

# **CONTENTS**

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## **INTRODUCTION**

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The Social Studies syllabus is designed as a five-year course designed for 12/13 year olds.

The Social Studies Syllabus is made of five strands namely History, Geography, Civics, Environmental Education and Economics.

## **AIMS**

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The educational aims for Social Studies are to assist the learner develop:

1. A sense of place and an understanding of relative location on local, national, regional and global scale.
2. An awareness of the characteristics and distribution of different physical, socio economic and political environments.
3. Values and attitudes necessary for harmonious co-existence within one family, community, nation and the world.
4. Appreciation and understanding of some of the processes and issues affecting the development of such environments.
5. An understanding of spatial effects of the ways people interact and communicate with each other and with their environment.
6. Appreciation and understanding of different communities and cultures through-out the world.
7. Recognition of then contrasting opportunities and constraints presented by different environment.

## ASSESSMENT OBJECTIVES

### A. Knowledge and understanding.

Learners should be able to demonstrate knowledge and understanding of:

1. The interrelationships between people's activities and the total environment and an ability to seek explanation for them.
2. Of concepts, terms and generalization in Social Studies.
3. Show awareness of Social Studies issues and their possible solutions.
4. List, recall, name, select, identify and present relevant and factual information.

### B. ANALYSIS

Learners should be able to:

1. Select, organize, present and interpret relevant information in simple written statistical, graphical, pictorial and diagrammatical form.
2. Recognize patterns and draw conclusion.

### C. EVALUATION AND DECISION MAKING

Learners should be able to:

1. Reason and make judgments
2. Recognize the role of decision making within social, political and economic contexts.

## SPECIFICATION GRID

Paper	Assessment Objective		
	A. knowledge and understanding	B. analysis	C. judgments and decision making
1	40%	30%	30%
2	20%	60%	20%

The assessment objectives are weighed to give an indication of their importance. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

## ASSESSMENT

### Scheme of assessment

All learners will take paper 1 and 2 at the end of Grade 7.

Paper 1 will be answered on a grid provided. Paper 2 will be answered on the examination question papers in the spaces provided.

#### **Paper 0 1**

**1 hour 30 minutes**

**[50 marks]**

Candidates will be required to answer **all** questions.

50 multiple-choice question will be set. Questions will be graded, starting with less demanding questions and ending with more difficult questions. Structured with gradient of difficulty. This paper will be mainly concerned with assessment objectives (AO) A, B and C.

#### **Paper 02**

**2 hours**

**[ 50 marks ]**

This paper is divided into **two** sections

Section A (20 marks) and section B (30 marks).

Section A is compulsory and is made up of structured questions .The questions are stimulus based. The questions are based on AO A to D.

### Weighting of Papers

Paper	Weighting
1	45%
2	55%

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## CURRICULUM CONTENT

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**NAME STRAND: GEOGRAPHY**

**TOPIC: MAP READING AND INTERPRETATION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Weather	The learner will identify Characteristics of the weather.	<ul style="list-style-type: none"><li>- Describe the weather in the four seasons of the year.</li><li>- Write t out a simple weather forecast.</li></ul>
Signs, symbols and plans	The learner will demonstrate an ability to identify simple symbols in their environment	<ul style="list-style-type: none"><li>- Describe and draw symbols in their local environment e.g. road signs, religious symbols, toilets, hospital</li><li>- State that symbols can be pictures and words or abbreviations e.g. ZCC.</li><li>- Make up their own symbol</li></ul>
Region	The learner will show Understanding of places in the local region.	<ul style="list-style-type: none"><li>- Name places in the local environment e.g clinic, shops, school, urban area etc</li></ul>

**STRAND: GEOGRAPHY**  
**TOPIC: REGIONS OF SWAZILAND, TRANSPORT AND COMMUNICATION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Map work	The learner will be able to identify places on a map of Swaziland	<ul style="list-style-type: none"> <li>- Use simple map reading skills, e.g. interpreting signs and symbols</li> <li>- Describe the position of places according to the 4 points of the compass.</li> <li>- Recognise that a map is a view from above</li> <li>- Show an understanding of scale and size relationships</li> </ul>
Administrative regions	The learner will understand The four administrative Regions of Swaziland	<ul style="list-style-type: none"> <li>- Name the four administrative regions of Swaziland.</li> <li>- Identify the towns/cities found in each of the administrative regions.</li> </ul>
Modes of transport	The learners will understand the different modes of transport.	<ul style="list-style-type: none"> <li>- Identify different modes of transport and their use e.g. road, air, rail, cableway, water</li> <li>- Describe personal experiences of using different modes of transport</li> </ul>
Communication services	The learners will understand the link between transport network and the communication services.	<ul style="list-style-type: none"> <li>- Explain the importance of communication.</li> <li>- List different types of communication (traditional and modern).</li> <li>- Examine some modern forms of communication in detail e.g. cell phones</li> </ul>

**NAME STRAND: ENVIRONMENTAL ISSUES**

**TOPIC: ENVIRONMENT**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
<p>Environment</p> <p>Learners in the environment</p>	<p>The learner will show an understanding of the concept of environment.</p> <p>The learner will understand the importance of the environment and the role they play within it.</p>	<ul style="list-style-type: none"> <li>- Explain what the word environment means.</li> <li>- Give examples of the different kinds of environments and how people interact with them e.g. home, school, water, rural , urban</li> <li>- Categorise the different kinds of environment into human-made environment and natural environment</li> <li>- Describe the elements of the natural and the human-made environments</li> <li>- Describe how people interact with different environments e.g. ploughing, fishing, and building.</li> </ul>
<p>Taking care of the environment</p>	<p>The learner will develop an understanding of the need to take care of the environment.</p> <p>The learners will be able to investigate an environmental problem/issue and suggest ways of addressing the issue.</p>	<ul style="list-style-type: none"> <li>- Identify different ways people affect or damage the natural environment.</li> <li>- Give reasons why the learners have to take care of the environment.</li> <li>- List things they do and can do to take care of the environment.</li> <li>- Identify an environmental problem/issue by:               <ul style="list-style-type: none"> <li>- Researching its causes</li> <li>- Discussing possible effects.</li> <li>- Discussing possible solutions</li> <li>- Taking action</li> </ul> </li> </ul>

**NAME STRAND: ECONOMICS**

**TOPIC: NEEDS AND WANTS**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Needs and wants	The learner will understand that people have basic needs and wants that need to be satisfied.	<ul style="list-style-type: none"> <li>- Describe their own basic needs e.g. food, shelter, clothing.</li> <li>- Identify wants.</li> <li>- Differentiate between wants and needs.</li> <li>- Describe different ways by which people's needs and wants are met.</li> <li>- Recognise the way needs and wants are satisfied e.g. forms of exchange</li> </ul>
Exchange (money, barter)	The learner will demonstrate an understanding of the different forms of exchange.	<ul style="list-style-type: none"> <li>- Describe how they get or satisfy personal needs and wants e.g. family providing food, shelter.</li> <li>- Identify and describe forms of exchange e.g. money system, barter.</li> <li>- Recognise the role played by institutions in providing resources that satisfy needs and wants e.g. government, NGO's, churches and communities.</li> </ul>
Consumers and producers	The learner will be able to identify the roles of consumers and producers in the satisfaction of needs and wants.	<ul style="list-style-type: none"> <li>- Identify consumers in society.</li> <li>- Identify producer roles e.g. producers in the community and in the family.</li> <li>- Examine different ways people produce e.g. farming, manufacturing, providing services.</li> </ul>



**NAME STRAND: HISTORY**  
**TOPIC: HISTORY OF SWAZILAND**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Historical places	The learner will be able to name historical places in the local area and describe their importance	<ul style="list-style-type: none"> <li>- Identify some different historical places on a map.</li> <li>- Describe the importance of specific historical places.</li> </ul>
Important People in the history of Swaziland.	The learner will be able to demonstrate an appreciation of significant people and their contribution to society.	<ul style="list-style-type: none"> <li>- name some important people in the country</li> <li>- explain why the people are important and investigate his/her life</li> <li>- Explain how these people became important.</li> <li>- oral report about their findings</li> </ul>
Movements of people in the past	The learner will identify and explain reasons for the movements of people	<ul style="list-style-type: none"> <li>- state reasons why people move from one place to another</li> <li>- identify movements of people into the area now know as Swaziland over time</li> <li>- explain the reasons for the arrival of missionaries in the country</li> <li>- Draw a timeline to depict the dates showing the arrival of people ion Swaziland.</li> </ul>
Time line from Sobhuza 1 to Mswati 111	The learners will be able to interpret a time line.	<ul style="list-style-type: none"> <li>- Draw a time line of the kings of Swaziland from Sobhuza 1 to Mswati 111.</li> <li>- Interpret a time line</li> </ul>

**NAME STRAND: GEOGRAPHY**

**TOPIC: MAP READING**

Content	Learning Objectives	Skills (Assessment standards)
Types of maps	Learners will be able to identify the different types of maps.	<ul style="list-style-type: none"> <li>- Identify different types of maps, e.g. street maps, atlas maps, regional maps, climate maps</li> <li>- Compare symbols on different maps</li> <li>- Say when different types of maps are used</li> </ul>
Direction	Learners will be able to understand the importance of direction.	<ul style="list-style-type: none"> <li>- Name the four cardinal points and the inter cardinal points.</li> <li>- Explain what a compass is and what it is used for.</li> <li>- Find the direction of a given point from another point.</li> </ul>

**STRAND: GEOGRAPHY**

**TOPIC: TRANSPORT AND COMMUNICATION/TECHNOLOGY**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Modes of transport	The learner will be able to compare different kinds of transport.	<ul style="list-style-type: none"> <li>- Discuss the importance of transportation.</li> <li>- Compare the advantages and disadvantages of the different modes of transport.</li> <li>- Conduct a case study on modes of transport used locally.</li> </ul>
Communication services	The learner will understand the importance of communication services.	<ul style="list-style-type: none"> <li>- Discuss the importance of communication.</li> <li>- Identify forms of communication used in the local area</li> </ul>
Technology	The learner will understand why technology is an important part of communication	<ul style="list-style-type: none"> <li>- Explain why humankind has developed different forms of communication</li> <li>- Give examples for the uses of technology, e.g. modern forms of communication technology linked to computers such as email and the Internet.</li> </ul>

**STRAND: GEOGRAPHY**  
**TOPIC: TOURISM AND MAP READING**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Tourism	The learner will recognize that Swaziland is an important tourist country.	<ul style="list-style-type: none"> <li>- Describe what tourism is</li> <li>- Explain why Swaziland is attractive to tourists.</li> <li>- Identify tourist destinations in Swaziland</li> </ul>
Promotion and marketing of tourism	The learner will understand How tourism is promoted.	<ul style="list-style-type: none"> <li>- Examine ways tourism is promoted and marketed in Swaziland.</li> <li>- Discuss advantages and disadvantages of tourism to people and the environment in Swaziland.</li> <li>- Discuss other issues connected to tourism in Swaziland e.g. crime, poor roads</li> </ul>
Scale	Learners will be able to use line scales on maps	<ul style="list-style-type: none"> <li>- Can read a line scale</li> <li>- Able to calculate real distances from a map</li> <li>- Can convert a line scale to a word scale</li> </ul>
Direction	Learners will be able to give directions using the 8 points of the compass	<ul style="list-style-type: none"> <li>- Locate a place from a compass direction</li> <li>- Give the location of a place using compass directions</li> </ul>
Symbols	Learners will be able to interpret a selection of different symbols from different kinds of maps	<ul style="list-style-type: none"> <li>- Read map symbols on different kinds of map</li> </ul>

**STRAND: GEOGRAPHY**  
**TOPIC: CLIMATIC REGIONS**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Natural Regions	<p>The learner will gain knowledge of the different climatic regions of Africa.</p> <p>The learner will show an understanding of how climate influences the natural regions of the world.</p>	<ul style="list-style-type: none"> <li>- Name and discuss the 2 climatic regions i.e Mediterranean, equatorial, and tropical subtropical grasslands.</li> <li>- Explain how climate influences the vegetation and human activities of each region.</li> </ul>
Natural disasters	The learner will know the impacts of natural disasters on human kind and how people deal with them.	<ul style="list-style-type: none"> <li>- Name 4 types of natural disasters i.e. storm, drought, flood, earthquake.</li> <li>- Describe the effects of natural disaster on human kind and the environment</li> <li>- Examine ways people can respond to the natural disasters.</li> </ul>

**STRAND: GEOGRAPHY**  
**TOPIC: POPULATION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS ASSESSMENT STANDARDS)</b>
Migration	The learner will understand the causes and effects of migration particularly rural to urban migration.	<ul style="list-style-type: none"> <li>- Identify different kinds of migration.</li> <li>- Give reasons why people move from rural to urban areas.</li> <li>- Discuss the negative effects on the place of destination and possible solutions.</li> <li>- Discuss positive effects of migration on the place of origin.</li> </ul>
Population structure	The learner will show an understanding of population density and distribution.	<ul style="list-style-type: none"> <li>- Explain population density and distribution</li> <li>- Give reasons for then differences in population density and distribution.</li> <li>- Through examples show understanding of important terms such as over-population, population growth, birth rates, death rates</li> </ul>

**NAME STRAND: GEOGRAPHY**

**TOPIC: MAP-WORK**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARD)</b>
The World Map	Learners will be able to identify continents and countries of the world.	<ul style="list-style-type: none"> <li>- identify all the continents</li> <li>- classify certain countries according to continents</li> </ul>
Latitudes and Longitudes	The learner will be able to name and locate major lines of latitude and longitude on a world map.	<ul style="list-style-type: none"> <li>- Locate lines of latitude on a world map.</li> <li>- Locate line of longitude on a world map and describe their importance.</li> <li>- Locate latitudes and longitudes using co-ordinates</li> <li>- Locate places using latitude, longitudes and coordinate.</li> <li>- Divide the world into hemispheres.</li> </ul>
Scales and distances	The learner will be able to calculate line and curved distances on a map	<ul style="list-style-type: none"> <li>- Convert map distances to actual distances./</li> <li>- Use a string method to calculate curved distances.</li> </ul>

**NAME STRAND: ENVIRONMENTAL ISSUES**

**TOPIC: POLLUTION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Pollution (Land, air, water)	The learner will understand the concept of pollution.	<ul style="list-style-type: none"> <li>- Explain what pollution is.</li> <li>- Identify different kinds of pollution</li> <li>- Identify sites where pollution occurs and why.</li> <li>- Discuss causes of pollution</li> <li>- Use case studies to determine the causes of pollution.</li> </ul>
The effects of pollution	The learner will be able to describe the effects of pollution	<ul style="list-style-type: none"> <li>- Explain how pollution affects people, animals, nature.</li> <li>- Suggest ways how the pollution can be reduced or done away with.</li> <li>- Carry out an activity to prevent or reduce pollution.</li> <li>- Discuss causes of pollution by getting views from the local context: i.e. talk to local people, interview key people, field trips etc.</li> </ul>

**STRAND: ENVIRONMENTAL ISSUES**

**TOPIC: CONSERVATION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Conservation	The learner will gain an understanding of what conservation is and what needs to be conserved and why.	<ul style="list-style-type: none"> <li>- Explain what the word conservation means.</li> <li>- Discuss what is involved during the process of conservation.</li> <li>- Identify things that need to be conserved.</li> <li>- State reasons why these things need to be conserved.</li> <li>- Carry out a conservation activity e.g. preventing soil erosion around the school.</li> </ul>
Conservation areas in Swaziland	The learners will be able to identify specific conservation areas in Swaziland.	<ul style="list-style-type: none"> <li>- identify on a map the main conservation areas</li> <li>- describe some of the features of conservation in Swaziland e.g. Malolotja.</li> </ul>

**STRAND: ENVIROMENTAL ISSUES**

**TOPIC: ENVIRONMENTAL DEGRADATION**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Soil erosion	The learner will show understanding of what soil erosion is and how it can be controlled and prevented	<ul style="list-style-type: none"> <li>- Explain what the term soil erosion means.</li> <li>- Use case studies to identify the cause and effects of soil erosion.</li> <li>- Suggest ways of controlling soil erosion.</li> <li>- Participate in a soil erosion controlling/prevention activity</li> </ul>
Over-grazing	The learners will be able to explain what overgrazing is and describe ways of controlling it.	<ul style="list-style-type: none"> <li>- Explain what the term overgrazing means</li> <li>- Identify the cause and effects of overgrazing</li> <li>- discuss ways of preventing and controlling overgrazing</li> </ul>

**STRAND: ENVIRONMENTAL ISSUES**

**TOPIC: ENVIRONMENTAL LAWS**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Environmental laws	The learner will recognise the need for environmental laws at local and global levels.	<ul style="list-style-type: none"> <li>- Study and analyse the Earth Charter.</li> <li>- Explain why environmental laws are important locally and globally..</li> <li>- Examine some environmental laws at local and global levels.</li> </ul>
Conflict over use of natural resources.	The learner will show understanding of issues that causes conflict over the use of resources	<ul style="list-style-type: none"> <li>- Identify causes of conflict over the use of resources such as land, water trees</li> <li>- Discuss ways of resolving such conflicts.</li> <li>- Identify heritage site, use world case studies to identify conflict over land use and how conflict is being resolved.</li> </ul>

**NAME STRAND: ECONOMICS**

**TOPIC: BUSINESS IN THE COMMUNITY**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Types of business and services in the community.	The learner will be able to identify types of business in the local community and describe the goods and services they provide.	<ul style="list-style-type: none"> <li>- Name different businesses in one community</li> <li>- Explain how the different businesses help satisfy needs and wants</li> <li>- Identify the relationship between production and needs</li> <li>- Identify the relationship between different businesses e.g. saw mills – furniture-selling.</li> </ul>
Examining local business	The learners will investigate different kinds of businesses that operate in their community.	<ul style="list-style-type: none"> <li>- Interview business owner/ workers / consumers</li> <li>- Conduct surveys and questionnaires</li> <li>- Present information in different ways – oral, report, pictures / drawing objects, statistics, maps, advertising material</li> <li>- Compare different cases with models in the text book.</li> </ul>

**NAME STRAND: ECONOMICS**  
**TOPIC: ENTREPRENEURS AND RESOURCES**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Entrepreneurs	The learner will be able to show an understanding of the concept of entrepreneurship.	<ul style="list-style-type: none"> <li>- Explain what an entrepreneur is</li> <li>- Describes what an entrepreneur does</li> <li>- Give examples of entrepreneurs that they know e.g. tuck shop workers.</li> <li>- Identify differences and similarities between large and small scale entrepreneurs.</li> </ul>
Making a budget	The learner will be able to recognize the need for making a budget in all business operations including household budgets.	<ul style="list-style-type: none"> <li>- Explain what a budget is and how it is used.</li> <li>- Examine different budgets.</li> <li>- Draw up a budget from given examples (leaflets, shopping list)</li> <li>- Draw up own budget</li> <li>- Identifies the need for prioritizing when drawing up a budget</li> <li>- Value the importance of saving.</li> </ul>
Resources in the economy	The learner will be able to identify resources that contribute to the economy.	<ul style="list-style-type: none"> <li>- Explain what a resource is and give examples.</li> <li>- Describes the kinds of natural resources that exist in Swaziland.</li> <li>- Explains how resources are used.</li> <li>- Identify other kinds of resources e.g. human resources and how they contribute to the economy.</li> <li>- Use case studies to identify the way different resources are used</li> </ul>



**NAME STRAND: ECONOMICS**

**TOPIC: ECONOMIC CYCLE**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
The factors of production: Land, money, labour	The learner will be able to understand how land, labour and money are important in the operation and success of a business.	<ul style="list-style-type: none"> <li>- Explains what land, money and labour are.</li> <li>- Describe the role of land, money and labour in business operations e.g. location of businesses, raising and use of capital, possible need for skilled labour.</li> <li>- Use case studies to explain the importance of land, labour and money in business operations.</li> </ul>
Flow of money, goods and services	The learner will be able to describe the flow of money, goods and services between consumers, producers and governments.	<ul style="list-style-type: none"> <li>- Give examples of how producers and consumers contribute to the economy,</li> <li>- Explains what tax is, its importance and how governments collect tax.</li> </ul>

**NAME STRAND: ECONOMICS**

**TOPIC: STARTING A BUSINESS**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Running a business at school	The learner will be able to plan and operate a small business venture/operation at their school	<ul style="list-style-type: none"> <li>- As a group identify the business they can start</li> <li>- Do market research</li> <li>- Makes a business plan</li> <li>- Plan a budget</li> <li>- Distribute the tasks</li> <li>- Identify the sources of income (start-up money)</li> <li>- Do the actual marketing – go into business</li> <li>- Write a full report</li> <li>- Evaluate each other's performance</li> </ul>

**STRAND: ECONOMICS**  
**TOPIC: FINANCIAL INSTITUTIONS**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Financial institutions	The learner will be able to identify the role of financial institutions in the economy.	<ul style="list-style-type: none"> <li>- Explains what financial institutions are and give examples</li> <li>- Explore the services provided by the local financial institutions</li> <li>- Explain how interest on money works e.g. borrowing and lending</li> </ul>

**NAME STRAND: HISTORY**  
**TOPIC: HISTORY OF SOUTHERN AFRICA**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Khoisan people	The learner will demonstrate knowledge of the Khoisan people and their way of life.	<ul style="list-style-type: none"> <li>- Describe the way of life of the San and the Khoikhoi (hunter-gatherers, herders)</li> <li>- Identify places on a map which were inhabited by the San and the Khoikhoi.</li> <li>- Identify evidence that helps us to find out about the San and the Khoikhoi e.g archaeological evidence</li> </ul>
Movements of people into Southern Africa	The learner will be able to show an understanding of the reasons that caused the movements of people in Southern Africa.	<ul style="list-style-type: none"> <li>- State the date and place where the Bantu migration began</li> <li>- Explore the impact of the arrival of farmers (African) on the way of life in Southern Africa</li> <li>- Discuss relations between Bantu and Khoisan people</li> <li>- Locate on a map the places where Bantu people settled.</li> <li>- Discuss the first arrival of white people and the effect this had on the people of Southern Africa (1488 – 1750)</li> </ul>

**NAME STRAND: HISTORY**  
**TOPIC: COLONIALISM IN SOUTHERN AFRICA**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Colonialism in southern Africa	The learner will be able to show an understanding of the concept of colonialism in the context of the region and the country.	<ul style="list-style-type: none"> <li>- State when white people began to arrive in Swaziland.</li> <li>- Represent colonial history of the region on a timeline.</li> <li>- Discuss how Swaziland became a British protectorate.</li> <li>- Explore the role played by the Swazi kings in resisting white rule.</li> <li>- Describe how and when Swaziland got independence.</li> </ul>

**NAME STRAND: HISTORY**  
**TOPIC: AFRICA AND THE WORLD**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Colonialism of Africa	The learner should be able to describe events in Africa during the colonial period.	<ul style="list-style-type: none"> <li>- Identify European countries involved in the scramble for Africa</li> <li>- Draw a map to show how Africa looked after colonization (1900)</li> <li>- Examine the impact of colonialism on Africa.</li> </ul>
Independence from colonial rule	The learner will explain why and how African countries gained independence from colonial rule.	<ul style="list-style-type: none"> <li>- Draw a table to show dates that different countries become independent from colonial powers.</li> </ul>

**NAME STRAND: HISTORY**  
**TOPIC: HISTORY OF THE WORLD**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
World conflict	The learner will recognise major causes of conflict in the world since 1900.	<ul style="list-style-type: none"> <li>- List some of the causes of world conflict since 1900.</li> <li>- Draw a timeline of major world conflicts since 1900.</li> <li>-</li> </ul>
The United Nations (UN)	The learner will describe the role of the UN in Promoting World peace	<ul style="list-style-type: none"> <li>- Explain why the League of Nations and the United Nations were formed.</li> <li>- Name the countries that are permanent members on the UN.</li> <li>- Describe the structure and aims of the United Nations</li> </ul>
Current affairs	The learner will gain awareness and knowledge of what is happening in the world at large.	<ul style="list-style-type: none"> <li>- Discuss current events taking place in Swaziland and in the world at large.</li> </ul>

**NAME STRAND: CIVICS**

**TOPIC: RULES**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Rules	The learner will Explore the importance of rules in The community.	<ul style="list-style-type: none"> <li>- Explain what rules are and why they are important in the community.</li> <li>- Investigate and report on how and why rules are made at different levels:               <ul style="list-style-type: none"> <li>• Family</li> <li>• Classroom/school</li> <li>• Peer group</li> <li>• Games</li> <li>• Community (case study)</li> </ul> </li> <li>- Identify responsibilities that people have not to break rules.</li> <li>- Discuss voting as a way of making a decision</li> </ul>

**NAME STRAND: CIVICS**

**TOPIC: RULES AND GOVERNMENT**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Rules	The learners will explore the concept of having rules.	<ul style="list-style-type: none"> <li>• Explain what rules are</li> <li>• Identify people responsible for making rules in the community/country</li> </ul>
Rules in the community	The learner will recognize the importance of rules in the local community/country.	<ul style="list-style-type: none"> <li>• List some local/national rules that govern their community/country</li> <li>- Explain why rules are needed in their community/country</li> </ul>
People in the community	The learner will have an Understanding of social groups in their community	<ul style="list-style-type: none"> <li>- Identify the social groups to which they belong.</li> <li>- State their roles and responsibilities they have in the social groups.</li> </ul>

**STRAND: CIVICS**

**TOPIC: LEADERSHIP AND INTERDEPENDENCE**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Community leaders	The learner will show an understanding and Appreciation of the role of leadership in the community.	<ul style="list-style-type: none"> <li>- Identify people in authority in the community.</li> <li>- Explain how each structure contributes to community development.</li> <li>- Research one authority structure.</li> <li>- Describe how one community structure affects his/her life.</li> </ul>
Community interdependence	The learner will describe the activities that people do together to develop the community.	<ul style="list-style-type: none"> <li>- Identify group responsibilities within the community e.g. clan tasks.</li> </ul>

**STRAND: CIVICS**

**TOPIC: LEADERSHIP AND INTERDEPENDENCE**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Community leaders	The learner will show an understanding and appreciation of the role of leadership in the community.	<ul style="list-style-type: none"> <li>- Identify people in authority in the community.</li> <li>- Explain how each structure contributes to community development.</li> <li>- Research one authority structure.</li> <li>- Describe how one community structure affects his/her life.</li> </ul>
Community interdependence	The learner will describe the activities that people do together to develop the community.	<ul style="list-style-type: none"> <li>- Identify group responsibilities within the community e.g. clan tasks.</li> </ul>

**NAME STRAND: CIVICS**  
**TOPIC: SOCIAL SERVICES, AND SYSTEMS OF GOVERNMENT**  
**GRADE 6**

<b>CONTENT</b>	<b>LEARNING OBJECTIVE</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Social services	The learner will develop an understanding of social services	<ul style="list-style-type: none"> <li>- Identify social services provided in the local community</li> <li>- Describe the contribution of social services in providing people with a better life</li> </ul>
Systems of government	The learner will examine different systems of government.	<ul style="list-style-type: none"> <li>- Identify the main features of different systems of government:               <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Monarchy</li> <li>• Dictatorship</li> </ul> </li> <li>- Compare and contrast the different systems of government.</li> <li>- Discuss the fairness of different systems of government</li> </ul>
Government in Swaziland	The learner will demonstrate an understanding of the modern and traditional government in Swaziland	<ul style="list-style-type: none"> <li>• Identify the structure of the traditional and modern government</li> <li>• Draw a diagram to show the modern and traditional structures of government</li> <li>• Describe how people in the modern and traditional structures of government are chosen</li> <li>• Identify the leaders of state/nation</li> <li>• State some functions of the modern and traditional government.</li> <li>• Compare government systems in Swaziland with those of her neighbours</li> </ul>

**NAME STRAND: CIVICS**

**TOPIC: CONSTITUTION, HUMAN RIGHTS AND VOTING**

<b>CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>SKILLS (ASSESSMENT STANDARDS)</b>
Constitution	The learner will appreciate that the constitution is the supreme law of the country.	<ul style="list-style-type: none"> <li>- Explain what a constitution is</li> <li>- Explain the importance of a constitution.</li> <li>- High light what Swaziland constitution say about human rights.</li> <li>- Compare and contrast constitutions of two countries</li> </ul>
Human rights	The learner will develop an awareness and understanding of human rights.	<ul style="list-style-type: none"> <li>- Give examples of human rights including children's rights.</li> <li>- State documents in which human rights are found e.g. the children's charter.</li> <li>- Discuss the importance of human rights and responsibilities.</li> <li>- Give examples of instances where people's rights are violated e.g. different kinds of abuse.</li> <li>- Discuss what citizens can do to protect their rights e.g. hotline to report child abuse (9664).</li> </ul>
Voting	The learner will understand the importance of voting in elections	<ul style="list-style-type: none"> <li>- Explain what voting is e.g the different types of voting.</li> <li>- Explain the importance of voting</li> <li>- Participate in a voting exercise</li> </ul>
Organizations that promote co-operation, e.g UN, AU	The learner will understand that there are regional and global organizations that promote cooperation among countries e.g. SADC, AU, UN	<ul style="list-style-type: none"> <li>- Identify ways organisation promote cooperation among countries.</li> </ul>



## COMMAND WORDS

It is hoped that the glossary will prove helpful to candidates as a guide i.e. it is neither exhaustive nor definitive. The glossary has been deliberately kept brief with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend, in part, on its context.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as guide by candidates to how much detail to give or time to spend in answering. In describing a process the mark allocation should guide the candidate about how many steps to include, in explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

**COMPARE** Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison.

**COMPLETE** To add the remaining details required.

**CONTRAST** Write about the differences between two things.

**CALCULATE** Workout a numerical answer. In general, working should be shown, especially where two or more steps are involved

**DEFINE**

**STATE THE MEANING OF MEANT BY** Give the meaning or definition of a word or phrase

**DESCRIBE** Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the teaching of a religion on something). It may also be used when you need to describe something from memory (describe a rite of passage, etc.).

**DO YOU THINK** Give own opinion? May be coupled with show, prove how, demonstrate that you have considered other views.

**DRAW** Make sketch of. Often coupled with a Labelled diagram (draw a diagram /illustration with written notes to identify its features

**EXPLAIN  
ACCOUNT FOR  
GIVE REASONS FOR** Write about why something occurs or happens

**GIVING YOUR VIEWS** say what you think about something

**HOW** In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).

**IDENTIFY** Pick out something from information you have been given.

**INSERT**

<b>LABEL</b>	placing specific names or details to an illustrative technique in response to a particular requirement.
<b>LIST</b>	Identify and name a number of features to meet a particular purpose.
<b>LOCATE</b>	find where something is placed or state where something is found or marked on a map or diagram.
<b>MEASURE</b>	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
<b>NAME</b>	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
<b>REFER TO WITH REFERENCE TO</b>	Write an answer which uses some of the ideas provided in a picture/map/photograph or text, etc., or other additional material such as a case study.
<b>STATE</b>	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
<b>STUDY</b>	Look carefully at (usually one of the figures in the paper)
<b>SUGGEST</b>	Set down your ideas on or knowledge of. Often coupled with why (requires a statement or an explanatory statement referring to a particular feature or features).
<b>USE USING</b>	Base your answer on the information provided.
<b>WHAT</b>	Used to form a question concerned with selective ideas/details/factors
<b>WITH THE HELP OF</b>	Write an answer that uses some of the information provided as well as additional material.