

FOREWORD

The Ministry of Education is pleased to authorise the publication of this senior secondary syllabus which marks a watershed in the development of the public education system in Botswana and signals another milestone of progress in fulfilment of the goals set by the Revised National Policy on Education, Government Paper No. 2 of 1994.

In this era of widespread and rapid technological change and an increasingly inter-dependent global economy, it is essential that all countries foster human resources by preparing children adequately for their future. Survival in the coming millennium will depend on the ability to accommodate change and to adapt to environmental needs and emerging socio-economic trends. It is the wish of government to prepare Botswana for future growth and adaptation to ongoing change in the socio-economic context; specifically the transition from an agro-based economy to the more broadly based industrial economy which we are aiming at.

The senior secondary programme builds on the Ten Year Basic Education programme and seeks to provide quality learning experiences. It aims to prepare our students for the world of work, further education and lifelong learning. However, secondary education must also pay attention to the all round development of the individual. It should provide not only for the acquisition of those skills needed for economic, scientific and technological advancement. It should also provide for the development of cultural and national identity and the inculcation of attitudes and values which nurture respect for one's self and for others.

Critical to the success of our secondary education programme is the recognition of individual talents, needs and learning styles. Hence, the role of the teacher in the classroom has changed. S/he must be a proficient manager and facilitator; a director of learning activities. S/he should be conscious of students' needs to take on board a measure of accountability and responsibility for their own learning. S/he must also take into account the widening range of ability of the student body and the different levels of achievement which they aspire to. This means active participation for all and the creation of rich and diverse learning environments.

It is important then that we value the students' own experiences, build upon what they know and reward them for positive achievement. At the same time, we must be prepared to offer them guidance and counselling at all levels; assisting them to make the best decisions in keeping with their own interests, career prospects and preferences. In that way we shall prevail in nurturing at the roots of our system, the national ideals of democracy, development, self-reliance, unity and social harmony.

This syllabus document is the outcome of a great deal of professional consultation and collaboration. On behalf of the Ministry, I wish to record my appreciation and thank sincerely those who contributed to and were involved in the production of this syllabus.



P. T. Ramatsui
Permanent Secretary
Ministry of Education

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A INTRODUCTION

Social Studies is an integration of Social Sciences and humanities for the purpose of instruction and citizenship education with the view to making the subject a tool for understanding human interactions with the environment and rapid changes that often occur.

This syllabus is a two-year course designed to meet the needs of candidates studying Social Studies in preparation for Botswana General Certificate of Secondary Education (BGCSE). The syllabus builds upon the foundation laid by Social Studies in the Ten-Year Basic Education Programme. It addresses issues and concerns in Botswana and the world.

The syllabus is organised in modules, which are sub-divided into topics. The content of each topic is presented as general and specific objectives. The subject content is skill based and enables students to develop attitudes for responsible citizenry, lifelong learning, enjoyment as well as the world of work.

B RATIONALE

Social Studies is an important inter-disciplinary subject in the Botswana Senior Secondary School curriculum, which integrates concepts from Social Sciences and Humanities.

It inculcates into learners the five National Principles: Democracy Development, Self-reliance, Unity and Botho. This is in accordance with the aspirations of Vision 2016 (a long term vision for Botswana). It transmits bodies of knowledge, skills, values and attitudes for effective citizenship. The acquired skills promote critical thinking, problem solving and decision making to help them deal with the challenges of twenty-first century.

At this level, Social Studies should build in learners: cultural pride, tolerance and pragmatic attitudes towards critical issues such as gender, HIV/AIDS, globalisation and total commitment to the nation's development goals. On completion of the course the learners should be able to think critically, make reflective decisions and participate in the civic life of the communities.

C AIMS OF THE SENIOR SECONDARY PROGRAMME

On completion of the two year Senior Secondary Programme learners should have:

1. acquired knowledge, developed confidence and ability to assess their personal strengths and weaknesses and be realistic in choosing appropriate career/employment opportunities and for further education and training.
2. developed skills to assist them in solving technical and technological problems as they relate to day-to-day life situations.
3. developed desirable attitudes and behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing.
4. acquired attitudes and values, developed basic skills and understanding to allow for execution of rights and responsibilities as good citizens of Botswana and the world.

5. developed information technology skills as well as an understanding and appreciation of their influence in the day-to-day activities.
6. acquired knowledge, attitudes and practices that will ensure good family and health practices including awareness and management of epidemics (such as HIV/AIDS) that prepare them for productive life.
7. developed pre-vocational knowledge and manipulative skills that will enable them to apply content learnt and attitudes and values developed to practical life situations in the world of work.
8. developed an understanding of and acquired skills in business, everyday commercial transactions and entrepreneurship.
9. developed foundation skills such as problem solving, critical thinking, communication, inquiring, team work/interpersonal to help them to be productive and adaptive and to survive in a changing environment.
10. developed study skills required for further study and training.

D AIMS OF THE SENIOR SECONDARY SOCIAL STUDIES SYLLABUS

On completion of the 2-year Senior Secondary programme learners should have:

1. developed desirable attitudes and behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing.
2. acquired the knowledge, skills and attitudes that will create in them the spirit of tolerance, respect for others and willingness to accept change.
3. acquired knowledge, understanding and appreciation for different cultures and problems arising from cultural change.
4. acquired knowledge, attitude and practices that will enable them to appreciate and respect equality of humankind irrespective of colour, race, ethnic group, gender, class or creed.
5. acquired knowledge and ability to interact with and learn about their community, the government of their country and the world around them.
6. developed study skills required for life long learning.
7. developed their own special interests, talents and skills whether these be dexterity, physical strength, intellectual ability and or artistic gifts.
8. developed an appreciation of people in special difficult circumstances such as: destitute, orphans, disabled, etc.
9. acquired an understanding of emerging issues such as HIV/AIDS, Global warming, globalisation, and gender relations.
10. developed attitudes, values and skills necessary for participation in the socio-economic development of a society.
11. acquired a foundation for life long education through the development of moral and social values, cultural identity and self esteem, good citizenship and desirable work ethics.
12. acquired knowledge, attitudes and practices that will ensure good family and health practices including awareness and management of epidemics and natural disasters.
13. acquired values and attitudes in order to understand execution of rights and responsibilities as good citizens of Botswana and the world.
14. developed skills such as problem solving, critical thinking, communication, inquiring, team work/interpersonal, to help them to be productive and adaptive to survive in a changing environment.
15. developed an understanding and appreciation of information technology and its influence in the day-to-day activities.

E RECOMMENDED TEACHING METHODS

In line with the Revised National Policy on Education (1994), the syllabus encourages a learner-centred approach. This involves putting emphasis on such skills as problem solving, inquiry, and hands on experience aimed at increasing learner participation. Learners are also expected to take part in selected community based projects to enhance responsible citizenry and participatory democracy. The learner - centred approach aims at catering for, and improving performance in all learners in Botswana including those with special needs and different abilities. The implications are that, teachers should use a variety of action oriented teaching methods such as project work, group discussion, debates, team work, class presentations, computer guided learning and many others to enhance learning and make learners take responsibility for their learning.

The learner centred approach depends on thorough lesson preparation for its success. For instance, adequate resources and planning should precede any form of project or practical work. In addition, Social Studies lessons should be made challenging, interesting and relate to the day-to-day life experiences.

F ASSESSMENT OBJECTIVES

Assessment of this Social Studies syllabus for senior secondary level is based on the following objectives:

1. Knowledge with understanding
2. Application
3. Analysis and problem solving

Descriptions of assessment objectives:

1. Knowledge with understanding

Candidates should be able to:

- 1.1 define and describe social studies concepts
- 1.2 identify a wide range of elements of the physical and social environment and their interrelationships
- 1.3 explain ways that contribute to the development of physical, social, political and cultural environment.

2. Application

Candidates should be able to:

- 2.1 demonstrate an understanding of attitudes and values of people towards environment, cultural diversity and nationhood.
- 2.2 interpret data including maps, charts, cartons and pictures.
- 2.3 use basic qualitative techniques in research

- 2.4 infer future trends and consequences related to socio, cultural, political, economic and environmental interactions.
- 2.5 initiate and participate actively in environmental, political and social-economic projects defending the principles of sustainable development.

3. Analysis and problem solving

Candidates should be able to:

- 3.1 examine the growth of human communities and its impact on the physical, socio-economic and cultural environment.
- 3.2 analyse the environmental, cultural, political and socio-economic changes, which occur with time.
- 3.3 evaluate the role of stakeholders on socio-economic and political developments nationally and the global village.
- 3.4 assess and evaluate socio-economic, political, cultural and environmental problems and make sound conclusions and recommendations.

G ASSESSMENT PROCEDURES

The Botswana Senior Secondary Social Studies syllabus will be assessed through a variety of continuous assessment techniques to ensure that the set aims and objectives are attained. Assignments, tests and projects will be used to assess the progress and to improve instruction.

At the end of the two-years a final examination will be administered. Continuous Assessment in the form of a project will contribute to certification.

H ORGANISATION OF THE SYLLABUS.

The syllabus content emphasises issues and concerns primarily relevant to Botswana with examples drawn from the rest of the world. It is organised around broad content areas called modules. Each module has one or more topics. The content is presented in the form of general and specific objectives which help to indicate the intended scope, sequence and what is expected of the learners on completion of the topic.

MODULE 1 SOCIAL STUDIES AND RESEARCH METHODS

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Nature and scope of social studies	Understand and appreciate the nature and scope of social studies	<ul style="list-style-type: none"> – define Social Studies – explain the nature of Social studies – explain the importance of Social studies in Botswana – evaluate the significance of Social Studies in Botswana
Research Methods	Understand and apply research methods	<ul style="list-style-type: none"> – identify different research methods as quantitative and qualitative – explain quantitative and qualitative research methods – assess the strengths and or weaknesses of different research methods – explain different ways of collecting data – explain different ways of presenting data – design research instruments – collect and analyse data – present research findings including a written report

MODULE 2: ENVIRONMENT AND HUMANITY

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Environmental Concepts and Concerns	Demonstrate an increased awareness of environmental issues and actively participate in environmental conservation.	<ul style="list-style-type: none"> - define environment, land degradation, environmental impact assessment, sustainability - identify different types of environment in Botswana - explain the importance of different types of environment to human life - investigate the impact of human beings on the environment e.g. land degradation, pollution, poaching, etc. - explain the importance of environmental impact assessment (EIA) - describe different ways in which the environment can be sustained, for example: eco tourism, afforestation, game farming, etc. - explain different ways stakeholders care for the environment. - evaluate the role of stakeholders in conserving the environment (local communities, government, NGOs)
Population Dynamics	Understand population dynamics and its impact on the environment	<ul style="list-style-type: none"> - define population concepts such as: population dynamics, fertility rate, mortality rate, migration, population census. - discuss socio-economic and cultural factors influencing fertility rate. - explain factors that contribute to population growth. - explain the effect of population growth on the environment. - examine the impact of rapid population growth on available resources. - suggest possible solutions to rapid population growth - examine the impact of HIV/AIDS on the population - discuss the importance of population census. - assess the significance of population and development planning. - describe causes of population migration within and between countries. - evaluate the importance of population policy - discuss the trend of rural-urban migration - discuss the role played by different stakeholders including the youth in addressing problems resulting from rural-urban migration. - describe causes of conflict over use of natural resources - discuss ways of resolving conflicts arising from the use of scarce resources by stakeholders/communities/government and NGOs - suggest possible solutions to problems caused by population growth on the environment - discuss the effects of population migration locally and internationally

MODULE 3: KAGISANYO IN BOTSWANA

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Family	Recognise and appreciate the need to belong to a family	<ul style="list-style-type: none"> – explain the need for socialisation at family level – discuss division of labour in traditional family set up – discuss division of labour in the modern family – explain the role of the family in addressing issues of gender imbalance, sex education, teenage pregnancy and HIV/AIDS – give opinion on effective and appropriate ways of addressing sex education, teenage pregnancy, gender and HIV/AIDS – discuss the significance of inter-marriages across ethnic groups in Botswana and globally – explain the role of different stakeholders in promoting family life and relationships such as the religious organisations, communities, cultural organisations, NGO's, UN – evaluate the role of the state in promoting family ties in Botswana – describe issues/challenges that threaten the family as a social unit both in Botswana and internationally – compare and contrast changes occurring in the family in Botswana and outside Botswana – evaluate the impact of the changing family systems in Botswana and globally {orphans, old age homes, destitutes, street children etc
Nation Building	Understand and appreciate the importance of Nation-Building	<ul style="list-style-type: none"> – locate settlement and distribution of peoples in Southern Africa around the 1800s – analyse how the Mfecane conflicts in Southern Africa affected the lives of Batswana from 1820s to the 1900s – describe the origins of their ethnic group and how they became a part of the nation of Botswana – discuss multy-ethnicity as an important component of nation building both in Botswana and internationally – evaluate the role played by Batswana Dikgosi and the Missionaries in the face of threats of assimilation and or take over by the BSA Company and the Boer states of Goshen and Stella land in the 1850's until 1895 – discuss the process leading to the declaration of protectorate and responses of the Batswana Dikgosi – discuss the challenges of the 1934 Native Administration Proclamation and Native Tribunal Proclamation in relation to the powers of the Dikgosi and the Kgotla as a social, political and judicial institution

		<ul style="list-style-type: none"> - discuss the role of the African, European, Joint Advisory Councils and the LEGCO in preparing Batswana for independence - assess the contribution of Batswana Dikgosi in preserving the land of Botswana. - discuss how colonisation contributed to early nationalists movements. - explain how nationalism contributes to Nation Building - explain the importance of nation building - explain how Botswana's five national principles contribute to nation building - examine challenges encountered in nation building - analyse the significance of national symbols in nation building - evaluate the role of different stakeholders in nation building (youth, individuals, government, Bogosi, ethnic groups/societies, NGO's) - assess the negative uses of nationalism in any one country in Africa and globally
Governance	Understand Botswanan's constitutional democracy in relation to other forms of government in the world	<ul style="list-style-type: none"> - define governance, government, constitutional democracy, - explain characteristics of good governance such as: accountability, transparency, the rule of law etc - describe the main features of Botswana's constitution - describe the three branches of government in Botswana - analyse with examples the separation of powers between the Executive, Legislature and Judiciary as provided for in the constitution of Botswana - evaluate the constitutional limitations on the power of government in Botswana - explain the stages of law making in Botswana - analyse the role of various institutions in promoting good governance (Ombudsman, Media, DCEC, IEC, Bogosi and NGO's) - describe the formation of government in Botswana. - evaluate the role of opposition parties in ensuring good governance in Botswana. - discuss the strengths and weaknesses of our electoral system in Botswana. - explain reasons for voter apathy in Botswana. - demonstrate how elections are conducted in Botswana. - examine the relationship between the elected and the electorate at local and national levels - describe non democratic forms of government - compare and contrast Botswana's constitutional democracy with any two forms of government in the world

MODULE 4: CITIZENSHIP AND INTERNATIONAL RELATIONS

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Citizenship in Botswana	Know and appreciate citizenship obligations and be ready for effective participation at both local and national levels	<ul style="list-style-type: none"> - explain ways through which citizenship is acquired in Botswana. - describe the different levels of citizenship. - discuss citizenship at family level. - discuss rights and responsibilities of citizens at different levels. - explain the importance of groups such as the youth, NGOs, women, ethnic minorities etc. in promoting responsible citizenry and participatory democracy. - discuss ways of facilitating for peace and harmony among all cultural, political spiritual and ethnic groups in a democratic state like Botswana. - analyse the qualities of a good citizen. - describe the rights and responsibilities of the state to citizens. - evaluate the role of the state to its citizens. - compare and contrast traditional attributes of citizenship identity with those of the modern Botswana (communal land, ethnic group, location, age regiment / National: boundary, passport, Omang, flag, Anthem, Coat of Arms, Currency. - assess the impact of globalisation on citizens in Botswana.
Global Citizenry	Know and appreciate the impact of globalisation on citizens and workout survival techniques as global citizens	<ul style="list-style-type: none"> - describe ways through which international citizenry is acquired - explain the importance of United Nations Charter of Human Rights in promoting sound global citizenry - evaluate the role played by any three of the following organisations in sustaining human life, dignity and peace: International Red Cross, Amnesty International, Survival International, International Court of Justice, UN Peace Keeping Forces, SADC, EU, AU - analyse the qualities of a good global citizen - make an assessment of any one global crises such as HIV/AIDS, global warming, terrorism, desertification - empathise with a global crises

International Relations	Understand how international relations can affect the economic growth and strength of nations	<ul style="list-style-type: none"> – define the following concepts: international relations, foreign policy, sovereignty – analyse the national principles that guide Botswana in her international relations – discuss the importance of international relations – explain the role played by Botswana on international relations at regional, continental and international levels – explain how Botswana benefits from international relations (regional, continental and international) – discuss challenges faced by Botswana in international relations – explain the role of international organisations in conflict resolution – evaluate efforts made in promoting international relations
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MODULE 5: CULTURE

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Cultural Diversity In Botswana	Understand and appreciate the different cultures of Botswana	<ul style="list-style-type: none"> – define culture and cultural diversity – describe the basic aspects of culture – classify culture into material and non-material – assess the changing attitudes towards the non-verbal aspects of culture – describe the different cultures of Botswana – examine the cultural changes that have taken place in Botswana since independence – explain the significance of cultural identity and preservation in Botswana – discuss the need for cultural tolerance, space, appreciation and liberty in Botswana – practice speaking and writing in any language spoken locally – discuss ways of promoting traditional culture – evaluate the importance of culture – discuss gender disparities resulting from cultural practices – suggest possible solutions to address issues of gender imbalances within cultural practices – evaluate the impact of culture in promoting National Principles of Unity, Democracy, Development, Self-Reliance and Botho for peace and prosperity of the nation of Botswana – assess the impact of globalisation on local and national cultures in Botswana
World Cultures	Understand and appreciate cultural unity in diversity	<ul style="list-style-type: none"> – compare and contrast Botswana National culture with those of the world – demonstrate cultural tolerance towards international citizens – discuss global gender disparities resulting from cultural practices – suggest possible solutions to address issues of gender imbalances within cultural practices internationally – discuss the need for cultural tolerance, space, appreciation and liberty in the world – discuss the role of mass-media in influencing culture – discuss ways of promoting one’s culture internationally

MODULE 6: EDUCATION AND ECONOMIC DEVELOPMENT IN BOTSWANA

Topic	General Objectives	Specific Objectives
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
Economic Development In Botswana	Understand how various economic sectors contribute to economic development	<ul style="list-style-type: none"> – define economic development – identify different economic sectors in Botswana – explain the factors that contribute to economic development – discuss the challenges faced by each economic sector – evaluate the contribution of each sector to the economy – suggest possible solutions to the problems faced by each economic sector – examine how corruption undermines economic development – explain ways of sustaining economic diversification – evaluate the role of stakeholders in promoting economic diversification (Youth, Gov't NGO's, Private Sector, Aid Agencies) – assess the importance of global economic forces for economic development in Botswana
Education in Botswana	Differentiate between traditional and modern education systems	<ul style="list-style-type: none"> – define education – differentiate between the types of education – explain the importance of traditional education – discuss the differences and similarities between the traditional and modern education systems – discuss the purpose of education – explain the role of education in promoting: <ul style="list-style-type: none"> • a healthy society • consumer awareness • voter education – outline steps to take when consumer, voter and health rights are violated – discuss consumer, voter and health obligations and choices
Education and Human Resource Development	Understand and appreciate the importance of education in promoting socio-economic development	<ul style="list-style-type: none"> – discuss the role of education in promoting economic development – explain the challenges of self employment in a developing nation like Botswana – suggest strategies of job creation for the youth in Botswana – explain how the disabled should be catered for in Botswana's education system – outline strategies of empowering the youth, disabled and the disadvantaged members of the community – analyse how the youth, disabled and disadvantaged members of the community can contribute to Botswana's economic development – evaluate the role of stakeholders in promoting human resource development in Botswana (Govt, NGO,s)