

MINISTRY OF EDUCATION, SPORT AND CULTURE



CIVICS EDUCATION SYLLABUS

ZIMBABWE JUNIOR CERTIFICATE

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1. PREAMBLE

This Zimbabwe Junior Certificate Civics Education Syllabus, which covers the first two years of secondary education, seeks to develop individuals who have a collective responsibility for protecting and valuing human life, the environment and property. It is also intended to foster patriotism and national identity among the learners.

2. PRESENTATION OF SYLLABUS

Civics Education is integrated into the Primary Social Studies Syllabus but stands as separate documents for ZJC and 'O' Level. At 'A' Level it is incorporated into the English and Communication Skills Syllabus.

3. AIMS

The syllabus aims to:

- 3.1 cultivate and sustain unhu/ubuntu among learners;
- 3.2 encourage learners to respect and uphold the norms and values of their society;
- 3.3 inculcate in learners a spirit of patriotism;
- 3.4 develop in learners skills of how to relate to each other and to property;
- 3.5 educate learners about how Zimbabwe is governed;
- 3.6 prepare learners who can face the rapid changes in their socio-economic environment without losing their identity and integrity;
- 3.7 develop attitudes skills and behaviour consistent with sustainable environmental management.

4. ASSESSMENT OBJECTIVES

- 4.1 describe norms and values appropriate for responsible behaviour;
- 4.2 describe national symbols, events and monuments;
- 4.3 explain concepts and issues that relate to national history, gender, human rights and democracy;
- 4.4 demonstrate the skill of relating appropriately with each other;
- 4.5 discuss proper ways of caring for public and private property;
- 4.6 describe the operations of different government structures and systems;
- 4.7 analyse challenges that are brought about by the rapid changes in the socio-economic environment;
- 4.8 explain various ways of managing the natural environment for sustainable development;
- 4.9 apply skills and knowledge gained to improve the quality of life for individuals, families and communities;
- 4.10 suggest solutions to problems in their communities.

5.0 ASSESSMENT

This subject will be assessed through a General Paper which comprises Civics Education, Guidance and Counselling and HIV/AIDS and Life Skills

6.0. METHODOLOGY AND TIME ALLOCATION

6.1 SUGGESTED METHODS

The subject encourages the use of a variety of methods with particular emphasis on participatory methods such as:

- Case studies
- Discovery
- Research
- Socratic method (question and answer)
- Discussion
- Debate
- Drama/theatre production
- Excursions (field trips)
- Dalton plan/job cards
- Role play
- Project
- Clubs
- Commemoration of national and international days

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.

6.2 TIME ALLOCATION

The subject should be allocated at least **one** period per week.

7.0 SYLLABUS THEMES

- 7.1 Identity
- 7.2 The Socialization process
- 7.3 Norms and values
- 7.4 National history
- 7.5 Nationhood, Sovereignty and Governance
- 7.6 Ethnic Diversity
- 7.7 Socio-economic structures
- 7.8 Rights and Responsibilities
- 7.9 Production, Distribution and Consumption of Goods
- 7.10 Global Awareness

8.0 SCOPE AND SEQUENCE CHART

8.1 THEME 1: IDENTITY

TOPIC	ZJC	'0' LEVEL
Personal identity	<ul style="list-style-type: none"> Types of families: nuclear, extended and single parent Types of marriages Totems and genealogy 	<ul style="list-style-type: none"> Advantages and disadvantages of different types of families. Disintegration of the family unit e.g. child headed families and street children. Advantages and disadvantages of monogamous and polygamous marriages Purpose of totem system
Relationships	<ul style="list-style-type: none"> Relationships between family members and the surrounding community Roles of different members of the family and status of the family 	<ul style="list-style-type: none"> Cooperation within different family units. Status of boys and girls in the family and the social implications
Religious beliefs	<ul style="list-style-type: none"> African traditional religion Christianity, Islam, Hinduism and Bahá'í 	<ul style="list-style-type: none"> Sacred places, occasions and days Ceremonies and rituals
Art, Music Dance and Artifacts	<ul style="list-style-type: none"> The role of art, dance music and artifacts 	<ul style="list-style-type: none"> Match art, dance music & artifacts to place of origins.
Language	<ul style="list-style-type: none"> Social wisdom expressed in figurative language e.g. proverbs, idioms, riddles and other wise sayings 	<ul style="list-style-type: none"> The significance of proverbs, idioms, riddles and other wise sayings

8.2 THEME 2: SOCIALISATION PROCESSES

TOPIC	ZJC	'0' LEVEL
Zimbabwean culture	<ul style="list-style-type: none"> Birth and death rites/ceremonies Role of language in socialization Heirship 	<ul style="list-style-type: none"> Significance of death and birth rites/ceremonies
Customs	<ul style="list-style-type: none"> Common courtesies: greetings, appropriate, respectful behaviour and rites of passage 	<ul style="list-style-type: none"> Challenges to customs in the modern Zimbabwean society Inheritance and heirship and effects on traditional and contemporary families
Entertainment	<ul style="list-style-type: none"> Forms of entertainment : traditional and modern 	<ul style="list-style-type: none"> Significance of different forms of entertainment

8.3 THEME 3: NORMS AND VALUES

TOPIC	ZJC	'0' LEVEL
The Concept Unhu-Ubuntu	<ul style="list-style-type: none"> Norms and values at various laces/levels e.g. home, school, community and work 	<ul style="list-style-type: none"> The advantages and disadvantages of traditional Zimbabwean norms and values versus western norms and values
Challenges to norms and values	<ul style="list-style-type: none"> The effects of family and peer pressure on the individual 	<ul style="list-style-type: none"> The challenges of the socio-economic, religious and political pressures on an individual

8.4 THEME 4: NATIONAL HISTORY

TOPIC	ZJC	'0' LEVEL
Pre-colonial	<ul style="list-style-type: none"> Early societies – political, economic and social systems e.g. San/Khoi Iron age societies – political, economic and social system e.g. Great Zimbabwe, Mutapa, Rozvi and Ndebele Early European activities – missionaries and Portuguese 	<ul style="list-style-type: none"> Comparing early societies Comparing and contrasting iron age societies Role played by missionaries, explorers, adventurers etc in colonisation
Colonial	<ul style="list-style-type: none"> Colonisation: Process and early resistance e.g. Anglo-Matebele war, 1896 Chimurenga I/Umvukela 1 Heroes and heroines of Chimurenga I/Umvukela 1 The struggle for independence in the colonial period 	<ul style="list-style-type: none"> Long and short term effects of colonization Role played by individuals, countries and organizations during the struggle for Zimbabwean independence
Independence Era	<ul style="list-style-type: none"> Zimbabwe as a member of international organizations: AU, UNO, SADC, COMESA The Unity Accord 22 December 1987 Land Reform Programme and reclamation – The Third Chimurenga/ Umvukela 	<ul style="list-style-type: none"> Merits and Demerits of being a member of international organizations. The importance of the Unity Accord. Strengths and weaknesses of the Land Reform Programme

8.5 THEME 5: NATIONHOOD, SOVEREIGNTY AND GOVERNANCE

TOPIC	ZJC	0' LEVEL
National shrines/monuments and symbols	<ul style="list-style-type: none"> National symbols – flag, anthem, coat of arms and their significance. National dress, Zimbabwe Bird 	<ul style="list-style-type: none"> National shrines/monuments and heritage– e.g. Great Zimbabwe, Heroes acre, Victoria Falls, Chinhoyi caves and their importance.
National events/celebrations	<ul style="list-style-type: none"> Significance of national events/celebrations 	<ul style="list-style-type: none"> Participation and commemoration of national events
Local governance and local authorities	<ul style="list-style-type: none"> Local governance e.g. rural, urban 	<ul style="list-style-type: none"> Local authorities, structure and functions
Concept of democracy	<ul style="list-style-type: none"> Representative Government Tolerance and accommodation of differences of opinion Multi-party system Right to vote/Secret ballot The constitution – Legislature, Judiciary and Executive Rules and laws of Zimbabwe – the importance of the Constitution of Zimbabwe Land reform 	<ul style="list-style-type: none"> Lancaster House Constitution: Constitution of Zimbabwe: The Constitutional Reform Process; The constraints of the Lancaster House Constitution, The Arms of Government – Legislature, Judiciary and Executive Uniqueness and commonalities with other nations Bill of Rights in Zimbabwe. Chapter 3 Civil and Political rights The Land Question

8.6 THEME 6: ETHNIC DIVERSITY

TOPIC	ZJC	0' LEVEL
Unity in Diversity	<ul style="list-style-type: none"> Unifying forces among the diverse ethnic groups e.g. Language and customs and history, Birth rituals, dress and ornaments Language: Proverbs, idioms, riddles and other wise saying etc customs and traditions Intermarriage Social etiquette: Greetings, appropriate respectful behaviour terminology of respect and relationships Visual and performing arts Myths and superstitions 	<ul style="list-style-type: none"> Disputes and conflicts – conflict: nature, cause and resolution Multi-cultural and (multi-racial) societies: beliefs, customs and practices of different groups. Visual and performing arts Myths and superstitions Prejudices/stereotypes

8.7 THEME 7: SOCIO-ECONOMIC STRUCTURES

TOPIC	ZJC	'0' LEVEL
Humanitarian Organisation	<ul style="list-style-type: none"> Names and functions of international voluntary organisations/humanitarian organisations NGOs Church, health and educational institutions 	<ul style="list-style-type: none"> Assess the effectiveness of different humanitarian organisations
Economic systems, policies and international relations	<ul style="list-style-type: none"> Trade protocols e.g. PTA and SADC Economic policies in Zimbabwe e.g. Socialism, ESAP, ZIMPREST and others Economic ideologies 	<ul style="list-style-type: none"> Multi-lateral organisations Evaluation of economic policies Black empowerment Women empowerment Indigenisation Informal sector Economic institutions

8.8 THEME 8: RIGHTS AND RESPONSIBILITIES

TOPIC	ZJC	'0' LEVEL
Concept of rights and responsibilities Rights at various levels	<ul style="list-style-type: none"> Citizen's Rights – political and civil Limitations of rights Civic responsibilities at community level 	<ul style="list-style-type: none"> Human Rights (Civil, political, economic, social and cultural) Civic responsibilities e.g. at national and international levels.
National and international conventions	<ul style="list-style-type: none"> National conventions e.g. children and women's rights 	<ul style="list-style-type: none"> International conventions e.g. rights of the child.
Various forms of abuse	<ul style="list-style-type: none"> Forms of child abuse: substance abuse Signs and symptoms of abuse Effects of abuse 	<ul style="list-style-type: none"> Forms of abuse: drug abuse, women and men abuse and substance abuse Domestic Violence Bill Reporting system and procedures.
Equality and equity	<ul style="list-style-type: none"> Concept of equality and equity 	<ul style="list-style-type: none"> Gender equality and equity Gender roles and gender discrimination.

8.9 THEME 9: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

TOPIC	ZJC	'0' LEVEL
Means of production	<ul style="list-style-type: none"> • Factors of production: land, capital, labour • Entrepreneurship. • The importance of land in Zimbabwe • Natural resources 	<ul style="list-style-type: none"> • Land as a source of livelihood and wealth. • Access to factors of production • Distribution of resources
Economic Sectors	<ul style="list-style-type: none"> • Sectors of the Economy: Mining, Commerce, Tourism, Agriculture, Forestry, Horticulture and Fishing 	<ul style="list-style-type: none"> • Contribution of the various sectors to the economy
Conservation and preservation of resources	<ul style="list-style-type: none"> • Food security 	<ul style="list-style-type: none"> • National strategic reserves – food and energy • Conservation and preservation of resources
Monopolies/Free market	<ul style="list-style-type: none"> • Reasons for monopolies • Reasons for free market 	<ul style="list-style-type: none"> • Advantages and disadvantages of monopolies and free-markets • Rules and regulations governing buying and selling of goods and services • Controlled and uncontrolled products.

8.10 THEME 10: GLOBAL AWARENESS

TOPIC	ZJC	'0' LEVEL
Globalisation concept	<ul style="list-style-type: none"> • Globalisation – awareness and issues e.g. environmental, conservation, trade and migration 	<ul style="list-style-type: none"> • Civic responsibilities and global issues
International organizations	<ul style="list-style-type: none"> • Functions of international organisations, UNESCO, UNICEF, Red Cross and UNDP 	<ul style="list-style-type: none"> • Impact of international organisations in Zimbabwe
Disaster management	<ul style="list-style-type: none"> • Causes and effects of disasters – natural and man made 	<ul style="list-style-type: none"> • Classification of disasters: Meteorological, Geological, biological and technological • Management of disasters
Communication network	<ul style="list-style-type: none"> • Various forms of communication e.g. communication, transport, mass media 	<ul style="list-style-type: none"> • Assess the impact of communication network in Zimbabwe

TOPIC	ZJC	'0' LEVEL
Human resources development and management	<ul style="list-style-type: none"> • Training and employment opportunities around the globe 	<ul style="list-style-type: none"> • Impact of globalisation on human resources management e.g. brain drain
Development rights	<ul style="list-style-type: none"> • Right to development and resources 	<ul style="list-style-type: none"> • Access to technology
Sustainable development	<ul style="list-style-type: none"> • Sound management of land, water uses and preservation of habitats 	<ul style="list-style-type: none"> • Sustainable utilization of species and ecosystems • Global warming and climatic change

9.0 DETAILED SYLLABUS CONTENT BREAKDOWN

THEME 1: IDENTITY

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES
Personal identity	<ul style="list-style-type: none"> • differentiate types of families • identify different types of marriages • trace their family trees 	<ul style="list-style-type: none"> • Types of families: nuclear, extended, single- parent and others • Types of marriages and courtships e.g. negotiations, shotgun, child pledging • Totem and genealogy 	<ul style="list-style-type: none"> • Researching on the types of families found in their community. • Describing different types of courtships and marriage procedures and marriages. • Dramatizing one type of courtship and marriage procedure • Drawing family trees with write ups
Relationships	<ul style="list-style-type: none"> • identify roles of different family members. 	<ul style="list-style-type: none"> • Roles <ul style="list-style-type: none"> - in the home - community - society at large 	<ul style="list-style-type: none"> • Describing roles of different family members.
Religious beliefs	<ul style="list-style-type: none"> • compare religious beliefs of the people of Zimbabwe 	<ul style="list-style-type: none"> • Different religions in Zimbabwe e.g. African Traditional Religion, Islam, Bahá'í etc 	<ul style="list-style-type: none"> • Carrying out research on the different religions in Zimbabwe

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES
Art Music Dance and Artifacts	<ul style="list-style-type: none"> describe the role of traditional and modern music and dance describe uses of artifacts 	<ul style="list-style-type: none"> The role of music and dance Artifacts 	<ul style="list-style-type: none"> Simulating events associated with specific songs and dance. Collecting samples of artifacts
Language	<ul style="list-style-type: none"> use figurative language in context 	<ul style="list-style-type: none"> Contextual use of proverbs, idioms and wise sayings 	<ul style="list-style-type: none"> Matching situations with appropriate figures of speech.

THEME 2: THE SOCIALISATION PROCESS

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Zimbabwean culture	<ul style="list-style-type: none"> outline the important aspects of African Culture 	<ul style="list-style-type: none"> Birth and death rites Aspects of African culture: origin, birth, sanctity of human life and death 	<ul style="list-style-type: none"> Debating on some aspects of African culture
Customs	<ul style="list-style-type: none"> identify common courtesies 	<ul style="list-style-type: none"> Common courtesies: greetings, appropriate respectful behaviour and rites of passage 	<ul style="list-style-type: none"> Role-playing common courtesies
Entertainment	<ul style="list-style-type: none"> discuss the various forms of entertainment 	<ul style="list-style-type: none"> Forms of entertainment: <ul style="list-style-type: none"> - folklore - games - songs - dance 	<ul style="list-style-type: none"> Dramatising, singing and dancing Distinguishing traditional and modern forms of entertainment

THEME 3: NORMS AND VALUES

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
The concept of Unhu/Ubuntu	<ul style="list-style-type: none"> discuss norms and values which shape unhu/ubuntu 	<ul style="list-style-type: none"> Norms and values at various levels e.g. home, school, community and work 	<ul style="list-style-type: none"> Identifying norms and values at home, school and the community Debating on the appropriateness of norms and values in the modern society

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Challenges to norms and values	<ul style="list-style-type: none"> • assess the challenges of norms and values in the community 	<ul style="list-style-type: none"> • Effects of family and peer pressure on the individual 	<ul style="list-style-type: none"> • Criticizing the norms and values in the community • Discussing the effects of peer pressure

THEME 4: NATIONAL HISTORY

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Pre-colonial Zimbabwe	<ul style="list-style-type: none"> • compare the early societies • distinguish the characteristics of each society • describe the activities of Early European Missionaries 	<ul style="list-style-type: none"> • Early societies – political social, economic systems e.g. San/Khoi Khoi • Iron age societies – political economic and social systems e.g. Great Zimbabwe, Mutapa, Rozvi and Ndebele • Early European activities – Missionaries and Portuguese • Colonisation – Process and early resistance e.g. Anglo- Matebele War, 1896 • Chimurenga 1/Umvukela 1 • The struggle for independence in the colonial period – Chimurenga/Umvukela 2 	<ul style="list-style-type: none"> • Discussing the political, social and economic systems of the San and Khoi Khoi • Visiting Great Zimbabwe Monument, Museum and other Madzimbahwe to evaluate their governance • Writing notes on the major missionary activities and how they impacted on the people • Simulating the colonization process up to Chimurenga 1/ Umvukela 1 • Carrying out a research on the course of Chimurenga/ Umvukela 2
Pre-colonial Zimbabwe (Cont)	<ul style="list-style-type: none"> • identify the treaties made during this period • explain the reasons for Chimurenga/Umvukela 2 		
Post Independence	<ul style="list-style-type: none"> • identify the causes that led to signing of the Unity Accord • justify land reform and reclamation 	<ul style="list-style-type: none"> • The Unit Accord 22 December 1987 • Land Reform Programme and reclamation – Third Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Discussing the events that led to the Unity Accord • Compiling a project on the causes and effects of Chimurenga/Umvukela 3

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Independence Era	<ul style="list-style-type: none"> analyse how Zimbabwe has benefited as a member of international organizations 	<ul style="list-style-type: none"> Zimbabwe as a member of international organizations: AU, UNO, SADC, COMESA 	<ul style="list-style-type: none"> Researching on international organisations

THEME 5: NATIONHOOD, SOVEREIGNTY AND GOVERNANCE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
National shrine monuments and symbols	<ul style="list-style-type: none"> identify national symbols explain the significance of national symbols 	<ul style="list-style-type: none"> National symbols – anthem, flag, coat of arms and their significance, national dress and Zimbabwe bird 	<ul style="list-style-type: none"> Singing the national anthem, discussing the lyrics Describe the national flag, drawing the national flag, listing and explaining the national colours
National events/celebrations	<ul style="list-style-type: none"> appreciate the importance of national events/celebrations 	<ul style="list-style-type: none"> National events e.g. <ul style="list-style-type: none"> 21st February Movement Independence Day Hero's Day Defence Forces Day Africa Day National Unity Day 	<ul style="list-style-type: none"> Writing and reciting poems for the different national events and celebrations Participating and commemoration of national events
Local Governance and Local Authorities	<ul style="list-style-type: none"> identify local authorities at district provincial and national level 	<ul style="list-style-type: none"> Local governance and local authorities (rural and urban) 	<ul style="list-style-type: none"> Discussing local authorities at district, provincial and national levels
Concept of Democracy	<ul style="list-style-type: none"> define the term democracy identify features of democracy 	<ul style="list-style-type: none"> Characteristics of Democracy <ul style="list-style-type: none"> representative government tolerance and accommodation of different opinions right to vote multi-party system 	<ul style="list-style-type: none"> Researching on the meaning of democracy Debating the characteristics of democracy Role playing the conduct of an election Discuss advantages and disadvantages of a multi-party system

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
The Constitution of Zimbabwe	<ul style="list-style-type: none"> • discuss and evaluate the portfolio committee system • define the term constitution • explain the major sections of the Constitution of Zimbabwe • explain the importance of the Constitution of Zimbabwe 	<ul style="list-style-type: none"> • The portfolio committee system • 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"> • Assessing the committee system • Researching on the meaning of constitution • Writing and comparing their own definitions of constitution • Researching on the composition and importance of the major sections of the constitution • Debating on why we need a constitution in Zimbabwe • Discussing the prevailing constitution • Discussing the importance of the constitution • Collecting articles from the media on the Constitution
The Parliament of Zimbabwe	<ul style="list-style-type: none"> • define the term parliament • outline the composition of the parliament • discuss the functions of the various sections of the parliament • explain the process of law making. 	<ul style="list-style-type: none"> • Definition of the word parliament • Composition of the Parliament of Zimbabwe • Functions of parliament • Law-making process • Rules and laws of Zimbabwe 	<ul style="list-style-type: none"> • Holding group discussions on the meaning of parliament • Listing the various sections of the Parliament of Zimbabwe • Arranging a visit to the Parliament House • Arranging for an address by the local member of Parliament. • Discussing the importance of adhering to rules and laws at home, school and national level • Participating in the activities of the Junior Parliament

THEME 6: ETHNIC DIVERSITY

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Unity in Diversity	<ul style="list-style-type: none"> state the unifying forces among the diverse ethnic groups identify the uniqueness and commonalities of cultural beliefs and traditions of various ethnic groups in Zimbabwe and other nations 	<ul style="list-style-type: none"> Unifying forces among the diverse ethnic groups e.g. Language and customs and history, birth rituals, dress and ornaments Language: Proverbs, idioms, riddles and otherwise saying etc customs and traditions. Intermarriage Social etiquette: greetings appropriate respectful behaviour terminology of respect and relationships. Visual and performing arts Myths and superstition Uniqueness and commonalities of cultural beliefs and traditions with other nations 	<ul style="list-style-type: none"> Outlining the rallying points among the diverse ethnic groups in Zimbabwe Telling stories that illustrate beliefs Using folk stories as a medium for socialization and imparting information. Comparing and contrasting the uniqueness and commonalities of cultural beliefs and traditions of Zimbabwe with other nations

THEME 7: SOCIO- ECONOMIC STRUCTURES

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Humanitarian Organisations	<ul style="list-style-type: none"> Identify the functions of voluntary/humanitarian organisations 	<ul style="list-style-type: none"> Names and functions of international voluntary organizations in their community and in the country 	<ul style="list-style-type: none"> Discussing functions of voluntary/humanitarian organisations

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Humanitarian Organisations	<ul style="list-style-type: none"> • State the function of church, health and educational institutions 	<ul style="list-style-type: none"> • Church, health and educational institutions 	<ul style="list-style-type: none"> • Role-playing functions of church, health and educational institutions
Economic systems, policies and international relations	<ul style="list-style-type: none"> • State regional and international groupings of which Zimbabwe is a member 	<ul style="list-style-type: none"> • Groupings: e.g. Preferential Trade Agreement (PTA), Southern African Development Community (SADC), Common Market for Eastern and Southern Africa (COMESA) 	<ul style="list-style-type: none"> • Researching from various sources for the provisions of the trade protocols signed

THEME 8: RIGHTS AND RESPONSIBILITIES

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Concept of rights and responsibilities	<ul style="list-style-type: none"> • define citizenship • state citizenship, civil and political rights 	<ul style="list-style-type: none"> • Citizen's rights – political and civil limitations of rights • Civic responsibilities at community level • Citizen's responsibilities and obligations 	<ul style="list-style-type: none"> • Describing citizenship • Discussing citizenship civil and political rights and their limitations • Discussing the pupils responsibilities at home, school and community at large
National conventions	<ul style="list-style-type: none"> • give examples of human rights • list children's rights 	<ul style="list-style-type: none"> • Human rights • Children's rights • Equality • Right to be heard • Right to information 	<ul style="list-style-type: none"> • Listing human rights • Defining human rights • Discussing children's rights at home, school and in the community • Discussing what happens when children's rights are violated

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Various forms of abuse	<ul style="list-style-type: none"> • define the term abuse • recognize forms of abuse • analyse the effects of abuse 	<ul style="list-style-type: none"> • Forms of child abuse: psychological, physical and sexual • Substance abuse • Signs and symptoms of abuse • Effects of abuse 	<ul style="list-style-type: none"> • Discussing various forms of abuse • Inviting a resource person to talk about action to take when abused • Discussing ways of preventing abuse • Researching on the prevalence of child and drug abuse
Equality and Equity	<ul style="list-style-type: none"> • define equality and equity 	<ul style="list-style-type: none"> • Concept of equality and equity 	<ul style="list-style-type: none"> • Comparing and contrasting the distribution of resources in the community

THEME 9: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Means of Production	<ul style="list-style-type: none"> • Describe the factors of production • Define entrepreneurship 	<ul style="list-style-type: none"> • Factors of production: land, capital and labour • Entrepreneurship • The importance of land in Zimbabwe • Distribution of resources 	<ul style="list-style-type: none"> • Discussing the significance of the factors of production • Analyzing people's access to means of production • Identifying the qualities of entrepreneurship • Outlining the land policy • Analysing the land reform
Economic sectors	<ul style="list-style-type: none"> • Illustrate the value of economic factors in Zimbabwe 	<ul style="list-style-type: none"> • Economic Sectors e.g. Mining, commerce, Tourism, Agriculture, Forestry, Horticulture and Fishing 	<ul style="list-style-type: none"> • Describing the economic activities in Zimbabwe • Discussing the role of industries in Zimbabwe

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Conservation and preservation of food as a resources	<ul style="list-style-type: none"> Identify the conservation and preservation of food as a resource 	<ul style="list-style-type: none"> Conservation and preservation of food Food security 	<ul style="list-style-type: none"> Describing the various ways of conserving and preserving food
Monopolies and free-markets	<ul style="list-style-type: none"> Explain monopolies and free markets 	<ul style="list-style-type: none"> Reasons for monopolies Reasons for free-market 	<ul style="list-style-type: none"> Giving examples of monopolies and free markets in Zimbabwe Discussing the advantages and disadvantages of free markets and monopolies

THEME 10: GLOBAL AWARENESS

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Globalisation concept	<ul style="list-style-type: none"> define global awareness describe different ways of promoting global awareness 	<ul style="list-style-type: none"> Globalisation: awareness and issues e.g. environmental, conservation, trade, migration etc 	<ul style="list-style-type: none"> Researching on the meaning of globalisation Discussing different ways of promoting global awareness
International organisations	<ul style="list-style-type: none"> identify the functions of International organisations 	<ul style="list-style-type: none"> International organizations UNESCO, UNICEF, RED CROSS, UNDP etc 	<ul style="list-style-type: none"> Identifying international organisations operating in their areas and the assistance they are rendering
Disaster Management	<ul style="list-style-type: none"> categorise disasters into man-made and natural 	<ul style="list-style-type: none"> Causes of disasters both natural and man-made 	<ul style="list-style-type: none"> Identifying disasters that have occurred in recent years
Communication networks	<ul style="list-style-type: none"> describe the various forms of communication 	<ul style="list-style-type: none"> Forms: e-communication, transport, media 	<ul style="list-style-type: none"> Collecting articles of various forms of communication Conducting research using electronic and print media

TOPIC	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Human resources, Development and Management	<ul style="list-style-type: none"> • identify training and employment opportunities around the globe 	<ul style="list-style-type: none"> • Training and employment opportunities locally and around the globe 	<ul style="list-style-type: none"> • Discussing the causes and effects of brain drain in Zimbabwe
Sustainable Development	<ul style="list-style-type: none"> • list ways of sustainable management of the environment 	<ul style="list-style-type: none"> • Sustainable use of land and water • Preservation of natural habitats 	<ul style="list-style-type: none"> • Researching on the meaning of sustainable development • Suggesting ways of managing the environment • Carrying out a water audit at the school • Suggesting ways of conserving water and land