



ZIMBABWE

# **MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

## **COMMUNICATION SKILLS (FORM 5 - 6)**

**2015 - 2022**

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## **1.0 PREAMBLE**

### **1.1 INTRODUCTION**

The Communication Skills syllabus which is designed for Forms 5 and 6, takes an integrated approach to the appropriate use of language in different situations and for different purposes. It focuses on the four macro skills which are listening/observing speaking/signing, reading/signing and writing/brailing while catering for learner diversities. The syllabus seeks to equip the learners with life-long communication skills, further develop Unhu/Ubuntu/Vumunhu and assist them to cope with the demands of tertiary education. It cuts across the curriculum and broadens the learners' perception of the world by exposing them to a variety of topics and texts based on social, scientific, economic, political and other emerging issues. The teaching of this syllabus will take cognisance of the fact that people create and use language to suit different contexts.

### **1.2 RATIONALE**

The syllabus is intended to assist learners to master communication skills for effective interaction in academic, social, political and economic spheres. It cuts across the curriculum thereby enabling the learners to achieve their full academic potential in various learning areas. The communication skills syllabus will enable learners to develop the following life-long skills:

- Written and Oral communication
- Academic writing
- Research
- ICT
- Reading and synthesis of information
- Effective listening
- Critical thinking
- Tolerance
- Career management
- Enterprise
- Leadership and teamwork

### **1.3 SUMMARY OF CONTENT**

The Communication Skills syllabus will be based on the four macro skills which are listening/observing, speaking/signing, reading/signing and writing/brailing. The topics will be drawn from social, economic, political and scientific issues. These topics should be explored through debates, discussions, comparison and contrast, critical analysis and evaluation.

Accurate use of language for effective oral and written communication should be developed. Students should be taught to produce texts that are coherent, cohesive, balanced, convincing and interesting. They should be trained to critically analyse a variety of texts.

### **1.4 ASSUMPTIONS**

It is assumed that the learner:

- is able to independently read and communicate views on a text
- is aware of the rules governing language use
- has ICT skills
- is aware of cross cutting issues such as HIV and AIDS, climate change, corruption and gender

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

The following cross-cutting themes should be addressed through the teaching and learning of Communication Skills at Forms 5 and 6:

- Children's Rights and Responsibilities
- Health, Sexuality, HIV and AIDS
- Disaster Risk Reduction and Management
- Heritage Studies
- Collaboration
- Leadership

- Environmental Issues
- Guidance and Counselling
- Gender
- Enterprise Skills
- Financial Literacy
- Conflict Management and Resolution
- Human Trafficking
- Abuse
- Traffic Safety and others

## **2.0 PRESENTATION OF SYLLABUS**

The Communication Skills syllabus is presented as a single document that covers Forms 5 and 6.

## **3.0 AIMS**

This syllabus aims to:

- equip learners with the communication skills essential for life and academic work at Forms 5, 6 and beyond
- promote Unhu/Ubuntu/Vumunhu through careful selection of texts and topics for discussion
- help learners develop independent critical reading and thinking skills
- develop learners` listening skills
- develop the skills of coherent topic development and sustenance in both oral and written discourse
- encourage broad exploration and appraisal of cultural, economic, environmental, political and technological issues.

## **4.0 SYLLABUS OBJECTIVES**

By the end of Forms 5 and 6, learners should be able to:

- write with clarity, accuracy, relevance and in a logical manner for various purposes
- communicate orally with confidence in various academic , social, professional and other situations

- use language accurately and appropriately for different purposes
- read intensively and extensively
- respond critically to questions on various texts
- demonstrate the values of Unhu/Ubuntu/Vumunhu and good citizenry
- distinguish between fact and opinion
- summarise oral and written texts
- evaluate various texts orally or in written responses
- participate actively in discussions, debates and other oral activities
- develop academic and professional writing skills in order to present reasoned and mature arguments.

## **5.0 METHODOLOGY AND TIME ALLOCATION**

### **5.1 METHODOLOGY**

The methods that will be used to teach this syllabus should be learner-centred and hinge on the Communicative Approach to language teaching. The methods will include, among others, the following:

- Close Reading
- Research and Projects
- Discussions
- Presentations
- Seminars
- Debate and Public Speaking
- Theatre and Drama
- Educational Tours
- ICT
- School on the shop floor
- Interviews

### **5.2 TIME ALLOCATION**

Communication Skills should be allocated two (2) eighty (80) minute periods per week.



## **6.0 Skills**

The learning and teaching of Communication Skills will focus on the following macro skills and their sub skills:

- 6.1 Listening/Observing
- 6.2 Speaking/Signing
- 6.3 Reading/Signing
- 6.4 Writing/Brailing

## 6.0 SCOPE AND SEQUENCE

### 7.1 SKILL 1: LISTENING/OBSERVING

SUB SKILL	FORM 5	FORM 6
<b>Listening Comprehension</b>	<ul style="list-style-type: none"><li>• Note making</li><li>• Note taking</li><li>• Summary</li><li>• Interpretation</li><li>• Translation</li><li>• Analysis</li><li>• Synthesis</li></ul>	<ul style="list-style-type: none"><li>• Note making</li><li>• Note taking</li><li>• Summary</li><li>• Interpretation</li><li>• Translation</li><li>• Analysis</li><li>• Synthesis</li><li>• Evaluation</li></ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"><li>• Complex directions and instructions</li><li>• Announcements</li><li>• Messages</li></ul>	<ul style="list-style-type: none"><li>• Announcements</li><li>• Messages</li></ul>
<b>Conversations</b>	<ul style="list-style-type: none"><li>• Dialogues</li><li>• Interviews</li><li>• Tone, mood and attitude</li></ul>	<ul style="list-style-type: none"><li>• Interviews</li><li>• Tone, mood and attitude</li><li>• Role play and drama</li></ul>
<b>Critical Listening</b>	<ul style="list-style-type: none"><li>• Dictation</li><li>• Debates and discussions</li><li>• Directed listening</li><li>• Selective listening</li></ul>	<ul style="list-style-type: none"><li>• Synthesis</li><li>• Debates and discussions</li><li>• Simulations</li><li>• Reflective listening</li></ul>

## 7.2 SKILL 2: SPEAKING/SIGNING

SUB SKILL	FORM 5	FORM 6
<b>Registers</b>	<ul style="list-style-type: none"> <li>• Requests</li> <li>• Persuasion</li> <li>• Complaints</li> <li>• Announcements</li> <li>• Interviews</li> <li>• Enquiries</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Announcements</li> <li>• Non-verbal cues</li> <li>• Negotiation</li> <li>• Conflict management and resolution</li> </ul>
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Impromptu</li> <li>• Prepared</li> <li>• Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Impromptu</li> <li>• Prepared</li> <li>• Eulogy</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• Emerging issues-local and international</li> <li>• Cross-cutting issues- local and international</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging issues-local and international</li> <li>• Cross-cutting issues- local and international</li> </ul>
<b>Discussions</b>	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Oral presentations</li> <li>• Cross-cutting and emerging issues - National and international</li> </ul>	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Oral presentations</li> <li>• Cross-cutting and emerging issues - National and international</li> <li>• Conferencing</li> </ul>
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>• Telephone and cellular phone</li> <li>• Use of Visual/graphic aids</li> <li>• Video and audio recording</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone and cellular phone</li> <li>• Use of Visual/graphic aids</li> <li>• Social networks: e-communication (Skype, video conferencing, instagram)</li> </ul>

### SKILL 3: READING/SIGNING

SUB SKILL	FORM 5	FORM 6
<b>Intensive Reading</b>	<ul style="list-style-type: none"> <li>• Inferences</li> <li>• Note making</li> <li>• Paraphrasing</li> <li>• Summary</li> <li>• Analysis</li> <li>• Transformation</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul>
<b>Extensive Reading</b>	<ul style="list-style-type: none"> <li>• Genres: magazines, newspapers and novels</li> </ul>	<ul style="list-style-type: none"> <li>• Genres: magazines, newspapers and novels</li> </ul>
<b>Skimming and Scanning</b>	<ul style="list-style-type: none"> <li>• Newspapers, journals, textbooks, maps, statistical data, directory, magazines, contents pages and index of a book</li> </ul>	<ul style="list-style-type: none"> <li>• Index of a book, directory, journals, statistical data and maps</li> </ul>

### SKILL 4: WRITING/BRAILING

SUB SKILL	FORM 5	Form 6
<b>Basics of Essay Writing</b>	<ul style="list-style-type: none"> <li>• What is academic writing?</li> <li>• Structure of an academic essay</li> <li>• Language use</li> <li>• Paragraphing</li> <li>• Topic sentences</li> <li>• Types of sentences</li> <li>• Cohesion and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Academic writing</li> <li>• Language use</li> <li>• Paragraphing</li> <li>• Topic sentences</li> <li>• Structure</li> <li>• Types of sentences</li> <li>• Cohesion and coherence</li> </ul>

SUB SKILL	FORM 5	Form 6
	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Register</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Register</li> <li>• Hedging</li> </ul>
<b>Free Essay Writing</b>	<ul style="list-style-type: none"> <li>• Factual</li> <li>• Discursive</li> <li>• Argumentative</li> <li>• Creative writing</li> <li>• Research project</li> </ul>	<ul style="list-style-type: none"> <li>• Factual</li> <li>• Discursive</li> <li>• Argumentative</li> <li>• Creative writing</li> <li>• Research project</li> </ul>
<b>Guided Writing</b>	<ul style="list-style-type: none"> <li>• Memoranda</li> <li>• Letters</li> <li>• Articles</li> <li>• Curriculum vitae/Resumé</li> <li>• Reports</li> <li>• Speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Memoranda</li> <li>• Articles</li> <li>• Curriculum vitae/Resume</li> <li>• Reports</li> <li>• Interview scripts</li> <li>• Brochures</li> <li>• Advertisements</li> </ul>
<b>Informal Writing</b>	<ul style="list-style-type: none"> <li>• Short messaging services (SMSs)</li> <li>• Shorthand</li> </ul>	<ul style="list-style-type: none"> <li>• Short messaging services (SMSs)</li> <li>• Shorthand</li> <li>• Whatsapp</li> </ul>

## FORM 5

### 8.0 COMPETENCY MATRIX

#### 8.1 SKILL 1: LISTENING/OBSERVING

CONCEPTS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• make notes from oral texts</li> <li>• summarise the content of broadcasts</li> <li>• deduce meanings from oral texts</li> <li>• report on news and other events from different media</li> <li>• analyse texts</li> </ul>	<ul style="list-style-type: none"> <li>• Note making</li> <li>• Broadcasts</li> <li>• Narrations</li> <li>• Analysis</li> <li>• Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to different types of media</li> <li>• Making notes from oral texts</li> <li>• Summarising the content of the broadcast</li> <li>• Discussing the content from broadcasts and narrations</li> <li>• Analysing texts for:               <ul style="list-style-type: none"> <li>- Bias</li> <li>- Accuracy</li> <li>- Strengths</li> <li>- Weaknesses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Print media</li> <li>• Broadcast media</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>• perform a series of activities as instructed</li> <li>• report on announcements</li> <li>• deliver messages accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Complex directions and instructions</li> <li>• Announcements</li> <li>• Messages</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions accurately</li> <li>• Listening to announcements</li> <li>• Transmitting messages accurately</li> <li>• Giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> </ul>

CONCEPTS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> <li>Evaluating delivered messages</li> </ul>	
<b>Conversations</b>	<ul style="list-style-type: none"> <li>debate on cross-cutting themes</li> <li>demonstrate interview procedures</li> <li>deduce meaning from the tone and mood of presenters and participants</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Cross-cutting and emerging themes</li> <li>Dialogues</li> <li>Interview procedures</li> <li>Tone, mood and attitude</li> </ul>	<ul style="list-style-type: none"> <li>Researching on cross-cutting themes</li> <li>Engaging in debate on cross cutting themes</li> <li>Simulating interview procedures</li> <li>Interpreting meaning from the tone and mood of presenters and participants</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> <li>Print media</li> </ul>
<b>Critical Listening</b>	<ul style="list-style-type: none"> <li>synthesise dictated content</li> <li>evaluate presentations</li> <li>analyse oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Cross-cutting themes</li> <li>Emerging issues</li> <li>Presentations</li> <li>Seminars</li> <li>Debates and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Summarising information from presentations and debates</li> <li>Assessing presentations on cross cutting and emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Resource persons</li> </ul>

## 8.2 SKILL 2 : SPEAKING/SIGNING

CONCEPTS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Register</b>	<ul style="list-style-type: none"> <li>use appropriate registers in different contexts</li> <li>exhibit the values of Unhu/ Ubuntu/</li> </ul>	<ul style="list-style-type: none"> <li>Registers</li> <li>Requests</li> <li>Persuasion</li> <li>Complaints</li> <li>Announcements</li> </ul>	<ul style="list-style-type: none"> <li>Using appropriate registers in different situations</li> <li>Demonstrating Unhu/Ubuntu/Vumunhu using appropriate registers</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> </ul>

CONCEPTS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	Vumunhu	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Enquiries</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing various situations</li> </ul>	
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• prepare coherent and logically organised speeches</li> <li>• speak eloquently and concisely in formal and informal contexts</li> <li>• present impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Speeches on cross-cutting and emerging issues such as: <ul style="list-style-type: none"> <li>- Health ,Sexuality ,HIV and AIDS</li> <li>- Gender</li> <li>- Corruption</li> <li>- Employment creation</li> <li>- Drug, alcohol and substance abuse</li> </ul> </li> <li>• Speech preparation skills</li> <li>• Public speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking eloquently in different situations</li> <li>• Presenting prepared and impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Motivational speakers</li> <li>• Famous speeches</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• express opinions and facts on a variety of topics</li> <li>• defend ideas with supporting evidence on given topics</li> <li>• demonstrate tolerance on differing views</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-cutting and emerging issues: economic, political, social, cultural, religious</li> <li>• National policies</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing opinions on various cross-cutting and emerging issues</li> <li>• Appreciating different opinions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• The National Constitution</li> <li>• The Hansard</li> <li>• Newspapers and magazines</li> </ul>
<b>Discussions</b>	<ul style="list-style-type: none"> <li>• exhibit knowledge of cross-cutting and emerging issues</li> <li>• present balanced discussions using correct and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Cross cutting and emerging issues: economic, political, social, cultural, religious such as: <ul style="list-style-type: none"> <li>- empowerment</li> <li>- health issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of cross-cutting and emerging issues</li> <li>• Analysing differing views on various issues</li> <li>• Evaluating arguments</li> <li>• Participating in seminars</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• The National Constitution</li> <li>• The Hansard</li> <li>• Newspapers and magazines</li> <li>• Resource persons</li> </ul>



<b>CONCEPTS/ASPECTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	<ul style="list-style-type: none"> <li>• analyse views raised on a variety of issues</li> <li>• assess the validity of arguments on given topics</li> </ul>	<ul style="list-style-type: none"> <li>- global warming</li> <li>- terrorism</li> <li>- ICT issues</li> </ul>		<ul style="list-style-type: none"> <li>• Museums</li> </ul>
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>• use various forms of ICT to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• Video conferencing</li> <li>• Cellular phones and telephones</li> </ul>	<ul style="list-style-type: none"> <li>• Using various forms of ICT tools to speak effectively</li> <li>• Discussing on board forums using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Visual graphic aids</li> </ul>

### 8.3 SKILL 3 : READING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Intensive Reading</b>	<ul style="list-style-type: none"> <li>• draw inferences from written texts</li> <li>• paraphrase given information</li> <li>• make notes on read texts</li> <li>• summarise texts</li> <li>• analyse given texts</li> <li>• evaluate a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Inferences</li> <li>• Note making</li> <li>• Paraphrasing</li> <li>• Summary</li> <li>• Analysis</li> <li>• Transformation</li> <li>• Synthesis</li> <li>• Evaluation</li> <li>• Heritage issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reading texts for information</li> <li>• Inferring meanings</li> <li>• Paraphrasing given texts</li> <li>• Making notes</li> <li>• Writing summaries</li> <li>• Synthesising ideas</li> <li>• Evaluating texts</li> </ul>	<ul style="list-style-type: none"> <li>• Novels,</li> <li>• Newspapers,</li> <li>• Advertisements</li> <li>• Access billboards</li> <li>• Statistical data</li> <li>• ICT tools</li> </ul>
<b>Extensive reading</b>	<ul style="list-style-type: none"> <li>• read for enjoyment</li> <li>• select ideas for discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Genres</li> <li>• Aspects of Unhu/Ubuntu/Vumunhu in texts</li> <li>• Heritage issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reading texts, brochures, graphs , journals, magazines and newspapers</li> <li>• Selecting ideas for discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Magazines</li> <li>• Advertisements</li> <li>• Access billboards</li> <li>• Statistical data</li> <li>• ICT tools</li> </ul>
<b>Skimming and Scanning</b>	<ul style="list-style-type: none"> <li>• skim and scan texts</li> <li>• evaluate a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Comprehension</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading texts for information</li> <li>• Evaluating texts</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> </ul>

## 8.4 SKILL 4: WRITING/BRAILING

SUB TOPIC/SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Basics of Essay Writing</b>	<ul style="list-style-type: none"> <li>• use appropriate citation methods</li> <li>• use information from different sources</li> <li>• research using ICT tools</li> <li>• structure essays correctly</li> <li>• write compound and complex sentences</li> <li>• use discourse markers appropriately</li> <li>• use appropriate punctuation marks</li> <li>• determine appropriate register for use in different essay types</li> <li>• interpret command words in questions</li> </ul>	<ul style="list-style-type: none"> <li>• Citation and referencing methods: Modern Languages Association (MLA) and the American Psychological Association (APA) and Havard</li> <li>• library use</li> <li>• ICT</li> <li>• Introductions, body, paragraphing, conclusion</li> <li>• Compound and complex sentences</li> <li>• Discourse markers</li> <li>• Punctuation marks such as: comma, semi-colon and colon</li> <li>• Essay register</li> <li>• Command words such as:               <ul style="list-style-type: none"> <li>- explain</li> <li>- justify</li> <li>- discuss</li> <li>- evaluate</li> <li>- enumerate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Citing and referencing essays correctly</li> <li>• Using the library to get relevant information</li> <li>• Researching using ICT tools</li> <li>• Writing essays with clear introduction, body, paragraph and conclusion</li> <li>• Constructing compound and complex sentences</li> <li>• Selecting appropriate discourse markers</li> <li>• Punctuating sentences using the comma, semi-colon and colon</li> <li>• Using suitable register in different essay types</li> <li>• Discussing meanings of command words in questions</li> </ul>	<ul style="list-style-type: none"> <li>• MLA, APA and Havard guides</li> <li>• ICT tools</li> <li>• Library catalogue</li> </ul>
<b>Free Essay Writing</b>	<ul style="list-style-type: none"> <li>• write different types of essays</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Essays:               <ul style="list-style-type: none"> <li>- factual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of essays</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print and Electronic</li> </ul>

SUB TOPIC/SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• demonstrate creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>- discursive</li> <li>- argumentative</li> <li>• Creative writing</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Composing novels, short stories, poems, plays, songs</li> </ul>	<ul style="list-style-type: none"> <li>media</li> <li>• Resource persons</li> </ul>
<b>Guided Writing</b>	<ul style="list-style-type: none"> <li>• compose different types of guided writings</li> <li>• complete a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• Types of guided writing: <ul style="list-style-type: none"> <li>- Letters</li> <li>- Reports</li> <li>- Speeches</li> <li>- Articles</li> <li>- Memos</li> <li>- Curriculum Vitae/Resumé- Project proposals</li> </ul> </li> <li>• Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of guided tasks</li> <li>• Amplifying pegs/notes</li> <li>• Following given instructions</li> <li>• Organising ideas</li> <li>• Filling in forms</li> </ul>	<ul style="list-style-type: none"> <li>• Print and electronic media</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Forms</li> </ul>

## FORM 6

### 8.0 COMPETENCY MATRIX

#### 8.1 SKILL 1: LISTENING/OBSERVING

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>select relevant information to answer specific questions</li> <li>summarise the content of broadcasts</li> <li>deduce meanings</li> <li>report on news and other events from different media</li> <li>examine oral discourses</li> </ul>	<ul style="list-style-type: none"> <li>Broadcasts</li> <li>Narrations</li> <li>Cross-cutting and emerging themes</li> </ul>	<ul style="list-style-type: none"> <li>listening to different types of media to answer questions</li> <li>discussing the content from broadcasts and narrations</li> <li>evaluating oral discourses for bias, accuracy, strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>ICT Tools</li> <li>Resource persons</li> <li>Print media</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>respond accurately to given instructions</li> <li>report on announcements</li> <li>deliver messages accurately</li> </ul>	<ul style="list-style-type: none"> <li>Complex directions</li> <li>Announcements</li> <li>Messages</li> </ul>	<ul style="list-style-type: none"> <li>Listening to announcements</li> <li>Transmitting messages accurately</li> <li>Giving feedback</li> <li>Evaluating delivered messages</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> </ul>
<b>Conversations</b>	<ul style="list-style-type: none"> <li>debate on cross-cutting and emerging themes</li> <li>demonstrate interview procedures</li> </ul>	<ul style="list-style-type: none"> <li>Research on cross-cutting and emerging themes</li> <li>Dialogues</li> </ul>	<ul style="list-style-type: none"> <li>Researching on cross-cutting and emerging themes</li> <li>Engaging in debate on</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> </ul>

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• deduce meaning from the tone and intonation of the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Interview procedures</li> <li>• Tone, mood and attitude</li> </ul>	<p>cross-cutting and emerging themes</p> <ul style="list-style-type: none"> <li>• Simulating interview procedures</li> <li>• Interpreting meaning from the tone and intonation of the speaker</li> </ul>	
<b>Critical listening</b>	<ul style="list-style-type: none"> <li>• identify themes from debate, seminars and presentations</li> <li>• draw morals reflecting Unhu/Ubuntu/Vumunhu from oral texts</li> <li>• deduce meaning from the tone and mood of presenters and participants</li> <li>• evaluate presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-cutting and emerging themes</li> <li>• Presentations</li> <li>• Seminars</li> <li>• Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Detecting themes from presentations</li> <li>• Illustrating morals reflecting Unhu/Ubuntu/Vumunhu from oral texts</li> <li>• Interpreting meaning from the tone and mood of presenters and participants</li> <li>• Organising information from presentations and debates</li> <li>• Assessing presentations</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource persons</li> </ul>

## 8.2 SKILL 2 : SPEAKING/SIGNING

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Register</b>	<ul style="list-style-type: none"> <li>• use appropriate registers in different contexts</li> <li>• exhibit the values of Unhu/ Ubuntu/ Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Registers</b> <ul style="list-style-type: none"> <li>- Announcements</li> <li>- Interviews</li> <li>- Non-verbal cues</li> <li>- Negotiation</li> <li>- Conflict management and resolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate registers in different situations</li> <li>• Demonstrating Unhu/Ubuntu/Vumunhu using appropriate registers</li> <li>• Role playing various situations</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> </ul>
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• prepare coherent and logically organised speeches</li> <li>• speak eloquently and concisely in formal and informal contexts</li> <li>• present prepared and impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Speeches on cross-cutting and emerging issues such as:               <ul style="list-style-type: none"> <li>- terrorism</li> <li>- natural disasters</li> <li>- language issues etc</li> </ul> </li> <li>• Speech preparation skills</li> <li>• Public speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking eloquently in formal and informal situations</li> <li>• Presenting prepared and impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Motivational speakers</li> <li>• Famous speeches</li> <li>• Constitution of Zimbabwe</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• express opinions and facts on a variety of topics</li> <li>• defend ideas with supporting evidence on given topics</li> <li>• demonstrate tolerance on differing views</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-cutting and emerging issues: economic, political, social, cultural and religious such as:               <ul style="list-style-type: none"> <li>- careers</li> <li>- time management</li> <li>- enterprise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressing opinions on various cross-cutting and emerging issues</li> <li>• Appreciating different opinions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• The National Constitution</li> <li>• The Hansard</li> <li>• Newspapers and magazines</li> </ul>

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> <li>- parenthood</li> <li>- early marriages</li> </ul>		
<b>SUB SKILL</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Discussions</b>	<ul style="list-style-type: none"> <li>• exhibit knowledge of cross-cutting and emerging issues</li> <li>• present balanced discussions using correct and appropriate language</li> <li>• analyse views raised on a variety of issues</li> <li>• assess the validity of arguments on given topics</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar presentations</li> <li>• cross-cutting and emerging issues: economic, political, social, cultural and religious</li> <li>• National symbols and monuments</li> <li>• Taboos</li> <li>• Indigenous knowledge systems</li> <li>• Gender</li> <li>• Traffic safety</li> <li>• Vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of cross-cutting and emerging issues</li> <li>• Analysing differing views on various issues</li> <li>• Evaluating arguments</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• The National Constitution</li> <li>• The Hansard</li> <li>• Newspapers and magazines</li> <li>• Resource persons</li> <li>• Museums</li> <li>• Highway code</li> </ul>
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>• use various forms of ICT to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• Skype, Instagram, video conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Using various forms of ICT tools to speak effectively</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Visual graphic aids</li> </ul>



### 8.3 SKILL 3 : READING/SIGNING

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Intensive Reading</b>	<ul style="list-style-type: none"> <li>• draw inferences from written texts</li> <li>• paraphrase given information</li> <li>• make notes on read texts</li> <li>• summarise texts</li> <li>• analyse given texts</li> </ul>	<ul style="list-style-type: none"> <li>• Note making</li> <li>• Inferences</li> <li>• Paraphrasing</li> <li>• Summary</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading texts for general information</li> <li>• Inferring meanings</li> <li>• Paraphrasing given texts</li> <li>• Making notes</li> <li>• Writing summaries</li> <li>• Evaluating texts</li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Newspapers</li> <li>• Internet</li> <li>• Advertisements</li> <li>• Access billboards</li> <li>• Print media</li> <li>• Statistical data</li> <li>• I CT tools</li> </ul>
<b>Extensive Reading</b>	<ul style="list-style-type: none"> <li>• evaluate information from a variety of genres</li> <li>• identify themes in a variety of genres</li> <li>• select ideas for discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Genres</li> <li>• Themes</li> <li>• Aspects of Unhu/Ubuntu/Vumunhu in texts</li> <li>• Environmental issues</li> <li>• Disaster management</li> <li>• Economic systems</li> <li>• Multilateral systems</li> <li>• Sport</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing texts, brochures, graphs , journals, magazines and newspapers</li> <li>• Identifying themes</li> <li>• Reviewing texts read</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Internet</li> <li>• Advertisements</li> <li>• Statistical data</li> <li>• I CT tools</li> <li>• Resource persons</li> </ul>
<b>Skimming and Scanning</b>	<ul style="list-style-type: none"> <li>• skim and scan texts</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming</li> </ul>	<ul style="list-style-type: none"> <li>• Reading texts for information</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> </ul>

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>evaluate a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>Scanning</li> <li>Comprehension</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating texts</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> </ul>

#### 8.4 SKILL 4 : WRITING/BRAILING

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Basics of Essay Writing</b>	<ul style="list-style-type: none"> <li>use sources from the library</li> <li>research using ICT tools</li> <li>write compound and complex sentences</li> <li>determine appropriate register for use in different essay types</li> <li>establish relationships between paragraphs</li> <li>hedge language used</li> </ul>	<ul style="list-style-type: none"> <li>library use</li> <li>ICT</li> <li>Compound and complex sentences</li> <li>Discourse markers</li> <li>Essay register</li> </ul>	<ul style="list-style-type: none"> <li>Using the library to get relevant information</li> <li>Researching using ICT tools</li> <li>Constructing compound and complex sentences</li> <li>Analysing appropriateness of discourse markers</li> <li>Using suitable register in different essay types</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Library catalogue</li> <li>Print media</li> </ul>
<b>Free Essay Writing</b>	<ul style="list-style-type: none"> <li>write different types of essays</li> <li>demonstrate creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Types of Essays: <ul style="list-style-type: none"> <li>factual</li> <li>discursive</li> <li>argumentative</li> <li>creative writing</li> </ul> </li> <li>Research project</li> <li>emails</li> </ul>	<ul style="list-style-type: none"> <li>Writing different types of essays</li> <li>Composing novels, short stories, poems, plays, songs, emails</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print and Electronic media</li> <li>Resource persons</li> </ul>

SUB SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Guided Writing</b>	<ul style="list-style-type: none"> <li>• compose different types of guided writings</li> <li>• complete a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• Types of guided writing:               <ul style="list-style-type: none"> <li>- Reports</li> <li>- Articles</li> <li>- Memoranda</li> <li>- Interview scripts</li> <li>- Brochures</li> <li>- Advertisements</li> </ul> </li> <li>- Curriculum Vitae/Resumé</li> <li>- Project proposals</li> <li>• Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of guided tasks</li> <li>• Amplifying pegs</li> <li>• Following given instructions</li> <li>• Organising ideas</li> <li>• Filling in forms</li> </ul>	<ul style="list-style-type: none"> <li>• Print and electronic media</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Forms</li> </ul>

## **9.0 ASSESSMENT**

The scheme of assessment for the Forms 5 and 6 Communication Skills syllabus covers continuous and summative assessments. The four main language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing and their sub-skills will be assessed. The assessment will be grounded on the principle of inclusivity which caters for learners with diverse needs. Therefore, arrangements, accommodations and modifications will be made in both continuous and summative assessments to enable learners with special needs to access the assessment tools.

### **9.1 ASSESSMENT OBJECTIVES**

The Communication Skills syllabus will be assessed through Continuous and Summative Assessment. The following assessment objectives outline the skills which will be assessed during and at the end of the two-year programme:

### **9.2 WRITING SKILLS**

During and at the end of the two-year programme, learners should be able to:

- 9.2.1 write persuasive (argumentative), balanced (discursive) and informative (factual/expository) essays
- 9.2.2 write interview scripts, project proposals, research projects, curriculum vitae, letters, speeches, reports, articles and memoranda from notes, texts, diagrams, statistical data, and graphs
- 9.2.3 amplify given information
- 9.2.4 write with grammatical accuracy

- 9.2.5 use discourse markers correctly to create a sense of cohesion and coherence within and among paragraphs
- 9.2.6 write in a style and register appropriate to the subject matter
- 9.2.7 cite sources correctly in their written work

### **9.3 READING/SIGNING**

Learners should be able to:

- 9.3.1 follow the development of ideas in texts
- 9.3.2 recognise how language is used in texts to indicate relationships of ideas
- 9.3.3 distinguish main propositions from exemplifying or qualifying details
- 9.3.4 deduce information that is implied in texts
- 9.3.5 infer the contextual meanings of words and phrases
- 9.3.6 paraphrase ideas from texts
- 9.3.7 analyse the feelings, qualities and motives of characters and authors in texts
- 9.3.8 compare, contrast and classify information
- 9.3.9 summarise specific aspects of texts
- 9.3.10. read proficiently

### **9.4 SPEAKING/SIGNING AND LISTENING/OBSERVING**

Speaking and listening complement each other and are therefore usually taught together.

#### **9.4.1 SPEAKING/SIGNING**

Learners should be able to:

- 9.4.1.1 communicate ideas clearly, accurately and confidently on a variety of topics
- 9.4.1.2 debate confidently on topical, cross-cutting and emerging issues
- 9.4.1.3 use appropriate tone, intonation and gestures to emphasise points
- 9.4.1.4 use appropriate register depending on social situation, audience, subject matter or area being discussed

## LISTENING/OBSERVING

Learners should be able to:

9.4.2.1 listen with concentration

9.4.2.2 listen selectively

9.4.2.3 react appropriately to different oral text types

9.4.2.4 summarise oral texts

### 9.5 SCHEME OF ASSESSMENT

The scheme of assessment for the Forms 5 and 6 Communication Skills syllabus covers continuous and summative assessments.

#### 9.5.1 CONTINUOUS ASSESSMENT

Continuous Assessment will be assessed as follows:

LEVEL	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form 5	Speaking	1 task per year	15%
	Reading proficiency	1 task per year	
	Writing project	1 task per year	
Form 6	Speaking	2 tasks per year	15%
	Reading proficiency	2 tasks per year	
	Writing project	1 task per year	
<b>TOTAL</b>			<b>30%</b>

#### 9.5.2 SUMMATIVE ASSESSMENT

The summative assessment comprises two components as follows:

<b>PAPER TITLE</b>	<b>DURATION</b>	<b>MARKS</b>	<b>WEIGHTING</b>
1. Essay Writing	2 hours	50	35%
2 .Comprehension and Summary Writing	2 hours	50	35%
<b>TOTAL</b>		<b>100</b>	<b>70%</b>

## 9.6 PAPER DESCRIPTIONS

**9.6.1 Paper 1 Essay Writing (2 Hours):** The paper will comprise two sections, A and B.

**Section A: 20 marks:** A compulsory guided essay writing question will be set. The writing task will be of a practical nature. Information that will be given may be in the form of notes, texts, graphs, statistical data or pictures. Candidates may be asked to write interview scripts, project proposals, brochures, advertisements, curriculum vitae, letters, speeches, reports, articles or memoranda.

**Section B: 30 marks:** 8 questions on different themes and cross-cutting issues will be set. The topics will be argumentative and discursive in nature. Candidates will be expected to choose 1 question. Questions may be set on any of the following cross-cutting and emerging issues:

### **Socio-economic:**

- Employment creation
- Wealth and poverty
- Financial management [insurance, budgeting, stock exchange, investment, pension, broking]
- Enterprise
- Tourism, travel and leisure
- Drug, alcohol and substance abuse
- Health education [human sexuality, HIV and AIDS, family planning, diseases]
- Vulnerable groups
- The media
- Globalisation [Economic Systems such as Capitalism, Neo-colonialism, Socialism ]
- [Multilateral Systems such as Southern Africa Development Community (SADC), African Union (AU), United Nations (UN), International Monetary Fund (IMF), European Union (EU)]

<b>Cultural:</b>	<ul style="list-style-type: none"> <li>Unhu/Ubuntu/Vumunhu</li> <li>Art, music and dance/ entertainment</li> <li>Religion, values and morals</li> <li>Love and marriage</li> <li>Gender issues</li> <li>Literature</li> <li>Multiculturalism</li> <li>Heritage</li> </ul>
<b>Language Status:</b>	Indigenous, International, Official, Foreign, Second
<b>Civil and Political:</b>	<ul style="list-style-type: none"> <li>National symbols and monuments</li> <li>Human rights and democracy</li> <li>The National Constitution</li> <li>Terrorism</li> <li>Estates</li> </ul>
<b>Science and Technology:</b>	<ul style="list-style-type: none"> <li>Access to technology</li> <li>Principles and application</li> <li>Innovations</li> </ul>
<b>Other Issues:</b>	<ul style="list-style-type: none"> <li>Natural and man-made disasters</li> <li>Environmental issues</li> <li>Time management</li> <li>Careers</li> <li>Safety</li> </ul>

**N.B: These suggested topics are not in any way exhaustive but are mere guidelines to assist the teacher to broaden the scope of the study.**

### **9.6.2 Paper 2: Comprehension and Summary (2 hours)**



**The paper will consist of two sections, A and B, both of which will be compulsory.**

**Section A:** Compulsory Summary [20 marks]

A factual passage will be set from which candidates will be expected to answer a summary question

**Section B:** Compulsory Comprehension [30 marks]

A passage will be set from which candidates will be expected to answer comprehension questions

## **SPECIFICATION GRID**

In the Form 5 and 6 Communication Skills Paper 1 assessment, learners are expected to demonstrate their linguistic competence, ability to present reasonable balanced discussions and organise ideas.

The Form 5 and 6 Communication Skills Paper 2 test instrument will conform to the following specification grid:

<b>SKILL</b>	<b>WEIGHTING</b>
Simple Recall	10%
Comprehension	60%
Analysis, synthesis and evaluation	30%
<b>TOTAL</b>	<b>100%</b>

## **9.0 ASSESSMENT MODEL**

Learners will be assessed using both continuous and summative assessments as indicated by the assessment model below

