

MINISTRY OF EDUCATION, SPORT AND CULTURE



ZIMBABWE

HISTORY SYLLABUS

ZIMBABWE JUNIOR CERTIFICATE

© Curriculum Development Unit
P.O. Box MP 133
Mount Pleasant
HARARE

REVISED 2007

ACKNOWLEDGEMENTS

Ministry of Education, Sport and Culture acknowledges:

- The National History Panel for the tremendous effort and contributions made towards the development of this syllabus.
- The Curriculum Development Unit for co-ordinating the development process and finalising the syllabus
- The Administration staff for providing essential support services.

TABLE OF CONTENTS

TOPIC	PAGE
Acknowledgements	i
Preamble	1
Aims	1
Assessment Objectives	2
Scheme of Assessment	2
Methodology and Time Allocation	4
Syllabus topics	4
Detailed Syllabus Content Breakdown	6
What is History ?	6
Human Rights and Democracy	6
Early Civilisations	7
Southern African Societies	7
Slave Trade in West Africa	10
The Rise of Capitalism	11
The Rise of Socialist Ideas	12
Colonialism in Africa	13
African Nationalism in Zimbabwe	14
The Constitution of Zimbabwe	15
The Parliament of Zimbabwe	15
The Post Independence Era in Zimbabwe	16
South Africa: Apartheid to Democracy	17
The Organisation of African Unity	17

1. PREAMBLE

This syllabus is designed to cover the first two years of secondary school History to be taught in Zimbabwe. It intends to provide a basic course in History and a firm foundation for the study of `O' Level History. The syllabus is designed to create an understanding of historical events and develop in pupils relevant knowledge and skills in the study of history. It also aims to promote an understanding of population, human rights and democracy issues leading to a change in pupils' attitudes and behaviour.

2. AIMS

The syllabus should enable pupils to:

- 2.1 appreciate their personal and national identity;
- 2.2 develop an awareness of class differences may produce conflicts and contradictions through a study of the past and the present;
- 2.3 develop an understanding of historical events;
- 2.4 acquire basic skills of analysis, interpretation and evaluation of historical information;
- 2.5 understand the relationship between population issues and economic factors, as they relate to sustainable development;
- 2.6 appreciate the socio-cultural values, beliefs and practices which influence decisions on population and related matters;
- 2.7 understand and promote gender equity and equality in historical development and
- 2.8 develop an understanding and appreciation of democracy, human rights and individual responsibilities and obligations.

3.0 ASSESSMENT OBJECTIVES

By the end of the course, pupils should be able to:

- 3.1 state aspects that identify an individual, a family and a nation;
- 3.2 recall, select and communicate historical information chronologically;
- 3.3 explain historical changes, events, terminology and concepts;
- 3.4 explain factors that affect gender equity and equality;
- 3.5 explain the complementary role of men and women in historical development;
- 3.6 demonstrate an understanding of human activities and beliefs and their effects on resources, environment and other people;
- 3.7 demonstrate an understanding of human rights, democracy, individual responsibilities and obligations in history;
- 3.8 distinguish between primary and secondary sources of history;
- 3.9 analyse, interpret and evaluate historical evidence.

4.0 SCHEME OF ASSESSMENT

4.1 ASSESSMENT PROCEDURE

This subject will be assessed through continuous assessment and internal school-based examinations.

4.2 SPECIFICATION GRID

SKILLS	ASSESSMENT OBJECTIVES	WEIGHTING
FACTUAL KNOWLEDGE	1 & 2	40%
COMPREHENSION	3, 4 & 5	30%
APPLICATION	6 & 7	20%
DEDUCTION (Analysis, Synthesis, Evaluation)	8 & 9	10%
TOTAL		100%

4.3 PAPER DESCRIPTION

There will be two papers.

Paper 1: Time: 1 hour

There will be forty multiple-choice questions. Candidates are expected to answer **all** questions. The paper carries 40 marks.

Paper II: Time 1 hour 45 minutes

The paper will consist of two sections, section A and B.

SECTION A

The section consists of three **source-based** questions to test comprehension, interpretation and evaluation. The sources may be written extracts, statistics, photographs, maps, diagrams or illustrations of a historical nature from within the syllabus. Candidates should answer any **two** questions. Each question will carry 15 marks for a total of 30 marks.

The paper consists of eight questions; one of them being source-based and the rest being structured. Candidates are required to answer any four questions. Each question carried 15 marks.

SECTION B

The section consists of four essay questions with guidelines. Candidates are required to answer any **two** questions in approximately 150 words per question. Each question carries 15 marks.

4.4 TABULATED SUMMARY

PAPER	DETAILS	DURATION	MARKS	WEIGHTING
1	Multiple Choice	1 hour	40	40%
2	Structured and Source based essay questions	1 hour 45 minutes	60	60%
TOTAL			100	100%

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 METHODOLOGY

It is recommended that methods should be participatory. The following is a list of suggested methods:

- case studies
- discovery/inquiry
- research
- Socratic method (question and answer)
- discussion
- debate
- drama/theatre production
- excursions (field trips)
- Dalton Plan (job cards)
- role play
- project

In addition to these methods, teachers are encouraged to use learning and teaching aids such as films, videos, slides as well as maps, statistical data, cartoons, newspaper, regalia, artifacts and the internet.

5.2 TIME ALLOCATION

For the successful coverage of this syllabus, at least **four** periods of 35 – 40 minutes each per week should be allocated.

6.0 SYLLABUS TOPICS

- 6.1 What is History?
- 6.2 Human Rights and Democracy
- 6.3 Early Civilizations in Africa
- 6.4 Southern African Societies

- 6.5 Slave Trade in West Africa
- 6.6 Rise of Capitalism in Britain
- 6.7 Rise of Socialist ideas: Russia 1917 - 1939
- 6.8 Colonialism in Africa
- 6.9 Colonization of Zimbabwe and Early Resistance
- 6.10 African Nationalism in Zimbabwe
- 6.11 The Constitution of Zimbabwe
- 6.12 The Parliament of Zimbabwe
- 6.13 Post- Independence Era in Zimbabwe
- 6.14 South Africa: Apartheid to Democracy
- 6.15 The Organization of African Unity

7.0 DETAILED SYLLABUS CONTENT BREAKDOWN

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.1 WHAT IS HISTORY?	<ul style="list-style-type: none"> - define history - give reasons for studying history - show the advantages of various ways of recovering history 	<p>What is History?</p> <ul style="list-style-type: none"> - history – definition - reasons for studying history - ways of recovering history by identifying: written records, oral traditions and archaeology 	<ul style="list-style-type: none"> - discussing what history is - researching on personal history - discussing the importance of studying history - debating the strengths and weaknesses of each method of recovering history
7.2 HUMAN RIGHTS AND DEMOCRACY	<ul style="list-style-type: none"> - define human rights and democracy - discuss reasons for studying human rights and democracy - describe democratic institutions - give examples of human rights - give examples of a citizen's responsibilities and obligations 	<ul style="list-style-type: none"> - definition of human rights and democracy - importance of human rights and democracy - democratic institutions - human rights - citizens' responsibilities and obligations 	<ul style="list-style-type: none"> - researching on the definition of human rights and democracy - writing articles on the importance of human rights and democracy - discussing features of democracy - giving examples of democratic institutions - compiling a list of human rights - discussing the pupils' responsibilities at home, school and community at large

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.3 EARLY CIVILIZATIONS IN AFRICA	<ul style="list-style-type: none"> - describe the changes in the way of life from the Stone Age to the Iron Age - identify characteristics of early civilizations - discuss the achievements of Ancient Egypt - discuss the achievements of Ancient Egypt - describe slavery in Ancient Egypt 	<ul style="list-style-type: none"> - Early, Middle and Late Stone Age and Iron Age - Ancient Egypt - its achievements - building of pyramids using slave and forced labour 	<ul style="list-style-type: none"> - discussing features of each period - drawing and making stone tools - field visits to historical sites - showing relevant films or slides - making models of the shaduf and pyramids - listing the achievements of Egypt - discussing use of slave and forced labour in building the pyramids
7.4.0 SOUTHERN AFRICAN SOCIETIES	<ul style="list-style-type: none"> - describe the political, economic and social organisations of the San and Khoikhoi 	<ul style="list-style-type: none"> - political, economic and social organisations 	<ul style="list-style-type: none"> - discussing the political, economic and social organizations of the San and Khoikhoi - going on excursions/field trips to view San rock paintings
7.4.1 THE SAN AND THE KHOIKHOI	<ul style="list-style-type: none"> - discuss the beliefs and practices of the San and Khoikhoi - describe factors contributing to population control 	<ul style="list-style-type: none"> - beliefs and practices of the San and Khoikhoi - factors contributing to population control 	<ul style="list-style-type: none"> - comparing and contrasting the beliefs and practices of the San and Khoikhoi - discussing factors that influenced population growth of the San and Khoikhoi

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.4.2 THE BANTU	<ul style="list-style-type: none"> - describe the origin and characteristics of the Bantu - describe the political, economic and social organizations of the Bantu - identify and explain factors leading to Bantu migrations - explain the effects of the Bantu migrations 	<ul style="list-style-type: none"> - origin and characteristics of the Bantu - political, economic and social organization of the Bantu - push and pull factor leading to Bantu migrations - effects of the Bantu migrations 	<ul style="list-style-type: none"> - identifying the original homeland of the Bantu on a map and describing common characteristics of Bantu people - explaining the political economic and social organisations of the Bantu - discussing the causes of Bantu migrations - drawing a map showing routes followed by the Bantu - discussing the effects of the Bantu migrations
7.4.3 GREAT ZIMBABWE	<ul style="list-style-type: none"> - describe the Great Zimbabwe monument - explain the rise and fall of Great Zimbabwe Kingdom - discuss the use of slave and forced labour in building Great Zimbabwe monument 	<ul style="list-style-type: none"> - Great Zimbabwe monument - rise and fall of the Great Zimbabwe Kingdom and their causes and effects - use of slave and forced labour in building Great Zimbabwe monument 	<ul style="list-style-type: none"> - viewing and discussing relevant films and slides of the monument - discussing the rise and fall of Great Zimbabwe Kingdom - explaining the use of slave and forced labour in building Great Zimbabwe monument - visiting Great Zimbabwe monument and other Madzimbabwe and discussing the status of the various classes and how they benefited/lost from the developments

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.4.4 MUTAPA AND ROZVI STATES	<ul style="list-style-type: none"> - explain the rise of the Mutapa and Rozvi States - describe the political, economic and social organizations of the Mutapa and Rozvi States - explain the decline of the Mutapa and Rozvi States 	<ul style="list-style-type: none"> - the rise of the Mutapa and Rozvi States - the political, economic and social organisations of the Mutapa and Rozvi States - the decline of the Mutapa and Rozvi states 	<ul style="list-style-type: none"> - studying maps on the extent of the Mutapa and Rozvi States and outlining factors that led to their rise - discussing the political, economic and social organizations of the Mutapa and Rozvi States - discussing the fall of the Mutapa and Rozvi States
7.4.5 THE ZULU STATE	<ul style="list-style-type: none"> - identify the groups of people in Nguniland before the rise of the Zulu State - explain the rise of Tshaka (Shaka) and the Zulu State - analyse the political, economic and social organizations of the Zulu State - explain how Tshaka's military reforms strengthened his position 	<ul style="list-style-type: none"> - groups of people in Nguniland before the rise of the Zulu state - the rise of Tshaka (Shaka) and the Zulu State - the political, economic and social organizations of the Zulu State - how Tshaka's reforms strengthened his position 	<ul style="list-style-type: none"> - discussing the main political groups in Nguniland before the rise of the Zulu State - drawing the map of South Africa showing the Zulu State - discussing the factors which led to the rise of the Zulu State - discussing the economic, political and social organizations of the Zulu State - outlining Tshaka's military reforms and producing illustrations where appropriate - analysing the treatment of subjects under Tshaka noting injustices

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.4.6 THE MFECANE	<ul style="list-style-type: none"> - define the term Mfecane - describe the causes of the Mfecane - trace the course of the Mfecane - describe the effects of the Mfecane 	<ul style="list-style-type: none"> - meaning of the term Mfecane - causes of the Mfecane - course of the Mfecane - effects of the Mfecane 	<ul style="list-style-type: none"> - explaining what happened during the Mfecane to bring out its meaning - explain the causes of the Mfecane - drawing a map showing Mfecane routes and new settlements - explaining the effects of the Mfecane, in relation to population, environmental issues and the impact of the upheavals on the people
7.4.7 THE NDEBELE STATE	<ul style="list-style-type: none"> - explain the origins of the Ndebele State - outline the political, economic and social organisations of the Ndebele State - discuss the class system 	<ul style="list-style-type: none"> - origins of the Ndebele State - political, economic and social organisations of the Ndebele State - the class system 	<ul style="list-style-type: none"> - tracing and explaining the origins of the Ndebele State - drawing the map of Zimbabwe showing the Ndebele State - explaining the main features of the political, economic and social organizations of the Ndebele State - analysing the three classes of the Ndebele State with reference to different privileges enjoyed by each class
7.5 SLAVE TRADE IN WEST AFRICA	<ul style="list-style-type: none"> - define slave trade - enumerate factors that led to slave trade in West Africa - explain the Great Slave Triangular Route 	<ul style="list-style-type: none"> - the slave system - factors that led to slave trade in West Africa - the Great Slave Triangular Route 	<ul style="list-style-type: none"> - discussing the meaning of slave trade - explaining factors that led to slave trade in West Africa - drawing a map to show the Great Triangular Route and identifying goods carried on each route

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
SLAVE TRADE IN WEST AFRICA (Cont.)	<ul style="list-style-type: none"> - describe the conduct of the slave trade - explain the reasons for the abolition of the slave trade in West Africa and steps taken to abolish it - identify the forms of ill-treatment of slaves 	<ul style="list-style-type: none"> - the way the slave trade was conducted - the abolition of slave trade in West Africa - suffering that was experienced 	<ul style="list-style-type: none"> - explaining and dramatizing the conduct of the slave trade with emphasis on evils of the trade - debating the pros and cons of the slave trade - role-playing various aspects of the slave trade and slavery - watching videos on the slave trade and slavery such as 'Roots'
7.6.0 RISE OF CAPITALISM IN BRITAIN 7.6.1 THE FEUDAL SYSTEM	<ul style="list-style-type: none"> - explain Feudalism 	<ul style="list-style-type: none"> - Feudalism: Definition and Structure 	<ul style="list-style-type: none"> - defining feudalism - discussing the structure of Feudalism - drawing a diagram illustrating the structure of Feudalism - comparing the feudal classes: their privileges and obligations
7.6.2 THE AGRARIAN AND INDUSTRIAL REVOLUTIONS	<ul style="list-style-type: none"> - define the Agrarian and Industrial Revolution - discuss changes brought in the political, social and economic way of life in Britain by the Agrarian and the Industrial Revolution - discuss the living and working conditions of the working class 	<ul style="list-style-type: none"> - Agrarian and Industrial Revolutions - political, social and economic way of life in Britain during the Agrarian and Industrial Revolutions - living and working conditions during the Industrial Revolution 	<ul style="list-style-type: none"> - discussing the changes that took place in agriculture and industry. - explaining the political, social and economic changes in Britain during the Agrarian and Industrial Revolutions - analysing the living and working conditions of the workers noting unfair treatment

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.7.0 THE RISE OF SOCIALIST IDEAS : RUSSIA 1917 – 1939	<ul style="list-style-type: none"> - identify the different classes in Tsarist Russia - compare the different classes in Tsarist Russia 	<ul style="list-style-type: none"> - classes in Tsarist Russia 	<ul style="list-style-type: none"> - discussing and drawing cartoons on different classes in Tsarist Russia noting also human injustices
7.7.1 TSARIST RUSSIA	<ul style="list-style-type: none"> - explain the causes of the February and the October (1917) Revolutions 	<ul style="list-style-type: none"> - the causes of the February and October 1917 Revolutions in Russia 	<ul style="list-style-type: none"> - discussing the causes of the February and October Revolutions in Russia
7.7.2 THE 1917 REVOLUTIONS	<ul style="list-style-type: none"> - trace the course of the Russian Revolutions - assess the results of the Russian Revolutions 	<ul style="list-style-type: none"> - the course of the Russian Revolutions - results of the Russian Revolutions 	<ul style="list-style-type: none"> - outlining main events of the Russian Revolutions - evaluating the results of the Russian Revolution
7.7.2 THE BOLSHEVIK RULE	<ul style="list-style-type: none"> - describe Bolshevik rule and the New Economic Policy (NEP) in Russia - explain the struggle for power between Stalin and Trotsky - evaluate Stalin's domestic policy 	<ul style="list-style-type: none"> - Bolshevik rule, civil war and the New Economic Policy in Russia - struggle for power between Stalin and Trotsky - Stalin's domestic policy 	<ul style="list-style-type: none"> - discussing the Bolshevik rule and the New Economic Policy (NEP) in Russia - discussing the struggle for power between Stalin and Trotsky - studying and evaluating statistical information on Stalin's Five- Year Plans - analysing Stalin's domestic policy noting injustices such as purges, collectivisation and forced labour

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.8.0 COLONIALISM IN AFRICA	<ul style="list-style-type: none"> - outline causes of the Partition of Africa - identify the foreign powers that were involved in the partition of Africa - identify the prejudices towards Africans during the Partition of Africa - explain the course of the Partition of Africa - evaluate the results of the Partition of Africa 	<ul style="list-style-type: none"> - causes of the Partition of Africa - foreign powers involved in the partition of Africa - prejudices towards Africans during the Partition of Africa - course of the Partition of Africa - results of the Partition of Africa 	<ul style="list-style-type: none"> - explaining the causes of the partition of Africa - drawing a map showing the partition of Africa - drawing a map showing areas some African groups were occupying, then superimposing colonial boundaries - researching and discussing how Africans were treated during the Partition of Africa - discussing the course of the Partition of Africa - evaluating the results of the Partition of Africa <p>NB: The Berlin Conference should not be discussed in detail</p>
7.9.0 COLONIZATION OF ZIMBABWE AND EARLY RESISTANCE	<ul style="list-style-type: none"> - identify the countries interested in colonizing Zimbabwe 	<ul style="list-style-type: none"> - countries involved in the colonization of Zimbabwe 	<ul style="list-style-type: none"> - identifying the countries interested in colonising Zimbabwe
7.9.1 THE COLONIZATION OF ZIMBABWE	<ul style="list-style-type: none"> - trace steps taken to occupy Zimbabwe - discuss the role of missionaries in the occupation of Zimbabwe 	<ul style="list-style-type: none"> - occupation of Zimbabwe <ul style="list-style-type: none"> - the coming of hunters and mineral prospectors - the missionaries - the signing of treaties - the Pioneer Column - the role of missionaries in the occupation of Zimbabwe 	<ul style="list-style-type: none"> - outlining steps taken to occupy Zimbabwe - studying the map of Zimbabwe showing the routes of the Pioneer Column - explaining the role of missionaries in the occupation of Zimbabwe

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.9.2 THE EARLY RESISTANCE	<ul style="list-style-type: none"> - explain the Anglo-Ndebele War 1893 - discuss the Ndebele-Shona Risings 1895 –1897 	<ul style="list-style-type: none"> - Anglo-Ndebele War 1893: major causes, course and results - Ndebele and Shona Risings 1896 – 1897, major causes, course and results 	<ul style="list-style-type: none"> - discussing the causes, course and results of the Anglo-Ndebele War - simulating the 1897 Indaba between Rhodes and the Ndebele - locating on a map places where main battles were fought - explaining the causes, course and results of the Ndebele-Shona Risings, 1896 – 1897
7.10 AFRICAN NATIONALISM IN ZIMBABWE	<ul style="list-style-type: none"> - describe political, economic and social inequalities in Zimbabwe during the colonial period (1890 – 1980) - outline the forms of African resistance to colonial rule up to 1980 - describe the armed struggle in Zimbabwe 	<p>Zimbabwe: 1890 – 1980:</p> <ul style="list-style-type: none"> - Political <ul style="list-style-type: none"> - legal system - electoral system - Economic <ul style="list-style-type: none"> - land tenure - employment • Social <ul style="list-style-type: none"> - education - health - housing - transport - marriage - accessibility to resources - early nationalist movements and resistance to colonial rule - the armed struggle 	<ul style="list-style-type: none"> - listing African grievances during the colonial period (1890 – 1980) noting the political, social and economic inequalities - assessing political, economic and social injustices in Zimbabwe during the colonial period from 1890 to 1980 - assessing the early nationalist movements and resistance to colonial rule - explaining the main events of the armed struggle

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.11 THE CONSTITUTION OF ZIMBABWE	<ul style="list-style-type: none"> - define the term constitution - list and explain the major sections of the Constitution of Zimbabwe - explain the importance of the Constitution of Zimbabwe 	<ul style="list-style-type: none"> - definition of constitution; - the major sections of the Constitution of Zimbabwe: <ul style="list-style-type: none"> - citizenship - declaration of rights - the executive - the legislative - the judiciary - the importance of the Constitution of Zimbabwe 	<ul style="list-style-type: none"> - reading and discussing club constitutions at the school - writing and comparing their own definitions of the constitution - interviewing people on the composition and importance of the major sections of the constitution - debating why we need a constitution in Zimbabwe - collecting articles from the media on the constitution - drawing up a club constitution
7.12.0 THE PARLIAMENT OF ZIMBABWE	<ul style="list-style-type: none"> - define the term parliament - outline the composition of parliament - discuss the functions of the various sections of the Parliament - explain the process of law making - discuss and evaluate the committee system 	<ul style="list-style-type: none"> - definition of the word parliament - composition of the Parliament of Zimbabwe - functions - law-making process - The Committee System 	<ul style="list-style-type: none"> - in groups pupils discuss the meaning of parliament - listing the various sections of the Parliament of Zimbabwe - visiting the Parliament House - arranging for an address by the local member of Parliament - discussing the functions of the various sections of the parliament and the law-making process - assessing the committee system

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.13 POST INDEPENDENCE ERA IN ZIMBABWE	<ul style="list-style-type: none"> - outline the political, economic and social changes in Zimbabwe since 1980 - discuss measures taken to promote gender equity and equality, racial harmony, rural-urban and class difference in Zimbabwe after independence 	<ul style="list-style-type: none"> - Zimbabwe: political, social and economic changes since 1980 • Social: <ul style="list-style-type: none"> - multi-racialism - education - health - housing - transport - marriage • Political <ul style="list-style-type: none"> - presidency - parliament - multipartyism - role of chiefs • Economic- <ul style="list-style-type: none"> - socialism - capitalism - mixed economy - land redistribution - measures taken to promote equity and equality: racial, rural-urban and class differences in Zimbabwe after Independence 	<ul style="list-style-type: none"> - assessing political, social and economic changes in Zimbabwe after 1980 - evaluating measures taken to promote equity and equality after independence in Zimbabwe
7.14.0 SOUTH AFRICA APARTHIED TO DEMOCRACY	<ul style="list-style-type: none"> - explain the apartheid system - identify apartheid laws in South Africa 	<ul style="list-style-type: none"> - apartheid system: <ul style="list-style-type: none"> • definition • characteristics - apartheid laws <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> - discussing the characteristics of the apartheid system - explaining apartheid laws - discussing human rights violations

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.14.1 THE APARTHEID SYSTEM	<ul style="list-style-type: none"> - outline the forms of resistance to apartheid - outline the political, social and economic reforms in South Africa since 1994 - evaluate the democratisation process in post apartheid South Africa 	<ul style="list-style-type: none"> - struggle against apartheid: desire to gain lost human rights - political, social and economic reforms in South Africa since 1994 - democratization in post apartheid South Africa <ul style="list-style-type: none"> • political – multi-partyism <ul style="list-style-type: none"> - electoral system • economic - employment • social 	<ul style="list-style-type: none"> - watching and discussing films on the apartheid era such as “Cry Freedom” and “Sarafina” - listing and explaining the forms of resistance to apartheid in South Africa - evaluating South Africa post apartheid political, social and economic changes - assessing the democratisation process in post-apartheid South Africa
7.15.0 THE ORGANIZATION OF AFRICAN UNITY (OAU)	<ul style="list-style-type: none"> - describe the origins and aims of The O.A.U. - assess the functions, achievements and failures of The O.A.U. - assess the promotion and protection of human rights by The O.A.U 	<ul style="list-style-type: none"> - the origins and aims of The O.A.U. - organs of The O.A.U. and their functions - promotion and protection of human rights by The African Union 	<ul style="list-style-type: none"> - discussing the origins and aims of The O.A.U. - evaluating the work of the The O.A.U. - evaluating the promotion and protection of human rights by The O.A.U. referring to the African Charter on Human and Peoples’ Rights (ACHPR)

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
THE ORGANIZATION OF AFRICAN UNITY (Cont.)	<ul style="list-style-type: none"> - discuss human rights violations since the formation of the OAU in Africa - identify children's rights: duties and responsibilities as stated in the African Charter on the Rights and Welfare of the Child (ACRWC) 	<ul style="list-style-type: none"> - violation of children's rights-Sierra Leone, Liberia, Congo, Angola, Mozambique – during wars - promotion and protection of children's rights by The O.A.U 	<ul style="list-style-type: none"> - watching films about wars and discussing the problems the victims face in Africa - discussing children's rights, duties and responsibilities referring to the ACRWC

/zjc history syllabus