



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**ZIMBABWEAN INDIGENOUS LANGUAGES SYLLABUS  
FORM 5 – 6**

**2015 - 2022**

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## **ACKNOWLEDGEMENTS**

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- Government departments
- Representatives of various organisations
- Universities
- Zimbabwe Schools Examination Council
- United Nations International Children’s Emergency Fund

## **1.0 PREAMBLE**

### **1.1 INTRODUCTION**

The Zimbabwean Indigenous Languages Form 5 - 6 syllabus is a two-year learning phase that should consolidate listening, speaking, reading, writing and non-verbal skills in learners at higher level. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with disabilities. It is a progression from the Form 1 - 4 Zimbabwean Indigenous Languages syllabus which prepares learners for the study of Indigenous languages at higher levels. This syllabus is intended for use by both formal and non-formal learners. The syllabus promotes values of Unhu/Ubuntu/Vumunhu and equips learners with lifelong independent learning and livelihood skills. The syllabus also promotes the integration of different dialects for unity and understanding of cultural diversities as well as effective communication.

### **1.2 RATIONALE**

The syllabus is intended to broaden the learners’ language and literary appreciation skills through the communicative approach in order for the learner to communicate effectively. The Zimbabwean Indigenous languages syllabus enables

learners to develop skills in critical thinking, problem solving, leadership, collaboration, translation, decision-making and patriotism.

It seeks to inculcate a sense of Unhu/Ubuntu/Mumunhu, heritage and cultural identity whilst promoting enterprising skills to enhance economic development. It also enables the learners to appreciate and contribute meaningfully to the social, cultural, historical, political and technological environment.

### **1.3 SUMMARY OF CONTENT**

The Form 5 – 6 Zimbabwean Indigenous Languages syllabus focuses on the teaching and learning of comprehension, summary, registers, language structure, composition and creative writing taking cognisance of learner diversities.

### **1.4 ASSUMPTIONS**

It is assumed that learners:

- are able to communicate in an indigenous language
- are motivated to learn the Indigenous languages
- have studied Indigenous language at Form 1 – 4 level
- are able to produce creative work
- have functional knowledge of ICT

### **1.5 CROSS-CUTTING THEMES**

In the teaching of Zimbabwean Indigenous Languages the following cross-cutting themes should be taken into consideration:

- Heritage studies
- Gender
- Health, HIV and AIDS
- Disaster Risk Management
- Children's rights and responsibilities
- Environmental issues
- Enterprise
- Financial management
- Health education

- Cross-cultural issues
- Conflict management
- ICT
- Collaboration

## **2.0 PRESENTATION OF SYLLABUS**

The Form 5 – 6 Zimbabwean Indigenous Languages syllabus is presented as a single document.

### **3.0 AIMS**

The syllabus aims to:

- Develop in learners listening, speaking, reading, writing including visual, tactile, manual and non-verbal communication skills so that learners contribute meaningfully to the social, political and economic life of Zimbabwe
- develop in learners the love, respect and appreciation of Indigenous languages and aesthetic qualities of language for cultural identity
- enable learners to use the language accurately, appropriately and effectively in communication
- inculcate among learners a lifelong habit of reading extensively and intensively, a variety of texts in Zimbabwean Indigenous languages
- develop in learners an appreciation of the norms and values determined by the social, cultural, political, technological and economic factors in Zimbabwe
- develop in learners the ability to create wealth in an indigenised economy
- enable learners to embrace diversities of other indigenous cultures, norms and values.

### **4.0 SYLLABUS OBJECTIVES**

By the end of the two-years, learners should be able to:

- plan, organise and write different types of compositions adhering to correct orthography, displaying knowledge and understanding of a variety of issues
- communicate in a style and register appropriate to the subject matter
- locate detail and answer comprehension questions based on drama, prose and verse passages
- demonstrate an interest in reading a variety of texts
- deduce the meaning of words, phrases and figurative expressions as used in a text
- summarise a whole or part of an event, prose, drama and verse passage(s)
- explain the construction and use of identified grammatical structures in their various forms
- assess cultural, political, religious and socio-economic aspects or practices within a given context
- use Information and Communication Technology (ICT) appropriately
- generate wealth through creative works

## 5.0 METHODOLOGY AND TIME ALLOCATION

### **Methodology**

The communicative approach is recommended in the teaching of this syllabus. In Zimbabwean Indigenous language, teaching from contexts is recommended **at all times**.

The following methods are suggested:

- Research
- Group work
- Debate
- Observation
- Interview
- Project
- Case study

- Seminar
- Dramatisation
- Team teaching
- Modelling
- Story telling
- Songs
- Internship
- Exhibition

**Time allocation:**

The subject should be allocated **four** periods of 70 minutes per week and 1 week internship per year in creative work.

**6.0 TOPICS**

- Composition writing
- Creative writing
- Registers
- Comprehension
- Summary
- Language structure

**NB:** Indigenous, cultural aspects and cross cutting issues should be incorporated in the teaching of the following topics.

## 7.0 SCOPE AND SEQUENCE

TOPIC	FORM 5	FORM 6
COMPREHENSION	<ul style="list-style-type: none"> <li>• A variety of comprehension passages</li> <li>• Questions and answers based on a variety of passages</li> <li>• Meanings of words, phrases and figurative expressions:               <ul style="list-style-type: none"> <li>-contextual</li> <li>-connotative</li> <li>-denotative</li> </ul> </li> <li>• Culture and Heritage</li> <li>• Tone and stress</li> <li>• Debates</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of comprehension passages</li> <li>• Questions and answers based on a variety of passages</li> <li>• Meanings of words, phrases and figurative expressions:               <ul style="list-style-type: none"> <li>-contextual</li> <li>-connotative</li> <li>-denotative</li> </ul> </li> <li>• Culture and heritage</li> <li>• Tone and stress</li> <li>• Debates</li> </ul>
SUMMARY	<ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Summarise prose, poetry, drama, documentaries, cartoons, legends, myths, folktales, puzzles, graphs, maps, pictures, news, events on various issues such as:               <ul style="list-style-type: none"> <li>- cultural aspects</li> <li>- economic aspects</li> <li>- religious aspects</li> <li>- heritage</li> <li>- values and norms</li> <li>- conflict resolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Summarise prose, poetry, drama, documentaries, cartoons, legends, myths, folktales, puzzles, graphs, maps, pictures, news, events on various issues such as:               <ul style="list-style-type: none"> <li>- cultural aspects</li> <li>- economic aspects</li> <li>- religious aspects</li> <li>- heritage</li> <li>- values and norms</li> <li>- conflict resolution</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- reporting</li> <li>- speech preparation</li> </ul>	<ul style="list-style-type: none"> <li>- reporting</li> <li>- speech preparation</li> </ul>
COMPOSITION	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of compositions</li> <li>• Figurative expressions</li> <li>• Orthographic accuracy</li> <li>• Style of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of compositions</li> <li>• Figurative expressions</li> <li>• Orthographic accuracy</li> <li>• Style of writing</li> </ul>
CREATIVE WRITING	<ul style="list-style-type: none"> <li>• Different genres</li> <li>• Style of writing</li> <li>• Principles of publishing</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Different genres</li> <li>• Style of writing</li> <li>• Principles of publishing</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>
LANGUAGE STRUCTURE	<ul style="list-style-type: none"> <li>• Substantival hierarchy</li> <li>• Verbal hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal hierarchy</li> <li>• Ideophonic hierarchy</li> <li>• Substantival hierarchy</li> </ul>
REGISTERS	<ul style="list-style-type: none"> <li>• Relations</li> <li>• Appropriate registers</li> </ul>	<ul style="list-style-type: none"> <li>• Relations</li> <li>• Appropriate registers</li> </ul>

## 8.0 COMPETENCY MATRIX

### FORM 5

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPOSITION				



SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of compositions	<ul style="list-style-type: none"> <li>• differentiate types of compositions</li> <li>• interpret pictorial and statistical data</li> <li>• discuss cross cutting and cross cultural issues</li> <li>• express a deeper understanding of national heritage and identity</li> <li>• write different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions <ul style="list-style-type: none"> <li>-narrative</li> <li>-descriptive</li> <li>-factual</li> <li>-argumentative</li> <li>-dialogue</li> <li>-proverb</li> <li>-letter</li> <li>-report</li> <li>-speech</li> </ul> </li> <li>• Graphs, tables, maps, pictures and charts</li> <li>• Cross-cutting issues such as: <ul style="list-style-type: none"> <li>-disaster management</li> <li>- Health,HIV and AIDS</li> <li>-gender</li> <li>-Cross cultural issues</li> <li>-Conflict management</li> <li>-environmental issues</li> <li>-enterprise</li> </ul> </li> <li>• Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different types of compositions</li> <li>• Interpreting graphs, tables, maps, pictures and charts</li> <li>• Debating cross-cutting and cross cultural issues</li> <li>• Demonstrating a deeper understanding of national heritage and identity</li> <li>• Writing different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Maps</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Resource persons</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> <li>• National heritage and monuments sites</li> </ul>
Structure/Form of composition	<ul style="list-style-type: none"> <li>• construct well formed paragraphs</li> <li>• present paragraphs coherently and systematically</li> <li>• present compositions in their appropriate forms</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-developers</li> <li>-concluding sentence</li> </ul> </li> <li>• Coherence of ideas</li> <li>• Progression in time and place</li> <li>• Composition forms</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating well constructed paragraphs</li> <li>• Presenting work sequentially and coherently</li> <li>• Presenting compositions in their appropriate forms</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Maps</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Resource persons</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> <li>• Braille equipment</li> </ul>
Figurative expressions	<ul style="list-style-type: none"> <li>• research on figurative expressions on various issues/themes</li> <li>• select appropriate figures of speech for specific context</li> <li>• use figurative expressions appropriately in composition writing</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative expressions such as:               <ul style="list-style-type: none"> <li>-idioms</li> <li>-proverbs/sayings</li> <li>-similes</li> <li>-metaphors</li> <li>-ideophones</li> <li>-euphemism</li> <li>-hyperbole</li> <li>-personification</li> <li>-irony</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on figurative expressions for various themes such as war, death, rites of passage</li> <li>• Writing compositions using various figurative expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> </ul>
Orthographic accuracy	<ul style="list-style-type: none"> <li>• write with grammatical and orthographical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Sentence construction</li> <li>• Punctuation</li> <li>• Word division</li> <li>• Paragraphing</li> <li>• Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a variety of sentences correctly</li> <li>• Writing with grammatical and orthographical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Newspapers</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Magazines</li> <li>• Novels</li> <li>• Braille equipment</li> </ul>
Style of writing	<ul style="list-style-type: none"> <li>• use different styles of writing</li> <li>• explore different styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Style of writing such as:               <ul style="list-style-type: none"> <li>-first person narrative</li> <li>-third person narrative</li> <li>-flash back</li> <li>-flash forward</li> <li>-interior monologue</li> <li>-soliloquy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using different styles of writing</li> <li>• Exploring different styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Newspapers</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Novels</li> <li>• Magazines</li> <li>• Braille equipment</li> </ul>
Creative writing	<ul style="list-style-type: none"> <li>• write a variety of creative pieces</li> <li>• preserve creative work</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing               <ul style="list-style-type: none"> <li>-stories</li> <li>-poems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing a variety of creative pieces</li> <li>• Discussing copyright issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Talking /large print</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• market creative work</li> <li>• exhibit creative work</li> <li>• edit creative work</li> <li>• adhere to copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>- dialogues</li> <li>- plays/drama</li> <li>- folktales</li> <li>- songs</li> <li>• Piracy</li> <li>• Publishing: <ul style="list-style-type: none"> <li>- proof reading</li> <li>- editing</li> <li>- reporting</li> <li>- internship</li> </ul> </li> <li>• Cross-cutting issues such as : <ul style="list-style-type: none"> <li>- liberation</li> <li>- enterprise</li> <li>- gender</li> <li>- Health, HIV and AIDS issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participating in creative writing competitions</li> <li>• Directing the production of creative works</li> <li>• Showcasing creative works</li> <li>• Enterprising through creative works</li> <li>• Marketing creative works</li> <li>• Publishing creative works</li> <li>• Participating in internship programs</li> </ul>	<ul style="list-style-type: none"> <li>books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p>COMPREHENSION</p> <p>Variety of comprehension passages</p>	<ul style="list-style-type: none"> <li>• read intensively for comprehension</li> <li>• answer questions on a</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, drama, poetry, documentaries,</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive reading for comprehension</li> <li>• Answering questions on a</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	text	cartoons, legends, myths, songs, news, folktales, puzzles, graphs, maps	variety of texts	<ul style="list-style-type: none"> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille books</li> </ul>
Meanings of words, phrases and figurative expressions	<ul style="list-style-type: none"> <li>• interpret meanings of words, phrases and figurative expressions in context</li> <li>• explain the connotative meanings of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual meanings</li> <li>• Connotative</li> <li>• Denotative</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting meanings of words, phrases and figurative expressions in context</li> <li>• Constructing sentences using words and phrases from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• Talking/large print books</li> <li>• Reference books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille books</li> </ul>
Culture and Heritage	<ul style="list-style-type: none"> <li>• discuss cultural and heritage issues in the texts</li> <li>• dramatise cultural and heritage issues</li> <li>• evaluate cultural and heritage issues raised in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension texts</li> <li>• Cultural practises such as: inheritance, conflict resolution such as : -avenging spirits</li> <li>• Artefacts</li> <li>• Totems</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cultural and heritage issues</li> <li>• Dramatizing cultural and heritage issues</li> <li>• Evaluating cultural and heritage issues</li> <li>• Visiting heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>• Talking/large print books</li> <li>• Reference books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille books</li> <li>• Culture centres</li> <li>• Resource persons</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> <li>• Community</li> <li>• Heritage sites</li> </ul>
Debate	<ul style="list-style-type: none"> <li>• research on different thematic issues raised in texts</li> <li>• debate issues raised in texts</li> <li>• present opinions on a variety of topics</li> </ul>	<ul style="list-style-type: none"> <li>• Issues such as : <ul style="list-style-type: none"> <li>-Land reform</li> <li>- Health,HIV and Aids</li> <li>-Environmental issues</li> <li>-Disaster Risk Management</li> <li>-Rain making ceremonies</li> <li>-Taboos</li> <li>-Children's rights and responsibilities</li> <li>-Chimurenga/ Umvukela 1, 2 and 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on different thematic issues raised in texts</li> <li>• Debating on issues raised in texts</li> <li>• Presenting opinions convincingly on various issues raised in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Talking/large print books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille books</li> <li>• Culture centres</li> <li>• Resource persons</li> <li>• Community</li> <li>• Heritage sites</li> <li>• Policy books and documents</li> </ul>
Tone and stress	<ul style="list-style-type: none"> <li>• discuss the contribution of tone and stress to meaning of words and phrases in texts</li> <li>• evaluate intonations and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Intonation</li> <li>• Fluency</li> <li>• Proficiency</li> <li>• Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the contribution of tone and stress to meaning of words and phrases in texts</li> <li>• Evaluating intonations and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Talking/large print books</li> <li>• Braille books</li> </ul>

<b>SUB-SKILL</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>UNIT CONTENT(Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
<p>SUMMARY</p> <p>Summary writing</p>	<ul style="list-style-type: none"> <li>• discuss summary writing techniques in contexts</li> <li>• summarise issues in a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of prose, poetry, drama, documentaries, cartoons, legends, folktales, puzzles, graphs, maps, pictures, news</li> <li>• Summary of events centering on various issues such as : <ul style="list-style-type: none"> <li>-cultural aspects</li> <li>-social aspects</li> <li>-economic aspects</li> <li>-religious aspects</li> <li>-heritage</li> <li>-values and norms</li> <li>-conflict resolution</li> <li>-reporting</li> <li>-speech preparation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing summary writing techniques in context</li> <li>• Summarising issues in a variety of texts</li> <li>• Presenting speeches to an audience</li> <li>• Mock reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Talking/large print books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille books</li> <li>• Culture centre</li> <li>• Resource persons</li> <li>• Community</li> <li>• Heritage sites</li> <li>• Policy books and documents</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes an knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LANGUAGE STRUCTURE AND USAGE Morphemes	<ul style="list-style-type: none"> <li>• define a morpheme</li> <li>• describe the structure of a morpheme</li> <li>• distinguish the different types of morphemes</li> </ul>	<ul style="list-style-type: none"> <li>• The morpheme</li> <li>• Types of morphemes</li> <li>• Structure of a morpheme</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the different types of morphemes</li> <li>• Explaining the meaning and structure of a morpheme</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Audio and video tapes</li> <li>• Dictionaries</li> <li>• Large print books</li> <li>• Braille equipment</li> </ul>
SUBSTANTIVAL HIERARCHY  Substantives	<ul style="list-style-type: none"> <li>• identify types of substantives</li> <li>• explain a substantive               <ul style="list-style-type: none"> <li>• explain the constructional pattern of a substantive</li> <li>• distinguish primary prefixes from secondary prefixes</li> <li>• compare the different types of substantives</li> <li>• illustrate the distribution of substantives in other constructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Substantives</li> <li>• Types of substantives</li> <li>• Constructional pattern</li> <li>• Differences between primary prefixes and secondary prefixes</li> <li>• Similarities and differences between types of substantives</li> <li>• Distribution of substantives</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of substantives</li> <li>• Explaining the constructional pattern of a substantive</li> <li>• Distinguishing primary prefixes from secondary prefixes</li> <li>• Comparing types of substantives</li> <li>• Illustrating the distribution of substantives</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> </ul>

<b>SUB-SKILL</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>UNIT CONTENT(Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
Substantival phrase	<ul style="list-style-type: none"> <li>• explain the constructional pattern of a substantival phrase</li> <li>• identify types of substantival phrases</li> <li>• illustrate the distribution of substantival phrases in other constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of a substantival phrase</li> <li>• Types of substantival phrases</li> <li>• Distribution of substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the constructional pattern of a substantival phrase</li> <li>• Identifying types of substantival phrases</li> <li>• Illustrating the distribution of substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> </ul>
Inflected substantival phrase	<ul style="list-style-type: none"> <li>• explain the constructional pattern of the inflected substantival phrase</li> <li>• identify the different types of inflections</li> <li>• name the different types of inflected substantival phrases</li> <li>• explain the distribution of inflected substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of an inflected substantival phrase</li> <li>• Types of inflected substantival phrases</li> <li>• Types of inflections</li> <li>• Distribution of inflected substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the constructional pattern of an inflected substantival phrase</li> <li>• Naming the different types of inflected substantival phrases</li> <li>• Identifying different types of inflections</li> <li>• Explaining the distribution of inflected substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Newspapers</li> </ul>



<b>SUB-SKILL</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>UNIT CONTENT(Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
Substantival clause	<ul style="list-style-type: none"> <li>• explain the constructional pattern of a substantival clause</li> <li>• analyse different substantival clauses</li> <li>• discuss the distribution of substantival clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of an inflected substantival phrase</li> <li>• Types of inflected substantival clauses</li> <li>• Types of inflections</li> <li>• Distribution of inflected substantival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the constructional pattern of an inflected substantival phrase</li> <li>• Naming the different types of inflected substantival phrases</li> <li>• Identifying different types of inflections</li> <li>• Explaining the distribution of inflected substantival phrases</li> <li>• Analysing different substantival clauses</li> <li>• Discussing the distribution of substantival clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Newspapers</li> </ul>
Substantival sentence	<ul style="list-style-type: none"> <li>• describe the constructional pattern of substantival sentences</li> <li>• construct substantival sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of substantival sentences</li> <li>• Types of substantival sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the constructional pattern of substantival sentences</li> <li>• Formulating substantival sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Newspapers</li> </ul>

<b>SUB-SKILL</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>UNIT CONTENT(Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
VERBAL HIERACHY Verb root/radical	<ul style="list-style-type: none"> <li>• identify types of verb roots/radicals</li> <li>• outline types of verbal extensions</li> <li>• explain the effects of verbal extensions</li> </ul>	<ul style="list-style-type: none"> <li>• Types of verb roots/radicals</li> <li>• Types of verbal extensions</li> <li>• Effects of verbal extensions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of verb roots/radicals</li> <li>• Outlining types of verbal extensions</li> <li>• Explaining the effects of verbal extensions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Newspapers</li> <li>• Braille equipment</li> </ul>
Verbal phrase	<ul style="list-style-type: none"> <li>• describe the constructional pattern of a verbal phrase</li> <li>• break down constituents of a verbal phrase</li> <li>• distinguish types of complements</li> <li>• discuss types of verbal phrases and their distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern</li> <li>• Constituents of verbal phrase</li> <li>• Types of verbal phrases</li> <li>• Types of complements</li> <li>• Distribution of verbal phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the constructional pattern of a verbal phrase</li> <li>• Breaking down constituents of a verbal phrase</li> <li>• Distinguishing types of complements</li> <li>• Discussing types of verbal phrases and their distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Newspapers</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes an knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Registers	<ul style="list-style-type: none"> <li>• Discuss factors influencing choice of registers</li> <li>• Apply registers in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Registers in context such as :               <ul style="list-style-type: none"> <li>-family relations</li> <li>-totems</li> <li>-community relations</li> <li>-conflict resolutions</li> <li>-Interviews</li> <li>-telephone conversations</li> <li>-communicating with leaders of diferent levels</li> <li>-condolences</li> <li>- complaints</li> <li>-courtship</li> <li>-cultural ceremonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing family relationships</li> <li>• Role playing formal and informal situations</li> <li>• Researching on registers in different situations</li> <li>• Dramatising formal and informal situations</li> <li>• Discussing conflict resolution strategies</li> <li>• Discussing roles of different people in cultural ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Interview guide</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Cultural centres</li> </ul>

## FORM 6

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p>COMPOSITION</p> <p>Types of compositions</p>	<ul style="list-style-type: none"> <li>• differentiate types of compositions</li> <li>• interpret pictorial and statistical data</li> <li>• discuss cross-cutting and cross cultural issues</li> <li>• express a deeper understanding of national heritage and identity</li> <li>• write different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions <ul style="list-style-type: none"> <li>-narrative</li> <li>-descriptive</li> <li>-factual</li> <li>-argumentative</li> <li>-dialogue</li> <li>-proverb</li> <li>-letter</li> <li>-report</li> <li>-speech</li> </ul> </li> <li>• Graphs, tables, maps, pictures and charts</li> <li>• Cross-cutting issues such as: <ul style="list-style-type: none"> <li>-disaster management</li> <li>- Health,HIV and AIDS</li> <li>-gender</li> <li>-Cross cultural issues</li> <li>-Conflict management</li> <li>-Environmental issues</li> <li>-enterprise</li> </ul> </li> <li>• Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different types of compositions</li> <li>• Interpreting graphs, tables, maps, pictures and charts</li> <li>• Debating cross-cutting and cross cultural issues</li> <li>• Demonstrating a deeper understanding of national heritage and identity</li> <li>• Writing different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Maps</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Resource persons</li> <li>• Talking books</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> <li>• National heritage and monuments sites</li> </ul>
<p>Structure/Form of composition</p>	<ul style="list-style-type: none"> <li>• construct well formed paragraphs</li> <li>• present paragraphs coherently and systematically</li> <li>• present compositions in their appropriate forms</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-developers</li> <li>-concluding sentence</li> </ul> </li> <li>• Coherence of ideas</li> <li>• Progression in time and place</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating well constructed paragraphs</li> <li>• Presenting work sequentially and coherently</li> <li>• Presenting compositions in their appropriate forms</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Maps</li> <li>• Pictures</li> <li>• Graphs</li> <li>• Resource person</li> <li>• Talking books</li> <li>• Large print books</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (Skills Attitudes, and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> <li>Composition forms</li> </ul>		<ul style="list-style-type: none"> <li>Slate and stylus</li> <li>Braille equipment</li> </ul>
Figurative expressions	<ul style="list-style-type: none"> <li>research on figurative expressions on various issues/themes</li> <li>select appropriate figures of speech for specific context</li> <li>use figurative expressions appropriately in composition writing</li> </ul>	<ul style="list-style-type: none"> <li>Figurative expressions such as: <ul style="list-style-type: none"> <li>-idioms</li> <li>-proverbs/sayings</li> <li>-similes</li> <li>-metaphors</li> <li>-ideophones</li> <li>-euphemism</li> <li>-hyperbole</li> <li>-personification</li> <li>-irony</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Researching on figurative expressions for various themes such as war, death, rites of passage</li> <li>Writing compositions using various figurative expressions</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Resource persons</li> <li>ICT tools</li> <li>Talking</li> <li>Large print books</li> <li>Slate and stylus</li> <li>Braille equipment</li> </ul>
Orthographic accuracy	<ul style="list-style-type: none"> <li>write with grammatical and orthographical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Sentence construction</li> <li>Punctuation</li> <li>Word division</li> <li>Paragraphing</li> <li>Tenses</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a variety of sentences correctly</li> <li>Writing with grammatical and orthographical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>ICT tools</li> <li>Newspapers</li> <li>Talking/Large print books</li> <li>Slate and stylus</li> <li>Magazines</li> <li>Novels</li> <li>Braille equipment</li> </ul>
Style of writing	<ul style="list-style-type: none"> <li>use different styles of writing</li> <li>explore different styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>Style of writing such as: <ul style="list-style-type: none"> <li>-first person narrative</li> <li>-third person narrative</li> <li>-flash back</li> <li>-flash forward</li> <li>-interior monologue</li> <li>-soliloquy</li> </ul> </li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Using different styles of writing</li> <li>Exploring different styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Newspapers</li> <li>Talking</li> <li>Large print books</li> <li>Slate and stylus</li> <li>Novels</li> <li>Magazines</li> </ul>
Creative writing	<ul style="list-style-type: none"> <li>write a variety of creative</li> </ul>	<ul style="list-style-type: none"> <li>Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing a variety of creative</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> </ul>

<b>SUB-SKILL</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (Skills Attitudes, and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
	pieces <ul style="list-style-type: none"> <li>• protect creative work</li> <li>• adhere to copyright laws</li> <li>• edit creative work</li> <li>• market creative work</li> <li>• exhibit creative work</li> </ul>	<ul style="list-style-type: none"> <li>-stories</li> <li>-poems</li> <li>-dialogues</li> <li>-plays/drama</li> <li>-folktales</li> <li>-songs</li> <li>• Publishing</li> <li>-proof reading</li> <li>-editing</li> <li>-reporting</li> <li>• Piracy</li> <li>• Cross-cutting issues such as :               <ul style="list-style-type: none"> <li>-liberation struggle</li> <li>-enterprise</li> <li>-gender</li> <li>- Health, HIV and AIDS</li> </ul> </li> </ul>	pieces <ul style="list-style-type: none"> <li>• Discussing copyright issues</li> <li>• Participating in creative writing competitions</li> <li>• Directing the production of creative works</li> <li>• Showcasing creative works</li> <li>• Enterprising through creative works</li> <li>• Marketing creative works</li> <li>• Publishing creative works</li> <li>• Participating in internship programs</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Talking /large print books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> </ul>

<b>SUB-SKILL</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>UNIT CONTENT(Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
COMPREHENSION Variety of comprehension passages	<ul style="list-style-type: none"> <li>• read intensively for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, drama, poetry,</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Intensively for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>answer questions on a text</li> </ul>	documentaries, cartoons, legends, myths, songs, news, folktales, puzzles, graphs, maps	<ul style="list-style-type: none"> <li>Answering questions on a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>Poetry, story and song books</li> <li>Newspapers</li> <li>Magazines</li> <li>Talking/large print books</li> <li>Braille equipment</li> </ul>
Meanings of words, phrases and figurative expressions	<ul style="list-style-type: none"> <li>interpret meanings of words, phrases and figurative expressions in context</li> <li>explain the connotative meanings of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contextual meanings</li> <li>Connotative meanings</li> <li>Denotative meanings</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting meanings of words, phrases and figurative expressions in context</li> <li>Constructing sentences using words and phrases from the passage</li> </ul>	<ul style="list-style-type: none"> <li>Talking/large print books</li> <li>Reference books</li> <li>ICT tools</li> <li>Poetry, story and song books</li> <li>Newspapers</li> <li>Magazines</li> <li>Braille equipment</li> </ul>
Culture and Heritage	<ul style="list-style-type: none"> <li>discuss cultural and heritage issues in the texts</li> <li>dramatise cultural and heritage issues</li> <li>evaluate cultural and heritage issues raised in texts</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension texts</li> <li>Cultural practises such as: inheritance, conflict resolution such as : -avenging spirits</li> <li>Artefacts</li> <li>Totems</li> </ul>	<ul style="list-style-type: none"> <li>Discussing cultural and heritage issues</li> <li>Dramatizing cultural and heritage issues</li> <li>Visiting heritage sites</li> <li>Evaluating cultural and heritage issues</li> </ul>	<ul style="list-style-type: none"> <li>Talking/large print books</li> <li>Reference books</li> <li>ICT tools</li> <li>Poetry, story and song books</li> <li>Newspapers</li> <li>Magazines</li> <li>Braille books</li> </ul>

SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> <li>• Culture centres</li> <li>• Resource persons</li> <li>• Community</li> <li>• Heritage sites</li> </ul>
Debate	<ul style="list-style-type: none"> <li>• research on different thematic issues raised in texts</li> <li>• debate issues raised in texts</li> <li>• present opinions on a variety of topics raised in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Issues such as : <ul style="list-style-type: none"> <li>-Land reform</li> <li>- Health,HIV and Aids</li> <li>-Environmental issues</li> <li>-Disaster Risk Management</li> <li>-Rain making ceremonies</li> <li>-Taboos</li> <li>-Children's rights and responsibilities</li> <li>-chimurenga/ umvukela 1, 2 and 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Debating on issues raised in texts</li> <li>• Presenting opinions convincingly on various issues raised in texts</li> <li>• Researching on different thematic issues raised in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Talking/large print books</li> <li>• Reference books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille equipment</li> <li>• Culture centres</li> <li>• Resource persons</li> <li>• Community</li> <li>• Heritage sites</li> <li>• Policy books and documents</li> </ul>
Tone and stress	<ul style="list-style-type: none"> <li>• discuss the contribution of tone and stress to meaning of words and phrases in texts</li> <li>• evaluate intonations and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Intonation</li> <li>• Fluency</li> <li>• Proficiency</li> <li>• Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the contribution of tone and stress to meaning of words and phrases in texts</li> <li>• Evaluating intonations and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Talking/large print books</li> <li>• Braille equipment</li> </ul>



SUB-SKILL	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				<ul style="list-style-type: none"> <li>• Poetry books</li> <li>• Story books</li> <li>• Song books</li> <li>• Slate and stylus</li> </ul>
<p>SUMMARY</p> <p>Summary writing</p>	<ul style="list-style-type: none"> <li>• discuss summary writing techniques in contexts</li> <li>• summarise issues in a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of prose, poetry, drama, documentaries, cartoons, legends, folktales, puzzles, graphs, maps, pictures, news</li> <li>• Summary of events centering on various issues such as : <ul style="list-style-type: none"> <li>-cultural aspects</li> <li>-social aspects</li> <li>-economic aspects</li> <li>-religious aspects</li> <li>-heritage</li> <li>-values and norms</li> <li>-conflict resolution</li> <li>-reporting</li> <li>-speech preparation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing summary writing techniques in context</li> <li>• Summarising issues in a variety of texts</li> <li>• Presenting speeches to an audience</li> <li>• Mock reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Talking/large print books</li> <li>• Reference books</li> <li>• ICT tools</li> <li>• Poetry, story and song books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Braille equipment</li> <li>• Culture centre</li> <li>• Resource persons</li> <li>• Community</li> <li>• Heritage sites</li> <li>• Policy books and documents</li> </ul>

<p>LANGUAGE STRUCTURE AND USAGE</p> <p>Inflected verb phrase</p>	<ul style="list-style-type: none"> <li>• explain the constructional pattern of an inflected verb phrase</li> <li>• describe the types of inflections</li> <li>• analyse the inflected verb phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern</li> <li>• Types of inflections: <ul style="list-style-type: none"> <li>-subject concord</li> <li>-tense sign</li> <li>-negative formative</li> <li>-modal formatives such as : hortatives, potential, habitual</li> <li>-terminal vowel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the constructional pattern of inflected verb phrase</li> <li>• Describing the types of inflections</li> <li>• Analysing inflected verb phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Newspapers</li> <li>• Slate and stylus</li> </ul>
<p>Verbal clause</p>	<ul style="list-style-type: none"> <li>• explain the constructional pattern of a verbal clause</li> <li>• analyse the different types of verbal clauses</li> <li>• discuss the different moods</li> <li>• examine the distribution of different types of verbal clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of a verbal clause</li> <li>• Types of verbal clauses</li> <li>• Different types of moods</li> <li>• Distribution of types of verbal clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the constructional pattern of a verbal clause</li> <li>• Analysing the different types of verbal clauses</li> <li>• Discussing the different moods</li> <li>• Explaining the distribution of different types of verbal clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> </ul>

Verbal sentences	<ul style="list-style-type: none"> <li>describe the constructional pattern of a verbal sentence</li> <li>analyse verbal sentences</li> </ul>	<ul style="list-style-type: none"> <li>Constructional pattern of a verbal sentence</li> <li>Verbal sentences</li> </ul>	<ul style="list-style-type: none"> <li>Describing constructional pattern of a verbal sentence</li> <li>Analysing verbal sentences</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Large print books</li> <li>Braille equipment</li> <li>Slate and stylus</li> </ul>
Auxiliary verbs	<ul style="list-style-type: none"> <li>explain auxiliary verbs</li> <li>differentiate auxiliary verb radical/root from verb radical/root</li> <li>discuss the different types of auxiliary verb radicals/root and auxiliary verb phrases</li> <li>describe the constructional pattern of an auxiliary verb phrase</li> <li>analyse auxiliary verb phrases</li> </ul>	<ul style="list-style-type: none"> <li>Auxiliary verbs</li> <li>Differences between auxiliary verb radicals/root and verb radicals/root</li> <li>Types of auxiliary verb radicals/root</li> <li>Types of auxiliary verb phrases</li> <li>Constructional pattern of an auxiliary verb phrase</li> </ul>	<ul style="list-style-type: none"> <li>Explaining auxiliary verb phrases</li> <li>Differentiating auxiliary verb radicals/root from verb radicals/root</li> <li>Discussing the different types of auxiliary verb radicals/root and auxiliary verb phrases</li> <li>Describing the constructional pattern of an auxiliary verb phrase</li> <li>Analysing auxiliary verb phrases</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Large print books</li> <li>Braille equipment</li> <li>Slate and stylus</li> </ul>

<p>IDEOPHONIC HIERARCHY</p> <p>Ideophones</p>	<ul style="list-style-type: none"> <li>• identify the different types of ideophones</li> <li>• explain the construction of ideophones</li> <li>• examine the distribution of ideophones</li> </ul>	<ul style="list-style-type: none"> <li>• Types of ideophones</li> <li>• Construction of ideophones</li> <li>• Distribution of ideophones</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the different types of ideophones</li> <li>• Explaining the construction of ideophones</li> <li>• Examining the distribution of ideophones</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> </ul>
<p>Ideophonic phrases</p>	<ul style="list-style-type: none"> <li>• describe the constructional pattern of an ideophonic phrase</li> <li>• analyse ideophonic phrases</li> <li>• explain the distribution of ideophonic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Constructional pattern of an ideophonic phrase</li> <li>• Distribution of ideophonic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the constructional pattern of an ideophonic phrase</li> <li>• Analysing ideophonic phrases</li> <li>• Explaining the distribution of ideophonic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> </ul>

Ideophonic clauses	<ul style="list-style-type: none"> <li>describe the constructional pattern of an ideophonic clause</li> <li>analyse ideophonic clauses</li> <li>discuss the distribution of ideophonic clauses</li> </ul>	<ul style="list-style-type: none"> <li>Ideophonic clauses</li> <li>Constructional pattern of ideophonic clauses</li> <li>Distribution of ideophonic clauses</li> </ul>	<ul style="list-style-type: none"> <li>Describing the constructional pattern of an ideophonic clause</li> <li>Analysing ideophonic clauses</li> <li>Discussing the distribution of ideophonic clauses</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Large print books</li> <li>Braille equipment</li> <li>Slate and stylus</li> </ul>
Ideophonic sentences	<ul style="list-style-type: none"> <li>explain the constructional pattern of ideophonic sentences</li> <li>analyse ideophonic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Constructional pattern of an ideophonic sentence</li> <li>Ideophonic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the constructional pattern of an ideophonic sentence</li> <li>Analysing ideophonic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Large print books</li> <li>Braille equipment</li> <li>Slate and stylus</li> </ul>

<p>SUBSTANTIVAL HIERARCHY</p> <p>Complex nominal constructions</p>	<ul style="list-style-type: none"> <li>• explain complex nominal constructions</li> <li>• identify the types of nominal constructions</li> <li>• analyse complex nominal constructions</li> <li>• distinguish nouns from complex nominal constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Complex nominal constructions</li> <li>• Types of complex nominal constructions</li> <li>• Differences between nouns and complex nominal constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining complex nominal constructions</li> <li>• Identifying the types of complex nominal constructions</li> <li>• Analysing complex nominal constructions</li> <li>• Distinguishing nouns from complex nominal constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Braille equipment</li> </ul>
<p>Registers</p>	<ul style="list-style-type: none"> <li>• discuss factors influencing choice of registers</li> <li>• apply registers in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Registers in context such as : <ul style="list-style-type: none"> <li>-Family relations</li> <li>-totems</li> <li>-Community relations</li> <li>-Conflict resolutions</li> <li>-Interviews</li> <li>-telephone conversation</li> <li>-communicating with leaders of diferent levels</li> <li>-condolences</li> <li>- complaints</li> <li>-courtship</li> <li>-cultural ceremonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on registers in different situations</li> <li>• Role playing formal and informal situations</li> <li>• Dramatising formal and informal situations</li> <li>• Discussing conflict resolution strategies</li> <li>• Discussing roles of different people in cultural ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Interview guide</li> <li>• Large print books</li> <li>• Braille equipment</li> <li>• Slate and stylus</li> <li>• Cultural center</li> </ul>

## **9.0 ASSESSMENT**

In the teaching and learning of the Secondary Form 5 - 6 Indigenous Languages, learners should be continuously assessed throughout the learning of the Indigenous Languages in the four macro language skills including visual, manual and tactile.

The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with diverse needs to access assessments and receive accurate performance measurement of their ability.

### **9.1 Assessment Objectives**

By the end of the two-years, learners should be able to:

- 9.1.1 plan, organise and write compositions adhering to correct orthography, displaying knowledge and understanding of a particular topic
- 9.1.2 communicate in a style and register appropriate to the subject matter
- 9.1.3 answer comprehension questions based on a given context
- 9.1.4 deduce the meaning of words, phrases and figurative expressions as used in a text
- 9.1.5 select and synthesise information for meaningful and coherent summarising of given extracts
- 9.1.6 identify, explain and analyse grammatical structures in their various forms
- 9.1.7 critically analyse cultural, political, religious and socio-economic aspects or practices within a given context
- 9.1.8 demonstrate presentation skills in a given setting
- 9.1.9 communicate clearly, effectively and imaginatively in creative works, selecting and adapting tone, style and register for different forms, purposes and audiences
- 9.1.10 produce, edit, exhibit/publish creative works

## 9.2 SCHEME OF ASSESSMENT

The subject will be assessed through summative and continuous assessment. The summative assessment will consist of **two** papers which are to be answered in an indigenous language.

### 9.2.1 CONTINUOUS ASSESSMENT (30%)

Profiling, Tests and Oral/ Aural (Receptive and Expressive) Assignments are administered and collated from Form 5 through to Form 6. Projects on creative work are done and assessed from Form 5 through to Form 6. All the marks scored from the aforementioned aspects, except for profiling, will contribute to the final mark.

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form 5	Continuous	Practical assignment	1 in term 2, 1 in term 3	5%
		Theory test	1 in term 2, 1 in term 3	5%
		Project	1 per year	5%
Form 6	Continuous	Practical assignment	1 in term 1, 1 in term 2	5%
		Theory test	1 in term 1. 1 in term 2	5%
		Project	1 per year	5%
<b>TOTAL</b>				<b>30%</b>

### 9.2.2 SUMMATIVE ASSESSMENT

PAPER	DESCRIPTION	DURATION	MARKS	WEIGHTING
<b>Paper 1</b>	<b>Composition and comprehension</b>	<b>3 hours</b>		<b>35%</b>
	Section I: Composition		<b>50</b>	
	Section II : Comprehension		<b>30</b>	



<b>Sub-total</b>			<b>80</b>	<b>35%</b>
<b>Paper 2</b>	<b>Language structure, Registers and Summary</b>	<b>3 hours</b>		<b>35%</b>
	Section I: Language structure		<b>40</b>	
	Section II: Registers		<b>40</b>	
	Section III: Summary		<b>20</b>	
<b>Sub-total</b>			<b>100</b>	<b>35%</b>
<b>Grand Total</b>			<b>180</b>	<b>70%</b>

### 9.3 Specification grid

ASSESSMENT OBJECTIVES	COMPOSITIONS	COMPREHENSION	LANGUAGE STRUCTURE	REGISTER	SUMMARY	CONTINUOUS ASSESSMENT
9.1.1	✓	✓	✓	✓	✓	✓
9.1.2	✓	✓	✓	✓	✓	✓
9.1.3	✓	✓	✓	✓	✓	✓
9.1.4	✓	✓	✓	✓	✓	✓
9.1.5	✓	✓	✓	✓	✓	✓
9.1.6	✓	✓	✓	✓	✓	✓
9.1.7	✓	✓	✓	✓	✓	✓
9.1.8	✓	✓	✓	✓	✓	✓
9.1.9	✓	✓	✓	✓	✓	✓
9.1.10	✓	✓	✓	✓	✓	✓

### 9.4 Description of papers

**Paper 1: Composition and Comprehension (Duration: 3 hours)**

This paper will be in two sections.

### **Section I: Composition (50 marks)**

This section will consist of **seven** free composition topics covering any of the following:

- Narrative
- Factual
- Descriptive
- Argumentative
- Dialogue
- Proverb
- Letter
- Report
- Interpretation of graphs, maps, pictures, tables and charts

Candidates are to write on any **one** topic. All topics will carry an equal mark of 50.

The length of the composition should be 550 – 750 words.

### **Section II: Comprehension (30 marks)**

The length of the comprehension passage will be 600 – 750 words with given line references.

Candidates are to answer all questions in this section.

### **Paper 2 Language Structure, Registers and Summary (Duration: 3 hours)**

This paper will be in three sections.

### **Section I: Language Structure (40 marks)**

The section consists of **four** questions. Candidates are to answer **two** questions only. Each question carries 20 marks.

**Section II: Registers (40 marks)**

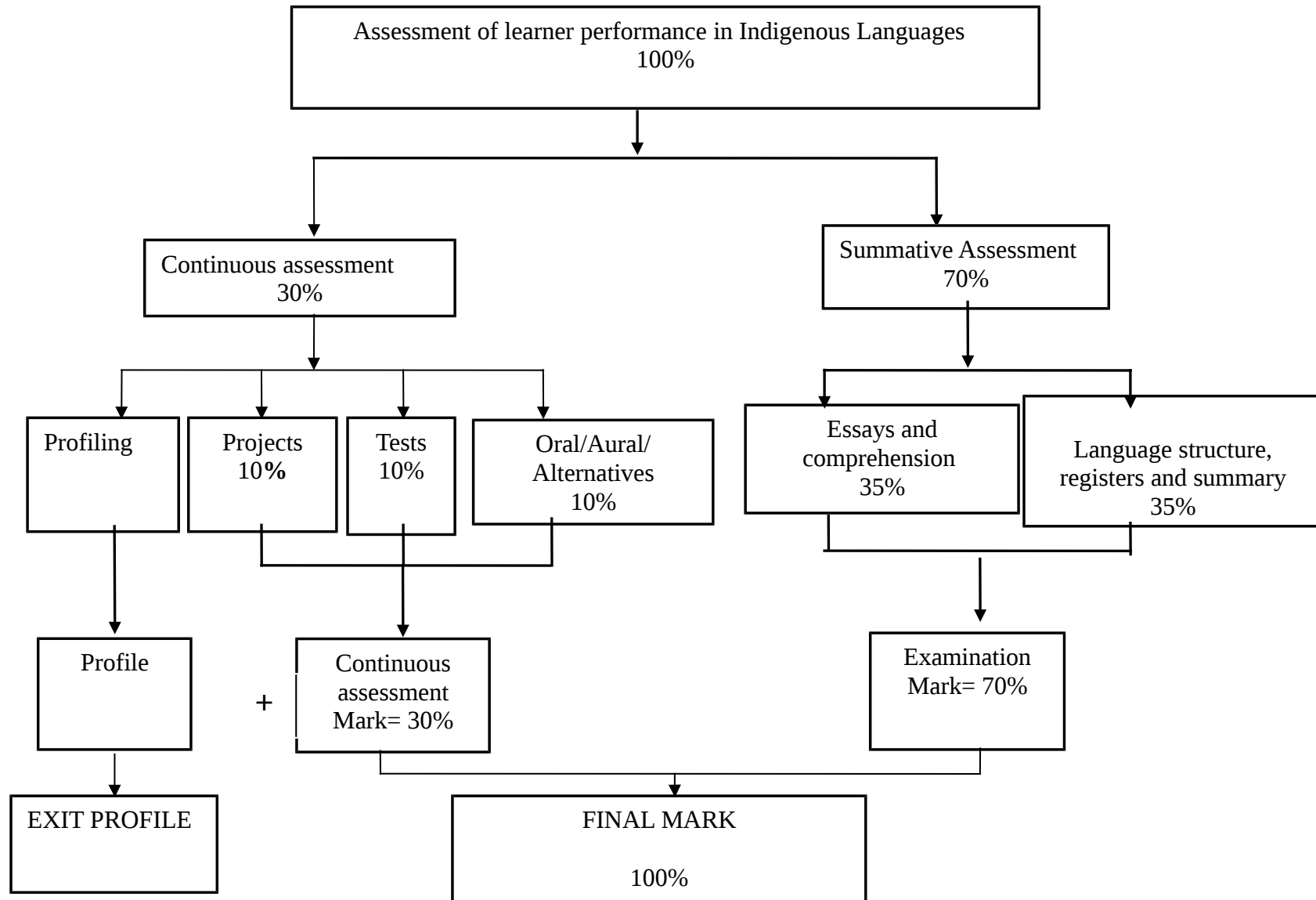
The section consists of **four** questions. Candidates are to answer **two** questions only. Each question carries 20 marks.

**Section III: Summary (20 marks)**

This section consists of **one** compulsory passage and question. The summary should not exceed 100 words.

## 9.5 Assessment Model

### Assessment of learner performance in Zimbabwean Indigenous languages



## **9.6 LEARNER PROFILE**

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the secondary course. The profile will not contribute to the final mark at the end of the form 5 - 6 as shown on the assessment model but will assist to give full picture of the learner's competency

