ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

SOCIOLOGY

SECONDARY SCHOOL LEVEL
FORM 1 - 6
2015-2022

TEACHER'S GUIDE

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ORGANISATION OF THE TEACHER'S GUIDE

This Teacher's Guide is divided into two parts, namely, Part A and Part B. Part A covers the critical documents which you the teacher must have in order to cover the curriculum effectively. The critical documents are:

- The Curriculum Framework for Primary and Secondary Education 2015-2022
- The School Syllabus
- Schemes of work
- Lesson Plans
- Progress Records
- Register of attendance
- Learner Profiles.

Part B deals with curriculum delivery namely the Content, Objectives, Methods and Instructional materials, Classroom Management, Assessment and Evaluation.

PART A

1.0 CRITICAL DOCUMENTS

1.1 INTRODUCTION

This Teacher's Guide assists you the teacher in handling the Sociology learning area, which falls under the Humanities. After going through this guide, it is hoped that you will be better able to guide learners in handling this learning area. Accordingly, the guide's main thrust is on the learning and teaching of Sociology learners.

As a teacher it is important for you to have access to the following critical documents in order to deliver the Sociology Curriculum effectively:

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profiles
- Progress Records
- Register of Attendance

RATIONALE

The study of Sociology helps learners understand their relationships within their societal environment. Sociology should help learners to appreciate, clarify and develop norms and values of the Zimbabwean society premised on the foundation of Unhu/ Ubuntu/Vumunhu. Sociology sensitises learners on socio-political and economic challenges as well as ways to address them. It enlightens learners on identify, different social roles and cultural diversity. It develops in the learner, skills of critical thinking, problem solving, leadership, tolerance, communication and self-esteem. Therefore critical documents give you important guidelines to enable you to deliver the new curriculum effectively.

OBJECTIVES

It is hoped that after going through this unit, you will be able to:

- Implement this Sociology Syllabus
- manage your class effectively
- mobilise the teaching and learning resources
- prepare appropriate, engaging teaching aids
- track the learner's progress during the learning process

UNIT 1

CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

INTRODUCTION

The Curriculum Framework 2015-2022 gives a vision and direction of the education system of Zimbabwe and the kind of a school graduate that Zimbabwe needs. It is important for you as a teacher to read and be familiar with the contents of the Curriculum Framework as a policy document to guide you through the implementation of the New Curriculum.This policy document outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties.

OBJECTIVES

By the end of this unit you should be able to:

- understand the contents of the Curriculum Framework
- comprehend the contents of the Secondary school curriculum as a policy to guide you through the implementation of the new curriculum
- understand the principles underpinning the new curriculum
- read and understand the key competencies expounded in the Curriculum Framework

KEY ELEMENTS OF THE CURRICULUM FRAMEWORK

Here are some of the key elements/components that are covered in the curriculum framework:

- Principles and values guiding the curriculum. These include the following among others:

    -Philosophy underpinning the curriculum

    -Policy guidelines

    -Generic principles guiding the curriculum

    -Learner exit profiles

    -Knowledge

    -Skills

    -Values

    -National identity

- Goals of the curriculum

    -Organisation of the school curriculum

    -Secondary school goals

    -Learning outcomes

    -Learning areas

    -The learning areas at Secondary School Level

    -Visual and Performing Arts

    -Physical Education

    -Mass Displays

    -Indigenous Languages

    -Mathematics and Science

    - Heritage -Studies

    -Information and Communication Technology (ICT)

- Cross-cutting and emerging issues in the Secondary school curriculum

    -Languages

    -Science and Technology

    -Mathematics

    -(LOP) Life Orientation Programme

    -Visual and Performing Arts

    -Physical Education, Sport and Mass Displays

    -Agriculture

    -Family and Religious Studies (FRS)

- Learning Areas at Secondary school Level (Form 1to Form 4)
- Learning Areas at Forms 5 and 6
- Teaching and learning methods
- Assessment and learning

  -Assessment of skills, abilities and knowledge

  -Relevance of school-based continuous assessment

  -Assessment of learning (formative assessment)

  -Assessment of learning (summative assessment)

  -Performance - based assessment (PBA)

  -Strategies for effective curriculum implementation

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

As a teacher you constitute the backbone of any education system and as such your ability to deliver lessons depends on careful planning. Planning begins with syllabus interpretation, which forms the basis for the development of a National syllabus, School syllabus, Scheme of work and a Lesson plan. You need to learn how to interpret the syllabus correctly

Understanding Syllabus Interpretation

- Simply, it is the process of making sense out of the syllabus.

- Interpretation is about finding meaning.

- It is the process of unpacking the syllabus, analysing and synthesising it.

Interpreting the Syllabus

Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the preamble (as derived from the Framework).

- The syllabus aims and objectives: This is what the syllabus intends to achieve within the learners.

- **The content:** This refers to the knowledge, skills, attitudes and competences. Content constitutes the heart of the syllabus. Therefore, syllabus interpretation facilitates breaking down of content into teachable units.

OBJECTIVES

By the end of this unit you should be able to interpret the Sociology National Syllabus

TYPES OF SYLLABUSES

Syllabuses are **key documents** for every teacher. There are two types of syllabuses namely the:

- National Syllabus
- School syllabus

OFFICIAL OR NATIONAL SYLLABUS

As a teacher, you should be able to interpret the National and the School syllabus and these contain the following components:

Aims, content, assessment objectives, methodology and the assessment or

examination format.

TYPES OF SYLLABUES

NATIONAL SYLLABUS

Definition

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, learning / teaching concepts and content, suggested methodology and assessment criteria at every grade level. You should always have it and use it to guide you in your day-to-day teaching and learning activities.

FACTORS INFLUENCING DRAFTING

When drafting a school syllabus we must consider the following factors;

- National goals and subject options available on national curriculum list. This states the national identity and philosophy as well as address national needs.

- The learners physical, mental and emotional state:

-**Physical:** Consider disabilities, complexity of manipulative skills.

-**Mental:** Consider level of maturity and cognitive development.

-**Emotional state:** Consider values and attitudes to be developed.

- Resource availability: Consider the facilities and materials available. Consider the qualifications, number, experience   and   level of training of personnel available.

- Community influences: consider the religion, beliefs and values of local people.

- Evaluation system and strategies: consider how the curriculum is evaluated and whether it will be possible to evaluate effectively in a particular school environment.

- Time allocation in the official syllabus.

- Local conditions that affect the choice and sequencing of topics.

- Education technology.

Elements

The National Syllabus consists of:

- Cover page
- Acknowledgements
- Contents page
- Preamble
- Introduction
- Rationale

- Summary of content
- Assumptions
- Cross Cutting Issues
- Aims
- Objectives
- Methodology and Time Allocation
- Topics
- Competence Matrix
- Content Matrix
- Assessment

Elements (Structure of School syllabus)

- **Aims:** Are broad indications of what the learners should learn
- **Objectives:** Learner behavior at the end of the teaching learning experience (competencies).
- **Topics/ Content and activities**
- **Methodology:** This must be learner centered. Therefore, teaching approaches to achieve desired learning outcomes must be learner centred. Learner centered approaches allow learners to practice skills and to display their key competencies.
- **Instructional or teaching materials**
- **Assessment**

To interpret the syllabus one needs to identify its components and establish links between and among them. Components of the syllabus include:

(a) **Cover page**

This is the front cover of the syllabus that states the learning area and level.

(b) **Acknowledgements**

This is the list of those who participated in the development of the syllabus. Names are not mentioned but the organisation that the members represented. Funders of the syllabus, experts or consultants are also acknowledged.

(c) Contents page

This lists the contents of the syllabus and page numbers.

1. **Preamble**

The preamble consists of introductory notes to the syllabus. It has five sub-titles.

Introduction: Gives a brief insight into the learning area.

Rationale: This is a justification of why this particular learning area is included in the curriculum.

Summary of content: This is a summary of what should be learnt in a particular learning area.

Assumptions: Pupils do not come tabularasa into the classroom. That knowledge that we assume they already have is what we call assumptions.

Cross- cutting themes: These are emerging and contemporary issues that cut across all Learning areas. Teachers should find ways of incorporating them in their teaching whenever possible. These are:

- ICT
- Gender
- Children rights and responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS education
- Child protection
- Human rights
- Collaboration
- Environmental issues

N.B Not all Cross-cutting themes can be applied in all learning areas, some are more applicable to particular learning areas than others.

Presentation of the syllabus

This is a description of how the syllabus is presented.

Aims

These are general statements of what the Learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole Learning area for example from   ECD   A to Grade 2.They may differ from level to level for the same learning area for example Grade 3 to 7.They cover all domains of Bloom's taxonomy and should carter for all learners (inclusivity).

Syllabus objectives

These are specific competencies of the learning areas and are derived from the aims. In curriculum they should be **SMART** (Specific, Measurable, Achievable, Result oriented and Time framed).

Methodology and Time allocation

Methodologies are broad approaches that are suggested for a given Learning area. They are guided by the Curriculum Framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving. They are also child centred rather than teacher centred.

Time allocation This reflects the number of periods and their duration for a particular Learning area.

Topics

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. In some subjects topics may be based on broad skills for example Languages and Practicals. Topics are broken into sub-topics in the competency matrix depending on the learning area.

Scope and sequence

It shows the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. (Spiral approach)

Competency matrix

It is a table that gives the concepts/content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes Topic/Skill, Objectives, Unit Content and Competence, suggested learning activities and suggested resources.

Assessment

This section gives information on how the learning area will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives information on how the three forms of assessments namely; formative, continuous, and summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has assessment objectives, scheme of assessment, specification grid and assessment model.

Content

The content for Sociology Studies include:

- Respect
- Gender sensitivity
- inclusivity
- Equity
- Cultural diversity
- Patriotism

2.2 School Syllabus (A breakdown of the national/official syllabus)

Introduction

It is a breakdown of the national syllabus and is drafted at the school level with experts from the learning area. This must be drawn at school level from the National Syllabus by reorganising content taking into account local factors (see unit 2 on Syllabus Interpretation).

Thus a School syllabus is a plan that states exactly what learners should learn at school in a particular learning area for example in Sociology Studies. It is a major curriculum document which:

- Prescribes what government would like to see taught in all schools as spelt out in the curriculum framework.
- Outlines the experiences that learners should undergo in a particular course of study for example Infant, Junior and Secondary levels.
- You are required to derive teaching concepts from the syllabus.
- Examinations are set from the syllabus.

Glossary / Appendices

In some syllabuses, there will be a list of explanations of terms and additional information at the end. A list of equipment and reference books might also be found here. As a teacher it is important to have a copy of a School syllabus that is derived from the National syllabus because public examinations are derived from the syllabus.

UNIT 3

SCHEMES OF WORK

Definition

This is a document that you should draw from the national and school syllabus. You should outline the objectives, activities, content, and methods (see scheme cum plan template). You should prepare your scheme cum plans two weeks ahead of the lesson delivery date (You can use ICT tools to make your plans)

A scheme of work is a plan for something. Your scheme of work is a plan of action, which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work, which you consider adequate and appropriate for the class to cover within a given period from those topics, which are already in the syllabus. A well-prepared scheme of work does the following:

- Gives an overview of the total course content.

- Provides for a sequential listing of learning tasks.

- Shows a relationship between content and resource materials.

- Provides a basis for long range planning, training and evaluation of the learning area.

A Scheme of work can be made to cover even one term. Each year is divided into three terms, each with approximately three months or thirteen weeks. A scheme of work should be made for each term, ideally before lessons begin. When you are preparing a Scheme of work, you should consider the following:

Understanding the syllabus

- You may not have been involved in curriculum development but you are expected to interpret and implement it correctly. This calls for a thorough understanding of the syllabus and the content in order to achieve the stated objectives. Your role is simply to implement the syllabus as it is. It is important for you to be thoroughly conversant with the curriculum in order to implement it successfully.

Syllabus content

- Topics in the syllabus may not be arranged in the order they are supposed to be taught. Some topics need to be linked, while others are quite independent. You should both identify essential learning content and arrange it in a logical order. Related subjects should also be considered when scheming. Subject integration should be prioritised where possible

Reference materials

- You should be familiar with available reference material necessary for effective coverage of the topics in the scheme of work. You should effectively make use of learning resources in your environment.

Assessment

- Learners will be assessed in both continuous and summative methods. Your scheming should reflect this.

Time allocation

- Your scheme should be contextual. That is, it should take context of disturbances that may occur during the course of term, such as public holidays, internal examinations open days, sports days, visits from the district and the province.

Objectives

- Each lesson should have objectives, which pinpoint the anticipated learning behaviour of the learners. The objectives must be **SMART.** For example: Learners should be able to identify types of social stratification.

Methods

- You should state specific activities that you and the learners will perform, for example naming types of social stratification, discussing, identifying, distinguishing, etc.

Resources

- Resources necessary for content coverage should be noted down with relevant page numbers, for ease of referencing during lesson planning. References include books, journals, handouts, magazines etc. Teaching resources also include equipment or apparatus that is available and appropriate. You should not indicate a teaching media that will not be available

Evaluation

- This should be done immediately and timely, well before the next lesson. Indicate whether what was planned for has been covered, whether there was over planning or failure of a lesson and reasons for either case to help you in consequent and future planning. Avoid remarks like excellent, O.K, taught, because they are not relevant. Indicate strengths and weaknesses of the lessons taught.

COMPONENTS OF A SCHEME OF WORK

The components of a scheme of work are:

- **Level of learners** - state the level (Form) of learners you are scheming for.

- **Subject** - indicate the learning area you are scheming for.

- **Week ending** - the date should be clearly indicated

- **Topic** - topics should follow the order, which they are supposed to be taught, from simple to complex.

The layout of a Scheme of Work is usually horizontal and comprises of the following columns:

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES_ By the end of the week pupils should be able to	COMPETENC-ES/ SKILLS	SOURCE OF MATERIAL	MEDIA	SUGGESTED METHODS/ ACTIVITIES	EVALUATION

EXAMPLE

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES_ By the end of the week pupils should be able to	COMPETENC-ES/ SKILLS	SOURCE OF MATERIAL	MEDIA	SUGGESTED METHODS/ ACTIVITIES	EVALUATION
0/02/2017	**Social stratifi-cation**	-identify typs of so-cial stratification -describe types of social stratification in an indigenous society -discuss types of social stratification in an industralised society	-identifying -describing -discussing	-National Sociol-ogy -Syllabus Topic 5 page 13. -Haralabos .p -Teacher's re-source book for the above	-ICT tools - -Charts -Picture books	**-identifying types of social stratification** -describing types of social stratification in an indeginous society -Discussing types of social stratification in an industralised soci-ety.	

LESSON EVALUATION:

Strength: Learners were able to identify and describe types of social stratifications in indigenous societies.

Weaknesses: Learners were not able to discuss stratification in industrialised set ups. Some leaners could not distinguish different societal set ups. The   teacher helped them.

Way forward: The teacher will display a chart showing different strata in the society.

You can incorporate a Lesson Plan into a scheme of work and come up with a Scheme-Cum Plan.

UNIT 4

Lesson Plans

DEFINITION

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (See Detailed Lesson Plan Template)

By the end of this unit, you should be able to:

- draw up a lesson plan
- identify relevant teaching-learning materials/ Media
- identify appropriate teaching methods
- evaluate the lesson delivery

COMPONENTS OF A LESSON PLAN

The lesson plan involves:

- Preparation (objectives, Media)
- Execution
- introduction
- lesson development
- written work
- conclusion
- Lesson evaluation

Below is an example of a detailed lesson plan:

DETAILED LESSON PLAN

Date: 22 February 2017

Form 1

Time: 11.30 -12.30

Learning Area Sociology

Topic/Content: **Social stratification**

 Sub-Topic: Types of social stratification

  S.O.M: -Haralambos

-Teacher's resource book for the above.

- Learner's text books

Suggested Media: -ICT tools   -Charts   -Pictures Text books

Number of students: 40

Assumed knowledge: -Learners know different groupings of people in the society

Lesson Objectives -identify types of social stratification

-describe types of social stratification in an indegenous society

-discuss types of social stratification in an industralised society

STAGE	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction	-Teacher introduces the lesson by discussing with learners, groups of people in the society	-grouping people according to given characteristics	-ICT tools(video of people in different groups) -Charts -Picture -books
Step 1	-The asks learners to identify groups of people seen in the video	-showing how people are grouped	-ICT tools -Charts -Picture -books
Step 2	-Learners group people according to strata -Learners discuss different strata	-Writing different strata identified -showing different strata types	-ICT tools -Charts -Picture -books
Step 3	-Learners answer questions in groups and report back.	-Answering questions in groups -Reporting back to the class.	-work cards - books
Step 4	-The learners write different strata in indigenous and industrialized society	Writing different types of strata	Chart

Conclusion: Question and Answer on main points

LESSON EVALUATION:

Strength: ....
....
....

Weaknesses: ....
....
....

WayForward...
....
....

UNIT 5

RECORD KEEPING

DEFINITION
Records are critical documents about the teaching and learning process.

INTRODUCTION
Records are critical documents about the teaching – learning process, which you must keep as a teacher

They include:

- -Syllabuses (National and School)
- Learners' details
- Examination documents
- Mark lists
- Inventory

OBJECTIVES

By the end of this unit, you should be able to:

- identify the various records you are expected to keep
- prepare accurate records
- Interpret information from records to promote learning
- Maintain and keep records safely
- Appreciate the need to update records regularly

RECORDS TO BE KEPT

- Official syllabuses
- School syllabuses
- Records of staff details
- Records of learner details
- Supervision records
- Files, circulars, handouts, past exam papers
- Minutes of meetings
- Inventory of resource materials
- Stock control registers
- Learner Profiles

- Attendance Register
- Progress Records

All these records are very important and you should constantly administer and upgrade them. They should be readily available for supervision.

The Sociology Syllabus

The Sociology syllabus covers Form 1 – 6 cycles in Secondary Education. The syllabus covers the social, economic, political, technological and cultural environment as aspects of life. It seeks to equip learners with an appreciation of their cultural heritage and utilize it for self-sustenance within society. This syllabus embraces inclusivity. The syllabus follows a developmental integral approach that helps learners sustain themselves in life. The learning area covers the social history of the people of Zimbabwe local cultures, cultural interdependence, heritage values and religious practice. It also develops in the learner skills of critical thinking, problem solving, leadership and self-management, Information and Communication Technology (ICT).

Thus for the effective curriculum delivery of this learning area, learner centred learning methods and activities are encouraged. The use of Instructional teaching learning aids will create virtual realities and thus help the learners to learn fast and capture their interest

3.1 **OBJECTIVES**

By the end of this unit, you should be able to:

- select appropriate teaching methods for your lessons
- design meaningful and effective instructional material
- use a variety of learner-centred approaches
- plan and organize educational tours
- help pupils carry-out projects or experiments
- make good quality aids from available resources
- (Types: charts, chalkboard, whiteboard, computers,
- -slides, films, videos, flannel graph, textbooks)

3.2 CONTENT

This refers to the Subject matter, Topics, Key concepts or Skills to be covered in a learning area. Topics are the main posts or pillars of content for the levels given in an itemised form and are core to the Learning area.

3.3 METHODOLOGIES

As a teacher it is important for you to use problem solving and learner–centred approaches. You are the facilitator and the learner is the doer. You should select appropriate teaching methods for your lessons. They should be varied and motivating. The following methods are suggested for you

and you should select one or several depending on:

- The subject matter
- Instructional objectives
- The learner
- Your personality
- Learner's level of development (cognitive, affective and psychomotor)
- Content to be covered
- The time
- Instructional materials
- The environment
- Competencies to be developed

It is advisable that the learner be exposed to more than one method in a lesson. Teaching methods can be grouped under three main categories:

a) Cognitive development methods

b) Affective development methods

c) Psychomotor development methods

a) COGNITIVE DEVELOPMENT METHODS

These are mainly deductive

- -Discussion Method
- -Questioning/Socratic Method
- Team Teaching Method
- Talk Show/Recitation Method
- Field Trip/Educational tours Method
- Futures wheel
- Group work

b) AFFECTIVE DEVELOPMENT METHODS

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role-Playing Method
- Gallery walk

- Observation
- Lecture

c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic

- -Gallery
- -Inquiry Method
- Interactive e-learning
- Discovery Method
- Process Approach Method
- Demonstration Method
- Laboratory/Experimentation Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method, case studies, research
- Microteaching Method
- Games
- Mastery Learning
- Song and dance
- Your subject matter should determine the most suitable teaching method/methods to use.
- The instructional objectives to be achieved by the end of the lesson also determine the choice of teaching methods.
- You must be very familiar with the teaching methods you want to use and be convinced they are the most appropriate for that lesson.
- You must consider the age, interest, level of development of the learners and ensure that all learners will benefit from the method you have chosen.
- You must consider time in relation to the methods chosen.
- You should consider the environment and the size of the class in settling for methods to employ.

3.4 TEACHING-LEARNING MATERIALS

These are materials that enhance the teaching- leaning process. They assist you the teacher to achieve desired objectives while in learners they help in concretising the concepts. They help learners learn better and faster, motivating them and stimulating interest.

SELECTING APPROPRIATE INSTRUCTIONAL AIDS

When selecting learning media, you have to consider the following;

- Topic
- Level of learners
- Available resources
- Environment
- Number of learners

These teaching / learning media should be of good quality and user friendly considering the available resources in the school. Examples of teaching-learning aids appropriate in Sociology are:

- charts
- job cards
- ICT tools
- textbooks
- newspapers
- magazines
- mobiles

Instructional media should be used effectively. They must serve the purpose they are meant for rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working order. If using complicated technical   media, make sure you practice beforehand so that you do not embarrass yourself in front of the class.

3.5 ASSESSMENT AND   EVALUATION

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners.

Evaluation Methods

- tests and exercises
- examinations
- homework

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

ASSESSMENT OBJECTIVES

By the end of the Sociology studies course Secondary school level, learners are expected to:

- identify cultural roles
- demonstrate cultural practices
- explore measures to curb deviance or anti-social behaviour
- apply personal and social skills in finding solutions to social problems
- act responsibly in society
- apply entrepreneurship skills
- demonstrate an understanding of social,economic,political and cultural diversity
- use ICT tools
- apply research skills in solving problems

Sociology will be assessed through continuous and summative assessments.

- identify the global environmental issues that affect livelihoods
- describe the production and marketing of goods and services

SCHEME OF ASSESSMENT

Sociology will be assessed through continuous assessment at

Continuous Assessment (40%)

Continuous assessment shall involve projects, written tests and assignments.

- Form 1
- Form 2
- Form 3
- Form 4

NOTE: A profile system has to be developed for every child to capture those attributes that cannot be measured such as the soft skills. A folio comprises test results throughout the four years of Secondary school on an annual basis and marks collated from the four prescribed projects. Observation schedules, checklists, tests and projects tasks are to be set at district level and standardized   nationally.

3.6 CLASS MANAGEMENT

This is the process of planning, organizing, and leading and controlling class activities to facilitate learning.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This covers classroom organization from:

- **Physical environment:**

  -Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.

- **Emotional environment:**

  -You need to be firm yet warm and pleasant. As a teacher you must set

   the right tone, telling your learners what behaviour you expect from them.

- **Grouping:**

  -You may group your learners according to needs, abilities, and problems but never by sex. Encourage them to share ideas in groups.

- **Class control and discipline:**

  -You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.

- **Motivation:**

  -As a teacher you must make your learners feel important through recognizing and re-warding achievements, as encouraging those who are lagging behind. Calling pupils by their names creates good rapport with your class. You should also be a role model to your learners by the way you handle yourself.

- **Supervision:**

  -You must check learners' work in order to guide and correct them in

   all areas from group discussions, games, field trips and even homework.

UNIT 6

SYLLABUS TOPICS

Brunner's Spiral approach will be adopted where the same topics are taught at every level Form One to Four but gaining in breadth and depth as one goes up the ladder. As reflected in the Scope and Sequence Chart, the same topics are covered at each level but the difference is in breadth and content coverage. The level of complexity increases as the learner progresses from one level to the other.

The following topics are to be covered at Form One to Four:

10.1 The individual and Society

10.2 Family and kinship

10.3 Culture

10.4 Education

10.5 Social stratification, Politics and Power

10.6 Communication and the mass media

10.7 Entrepreneurship and Occupations

10.8 Population and migration

10.9 Crime and delinquency

6.0 SCOPE AND SEQUENCE CHART

TOPIC 1: THE INDIVIDUAL AND SOCIETY

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● The importance of Sociology ● Types of society ● Roles performed by individuals and society ● Socialisation	● Relationship between individual and society ● Secondary socialisation	● Agents of socialisation ● Roles of socialisation agents	● Agents of socialisation ● Effects of socialisation ● Nature and nurture	● Historical development of Sociology ● Sociology and social policy ● Sociology as a science ● Relationship between sociology and other social science subjects ● Theoretical perspectives	
				● Theories of socialisation ● The process of socialisation ● Nature and nurture debate ● The nature of people without socialisation	

TOPIC 2: FAMILY AND KINSHIP

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Types of family ● Kinship ● Roles of family members in indigenous and modern society	● Types of family ● Roles of family in society ● Family norms and values	● Marriage and marriage practices ● Family breakdown	● Changing family patterns ● Kinship ties in indigenous and industrial societies	● Various forms of the families in Zimbabwe ● Perspectives on the family ● Changes in the family and household patterns ● Changing patterns of marriage ● Domestic violence	

TOPIC 3: CULTURE

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Types of culture ● Characteristics of culture ● Norms and values	● Language and culture ● Cultural differences ● Cultural dynamism	● Sub-cultures ● Culture and gender ● Race and ethnicity	● Effects of culture ● Preservation of culture	● Forms of culture ● Elements of culture ● Characteristics of culture ● Perspectives on culture	

TOPIC 4: EDUCATION

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Forms of education ● Education and gender	● Importance of education ● Education and gender ● The State`s contribution towards education  ● Other stakeholders` contribution towards education	● Functions of education ● Education and gender ● Educational achievements ● Education and social mobility	● The curriculum and "Hidden Curriculum" ● Education and gender	● Theories of education ● Educational policies in Zimbabwe ● Educational achievement ● Global trends in education	

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Types of social stratification	● Determinants of social stratification ● Social mobility ● Industrialisation ● Division of labour	● Social stratification in Zimbabwe ● Social mobility ● Politics and power ● Gender and politics in Zimbabwe	● Effects of social stratification ● Politics and power in Zimbabwe ● Gender and politics in Zimbabwe	● The concept of stratification ● Forms of stratification ● Social class ● Life chances ● Social mobility	

TOPIC 6: COMMUNICATION AND THE MASS MEDIA

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Communication channels ● Types of mass media ● Role of advertising ● State and private media	● Communication and technology ● Roles of mass media	● Communication and Disaster Risk Management ● Mass media control and organisation	● Ownership and control of mass media ● Effects of mass media		● Perspectives on mass media ● Ownership and control of the mass media ● Media content ● Media effects

TOPIC 7: ENTREPRENEURSHIP AND OCCUPATIONS

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
● Forms of entrepreneurship ● Occupation	● Enterprising skills ● Formal and informal sector ● Start up strategies ● Gender and occupational structure	● Gender and empowerment ● Conflict management at the workplace	● Factors influencing entrepreneurship ● Government economic policies ● Workers associations and trade unions	● Theories of gender ● Gender policy in Zimbabwe ● Women and employment ● Gender roles	● Occupational structures ● Management and the organisation of work ● Technology ● Government policies on enterprise

TOPIC 8: POPULATION AND MIGRATION

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
• Factors affecting population • Migration	• Patterns of mortality in different societies • Patterns of fertility in different societies • Types of Migration	• Population growth and development • National Census	• Demographic trends • Effects of Migration • Global effects of HIV and AIDS		• Demography • Migration • Population distribution • Health care systems in Zimbabwe

TOPIC 9: CRIME AND DELINQUENCY

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
• Types of crime • Acts of Delinquency • Acts of Deviance	• Factors influencing crime and delinquency in society • Youth culture • Law enforcement agents in Zimbabwe	• Crime statistics • Measures to reduce crime and delinquency • Law enforcement agents	• Crime and gender • Crime statistics • Law enforcement agents		• Theories of crime and deviance • Methods of social control • Measurement of crime • Distribution of crime

TOPIC 10: RELIGION

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
				• Theories on religion • Religious organisations • Secularisation	

TOPIC 10: RESEARCH METHODS

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
				● Qualitative and quantitative research ● Steps in scientific research ● Research tools ● Choice of research methods ● Importance of sociological research in Zimbabwe ● Subjective and objective research in sociology	

TOPIC 11: AGE

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
				● Childhood in Zimbabwe and other societies ● Youth ● Old age ● Perspectives on age	

TOPIC 12: RACE AND ETHNICITY

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					● Racial and ethnic groups in Zimbabwe ● Forms of racism ● Theories of racial discrimination and prejudice ● Patterns of racial and ethnic inequality ● Policy and legislation on discrimination

TOPIC 13: UNEMPLOYMENT

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					● The concept of unemployment ● Causes and effects of unemployment ● Distribution of unemployment in Zimbabwe ● Implications of unemployment

TOPIC 14: POVERTY

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					• Existence and persistence of poverty • Measures to curb poverty • Impact of poverty on society

TOPIC 15: LEISURE

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					• The relationship between work and leisure • Factors affecting leisure activities • Theories of leisure

TOPIC 16: GLOBALISATION AND SOCIAL CHANGE

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					• Theories of globalisation • Effects of globalisation • Theories of social change

TOPIC 17: URBANISATION

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					● Industrialisation and urbanisation in Zimbabwe ● Effects of urbanisation ● Government policies on urbanisation

TOPIC 18: GOVERNANCE AND CITIZENSHIP

FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6
					● Types of government ● Constitutionalism ● Distribution of power and authority in society ● Role of the state ● Citizenry