



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HISTORY SYLLABUS

FORMS 5 - 6

2015 - 2022

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1.0 PREAMBLE

1.1 INTRODUCTION

The History syllabus covers the last two years of secondary education (Forms 5 and 6). It builds on the Forms 1 to 4 History syllabus by continuing with the earlier themes in greater detail. The syllabus also introduces new themes in the study of the History of Zimbabwe and the wider world. In order to safeguard Zimbabwe's important national heritage and enable learners to participate effectively in the local and international community, it is crucial for learners studying History to acquire skills and knowledge for a deeper understanding of how societies develop socially, economically and politically and the way they relate to each other. The syllabus is designed for learners from diverse backgrounds and deals with socio-economic as well as political status of both men and women from the Stone Age era to the present. It seeks to promote Unhu/Ubuntu/Vumunhu (societal norms and values), instill patriotism and celebrate diversity which are critical for nation-building and responsible citizenship.

1.2 RATIONALE

The learning area provides learners with deep understanding and critical analysis of political, social and economic developments of societies in Zimbabwe, Africa and the wider world. In addition, the syllabus promotes in learners the importance of protecting the territorial integrity, sovereignty of Zimbabwe and African states as well as the need for a harmonious relationship with the rapidly evolving international community. The study of History seeks to produce a learner who is pro-active, productive and adds value to the community. The learner will be equipped with important life skills such as conflict resolution, business creativity, vocational and analytical skills. The methodologies employed in this syllabus are inclusive and learner-centred. This learning area seeks to inculcate in learners values and norms such as responsible citizenship, Unhu/Ubuntu/Vumunhu and patriotism.

1.3 SUMMARY OF CONTENT

This syllabus covers historical developments in Zimbabwe, sub-Saharan Africa and the wider world. The learning area enables learners to draw lessons from the evolving international relations. It ensures sustenance of nationalism and patriotism through an appreciation of Zimbabwe and other countries' struggles for political,

social and economic emancipation.

The History syllabus enables learners to develop skills in:

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

1.4 ASSUMPTIONS

It is assumed that learners:

- Have knowledge of the dynamics in History
- Have communication skills
- Are aware of the different developmental stages that Zimbabwean societies have passed through
- Are aware of the importance of regional and international relations
- Have knowledge of causes, events and impact of wars
- Are aware of different modes of production from communalism to socialism
- Have acquired leadership, self-management, research, problem solving and technological skills
- Are aware of human rights and responsibilities
- Have general knowledge of heritage studies
- Have engaged in project work, co-operative work and self-assessment activities

1.5 CROSS CUTTING THEMES

- Gender
- Heritage studies
- Enterprise
- Human Rights and responsibilities
- Conflict and Crisis Management
- Financial Literacy
- Sexuality, HIV / AIDS
- Constitution of Zimbabwe
- Collaboration
- Environmental issues
- Health
- ICT skills

2.0 PRESENTATION OF SYLLABUS

The History Syllabus is presented as a single document which covers Forms 5 and 6.

3.0 AIMS

The syllabus seeks to:

- sustain interest in the study of History by promoting an understanding of national, regional and international historical events
- inculcate appropriate skills and tools of analysing historical transformations of societies
- develop an understanding of the impact of colonisation on African nations
- conscientise learners on demography, democracy, human rights and responsibilities
- nurture skills consistent with Unhu/Ubuntu/Vumunhu for nation building
- develop literacy and desirable numeracy skills including practical competences necessary for life

4.0 SYLLABUS OBJECTIVES

By the end of Form 6 learners should be able to:

- interpret historical evidence
- analyse historical events in their context
- demonstrate appropriate skills and tools for historical analysis
- assess the impact of colonisation on African nations
- participate in national events as demonstration of patriotism
- examine population dynamics, gender, democracy, human rights and responsibilities in History
- apply ICT skills in the study of History
- demonstrate the concept of Unhu/Ubuntu/Vumunhu in nation building
- exhibit literacy and desirable numeracy skills including practical competences through project work, exhibitions, festivals, planning and organising seminars and symposiums

5.0 METHODOLOGY AND TIME ALLOCATION

The teaching of History will be accomplished through the

use of the following learner-centred and multi-sensory approaches:

- Researches
- Debates
- Symposiums and seminars
- Exhibitions
- Surveys
- Media
- Documentaries and films
- Realia
- Modelling
- Case studies
- Group discussions
- Projects
- Educational tours
- Use of resource persons
- E-learning
- Work-related learning
- Folklore
- Drama, songs and poetry
- Role play
- Imitation or Simulation
- Games and Quizzes

TIME ALLOCATION

For the successful and effective coverage of this syllabus, 10 periods of 35 minutes should be allocated per week. Learners should go on educational tours twice a year and two weeks of continuous work-related learning per year. They should also participate in at least one exhibition or festival and one skills-based seminar per year.

6.0 TOPICS

1. Sources of History
2. Development of pre-colonial societies and states
3. Early Foreign contacts with Zimbabwe
4. Transition from Slave Trade to Legitimate Trade
5. Imperialism in Africa
6. Colonisation of Zimbabwe and Primary Resistance
7. First Chimurenga/Umvukela
8. Colonial Administration in Rhodesia
9. Primary Resistance Movements and Armed Struggles in other African countries
10. Second Chimurenga / Umvukela in Zimbabwe
11. Post-Independence Developments in Zimbabwe (1980-2000)
12. Indigenisation, Land Reform and Empowerment in Zimbabwe
13. The Constitution of Zimbabwe
14. The French Revolution and the Napoleonic Era

- 15. Nationalism in Europe
- 16. The First World War and Peace Settlements
- 17. Fascism and the Second World War
- 18. The Communist Revolutions
- 19. Regional and International Relations

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 5	FORM 6
Sources of History	<ul style="list-style-type: none"> • Types of sources • Interpretation of sources 	
Development of pre-colonial societies and states	<ul style="list-style-type: none"> • Pre-colonial societies (San and Khoi-Khoi) • Internal organisation • Indigenous knowledge systems • Bantu migrations • Impact of the Bantu migrations • Origins of states • Internal organisation of states • Decline of various pre-colonial states 	
Early Foreign contacts with Zimbabwe	<ul style="list-style-type: none"> • Individuals and groups • States 	
Transition from Slave Trade to Legitimate Trade		<ul style="list-style-type: none"> • Abolition of Slave Trade • Transition to Legitimate Trade
Imperialism in Africa	<ul style="list-style-type: none"> • Scramble and Partition of Africa 	
Colonisation of Zimbabwe and Primary Resistance	<ul style="list-style-type: none"> • The Occupation of Zimbabwe • Anglo-Ndebele War 	
First Chimurenga/Umvukela 1	<ul style="list-style-type: none"> • Causes, Course and Results of the First Chimurenga/Umvukela 	
Colonial Administration in Rhodesia	<ul style="list-style-type: none"> • Colonial rule 	
Primary Resistance Movements and Armed Struggles in other African countries	<ul style="list-style-type: none"> • Initial primary resistance in Ethiopia (Menelik II) 	

TOPIC	FORM 5	FORM 6
	<ul style="list-style-type: none"> • Post pacification resistance in Tanzania (Maji Maji) Uprising • Armed struggle in Mozambique 	
Second Chimurenga/Umvukela	<ul style="list-style-type: none"> • Rise of African Nationalism • The Armed struggle • Lancaster House Conference 	
Post-independence Developments in Zimbabwe (1980-2000)	<ul style="list-style-type: none"> • Political Developments • Social Developments • Economic Developments • Foreign Policy 	
Indigenisation, Land Reform and Empowerment and Zimbabwe	<ul style="list-style-type: none"> • Indigenisation, Empowerment and enterprise skills • Land reform: theory and practice after 1980 • Protection of intellectual property 	
The Constitution of Zimbabwe		<ul style="list-style-type: none"> • Human rights and responsibilities • Democracy in Zimbabwe
The French Revolution and the Napoleonic Era		<ul style="list-style-type: none"> • The French Revolution • Napoleonic era
Nationalism in Europe		<ul style="list-style-type: none"> • The Vienna Settlement and Congress System • The Restored Bourbons in France • Unification in Germany and Italy
The First World War and Peace Settlements		<ul style="list-style-type: none"> • The First World War • Peace Settlements and the League of Nations
Fascism and the Second World War		<ul style="list-style-type: none"> • Fascism in Italy and Germany • Second World War
The Communist Revolutions		<ul style="list-style-type: none"> • Russian (1905-1945) and Chinese (1900-1976) Revolutions
Regional and International Relations		<ul style="list-style-type: none"> • Regional and International organisations

8.0 COMPETENCY MATRIX

TOPIC 1: SOURCES OF HISTORY

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Types of Sources of History	<ul style="list-style-type: none"> • identify sources of history • explain these sources of history • examine the sources of history 	<ul style="list-style-type: none"> • Sources of history such as: <ul style="list-style-type: none"> - Written evidence - Archaeology - Oral traditions / oral history - Visual sources • Advantages and disadvantages of these sources 	<ul style="list-style-type: none"> • Discussing the sources of history • Analysing the sources of history • Undertaking educational tours • Debating the strength and weaknesses of each source 	<ul style="list-style-type: none"> • Artefacts • ICT tools • MP4 Recorders • Brailled material • Resources persons • Talking books • Sign Language Interpreters
Interpretation of sources	<ul style="list-style-type: none"> • evaluate the contribution of various sources in recovering pre-colonial history 	<ul style="list-style-type: none"> • Contribution of various sources to the study of history 	<ul style="list-style-type: none"> • Assessing the contribution of sources in recovering pre-colonial history • Undertaking projects on the contribution of sources 	<ul style="list-style-type: none"> • Artefacts • ICT tools • MP4 Recorders • Brailled material • Resources persons

TOPIC 2: DEVELOPMENT OF PRE-COLONIAL SOCIETIES AND STATES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Pre-colonial societies (San and Khoi-Khoi) Internal organisation	<ul style="list-style-type: none"> explain the internal organisation of these societies 	<ul style="list-style-type: none"> San and Khoi-Khoi internal organization 	<ul style="list-style-type: none"> Discussing the internal organisation of the San and Khoi-Khoi Touring Stone Age historical sites Role playing San activities Watching documentaries on the San and Khoi-Khoi 	<ul style="list-style-type: none"> Artefacts ICT tools MP4 Recorders Brailed material Resource persons Talking books Sign Language Interpreters
Indigenous knowledge systems	<ul style="list-style-type: none"> examine the impact of San and Khoi-Khoi's indigenous knowledge systems on present societies 	<ul style="list-style-type: none"> Impact of knowledge systems such as; <ul style="list-style-type: none"> Medicine Paint Poison Hunting methods 	<ul style="list-style-type: none"> Undertaking a project on the San and Khoi-Khoi's indigenous knowledge systems Analysing the impact of the San and Khoi-Khoi's indigenous knowledge systems on present societies 	<ul style="list-style-type: none"> Artefacts ICT tools MP4 Recorders Brailed material Resources persons Talking books Sign Language Interpreters
Bantu migrations	<ul style="list-style-type: none"> trace the origins of the Bantu explain theories of the Bantu migrations analyse the causes of the Bantu migrations 	<ul style="list-style-type: none"> Origins of the Bantu Theories of the Bantu migrations Causes of Bantu migrations 	<ul style="list-style-type: none"> Outlining the origins of the Bantu migrations Discussing the theories of the origins of the Bantu migrations Debating the causes of the Bantu migrations 	<ul style="list-style-type: none"> Brailed material and equipment ICT Maps Pictures
Impact of the Bantu migrations	<ul style="list-style-type: none"> evaluate the impact of Bantu migrations on pre-colonial societies in Southern Africa 	<ul style="list-style-type: none"> Impact of Bantu migrations 	<ul style="list-style-type: none"> Undertaking research on the impact of the Bantu migrations 	<ul style="list-style-type: none"> Maps ICT

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Origins of states	<ul style="list-style-type: none"> • examine the origins of pre-colonial states in Sub-Saharan Africa • explain the theories of the origins of pre-colonial states • analyse the controversies surrounding the origins and construction of Great Zimbabwe 	<ul style="list-style-type: none"> • Origins of pre-colonial states such as: <ul style="list-style-type: none"> - Mapungubwe - Great Zimbabwe - Mutapa - Rozvi - Torwa - Zulu - Ndebele - Gaza - Mandinka • Theories on the origins e.g Great Zimbabwe, Mutapa, Rozvi 	<ul style="list-style-type: none"> • Debating the origins of pre-colonial states • Discussing theories on origins of pre-colonial states • Debating the controversies surrounding the origins of Great Zimbabwe, Mutapa and Rozvi states 	<ul style="list-style-type: none"> • Brailled material and equipment • ICT • Maps • Talking books • Sign Language Interpreters
Internal organisation	<ul style="list-style-type: none"> • outline the internal organisation of pre-colonial states • analyse the contribution of internal organisation to the development and expansion of states 	<ul style="list-style-type: none"> • Internal organisation such as; <ul style="list-style-type: none"> - Political - Economic - Social 	<ul style="list-style-type: none"> • Explaining the internal organisation of pre-colonial states • Debating on factors that led to the development and expansion of states 	<ul style="list-style-type: none"> • Brailled material and equipment • ICT • Maps • Talking books • Sign Language Interpreters
Decline	<ul style="list-style-type: none"> • examine factors that led to the decline of states • compare the impact of internal and external factors to the decline of states 	<ul style="list-style-type: none"> • Factors leading to the demise / fall of states • Internal and external factors that led to the decline of states 	<ul style="list-style-type: none"> • Explaining factors that led to the demise of states • Debating the impact of internal and external factors in the decline 	<ul style="list-style-type: none"> • Brailled material and equipment • ICT • Maps • Talking books • Sign Language Interpreters

TOPIC 3: EARLY FOREIGN CONTACTS WITH ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Individuals and groups	<ul style="list-style-type: none"> identify groups that had early contacts with Zimbabwean societies outline the activities of these individuals and groups assess the impact they had on Zimbabwean societies 	<ul style="list-style-type: none"> Individuals and groups that had contact with Zimbabwean societies such as; <ul style="list-style-type: none"> - Traders - Missionaries - Hunters - Concession seekers - explorers Activities of these groups Impact on Zimbabwean societies 	<ul style="list-style-type: none"> Naming individuals and groups that had early contact with the Zimbabwean societies Discussing the activities of these groups Debating the impact they had on Zimbabwean societies 	<ul style="list-style-type: none"> ICT tools MP4 Recorders Brailed material Archival material Talking books Sign Language Interpreters
States	<ul style="list-style-type: none"> identify states that had early contact with Zimbabwean societies examine the nature of their activities evaluate the impact of their activities on Zimbabwean societies 	<ul style="list-style-type: none"> States that had contact with Zimbabwe such as; <ul style="list-style-type: none"> - Persia - China - India - Portugal - Germany - Britain - Arabia - Transvaal - Orange Free State Nature of activities Impact of their activities 	<ul style="list-style-type: none"> Listing the states that had contact with Zimbabwean societies Researching on the nature of their activities Assessing the impact of their activities on Zimbabwean societies 	<ul style="list-style-type: none"> ICT tools MP4 Recorders Brailed material Archival material Talking books Sign Language Interpreters Maps

TOPIC 4: TRANSITION FROM SLAVE TRADE TO LEGITIMATE TRADE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Abolition of Slave Trade</p>	<ul style="list-style-type: none"> • explain the abolition of Slave Trade • analyse the process leading to the abolition of Slave Trade • examine the impact of the abolition of Slave Trade on Africa 	<ul style="list-style-type: none"> • Abolition of Slave Trade • Process of abolition • Impact of abolition of Slave Trade 	<ul style="list-style-type: none"> • Discussing reasons for the abolition of Slave Trade • Researching on the process of abolition • Debating on the impact of abolition 	<ul style="list-style-type: none"> • Maps • Songs • Films and documentaries • ICT tools • Resource persons • Models of slave equipment • Talking books • Sign Language Interpreters
<p>Transition to Legitimate Trade</p>	<ul style="list-style-type: none"> • outline reasons for the transition to legitimate trade • identify states that successfully switched to legitimate trade and those that failed • assess the impact of the transition from Slave trade to legitimate trade on African societies 	<ul style="list-style-type: none"> • Reasons for transition • States that switched to legitimate trade and states that failed in East and West Africa • Impact of the transition from Slave trade to legitimate trade such as; <ul style="list-style-type: none"> - development of cities and towns - emergence of powerful states like Opobo 	<ul style="list-style-type: none"> • Explaining the transition to legitimate trade • Listing states that successfully switched to legitimate trade and those that failed • Debating the impact of the transition on African societies 	<ul style="list-style-type: none"> • Maps • ICT tools • Songs • Drama • Documentaries • Talking books • Sign Language Interpreters

TOPIC 5: IMPERIALISM IN AFRICA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Scramble and Partition of Africa	<ul style="list-style-type: none"> • explain the causes of the Scramble for Africa • analyse the process of the partition of Africa • examine the terms of the Berlin Colonial Conference 1884-5 • assess the effects of the partition of Africa on both Africa and Europe 	<ul style="list-style-type: none"> • Causes of the scramble • Process of the partition of Africa • Terms of the Berlin Colonial Conference 1884-5 • Effects of the partition of Africa on both Africa and Europe 	<ul style="list-style-type: none"> • Discussing the causes • Simulating the partition of Africa • Explaining the terms of the Berlin Colonial Conference 1884-5 • Analysing the effects of the Scramble and Partition of Africa • Dramatising the Scramble and Partition of Africa 	<ul style="list-style-type: none"> • ICT tools • Documentaries • Talking Books • Songs • Drama • Maps • Sign Language Interpreters

TOPIC 6: COLONISATION OF ZIMBABWE AND PRIMARY RESISTANCE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Occupation of Zimbabwe	<ul style="list-style-type: none"> examine the reasons for the colonisation of Zimbabwe analyse the steps taken to occupy Zimbabwe up to 1890 	<ul style="list-style-type: none"> Reasons for the colonisation Steps taken <ul style="list-style-type: none"> Treaties and Concessions Royal Charter Pioneer Column 	<ul style="list-style-type: none"> Analysing the reasons for colonisation of Zimbabwe Researching on the steps taken to occupy Zimbabwe up to 1890 Role playing the granting of the Royal Charter Simulating the hoisting of the Union Jack, grabbing of land and displacement of indigenous people Designing a project on expropriation of resources Visiting archives and museums Researching on the role played by Chaminuka in conscientising the society on the coming of the whites 	<ul style="list-style-type: none"> Resource person ICT tools Documentaries Talking Books Songs Drama Maps Copies of treaties Sign Language Interpreters Brailed material and equipment
Anglo-Ndebele War (1893-4)	<ul style="list-style-type: none"> examine the causes of Anglo-Ndebele war assess the events of the Anglo-Ndebele war analyse the results of the Anglo-Ndebele war 	<ul style="list-style-type: none"> Causes of the Anglo-Ndebele war Events of the Anglo-Ndebele war Results of the Anglo-Ndebele war 	<ul style="list-style-type: none"> Discussing the causes of Anglo-Ndebele war Dramatising the Anglo-Ndebele war Assessing the results of the Anglo-Ndebele war Visiting historical battle sites 	<ul style="list-style-type: none"> Resource persons ICT tools Documentaries Talking Books Songs Drama Maps Sign Language Interpreters

TOPIC 7: FIRST CHIMURENGA / UMVUKELA 1896-7

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Causes, Course and Results of the First Chimurenga / Umvukela</p>	<ul style="list-style-type: none"> • explain the causes of the First Chimurenga / Umvukela • analyse the course of the First Chimurenga / Umvukela • assess the impact of the First Chimurenga / Umvukela • examine the role played by spirit mediums in the First Chimurenga/ Umvukela • account for African defeat in the First Chimurenga 	<ul style="list-style-type: none"> • Causes of the First Chimurenga / Umvukela • Course of Chimurenga • Impact of the First Chimurenga / Umvukela • Role played by spirit mediums, heroes and heroines in the First Chimurenga / Umvukela • Reasons for African defeat in the First Chimurenga/Umvukela 	<ul style="list-style-type: none"> • Discussing the causes of the First Chimurenga / Umvukela • Role playing the events of the First Chimurenga / Umvukela • Analysing the impact of the First Chimurenga / Umvukela • Carrying out a project on lessons learnt from the First Chimurenga/Umvukela • Singing the national anthem • Reciting the national pledge • Participating in national events to promote a sense of patriotism and national pride • Researching on the role played by spirit mediums 	<ul style="list-style-type: none"> • Brailled material and equipment • MP4 Recorders • Talking books • ICT tools • Documentaries • Songs • Films • Resource person • Sign Language Interpreters • Maps • Photographs

TOPIC 8: COLONIAL ADMINISTRATION IN RHODESIA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Colonial Rule	<ul style="list-style-type: none"> • explain the nature of Colonial Administration in Rhodesia • assess the impact of Colonial Administration in Rhodesia 	<ul style="list-style-type: none"> • Colonial legislation • Nature of Colonial Administration <ul style="list-style-type: none"> - Company Rule (1890-1923) - Settler Rule (1923-79) • Impact of Colonial Administration 	<ul style="list-style-type: none"> • Discussing the nature of Colonial Administration • Debating the impact of Colonial Administration • Undertaking a tour to museums and National Archives of Zimbabwe 	<ul style="list-style-type: none"> • Songs • Films and documentaries • ICT tools • Resource persons • Sign Language Interpreters • Brailled material and equipment

TOPIC 9: PRIMARY RESISTANCE MOVEMENTS AND ARMED STRUGGLES IN OTHER AFRICAN COUNTRIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Initial Primary Resistance in Ethiopia (Menelik II)	<ul style="list-style-type: none"> assess the causes and nature of the initial primary resistance examine the results of initial primary resistance in Ethiopia 	<ul style="list-style-type: none"> Resistance in Ethiopia <ul style="list-style-type: none"> - Causes - Nature - Results 	<ul style="list-style-type: none"> Discussing the causes and nature of initial primary resistance in Ethiopia Analysing results of initial primary resistance 	<ul style="list-style-type: none"> MP4 Recorders Talking books ICT tools Sign Language Interpreters Brailed material and equipment Maps
Post Pacification Resistance in Tanzania (Maji-Maji Uprising)	<ul style="list-style-type: none"> explain the causes, course and results of the Maji-Maji Uprising assess the effectiveness of methods employed by Maji-Maji 	<ul style="list-style-type: none"> Maji-Maji Uprising in Tanzania <ul style="list-style-type: none"> - Causes - Course - results effectiveness of methods used by the Maji-Maji 	<ul style="list-style-type: none"> Discussing the causes, course and results Debating the effectiveness of methods used in resisting colonial domination 	<ul style="list-style-type: none"> MP4 Recorders Talking books ICT tools Sign Language Interpreters Brailed material and equipment Maps Pictures
Armed Struggle in Mozambique	<ul style="list-style-type: none"> analyse the causes, course and results of the armed struggle in Mozambique examine the contribution of foreign states in Mozambique's armed struggle 	<ul style="list-style-type: none"> Armed struggle in Mozambique <ul style="list-style-type: none"> - Causes - Course - Results Contribution of foreign states 	<ul style="list-style-type: none"> Discussing the causes, course and results Debating the contribution of foreign states in the Mozambican liberation struggle 	<ul style="list-style-type: none"> MP4 Recorders Talking books ICT tools Resource person Sign Language Interpreters Brailed material and equipment Maps

TOPIC 10: SECOND CHIMURENGA / UMOVUKELA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Rise of African Nationalism	<ul style="list-style-type: none"> • assess the nature of early African nationalist organisations • analyse the transition from Trade-Unionism to Mass Nationalism • explain the formation of nationalist political parties 	<ul style="list-style-type: none"> • Nature of early African nationalist organisations up to 1957 • Transition from Trade-Unionism to Mass Nationalism • Nationalist Political Parties 	<ul style="list-style-type: none"> • Discussing the nature of early African nationalist organisations • Researching on the transition from Trade-Unionism to mass nationalism • Interviewing resource persons 	<ul style="list-style-type: none"> • Brailled material and equipment • MP4 Recorders • Talking books • ICT tools • Documentaries • Songs • Films • Resource person • Sign Language • Maps • Photographs
Armed Struggle	<ul style="list-style-type: none"> • explain the causes of the Second Chimurenga/Umvukela • analyse the main political and military developments in the Second Chimurenga / Umvukela • assess the impact of the Second Chimurenga / Umvukela on Africans • examine the role played by spirit mediums, peasants, chiefs, churches, women, organizations and war collaborators in the Second 	<ul style="list-style-type: none"> • Causes of the Second Chimurenga / Umvukela • Attempts to end the war by peaceful means • Battles fought • Impact of the Second Chimurenga / Umvukela ,chiefs warn Africans • Role played by spirit mediums, women,war collaborators chiefs , organizations and churches in the Second Chimurenga / 	<ul style="list-style-type: none"> • Discussing the causes of the Second Chimurenga / Umvukela • Role playing the main events of the Second Chimurenga / Umvukela • Analysing the impact of the Second Chimurenga / Umvukela • Touring heroes acres and battle sites, prisons, detention and restriction camps • Carry out a project on lessons learnt from the Second Chimurenga/Umvukela • Singing the national anthem 	<ul style="list-style-type: none"> • Brailled material and equipment • MP4 Recorders • Talking books • ICT tools • Documentaries • Songs • Films • Resource person • Sign Language • Interpreters • Maps • Photographs

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	Chimurenga / Umvukela	Umvukela	<ul style="list-style-type: none"> • Reciting the national pledge • Interviewing former freedom fighters, detainees, collaborators and restrictees • Participating in national events to promote a sense of patriotism and national pride • Researching on the role played by spirit mediums 	
Lancaster House Conference	<ul style="list-style-type: none"> • explain the reasons behind the convening of the Lancaster House Conference • assess the key provisions of the Lancaster House Settlement 	<ul style="list-style-type: none"> • Reasons for convening the Lancaster House Conference • Provisions of the Lancaster House Settlement 	<ul style="list-style-type: none"> • Discussing the reasons behind convening the conference • Debating the advantages and disadvantages of the Lancaster House Settlement • Researching on the impact of the Lancaster House conference 	

TOPIC 11: POST-INDEPENDENCE DEVELOPMENTS IN ZIMBABWE (1980-2000)

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Political Developments</p>	<ul style="list-style-type: none"> examine the composition of the 1980 Government of National Unity analyse the policy of reconciliation explain the political challenges faced by the Government of National Unity outline the terms of the unity accord 	<ul style="list-style-type: none"> Composition of the 1980 Government of National Unity The reconciliation policy Challenges faced for example political challenges Unity Accord of 1987 	<ul style="list-style-type: none"> Researching on the composition and effectiveness of the Government of National Unity Debating on the impact of the policy of reconciliation Discussing the political challenges faced by the Government of National Unity Simulating the 1987 Unity Accord talks 	<ul style="list-style-type: none"> MP4 Recorders Talking books ICT tools Resource person Brailed material and equipment Sign Language Interpreters Photographs Documents Documentaries
<p>Economic Developments</p>	<ul style="list-style-type: none"> explain government economic blueprints analyse government economic achievements examine the economic challenges faced by government 	<ul style="list-style-type: none"> Government economic blueprints such as Growth with Equity, Transitional National Development Plan, Five Year Plan Economic Achievements Challenges faced by the government such as balance of payment deficit, external interference 	<ul style="list-style-type: none"> Examining governments economic blueprints Discussing government economic achievements Assessing economic challenges faced by the government 	<ul style="list-style-type: none"> MP4 Recorders Talking books ICT tools Resource person Brailed material and equipment Sign Language Interpreters Photographs Documents Documentaries

	<ul style="list-style-type: none"> • examine social developments after 1980 • assess the social challenges faced by the government 	<ul style="list-style-type: none"> • Social developments such as <ul style="list-style-type: none"> - Education - Health - Human rights • Social challenges 	<ul style="list-style-type: none"> • Comparing social developments before and after independence • Researching on social developments since 1980 • Touring health and educational institutions established after 1980 • Analyzing social challenges faced by the government 	<ul style="list-style-type: none"> • MP4 Recorders • Talking books • ICT tools • Resource person • Brailled material and equipment • Sign Language Interpreters • Photographs • Documents • Documentaries
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TOPIC 12: INDIGENISATION, LAND REFORM AND EMPOWERMENT IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Indigenisation, Empowerment and Enterprise Skills	<ul style="list-style-type: none"> outline the indigenisation and empowerment policies introduced after independence examine the implementation of these policies after independence design business models that promote indigenisation and national pride 	<ul style="list-style-type: none"> Indigenisation and empowerment policies such as Affirmative Action, indigenisation of the civil service, the security sector and local councils Implementation of the policies Business models that promote indigenisation and national pride 	<ul style="list-style-type: none"> Discussing the indigenisation and empowerment policies Assessing the implementation of the indigenisation and empowerment policies Undertaking a project that utilises indigenous knowledge systems 	<ul style="list-style-type: none"> Brailed material and equipment Documentaries MP4 Recorders Talking books ICT tools Resource person Sign Language Interpreters
Land Reform: Theory and Practice after 1980	<ul style="list-style-type: none"> identify the laws governing Land Reform from 1980 assess the implementation of the Land Reform policies after 1980 assess reasons for the Third Chimurenga analyse the impact of the Third Chimurenga 	<ul style="list-style-type: none"> Laws governing Land Reform, for example Lancaster House Agreement terms Land Acquisition Act 1992 Laws after 2000 Land Reform policies Reasons for Third Chimurenga 	<ul style="list-style-type: none"> Outlining laws governing Land Reform from 1980 Discussing the implementation of the Land Reform policies Touring resettlement farms Undertaking a research project chronicling the history of the land tenure system in Zimbabwe Researching on the background of the Third Chimurenga 	<ul style="list-style-type: none"> Brailed material and equipment Policy documents Documentaries MP4 Recorders Talking books ICT tools Resource person Sign Language Interpreters
Protection of Intellectual Property	<ul style="list-style-type: none"> identify laws and regulations governing protection of intellectual property in Zimbabwe analyse the government's efforts in enforcing registration of intellectual property within and outside Zimbabwe evaluate the successes and 	<ul style="list-style-type: none"> Laws and regulations governing intellectual property Government's efforts in enforcing the registration of intellectual property Successes and 	<ul style="list-style-type: none"> Outlining laws and regulations governing intellectual property Researching government's efforts in enforcing the registration of intellectual property Assessing the successes and 	<ul style="list-style-type: none"> Constitution of Zimbabwe Acts of Parliament Brailed material and equipment Documentaries MP4 Recorders Talking books

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	challenges faced by individuals and institutions in registering intellectual property in Zimbabwe	challenges faced in registering intellectual property	challenges faced in registering intellectual property	<ul style="list-style-type: none"> • ICT tools • Resource person • Sign Language Interpreters

TOPIC 13: THE CONSTITUTION OF ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Human Rights and Responsibilities</p>	<ul style="list-style-type: none"> outline human rights and responsibilities assess efforts made by the Government of Zimbabwe in promoting human rights and responsibilities 	<ul style="list-style-type: none"> Human Rights and Responsibilities Efforts made by the Government of Zimbabwe in promoting human rights 	<ul style="list-style-type: none"> explaining human rights and responsibilities Evaluating efforts made by the Government of Zimbabwe in promoting human rights Researching on the rights and responsibilities accorded to children in Zimbabwean societies Participating in voluntary work at children's homes and other shelters of the needy. 	<ul style="list-style-type: none"> Resource persons Songs MP4 Recorders Talking books ICT tools Films/documentaries Copy of the Constitution of Zimbabwe UN Charter Sign Language Interpreters
<p>Democracy in Zimbabwe</p>	<ul style="list-style-type: none"> describe the characteristics and types of democracy examine the roles of the executive, legislature and judiciary assess government efforts in promoting democracy 	<ul style="list-style-type: none"> Characteristics and types of democracy The roles of the executive, legislature and judiciary Government efforts in promoting democracy 	<ul style="list-style-type: none"> Discussing characteristics and types of democracy Researching on the roles of the executive, legislature and judiciary Examining the effort made by the government in promoting democracy Participating in Child Parliament and Junior Council activities 	<ul style="list-style-type: none"> Documentaries Copy of the Constitution of Zimbabwe Resource person ICT tools Brailed materials and equipment Sign Language Interpreters

TOPIC 14: THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The French Revolution	<ul style="list-style-type: none"> analyse the causes of the French Revolution examine the events of the French Revolution assess the impact of the French Revolution on France and the world 	<ul style="list-style-type: none"> Causes of the French Revolution Events of the French Revolution Impact of the French Revolution on France and the world 	<ul style="list-style-type: none"> Explaining the causes of the French Revolution Discussing the events of the French Revolution Evaluating the impact of the French Revolution on France and the world 	<ul style="list-style-type: none"> Documentaries ICT tools Brailled materials and equipment Talking books Maps Sign Language Interpreters
The Napoleonic Era	<ul style="list-style-type: none"> explain the rise of Napoleon Bonaparte examine the Domestic and Foreign policies of Napoleon Bonaparte assess the impact of Napoleon Bonaparte's policies on France and Europe analyse the factors that led to the fall of Napoleon Bonaparte 	<ul style="list-style-type: none"> The rise of Napoleon Bonaparte Domestic and Foreign policies Impact of Napoleon Bonaparte's policies on France and Europe Fall of Napoleon Bonaparte 	<ul style="list-style-type: none"> Discussing the rise of Napoleon Bonaparte Analysing Napoleon Bonaparte's domestic and foreign policies Examining the impact of Napoleon Bonaparte's policies on France and Europe Assessing the reasons that led to Napoleon fall 	<ul style="list-style-type: none"> Documentaries ICT tools Brailled materials and equipment Talking books Sign Language Interpreters Maps

TOPIC 15: NATIONALISM IN EUROPE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Vienna Settlement and The Congress System	<ul style="list-style-type: none"> • assess the Vienna Settlement • examine the Congress System • analyse the reasons for the collapse of the Congress System 	<ul style="list-style-type: none"> • The Vienna Settlement • The Congress System • Reasons for the collapse of the Congress System 	<ul style="list-style-type: none"> • Discussing the principles of the Vienna Settlement • Simulating the Vienna Congress • Assessing the reasons for the collapse Congress System 	<ul style="list-style-type: none"> • Documentaries • ICT tools • Brailled materials and equipment • Talking books • Sign Language Interpreters • Maps
The Restored Bourbons in France	<ul style="list-style-type: none"> • examine the reign of the Restored Bourbons • analyse the fall of the Restored Bourbons 	<ul style="list-style-type: none"> • The reign of the Restored Bourbons <ul style="list-style-type: none"> - Louis XVIII - Charles X • Reasons for the fall of the Bourbons 	<ul style="list-style-type: none"> • Analysing the reign of the Restored Bourbons • Discussing the reasons for the fall of the Bourbons 	<ul style="list-style-type: none"> • Documentaries • ICT tools • Brailled materials and equipment • Talking books • Sign Language Interpreters • Maps
Unification in Germany and Italy	<ul style="list-style-type: none"> • explain the background to the unification in Germany and Italy • analyse the process of the unification in Germany and Italy 	<ul style="list-style-type: none"> • Background to the unification in Germany and Italy • Process of unification in Germany and Italy 	<ul style="list-style-type: none"> • Tracing the background of the unification in Germany and Italy • Examining the process of unification in Germany and Italy 	<ul style="list-style-type: none"> • Documentaries • ICT tools • Brailled materials and equipment • Talking books • Sign Language Interpreters • Maps • Photographs

TOPIC 16: THE FIRST WORLD WAR AND PEACE SETTLEMENTS

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The First World War	<ul style="list-style-type: none"> • explain causes of the First World War • examine events of the First World War • analyse results of the First World War • evaluate the impact of the First World War on the world 	<ul style="list-style-type: none"> • Causes of the First World War • Events of the First World War • Results of the First World War • Impact of the First World War on the world 	<ul style="list-style-type: none"> • Discussing the causes of the First World War • Researching on the events of the First World War • Debating the results of the war • Assessing the impact of the First World War on the world • Visiting archives and national monuments 	<ul style="list-style-type: none"> • Resource person • Documentaries • ICT tools • Brailled materials and equipment • Talking books • Maps
Peace Settlements and the League of Nations	<ul style="list-style-type: none"> • assess the Paris Peace Settlement • evaluate the work of the League of Nations • analyse factors leading to the collapse of the League of Nations 	<ul style="list-style-type: none"> • Paris Peace Settlement • The League of Nations • The collapse of the League of Nations 	<ul style="list-style-type: none"> • Simulating Paris Peace Settlement • Examining the work of the League of Nations • Assessing the factors that led to the collapse of the league of nations 	<ul style="list-style-type: none"> • Resource person • Documentaries • ICT tools • Brailled materials and equipment • Talking books • Copy of the Versailles Treaty • Maps • Organogram of the League of Nations

TOPIC 17: FASCISM AND THE SECOND WORLD WAR

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Fascism in Italy and Germany	<ul style="list-style-type: none"> • explain the rise of Hitler in Germany and Mussolini in Italy • examine Hitler and Mussolini's domestic policies • assess Hitler and Mussolini's foreign policies • evaluate the impact of Hitler and Mussolini's policies on the world 	<ul style="list-style-type: none"> • Rise of Mussolini in Italy (1919-22) • Rise of Hitler in Germany (1919-33) • Domestic policies • Foreign policies • Impact of Mussolini and Hitler's policies on the world 	<ul style="list-style-type: none"> • Tracing the rise of Mussolini and Hitler • Comparing Mussolini and Hitler's domestic policies • Debating the foreign policies of Hitler and Mussolini • Researching on the impact of Mussolini and Hitler's policies on the world 	<ul style="list-style-type: none"> • MP4 Recorders • Documentaries • Films and videos • ICT tools • Brailled materials and equipment • Talking books
The Second World War	<ul style="list-style-type: none"> • explain the causes of the second world war • examine events of the Second World War • analyse results of the Second World War • evaluate the impact of the Second World War on the World 	<ul style="list-style-type: none"> • Causes of the Second World War • Events of the Second World War • Results of the Second World War • Impact of the Second World War on the World 	<ul style="list-style-type: none"> • Discussing the causes of the Second World War • Researching on the events of the Second World War • Debating the results of the war • Assessing the impact of the Second World War on the World • Visiting archives and monuments 	<ul style="list-style-type: none"> • Brailled materials and equipment • Talking books • Maps • Sign language interpreters • Resource persons • Documentaries • pictures

TOPIC 18: COMMUNIST REVOLUTIONS

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Russian (1905-1945) and Chinese (1900- 1976) Revolutions	<ul style="list-style-type: none"> • examine the causes of the Chinese and Russian Revolutions • analyse the events of the Chinese and Russian Revolutions • compare the revolutionary policies in Russia and China 	<ul style="list-style-type: none"> • Causes of the revolutions in Russia and China • Events of the revolutions • Revolutionary policies in Russia and China 	<ul style="list-style-type: none"> • Researching on the causes of the Russian and Chinese revolutions • Assessing the revolutionary events in Russia and China • Discussing the revolutionary policies in Russia and China 	<ul style="list-style-type: none"> • Resource person • Talking books • MP4 Recorders • Sign language Interpreters • Documentaries • Films • Brailled materials and equipment • Songs • Maps

TOPIC 19: REGIONAL AND INTERNATIONAL RELATIONS

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Regional and International Organisations</p>	<ul style="list-style-type: none"> • analyse the origins and aims of regional and international organisations • assess the concept of integration • examine the structures and work of regional and international organisations 	<ul style="list-style-type: none"> • Origins and aims of; <ul style="list-style-type: none"> - United Nations - African Union - Southern African Development Community • Concept of Integration • Structure and work of the regional and international organisations 	<ul style="list-style-type: none"> • Discussing the concept of integration • Researching on the origins and aims of the organisations • Explaining the structure of the organisations • Simulating the United Nations General Assembly in session 	<ul style="list-style-type: none"> • Resource person • Talking books • MP4 Recorders • Sign language Interpreters • Documentaries • Videos • Brailled materials and equipment • Maps • Organograms

9.0 ASSESSMENT

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

a) ASSESSMENT OBJECTIVES

By the end of Form 6, learners should be able to:

- analyse historical concepts
- discuss historical events in their context
- examine major themes in the history of Zimbabwe and other parts of the world
- empathise with African societies' historical experiences in order to make informed judgements
- examine African responses to foreign domination
- suggest possible solutions to social, political and economic challenges in Zimbabwe
- apply skills of analysis in carrying out research projects
- demonstrate ICT skills in research projects
- appreciate Zimbabwe's heritage

b) SCHEME OF ASSESSMENT

This learning area will be assessed through continuous and summative assessment in Forms 5 and 6. Continuous assessment will comprise course work. Summative assessment will comprise a written final examination.

Course Work

Course work will consist of project work and theory.

Practical Skills

The syllabus will be assessing the following practical skills through project work:

- Originality and creativity
- Research
- Resource Management
- Heritage preservation
- Enterprise
- Analysis
- Evaluation
- Problem solving
- Leadership
- Communication
- Collaboration
- ICT

Theory

The theory component will consist of :

- Written assignments and
- Tests

EXAMINATIONS

Paper Description

This learning area has two papers, Papers 1 and 2. Paper 1 is the History of Zimbabwe (Pre-colonial, Colonial, Post-colonial) and has 4 sections, A-D. Each section consists of 4 essay questions. Candidates are expected to answer four questions from at least three sections. Each question carries 25 marks. Paper 2 is the International Affairs and has 5 sections A-E. Each section consists of 4 essay questions. Candidates are expected to answer four questions from at least three sections. Each question carries 25 marks.

Title	Duration	Marks	Weighting (%)
Summative Assessment History Paper 1: History of Zimbabwe (Pre-colonial, Colonial, Post-colonial) Paper 2: Regional and International History	3 hours 3 hours	100 100 35 %	35%
Continuous Assessment		100	30%
Total		300	100%

C) SPECIFICATION GRID

Paper 1: History of Zimbabwe

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

<ul style="list-style-type: none"> Sources of History Development of pre-colonial societies and states in Zimbabwe 	<ul style="list-style-type: none"> Early Foreign contacts with Zimbabwe Colonisation of Zimbabwe and Primary Resistance Colonial Administration in Zimbabwe 	<ul style="list-style-type: none"> First Chimurenga / Umvukela in Zimbabwe Second Chimurenga / Umvukela in Zimbabwe 	<ul style="list-style-type: none"> Post-Independence Developments in Zimbabwe (1980-2000) Indigenisation, Land Reform and Empowerment in Zimbabwe The Constitution of Zimbabwe
25%	25%	25%	25%

Paper 2: Regional and International History

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

<ul style="list-style-type: none"> Development of pre-colonial societies and states in Africa Transition from Slave Trade to Legitimate 	<ul style="list-style-type: none"> The French Revolution and the Napoleonic Era 	<ul style="list-style-type: none"> Nationalism in Europe 	<ul style="list-style-type: none"> The First World War and Peace Settlements Fascism and the 	<ul style="list-style-type: none"> The Communist Revolutions Regional and International Relations
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Trade			Second World War	
<ul style="list-style-type: none"> Imperialism in Africa Primary Resistance Movements and Armed Struggles in other African countries 				
20%	20%	20%	20%	20%

History will be assessed using continuous and summative assessment.

Form of assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 5	Practical Assignment Theory test Written assignment Written Research Project	1 per term 1 per term 1 per term 1 (continued to Form 6)	15
Form 6	Practical Assignment Theory test Written assignment Written Research Project	1 per term 1 per term 1 per term 1 (continued from Form 5)	15
Total			30

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

Specification Grid

Skill	Paper 1 and 2
Knowledge and understanding	5
Comprehension	5
Application and analysis	30
Synthesis and evaluation	40
Practical skills	20
Total	100

