ACKNOWLEDGEMENTS

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- Representatives from Universities and Teachers’ Colleges
- Representatives from Book Publishers
- The Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children’s Fund (UNICEF)
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1.0 PREAMBLE

1.1 Introduction

The Communication Skills syllabus which is designed for Forms 5 and 6, takes an integrated approach to the appropriate use of language in different situations and for different purposes. It focuses on the four macro skills which are listening/observing, speaking/signing, reading/signing and writing/brailing while catering for learner diversities. The syllabus seeks to equip the learners with life-long communication skills, further develop Unhu/Ubuntu/Vumunhu and assist them to cope with the demands of tertiary education. It cuts across the curriculum and broadens the learners' perception of the world by exposing them to a variety of topics and texts based on social, scientific, economic, political and other emerging issues. The teaching of this syllabus will take cognisance of the fact that people create and use language to suit different contexts.

1.2 Rationale

The syllabus is intended to assist learners to master communication skills for effective interaction in academic, social, political and economic spheres. It cuts across the curriculum thereby enabling the learners to achieve their full academic potential in various learning areas. The communication skills syllabus will enable learners to develop the following life-long skills:

- Written and Oral communication
- Academic writing
- Research
- ICT
- Reading and synthesis of information
- Effective listening
- Critical thinking
- Tolerance
- Career management
- Enterprise
- Leadership and teamwork

1.3 Summary of Content

The Communication Skills syllabus will be based on the four macro skills which are listening/observing, speaking/signing, reading/signing and writing/brailing. The topics will be drawn from social, economic, political and scientific issues. These topics should be explored through debates, discussions, comparison and contrast, critical analysis and evaluation.

Accurate use of language for effective oral and written communication should be developed. Students should be taught to produce texts that are coherent, cohesive, balanced, convincing and interesting. They should be trained to critically analyse a variety of texts.

1.4 Assumptions

It is assumed that the learner:

- is able to independently read and communicate views on a text
- is aware of the rules governing language use
- has ICT skills
- is aware of cross cutting issues such as HIV and AIDS, climate change, corruption and gender

1.5 Cross-cutting themes

The following cross-cutting themes should be addressed through the teaching and learning of Communication Skills at Forms 5 and 6:

- Children’s Rights and Responsibilities
- Health, Sexuality, HIV and AIDS
- Disaster Risk Reduction and Management
- Heritage Studies
- Collaboration
- Leadership
- Environmental Issues
- Guidance and Counselling
- Gender
- Enterprise Skills
- Financial Literacy
- Conflict Management and Resolution
- Human Trafficking
- Abuse
- Traffic Safety and others

2.0 PRESENTATION OF SYLLABUS

The Communication Skills syllabus is presented as a single document that covers Forms 5 and 6.
3.0 AIMS

This syllabus aims to:

- equip learners with the communication skills essential for life and academic work at Forms 5, 6 and beyond
- promote Unhu/Ubuntu/Vumunhu through careful selection of texts and topics for discussion
- help learners develop independent critical reading and thinking skills
- develop learners’ listening skills
- develop the skills of coherent topic development and sustenance in both oral and written discourse
- encourage broad exploration and appraisal of cultural, economic, environmental, political and technological issues.

4.0 SYLLABUS OBJECTIVES

By the end of Forms 5 and 6, learners should be able to:

- write with clarity, accuracy, relevance and in a logical manner for various purposes
- communicate orally with confidence in various academic, social, professional and other situations
- use language accurately and appropriately for different purposes
- read intensively and extensively
- respond critically to questions on various texts
- demonstrate the values of Unhu/Ubuntu/Vumunhu and good citizenry
- distinguish between fact and opinion
- summarise oral and written texts
- evaluate various texts orally or in written responses
- participate actively in discussions, debates and other oral activities
- develop academic and professional writing skills in order to present reasoned and mature arguments.

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The methods that will be used to teach this syllabus should be learner-centred and hinge on the Communicative Approach to language teaching. The methods will include, among others, the following:

- Close Reading
- Research and Projects
- Discussions
- Presentations
- Seminars
- Debate and Public Speaking
- Theatre and Drama
- Educational Tours
- ICT
- School on the shop floor
- Interviews

5.1.2 Time Allocation

Communication Skills should be allocated two (2) eighty (80) minute periods per week

6.0 TOPICS

The learning and teaching of Communication Skills will focus on the following macro skills and their sub skills:

6.1 Listening/Observing
6.2 Speaking/Signing
6.3 Reading/Signing
6.4 Writing/Brailing
### 7.0 SCOPE AND SEQUENCE

#### 7.1 SKILL 1: LISTENING/OBSERVING

<table>
<thead>
<tr>
<th>Sub Skill</th>
<th>Form 5</th>
<th>Form 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>• Note making&lt;br&gt;• Note taking&lt;br&gt;• Summary&lt;br&gt;• Interpretation&lt;br&gt;• Translation&lt;br&gt;• Analysis&lt;br&gt;• Synthesis</td>
<td>• Note making&lt;br&gt;• Note taking&lt;br&gt;• Summary&lt;br&gt;• Interpretation&lt;br&gt;• Translation&lt;br&gt;• Analysis&lt;br&gt;• Synthesis&lt;br&gt;• Evaluation</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Complex directions and instructions&lt;br&gt;• Announcements&lt;br&gt;• Messages</td>
<td>• Announcements&lt;br&gt;• Messages</td>
</tr>
<tr>
<td>Conversations</td>
<td>• Dialogues&lt;br&gt;• Interviews&lt;br&gt;• Tone, mood and attitude</td>
<td>• Interviews&lt;br&gt;• Tone, mood and attitude&lt;br&gt;• Role play and drama</td>
</tr>
<tr>
<td>Critical Listening</td>
<td>• Dictation&lt;br&gt;• Debates and discussions&lt;br&gt;• Directed listening&lt;br&gt;• Selective listening</td>
<td>• Synthesis&lt;br&gt;• Debates and discussions&lt;br&gt;• Simulations&lt;br&gt;• Reflective listening</td>
</tr>
</tbody>
</table>
## 7.2 SKILL 2: SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registers</td>
<td>• Requests</td>
<td>• Interviews</td>
</tr>
<tr>
<td></td>
<td>• Persuasion</td>
<td>• Announcements</td>
</tr>
<tr>
<td></td>
<td>• Complaints</td>
<td>• Non-verbal cues</td>
</tr>
<tr>
<td></td>
<td>• Announcements</td>
<td>• Negotiation</td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td>• Conflict management and resolution</td>
</tr>
<tr>
<td></td>
<td>• Enquiries</td>
<td></td>
</tr>
<tr>
<td>Speeches</td>
<td>• Public speaking</td>
<td>• Public speaking</td>
</tr>
<tr>
<td></td>
<td>• Impromptu</td>
<td>• Impromptu</td>
</tr>
<tr>
<td></td>
<td>• Prepared</td>
<td>• Prepared</td>
</tr>
<tr>
<td></td>
<td>• Conversations</td>
<td>• Eulogy</td>
</tr>
<tr>
<td>Debates</td>
<td>• Emerging issues-local and international</td>
<td>• Emerging issues-local and international</td>
</tr>
<tr>
<td></td>
<td>• Cross-cutting issues-local and international</td>
<td>• Cross-cutting issues-local and international</td>
</tr>
<tr>
<td>Discussions</td>
<td>• Seminars</td>
<td>• Seminars</td>
</tr>
<tr>
<td></td>
<td>• Oral presentations</td>
<td>• Oral presentations</td>
</tr>
<tr>
<td></td>
<td>• Cross-cutting and emerging issues - National and international</td>
<td>• Cross-cutting and emerging issues - National and international</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conferencing</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>• Telephone and cellular phone</td>
<td>• Telephone and cellular phone</td>
</tr>
<tr>
<td></td>
<td>• Use of Visual/graphic aids</td>
<td>• Use of Visual/graphic aids</td>
</tr>
<tr>
<td></td>
<td>• Video and audio recording</td>
<td>• Social networks: e-communication (Skype, video conferencing, Instagram)</td>
</tr>
</tbody>
</table>
### 7.3 SKILL 3: READING/SIGNING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>FORM 5</th>
<th>FORM 6</th>
</tr>
</thead>
</table>
| **Intensive Reading** | • Inferences  
• Note making  
• Paraphrasing  
• Summary  
• Analysis  
• Transformation  
• Synthesis  
• Evaluation | • Inferences  
• Analysis  
• Synthesis  
• Evaluation |
| **Extensive Reading** | • Genres: magazines, newspapers and novels | • Genres: magazines, newspapers and novels |
| **Skimming and Scanning** | • Newspapers, journals, textbooks, maps, statistical data, directory, magazines, contents pages and index of a book | • Index of a book, directory, journals, statistical data and maps |
## SKILL 4: WRITING/BRAILING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>FORM 5</th>
<th>Form 6</th>
</tr>
</thead>
</table>
| Basics of Essay Writing | • What is academic writing?  
• Structure of an academic essay  
• Language use  
• Paragraphing  
• Topic sentences  
• Types of sentences  
• Cohesion and coherence  
• Punctuation  
• Register | • Academic writing  
• Language use  
• Paragraphing  
• Topic sentences  
• Structure  
• Types of sentences  
• Cohesion and coherence  
• Punctuation  
• Register  
• Hedging |
| Free Essay Writing    | • Factual  
• Discursive  
• Argumentative  
• Creative writing  
• Research project | • Factual  
• Discursive  
• Argumentative  
• Creative writing  
• Research project |
| Guided Writing        | • Memoranda  
• Letters  
• Articles  
• Curriculum vitae/Resumé  
• Reports  
• Speeches | • Memoranda  
• Articles  
• Curriculum vitae/Resume  
• Reports  
• Interview scripts  
• Brochures  
• Advertisements |
| Informal Writing      | • Short messaging services (SMSs)  
• Shorthand | • Short messaging services (SMSs)  
• Shorthand  
• Whatsapp |
### FORM 5

#### 8.0 COMPETENCY MATRIX

#### 8.1 SKILL 1: LISTENING/OBSERVING

<table>
<thead>
<tr>
<th>CONCEPTS/ASPECTS</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>• make notes from oral texts</td>
<td>• Note making</td>
<td>• Listening to different types of media</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• summarise the content of broadcasts</td>
<td>• Broadcasts</td>
<td>• Making notes from oral texts</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deduce meanings from oral texts</td>
<td>• Narrations</td>
<td>• Summarising the content of the broadcast</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td>• report on news and other events from different media</td>
<td>• Analysis</td>
<td>• Discussing the content from broadcasts and narrations</td>
<td>• Broadcast media</td>
</tr>
<tr>
<td></td>
<td>• analyse texts</td>
<td>• Synthesis</td>
<td>• Analysing texts for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Bias</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Accuracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Strengths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Weaknesses</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• perform a series of activities as instructed</td>
<td>• Complex directions and instructions</td>
<td>• Following instructions accurately</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• report on announcements</td>
<td>• Announcements</td>
<td>• Listening to announcements</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deliver messages accurately</td>
<td>• Messages</td>
<td>• Transmitting messages accurately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Giving feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluating delivered messages</td>
<td></td>
</tr>
<tr>
<td>Conversations</td>
<td>• debate on cross-cutting themes</td>
<td>• Research</td>
<td>• Researching on cross-cutting themes</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• demonstrate interview procedures</td>
<td>• Cross-cutting and emerging themes</td>
<td>• Engaging in debate on cross-cutting themes</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deduce meaning from</td>
<td>• Dialogues</td>
<td>• Simulating interview</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interview procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/ASPECTS</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</td>
<td>SUGGESTED NOTES AND ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
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<td>------------------------------------------</td>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>the tone and mood of presenters and participants</td>
<td>• Tone, mood and attitude</td>
<td>• Interpreting meaning from the tone and mood of presenters and participants</td>
<td></td>
</tr>
</tbody>
</table>
| Critical Listening | • synthesise dictated content  
• evaluate presentations  
• analyse oral presentations | • Cross-cutting themes  
• Emerging issues  
• Presentations  
• Seminars  
• Debates and discussions | • Summarising information from presentations and debates  
• Assessing presentations on cross-cutting and emerging issues | • ICT tools  
• Print media  
• Resource persons |
## 8.2 SKILL 2: SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>CONCEPTS/ASPECTS</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register</td>
<td>• use appropriate registers in different contexts • exhibit the values of Unhu/Ubuntu/Vumunhu</td>
<td>• Registers • Requests • Persuasion • Complaints • Announcements • Interviews • Enquiries</td>
<td>• Using appropriate registers in different situations • Demonstrating Unhu/Ubuntu/Vumunhu using appropriate registers • Role playing various situations</td>
<td>• ICT tools • Resource persons</td>
</tr>
<tr>
<td>Speeches</td>
<td>• prepare coherent and logically organised speeches • speak eloquently and concisely in formal and informal contexts • present impromptu speeches</td>
<td>• Speeches on cross-cutting and emerging issues such as: - Health, Sexuality, HIV and AIDS - Gender - Corruption - Employment creation - Drug, alcohol and substance abuse • Speech preparation skills • Public speaking skills</td>
<td>• Speaking eloquently in different situations • Presenting prepared and impromptu speeches</td>
<td>• ICT tools • Motivational speakers • Famous speeches</td>
</tr>
<tr>
<td>Debates</td>
<td>• express opinions and facts on a variety of topics • defend ideas with supporting evidence on given topics • demonstrate tolerance on differing views</td>
<td>• Cross-cutting and emerging issues: economic, political, social, cultural, religious • National policies</td>
<td>• Expressing opinions on various cross-cutting and emerging issues • Appreciating different opinions</td>
<td>• ICT tools • The National Constitution • The Hansard • Newspapers and magazines</td>
</tr>
<tr>
<td>CONCEPTS/ASPECTS</td>
<td>OBJECTIVES</td>
<td>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</td>
<td>SUGGESTED NOTES AND ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
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<td>---------------------</td>
</tr>
</tbody>
</table>
| Discussions    | Learners should be able to: | • Cross-cutting and emerging issues: economic, political, social, cultural, religious such as: - empowerment - health issues - global warming - terrorism - ICT issues | • Demonstrating knowledge of cross-cutting and emerging issues | • ICT tools  
• The National Constitution  
• The Hansard  
• Newspapers and magazines  
• Resource persons  
• Museums |
|                | • exhibit knowledge of cross-cutting and emerging issues  
• present balanced discussions using correct and appropriate language  
• analyse views raised on a variety of issues  
• assess the validity of arguments on given topics | | • Analysing differing views on various issues | |
| Use of ICT     | • use various forms of ICT to communicate effectively | • PowerPoint presentations  
• Video conferencing  
• Cellular phones and telephones | • Using various forms of ICT tools to speak effectively  
• Discussing on board forums using ICT | • ICT tools  
• Visual graphic aids |
### SKILL 3: READING/SIGNING

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Reading</td>
<td>• draw inferences from written texts&lt;br&gt;• paraphrase given information&lt;br&gt;• make notes on read texts&lt;br&gt;• summarise texts&lt;br&gt;• analyse given texts&lt;br&gt;• evaluate a variety of genres</td>
<td>• Comprehension&lt;br&gt;• Inferences&lt;br&gt;• Note making&lt;br&gt;• Paraphrasing&lt;br&gt;• Summary&lt;br&gt;• Analysis&lt;br&gt;• Transformation&lt;br&gt;• Synthesis&lt;br&gt;• Evaluation&lt;br&gt;• Heritage issues</td>
<td>• Reading texts for information&lt;br&gt;• Inferring meanings&lt;br&gt;• Paraphrasing given texts&lt;br&gt;• Making notes&lt;br&gt;• Writing summaries&lt;br&gt;• Synthesising ideas&lt;br&gt;• Evaluating texts</td>
<td>• Novels, Newspapers, Advertisements, Access billboards, Statistical data, ICT tools</td>
</tr>
<tr>
<td>Extensive reading</td>
<td>• read for enjoyment&lt;br&gt;• select ideas for discussions and debates</td>
<td>• Genres&lt;br&gt;• Aspects of Unhu/Ubuntu/Vumunhu in texts&lt;br&gt;• Heritage issues</td>
<td>• Reading texts, brochures, graphs, journals, magazines and newspapers&lt;br&gt;• Selecting ideas for discussions and debates</td>
<td>• Newspapers, Magazines, Advertisements, Access billboards, Statistical data, ICT tools</td>
</tr>
<tr>
<td>Skimming and Scanning</td>
<td>• skim and scan texts&lt;br&gt;• evaluate a variety of texts</td>
<td>• Skimming&lt;br&gt;• Scanning&lt;br&gt;• Comprehension&lt;br&gt;• Evaluation</td>
<td>• Reading texts for information&lt;br&gt;• Evaluating texts</td>
<td>• Print media, ICT tools</td>
</tr>
</tbody>
</table>
### 8.4 SKILL 4: WRITING/BRAILING

<table>
<thead>
<tr>
<th>SUB TOPIC/SKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| **Basics of Essay Writing** | - use appropriate citation methods  
  - use information from different sources  
  - research using ICT tools  
  - structure essays correctly  
  - write compound and complex sentences  
  - use discourse markers appropriately  
  - use appropriate punctuation marks  
  - determine appropriate register for use in different essay types  
  - interpret command words in questions | - Citation and referencing methods: Modern Languages Association (MLA) and the American Psychological Association (APA) and Havard  
  - library use  
  - ICT  
  - Introductions, body, paragraphing, conclusion  
  - Compound and complex sentences  
  - Discourse markers  
  - Punctuation marks such as: comma, semi-colon and colon  
  - Essay register  
  - Command words such as:  
    - explain  
    - justify  
    - discuss  
    - evaluate  
    - enumerate | - Citing and referencing essays correctly  
  - Using the library to get relevant information  
  - Researching using ICT tools  
  - Writing essays with clear introduction, body, paragraph and conclusion  
  - Constructing compound and complex sentences  
  - Selecting appropriate discourse markers  
  - Punctuating sentences using the comma, semi-colon and colon  
  - Using suitable register in different essay types  
  - Discussing meanings of command words in questions | - MLA, APA and Havard guides  
  - ICT tools  
  - Library catalogue |
| **Free Essay Writing** | - write different types of essays  
  - demonstrate creative writing skills | - Types of Essays:  
  - factual  
  - discursive  
  - argumentative  
  - Creative writing  
  - Research projects | - Writing different types of essays  
  - Composing novels, short stories, poems, plays, songs | - ICT tools  
  - Print and Electronic media  
  - Resource persons |
<table>
<thead>
<tr>
<th>SUB TOPIC/SKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Guided Writing        | • compose different types of guided writings  
                        • complete a variety of forms | • Types of guided writing:  
- Letters  
- Reports  
- Speeches  
- Articles  
- Memos  
- Curriculum Vitae/Resumé- Project proposals  
• Forms | • Writing different types of guided tasks  
• Amplifying pegs/notes  
• Following given instructions  
• Organising ideas  
• Filling in forms | • Print and electronic media  
• ICT tools  
• Resource persons  
• Forms |
# FORM 6

## 8.0 COMPETENCY MATRIX

### 8.1 SKILL 1: LISTENING/OBSERVING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>OBJECTIVES</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td><strong>Learners should be able to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• select relevant information to answer specific questions</td>
<td>• Broadcasts</td>
<td>• listening to different types of media to answer questions</td>
<td>• ICT Tools</td>
</tr>
<tr>
<td></td>
<td>• summarise the content of broadcasts</td>
<td>• Narrations</td>
<td>• discussing the content from broadcasts and narrations</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deduce meanings</td>
<td>• Cross-cutting and emerging themes</td>
<td>• evaluating oral discourses for bias, accuracy, strengths and weaknesses</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td>• report on news and other events from different media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• examine oral discourses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td><strong>Learners should be able to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respond accurately to given instructions</td>
<td>• Complex directions</td>
<td>• Listening to announcements</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• report on announcements</td>
<td>• Announcements</td>
<td>• Transmitting messages accurately</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deliver messages accurately</td>
<td>• Messages</td>
<td>• Giving feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluating delivered messages</td>
<td></td>
</tr>
<tr>
<td>Conversations</td>
<td><strong>Learners should be able to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• debate on cross-cutting and emerging themes</td>
<td>• Research on cross-cutting and emerging themes</td>
<td>• Researching on cross-cutting and emerging themes</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• demonstrate interview procedures</td>
<td>• Dialogues</td>
<td>• Engaging in debate on cross-cutting and emerging themes</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• deduce meaning from the tone and intonation of the speaker</td>
<td>• Interview procedures</td>
<td>• Simulating interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tone, mood and attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUB SKILL</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</td>
<td>SUGGESTED NOTES AND ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Critical listening</td>
<td>• identify themes from debate, seminars and presentations</td>
<td>• Cross-cutting and emerging themes</td>
<td>• Detecting themes from presentations</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• draw morals reflecting Unhu/Ubuntu/Vumunhu from oral texts</td>
<td>• Presentations</td>
<td>• Illustrating morals reflecting Unhu/Ubuntu/Vumunhu from oral texts</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td>• deduce meaning from the tone and mood of presenters and participants</td>
<td>• Seminars</td>
<td>• Interpreting meaning from the tone and mood of presenters and participants</td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• evaluate presentations</td>
<td>• Debates</td>
<td>• Organising information from presentations and debates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>procedures</td>
<td>• Assessing presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interpreting meaning from the tone and intonation of the speaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8.2 SKILL 2: SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>OBJECTIVES</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register</td>
<td>Learners should be able to: registers in different contexts; exhibit the values of Unhu/Ubuntu/Vumunhu.</td>
<td>Registers - Announcements - Interviews - Non-verbal cues - Negotiation - Conflict management and resolution.</td>
<td>Using appropriate registers in different situations; Demonstrating Unhu/Ubuntu/Vumunhu using appropriate registers; Role playing various situations.</td>
<td>ICT tools; Resource persons; Reference books.</td>
</tr>
<tr>
<td>Speeches</td>
<td>prepare coherent and logically organised speeches; speak eloquently and concisely in formal and informal contexts; present prepared and impromptu speeches.</td>
<td>Speeches on cross-cutting and emerging issues such as: terrorism; natural disasters; language issues; Speech preparation skills; Public speaking skills.</td>
<td>Speaking eloquently in formal and informal situations; Presenting prepared and impromptu speeches.</td>
<td>ICT tools; Motivational speakers; Famous speeches; Constitution of Zimbabwe.</td>
</tr>
<tr>
<td>Debates</td>
<td>express opinions and facts on a variety of topics; defend ideas with supporting evidence on given topics; demonstrate tolerance on differing views.</td>
<td>Cross-cutting and emerging issues: economic, political, social, cultural and religious such as: careers; time management; enterprise; parenthood; early marriages.</td>
<td>Expressing opinions on various cross-cutting and emerging issues; Appreciating different opinions.</td>
<td>ICT tools; The National Constitution; The Hansard; Newspapers and magazines.</td>
</tr>
<tr>
<td>Discussions</td>
<td>exhibit knowledge of cross-cutting and emerging issues; present balanced discussions using correct and</td>
<td>Seminar presentations; Cross-cutting and emerging issues: economic, political, social, cultural and religious.</td>
<td>Demonstrating knowledge of cross-cutting and emerging issues; Analysing differing views on various issues; Evaluating arguments.</td>
<td>ICT tools; The National Constitution; The Hansard; Newspapers and magazines.</td>
</tr>
</tbody>
</table>
### Communication Skills Syllabus Forms 5 - 6

<table>
<thead>
<tr>
<th>Use of ICT</th>
<th>National symbols and monuments</th>
<th>Resource persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use various forms of ICT to communicate effectively</td>
<td>• Taboos</td>
<td>• Museums</td>
</tr>
<tr>
<td>• PowerPoint presentations</td>
<td>• Indigenous knowledge systems</td>
<td>• Highway code</td>
</tr>
<tr>
<td>• Skype, Instagram, video conferencing</td>
<td>• Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Traffic safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vulnerable groups</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of ICT</th>
<th>National symbols and monuments</th>
<th>Resource persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use various forms of ICT to communicate effectively</td>
<td>• Taboos</td>
<td>• Museums</td>
</tr>
<tr>
<td>• PowerPoint presentations</td>
<td>• Indigenous knowledge systems</td>
<td>• Highway code</td>
</tr>
<tr>
<td>• Skype, Instagram, video conferencing</td>
<td>• Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Traffic safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vulnerable groups</td>
<td></td>
</tr>
</tbody>
</table>

- **Appropriate language**
  - Analyse views raised on a variety of issues
  - Assess the validity of arguments on given topics

- **Use of ICT**
  - Use various forms of ICT to communicate effectively
  - PowerPoint presentations
  - Skype, Instagram, video conferencing
  - Using various forms of ICT tools to speak effectively

- **National symbols and monuments**
  - Taboos
  - Indigenous knowledge systems
  - Gender
  - Traffic safety
  - Vulnerable groups

- **Resource persons**
  - Museums
  - Highway code

- **Museums**
  - Visual graphic aids
## 8.3 SKILL 3: READING/SIGNING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>OBJECTIVES</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Reading</strong></td>
<td>Learners should be able to:</td>
<td>• draw inferences from written texts</td>
<td>• Reading texts for general information</td>
<td>• Novels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• paraphrase given information</td>
<td>• Inferring meanings</td>
<td>• Newspapers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make notes on read texts</td>
<td>• Paraphrasing</td>
<td>• Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• summarise texts</td>
<td>• Summary</td>
<td>• Advertisements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyse given texts</td>
<td>• Analysis</td>
<td>• Access billboards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluation</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Statistical data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extensive Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evaluate information from a variety of genres</td>
<td>Analysing texts, brochures, graphs, journals, magazines and newspapers</td>
<td>• Newspapers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify themes in a variety of genres</td>
<td>• Identifying themes</td>
<td>• Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• select ideas for discussions and debates</td>
<td>• Reviewing texts read</td>
<td>• Advertisements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Statistical data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skimming and Scanning</strong></td>
<td></td>
<td>• skim and scan texts</td>
<td>• Reading texts for information</td>
<td>• Print media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evaluate a variety of texts</td>
<td>• Evaluating texts</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)**
  - Note making
  - Inferences
  - Paraphrasing
  - Summary
  - Analysis
  - Evaluation

- **SUGGESTED RESOURCES**
  - Novels
  - Newspapers
  - Internet
  - Advertisements
  - Access billboards
  - Print media
  - Statistical data
  - ICT tools

- **SUGGESTED NOTIONS AND ACTIVITIES**
  - Reading texts for general information
  - Inferring meanings
  - Paraphrasing given texts
  - Making notes
  - Writing summaries
  - Evaluating texts

- **SUGGESTED RESOURCES**
  - Novels
  - Newspapers
  - Internet
  - Advertisements
  - Access billboards
  - Print media
  - Statistical data
  - ICT tools
  - Resource persons
## SKILL 4: WRITING/BRAILING

<table>
<thead>
<tr>
<th>SUB SKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</th>
<th>SUGGESTED NOTES AND ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Basics of Essay Writing    | • use sources from the library  
• research using ICT tools  
• write compound and complex sentences  
• determine appropriate register for use in different essay types  
• establish relationships between paragraphs  
• hedge language used | • library use  
• ICT  
• Compound and complex sentences  
• Discourse markers  
• Essay register | • Using the library to get relevant information  
• Researching using ICT tools  
• Constructing compound and complex sentences  
• Analysing appropriateness of discourse markers  
• Using suitable register in different essay types | • ICT tools  
• Library catalogue  
• Print media |
| Free Essay Writing         | • write different types of essays  
• demonstrate creative writing skills | • Types of Essays:  
- factual  
- discursive  
- argumentative  
- creative writing  
• Research project  
• emails | • Writing different types of essays  
• Composing novels, short stories, poems, plays, songs, emails | • ICT tools  
• Print and Electronic media  
• Resource persons |
| Guided Writing             | • compose different types of guided writings  
• complete a variety of forms | • Types of guided writing:  
- Reports  
- Articles  
- Memoranda  
- Interview scripts  
- Brochures  
- Advertisements  
- Curriculum Vitae/Resumé  
- Project proposals  
• Forms | • Writing different types of guided tasks  
• Amplifying pegs  
• Following given instructions  
• Organising ideas  
• Filling in forms | • Print and electronic media  
• ICT tools  
• Resource persons  
• Forms |
9.0 ASSESSMENT

The scheme of assessment for the Forms 5 and 6 Communication Skills syllabus covers continuous and summative assessments. The four main language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing and their sub-skills will be assessed. The assessment will be grounded on the principle of inclusivity which caters for learners with diverse needs. Therefore, arrangements, accommodations and modifications will be made in both continuous and summative assessments to enable learners with special needs to access the assessment tools.

9.1 ASSESSMENT OBJECTIVES

The Communication Skills syllabus will be assessed through Continuous and Summative Assessment. The following assessment objectives outline the skills which will be assessed during and at the end of the two-year programme:

9.2 WRITING SKILLS

During and at the end of the two-year programme, learners should be able to:

9.2.1 write persuasive (argumentative), balanced (discursive) and informative (factual/expository) essays
9.2.2 write interview scripts, project proposals, research projects, curriculum vitae, letters, speeches, reports, articles and memoranda from notes, texts, diagrams, statistical data, and graphs
9.2.3 amplify given information
9.2.4 write with grammatical accuracy
9.2.5 use discourse markers correctly to create a sense of cohesion and coherence within and among paragraphs
9.2.6 write in a style and register appropriate to the subject matter
9.2.7 cite sources correctly in their written work

9.3 READING/SIGNING

Learners should be able to:

9.3.1 follow the development of ideas in texts
9.3.2 recognise how language is used in texts to indicate relationships of ideas
9.3.3 distinguish main propositions from exemplifying or qualifying details
9.3.4 deduce information that is implied in texts
9.3.5 infer the contextual meanings of words and phrases
9.3.6 paraphrase ideas from texts
9.3.7 analyse the feelings, qualities and motives of characters and authors in texts
9.3.8 compare, contrast and classify information
9.3.9 summarise specific aspects of texts
9.3.10. read proficiently

9.4 SPEAKING/SIGNING AND LISTENING/OBSERVING

Speaking and listening complement each other and are therefore usually taught together.

9.4.1 SPEAKING/SIGNING

Learners should be able to:

9.4.1.1 communicate ideas clearly, accurately and confidently on a variety of topics
9.4.1.2 debate confidently on topical, cross-cutting and emerging issues
9.4.1.3 use appropriate tone, intonation and gestures to emphasise points
9.4.1.4 use appropriate register depending on social situation, audience, subject matter or area being discussed

LISTENING/OBSERVING

Learners should be able to:

9.4.2.1 listen with concentration
9.4.2.2 listen selectively
9.4.2.3 react appropriately to different oral text types
9.4.2.4 summarise oral texts

9.5 SCHEME OF ASSESSMENT

The scheme of assessment for the Forms 5 and 6 Communication Skills syllabus covers continuous and summative assessments.

9.5.1 CONTINUOUS ASSESSMENT

Continuous Assessment will be assessed as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ASSESSMENT TASK</th>
<th>FREQUENCY</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 5</td>
<td>Speaking</td>
<td>1 task per year</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Reading proficiency</td>
<td>1 task per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing project</td>
<td>1 task per year</td>
<td></td>
</tr>
<tr>
<td>Form 6</td>
<td>Speaking</td>
<td>2 tasks per year</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Reading proficiency</td>
<td>2 tasks per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing project</td>
<td>1 task per year</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

9.5.2 SUMMATIVE ASSESSMENT

The summative assessment comprises two components as follows:

<table>
<thead>
<tr>
<th>PAPER TITLE</th>
<th>DURATION</th>
<th>MARKS</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay Writing</td>
<td>2 hours</td>
<td>50</td>
<td>35%</td>
</tr>
<tr>
<td>2. Comprehension and Summary Writing</td>
<td>2 hours</td>
<td>50</td>
<td>35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td>70%</td>
</tr>
</tbody>
</table>

9.6 PAPER DESCRIPTIONS

9.6.1 Paper 1 Essay Writing (2 Hours): The paper will comprise two sections, A and B.

Section A: 20 marks: A compulsory guided essay writing question will be set. The writing task will be of a practical nature. Information that will be given may be in the form of notes, texts, graphs, statistical data or pictures. Candidates may be asked to write interview scripts, project proposals, brochures, advertisements, curriculum vitae, letters, speeches, reports, articles or memoranda.

Section B: 30 marks: 8 questions on different themes and cross-cutting issues will be set. The topics will be argumentative and discursive in nature. Candidates will be expected to choose 1 question. Questions may be set on any of the following cross-cutting and emerging issues:
Communication Skills Syllabus Forms 5 - 6

Socio-economic:                Employment creation
Wealth and poverty
Financial management [insurance, budgeting, stock exchange, investment,
pension, broking]
Enterprise            Tourism, travel and leisure
Drug, alcohol and substance abuse
Health education [human sexuality, HIV and AIDS, family planning, diseases]
Vulnerable groups
The media
Globalisation [Economic Systems such as Capitalism, Neo-colonialism,
Socialism ]
[Multi lateral Systems such as Southern Africa Development Community (SADC), African Union (AU), United Nations (UN), International Monetary Fund (IMF), European Union (EU)]

Cultural:                Unhu/Ubuntu/Vumunhu
Art, music and dance/ entertainment            Religion, values and morals
Love and marriage
Gender issues
Literature
Multiculturalism
Heritage


Civil and Political:            National symbols and monuments
Human rights and democracy            The National Constitution
Terrorism
Estates

Science and Technology:            Access to technology
Principles and application
Innovations

Other Issues:
Natural and man-made disasters            Environmental issues
Time management
Careers
Safety

N.B: These suggested topics are not in any way exhaustive but are mere guidelines to assist the teacher to broaden the scope of the study.

9.6.2 Paper 2: Comprehension and Summary (2 hours)

The paper will consist of two sections, A and B, both of which will be compulsory.

Section A: Compulsory Summary [20 marks]

A factual passage will be set from which candidates will be expected to answer a summary question

Section B: Compulsory Comprehension [30 marks]
A passage will be set from which candidates will be expected to answer comprehension questions

**SPECIFICATION GRID**

In the Form 5 and 6 Communication Skills Paper 1 assessment, learners are expected to demonstrate their linguistic competence, ability to present reasonable balanced discussions and organise ideas.

The Form 5 and 6 Communication Skills Paper 2 test instrument will conform to the following specification grid:

<table>
<thead>
<tr>
<th>SKILL</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Recall</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>60%</td>
</tr>
<tr>
<td>Analysis, synthesis and evaluation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**9.0 ASSESSMENT MODEL**

Learners will be assessed using both continuous and summative assessments as indicated by the assessment model below

![Assessment Diagram](image-url)