style-type: none"> • Misunderstanding and quarrels between people • Individual, family, community, National and international. • Wars, economic, deprivation, discrimination, ethnicism, genocide etc • Disunity, destruction of infrastructure, environmental degradation, refugees. Solutions to conflict • Application of conflict resolution methods, Peace education, democratic governance 	<ul style="list-style-type: none"> • Identification of levels of conflict, causes of conflict, effects and conflict resolution strategies 	<ul style="list-style-type: none"> • Promotion of peace and harmony in society.

APPENDIX ONE:

SCOPE AND SEQUENCE CHART – GRADES 8 AND 9

Grade	8	9
Theme		
Man the Social Being	<ul style="list-style-type: none"> • Learning about the past • Origins and development of Man 	
Basic Map Reading Techniques	<ul style="list-style-type: none"> • Maps and diagrams • Map reading and interpretation 	
Pre-colonial Societies of Zambia	<ul style="list-style-type: none"> • Origins and movements of the Bantu speaking people • Historical settlement areas of the Bantu in Zambia • Farming and iron working in Zambia • Centralised societies • Decentralised societies 	
Environment in Zambia	<ul style="list-style-type: none"> • Physical and cultural features • Weather and climate • Forests and their products • Farming • Fishing • Tourism 	
Political Development in Zambia	<ul style="list-style-type: none"> • Civic education • Symbols of national identity 	
Governance	<ul style="list-style-type: none"> • Systems of governance • Constitution • Citizenship • Political Organisation • Elections • Central Government • Local Government • House of Chiefs 	<ul style="list-style-type: none"> • Fundamental human rights • Corruption • Conflict Resolution
Foreign Influence on Zambia		<ul style="list-style-type: none"> • Development of slavery and slave trade • Arrival of Europeans • European Occupation of Zambia • African Reaction to Foreign Occupation

		<ul style="list-style-type: none"> • Zambia's path to independence
Development in Zambia		<ul style="list-style-type: none"> • Mining Industry • Manufacturing and Food Processing Industries • Power and Energy Generating Industries • Social Development: Population • Economic Development: <ul style="list-style-type: none"> • Money • Budget • Trade
Regional and International Organisations		<ul style="list-style-type: none"> • Regional organisations • International Organisations