



**BOTSWANA GENERAL CERTIFICATE
OF
SECONDARY EDUCATION**

TEACHING SYLLABUS

HISTORY

**Ministry of Education
Department of Curriculum Development and Evaluation**

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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| | |
|---------------------|---|
| Prof. N. Q. Parsons | Department of History, University of Botswana |
| Ms M.M. M. Bolaane | Department of History, University of Botswana |
| Dr L. Mafela | Department of Languages and Social Sciences, University of Botswana |
| Dr J. Ramsay | Legae Academy |
| Mrs N. Habangana | Special Education Division |
| Mr I. S. Lubinda | Department of Secondary Education |
| Mr A. Utlwang | Exams Research and Testing Division |
| Mrs O. Mhlanga | Exams Research and Testing Division |
| Mr M. Hulela | Department of Secondary Education |
| Mr T.S. Motshwane | Department of Secondary Education |
| Mrs O. S. Nkoane | Department of Teacher Training & Development |
| Mr N. Sealetsa | Matshekge Hill Senior Secondary School |
| Mr C. Mathumo | Gaborone Senior Secondary School |
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| Mr S. Ramokate | Shoshong Senior Secondary School |
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Introduction

History is the study of human past experiences over time and place. It deals with the development of societies, their successes, failures and challenges. Through the study of the past, History makes it possible to appreciate the present and prepare for the future. The Botswana Senior Secondary History Syllabus builds upon the foundation laid by Social Studies in the Basic Education Programme. At Senior Secondary level, History prepares learners for higher educational programmes. It also enables them to develop attitudes and skills for responsible citizenship, lifelong learning and enjoyment as well as the world of work. This syllabus incorporates learner centred methodology in order to foster meaningful acquisition and development of cognitive and affective skills. The syllabus recognises that History is about the experiences of all humans and takes into account the contributions made by all social classes, gender, ethnic groups and races of all ages and abilities.

To cater for time allocation, the syllabus content has been divided into school terms.

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 or 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 cultural 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, inquiry, team work/interpersonal to help them to be productive and adaptive to survive in a changing environment.
10. developed study skills required for further study and training.

Aims of the Senior Secondary History

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

1. developed an interest in and acquired knowledge of historical evidence in order to understand the past and plan for the future.
2. acquired competence in historical methods such as data collection, analysis, interpretation, evaluation and presentation/reporting.
3. acquired skills to be able to understand the different stages and phases of human cultural, technological and political development in relation to the global environment.
4. acquired a better knowledge and understanding of the history of the peoples of Botswana through the following stages: Pre-Colonial, Colonial and Post-Colonial.
5. acquired understanding of the histories of other people in Southern Africa and the rest of Africa.
6. acquired background knowledge of the modern changing world.
7. acquired historical understanding of the international relations in the context of the global information age.
8. developed ethical values and their importance in development and nation building.
9. acquired research and management skills for further study and competence in the world of work.
10. developed an appreciation of the contributions of all classes, age groups, gender and ethnic groups.
11. acquired skills for inquiry, critical analysis and drawing of balanced judgements and problem solving.
12. acquired the ability to use historical knowledge and understanding for imaginative reconstruction of past events and personalities, argument, debate and substantiation of points of view and innovative inquiry into new areas of knowledge.
13. developed awareness and management of emerging issues.

Rationale

History is a very important subject because it gives pupils essential skills, attitudes and understanding for the study of all subjects in schools. It facilitates imaginative understanding and appreciation of people and events which forms the basis for acquiring empathy skills. It also promotes skills of inquiry, critical thinking and analysis as well as drawing of balanced judgement and problem solving.

Learners get to know and understand how the past has influenced the present and how the present impacts on the future through the study of history. This helps to provide a basis for lifelong cultural and creative development of individual learners. By associating the past with present developments, learners also forge national identity and appreciation of diverse cultural and national values.

The understanding of History makes learners to appreciate the achievements of their government and to cherish the ideas on which it is founded. History enables them to understand the demands of development and their civic responsibilities within it and this enables them to contribute to national development. History has a role in preparing people for active participation in society. It also provides the basis for the development of individual skills and in providing a vision for the future in the world of work and the wider society. The role of people in development, their degradation or reparation of the natural environment is better explained and demonstrated

through History. It stimulates interest in and knowledge of historical evidence about the past so that learners may understand the present and plan for the future.

It is through the study of History that learners can appreciate the interaction of internal, regional and international relations from the past to the present and to identify difficulties in organisations and how to deal with them. It provides the understanding of interdependence in the social, economic and political spheres. History enhances the understanding of causes, consequences, continuity and change, similarities and differences. Further more, the study of History develops in learners an understanding of the dynamic relationship between humans and their environment over time. It also provides an appreciation of indigenous cultural heritage and thus, promotes unity in diversity.

Assessment Objectives

Learners should demonstrate the ability to:

- recall, select and apply knowledge of the syllabus content.
- describe, explain, analyse and evaluate; compare and contrast events, developments, changes and issues studied, key features and characteristics of the periods, people, societies or situations studied, change in technologies over time.
- comprehend, analyse and evaluate representations and interpretations of events, people and issues studied.
- interpret, evaluate and use a variety of sources of information of different types.
- critically examine current historical evidences to determine and deduce likely outcomes.
- collect, analyse, interpret data, draw conclusions and present it.
- display understanding, initiative, empathy and imagination through drama, art and other creative representations of the past.

Recommended Teaching Methods

The syllabus encourages learner centred approach as emphasised in the Curriculum Blueprint. This involves laying emphasis on History process skills, problem solving skills, inquiry skills and the acquisition of hands on experience aimed at increasing the participation and performance of all groups such as, groups of different abilities, learners with special needs, gender balanced groups. Teachers should approach the teaching-learning process in a learner centred manner. That means that the teacher should vary the methods used to achieve inquiry, project work, field trips, role plays, quiz, discussions/debates, computer guided learning and so on.

There should be pre-planning of activities in order to facilitate a learner centred approach. Teaching methods should expose learners to practical applications of History. History should be presented in an interesting and challenging manner that should popularise it and encourage learners to opt to pursue History and History-related fields for careers.

Content Layout

The syllabus is organised around four major themes namely; Pre-colonial era, Colonial era, Post-colonial era and the Twentieth Century World. Each of the four major themes has been divided into modules. Each Module represents the amount of related content to be covered. Modules are divided into units and topics to provide guidance on the content to be covered under a given Module.

Assessment Procedures

The Senior Secondary History syllabus will be assessed through a variety of Continuous Assessment techniques to ensure that the set aims are attained. Assignments, tests, projects research work and so forth will be used. The outcome of these will be used to improve instruction and guide progression.

A terminal examination will be administered at the end of the course. Continuous Assessment in the form of coursework will also contribute to certification. Where it is not possible to offer coursework, alternative papers to test the same knowledge, skills and attitudes will be used.

Examination syllabuses will be developed by the examining body to provide teachers with guidelines on objectives to be tested.

FORM 4 TERM 1

MODULE ONE: INTRODUCTION TO HISTORY

| UNIT 1.1 WHAT IS HISTORY | | |
|-------------------------------|---|---|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Sources of History | understand the nature of History through its sources. | <ul style="list-style-type: none"> - define history. - recognise that there are different interpretations of history. - identify major sources of history as both primary and secondary (visual material, archaeology, oral, written , eye witness accounts, documents). - analyse the validity (accuracy) of the information acquired through the different sources above. |

MODULE TWO: ANCIENT HISTORY

| UNIT 2.1 PEOPLE AND TECHNOLOGY UP TO 1800 | | |
|--|---|--|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Origins of Humankind. | understand and appreciate the origins/evolution of human races. | <ul style="list-style-type: none"> - explain the concept of evolution. - analyse the concept of evolution to the origins of humankind. - describe major religious explanations on the origins of humankind. - describe some indigenous and cultural explanations of the origins of humankind. - identify and locate on a map of Africa the areas where humankind is believed to have originated. - explain the origins of humankind in Africa. - identify on a map the spread of humankind from Africa to other continents. - describe how humankind spread from Africa to other continents. |

| | | |
|---|---|--|
| <p>Transformation from Stone Age to Iron Age in Southern Africa.</p> | <p>understand the transition from Late Stone Age, (foraging) to Iron Age civilization in Southern Africa and develop a diachronic and comparative understanding of the communities in our region in the global context.</p> | <ul style="list-style-type: none"> - explain how archaeologists find evidence of human occupation of old settlements over a period of time. - identify and locate on a map the spread of Iron Age sites in Southern Africa. - develop a time line from Late Stone Age to Early Iron Age. - describe the technological developments of the Late Stone Age people to Early Iron Age. - compare the transition from Late Stone Age to Iron Age civilisation in Southern Africa with a Eurasian case study, for example China, France and England. |
| <p>The evolution of Late Iron Age civilisations in Southern Africa up to 1800.</p> | <p>explain how Iron Age technology led to the emergence of complex societies.</p> | <ul style="list-style-type: none"> - identify and locate on a map of Botswana, Toutswemogala and Domboshaba. - explain how Iron Age technology led to the improvement of arable agriculture. - analyse how improvement in agriculture influenced the social welfare of the communities. - describe the structural, political and socio-economic changes that resulted from the agricultural development. |
| <p>Shona, Sotho-Tswana, South Central Bantu and Khoisan communities up to 1800</p> | <p>understand the way of life of the Shona, Sotho-Tswana, South Central Bantu and Khoisan societies in Southern Africa from 1500 -1800.</p> | <ul style="list-style-type: none"> - identify and locate on a map of Southern Africa the Shona, Sotho-Tswana, South Central Bantu and Khoisan societies before 1800. - describe the socio- economic structures of the Shona, Sotho- Tswana, South Central Bantu and Khoisan societies. - explain the political structures of pre- industrial Shona, Sotho- Tswana, South Central Bantu and Khoisan societies. - describe the way of life of the Shona and Sotho-Tswana, South Central Bantu and Khoisan societies in the period c. 1500 to 1800. - analyse the inter-relationships between the indigenous peoples in Southern Africa around 1800. |

FORM 4: TERM 2

MODULE THREE: EARLY EUROPEAN COLONISATION IN SOUTHERN AFRICA

| UNIT 3.1 THE PORTUGUESE, DUTCH, AND BRITISH EXPANSIONS INTO THE REGION UP TO C. 1830 | | |
|---|---|---|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Colonialism | explain early European colonisation in Southern Africa with reference to such developments as slavery, land alienation, the subjugation of indigenous populations, trade, racism and ethnic stereotyping. | <ul style="list-style-type: none"> - explain the concepts: colony, colonisation and colonialism. - describe the origins of colonialism. - explain why Europeans colonised Southern Africa before 1830. |
| Portuguese colonisation of Angola | understand Portuguese colonisation of Angola. | <ul style="list-style-type: none"> - identify and locate on a map areas of early Portuguese contact with the western coast of Africa. - describe the nature of early Portuguese contact with the Kongo kingdom. - explain why the Portuguese/Kongo alliance failed. - describe factors leading to Portuguese colonisation of Angola. - explain the reasons for and nature of slave trade in Angola. - analyse the socio-economic and political effects of Portuguese colonisation on Angola. - describe the career of Queen Ndzinge in Angola. |
| Dutch at the Cape up to 1800 | understand the Dutch colonisation of the Cape up to 1834. | <ul style="list-style-type: none"> - identify and locate on a map areas occupied by the Dutch up to 1834. - explain why the Dutch settled at the Cape in 1652. - explain how the Cape Colony expanded up to 1800. - explain the role of slavery and servitude in the Cape society. - describe the origins of the Cape Coloured people. - analyse the impact of Dutch expansion on the indigenous people of the Cape. |

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|--|---|--|
| British colonisation of the Cape up to 1835 | understand the British colonisation of the Cape up to 1835. | <ul style="list-style-type: none"> - explain why the British took over the Cape Colony in 1806. - describe the legal and administrative changes made by the British up to 1835. - state how the inhabitants of the Cape reacted to the changes made by the British. - analyse the impact of the changes made by the British on the inhabitants of the Cape. - evaluate the changes imposed by the British on the inhabitants of the Cape. |
|--|---|--|

MODULE FOUR: 19TH CENTURY TRANSFORMATION OF SOUTHERN AFRICA

| UNIT 4.1 FROM DIFAQANE/MFECANE TO MINERAL REVOLUTION | | |
|---|---|--|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Difaqane Mfecane | examine contrasting evidence and interpretations of Difaqane Mfecane and show understanding of the political and socio-economic transformation of the period. | <ul style="list-style-type: none"> - identify and locate on a map the Nguni territories before the Difaqane/Mfecane. - define the concept of Difaqane Mfecane. - analyse the different explanations of the origins of Difaqane Mfecane. - describe factors leading to the rise of the Zulu nation. - describe the careers of Shaka, Sebegu, Sebetwane, Nyamazana, Mzilikazi and Moshoeshoe. - analyse the effects of Difaqane/Mfecane in Southern Africa. - evaluate the impact of Difaqane Mfecane in Southern Africa. |

| | | |
|---|--|---|
| <p>Boer invasion of the interior of Southern Africa.</p> | <p>understand the Boer movement into the interior and analyse its impact on the indigenous people.</p> | <ul style="list-style-type: none"> - explain reasons why the Boers left the Cape Colony. - trace on a map the movement of the Boers from the Cape colony into the interior of Southern Africa. - describe the course of the Boer invasion into the interior. - analyse the impact of the Boer invasion on the indigenous peoples. - evaluate the socio-economic and political effects of the Boer invasion on the interior of Southern Africa. |
| <p>Nineteenth Century Botswana 1840-1880s</p> | <p>understand the growth of modern Botswana through thorough analysis of Post Difaqane settlement/state formation with reference to various forms of incorporation and missionaries and traders influence.</p> | <ul style="list-style-type: none"> - locate on a map the territories of Sechele, Sekgoma, Gaseitsiwe and Letsholathebe. - discuss post Difaqane/Mfecane state building by Sechele, Sekgoma, Gaseitsewe and Letsholathebe in the mid 19th century. - describe how resistance prevented Boer expansion from 1840-80s in Botswana. - analyse the political, social, economic and environmental impact of Cape trading on Botswana. - describe the missionaries and traders impact on the 19th century communities. |
| <p>The mineral revolution up to 1910.</p> | <p>understand the impact of diamond and gold discoveries in Southern Africa.</p> | <ul style="list-style-type: none"> - show on a map the location of diamond discoveries in South Africa. - describe the diamond discoveries in Southern Africa. - show on a map the location of gold discoveries in Southern Africa. - describe the gold discoveries in Southern Africa. - discuss the results of mineral discoveries in Southern Africa. - describe the causes of migrant labour in Botswana and Southern Africa. - analyse the effects of migrant labour on Botswana and Southern Africa. - describe the failure of the federation schemes. - explain the socio-economic results of mineral revolution in Botswana and Southern Africa. - state and explain the change in gender roles due to migrant labour. - explain the political effects in Botswana and South |

FORM 4: TERM 3**MODULE FIVE: COLONIAL ERA FROM 1850**

| UNIT 5.1 19TH C. EUROPEAN IMPERIALISM IN SOUTHERN AFRICA | | |
|---|---|---|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Imposition of Colonial Rule: Botswana and either Zimbabwe or Namibia | understand the origins of imperialism, the imposition of Colonial Rule and appreciate the role of imperialism leading to colonisation (motives of imperialism). | <ul style="list-style-type: none"> - define imperialism. - differentiate the late 19th century colonialism from earlier colonialism. - state and explain the factors leading to the Scramble for Africa. - evaluate the role played by internal factors vis-a-vis external factors leading to colonisation. - explain the reaction of the indigenous people to colonisation. - state and discuss examples of resistance posed by the indigenous people. |
| Colonial Rule Case studies: Botswana and either Zimbabwe or Angola | understand the socio-political and economic developments made in the colonies and appreciate the effects of these developments on the local and colonising peoples and further understand and differentiate the colonial systems. | <ul style="list-style-type: none"> - describe the different colonial administrative systems. - describe the economic role of the colonies. - describe the role of chieftainship/traditional rulers in the colony. - state and explain the socio-economic developments made in the colonies. - evaluate the impact of colonial rule on the indigenous people. |
| Nationalism to Independence Case studies: Botswana and either South Africa or Zimbabwe | understand the factors leading to the rise of nationalism and the achievement of independence. | <ul style="list-style-type: none"> - describe the socio-economic conditions that led to nationalist thinking. - describe the political factors that led to nationalism. - describe the formation of nationalists movements. - describe the factors leading to the armed struggle where applicable. - describe the phases of armed struggle leading to independence. - explain the final steps leading to independence. - discuss the role of women in the struggle for independence. |

MODULE SIX: POST INDEPENDENCE IN SOUTHERN AFRICA

| UNIT 6.1 POST INDEPENDENCE DEVELOPMENTS | | |
|---|--|---|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Independence in Southern Africa Case studies: Botswana and either Zambia or Zimbabwe | understand and appreciate the social, economic, political and the Foreign policies adopted by Botswana and Zambia or Zimbabwe. | <ul style="list-style-type: none"> - describe the social changes since independence. - evaluate the social changes that have occurred since independence. - analyse economic changes since independence. - explain how economic changes influenced living standards. - discuss the political changes since independence. - analyse problems that have hindered social and economic developments in Botswana, Zambia or Zimbabwe. - describe the foreign policies in relation to regional, continental and international organisations for example, SADC, SACU, Front-line States, OAU and UNO. - compare and contrast foreign policies followed since independence. |

FORM 5 TERM 1

MODULE SEVEN: THE TWENTIETH CENTURY WORLD

| UNIT 7.1 WARS AND PEACE SETTLEMENTS | | |
|--|--|---|
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Causes of World War 1 | understand the causes of World War 1. | <ul style="list-style-type: none"> - identify and locate on a map the European powers involved in the alliance system. - explain how the alliance system contributed to World War 1. - describe how the colonial problems created tension between the Great Powers. - describe how the military rivalry contributed to World War 1. - analyse how problems in the Balkans contributed to World War 1. - discuss the contribution of war plans to World War 1, for example, Schlieffen Plan. - explain why the assassination of Franz Ferdinand led to the war. |
| Inter-war Period 1919-1939 | understand the results of World War 1 and causes of World War 2. | <ul style="list-style-type: none"> - analyse and evaluate the Paris Peace Treaties and their effects. - describe the origins, aims and structure of the League of Nations. - evaluate the successes and failures of the League of Nations. - discuss the causes of World War 2. |
| The United Nations Organisation (UNO) | appreciate the role of the United Nations since 1945. | <ul style="list-style-type: none"> - discuss the immediate results of World War 2. - describe the origins and aims of the UNO. - describe the structure of the UNO. - describe the functions of the organs of UNO. - discuss the social and economic activities of the UNO. - describe the role of the UNO peace keeping force. - discuss the limitations of the UNO Peace Keeping force. - evaluate the successes and challenges of the UNO. - discuss the problems facing the UNO. |

FORM 5 TERM 2

| | | |
|--|---|--|
| UNIT 7.2 TWENTIETH CENTURY FORMS OF GOVERNMENT. | | |
| CHOOSE EITHER: | | |
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Germany [1919-1939] | understand events leading to the rise of Nazi Germany and evaluate their impact on other European countries. | <ul style="list-style-type: none"> - explain why the Weimar Republic failed. - explain why and how Hitler was able to rise to power by 1933. - explain how Hitler was able to control Germany after 1933. - explain how Germany embarked on an expansionist policy. |
| OR | | |
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| United States of America (USA) 1919-39. | understand the expansion of the United States of America's economy and explain the Wall Street Crash, its financial, economic and social effects. | <ul style="list-style-type: none"> - explain why the USA adopted the policy of Isolationism. - discuss Wilson's contribution to the formation of the League of Nations. - explain the strengths and weaknesses of the USA Boom of the 1920's. - discuss the Wall Street Crash and the depression which followed. - evaluate Roosevelt's New Deal. |

CHOOSE EITHER:

| Topics | General Objectives | Specific Objectives |
|-------------------------------------|---|---|
| | <i>The students should:</i> | <i>The students should</i> |
| The Soviet Union 1917-53 | understand the rise and development of Communism in the Soviet Union. | <ul style="list-style-type: none">- identify and locate the Soviet Union on a map of the world.- explain why the Tsarist regime collapsed in 1917.- explain why and how the Bolsheviks rose to power.- explain how the Bolsheviks consolidated power under Lenin.- explain how Stalin came to power.- discuss how the Comintern aspired to leadership of a World Revolution.- explain how Stalin consolidated power up to 1953. |

OR

| Topics | General Objectives | Specific Objectives |
|--------------------------|--|---|
| | <i>The students should:</i> | <i>The students should</i> |
| China 1949 - 1976 | understand the rise and development of Communism in China. | <ul style="list-style-type: none">- identify and locate China on a map of the world.- explain briefly why the Nationalists and the Communists struggled for power in China.- explain why the Communists triumphed.- explain how the Communists policies transformed China between 1949 and 1976.- discuss the success and failures of the Great Leap Forward.- explain why the Cultural Revolution was abandoned.- explain the effects of Communist China on other countries. |

FORM 5 TERM 3

| UNIT 7.3 INTERNATIONAL RELATIONS | | |
|---|---|---|
| Choose any TWO from the following options: | | |
| Topics | General Objectives | Specific Objectives |
| | <i>The students should:</i> | <i>The students should</i> |
| Pan Africanism | understand and appreciate the role of Pan Africanism. | <ul style="list-style-type: none"> - explain the concept of Pan-Africanism and its origins. - describe the contribution of the leading figures of Pan-Africanism such as Marcus Garvey, W.E.B. DuBois, Kwame Nkrumah and Sol Plaatje. - explain how Pan Africanism was understood in Africa and the Diaspora. - explain how Pan Africanism was applied in Africa. |
| The Cold War | understand events leading to the Cold War and analyse the relations between the Super Powers during the Cold War. | <ul style="list-style-type: none"> - explain the concept of the Cold War. - describe the major political ideologies and economic systems which led to the Cold war. - discuss the aspiration of the Socialist and the Capitalist blocs. - describe the policy of containment in 1945 by the U.S Western countries. - discuss the wars and confrontations during the Cold War, for example : the Berlin airlift, Korean war, U2 Incident of 1960, the Berlin Wall, Cuban missile crisis, Vietnam and Afghanistan. |
| The Middle East | understand political development in the Middle East since 1918. | <ul style="list-style-type: none"> - identify and locate on a map of the world, the Middle East. - discuss the consequences of World War 1 in the Middle East. - explain the concept of Jewish Zionism. - discuss Zionist immigration into Palestine. - evaluate the impact of the creation of Israel on the region. - describe the roles of Pan-Arab nationalism and Islam in the politics of the Middle East. - describe the Arab-Israeli wars up to 1973. - describe Israel's relations with the Arab states since 1973. - discuss the politics of oil in the Middle East since 1973. |

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| <p>South Asia: India, Pakistan and Bangladesh</p> | <p>understand the role of religion in the South Asian states, the importance of nationalist movements and assess the independence of the South Asian states.</p> | <ul style="list-style-type: none"> - identify and locate on a map of the world, India, Pakistan and Bangladesh. - explain the role of religion in the politics of South Asia. - discuss the nationalist movements in British India. - discuss the partition of British India and achievement of independence by India and Pakistan. - state and analyse the problem of Kashmir for India and Pakistan. - explain how Bangladesh got its independence. |
| <p>Latin America: Case study Cuba</p> | <p>understand the internal and external policies of Cuba since 1959.</p> | <ul style="list-style-type: none"> - identify and locate Cuba on the world map. - explain the establishment of Communist rule in Cuba. - explain internal developments under Fidel Castro. - discuss the relationship between Cuba, United States and the Soviet Union. - evaluate the contribution of Castro's Cuba to the Americas and Africa. |