



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HISTORY (NON-FORMAL) SYLLABUS

LEVEL I AND II

2015-2022

Curriculum Development Unit
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Harare

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1.0 PREAMBLE

1.1 INTRODUCTION

The compressed History syllabus is a content outline of secondary education curriculum for the out-of-school learners. It is designed to cover two levels of learning at Secondary school which are Level 1 (Forms 1 and 2) and Level 2 (Form 3 and 4). The intention is to prepare Level 1 and 2 learners for Ordinary Level examinations. It enables both facilitators and learners to pick on important concepts for each level at a faster pace. The syllabus provides learners with the means by which they will develop a historical view of Zimbabwe, Africa and the wider world. The syllabus helps them to acquire an informed and critical understanding of social, economic and political historical developments. It also assesses historical developments and their impact on Zimbabwean society. In addition, it fosters an understanding and appreciation of issues concerning population, human rights, democracy, empowerment, gender sensitivity, unhu/ubuntu/vumunhu (societal norms and values) and instills patriotism, leading to a change in learners' attitudes and behavior. Furthermore, it raises an awareness of the need to preserve and conserve our heritage.

1.2 Rationale

This syllabus focuses on historical developments in Zimbabwe, Africa and the rest of the world. It is concerned with the historical transformation of societies through space and time. It responds to the need for skills development, empowerment, responsible citizenship (unhu/ubuntu/vumunhu) and patriotism. The syllabus also deals with the evolving relations between Zimbabwe and the international community.

1.3 Summary of content (Knowledge, Skills and Attitudes)

This syllabus covers the historical development of Zimbabwe and the World's economic, social and political systems. It ensures sustenance of nationalism and patriotism through an appreciation of Zimbabwe and other countries' struggles for political and economic emancipation. The syllabus enables learners to draw lessons from the changing political, social and economic models and environments through different times, places and societies.

The History syllabus enables learners to develop skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Management
- Communication
- Technology and innovation
- Enterprise

1.4 ASSUMPTIONS

It is assumed that learners:

- Have some communication skills
- Are aware of folklores
- Have a general knowledge of archaeological and cultural heritage
- Have a general knowledge of political systems
- Are aware of human rights
- Are aware of the land tenure systems
- Are aware of resource-based conflicts
- Have a general knowledge of colonialism, nationalism and armed struggles
- Have a general knowledge of political and economic developments in Zimbabwe and the wider world

1.5 Cross cutting

- Gender roles
- Children's rights and responsibilities
- Crisis management
- Financial literacy
- Sexuality, HIV/ AIDS
- Child protection
- Heritage studies
- Constitution of Zimbabwe
- Human rights
- Collaboration
- Environmental issues

2.0 PRESENTATION OF SYLLABUS

The History Syllabus is presented as a single document which covers Levels 1 and 2.

3.0 AIMS

The syllabus enables learners to:

- develop an interest in the study of History
- develop appropriate skills and tools of analysing historical transformations of societies
- understand how colonisation and resistance to it have influenced relations among nations
- develop an understanding of national, regional and international historical events
- develop a sense of patriotism through appreciating history
- acquire an understanding of the similarities, differences and the common experiences of the peoples of Africa and the World
- Understand and appreciate population, democracy and human rights issues as well as responsibilities and obligations that accompany them
- nurture unhu/ubuntu/vumunhu through participation in various economic activities
- apply ICT skills in the study of history

4.0 SYLLABUS OBJECTIVES

By the end of Levels 1 and 2 learners should be able to:

- define the term History
- describe historical events in their context
- analyse historical evidence, points of view, and make value judgments
- assess the significance and relevance of historical information and draw reasoned conclusions
- empathise with the past
- explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner
- use ICT in the study of History
- relate the concept of unhu/ubuntu/vumunhu to the historical activities in Zimbabwe

4.1 METHODOLOGY AND TIME ALLOCATION

The teaching of History will be accomplished through the use of the following learner-centred and multi-sensory approaches:

- Imitation or Simulation
- Video and film shows
- Educational tours
- Drama, song and poetry
- Case study
- Group discussions
- Discovery
- Research
- Debate
- Role play
- Project
- Resource person
- Folklore
- E-learning

TIME ALLOCATION

For the successful and effective coverage of this syllabus, 2 periods of 60 minutes each should be allocated per week. Learners should however take cognizance of the fact that they should create more time for their study.

TOPICS

1. Conceptualisation of History
2. Origins of Humankind
3. Ancient Civilisation in Africa: Egypt
4. Development of Zimbabwean Societies
5. Slavery and the Slave Trade
6. Early European Contacts with Zimbabwe: the Portuguese and Missionaries

7. Colonisation of Zimbabwe
8. Colonial Administration in Rhodesia
9. Mass Nationalism and the Armed Struggle in Zimbabwe
10. Post-Independence developments in Zimbabwe
11. The Constitution of Zimbabwe, Democracy and Human Rights
12. World Wars and the Inter-war period
13. Socialism and Communism
14. Regional and International Co-operation

Draft Syllabus

SCOPE AND SEQUENCE

TOPIC	LEVEL 1	LEVEL 2
Conceptualisation of History	<ul style="list-style-type: none"> • Introduction to History • Sources of History • Types of History 	
Origins of Humankind	<ul style="list-style-type: none"> • Theories on the origins of humankind • Charles Darwin and Human evolution • Africa, the cradle of humankind 	
Ancient civilization in Africa	<ul style="list-style-type: none"> • Ancient civilization in Egypt • Egyptian civilization and agriculture • Egyptian science, religion, development of writing and architecture 	
Development of Zimbabwean societies	<ul style="list-style-type: none"> • Early societies from the Stone Age to the Early Iron Age • State formation: Mapungubwe, the Great Zimbabwe, the Mutapa, Rozvi, Zulu State and the Mfecane, and the Ndebele State 	
Slavery and the slave trade	<ul style="list-style-type: none"> • Forms of slavery • Causes of the slave trade • The Triangular slave trade • Impact of slavery and the slave trade • The abolition of the slave trade and slavery 	
Early European contacts with Zimbabwe	<ul style="list-style-type: none"> • The Portuguese Prazo system in the Zambezi Valley • Early missionary activities in 	

	<p>Zimbabwe.</p> <ul style="list-style-type: none"> • European agents of colonisation 	
Colonization	<ul style="list-style-type: none"> • Scramble and partition of Southern Africa • The Berlin Conference (1884-85) • The colonization of Zimbabwe • The Anglo-Ndebele War (1893-94) • The First Chimurenga/Umvukela (1896-97) 	
Colonial Administration in Rhodesia	<ul style="list-style-type: none"> • Company Rule • Responsible Government • Federation of Rhodesia and Nyasaland • Colonial Administration after UDI 	
Mass Nationalism and the Armed Struggle in Zimbabwe		<ul style="list-style-type: none"> • Pan-Africanist Movement • Mass nationalism (1957-1966) • The Armed Struggle
Post-independence developments in Zimbabwe		<ul style="list-style-type: none"> • Social, political and economic policies • Land reform and Indigenisation
The Constitution of Zimbabwe, Democracy and Human Rights		<ul style="list-style-type: none"> • The Constitution of Zimbabwe • Children's rights and responsibilities • Human Rights • Democracy
World wars and the inter-war period		<ul style="list-style-type: none"> • The First World War • The League of Nations • Rise of European Dictators

		<ul style="list-style-type: none"> • The Second World War • The Cold War
Socialism and Communism		<ul style="list-style-type: none"> • The Russian Revolution • The Chinese Revolution • The Cuban Revolution
Regional and International Cooperation		<ul style="list-style-type: none"> • Frontline states • SADCC/SADC • OAU/AU • The Commonwealth • Non-Aligned Movement • UN • Zimbabwe and the international community (Foreign Policy since independence)

7.0 COMPETENCE MATRIX

LEVEL 1

TOPIC 1: CONCEPTUALISATION OF HISTORY

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction to History	<ul style="list-style-type: none"> • define history • explain the importance of the study of history 	<ul style="list-style-type: none"> • Definition of History • Why study History 	<ul style="list-style-type: none"> • Explaining the term History • Discussing reasons for the study of History 	<ul style="list-style-type: none"> • ICT Tools • Brailled material
Sources of History	<ul style="list-style-type: none"> • list sources of history • describe sources of history • explain the advantages and disadvantages of sources of history 	<ul style="list-style-type: none"> • Sources of History • Advantages and disadvantages of sources of History 	<ul style="list-style-type: none"> • Stating the sources of history • Outlining sources of history • Discussing the advantages and disadvantages of sources of history • Compiling personal history using various sources of history • Examining artifacts, studying documents, simulating oral tradition 	<ul style="list-style-type: none"> • ICT • Artifacts • Documents • Resource person • Talking books • Pictures

Types of History	<ul style="list-style-type: none"> • identify the different types of history • describe the types of history 	<ul style="list-style-type: none"> • Types of History, for example <ul style="list-style-type: none"> - Social - Political - Economic - Local history 	<ul style="list-style-type: none"> • Explaining different types of History • Discussing types of History • Researching on family History 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books
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TOPIC 2: ORIGINS OF HUMANKIND

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Theories on origins of humankind	<ul style="list-style-type: none"> • identify the major theories on the origins of humankind • describe the major theories on the origins of humankind 	<ul style="list-style-type: none"> • Theories on origins of humankind such as; <ul style="list-style-type: none"> • Charles Darwin's theory of evolution • The biblical creation theory 	<ul style="list-style-type: none"> • Stating the major theories on the origins of humankind • Debating major theories on the origins of humankind 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • MP4 recorder • Maps • Talking books • Pictures

<p>Charles Darwin and human evolution</p>	<ul style="list-style-type: none"> • identify the stages of human development in Charles Darwin's theory of evolution • Explain Charles Darwin's theory of evolution 	<ul style="list-style-type: none"> • Stages of human development • The theory of evolution 	<ul style="list-style-type: none"> • Illustrating Charles Darwin's theory of evolution • Simulating stages of human development • Debating Charles Darwin's theory of evolution 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • MP4 recorder • Maps • Talking books • Bible
<p>Africa, the cradle of humankind</p>	<ul style="list-style-type: none"> • define the term cradle of humankind • identify sites where remnants of early humankind were discovered in Africa • explain why Africa is believed to be the cradle of mankind 	<ul style="list-style-type: none"> • Archaeological sites where remnants were discovered • Reasons why Africa is regarded as the cradle of humankind 	<ul style="list-style-type: none"> • Explaining the term cradle of humankind • Locating archaeological sites where remnants of early humankind were found 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • MP4 recorder • Maps • Talking books • Pictures • Print media • Photographs

TOPIC 3: ANCIENT CIVILISATION IN AFRICA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Ancient civilization in Africa: Egypt	<ul style="list-style-type: none"> • Define the term “ancient civilization” • Locate ancient Egypt on the map of Africa • Describe the civilizations in Egypt 	<ul style="list-style-type: none"> • Location of ancient Egypt • Ancient civilizations 	<ul style="list-style-type: none"> • Explaining ancient civilizations • Discussing civilizations in Egypt • Drawing a map showing important features of ancient Egypt 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • MP4 recorder • Maps • Talking books • Pictures • Print media • Photographs

<p>Egyptian science, religion, writing and architecture</p>	<ul style="list-style-type: none"> • Describe the development of Egyptian science, religion, writing and architecture 	<ul style="list-style-type: none"> • Egyptian science • Medicine • Astrology • Mathematics • Mummification • Religion • Writing • Architecture 	<ul style="list-style-type: none"> • Discussing the characteristics of Egyptian religion, writing and architecture • Designing models of Egyptian civilisation 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • MP4 recorder • Maps • Talking books • Pictures
<p>Egyptian Agriculture</p>	<ul style="list-style-type: none"> • Identify the characteristics of Egyptian agricultural systems • Describe the Egyptian agricultural advancements 	<ul style="list-style-type: none"> • Egyptian irrigation systems such as the shaduf • Calendar/seasons 	<ul style="list-style-type: none"> • Discussing the Egyptian irrigation systems • Demonstrating how the irrigation systems worked • Explaining the development of the calendar and seasons • Designing a model of the shaduf 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • Print media • Maps • Talking books • Pictures

TOPIC 4: DEVELOPMENT OF ZIMBABWEAN SOCIETIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Early societies from the Stone Age to Early Iron Age	<ul style="list-style-type: none"> • identify tools used during the Stone Age and Early Iron Age • describe the political, social and economic activities of the Stone Age and Iron Age • explain the changes from the Stone Age to the Early Iron Age 	<ul style="list-style-type: none"> • The Stone Age and Early Iron Age Tools • Social, Economic and Political Activities of the Stone and Iron Age societies • Changes from Stone Age to Early Iron Age 	<ul style="list-style-type: none"> • Listing tools used during the Stone Age and Early Iron Age • Discussing the political, social and economic activities of the Stone and Iron Age societies • Examining the transition from Stone Age to Early Iron Age • Exhibiting Stone and Iron Age tools made and collected by learners 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • Print media • Maps • Talking books • Pictures • Rock paintings

<p>State Formation: Mapungubwe, Great Zimbabwe, Mutapa, Rozvi</p>	<ul style="list-style-type: none"> • locate the geographical positions of Mapungubwe, Great Zimbabwe, Mutapa, Rozvi • describe factors leading to the rise of Mapungubwe, Great Zimbabwe, Mutapa, Rozvi • describe the economic, political and social organization of the Mapungubwe, Great Zimbabwe, Mutapa, Rozvi • explain factors leading to the decline of these states 	<ul style="list-style-type: none"> • Rise of the Mapungubwe, Great Zimbabwe, Mutapa, Rozvi • Organisation of Mapungubwe, Great Zimbabwe, Mutapa, Rozvi • The fall of Mapungubwe, Great Zimbabwe, Mutapa, Rozvi 	<ul style="list-style-type: none"> • Identifying the geographical locations these states • Discussing factors leading to the rise of the states • Researching the economic, political and social organization of the states • Visiting the Great Zimbabwe and other monuments 	<ul style="list-style-type: none"> • ICT • Artefacts • Documents • Resource person • Talking books • Print media • Maps • Talking books • Pictures • Rock paintings
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Nguni Migrations	<ul style="list-style-type: none"> • outline the causes of the Mfecane • describe the factors leading to the formation of the Zulu and Ndebele states • explain the military reforms introduced by Shaka in Zululand • describe the political, social and economic organization of the Zulu and Ndebele states • analyse the decline of the Zulu and the Ndebele States 	<ul style="list-style-type: none"> • Causes of the Mfecane • Formation of the Zulu and Ndebele States • Shaka’s military reforms • Political, economic and social organization of the Zulu and Ndebele States • Decline of the Zulu and Ndebele States 	<ul style="list-style-type: none"> • Describing factors leading to the formation of the two states • Evaluating the military reforms introduced by Shaka in Zululand. • Explaining the political, economic and social organization of the Zulu and Ndebele States • Outlining factors that led to the decline of the Zulu and Ndebele 	<ul style="list-style-type: none"> • ICT • Documents • Resource person • Talking books • Print media • Maps • Talking books • Pictures • Sign language interpreters • Maps
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TOPIC 5: SLAVERY AND THE SLAVE TRADE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Forms of Slavery	<ul style="list-style-type: none"> • describe different forms of slavery • explain the methods used to obtain slaves in Africa 	<ul style="list-style-type: none"> • Domestic slavery and slave trade • Methods used to obtain slaves 	<ul style="list-style-type: none"> • Watching documentaries of different forms of slavery and slave trade • Discussing different forms of slave trade • Dramatizing methods used to obtain slaves 	<ul style="list-style-type: none"> • ICT Tools • Maps • Brailled material • Document aries • Talking books
Causes of the Slave Trade	<ul style="list-style-type: none"> • outline the causes of the slave trade 	<ul style="list-style-type: none"> • Economic, social and political causes 	<ul style="list-style-type: none"> • Explaining the causes of the slave trade • Conducting project work on the slave trade 	<ul style="list-style-type: none"> • ICT Tools • Maps • Brailled material • Document aries • Talking books

The Triangular Slave Trade	<ul style="list-style-type: none"> list areas involved in the Triangular Slave Trade state the commodities exchanged in the Triangular slave trade describe the different routes of the Triangular slave trade 	<ul style="list-style-type: none"> Areas involved Commodities exchanged Routes of the slave trade 	<ul style="list-style-type: none"> Drawing a map showing the Triangular slave trade routes Identifying commodities exchanged in each route Tracing the different routes of the Triangular slave trade 	<ul style="list-style-type: none"> ICT Tools Maps Brailled material Document aries Talking books World map
Impact of slavery and the slave trade	<ul style="list-style-type: none"> describe the negative and positive effects of the slave trade and slavery on the African continent 	<ul style="list-style-type: none"> Effects of slavery and slave trade on the African continent 	<ul style="list-style-type: none"> Explaining the effects of slavery and the slave trade in Africa Analyzing the effects of the slave trade in Africa 	<ul style="list-style-type: none"> ICT Tools Maps Brailled material Document aries Talking books World map
Abolition of slavery and the slave trade	<ul style="list-style-type: none"> identify groups that advocated for the abolition of slavery and the slave trade describe the reasons for the abolition of the slave trade examine the challenges faced in trying to abolish the slave trade and slavery 	<ul style="list-style-type: none"> Groups that advocated for the abolition of slavery and the slave trade Reasons that led to the abolition Challenges faced in trying to abolish the slave trade 	<ul style="list-style-type: none"> Naming groups involved in the abolition of the slave trade and slavery Explaining the reasons that led to the abolition of slavery and the slave trade Discussing the challenges faced in trying to abolish slave trade and slavery. 	<ul style="list-style-type: none"> ICT Tools Maps Brailled material Document aries Talking books World map

TOPIC 6: EARLY EUROPEAN CONTACTS WITH ZIMBABWE: PORTUGUESE AND THE MISSIONARIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Portuguese Activities in the Zambezi valley	<ul style="list-style-type: none"> • give reasons for the Portuguese penetration of the Zambezi valley • describe Portuguese activities in the Zambezi Valley • explain the impact of Portuguese activities in the Zambezi valley 	<ul style="list-style-type: none"> • Reasons for Portuguese encroachment in the Zambezi Valley • Portuguese activities in the Zambezi Valley • Impact of Portuguese activities in the Zambezi Valley 	<ul style="list-style-type: none"> • Explaining reasons for Portuguese penetration of the Zambezi valley • Discussing Portuguese activities in the Zambezi Valley • Discussing the impact of Portuguese activities in the Zambezi Valley • Carrying out project work on the crops brought by the Portuguese and exploitation of workers in the prazos 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures

Early Missionary Activities	<ul style="list-style-type: none"> • identify early missionary groups and their areas of operation • describe early missionary activities • explain challenges faced by missionaries • analyse the impact of missionary activities 	<ul style="list-style-type: none"> • Early missionary groups and areas of operation • Missionary activities • Challenges faced by missionaries • Impact of missionaries activities 	<ul style="list-style-type: none"> • Listing early missionary groups • Discussing missionary activities • Studying maps showing locations of different mission stations • Discussing challenges faced by missionaries • Debating the impact of missionary activities 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures
European Agents of colonisation	<ul style="list-style-type: none"> • assess the role played by European agents in the colonization of Zimbabwe 	<ul style="list-style-type: none"> • Role played by European agents 	<ul style="list-style-type: none"> • Discussing the role played by agents in the colonization of Zimbabwe 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures

TOPIC 7: COLONISATION OF ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
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The Scramble and Partition of Southern Africa	<ul style="list-style-type: none"> Describe the causes of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Causes of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Debating the causes of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Brailled materials ICT tools Map of Africa Talking books Pictures
The Berlin Colonial Conference	<ul style="list-style-type: none"> state reasons for the Berlin Colonial Conference describe the resolutions of the Berlin Colonial Conference explain effects of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Reasons for the Berlin Conference Resolutions of the Berlin Conference Effects of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Identifying reasons for the Berlin Conference Discussing resolutions of the Berlin Conference Debating the effects of the scramble and partition of Southern Africa 	<ul style="list-style-type: none"> Brailled materials ICT tools Map of Africa Talking books Pictures Sign language interpreters

The Colonisation of Zimbabwe	<ul style="list-style-type: none"> • identify countries involved in the scramble for Zimbabwe • describe reasons for the colonization of Zimbabwe • explain the Zimbabwean colonization process 	<ul style="list-style-type: none"> • Countries involved in the Scramble for Zimbabwe • Reasons for the colonization of Zimbabwe • Colonization process: <ul style="list-style-type: none"> – treaties and concessions <ul style="list-style-type: none"> • Royal Charter • BSAC • Invasion/occupation of Zimbabwe 	<ul style="list-style-type: none"> • Naming countries involved in the scramble for Zimbabwe • Explaining the reasons for the colonization of Zimbabwe • Discussing the colonization process 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter
The Anglo-Ndebele War (1893-94)	<ul style="list-style-type: none"> • outline the causes of the Anglo-Ndebele War • describe the course of the Anglo-Ndebele War • analyse results of the Anglo-Ndebele war 	<ul style="list-style-type: none"> • Causes of the Anglo-Ndebele War • Course of the Anglo-Ndebele War • Results of the Anglo-Ndebele War 	<ul style="list-style-type: none"> • Discussing the causes of the Anglo-Ndebele War • Dramatizing the Anglo-Ndebele War • Assessing results of the Anglo-Ndebele War • Visiting historical sites, archives and museums 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter •

The First Chimurenga/Umvukela (1896-97)	<ul style="list-style-type: none"> • outline the causes of the First Chimurenga/Umvukela • describe the course of the First Chimurenga/Umvukela • examine the role played by chiefs and spirit mediums in the First Chimurenga/Umvukela • analyse results of the First Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Causes of the First Chimurenga/Umvukela • Course of the war • Role of chiefs and spirit mediums in the First Chimurenga/Umvukela • Results of the First Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Explaining causes of the First Chimurenga/Umvukela • Outlining the course of the First Chimurenga • Assessing the role of chiefs and spirit mediums in the First Chimurenga/Umvukela • Evaluating the results of the First Chimurenga/Umvukela • Composing songs and singing songs on Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter
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TOPIC 8: COLONIAL ADMINISTRATION IN RHODESIA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
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Company Rule	<ul style="list-style-type: none"> • explain the political, social and economic policies under Company Rule • analyse the factors that led to the collapse of Company Rule 	<ul style="list-style-type: none"> • Political, economic and social policies of the BSAC • Reasons for the collapse of Company Rule 	<ul style="list-style-type: none"> • Examining the political, economic and social policies of the BSAC • Discussing reasons for the collapse of Company Rule 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter
Responsible Government	<ul style="list-style-type: none"> • outline reasons for the establishment of the Responsible Government • explain the policies of the Responsible Government • assess the impact of the Responsible Government policies on indigenous people 	<ul style="list-style-type: none"> • Reasons for the establishment of the Responsible Government • Policies of the Responsible Government • Impact of the Responsible Government policies on indigenous people 	<ul style="list-style-type: none"> • Explaining reasons for the formation of the Responsible Government • Discussing the policies of the Responsible Government • Debating the impact of the Responsible Government policies on indigenous people • Conducting a project on policies of the Responsible Government 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource person

Federation of Rhodesia and Nyasaland	<ul style="list-style-type: none"> • identify reasons for the formation of the Federation • explain the successes and failures of the Federation • assess the reasons for the collapse of the Federation 	<ul style="list-style-type: none"> • Reasons for the formation of the Federation • Successes and failures of the Federation • Reasons for the collapse of the Federation 	<ul style="list-style-type: none"> • Outlining reasons for the formation of the Federation • Assessing successes and failures of the Federation • Discussing reasons for the collapse of the Federation 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter
Unilateral Declaration of Independence (UDI)	<ul style="list-style-type: none"> • explain reasons for the UDI • analyse the policies and developments during UDI • assess the impact of UDI policies on the indigenous people 	<ul style="list-style-type: none"> • Reasons for the declaration of UDI • Policies and developments during UDI • The impact of UDI policies on the indigenous people. 	<ul style="list-style-type: none"> • Discussing reasons for the declaration of UDI • Researching on the policies and developments during UDI • Examining the impact of UDI policies on the indigenous people 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter

LEVEL 2

TOPIC 1: MASS NATIONALISM AND THE ARMED STRUGGLE IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Pan-Africanist Movement	<ul style="list-style-type: none"> • describe reasons for the rise of Pan-Africanism • explain the role played by William Du Bois and Marcus Garvey in the development of Pan-Africanism 	<ul style="list-style-type: none"> • Reasons for the rise of Pan-Africanism • Role of W Du Bois and M Garvey in the development of Pan-Africanism 	<ul style="list-style-type: none"> • Explaining reasons for the rise of Pan-Africanism • Describing the role played by W Du Bois and M Garvey in the development of Pan-Africanism 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons

Nationalist movements	<ul style="list-style-type: none"> • describe the political activities of various nationalist movements in Zimbabwe • explain challenges by nationalist movements 	<ul style="list-style-type: none"> • Political activities of nationalist movements • Challenges faced by nationalist movements 	<ul style="list-style-type: none"> • Discussing political activities of nationalist movements • Describing challenges faced by nationalist movements 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons
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<p>The Armed Struggle</p>	<ul style="list-style-type: none"> • identify causes of the armed struggle • outline the role of the war collaborators in the armed struggle • describe the main events of the armed struggle • explain the role played by other countries in Zimbabwe's armed struggle • analyse attempts to bring peaceful settlement during the Second Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Causes of the armed struggle • Role of the war collaborators, chiefs, spirit mediums, churches, peasants and international organizations • Role played by other countries in the armed struggle • Events of the armed struggle • Attempts to bring peaceful settlement, e.g., <ul style="list-style-type: none"> • Geneva Conference • Internal Settlement • Lancaster House Settlement 	<ul style="list-style-type: none"> • Outlining the causes of the armed struggle • Discussing the role played by war collaborators, chiefs, spirit mediums, churches and international organizations • Explaining events of the Second Chimurenga/Umvukela • Discussing the role played by other countries in the armed struggle 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons
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TOPIC 2: POST-INDEPENDENCE DEVELOPMENTS IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Independence and the reconciliation policy	<ul style="list-style-type: none"> • Describe events leading to the independence of Zimbabwe (from Lancaster House talks to independence) • Outline reasons for the reconciliation policy pursued at independence 	<ul style="list-style-type: none"> • Events leading to independence; <ul style="list-style-type: none"> - Ceasefire - elections • Reconciliation policy 	<ul style="list-style-type: none"> • Discussing events leading to the independence of Zimbabwe • Examining the reconciliation policy • Dramatizing the reconciliation policy 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries •

<p>Social, Political and Economic Policies</p>	<ul style="list-style-type: none"> • Outline the economic, political and social developments in Zimbabwe • Assess the economic, social and political developments 	<ul style="list-style-type: none"> • Economic, political and social developments in Zimbabwe 	<ul style="list-style-type: none"> • Evaluating the social, economic and political developments 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons
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Draft Syllabus

<p>Land reform and indigenization</p>	<ul style="list-style-type: none"> • Describe the reasons for the land reform programme • Assess the role of the laws of Zimbabwe in the redistribution of land • Describe indigenization policies in Zimbabwe • Explain the reaction of western countries to the land reform and indigenization programmes. 	<ul style="list-style-type: none"> • Reasons for the land reform programme • Role of the laws of Zimbabwe in the redistribution of land • Indigenization policy • Reaction of Western countries to the land reform and indigenization programmes 	<ul style="list-style-type: none"> • Discussing reasons for the land reform programme • Touring resettlement areas • Debating on indigenization policy in Zimbabwe • Conducting a project on the land reform programme • Researching on measures taken since independence to promote gender equity and equality and indigenization of the economy • Assessing the reaction of western countries to the land reform programme. 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries
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TOPIC 3: CONSTITUTION OF ZIMBABWE, DEMOCRACY AND HUMAN RIGHTS

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Democracy</p>	<ul style="list-style-type: none"> • outline the principles of democracy • describe the types of democracy • explain how the government has promoted democracy in Zimbabwe 	<ul style="list-style-type: none"> • Principles of democracy • Types of democracy • Government's role in promoting democracy 	<ul style="list-style-type: none"> • Discussing the types of democracy • Debating how democracy is practiced in Zimbabwe 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries

Human Rights, Children's Rights and Responsibilities	<ul style="list-style-type: none"> • outline human and children's rights enshrined in the Constitution of Zimbabwe • assess government's efforts in promoting human and children's rights in Zimbabwe 	<ul style="list-style-type: none"> • Human and children's rights enshrined in the Constitution of Zimbabwe • Government efforts in promoting children's rights 	<ul style="list-style-type: none"> • Discussing human rights enshrined in the Constitution of Zimbabwe • Researching on human rights enshrined in the Constitution of Zimbabwe • Evaluating government's efforts in promoting children's rights 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries
Constitution	<ul style="list-style-type: none"> • explain the functions of the constitution of Zimbabwe • outline the provisions of the Constitution of Zimbabwe on citizenship and human rights • describe the functions of the judiciary, executive and legislature 	<ul style="list-style-type: none"> • Functions of the Constitution of Zimbabwe • Provisions of the Constitution of Zimbabwe such as citizenship and bill of rights • Functions of the executive, legislature and the judiciary 	<ul style="list-style-type: none"> • Discussing the functions of the constitution of Zimbabwe • Describing the provisions of the Constitution of Zimbabwe • Researching on the functions of the judiciary, legislature and the executive 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Map of Africa • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries

TOPIC 4: WORLD WARS AND THE INTER-WAR PERIOD

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
First World War (1914-1918)	<ul style="list-style-type: none"> • explain the causes of the First World War • describe the events of the First World War • examine the consequences of the First World War • explain the provisions of the Paris Peace Settlement 	<ul style="list-style-type: none"> • Causes of the First World War • Course of the First World War • Results of the First World War • Provisions of the Paris Peace Settlement 	<ul style="list-style-type: none"> • Discussing the activities of the First World War • Watching documentaries on the course of the First World War • Analysing the consequences of the First World War • Simulating the Paris Peace Conference 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • World Map • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries

League of Nations	<ul style="list-style-type: none"> • Describe the aims of the League of Nations • Outline the functions of organs of the League of Nations • Evaluate the work of the League up to 1939 • Explain the reasons for the collapse of the League of Nations 	<ul style="list-style-type: none"> • Aims and structure of the League of Nations • Functions of organs of the League of Nations • Work of the League up to 1939 • Reasons for the collapse of the League of Nations 	<ul style="list-style-type: none"> • Discussing the aims of the League of Nations • Drawing a diagram showing the structure of the League of Nations • Debating the achievements and failures of the League of Nations • Examining the reasons for the collapse of the League of Nations 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • World Map
Rise of European dictators	<ul style="list-style-type: none"> • explain the concepts of Fascism and Nazism • outline the inter-war problems that led to the rise of dictatorships in Italy and Germany • describe the domestic and foreign policies of Hitler and Mussolini 	<ul style="list-style-type: none"> • Concept of Fascism and Nazism • Rise of dictators; <ul style="list-style-type: none"> • Mussolini (Italy) • Hitler (Germany) • Mussolini and Hitler's domestic and foreign policies 	<ul style="list-style-type: none"> • Discussing features of Nazism and Fascism • Researching on the factors that led to the rise of Hitler and Mussolini • Studying pictures and cartoons depicting political, social and economic problems in Italy and Germany • Explaining the foreign and domestic policies of the dictators. 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • World Map

<p>The Second World War (1939-1945)</p>	<ul style="list-style-type: none"> • explain the causes of the Second World War • describe events of the Second World War • evaluate the results of the Second World War 	<ul style="list-style-type: none"> • Causes of the Second World War • Course of the Second World War • Results of the Second World War 	<ul style="list-style-type: none"> • Researching on the causes of the Second World War • Outlining the course of the Second World War • Studying maps showing the main battle fronts of the Second World War <ul style="list-style-type: none"> • Discussing the results of the Second World War • Producing documentaries based on events of the Second World War 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • World Map • Documentaries
<p>Cold War</p>	<ul style="list-style-type: none"> • trace the origins of the Cold War • describe the manifestation of the Cold War • evaluate the impact of the Cold War on the world 	<ul style="list-style-type: none"> • Origins of the Cold War • Manifestations of the Cold War • Impact of the Cold War on the World 	<ul style="list-style-type: none"> • Debating the origins of the Cold War • Explaining the manifestations of the Cold War • Assessing the impact of the Cold War on the world 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • World Map

TOPIC 5: SOCIALISM AND COMMUNISM

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Russian Revolution	<ul style="list-style-type: none"> • Explain the causes of the Russian Revolutions • Outline the role played by Lenin in the Russian revolution • Assess the course and results of the Russian revolutions • Describe Lenin and Stalin's policies 	<ul style="list-style-type: none"> • Causes of the Russian revolutions; <ul style="list-style-type: none"> - 1905 - February 1917 - October 1917 revolutions • Course and results of the Russian revolutions • Lenin's role in the Russian revolution • Bolshevik rule • Stalin's domestic policy 	<ul style="list-style-type: none"> • Outlining the causes of the revolution • Evaluating the course and results of the Russian revolutions • Explaining the role played by Lenin in the revolution • Assessing Stalin's Five Year Plans 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Document aries • World Map

<p>The Chinese Revolution</p>	<ul style="list-style-type: none"> • Outline the causes of the Chinese Revolution • Explain how the Communists won support from the peasants • Describe the role of the peasants during the revolution • Evaluate how the Communists dealt with political, social and economic problems in China between 1949 and 1976 	<ul style="list-style-type: none"> • Causes of the Chinese Revolution • Methods used by the Communists to win support • Role of peasants in the Chinese revolution • Developments in China under Mao Tse Tung 	<ul style="list-style-type: none"> • Explaining the causes of the Chinese Revolution • Describing how the Communists won the support of the peasants • Outlining the role of the peasants in the revolution • Examining Communist policies up to 1976 • Discussing economic, social and political problem in China from 1949-1976 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • World Map • Songs of the revolution
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The Cuban Revolution	<ul style="list-style-type: none"> • Describe the nature of the Fulgencia Batista regime • Outline the stages of the Cuban Revolution • Describe the impact of the Cuban Revolution in the world 	<ul style="list-style-type: none"> • The Batista Fulgencia regime • Stages of the Cuban Revolution • Fidel Castro and the July 26 Movement • Impact of the Cuban Revolution in the world 	<ul style="list-style-type: none"> • Discussing the nature of the Batista Fulgencia regime • Describing the stages of the Cuban Revolution • Explaining the role played by Fidel Castro and the 26th July Movement in the Cuban Revolution 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Document aries <ul style="list-style-type: none"> • World Map
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TOPIC 6: REGIONAL AND INTERNATIONAL COOPERATION

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
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Frontline States	<ul style="list-style-type: none"> • outline the aims of the Frontline States • describe the role played by the Frontline States in the liberation of Zimbabwe 	<ul style="list-style-type: none"> • Aims of the Frontline States • Role played by Frontline States in the liberation of Zimbabwe 	<ul style="list-style-type: none"> • Discussing the aims of the Frontline States • Examining the role of the Frontline States in the liberation of Zimbabwe 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • Map of Africa
SADC	<ul style="list-style-type: none"> • list members of SADC and their responsibilities • trace the origins of SADC • describe the role played by SADC in the social, economic and political development of the region • evaluate the successes and failures of SADC 	<ul style="list-style-type: none"> • SADC member states and their duties • Reasons for the formation of SADC • Role played by SADC in the social, economic and political development of the region • Successes and failures of SADC 	<ul style="list-style-type: none"> • Identifying SADC member states and their duties • Discussing the formation of SADC • Conducting project work on duties of any member state • Researching on the successes and failures of SADC 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • Map of Africa

OAU/AU	<ul style="list-style-type: none"> • describe the origins of the AU • describe the functions of organs of the AU • assess the successes and failure of the AU 	<ul style="list-style-type: none"> • Origins of the AU • Function of organs of the AU • Work of the AU • Successes and failures of the AU 	<ul style="list-style-type: none"> • Explaining the origins of the AU • Studying the diagram on the structure of the AU • Describing the functions of the main organs of the AU • Explaining the successes and failures 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Document aries • Map of Africa
Commonwealth	<ul style="list-style-type: none"> • describe the origins and aims of the Commonwealth • assess the activities of the Commonwealth 	<ul style="list-style-type: none"> • Origins, aims and activities of the Commonwealth 	<ul style="list-style-type: none"> • Explaining the origins and aims of the Commonwealth • Discussing the activities of the Commonwealth • Describing the functions of organs of the Commonwealth 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Document aries • Commonwealth Map

Non-Aligned Movement (NAM)	<ul style="list-style-type: none"> • outline the origins and aims of NAM • describe the activities of NAM 	<ul style="list-style-type: none"> • Origins • Aims • Activities 	<ul style="list-style-type: none"> • Explaining the origins and aims of NAM • Discussing the activities of NAM • Researching on the activities of NAM • Evaluating the work of NAM 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • Map of Africa
United Nations	<ul style="list-style-type: none"> • describe the formation and aims of the United Nations • outline the structure of the United Nations • assess the effectiveness of the United Nations • examine the role of the United Nations in the promotion and protection of Human Rights 	<ul style="list-style-type: none"> • Formation and aims of the UN • Structure of the UN • Work of the UN • Role of the UN in promoting human rights 	<ul style="list-style-type: none"> • Researching on the formation and aims of the UN • Drawing a diagram showing the structure of the UN • Debating on the relevance of the UN in the 21st century • Discussing the role of the UN in promoting human rights 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries • Organogram of the UN

Zimbabwe and the International Community (Foreign Policy since Independence)	<ul style="list-style-type: none"> • describe Zimbabwe's relationship with China and the European Union • explain reasons for the adoption of the Look East policy • describe the peacekeeping and peacemaking policy after independence 	<ul style="list-style-type: none"> • Zimbabwe's relations with China and the European Union <ul style="list-style-type: none"> - Zimbabwe under sanctions • Reasons for adopting the Look East policy • Peacekeeping and peacemaking 	<ul style="list-style-type: none"> • Discussing Zimbabwe's relations with China and the European Union • Explaining reasons for the adoption of the Look East policy • Researching on peacekeeping and peacemaking 	<ul style="list-style-type: none"> • Brailled materials • ICT tools • Talking books • Pictures • Sign language interpreter • Resource persons • Documentaries
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8.0 ASSESSMENT

The syllabus intends to provide Level 1 and 2 learners with the means by which they will develop an objective view of the history of Zimbabwe and the rest of the world. This syllabus' scheme of assessment focuses on the principles of continuity, inclusivity, relevance, respect (Ubuntu/unhu/vumunhu), gender sensitivity and developmental studies.

8.1 ASSESSMENT OBJECTIVES

By the end of the Levels 1 and 2, learners should be able to:

- recall historical events in their context.
- identify major developments in the history of Zimbabwe from pre-colonial to post-colonial period.
- describe human activities and beliefs and their effects on resources, environment and other people.
- analyse historical developments, trends and events in the history of Zimbabwe and the rest of the world.
- analyse, interpret and evaluate historical evidence, points of view, opinions and value judgments and detect bias.
- empathise with the past and interpret events and make decisions on a particular period in light of the information and conditions prevailing at that time.
- apply ICT skills in research projects.
- explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner.

8.2 SCHEME OF ASSESSMENT

This learning area will be assessed continuously from Levels 1 and 2 through coursework and a final examination which will consist of two papers. Learners will be assessed in the following areas:

8.2.1 Course work

Practical Skills

Critical thinking skills

Problem solving skills

Leadership skills

Communication and team building skills

Technological skills

Originality and creativity

Collaboration skills

Management skills

Business skills

Research skills

Analytical skills

Writing skills

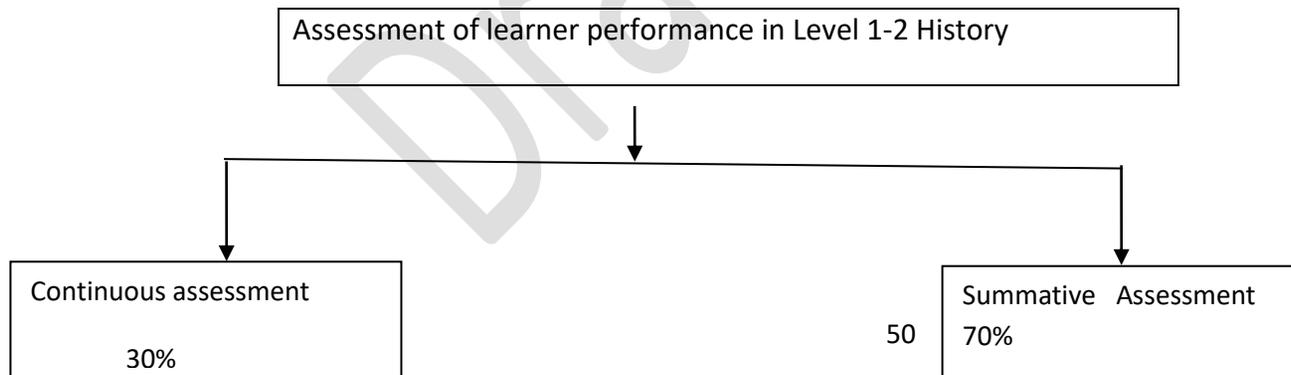
Theory

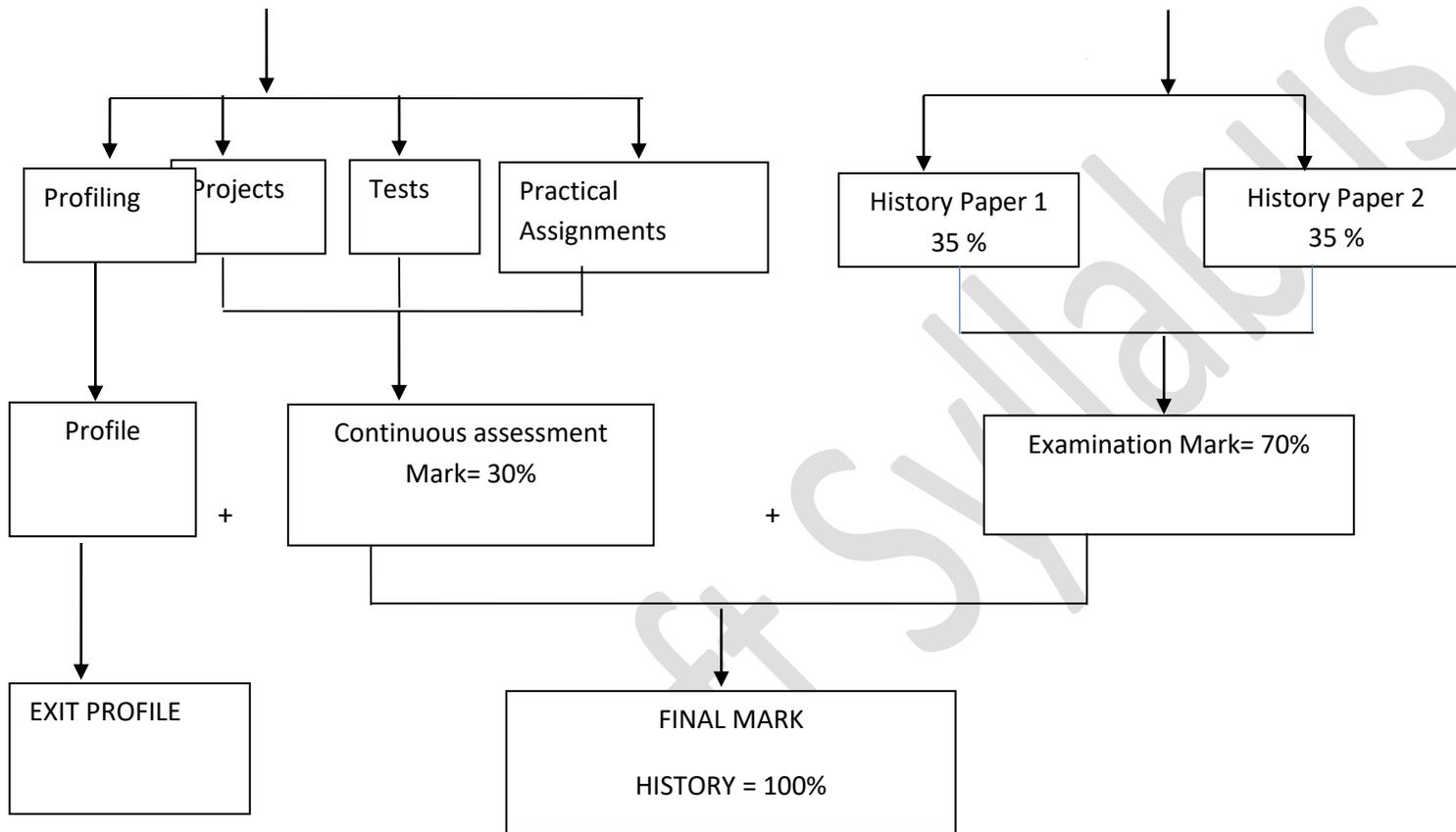
Written assignments

Written tests

Project work

ASSESSMENT MODEL





8.2.3 Examinations

Title	Duration	Marks	Weighting (%)
Paper 1: History of Zimbabwe	2 hours	100	35%

Paper 2: Regional and International History	2 hours	100	35%
Continuous assessment		100	30%
Total for Paper 1 and 2 + continuous assessment		300	100%

8.2.4 SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

Paper	Type of paper	Marks	Weighting	Duration
1	Structured questions	100	35	2 hours
2	Structured questions	100	35	2 hours
	Continuous assessment	100	30	6 terms

PAPER DESCRIPTION

Paper 1 has structured questions out of which a learner is required to answer any four. Each question carries 25 marks. This component has one source-based question and 21 structured questions which are based on the historical periods of Zimbabwe. (Conceptualisation of History, Pre-Colonial to Colonial Zimbabwe and the period after independence)

Paper 2 comprises of 20 structured questions of which a learner is required to answer any four. Each question carries 25 marks. The questions are based on regional and international history.

Continuous assessment will comprise of theory and practical tests, practical projects and theory exercises as illustrated below:

Terms	1	2	3	4	5	6	Marks	Weight
Theory Test	1	1	1	1	1	1	100	5%
Practical Test					1		100	20%
Assignments	1	1	1	1	1	1	100	5%
Total							100	30%

History will be assessed using continuous and summative assessment

Forms of Assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Level 1	One assignment	Per term	10%
Level 2	One assignment	Per term	10%
	One project	Continued from Level 1	10%
Total			30%

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

SPECIFICATION GRID

Paper 1: History of Zimbabwe

Conceptualisation of History	Development of Zimbabwean societies	Early European contacts with Zimbabwe: the Portuguese and Missionaries	Colonisation of Zimbabwe Colonial Administration in Zimbabwe	The Armed Struggle in Zimbabwe	Post-Independence developments in Zimbabwe The Constitution of Zimbabwe, Democracy and Human Rights
5%	10%	10%	25%	25%	25%

Paper 2: Regional and International History

Slavery and the slave trade	World wars and the inter-war period	Regional and International Cooperation	Socialism and Communism	Post-independence developments in Zimbabwe
5%	45%	15%	20%	15%

Specification Grid

Skill	Paper 1 and 2
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Knowledge and understanding	15
Comprehension	30
Application and analysis	20
Synthesis and evaluation	20
Practical skills	15
Total	100

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