ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

SOCIOLOGY SYLLABUS

FORMS 1 - 4

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

The Sociology syllabus covers Form 1 - 4 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 utilise it for self-sustenance within the society. This syllabus embraces inclusivity.

The syllabus follows a developmental and integral approach that helps learners sustain themselves in life.

1.2 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. Sociology sensitises learners on socio-political and economic challenges as well as ways to address them. It enlightens learners on identity, different social roles and cultural diversity. It also develops skills of critical thinking, problem solving, leadership, communication, technological, tolerance and self esteem.

1.3 Summary of Content

The Sociology Forms 1 - 4 syllabus focuses on the following concepts:

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

1.4 Methodology

A spiral approach should be adopted, beginning with the learner's immediate societal environment, exploring his or her family, community and extending to the wider world. Learners need to develop appropriate value systems through participating in planned activities. Participatory methods should be employed for effective teaching and learning of sociology.

These include the following:

(a) discussion
(b) drama, role-play and simulation
(c) song and dance
(d) educational tours
(e) case studies
(f) puppetry
(g) gallery walk
(h) research
(i) group work
(j) question and answer
(k) Individualised Educational Programme (IEP)
(l) Resource persons
(m) Poetry

1.4.1 Time Allocation

For adequate coverage of the syllabus, the following allocation is advised.
Forms 1 - 4 : 4 periods of 35 mins per week

1.5 Assumptions

It is assumed that learners:

- interact with their peers and other members of society
- appreciate their culture and how it is changing with time
- appreciate the relevance of their learning
- can communicate and think logically on social issues

1.6 Cross-cutting themes

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

- Gender
- Child Protection
- Children's Rights and Responsibilities
- Sexuality, HIV and AIDS
- Life skills
- Enterprise skills
- Disaster Risk Management
- Heritage

2.0 PRESENTATION OF THE SYLLABUS

2.1 The Sociology Syllabus is presented in a single document for Forms 1 – 4.

2.2 Topics covered in the syllabus are developmental

in nature.

3.0 AIMS

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

3.1 develop an appreciation of Unhu/Ubuntu and cultural diversity
3.2 develop entrepreneurship skills
3.3 understand changes in social life
3.4 appreciate social structure, development and functions of different institutions
3.5 have an understanding of cross-cultural issues
3.6 incorporate the use of ICT tools in Sociology

4.0 OBJECTIVES

By the end of the Form 1 - 4 Sociology Course, learners should be able to:

4.1 identify cultural roles
4.2 demonstrate cultural practices
4.3 explore measures to curb deviance or anti-social behaviour
4.4 apply personal and social skills in finding solutions to social problems
4.5 act responsibly in the society
4.6 apply entrepreneurship skills
4.7 demonstrate an understanding of the relationships within society and their functions
4.8 develop an understanding of social, economic, political and cultural diversity
4.9 use ICT tools
4.10 apply research skills in solving social problems

5.0 SYLLABUS TOPICS

5.1 The individual and society
5.2 Family and kinship
5.3 Culture
5.4 Education
5.5 Social stratification, Politics and Power
5.6 Communication and the mass media
5.7 Entrepreneurship and Occupations
5.8 Population and migration
5.9 Crime and delinquency

6.0 SCOPE AND SEQUENCE CHART

TOPIC 1: THE INDIVIDUAL AND SOCIETY

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 2: FAMILY AND KINSHIP

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 3: CULTURE

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 4: EDUCATION

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 6: COMMUNICATION AND MASS MEDIA

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 7: ENTREPRENEURSHIP AND OCCUPATIONS

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 8: POPULATION AND MIGRATION

FORM 1	FORM 2	FORM 3	FORM 4
• 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

TOPIC 9: CRIME AND DELIQUENCY

FORM 1	FORM 2	FORM 3	FORM 4
• 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

FORM 1

7.0 COMPETENCY MATRIX

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THE IMPORTANCE OF SOCIOLOGY	• identify the characteristics of sociology • Describe the importance of sociology	• significance of Sociology • Attributes of Sociology	• Discussing the characteristics of sociology • Explaining the significance of sociology	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
TYPES OF SOCIETY	• list various types of societies • describe institutions of society	• Types of Society • Institutions of society	• Stating various types of societies • Discussing institutions of society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Magazines
ROLES PERFORMED	• Identify roles performed by	• Societal roles	• Discussing roles performed	• Textbooks

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
BY INDIVIDUALS AND SOCIETY	individuals in society • outline the roles performed by individuals in society • explain roles performed by the society	• Individual roles	by individuals and society • Collecting images of individuals performing different roles in society • Miming roles in society • Dramatizing roles in society	• Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person
SOCIALISATION	• identify types of socialisation • describe primary socialisation	• Socialization • Primary socialisation	• Stating types of socialisation • Discussing primary socialization	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person

TOPIC 2: FAMILY AND KINSHIP

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF FAMILY	• identify types of family • describe types of family • outline effects of HIV and AIDS on the family	• Types of family - Nuclear - Extended - Child headed - One parent	• Listing types of family • Explaining types of family • Discussing effects of HIV and AIDS on the family • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Drawings • Newspaper cuttings
KINSHIP	• identify kinship ties • describe kinship	• Kinship ties	• Discussing kinship ties within the family • Role playing on kinship ties • Drawing a family tree	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Drawings
ROLES OF FAMILY MEMBERS IN INDIGENOUS AND MODERN SOCIETY	• state the roles of family members in an indigenous society • describe the role of family in indigenous society in fostering	• Socialization • Guiding and counseling • Child bearing • Support	• Listing roles of the family members • Discussing family roles in fostering	• Textbooks • Talking books • Large print books • Braille books

TOPIC 2: FAMILY AND KINSHIP

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	Unhu/Ubuntu/Vumunhu • outline the roles of family in modern society • describe the role of family in modern society	• Security/protection • sharing	Unhu/Ubuntu/Vumunhu • Debating roles of family members in indigenous and modern societies • Dramatizing the roles	• Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Newspaper cuttings • Magazines • Pictures

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF CULTURE	• list types of culture • describe different types of culture	• Types of culture	• Describing types of culture • Discussing different types of culture	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • Charts • Resource persons
CHARACTERISTICS OF CULTURE	• describe characteristics of culture • explain the components of culture • identify national symbols	• Characteristics of culture • Components of culture • National symbols	• Describing the characteristics of culture • Classifying the characteristics of culture • Discussing components of culture • Explaining the significance of national symbols	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • Charts • Artefacts • Resource person
NORMS AND VALUES	• identify norms and values • give differences between the norms and values • demonstrate norms and values	• Norms and values such as: - Dress code - Respect/Unhu/Ubuntu - Hard work - Hospitality	• Listing norms and values • Describing norms and values • Discussing the importance of norms and values	• Textbooks • Talking books • Large print books • Braille books • Braille machines

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			• Identifying role models • Role playing practices of norms and values • Watching video clips	• Braille paper • Video clips with captions • Computers with jaws software • Charts • ICT tools

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FORMS OF EDUCATION	• identify various forms of education • describe various forms of education	• Forms of Education	• Discussing on forms of education • Researching on forms of education	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools
EDUCATION AND GENDER	• identify areas of gender equity in education • describe factors influencing gender equity in education • outline areas of gender disparities	• Gender equity and disparities in education	• Discussing areas of gender equity and disparities in education • Explaining factors influencing gender equity in education • Case studying on gender disparities in education • Researching on gender mainstreaming	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person

TOPIC 5: SOCIAL STRATIFICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF SOCIAL STRATIFICATION	• identify types of social stratification • describe types of social stratification in an indigenous society • discuss types of social stratification in an industrialised society	• Types of social stratification	• Naming types of social stratification • Discussing types of social stratification in an indigenous society • Describing types of social stratification in a industrialised society • Role playing • Researching on social stratification in indigenous and industrialised societies	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
TYPES OF STATUS	• identify types of status • describe types of status • classify types of status	• Types of status	• Outlining types of status • Describing types of status • Classifying types of status • Naming important role models • Dramatizing on achieving high status	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Resource person

TOPIC 6: COMMUNICATION AND MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COMMUNICATION CHANNELS	• explain communication model • identify communication channels	• Communication model • Communication channels	• Drawing the communication model • Describing communication channels • discussing communication channels	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Newspaper cuttings • Charts
TYPES OF MASS MEDIA	• outline types of mass media • explain the significance of mass media	• Mass media	• Naming types of mass media • Discussing the importance of mass media • Demonstrating the use of mass media	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
ROLE OF ADVERTISING	• state advertising agents • discuss the importance of advertising • explain the role of advertising in	• Advertising • Advertising agents	• Listing advertising agents • Explaining the importance of advertising • Describing the role of	• Textbooks • Talking books • Large print books • Braille books

TOPIC 6: COMMUNICATION AND MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	mass media		advertising • Educational touring of media houses	• Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Newspaper cuttings
STATE AND PRIVATE MEDIA	• identify state and private media • compare state and private media • explain the roles of state owned and private media	• State and private media	• Distinguishing state from private media • Discussing the roles of state and private media • Educational touring of media houses	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Resource person

TOPIC 7: ENTREPRENEURSHIP AND OCCUPATIONS

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FORMS OF ENTREPRENEURSHIP	• list forms of entrepreneurship • classify forms of entrepreneurship • describe forms of entrepreneurship	• Forms of entrepreneurship - Formal and informal	• Naming forms of entrepreneurship • Describing forms of entrepreneurship • Comparing different forms of entrepreneurship • Classifying forms of entrepreneurship • Educational touring of formal and informal sectors	• ZIM ASSET • Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Resource person
OCCUPATION	• outline different types of occupation • describe different forms of occupation • explain different occupations	• Forms of occupation	• Outlining different forms of occupations • Discussing different forms of occupation • Classifying occupations • Demonstrating different occupations	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Resource person • Career guidance shows

TOPIC 8 : POPULATION AND MIGRATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FACTORS AFFECTING POPULATION	• identify factors that influence population • discuss factors influencing population	• Population • Census statistics	• Explaining factors that influence population • Researching on factors that influence population • Case studying on factors affecting population in their immediate environment	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts • Census documents
MIGRATION	• list types of migration • outline causes of migration • identify causes of HIV and AIDS in relation to migration	• Population • Society	• Discussing causes of migration • Role playing on patterns of migration • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF CRIME	• list types of crime • classify types of crime	• Types of crime such as: - Cyber - White collar - Organized - Corporate	• Discussing types of crime • Explaining factors influencing crime • Role playing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts • Resource person
ACTS OF DELINQUENCY	• state acts of delinquency • explain causes of delinquency	• Acts of delinquency	• Naming acts of delinquency • Discussing causes of delinquency • Discussing ways of mitigating acts of delinquency	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts • Resources person
ACTS OF DEVIANCE	• identify acts of deviance • describe acts of deviance • list control measures of deviancy	• Deviance • Control measures	• Discussing acts of deviance • Explaining causes of deviant acts	• Textbooks • Talking books • Large print books

TOPIC 9: CRIME AND DELINQUENCY CONTD..

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• explain control measures		• Stating control measures • Discussing control measures	• Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts • Resource person

FORM 2

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY	• explain how society shapes the individual • discuss the relationship between individual and society • analyse the relationship between individual and society	• Society	• Discussing the impact of society on the individual • Collecting pictures of individuals performing different roles • Dramatizing roles of individuals in society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person
SECONDARY SOCIALISATION	• identify agents of secondary socialization • describe agents of secondary socialization • analyse the agents of secondary socialisation	• Socialization	• Discussing agents of secondary socialization • Describing agents of secondary socialization • Role playing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person

TOPIC 2: FAMILY AND KINSHIP

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF FAMILY	• identify types of family • describe characteristics of various types of family • compare the structures of various families	• Family	• Discussing types of families • Distinguishing between structures of families • Role playing characteristics of various types of family	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Journals
ROLES OF FAMILY IN SOCIETY	• outline roles of the family in society • explain roles of the family in society	• Family • Society	• Discussing roles of the family in society • Dramatizing different roles of the family in society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Journals

TOPIC 2: FAMILY AND KINSHIP

FAMILY NORMS AND VALUES	• identify family norms and values in society • compare norms and values of different societies • explain the importance of norms and values	• Norms and values	• Discussing the importance of norms and values • Researching on family norms and values • Debating on the importance of norms and values	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LANGUAGE AND CULTURE	• identify the relationship between language and culture • discuss the importance of language in the transmission of culture	• Language • Culture	• Explaining the importance of language in the transmission of culture • Discussing how language transmits culture • Viewing videos of different cultural activities	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts • Artefacts
CULTURAL DIFFERENCES	• identify different cultures • describe different cultural practices • compare different cultural practices	• Cultural differences	• Discussing different cultural practices • Describing different cultural practices • Dramatizing other people`s cultures • Touring heritage sites • Researching on different cultures	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures
CULTURAL DYNAMISM	• identify current changes in culture • discuss factors influencing cultural change • describe the effects of cultural	• Cultural change	• Discussing current changes in culture • Explaining factors influencing cultural change	• Textbooks • Talking books • Large print books • Braille books

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	change		• Role playing cultural changes • Researching on cultural changes	• Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Charts

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
IMPORTANCE OF EDUCATION	• state the importance of education • explain the role of education in society	• Education	• Discussing the importance of education • Researching on the importance of education	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
EDUCATION AND GENDER	• state areas of gender imbalance in education • explain measures taken to address gender imbalance in education	• Gender • Education	• Discussing issues of gender imbalance in education • Discussing measures to address gender imbalance in education • Researching on the importance of gender equity in education • Case studying gender equity in education	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
STATE`S CONTRIBUTION TOWARDS EDUCATION	• identify roles played by the State in promoting education • discuss roles played by the State in promoting education • discuss the role Government plays towards promoting education for learners with	• Education	• Discussing roles played by the Government in promoting education • Discussing Government efforts in taking education to the people • Explaining Government	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	special needs		efforts in providing education to learners with special needs • Case studying the State`s contribution towards education • Researching on the roles played by Government in promoting education	captions • Computers with jaws software • ICT tools • Journals
OTHER STAKEHOLDERS` CONTRIBUTION TOWARDS EDUCATION	• name various stakeholders contributing towards education development in Zimbabwe • discuss how various stakeholders contribute towards education development in Zimbabwe	• Education • Stakeholders	• Discussing various stakeholders` contribution towards education development in Zimbabwe • Researching on various contributions made by other stakeholders in promoting education in Zimbabwe	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DETERMINANTS OF SOCIAL STRATIFICATION	• List determinants of social stratification during the pre-colonial, colonial and post-colonial era • Describe the determinants of social stratification during the pre-colonial, colonial and post-colonial era	• Determinants of social stratification in: - Pre-colonial - Colonial - Post-colonial	• Discussing determinants of social stratification during the pre-colonial, colonial and post-colonial era • Describing determinants of stratification during the pre-colonial, colonial and post-colonial era	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • Case studies
SOCIAL MOBILITY	• identify types of social mobility • describe types of social mobility	• Types of social mobility	• Naming types of social mobility • Describing types of social mobility	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • Resource person
INDUSTRIALISATION	• Discuss factors influencing industrialization in Zimbabwe • Identify the processes of industrialization in Zimbabwe • Discuss the effects of technology on industrialization in Zimbabwe	• Mechanization • Technological innovation • Urbanization	• Describing factors influencing industrialization in Zimbabwe • Naming the processes of industrialization • Discussing industrialization policies • Discussing the effects of	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			technology on industrialization in Zimbabwe	• Computers with jaws software • Resource person

TOPIC 6: COMMUNICATION AND THE MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COMMUNICATION AND TECHNOLOGY	• identify indigenous and modern communication media • explain the link between communication and technology	• Communication • Technology	• Describing different communication media • Discussing the link between communication and technology • Discussing the importance of technology on communication • Researching on different communication media	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Resource person
ROLES OF MASS MEDIA	• outline the roles of mass media • describe the roles of mass media • discuss the advantages and disadvantages of mass media	• Mass media	• Listing the roles of mass media • Discussing the uses of mass media • Discussing the advantages and disadvantages of mass media • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals • Newspaper cuttings

TOPIC 7: ENTREPRENEURSHIP AND OCCUPTION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ENTERPRISING SKILLS	• state enterprising skills • explain enterprising skills • discuss Government efforts in promoting entrepreneurship	• Enterprising skills • ZIM ASSET	• Listing enterprising skills • Discussing the use of enterprising skills in society • Demonstrating the spirit of team building • Touring entrepreneurial projects within the community	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Resource person • Newspaper cuttings • ZIM ASSET
FORMAL AND INFORMAL SECTOR	• classify formal and informal sectors • establish small enterprising projects	• Informal sector • Formal sector • ZIM ASSET	• Describing formal and informal sectors • Analyzing viability of formal and informal enterprises • Evaluating the challenges in establishing enterprises • Establishing model enterprising projects	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Newspaper cuttings • ZIM ASSET
START UP STRATEGIES	• identify sources of finance • describe the different sources of	• Start up strategies • ZIM ASSET	• Identifying start up strategies • Discussing ways of planning	• Textbooks • Talking books

TOPIC 7: ENTREPRENEURSHIP AND OCCUPTION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	finance • classify sources of finance		and organizing start up strategies • Describing different start up strategies • Drafting business plans	• Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Bank fliers • Finance houses` fliers
GENDER AND OCCUPATIONAL STRUCTURE	• list gender inequalities in occupation • explain gender distribution in occupational structures	• Gender and occupational structures	• Discussing gender inequalities in the work place • Discussing gender distribution in occupational structure	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures

TOPIC 8: POPULATION AND MIGRATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PATTERNS OF MOTALITY IN DIFFERENT SOCIETIES	• identify factors affecting mortality in different societies • explain the effects of mortality in different societies	• Population • Society • Population service centres	• Discussing patterns of mortality in different societies • Researching on different patterns of mortality	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person • Population pyramids
PATTERNS OF FERTILITY IN DIFFERENT SOCIETIES	• identify factors affecting fertility in different societies • describe factors affecting fertility rate and ratio in different societies	• Population • Population services centres • Society	• Discussing patterns of fertility rates in different societies • Researching on different patterns of fertility in different societies	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Population pyramids
TYPES OF MIGRATION	• identify major types of migration in Zimbabwe • explain different types of migration • discuss effects of migration on the Zimbabwean economy	• Population • Society	• Identifying and discussing major types of migration in Zimbabwe • Researching on migration trends in Zimbabwe	• Textbooks • Talking books • Large print books • Braille books • Braille machines

TOPIC 8: POPULATION AND MIGRATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• state Government efforts to mitigate the spread of HIV and AIDS in relation to migration		• Discussing effects of migration in relation to HIV and AIDS • Discussing community efforts to mitigate the spread of HIV and AIDS in relation to migration	• Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FACTORS INFLUENCING CRIME AND DELINQUENCY	• state the factors influencing crime and delinquency in society • explain factors influencing crime and delinquency in society	• Crime • Delinquency	• Outlining the factors influencing crime and delinquency • Discussing factors influencing crime and delinquency in society • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person
YOUTH SUB CULTURE	• outline characteristics of youth culture • discuss characteristics of youth culture	• Youth culture	• Listing the characteristics of youth culture • Explaining the effects of youth culture	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Newspapers
LAW ENFORCEMENT AGENTS IN ZIMBABWE	• identify law enforcement agents • explain the roles of law enforcers in curbing crime and delinquency	• Law enforcement agents	• Naming law enforcement agents • Discussing the roles of law enforcers in curbing crime and delinquency	• Textbooks • Talking books • Large print books • Braille books • Braille machines

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			• Touring prisons	• Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Pictures • Resource person

FORM 3

7.0COMPETENCY MATRIX

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
AGENTS OF SOCIALISATION	• discuss agents of socialisation • explain agents of socialization	• Agents of socialization - Family - Mass media - Religion - Peer groups - School - Workplace - State	• Describing agents of socialization • Researching on agents of socialization	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person
ROLES OF SOCIALISATION AGENTS	• outline roles of socialization agents • analyse roles of socialization agents	• Roles of socialization agents	• Listing roles of socialization • Discussing roles of socialization • Researching on the roles of socialization agents	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person

TOPIC 2: FAMILY AND KINSHIP

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MARRIAGE AND MARRIAGE PRACTICES	• identify indigenous and modern marriage practices • describe marriage practices in different societies in Zimbabwe	• Marriages - monogamy - polygamy - polyandry	• Discussing indigenous and modern marriage practices • Discussing advantages and disadvantages of different marriage practices • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person • Attire • Artefacts • Marriage certificate
FAMILY BREAKDOWN	• identify causes of family breakdown in society • explain how family breaks down • discuss indigenous and modern measures to reduce family breakdown	• Family breakdown	• Discussing the causes of family breakdown • Dramatizing situations which lead to family breakdown	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person • “Gupuro”

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SUB CULTURES	• describe sub-cultures • state sub-cultural groups • distinguish between sub-cultures and counter cultures	• Sub-cultures • Counter cultures	• Listing the sub-cultures • Describing the sub cultural groups • Discussing the effects of sub-cultures and counter-cultures on society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person
CULTURE AND GENDER	• identify the culturally constructed gender roles • discuss merits and demerits of gender mainstreaming on culture	• Culture • Gender	• Explaining the culturally constructed gender roles • Discussing merits and demerits of gender mainstreaming on culture • Role playing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person

TOPIC 3: CULTURE

RACE AND ETHINICITY	• compare and contrast race and ethnicity • describe prejudice and discrimination against ethnic groups • discuss measures to curb discrimination	• Race • Ethnicity • Discrimination • Conflict management	• Comparing and contrasting race and ethnicity • Discussing measures to curb racial discrimination	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FUNCTIONS OF EDUCATION	• outline the functions of education • explain the functions of education in society	• Education	• Discussing functions of education in society • Debating on the functions of education in society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
EDUCATION AND GENDER	• describe how education perpetuates gender imbalances in Zimbabwe • discuss gender imbalances in education • discuss Government efforts to promote gender parities in education	• Education • Gender	• Discussing on gender equity in education • Carrying out surveys on gender disparities within the school • Explaining Government efforts to promote gender parities in education (TPS)	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
EDUCATIONAL ACHIEVEMENTS	• identify factors influencing educational achievements • discuss on differential achievements	• Education	• Case studying educational achievements • evaluate differential educational achievements •	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
				• Video clips with captions • Computers with jaws software • ICT tools • Journals • Role models
EDUCATION AND SOCIAL MOBILITY	• state the relationship between education and social mobility • outline how education places people in social classes	• Education • Social mobility	• Explaining the relationship between education and social mobility • Discussing how education places people in social classes • Evaluating differential educational achievements • Researching on the contribution of education on society	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SOCIAL STRATIFICATION IN ZIMBABWE	• Identify classes of social stratification within the pre-colonial, colonial and post colonial era • discuss factors influencing social stratification in pre-colonial, colonial and post colonial era	• Pre-colonial • Colonial • Post-colonial	• Discussing classes of social stratification within the pre-colonial, colonial and post colonial era • Describing factors influencing social stratification in pre-colonial, colonial and post colonial era	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts • Constitution of Zimbabwe
POLITICS AND POWER IN ZIMBABWE	• Discuss the distribution of power in the pre-colonial, colonial and post-colonial era • Discuss ways of addressing political power imbalances	• 1st, 2nd and 3rd Chimurenga/Umvukela	• Explaining the distribution of power in the pre-colonial, colonial and post-colonial era • Role playing • Dramatizing • Researching on ways of addressing political power imbalances • Touring heroes acres	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers • Constitution of Zimbabwe
GENDER AND POLITICS IN	• explain the influence of politics on gender	• Constitution of Zimbabwe • Government policies on	• Discussing Government policies on gender	• Textbooks • Talking books

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ZIMBABWE	• discuss Government efforts in addressing gender imbalances in politics	gender such as: - Affirmative action - Quota system in politics - Gender stereotyping	• Describing Government policies on gender • Role playing the different gender roles	• Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers • Constitution of Zimbabwe

TOPIC 6: COMMUNICATION AND THE MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COMMUNICATION AND DISASTER RISK MANAGEMENT	• explain the role of communication in Disaster Risk Management • discuss the importance of Disaster Risk Management	• Communication • Disaster Risk Management	• Discussing the role of communication in Disaster Risk Management • Describing the importance of Disaster Risk Management	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools
MASS MEDIA CONTROL AND ORGANISATION/LAYOUT	• identify organisations that control mass media • describe the importance of mass media control and organisation	• Mass media control • Mass media organisation	• Listing organizations that control mass media • Discussing the importance of mass media organisation	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools

TOPIC 6: COMMUNICATION AND THE MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
GENDER AND EMPOWERMENT	• discuss entrepreneurship skills • plan enterprise projects • describe methods of gender empowerment	• Gender • Empowerment projects	• Discussing initiative methods • Drafting plans for enterprises • Analyzing measures of gender empowerment	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Zimbabwean Constitution • Plan drafts
CONFLICT MANAGEMENT AT THE WORK PLACE	• identify sources of conflict at work place • state examples of conflict at the work place • discuss conflict management	• Conflict management	• Describing sources of conflict • Discussing measures to resolve conflict • Role playing • Debating • Researching on measures to resolve conflict • Touring different work places within the community	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts

TOPIC 8: POPULATION AND MIGRATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
POPULATION GROWTH AND DEVELOPMENT	• explain the relationship between population and development • discuss effects of population on development	• Population • Society	• Discussing effects of population on development • Evaluating effects of population on development	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
NATIONAL CENSUS	• state the importance of census • evaluate the importance of census	• Population • Society	• Discussing the importance of census • Interpreting census statistics • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
CAUSES OF MIGRATION	• outline the causes of migration • explain the causes of migration	• Population • Society • Migration	• Discussing the causes of migration • Debating on causes of migration • Researching on causes of migration	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Charts

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CRIME STATISTICS	• Identify sources of official crime statistics • explain the reliability of crime statistics • analyse crime statistics	• Crime statistics	• Discussing the relevance of official crime statistics • Describing the reliability of official crime statistics • Analyzing official crime statistics • Dramatizing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers
MEASURES TO REDUCE CRIME AND DELINQUENCY	• list measures to reduce crime and delinquency • discuss measures to reduce crime and delinquency	• Measures to reduce crime and delinquency	• Stating measures to reduce crime and delinquency • Explaining measures of reducing crime and delinquency	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers
LAW ENFORCEMENT AGENTS	• explain the importance of law enforcement agents • discuss the reliability of law enforcement agents	• Law enforcement agents	• Discussing the importance of Law Enforcement Agents • Describing the reliability of Law Enforcement Agents • Analyzing the reliability of law	• Textbooks • Talking books • Large print books • Braille books • Braille machines

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			enforcement agents • Touring law enforcement agents	• Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers • Magazines

FORM 4

7.0COMPETENCY MATRIX

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
AGENTS OF SOCIALISATION	• discuss the role of socialization agents on moulding national identity	• Agents of socialisation	• Debating on agents of socialization • Researching on agents of socialization • Role playing	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
EFFECTS OF SOCIALISATION	• describe the effects of socialization • analyse the effects of socialization	• Effects of socialisation	• Discussing effects of socialization • Evaluating the effects of socialization • Researching on the impacts of socialisation	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools
NATURE AND NURTURE	• differentiate nature and nurture • discuss the relationship between nature and nurture	• Nature • Nurture	• Explaining the relationship between nature and nurture • Comparing the differences	• Textbooks • Talking books • Large print books

TOPIC 1: THE INDIVIDUAL AND SOCIETY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			between nature and nurture • Analyzing the relationship between nature and nurture	• Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools

TOPIC 2: FAMILY AND KINSHIP

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHANGING FAMILY PATTERNS	• describe factors that influence change of family patterns • analyse factors that led to changes in family patterns	• Factors influencing change such as: - Industrialization - Urbanization - Globalization - Circulation - HIV and AIDS	• Discussing factors influencing change in family patterns • Explaining factors leading to family change • Researching on factors influencing change in family patterns • Debating on changing family patterns	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person
KINSHIP TIES IN INDIGENOUS AND INDUSTRIAL SOCIETIES	• describe kinship ties within indigenous and industrial societies • explain change in kinship ties within indigenous and industrial societies	• Indigenous kinship ties • Industrial kinship ties	• Discussing kinship ties in indigenous and industrial society • Explaining changes in kinship ties within industrial society • Researching on change in kinship ties within indigenous and industrial societies • Drawing kinship ties web	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person

TOPIC 3: CULTURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
EFFECTS OF CULTURE	• describe how culture influences human behaviour • explain the effects of culture in inculcating the values of Unhu/Ubuntu and national identity	• Culture	• Listing the effects of culture in inculcating the values of Unhu/Ubuntu • Describing how culture influences human behavior • Discussing how culture promotes national identity	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person • Case studied
PRESEVATION OF CULTURE	• outline causes of cultural erosion • identify ways of preserving culture • describe ways of preserving culture • discuss how music and literature contribute in the preservation of culture	• Culture • Music	• Discussing causes of cultural erosion • Dramatizing preservation of culture • Identifying ways of preserving culture • Composing songs that portray cultural significance • Singing cultural songs • Touring museums and art galleries • Reciting totems and praise names	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person • Mbira, hosho, magavhu

TOPIC 4: EDUCATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THE CURRICULUM AND HIDDEN CURRICULUM	• discuss curriculum and hidden curriculum • differentiate between main curriculum and hidden curriculum • describe effects of hidden curriculum	• Curriculum • Society	• Discussing curriculum and hidden curriculum • Evaluating the effects of hidden curriculum • Demonstrating effects of hidden curriculum	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Journals
EDUCATION AND GENDER	• describe gender imbalances in education in Zimbabwe • identify measures taken by the Government in promoting gender equity and inclusivity in education	• Education • Society • Gender	• Discussing measures of promoting gender equity • measures taken by the Government in promoting gender equity and inclusivity in education	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
EFFECTS OF SOCIAL STRATIFICATION	• describe the effects of social stratification • discuss ways of improving statuses • discuss ways of inspiring the less privileged to improve their statuses	• Effects of social stratification	• Discussing the effects of social stratification • Analysing ways of inspiring the less privileged to improve their statuses • Researching on the effects of social stratification	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person
POLITICS AND POWER IN ZIMBABWE	• discuss the distribution of resources in the pre-colonial, colonial and post-colonial era • outline Government policies to address economic imbalances	• 3rd Chimurenga/Umvukela • Government policies such as: - ZIM ASSET - Indigenisation - Land reform programme	• Explaining the distribution of resources in the pre-colonial, colonial and post-colonial era • Role playing • Dramatizing • Researching on ways of addressing economic imbalances	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers • Constitution of Zimbabwe
GENDER AND POLITICS IN ZIMBABWE	• identify gender disparities in Zimbabwean politics • discuss Government efforts in	• Constitution of Zimbabwe • Government policies on gender such as:	• Discussing gender disparities in Zimbabwean politics • Describing Government	• Textbooks • Talking books • Large print books

TOPIC 5: SOCIAL STRATIFICATION, POLITICS AND POWER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	addressing gender imbalances in politics	- Affirmative action - Quota system in politics	policies on gender • Role playing	• Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers • Constitution of Zimbabwe

TOPIC 6: COMMUNICATION AND THE MASS MEDIA

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
OWNERSHIP AND CONTROL OF MASS MEDIA	• identify media owners and controllers • explain the impact of media ownership and control on society	• Mass media	• Discussing ownership and control of media • Justifying the need for state control of the media	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Newspapers
EFFECTS OF MASS MEDIA	• outline the effects of mass media on society • explain the importance of mass media in promoting national unity	• Mass media	• Listing the effects of mass media on society • Describing the importance of mass media in promoting national unity	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Resource person

TOPIC 7: ENTREPRENEURSHIP AND OCCUPATIONS

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FACTORS INFLUENCING ENTREPRENEURSHIP	• identify factors that influence the growth of entrepreneurship • explain factors influencing entrepreneurship	• Entrepreneurship •	Discussing advantages and disadvantages of entrepreneurship • Assessing factors that influence growth of entrepreneurship • Evaluating factors that influence growth of entrepreneurship	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings
GOVERNMENT ECONOMIC POLICIES	• discuss Government policies to promote growth of entrepreneurship • discuss challenges faced by the Government in implementing the polices	• Economic policies	• Describing Government policies to promote growth of entrepreneurship • Listing factors that influence Government economic policies • Explaining challenges faced by the Government in implementing the polices	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person
WORKERS ASSOCIATIONS AND TRADE UNIONS	• listing workers associations and trade unions • describe roles played by workers associations and trade unions in improving workers` welfare	• Workers associations and Trade unions	• Discussing workers associations and Trade Unions • Explaining the roles played by workers associations and trade unions in	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper

TOPIC 7: ENTREPRENEURSHIP AND OCCUPATIONS

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			improving workers` welfare • Evaluating the importance of workers associations and Trade unions • Touring organizations and associations that represent workers	• Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings • Resource person

TOPIC 8: POPULATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DEMOGRAPHIC TRENDS	• describe the effects of demographic trends on society • outline factors affecting demographic trends	• Population • Society	• Discussing the effects of demographic trends on society • Evaluating demographic trends • Researching on demographic trends	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Magazines • Newspaper cuttings
EFFECTS OF MIGRATION	• describe effects of migration on population • assess effects of migration on the population structure	• Population • Society	• Outlining effects of migration on population • Discussing effects of migration on population • Researching on the effects of migration	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Newspaper cuttings • Pamphlets
GLOBAL EFFECTS OF HIV AND AIDS	• explain global effects of HIV and AIDS on population • assess the global impacts of HIV and AIDS on development	• Population • Society	• Discussing global effects of HIV and AIDS on population • Analysing the impacts of HIV and AIDS on	• Talking books • Large print books • Braille books • Braille machines

TOPIC 8: POPULATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			development • Researching on global effects of HIV and AIDS • Analysing global HIV and AIDS statistics	• Braille paper • Video clips with captions • Computers with jaws software

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CRIME AND GENDER	• identify the relationship between crime and gender • discuss the relationship between crime and gender	• Crime • Gender	• Discussing the relationship between crime and gender • Dramatizing the relationship between crime and gender • Researching on crime and gender • Touring courts and prisons	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers
CRIME STATISTICS	• explain the significance of crime statistics on policy formulation • compare crime rates in different societies	• Crime statistics	• Evaluating the significance of crime statistics in policy formulation • Comparing and contrasting crime rates in different societies • Analyzing crime rates in different societies • Touring law enforcement organisations	• Textbooks • Talking books • Large print books • Braille books • Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers
LAW ENFORCEMENT AGENTS	• state the prisons and correctional centres in Zimbabwe • discuss the importance of Law Enforcement Agents	• Law Enforcement Agents	• Discussing the roles of prisons and correctional centres in Zimbabwe • Evaluating the effectiveness	• Textbooks • Talking books • Large print books • Braille books

TOPIC 9: CRIME AND DELINQUENCY

KEY CONCEPTS	LEARNING OBJECTIVES: Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• discuss the effects of technology on the roles of law enforcement agents		of Law Enforcement Agents in curbing crime • Justifying the existence of Law Enforcement Agents • Researching on the effects of technology on the roles of law enforcement agents • Touring prisons and correctional centres in Zimbabwe	• Braille machines • Braille paper • Video clips with captions • Computers with jaws software • ICT tools • Resource person • Newspapers

8.0 SCHEME OF ASSESSMENT

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.

8.1 ASSESSMENT OBJECTIVES

By the end of the Form 1 – 4 Sociology Course, candidates 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 the society
- apply entrepreneurship skills
- demonstrate an understanding of the relationships within society and their functions
- develop an understanding of social, economic, political and cultural diversity
- use ICT tools
- apply research skills in solving social problems

Sociology will be assessed through continuous and summative assessments.

8.2: Continuous Assessment (40%)

Continuous assessment shall involve projects, tests and assignments.
A learner is expected to produce a project portfolio at each of the following levels:

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

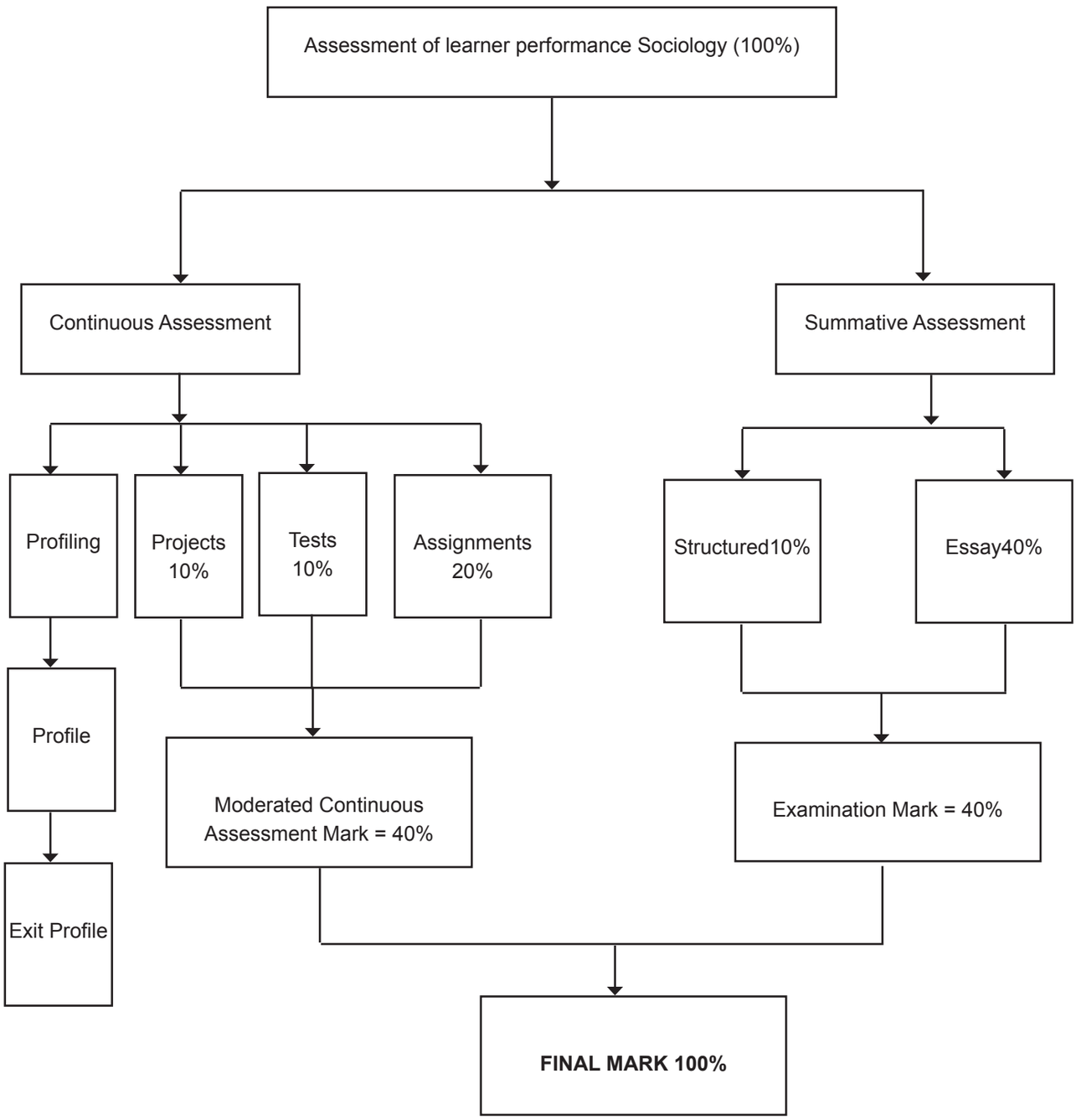
NOTE: A profile system has to be developed for every learner to capture those attributes that cannot be measured such as the soft skills. A folio comprises test results throughout the secondary school on an annual basis and marks collated from the four prescribed projects. Observation schedules, checklists,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

8.3 Summative Assessment (60%)

Description of the Summative assessment structure
The Summative assessment comprises two components as follows:
Paper 1 (1hr 45 minutes - 100 marks) 40%
There are 10 structured questions and candidates are required to answer all.

Paper 2 (2hrs – 100 marks) 60%
Paper 2 consists of essay questions. Candidates answer 4 questions out of 6. Each question carries 25 marks.

8.4 ASSESSMENT MODEL



8.5 SKILLS WEIGHTING CHART

Skill	Paper 1	Paper 2
Knowledge and understanding	60%	All skills
Application	20%	All skills
Problem solving	20%	All skills
Total	100%	

8.6 SPECIFICATION GRID FOR SUMMATIVE ASSESSMENT

TOPIC	Knowledge 40%	COMPREHENSION 30%	APPLICATION 20%	PROBLEM SOLVING 10%	TOTAL
1 The individual and society	2	1	1	1	5
2.Family and kinship	2	2	1	1	5
3. Culture	3	2	3	2	7
4. Education	2	1	1	1	5
5. Social stratification, Politics and Power	2	2	2	1	5
6. Communication and the mass media	2	1	1	1	3
7. Entrepreneurship and Occupations	3	2	2	1	7
8. Population and Migration	2	2	1	1	6
9. Crime and delinquency	3	1	2	2	4
TOTAL	21	14	14	11	60