



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **SOCIOLOGY SYLLABUS**

**FORMS 5 - 6**

**2015 - 2022**

**Curriculum Development and Technical Services  
P. O. Box MP 133  
Mount Pleasant  
Harare**

© All Rights Reserved  
2015



## **ACKNOWLEDGEMENTS**

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Sociology Syllabus Panel for their professional and technical input
- Representatives from various organisations
- Book Publishers
- The Zimbabwe School Examinations Council
- United Nations Children’s Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

# CONTENT

<b>ACKNOWLEDGEMENTS</b> .....	<b>i</b>
<b>CONTENT</b> .....	<b>ii</b>
<b>1.0 PREAMBLE</b> .....	<b>1</b>
<b>2.0 PRESENTATION OF THE SYLLABUS</b> .....	<b>1</b>
<b>3.0 AIMS</b> .....	<b>1</b>
<b>4.0 OBJECTIVES</b> .....	<b>2</b>
<b>5.0 METHODOLOGY</b> .....	<b>2</b>
<b>6.0 SYLLABUS TOPICS</b> .....	<b>2</b>
<b>7.0 SCOPE AND SEQUENCE CHART</b> .....	<b>3</b>
<b>8.0 COMPETENCY MATRIX</b> .....	<b>13</b>
<b>9.0 SCHEME OF ASSESSMENT</b> .....	<b>53</b>

## 1.0 PREAMBLE

### 1.1 Introduction

The syllabus is designed for Forms 5 - 6 learners in Sociology and is a continuation from Form 1 – 4. It fosters the development and understanding of the diversity and complexity of human societies with particular reference to Zimbabwe. The learning area focuses on the dynamic aspects of human society. The syllabus also seeks to equip learners with an appreciation of their cultural heritage, human relationships and utilise the knowledge and skills acquired for self-sustenance.

### 1.2 Rationale

The study of Sociology helps the learner to understand his/her relationship to others in his/her community. Sociology should help the learner to appreciate, clarify and develop norms and values of Unhu/Ubuntu/Vumunhu in society. This learning area will provide the learner with a rich experience in identifying and investigating community based problems as well as managing them.

Sociology enables the learner to develop the following skills:

- self esteem
- leadership
- critical thinking
- decision making
- communication
- problem solving
- conflict and crisis management
- tolerance
- technological competencies
- research
- enterprise

### 1.3 Summary of Content

The learning area will include the study of research skills, processes in society and social institutions.

### 1.4 Assumptions

It is assumed that the learner:

- has background knowledge of sociology as a discipline
- has some basic knowledge of research methods
- has knowledge of functions and dysfunctions of

- social institutions
- interacts constructively with his/her peers and other members of society
- appreciates the dynamic nature and complexity of society
- can think critically on social issues
- can distinguish sociological knowledge from other areas of learning

### 1.5 Cross-cutting themes

The following cross cutting or emerging issues help the learner to acquire competencies for lifelong learning.

- Gender – to be gender sensitive
- Collaboration – to co-operate with others
- Child Protection – to be aware of child protection laws and lobby groups
- Children's Rights and Responsibilities - to be aware of child's rights and responsibilities
- Sexuality, Health issues – to be tolerant, caring and to abstain from pre-marital sex
- Heritage studies – to be aware of and preserve Zimbabwean cultural heritage
- Financial literacy - to be able to interpret basic financial data
- Human Rights – to be aware of human rights, fundamental freedoms and observe them
- Disaster and Risk Management – to mitigate and manage disasters

## 2.0 PRESENTATION OF THE SYLLABUS

2.1 The Sociology Syllabus is presented as a single document for Forms 5 – 6.

### 3.0 AIMS

The aims of the syllabus are to enable the learner to:

- 3.1 develop an understanding of sociological theories and research methods
- 3.2 appreciate the relationship between the individual and society
- 3.3 promote an appreciation and an understanding of social and cultural diversity
- 3.4 understand governance, citizenship and global trends of change in social life

- 3.5 appreciate social structure, development and functions of different institutions
- 3.6 understand the relationship between enterprise and nation building
- 3.7 promote an understanding of ethical standards in the society

- (i) research
- (j) Individualised Learning Instruction.
- (k) resource persons
- (l) poetry
- (m) experiment
- (n) Field trips

## 4.0 OBJECTIVES

By the end of Forms 5 – 6 the learner who would have studied Sociology should be able to:

- 4.1 demonstrate an understanding of sociological theories and research methods
- 4.2 examine the relationship between the individual and society
- 4.3 demonstrate an understanding of social, economic, political and cultural diversity
- 4.4 evaluate systems of governance, citizenship and global trends in social life
- 4.5 discuss social structure, development and functions of different institutions
- 4.6 analyse the relationship between enterprise and nation building
- 4.7 examine ethical standards in mass media and social research
- 4.8 explore measures to curb deviance or anti-social behaviour
- 4.9 apply personal and social skills in finding solutions to social problems
- 4.10 use enterprising skills to be economically self-reliant
- 4.11 apply research skills in solving social problems

## 5.0 METHODOLOGY

Participatory methods which are learner centred should be employed for effective teaching and learning of sociology.

These include some of the following:

- (a) question and answer
- (b) group work
- (c) discussion
- (d) drama, role-play and simulation
- (e) song and dance
- (f) educational tours
- (g) case studies
- (h) gallery walk

### 5.1.1 Time Allocation

For adequate coverage of the syllabus, the following time allocation is recommended.

Forms 5 - 6 : 10 periods of 35 minutes each per week

2 educational tours per year

1 seminar per term

1 research project display .

## 6.0 SYLLABUS TOPICS

- 6.1 Perspectives in Sociology
- 6.2 Socialisation
- 6.3 Family
- 6.4 Culture
- 6.5 Religion
- 6.6 Research Methods
- 6.7 Education
- 6.8 Gender
- 6.9 Social stratification
- 6.10 Age
- 6.11 Race and ethnicity
- 6.12 Unemployment
- 6.13 Poverty
- 6.14 Enterprise and Work
- 6.15 Leisure
- 6.16 Population and Health
- 6.17 Globalisation and social change
- 6.18 Urbanisation
- 6.19 Governance and citizenship
- 6.20 Deviance, crime and social control
- 6.21 Mass media

## 7.0 SCOPE AND SEQUENCE CHART

### TOPIC 1: PERSPECTIVES IN SOCIOLOGY

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Historical development of Sociology</li><li>• Sociology and social policy</li><li>• Sociology as a science</li><li>• Relationship between sociology and other social science subjects</li><li>• Theoretical perspectives</li></ul>	

### TOPIC 2: SOCIALIZATION

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Theories of socialisation</li><li>• The process of socialisation</li><li>• Nature and nurture debate</li><li>• The nature of people without socialisation</li></ul>	

**TOPIC 3: FAMILY**

<b>FORM 5</b>	<b>FORM 6</b>
<ul style="list-style-type: none"><li>• Various forms of the families in Zimbabwe</li><li>• Perspectives on the family</li><li>• Changes in the family and household patterns</li><li>• Changing patterns of marriage</li><li>• Domestic violence</li></ul>	

**TOPIC 4: CULTURE**

<b>FORM 5</b>	<b>FORM 6</b>
<ul style="list-style-type: none"><li>• Forms of culture</li><li>• Elements of culture</li><li>• Characteristics of culture</li><li>• Perspectives on culture</li></ul>	



**TOPIC 5: RELIGION**

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Theories on religion</li><li>• Religious organisations</li><li>• Secularisation</li></ul>	

**TOPIC 6: RESEARCH METHODS**

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Qualitative and quantitative research</li><li>• Steps in scientific research</li><li>• Research tools</li><li>• Choice of research methods</li><li>• Importance of sociological research in Zimbabwe</li><li>• Subjective and objective research in sociology</li></ul>	

**TOPIC 7: EDUCATION**

<p><b>FORM 5</b></p>	<p><b>FORM 6</b></p>
<ul style="list-style-type: none"><li>• Theories of education</li><li>• Educational policies in Zimbabwe</li><li>• Educational achievement</li><li>• Global trends in education</li></ul>	

**TOPIC 8: GENDER**

<p><b>FORM 5</b></p>	<p><b>FORM 6</b></p>
<ul style="list-style-type: none"><li>• Theories of gender</li><li>• Gender policy in Zimbabwe</li><li>• Women and employment</li><li>• Gender roles</li></ul>	

**TOPIC 9: SOCIAL STRATIFICATION**

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• The concept of stratification</li><li>• Forms of stratification</li><li>• Social class</li><li>• Life chances</li><li>• Social mobility</li></ul>	

**TOPIC 10: AGE**

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Childhood in Zimbabwe and other societies</li><li>• Youth</li><li>• Old age</li><li>• Perspectives on age</li></ul>	

**TOPIC 11: RACE AND ETHNICITY**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• Racial and ethnic groups in Zimbabwe</li><li>• Forms of racism</li><li>• Theories of racial discrimination and prejudice</li><li>• Patterns of racial and ethnic inequality</li><li>• Policy and legislation on discrimination</li></ul>

**TOPIC 12 : UNEMPLOYMENT**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• The concept of unemployment</li><li>• Causes and effects of unemployment</li><li>• Distribution of unemployment in Zimbabwe</li><li>• Implications of unemployment</li></ul>

**TOPIC 13: POVERTY**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"> <li>• Existence and persistence of poverty</li> <li>• Measures to curb poverty</li> <li>• Impact of poverty on society</li> </ul>

**TOPIC 14: ENTERPRISE AND WORK**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"> <li>• Occupational structures</li> <li>• Management and the organisation of work</li> <li>• Technology</li> <li>• Government policies on enterprise</li> </ul>

**TOPIC 15: LEISURE**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"> <li>• The relationship between work and leisure</li> <li>• Factors affecting leisure activities</li> <li>• Theories of leisure</li> </ul>

**TOPIC 16: POPULATION AND HEALTH**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• Demography</li><li>• Migration</li><li>• Population distribution</li><li>• Health care systems in Zimbabwe</li></ul>

**TOPIC 17: GLOBALISATION AND SOCIAL CHANGE**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• Theories of globalisation</li><li>• Effects of globalisation</li><li>• Theories of social change</li></ul>

**TOPIC 18: URBANISATION**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• Industrialisation and urbanisation in Zimbabwe</li><li>• Effects of urbanisation</li><li>• Government policies on urbanisation</li></ul>

**TOPIC 19: GOVERNANCE AND CITIZENSHIP**

<b>FORM 5</b>	<b>FORM 6</b>
	<ul style="list-style-type: none"><li>• Types of government</li><li>• Constitutionalism</li><li>• Distribution of power and authority in society</li><li>• Role of the state</li><li>• Citizenry</li></ul>

**TOPIC 20: DEVIANCE, CRIME AND SOCIAL CONTROL**

FORM 5	FORM 6
	<ul style="list-style-type: none"><li>• Theories of crime and deviance</li><li>• Methods of social control</li><li>• Measurement of crime</li><li>• Distribution of crime</li></ul>

**TOPIC 21: MASS MEDIA**

FORM 5	FORM 6
	<ul style="list-style-type: none"><li>• Perspectives on mass media</li><li>• Ownership and control of the mass media</li><li>• Media content</li><li>• Media effects</li></ul>



## 8.0 COMPETENCY MATRIX

### TOPIC 1: PERSPECTIVES IN SOCIOLOGY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>HISTORICAL DEVELOPMENT OF SOCIOLOGY</b>	<ul style="list-style-type: none"> <li>• discuss factors that led to development of sociology</li> <li>• analyze the factors that influenced development of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Development of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on the factors that led to development of sociology</li> <li>• Discussing factors that led to the development of sociology</li> <li>• Analyzing research findings on the development of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Newspaper cuttings</li> </ul>
<b>Sociology and Social policy</b>	<ul style="list-style-type: none"> <li>• identify social problems</li> <li>• examine social policy initiatives in Zimbabwe and other societies</li> <li>• evaluate the social policy measures</li> </ul>	<ul style="list-style-type: none"> <li>• Social problems</li> <li>• Social policies in Zimbabwe and other societies</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining social problems</li> <li>• Discussing social policy in Zimbabwe and other societies</li> <li>• Analyzing the social policy measures</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Policy documents</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Magazines</li> </ul>
<b>Sociology as a Science</b>	<ul style="list-style-type: none"> <li>• identify the characteristics of science subjects</li> <li>• analyze the scientific nature of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of Science subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the characteristics of science subjects</li> <li>• Evaluating the scientific nature of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Relationship between sociology and other Social Sciences</b>	<ul style="list-style-type: none"> <li>• Identify elements of sociology found in other social sciences</li> <li>• assess the relationship between sociology and other social sciences</li> <li>• evaluate sociology as a science subject</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology and other social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining social sciences</li> <li>• Discussing the relationship between sociology and other social sciences</li> <li>• Justifying the relationship between sociology and other social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Theoretical Perspectives</b>	<ul style="list-style-type: none"> <li>• identify the perspectives in sociology</li> <li>• examine the perspectives in sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical Perspectives in Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the perspectives in sociology</li> <li>• Evaluating the perspectives in sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>
				<ul style="list-style-type: none"> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>

**TOPIC 2: SOCIALISATION**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p><b>The process of Socialization</b></p>	<ul style="list-style-type: none"> <li>explain the process of socialization</li> <li>evaluate how the process of socialization promotes Unhu/Ubuntu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>Socialization Processes</li> <li>The concept of Unhu/Ubuntu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>Discussing Primary and Secondary socialization</li> <li>Analyzing how socialization promotes Unhu/Ubuntu/Vumunhu</li> <li>Role playing character building</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> <li>Braille machines</li> <li>Braille paper</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Charts</li> <li>Newspaper cuttings</li> <li>Resource person</li> </ul>
<p><b>Nature and Nurture debate</b></p>	<ul style="list-style-type: none"> <li>explain the nature and nurture debate</li> <li>analyze the influence of nature and nurture on human behavior</li> </ul>	<ul style="list-style-type: none"> <li>Nature</li> <li>Nurture</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the factors that influence human behavior</li> <li>Evaluating the effectiveness of nature and nurture on human behavior</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> <li>Braille machines</li> <li>Braille paper</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Charts</li> </ul>
<p><b>Theories of Socialization</b></p>	<ul style="list-style-type: none"> <li>explain the theories of socialization</li> </ul>	<ul style="list-style-type: none"> <li>Theories of socialization</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the theories of socialization</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>• evaluate the theories of socialization</li> </ul>		<ul style="list-style-type: none"> <li>• Analyzing the theories of socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Charts</li> </ul>
<p><b>The impact of lack of Socialization</b></p>	<ul style="list-style-type: none"> <li>• identify characteristics of individuals who lack socialization</li> <li>• assess the effects of lacking socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals without socialization</li> <li>• Effects of lacking socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing characteristics of individuals who lack socialization</li> <li>• Dramatising the effects of lacking socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Newspaper cuttings</li> <li>• Magazines</li> <li>• Case study</li> </ul>

**TOPIC 3: FAMILY**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Perspectives on the family</b>	<ul style="list-style-type: none"> <li>explain sociological perspectives on the family</li> <li>evaluate perspectives on the family</li> </ul>	<ul style="list-style-type: none"> <li>Sociological perspectives on the family</li> </ul>	<ul style="list-style-type: none"> <li>Analysing role of the family on character building (Unhu/Ubuntu/Vumunhu)</li> <li>Discussing perspectives on the family</li> <li>Analyzing role of the family on character building (Unhu/Ubuntu)</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> <li>Braille machines</li> <li>Braille paper</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Resource person</li> </ul>
<b>Family types in Zimbabwe</b>	<ul style="list-style-type: none"> <li>outline types of family in Zimbabwe</li> <li>distinguish between households and families</li> <li>examine challenges associated with different types of family</li> </ul>	<ul style="list-style-type: none"> <li>Types of family</li> <li>Households</li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of families in Zimbabwe</li> <li>Researching on challenges faced by different types of family</li> <li>Role playing family responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> <li>Braille machines</li> <li>Braille paper</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Resource person</li> </ul>
<b>Family and household patterns</b>	<ul style="list-style-type: none"> <li>outline the family and household patterns</li> <li>discuss the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Family and household patterns</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the family and household patterns</li> <li>Debating the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	globalization on family and household patterns		globalization on family and household patterns	<ul style="list-style-type: none"> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Marriage and Divorce</b>	<ul style="list-style-type: none"> <li>• discuss patterns of marriage</li> <li>• analyze characteristics of a stable marriage</li> <li>• examine causes of divorce</li> <li>• assess ways of resolving divorce in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of marriage</li> <li>• Stable marriages</li> <li>• Divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining patterns of marriage</li> <li>• Examining the characteristics of a stable marriage</li> <li>• Role playing the causes of divorce</li> <li>• Discussing ways of resolving divorce in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Official statistics</li> </ul>
<b>Domestic Violence</b>	<ul style="list-style-type: none"> <li>• explain the effects of domestic violence</li> <li>• analyze government policies on domestic violence</li> <li>• assess traditional ways of resolving family conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Domestic violence</li> <li>• Domestic Violence Act</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the effects of domestic violence</li> <li>• Evaluating government legislation on domestic violence</li> <li>• Dramatizing traditional ways of resolving family conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
				<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Official statistics</li> <li>• Domestic Violence Act</li> </ul>

**TOPIC 4: CULTURE**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p><b>Perspectives on Culture</b></p>	<ul style="list-style-type: none"> <li>• identify perspectives on culture</li> <li>• evaluate the relevance of perspectives on culture to the Zimbabwean context</li> </ul>	<ul style="list-style-type: none"> <li>• Perspectives on culture</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different perspectives on culture</li> <li>• Analyzing the relevance of Sociological perspectives on culture to Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Resource person</li> <li>• Culture Artifacts</li> </ul>
<p><b>Forms of Culture</b></p>	<ul style="list-style-type: none"> <li>• identify forms of culture</li> <li>• explain cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• explaining forms of culture</li> <li>• Discussing cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Newspaper cuttings</li> <li>• Culture Artifacts</li> </ul>
<p><b>Elements of Culture</b></p>	<ul style="list-style-type: none"> <li>• outline elements of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying the elements of culture.</li> <li>• Explaining elements of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> </ul>



KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>explain elements of diverse Zimbabwean culture</li> </ul>		<ul style="list-style-type: none"> <li>Discussing the diverse elements of culture in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Charts</li> <li>Resource person</li> <li>Culture Artifacts</li> </ul>
<b>Characteristics of Culture</b>	<ul style="list-style-type: none"> <li>identifying the characteristics of culture</li> <li>discuss the influence of culture in promoting unhu/ubuntu</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of culture</li> </ul>	<ul style="list-style-type: none"> <li>outlining the characteristics of culture</li> <li>Explaining the influence of culture in promoting Ubuntu/unhu</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille books</li> <li>Braille machines</li> <li>Braille paper</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Charts</li> <li>Resource person</li> <li>Culture Artifacts</li> </ul>

**TOPIC 5: RELIGION**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Theories of Religion	<ul style="list-style-type: none"> <li>• identify the theories of religion</li> <li>• evaluate the theories of religion</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the theories of religion</li> <li>• Discussing theories of religion</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Magazines</li> <li>• Resource person</li> <li>• Attire</li> <li>• Artifacts</li> </ul>
Religious organizations and movements in Zimbabwe	<ul style="list-style-type: none"> <li>• identify religious organizations in Zimbabwe</li> <li>• examine the influence of religious movements in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing religious movements in Zimbabwe</li> <li>• Assessing the impact of religious movements in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Magazines</li> <li>• Resource person</li> </ul>
Secularization	<ul style="list-style-type: none"> <li>• Debate about the nature of secularization</li> </ul>	<ul style="list-style-type: none"> <li>• Secularization</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the nature of secularization</li> </ul>	<ul style="list-style-type: none"> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• ICT tools</li> </ul>

**TOPIC 6: RESEARCH METHODS**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Qualitative and Quantitative Research</b>	<ul style="list-style-type: none"> <li>• discuss qualitative and quantitative research methods</li> <li>• evaluate qualitative and quantitative research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on characteristics of qualitative and quantitative research</li> <li>• Discussing qualitative and quantitative research</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• ICT tools</li> <li>• Computers with jaws software</li> <li>• Charts</li> <li>• Resource persons</li> </ul>
<b>Steps in Scientific Research</b>	<ul style="list-style-type: none"> <li>• identify the steps in scientific research</li> <li>• discuss the steps in scientific research</li> </ul>	Steps in scientific research	<ul style="list-style-type: none"> <li>• Outlining the steps in scientific research</li> <li>• Analyzing the steps in scientific research</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Dissertations</li> <li>• Computers with jaws software</li> <li>• Charts</li> <li>• Resource person</li> </ul>
<b>Research Tools</b>	<ul style="list-style-type: none"> <li>• outline the research tools</li> <li>• discuss the research tools</li> <li>• evaluate the research tools</li> </ul>	<ul style="list-style-type: none"> <li>• Research tools</li> </ul>	<ul style="list-style-type: none"> <li>• explaining the research tools</li> <li>• Analyzing strengths and weaknesses of different research tools</li> <li>• Designing research tools</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Specimen</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• Charts</li> </ul>
<b>Factors influencing choice of Research Method(s)</b>	<ul style="list-style-type: none"> <li>• identify the factors influencing choice of research method(s)</li> <li>• analyze the factors influencing choice of research method(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing choice of research method(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the factors influencing choice of research method(s)</li> <li>• Discussing the factors</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with</li> </ul>

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Importance of Sociological Research in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• identify sociological researches in Zimbabwe</li> <li>• explain the importance of sociological research in Zimbabwe</li> <li>• formulate a research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Sociological research</li> <li>• Sociological Researches</li> </ul>	<p>influencing choice of research</p> <ul style="list-style-type: none"> <li>• Outlining the importance of sociological research in Zimbabwe</li> <li>• Examining the impact of sociological researches</li> <li>• Designing a research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• captions</li> <li>• Computers with jaws software</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Computers with jaws software</li> <li>• Case studies</li> </ul>
<b>Subjective and Objective Research in Sociology</b>	<ul style="list-style-type: none"> <li>• assess subjectivity and objectivity in Sociological research</li> </ul>	<ul style="list-style-type: none"> <li>• Subjectivity and objectivity</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing subjective and objective in sociological research</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Case study</li> </ul>

**TOPIC 7: EDUCATION**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Qualitative and Quantitative Research</b>	<ul style="list-style-type: none"> <li>• discuss qualitative and quantitative research methods</li> <li>• evaluate qualitative and quantitative research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on characteristics of qualitative and quantitative research</li> <li>• Discussing qualitative and quantitative research</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• ICT tools</li> <li>• Computers with jaws software</li> <li>• Charts</li> <li>• Resource persons</li> </ul>
<b>Steps in Scientific Research</b>	<ul style="list-style-type: none"> <li>• identify the steps in scientific research</li> <li>• discuss the steps in scientific research</li> </ul>	Steps in scientific research	<ul style="list-style-type: none"> <li>• Outlining the steps in scientific research</li> <li>• Analyzing the steps in scientific research</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille books</li> <li>• Braille machines</li> <li>• Braille paper</li> <li>• Dissertations</li> <li>• Computers with jaws software</li> <li>• Charts</li> <li>• Resource person</li> </ul>
<b>Research Tools</b>	<ul style="list-style-type: none"> <li>• outline the research tools</li> <li>• discuss the research tools</li> <li>• evaluate the research tools</li> </ul>	<ul style="list-style-type: none"> <li>• Research tools</li> </ul>	<ul style="list-style-type: none"> <li>• explaining the research tools</li> <li>• Analyzing strengths and weaknesses of different research tools</li> <li>• Designing research tools</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Specimen</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• Charts</li> </ul>
<b>Factors influencing choice of Research Method(s)</b>	<ul style="list-style-type: none"> <li>• identify the factors influencing choice of research method(s)</li> <li>• analyze the factors influencing choice of research method(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing choice of research method(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the factors influencing choice of research method(s)</li> <li>• Discussing the factors</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>• between education and social mobility</li> <li>• assess the relationship between education and the economy</li> </ul>		<ul style="list-style-type: none"> <li>• education and social mobility</li> <li>• Evaluating the relationship between education and the economy</li> </ul>	<ul style="list-style-type: none"> <li>• captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Newspaper cuttings</li> <li>• Resource person</li> </ul>
<p><b>Global trends in Education</b></p>	<ul style="list-style-type: none"> <li>• discuss the impact of globalization on education</li> <li>• analyze the impact of globalization on education in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the impact of globalization on education</li> <li>• Evaluating the impact of globalization on education</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Newspaper cuttings</li> </ul>

**TOPIC 8: GENDER**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Gender Roles</b>	<ul style="list-style-type: none"> <li>• explain the social construction of gender roles</li> <li>• distinguish between male and female roles</li> </ul>	<ul style="list-style-type: none"> <li>• Gender roles</li> </ul>	<ul style="list-style-type: none"> <li>• outlining gender roles</li> <li>• Role playing gender roles</li> <li>• Discussing the social construction of gender roles</li> <li>• Comparing male and females roles</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• News cuttings</li> <li>• Case studies</li> <li>• Resource person</li> </ul>
<b>Theories of Gender</b>	<ul style="list-style-type: none"> <li>• explain theories of gender</li> <li>• evaluate the significance of theories of gender</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing theories of gender</li> <li>• Analyzing the significance of theories of gender</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Gender Policy in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• outline gender policies in Zimbabwe</li> <li>• evaluate the impact of gender policy in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Gender policy</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing gender policy in Zimbabwe</li> <li>• Analyzing the impact of gender policy in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Gender Policy documents</li> </ul>
<b>Women and Employment</b>	<ul style="list-style-type: none"> <li>• discuss the influence of employment on the social status of women</li> <li>• analyze problems faced by Zimbabwean women in employment</li> </ul>	<ul style="list-style-type: none"> <li>• Women and Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the influence of employment on the status of women</li> <li>• Assessing the inequalities on employment opportunities between men and women</li> <li>• Researching on gender and employment trends in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Gender Policy documents</li> <li>• Constitution</li> <li>• Labour Laws</li> </ul>



## TOPIC 9: SOCIAL STRATIFICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The concept of Stratification	<ul style="list-style-type: none"> <li>explain the concept of stratification</li> <li>assess theories of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Concept of stratification</li> <li>Theories of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the concept of stratification</li> <li>Evaluating theories of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> </ul>
Forms of Stratification	<ul style="list-style-type: none"> <li>identifying forms of stratification</li> <li>explain forms of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Forms of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Outlining forms of stratification</li> <li>Analyzing forms of stratification</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>Newspaper cuttings</li> <li>ICT tools</li> </ul>
Social Class	<ul style="list-style-type: none"> <li>discuss theories of social class</li> <li>evaluate theories on social class</li> </ul>	<ul style="list-style-type: none"> <li>Social Class</li> </ul>	<ul style="list-style-type: none"> <li>outlining social classes</li> <li>Assessing theories on social class</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>Newspaper cuttings</li> <li>ICT tools</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Life Chances</b>	<ul style="list-style-type: none"> <li>• identify factors affecting life chances in Zimbabwe</li> <li>• evaluate the factors affecting life chances</li> </ul>	<ul style="list-style-type: none"> <li>• Social Inequality</li> <li>• Life chances</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining factors affecting life chances</li> <li>• Discussing the factors affecting life chances</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Gender Policy documents</li> </ul>
<b>Social Mobility</b>	<ul style="list-style-type: none"> <li>• discuss the types of social mobility</li> <li>• analyze the measurement of social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining types of social mobility</li> <li>• Distinguishing different types of social mobility</li> <li>• Evaluating the measurement of social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Gender Policy documents</li> </ul>

**TOPIC 10: AGE**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Childhood in Zimbabwe and other societies	<ul style="list-style-type: none"> <li>discuss characteristics of childhood</li> <li>examine childhood problems</li> <li>analyze policies on children's welfare in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Childhood</li> <li>Childhood Policies</li> </ul>	<ul style="list-style-type: none"> <li>Outlining features of childhood</li> <li>Assessing childhood problems</li> <li>Deducing possible solutions to childhood problems</li> <li>Evaluating policies on children's welfare in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Resource person</li> <li>Newspaper cuttings</li> </ul>
Youth	<ul style="list-style-type: none"> <li>Discuss the nature of youth culture</li> <li>examine problems faced by the youth in Zimbabwe</li> <li>assess government policies on youth empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Youth Culture</li> <li>Youth Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Debating on youth culture in Zimbabwe</li> <li>Researching on problems faced by the youth in the community</li> <li>Evaluating government policies on youth empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Pictures</li> <li>Resource person</li> <li>Youth Policy</li> </ul>
Old Age	<ul style="list-style-type: none"> <li>discuss problems of old age</li> <li>assess policies which cater for old age in Zimbabwe</li> <li>recognize the need to volunteer to care for the aged</li> </ul>	<ul style="list-style-type: none"> <li>Old Age</li> <li>Volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>Examining the problems of old age</li> <li>Evaluating policies which cater for old age in Zimbabwe</li> <li>Visiting old people</li> <li>Evaluating the concept of "old people's homes"</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Pictures</li> <li>Policy documents</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Perspectives on Age</b>	<ul style="list-style-type: none"> <li>• examine theoretical views on age</li> <li>• evaluate theoretical views on age</li> </ul>	<ul style="list-style-type: none"> <li>• Perspectives on Age</li> <li>• Age</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing theoretical views on age</li> <li>• Analyzing theoretical views on age</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>

**TOPIC 11: RACE AND ETHNICITY**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Race and Ethnic Groups in Zimbabwe</b>	<ul style="list-style-type: none"> <li>distinguish the terms race and ethnicity</li> <li>assess the characteristics of majority and minority groups</li> </ul>	<ul style="list-style-type: none"> <li>Race and Ethnicity</li> <li>Ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the difference between race and ethnicity</li> <li>Describing the characteristics of dominant and subordinate groups</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Resource person</li> <li>Newspaper cuttings</li> </ul>
<b>Forms of Discrimination</b>	<ul style="list-style-type: none"> <li>identify types of discrimination</li> <li>explain the concepts of stereotypes prejudice, and racism</li> </ul>	<ul style="list-style-type: none"> <li>Forms of Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Outlining types of discrimination</li> <li>Discussing forms of discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Pictures</li> <li>Resource person</li> <li>Newspaper cuttings</li> </ul>
<b>Theories of Racial Discrimination and Prejudice</b>	<ul style="list-style-type: none"> <li>identify theories of racial discrimination and prejudice</li> <li>explain the concept of racial discrimination and prejudice</li> </ul>	<ul style="list-style-type: none"> <li>Theories of racial discrimination and prejudice</li> </ul>	<ul style="list-style-type: none"> <li>Outlining theories of racial discrimination and prejudice</li> <li>Examining the theories of racial discrimination and prejudice</li> <li>Evaluating concept of racial</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			discrimination	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Resource person</li> </ul>
<b>Patterns of racial and ethnic inequality</b>	<ul style="list-style-type: none"> <li>• Outline patterns of racial and ethnic inequality</li> <li>• assess patterns of racial and ethnic inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Racial inequality</li> <li>• Ethnic inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing racial and ethnic inequality</li> <li>• Explaining patterns of racial and ethnic inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Resource person</li> </ul>

**TOPIC 12: UNEMPLOYMENT**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>The concept of Unemployment</b>	<ul style="list-style-type: none"> <li>discuss the concept of unemployment</li> <li>analyze the relationship between non-work and unemployment</li> </ul>	<ul style="list-style-type: none"> <li>The concept of unemployment</li> <li>None work</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the concept of unemployment</li> <li>Comparing non and unemployment.</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> </ul>
<b>Causes of Unemployment</b>	<ul style="list-style-type: none"> <li>identify causes of unemployment</li> <li>assess the impact of economic sanctions in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Causes of unemployment</li> <li>Economic Sanctions</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the causes of unemployment</li> <li>Debating on the impact of economic sanctions in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> </ul>
<b>Distribution of Unemployment</b>	<ul style="list-style-type: none"> <li>explain the distribution of unemployment in Zimbabwe</li> <li>examine the distribution of unemployment in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Distribution of unemployment</li> </ul>	<ul style="list-style-type: none"> <li>analyzing the distribution of unemployment in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Official statistics</li> </ul>
<b>Implications of Unemployment</b>	<ul style="list-style-type: none"> <li>analyze the effects of unemployment in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Implications of unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the implications of unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>• assess measures to address unemployment</li> </ul>	<ul style="list-style-type: none"> <li>• Employment creation</li> </ul>	<ul style="list-style-type: none"> <li>• Examining ways of creating employment</li> <li>• Visiting Small and Medium Enterprises</li> </ul>	<ul style="list-style-type: none"> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Educational tours</li> <li>• Resource person</li> </ul>



**TOPIC 13: POVERTY**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Causes of Poverty</b>	<ul style="list-style-type: none"> <li>outline the causes of poverty</li> <li>discuss the causes of poverty</li> </ul>	<ul style="list-style-type: none"> <li>Poverty</li> </ul>	<ul style="list-style-type: none"> <li>Discussing on the causes of poverty</li> <li>Assessing the causes of poverty</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Pictures</li> <li>Resource person</li> </ul>
<b>Impact of Poverty on society</b>	<ul style="list-style-type: none"> <li>explain the impact of poverty on society</li> <li>assess the impact of poverty on the society</li> </ul>	<ul style="list-style-type: none"> <li>Poverty</li> <li>Impact of poverty</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the impact of poverty</li> <li>Analyzing the impact of in poverty</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Newspaper cuttings</li> </ul>
<b>Measures to curb Poverty</b>	<ul style="list-style-type: none"> <li>discuss measures to reduce poverty</li> <li>assess poverty reduction measures</li> </ul>	<ul style="list-style-type: none"> <li>Measures to reduce poverty</li> </ul>	<ul style="list-style-type: none"> <li>Identifying measures to reduce poverty</li> <li>Evaluate the measures to reduce poverty</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> </ul>

**TOPIC 14: ENTERPRISE AND WORK**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The concept of Enterprise	<ul style="list-style-type: none"> <li>discuss the concept of enterprise</li> <li>identify policies by the Government of Zimbabwe on enterprise</li> <li>evaluate the policies on enterprise</li> </ul>	<ul style="list-style-type: none"> <li>enterprise</li> <li>Government Enterprise Policies</li> </ul>	<ul style="list-style-type: none"> <li>outlining the policies on enterprise</li> <li>Explaining the policies on enterprise</li> <li>Assessing the policies on enterprise</li> </ul>	<ul style="list-style-type: none"> <li>ZIMASSET</li> <li>Indigenization Policy</li> <li>Affirmative Action Policy</li> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Pictures</li> <li>Journals</li> </ul>
Generating Enterprise projects	<ul style="list-style-type: none"> <li>identify business projects</li> <li>discuss business proposals</li> <li>analyze risk taking and innovation on enterprising projects</li> <li>initiate enterprising projects</li> </ul>	<ul style="list-style-type: none"> <li>Enterprising projects</li> <li>Business proposals</li> </ul>	<ul style="list-style-type: none"> <li>Touring community based projects</li> <li>Drafting enterprising projects</li> <li>Organizing fundraising shows</li> </ul>	<ul style="list-style-type: none"> <li>ZIMASSET</li> <li>Indigenisation Policy</li> <li>Affirmative Action Policy</li> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws software</li> <li>ICT tools</li> <li>Journals</li> </ul>
Occupational structures in Zimbabwe	<ul style="list-style-type: none"> <li>examine types of occupational structure</li> <li>analyze the types of</li> </ul>	<ul style="list-style-type: none"> <li>Occupation</li> <li>Occupational structure</li> </ul>	<ul style="list-style-type: none"> <li>Outlining types of occupational structure</li> <li>Researching on occupational structures in their community</li> <li>Assessing the types of</li> </ul>	<ul style="list-style-type: none"> <li>Talking books</li> <li>Large print books</li> <li>Braille resources</li> <li>Video clips with captions</li> <li>Computers with jaws</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	occupational structure in Zimbabwe		occupational structure	<ul style="list-style-type: none"> <li>• software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>
<b>Conflict management at the work place</b>	<ul style="list-style-type: none"> <li>• identify measures to manage conflict at the work place</li> <li>• assess measures to manage conflict</li> <li>• analyze case studies in conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict Management</li> </ul>	<ul style="list-style-type: none"> <li>• outlining the measures to manage conflict</li> <li>• Describing the measures to manage conflict</li> <li>• Evaluating the measures to manage conflict</li> <li>• Researching case studies on conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• outline forms of technology</li> <li>• evaluate mechanization and automation in production</li> <li>• recognize appropriate technology to use in enterprise</li> <li>• analyze the impact of technology in production</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of Technology</li> <li>• Mechanization</li> <li>• Automation</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the forms of technology</li> <li>• Examining mechanization and automation in production in production</li> <li>• Comparing forms of technology</li> <li>• Assessing the impact of technology in production</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>

**TOPIC 15: LEISURE**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Theories of Leisure</b>	<ul style="list-style-type: none"> <li>• identify theories of leisure</li> <li>• evaluate theories of leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure</li> <li>• Theories of leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing theories of leisure</li> <li>• Assessing theories of leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>
<b>Leisure</b>	<ul style="list-style-type: none"> <li>• outline resort and recreational areas in Zimbabwe</li> <li>• analyze leisure activities in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure</li> <li>• Recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Locating leisure areas in their communities</li> <li>• Outlining the features of leisure</li> <li>• Touring resort and recreational areas</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>
<b>Factors influencing Leisure</b>	<ul style="list-style-type: none"> <li>• identify factors affecting growth or decline of leisure</li> <li>• examine the factors affecting leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining factors affecting leisure activities</li> <li>• Discussing the factors affecting leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> </ul>

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES:</b> Learners should be able to:-	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
				<ul style="list-style-type: none"> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>

**TOPIC 16: POPULATION AND HEALTH**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Demography</b>	<ul style="list-style-type: none"> <li>• assess demographic measurements</li> <li>• evaluate the demographic transition theory</li> <li>• examine current population trends and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic measurements</li> <li>• Demographic transition theory</li> <li>• Population trends and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing demographic measurements</li> <li>• Explaining the demographic transition theory</li> <li>• Describing current population trends and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Case studies</li> <li>• Census documents</li> </ul>
<b>Migration</b>	<ul style="list-style-type: none"> <li>• identify types of migration</li> <li>• examine the causes of migration</li> <li>• discuss effects of migration on society</li> </ul>	<ul style="list-style-type: none"> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing types of migration</li> <li>• Assessing causes of migration</li> <li>• Evaluating effects of migration</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Census documents</li> </ul>
<b>Environmental Pollution</b>	<ul style="list-style-type: none"> <li>• explain the problems of environmental pollution</li> <li>• examine the impact of climate change on the society</li> </ul>	<ul style="list-style-type: none"> <li>• Pollution</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing environmental challenges in society</li> <li>• Analyzing the effects of climate change on the society</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Health</b>	<ul style="list-style-type: none"> <li>• identify models of health in Zimbabwe</li> <li>• explain health and well-being</li> <li>• discuss theoretical approaches on health</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Models of health</li> <li>• Theories of health</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining models of health in Zimbabwe</li> <li>• Discussing health care systems in Zimbabwe</li> <li>• Evaluating theoretical perspectives on health</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>

**TOPIC 17: GLOBALISATION AND SOCIAL CHANGE**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Theories of Globalization</b>	<ul style="list-style-type: none"> <li>• identify theories of globalization</li> <li>• discuss the theories of globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Listing theories of globalization</li> <li>• Discussing the theories of globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> </ul>
<b>Effects of Globalization</b>	<ul style="list-style-type: none"> <li>• identify the effects of globalization on modern society</li> <li>• explain the effects of globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the effects of globalization</li> <li>• Analyzing the effects of globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> </ul>
<b>Theories of Social Change</b>	<ul style="list-style-type: none"> <li>• identify theories of social change</li> <li>• evaluate theories of social change</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of social change</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining theories of social change</li> <li>• Comparing theories of social change</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> </ul>



**TOPIC 18: URBANISATION**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Industrialisation and Urbanisation in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• explain industrialisation and urbanisation</li> <li>• discuss the links between industrialisation and urbanization</li> <li>• evaluate the factors leading to industrialisation and urbanisation in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the link between industrialisation and urbanisation</li> <li>• Outlining the factors leading to industrialisation and urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> <li>• Newspaper cuttings</li> </ul>
<b>Effects of Urbanization</b>	<ul style="list-style-type: none"> <li>• identify the effects of urbanization</li> <li>• discuss the effects of urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining effects of urbanization</li> <li>• Examining the effects of urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> </ul>
<b>Government Policies</b>	<ul style="list-style-type: none"> <li>• identify the government policies on urbanisation</li> <li>• evaluate the government policies on urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Government policies on urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the government policies on urbanisation</li> <li>• Analysing the impact of the policies on urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws</li> </ul>

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES:</b> Learners should be able to:-	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
				software • ICT tools • Pictures • Journals • Resource person • Policy Documents

**TOPIC 19: GOVERNANCE AND CITIZENSHIP**

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Types of Government</b>	<ul style="list-style-type: none"> <li>• discuss the types of government</li> <li>• examine the types of government</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Government</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the types of government</li> <li>• Comparing the types of government</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> </ul>
<b>Constitutionalism</b>	<ul style="list-style-type: none"> <li>• discuss the importance of the Constitution of Zimbabwe</li> <li>• analyze the Constitution of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• The Zimbabwean Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the Zimbabwean Constitution</li> <li>• Evaluating the Zimbabwean Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> <li>• Constitution</li> <li>• Acts of Parliament</li> </ul>
<b>Power and Authority</b>	<ul style="list-style-type: none"> <li>• identify forms of power and authority in Zimbabwe</li> <li>• evaluate the forms of power and authority</li> </ul>	<ul style="list-style-type: none"> <li>• Power and authority</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the forms of power and authority</li> <li>• Assessing the forms of power and authority in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Role of the State</b>	<ul style="list-style-type: none"> <li>• explain the functions of the state</li> <li>• assess the functions of the state</li> </ul>	<ul style="list-style-type: none"> <li>• The State</li> <li>• Role of the state</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing functions of the state</li> <li>• Examining the functions of the state</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• explain the concept citizenship</li> <li>• examine the contributions of citizens towards patriotism and nation building in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Patriotism</li> <li>• Nation building</li> </ul>	<ul style="list-style-type: none"> <li>• Describing citizenship</li> <li>• Analyzing the concept of citizenship</li> <li>• Discussing the contributions of citizens towards patriotism and nation building in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Resource person</li> </ul>

**TOPIC 20: DEVIANCE, CRIME AND SOCIAL CONTROL**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Theories of Crime and Deviance</b>	<ul style="list-style-type: none"> <li>• identify types of crime and deviance in Zimbabwe</li> <li>• distinguish crime and deviance</li> <li>• evaluate the theories of crime and deviance</li> </ul>	<ul style="list-style-type: none"> <li>• crime and deviance</li> <li>• Theories of crime and deviance</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining types of crime and deviance in Zimbabwe</li> <li>• Comparing crime and deviance</li> <li>• Discussing the theories of crime and deviance</li> <li>• Analyzing the theories of crime and deviance</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> <li>• Magazines</li> </ul>
<b>Methods of Social Control</b>	<ul style="list-style-type: none"> <li>• identify methods of social control in Zimbabwe</li> <li>• examine the methods of social control</li> </ul>	<ul style="list-style-type: none"> <li>• social control</li> <li>• Methods of Social Control</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing various methods of social control in Zimbabwe</li> <li>• Evaluating the methods of social control in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>
<b>Measurement of Crime</b>	<ul style="list-style-type: none"> <li>• discuss the methods of measuring crime in Zimbabwe</li> <li>• assess the methods of measuring crime</li> </ul>	<ul style="list-style-type: none"> <li>• Crime</li> <li>• Measurement of crime</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying methods of measuring crime in Zimbabwe</li> <li>• Evaluating methods of measuring crime</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Distribution of Crime</b>	<ul style="list-style-type: none"> <li>• discuss the distribution of crime in Zimbabwe</li> <li>• analyze the distribution of crime in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Crime</li> <li>• Distribution of crime</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the distribution of crime and deviance</li> <li>• Evaluating the distribution of crime in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Crime statistics</li> <li>• Journals</li> <li>• Resource person</li> </ul> <ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>

**TOPIC 21: MASS MEDIA**

<b>KEY CONCEPTS</b>	<b>LEARNING OBJECTIVES: Learners should be able to:-</b>	<b>CONTENT (Knowledge, Skills and Attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Perspectives on Mass Media</b>	<ul style="list-style-type: none"> <li>• identify perspectives on the mass media</li> <li>• evaluate the perspectives on mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media</li> <li>• Perspectives on the mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the perspectives on the mass media</li> <li>• Analyzing the theoretical perspectives on the mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>
<b>Ownership and control of the Mass Media</b>	<ul style="list-style-type: none"> <li>• discuss media ownership</li> <li>• Analyze media control in society</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media</li> <li>• Ownership and control of the media</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the ownership and control of the mass media</li> <li>• Evaluating media control in society</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>
<b>Media Content</b>	<ul style="list-style-type: none"> <li>• identify media products</li> <li>• assess various forms of media content</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media</li> <li>• Media products</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing media products</li> <li>• Examining forms of media content</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Electronic Media</li> </ul>

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Media Effects</b>	<ul style="list-style-type: none"> <li>• Identify the effects of media on human behavior</li> <li>• discuss the theories on the effects of mass media on the society</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media</li> <li>• Media effects</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the effects of mass media on human behavior</li> <li>• Analyzing the theories on the effects of mass media on the society</li> </ul>	<ul style="list-style-type: none"> <li>• Print Media</li> <li>• Resource person</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Braille resources</li> <li>• Video clips with captions</li> <li>• Computers with jaws software</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Journals</li> <li>• Resource person</li> </ul>



## **9.0: SCHEME OF ASSESSMENT**

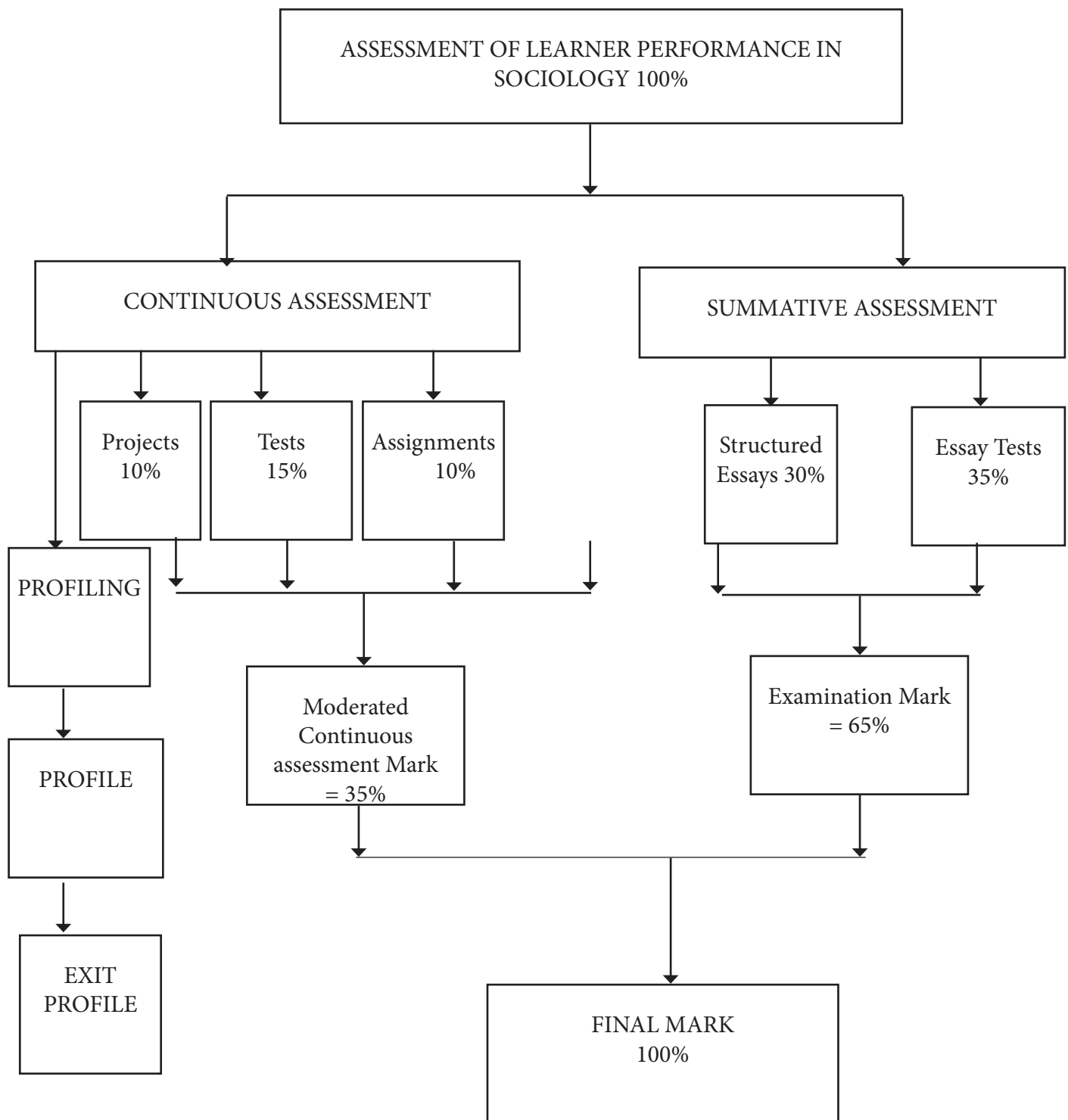
The syllabus scheme of assessment is based on the principle of inclusivity. Arrangements, accommodation and modifications must be visible in both continuous and summative assessment to enable candidates with special needs to also access assessment.

### **9.1 ASSESSMENT OBJECTIVES**

By the end of the Forms 5 – 6 Sociology learning area, candidates are expected to:

- 9.1.1 develop an understanding of sociological theories and research methods
- 9.1.2 explore the relationship between the individual and society
- 9.1.3 appreciate the significance of Unhu/Ubuntu/Vumunhu in the study of communities
- 9.1.4 develop an understanding of social, economic, political and cultural diversity
- 9.1.5 analyse systems of governance, citizenship and global trends in social life
- 9.1.6 identify social structure, development and functions of different institutions
- 9.1.7 examine the relationship between enterprise and nation building
- 9.1.8 apply ethical standards in the sociological research
- 9.1.9 formulate measures to curb deviance or anti-social behaviour
- 9.1.10 demonstrate personal and social skills in finding solutions to social problems
- 9.1.11 use enterprising skills to be economically self-reliant
- 9.1.12 apply research skills in solving social problems
- 9.1.13 appreciate the need for healthy and hygienic lifestyles

Sociology will be assessed through continuous and summative assessments



### 9.3 Continuous Assessment (35%)

Continuous assessment shall involve projects, tests and assignments. Assessment of soft skills will be done as learners respond to continuous assessment tasks. A learner is expected to produce a project portfolio which should begin third term of Form 5 and should be completed by the end of second term of Form 6.

### 9.4 Summative Assessment (65%)

The Summative assessment comprises two components as follows:

Paper 1 (2 hours 30 minutes - 100 marks) 30%. The topics to be covered are:

- Perspectives in Sociology
- Socialisation
- Family
- Culture
- Religion
- Research Methods
- Education
- Gender
- Social stratification
- Age

This component consists of 10 structured essay questions and has two sections. Section A has one compulsory question. Section B has nine structured essay questions and candidates must answer any three questions.

Paper 2 (3 hours – 100 marks) 35%. The topics to be covered are:

- Race and ethnicity
- Unemployment
- Poverty
- Enterprise and Work
- Leisure
- Population and Health
- Globalisation and social change
- Urbanisation
- Governance and citizenship
- Deviance, crime and social control
- Mass media

Paper 2 consists of essay questions. Candidates must answer four questions out of a possible eight. Each question carries 25 marks.

The setting and designing of questions in sociology are guided and informed by the skills weighting chart and the specification grid below:

### 9.5 SKILLS WEIGHTING CHART

Sociology is a skill based study area which shall be assessed as follows:

Skill	Paper 1	Paper 2
Knowledge and understanding	40%	30%
Application	30%	30%
Evaluation	30%	40%
<b>Total</b>	<b>100%</b>	<b>100%</b>

