



Civic Education

Syllabus

Grade 8

(To be implemented from 2017)

Department of Social Sciences

National Institute of Education

Maharagama

Sri Lanka

www.nie.lk

Introduction

The subject Life Competencies for Grades 7, 8, 9 was introduced to the curriculum for the first time from 2000 onwards according to the proposals for Education Reforms of 1999. Civic Education, Geography and History were introduced to Grades 6-11 in place of the subjects History and Social Studies from 2005 onwards according to the report of the National Education Commission. By that time the subject Life Competencies had been implemented.

Sections of the subjects Life Competencies and Civic Education were combined and introduced to Grade 6-9 under the Education Reforms of 2007. For Grades 10-11 the name of the subject was changed to Civics and Governance.

Accordingly, the subject Life Competencies was implemented as the part I and Civic Education as the part II for Grades 6-9.

Taking into consideration the practical problems that cropped up in its implementation in this manner, the research findings, views of teachers and master teachers, it was felt that it would be more effective if the subject was implemented as a single subject instead of as two subjects.

The syllabus was restructured by taking into consideration the similarities of the subject sections and combining them and implementing it as a single subject for Grades 6-9.

Accordingly, subject areas of Life Competencies were combined with subject areas of Civic Education and unified, taking the needs into consideration.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
 - (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
 - (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
 - (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
 - (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
 - (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
 - (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
 - (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.
- (Extracted from : National Education Commission report, 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuel, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity
to contribute to economic development.
to discover their vocational interests and aptitudes,
to choose a job that suits their abilities, and
to engage in a rewarding and sustainable livelihood.

(v) Competencies relating to Religion and Ethics

Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Pleasure, Joy, Emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ learning to learn ’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

Aims of the Subject

Civic Education Grades 6-11

1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.
2. Development of competencies necessary to exist in society endowed with a good personality.
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.
10. Building up of a society that mutually values responsibilities and duties.
11. Ensuring sustainable peace for Sri Lanka
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
Public Services 8.1 Uses the public services that are for the betterment of the people effectively.	8.1.1 Identifies public services and investigates the need and importance for the times.	<ul style="list-style-type: none"> • Public Services <ul style="list-style-type: none"> - Introduction - Need and development - Timely importance - Features of public services 	<ul style="list-style-type: none"> • Identifies the public services. • Explains the need of public services. • Investigates information on the beginning and progress of public services. • Presents views appreciating the importance of public services for the times. • Explains briefly the common features related to public services. 	02
	8.1.2 Identifies the institutions that provide public services and makes use of them for the betterment of human lives.	<ul style="list-style-type: none"> • Public services in our area <ul style="list-style-type: none"> - Various public services - Water supply - Health - Transportation - Electricity - Telecommunication - Security services - Education - Postal services - Cooperatives • Institutions and officers that provide public services <ul style="list-style-type: none"> - Institutions engaged in water supply Example - Water Supply and Drainage Board 	<ul style="list-style-type: none"> • Names the public services provided for the area identifying them. • Describes institutions that provide public services and the functions of the officers. • Presents information about other public services provided by the government. • Gives examples for other organizations that provide public services. • Expresses ideas appreciating the fact that public services bring about a quality development of human lives. 	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.1.3 Investigates the duties and responsibilities connected to the institutions that provide public services	<ul style="list-style-type: none"> - Institutions that provide health services - Institutions that provide educational services - Institutions that provide transportation - Institutions that provide electricity - Institutions related to telecommunication • Other public services provided by the government <ul style="list-style-type: none"> - Environmental conservation - Social conservation - Various welfare services • Other organizations that provide public services in the area and the services provided <ul style="list-style-type: none"> Examples - Cooperatives - How public services bring about a quality development of human life <ul style="list-style-type: none"> • Duties and responsibilities of the institutions that provide public services • Importance of working with a sense of humanity as the public services fulfil the public needs • Water supply <ul style="list-style-type: none"> - Provide pure water, proper 	<ul style="list-style-type: none"> • Explains the duties and responsibilities of public service institutions. • Expresses views accepting the fact that fulfillment of duties and responsibilities of the public services institutions bring about the welfare of human beings. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
		<p>distribution and maintenance at due times</p> <ul style="list-style-type: none"> • Health services <ul style="list-style-type: none"> - Providing services properly at any time as needed - Prevention of infectious diseases • Educational services <ul style="list-style-type: none"> - Providing education that can produce good citizens (for the benefit of the society) - Safeguarding quality - Providing the required facilities • Transportation <ul style="list-style-type: none"> - Confirming the security of passengers - Providing efficient service - Providing the service politely and loyally • Electricity <ul style="list-style-type: none"> - Providing electricity continuously to the customers • Telecommunication <ul style="list-style-type: none"> - Providing the services in a reliable manner systematically and efficiently 	<ul style="list-style-type: none"> • Explains the importance of providing efficient service of the officers of public services identifying the need. 	

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.1.4 Works with awareness of duties and responsibilities related to making use of public service.	<ul style="list-style-type: none"> • Duties and responsibilities of people utilizing the public services - Utilizing the services frugally - Paying taxes for the services honestly - Developing positive attitudes towards the public services - Safeguarding the tools/ instruments and properties related to the services. 	<ul style="list-style-type: none"> • Explains the importance of the citizens fulfilling duties and responsibilities related to use of public services. • Expresses ideas accepting the fact that fulfilling duties and responsibilities related to public services help to provide an efficient service. 	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
Democratic Society 8.2 Works as a good citizen in a democratic society.	8.2.1 Adapts to the democratic features can be seen in the family and in school.	<ul style="list-style-type: none"> • Democratic features that can be seen in the family and school - Taking correct decisions through discussions - Tolerating others views - Agreeing to check and agree with the preference of the majority - Respecting leadership - Working cooperatively 	<ul style="list-style-type: none"> • Names the democratic features functioning in a family unit. • Explains the democratic features in a family unit help in the betterment of the family. • Express views appreciating the importance of developing qualities related to a democratic way of life as a member of a family unit. • Identifies the democratic features functioning in school society and describes them. • Explains the importance of working in the school society adopting the democratic values. 	01
	8.2.2. Works work understand the child rights and responsibilities.	<ul style="list-style-type: none"> • Introducing of child rights • Rights of a child • Duties bound with rights • Institutions that work for safeguarding child rights 	<ul style="list-style-type: none"> • Explains child rights. • Explains the importance of enjoying child rights correctly. • Expresses views accepting that enjoying child rights bring about the child development. • Explains the importance of fulfilling the duties related to child rights. • Expresses views appreciating the functions of institutions that work to protect child rights. 	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.2.3 Controls the emotions in a such a way that it confirms the continuity of a democratic society.</p>	<ul style="list-style-type: none"> • Different types of emotions • Behaviour patterns differing according to the emotions • Importance of controlling emotions positively 	<ul style="list-style-type: none"> • Describes giving examples the nature of various kinds of emotions occurring in a person. • Explains how the emotions impact on personal behaviour in varying ways. • Accepts the view that the positively control of emotions as a democratic citizen bring about the betterment of the person as well as the society. 	02
	<p>8.2.4 Identifies the need for leadership, and develops leadership qualities.</p>	<ul style="list-style-type: none"> • Introduction of leadership • Need for leadership • Qualities of leadership • Leadership and followers 	<ul style="list-style-type: none"> • Explains the term leadership briefly. • Explains the need of good moral leadership for the wellbeing of society. • Names the democratic leadership qualities that should be in the leadership. • Expresses views accepting the importance of developing democratic leadership qualities. • Presents qualities to be developed as a follower for the wellbeing of the society. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.2.5 Develops qualities that are required for a democratic life.	<ul style="list-style-type: none"> • Identifying the qualities that are needed for a democratic life • The manner in which the democratic way of life brings about the betterment of the society <ul style="list-style-type: none"> - Development of friendliness in the human society - Create a society free of conflicts. - Developing moral and law abiding citizen - Create a peaceful society - Safeguarding rights of everyone 	<ul style="list-style-type: none"> • Explains the qualities that are needed for a democratic life. • Expresses views accepting that the democratic life style brings about the wellbeing of society. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
8.3 Multicultural Society. Lives as a peaceful good citizen in a multicultural society.	8.3.1 Analyses the features of a multicultural society.	<ul style="list-style-type: none"> • Introduction of a multicultural society • Features of a multicultural society <ul style="list-style-type: none"> - Different ethnic groups - Different religions - Different languages - Different customs - Different cultural heritages 	<ul style="list-style-type: none"> • Defines the term multicultural society. • Explains the basic features of a multicultural society. 	03
	8.3.2 Works peacefully and cooperatively within the cultural diversity.	<ul style="list-style-type: none"> • Cultural diversity in Sri Lanka <ul style="list-style-type: none"> - Languages - Religions - Customs and traditions - Cultural heritage • Different cultural traditions, customs and festivals • Customs and traditions related to different ethnic groups • Before birth after death • Customs, traditions that are related to various religions and their importance Example - Buddhist (Vesak, Poson) Hindu (Thai pongal, Dipavali) Islam (Ramasan, Hajji) Christian (Christmas, Good Friday)	<ul style="list-style-type: none"> • Explains with examples that Sri Lanka multicultural society. • Presents details of cultural features of different cultures in the Sri Lankan society. • Expresses views appreciating the importance of living cooperatively as a member of a multicultural society. • Present information about the multicultural features of other countries. 	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.3.3 Contributes to the building of national cohesion and sustainable peace safeguarding one's own cultural identity</p>	<ul style="list-style-type: none"> • Working peacefully and cooperatively in the diversity • Cultural diversity in other countries Examples - India,USA • Confirmation of peace among different ethnic groups and minimization of conflict due to mutual understanding • Working together to develop the country within cultural diversity • Measures to be taken to integrate culture • Contributing to the development of the country engaging in productive economic activities • Fulfilling duties and responsibilities while respecting the cultural diversity • Building up sustainable peace in a multicultural society 	<ul style="list-style-type: none"> • Expresses views accepting the importance of mutual understanding for the wellbeing of a peaceful society. • Explains the measures that can be taken for cultural integration in a multicultural society. • Explains the importance of living with respecting other cultural identity. • Appreciates the importance of building sustainable peace in a multicultural society. • Explains how sustainable peace brings about the national development. 	04

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
Contemporary Problems 8.4 Works actively for the continued security of the society	8.4.1 Identifies accidents and disasters and contributes to minimize them.	<ul style="list-style-type: none"> • Identifying the accidents and disasters • Natural disasters and disasters caused by human activities • Measures taken to minimize the damages caused by disasters /accidents • Measures to be taken to avoid accidents • Being aware of the relevant institutions and following the instructions given by them <ul style="list-style-type: none"> - Disaster management centre - Hospital/ Police/ Met Department - Other institutions/local government institutions and Fire Brigade units related to other organizations 	<ul style="list-style-type: none"> • Names disasters and accidents • Explains the causes for disasters and accidents. • Suggests measures to minimize the damages caused by accidents and disasters.. • Shows the measures to be taken to avoid accidents with examples . • Names the institutions that support can get from for disasters and accidents. • Explains the importance of following instructions given by the institutions that provide support in disasters and accidents. 	02
	8.4.2 Works intelligently in disaster situations.	<ul style="list-style-type: none"> • Acting consciously according to different situations of disasters and accidents • Not riskily entering the premises when accidents occurred • Helping the victims and First aid givers • Informing the relevant institutions of the disasters • Not being hypersensitivity • Acting cautiously and patiently 	<ul style="list-style-type: none"> • Explains the importance of working to protect self as well as others at disasters, • Emphasises the need for acting according to the situations in disasters. 	

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.4.3 Manages disasters.</p> <p>8.4.4 Contributes to minimizing road accidents by following road rules.</p>	<ul style="list-style-type: none"> • Places where can happen accidents and disasters <ul style="list-style-type: none"> - Home - Environment - School - Work place • Other disasters other than those related to places <ul style="list-style-type: none"> - Wild animals - Dogs/ serpents • Dangers related to food and drugs • Dangers caused by addiction accidents due to drunk driving • Road accidents <ul style="list-style-type: none"> - Introducing road accidents - Causes for road accidents - Measures to be taken to prevent accidents - Following road rules - How to act and behave at road accidents • Railway accidents <ul style="list-style-type: none"> - Causes for railway accidents - actions to be taken to prevent accidents - How to act and behave at railway accidents 	<ul style="list-style-type: none"> • Explains the importance of being alert about the situations where accidents and disasters might happen. • Suggests suitable preventive measures for accidents and disasters. • Explains the importance of safeguarding from accidents other than situational ones by indentifying those situations. • Explains with examples that bad habits cause for accidents and disasters. • Identifies accidents caused by food and drugs highlights the importance of protection. • Expresses the importance of getting rid of bad habits for the prevention of accidents and disasters. • Presents information about road accidents and disasters caused at present. • Explains reasons for road accidents. • Shows with example the preventive measures for accidents. • Explains road rules using signs and signals. • Explains causes for railway accidents. • Shows the measures to be followed avoid railway accidents. • Explains how to react at a road or railway accident. 	<p>01</p> <p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.4.5 Contributes to minimize dangers caused by chemicals.</p>	<ul style="list-style-type: none"> • Uses of chemicals and the dangers caused . • Measures to be taken at such a situation • Measures to be taken to avoid such a danger and accident 	<ul style="list-style-type: none"> • Explains the accidents that can be caused by the use of chemicals. • Explains the measures to be taken at accident caused by chemicals. • Shows the measures to be taken to avoid accidents caused by chemicals. 	02
	<p>8.4.6 Contributes to development adapting a sustainable life style.</p>	<ul style="list-style-type: none"> • Introduction of a sustainable consumption style • Practicing sustainable consumption style • Health and hygiene • Food and clothing • Fulfillment of transport needs • Utilizing energy • Water and electricity • Spending leisure enjoyably • Planning and building houses 	<ul style="list-style-type: none"> • Explains what is meant by a sustainable life style. • Explains the need of getting used to a sustainable consumption style in fulfilling day to day needs. • Expresses views accepting that the practice of such a consumption style contributes to sustainable development. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
Conflict resolution and taking decisions 8.5 Takes decisions on day-to-day situations and faced with challenging situations.	8.5.1 Investigates problems and challenges faced in day-to-day life.	<ul style="list-style-type: none"> • Identifying the problems and challenges • Defining problems and challenges simply • Importance of alertness on problems and challenges being faced in day-to-day 	<ul style="list-style-type: none"> • Defines problems and challenges simply. • Explains the importance of working watchfully regarding the problems and challenges faced in day-to-day life. • Expresses views that the ability to face problems in day-to-day life should be developed. 	03
	8.5.2 Faces different problems and challenges in life successfully.	<ul style="list-style-type: none"> • Following innovative ways to solve different problems and challenges in the life successfully • The possibility of a solution to any problem or challenge • Ways in which problems and challenges can be used for success in life. <ul style="list-style-type: none"> - Develop in confidence - Engage in making creative things - Correct in mistakes - Get counselling services as an option. 	<ul style="list-style-type: none"> • Explains that facing problems is common, relevant to life. • Explains with examples that any challenge or any problem has a solution. • Explains the need of searching for solutions creatively for any challenge or problem for success in life. 	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
World of work 8.6 Gets ready for the world of work	8.6.1 Appreciates the diversity in the world of work	<ul style="list-style-type: none"> • Introduction to the world of work • Different job/employment fields in the world of work <ul style="list-style-type: none"> - Agriculture field - Industrial field - Technical field - Services - Self employment • Examples for employment opportunities related to each field 	<ul style="list-style-type: none"> • Explains the diversity of world of the work with examples. • Explains the fact that there are many employment opportunities available in the diversity of world of work 	02
	8.6.2 Investigates respectability and the value (dignity) of labour	<ul style="list-style-type: none"> • Introduction to dignity of labour • Working with a sense of dignity of labour • The benefits gained by the employer, employee and customer, through dignity of labour 	<ul style="list-style-type: none"> • Describes the importance of working with a sense of the dignity of labour. • Presents facts to show that working with a sense of dignity of labour causes job satisfaction. • Explains the benefits gained by working with a sense of dignity of labour. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.3 Explores how every occupation leads to social progress</p>	<ul style="list-style-type: none"> • Different needs existing in the society • The fact that all employments contribute to fulfilling the needs of the society • How being engaged in employments according to the capabilities of people contribute to the progress of the society 	<ul style="list-style-type: none"> • Explains that all employments contribute to fulfilling social needs. • Explains accepting the fact that all employments bring about for social development. 	01
	<p>8.6.4 Inquires the importance of Skilled Labour</p>	<ul style="list-style-type: none"> • Classification of labour into physical labour and mental work • Need for training to be an efficient worker • How skilled labour contributes to quality • High demand for skilled workers in Local and Foreign market • Courses providing training eg: Vocational training courses • Institutions providing facilities for vocational courses eg: Government/private institutions 	<ul style="list-style-type: none"> • Explains the need of getting training as a worker relevant to the work field. • Expresses views regarding the opportunities available for getting training. • Explains with examples the fact that productivity of labour depends on training. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.6.5 Internalizes the qualities of a good worker.	<ul style="list-style-type: none"> • Examples for the qualities of a good worker <ul style="list-style-type: none"> - Punctuality - Dedication - Engaging in the employment with satisfaction - fulfilling duties and responsibilities - Work cooperatively - Being interested in vocational development - Respect for leadership - Respect in the rules, regulations and traditions of the organization 	<ul style="list-style-type: none"> • Explains the good qualities of a worker. • Appreciates the practise of good qualities in the work place. 	01
	8.6.6 Investigates expectations of the work place.	<ul style="list-style-type: none"> • Expectations of a work place <ul style="list-style-type: none"> - Proper maintainance of physical appearance properly - Punctuality in attendace and work - Dedication towards the development of the work place - Efficiency - Providing the maximum service according to the salary received 	<ul style="list-style-type: none"> • Explains the need to be sensitive as a worker to the expectation of the work place. • Explains the fact that the fulfillment of the expectations of a work place is a bounden duty of an employee. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.6.7 Investigates Workers' rights and responsibilities.	<ul style="list-style-type: none"> • Rights <ul style="list-style-type: none"> - Safe, clean and pleasant working environment - Tools relevant for the job - Lunch break - Basic/Initial training - Continuous professional development - Financial remuneration, including sick pay - Union membership • Duties <ul style="list-style-type: none"> - Punctuality, attendance - Personal appearance - conduct - Working hard - Being a team player - Working as required by the service - Respecting the workplace facilities and looking after tools and instruments - working cooperatively for the betterment of the work place - Union membership 	<ul style="list-style-type: none"> • List out workers' rights and duties • Expresses willingness to enjoy worker rights while fulfilling duties and responsibilities 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.8 Appreciates importance of developing personal work attributes.</p>	<ul style="list-style-type: none"> • Personal profiling • Skills / learning styles <ul style="list-style-type: none"> - Using traditional methods/ professional techniques - Using technology - Getting specialist experiences 	<ul style="list-style-type: none"> • Explains the importance of maintaining personal performance at higher level as a worker. • Discusses the skills of the worker and his/her interests with a career guidance counsellor. 	02
	<p>8.6.9 Analyses different ways to satisfy customers.</p>	<ul style="list-style-type: none"> • Ensuring the trust towards the work place through satisfying the customer • Benefits for customers • Ensuring the satisfaction of customers • Maintaining continuous relationship with the regular customers 	<ul style="list-style-type: none"> • Suggests strategies to satisfy customers. • Explains the importance of getting to know the customers well in keeping contacts with them. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.6.10 Explores how earning impacts on life styles.	<ul style="list-style-type: none"> • The benefits of a good income - The consequences of having a low income - Identification of strategies that can be used to raise income through socially friendly means 	<ul style="list-style-type: none"> • Suggests ways and means to improve income. • expresses opinion appreciating and showing the importance of taking intelligent and actions to improve income. • Explains how getting a good income develops living standards. 	01