



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY  
EDUCATION**

---

**GUIDANCE AND COUNSELLING SYLLABUS  
FORMS 5 AND 6**

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## **1.0 PREAMBLE**

### **1.1 INTRODUCTION**

The Guidance and Counselling learning area is a Form 5 and 6 syllabus premised on the philosophy of Unhu/Ubuntu/Vumunhu. This philosophy encompasses moral development, norms, values and beliefs. The syllabus comprises topics such as Concepts and Principles of Guidance and Counseling, Child Protection, Health, Enterprise and Career Guidance. It strives to inform and equip learners with knowledge to make responsible choices about sexuality, relationships, health related issues as well as other life empowerment skills. It prepares learners for productive adulthood and lifelong learning. This syllabus is designed to enhance active participation of learners through inclusive, culturally relevant, scientifically accurate knowledge and skills, which will produce responsible citizens who will positively contribute towards nation building.

### **1.2 RATIONALE**

Guidance and Counseling is a learning area that endeavors to empower learners with relevant, collaborative and competitive life skills that enable them to live in a dynamic socio-economic and political environment without losing their identity and integrity. The learning area is critical in the development of Unhu/Ubuntu/Vumunhu philosophy that promotes a sense of positive self-image, patriotism, cherishes diversity and celebrates differences among learners. The syllabus fosters self-reliance and prepares learners to cope with developmental changes. It also equips learners with skills to deal with a variety of risk factors such as early marriages, teenage pregnancies, drug and substance abuse, HIV and AIDS and other contemporary challenges.

The Guidance and Counseling syllabus enables learners to develop skills in:

- Collaboration
- Self-management
- Tolerance
- Critical thinking
- Decision making

- Problem solving
- Communication
- Innovation
- Leadership
- Enterprise
- Assertiveness
- Technology

### **1.3 SUMMARY OF CONTENT**

The Form 5 and 6 Guidance and Counselling Syllabus is premised on the principles of Unhu/Ubuntu/Vumunhu to produce learners who are truly Zimbabwean. The content is presented in the following thematic areas:

- Unhu/Ubuntu/Vumunhu (norms and values)
- Concepts and Principles of Counseling
- Relationships
- Child Protection
- Disaster Risk Management
- Health
- Disability
- Enterprise and Career Guidance
- Consumer Education

### **1.4 ASSUMPTIONS**

It is assumed that learners have:

- some knowledge of the learning area
- experienced some form of guidance and counseling

- an awareness that the entry into adulthood comes with responsibilities
- diverse interests, perceptions, values and abilities
- different interests in enterprise and career choices
- some knowledge of certain child protection laws

### **1.5 CROSS CUTTING THEMES**

The following are some of the cross cutting themes:

- Gender roles
- Child rights
- Sexuality, HIV and AIDS
- Child Protection
- Heritage Studies
- Financial Literacy
- Collaboration
- Environmental issues
- Information and Communications Technology (ICT)

### **2.0 PRESENTATION OF THE SYLLABUS**

The Guidance and Counselling Syllabus is presented as a single document which covers Forms 5 and 6. Some of the topics are developed from the 'O' level syllabus while other topics are new.

### **3.0 AIMS**

The syllabus enables learners to:

- develop the acquired concepts of Unhu/Ubuntu/Vumunhu (norms and values) in all facets of life
- conserve their cultural and national heritage for the development of the society
- celebrate diversity and inclusivity in various social systems
- develop a sense of national identity and patriotism

- develop life skills that enable them to become citizens who appreciate their rights and responsibilities
- exercise positive behaviours and attitudes that prevent the spread of HIV, Sexually Transmitted Infections( STIs) and other health and social concerns
- consider their personal abilities, character traits in relation to others and choice of career paths
- acquire career planning and enterprise skills that contribute to wealth creation and achievement of national development goals

#### **4.0 SYLLABUS OBJECTIVES**

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

- demonstrate an understanding of Unhu/Ubuntu/Vumunhu
- express an appreciation of their cultural and national heritage
- justify the existence of their cultural and national heritage
- illustrate the ability to become responsible citizens who appreciate their rights and responsibilities
- demonstrate comprehensive knowledge of life skills, sexuality and HIV and AIDS
- demonstrate acceptance of people with disabilities and those in difficult circumstances
- express a sense of loyalty and patriotism to their nation
- apply peer counselling skills to various life situations
- demonstrate career planning and enterprise skills that contribute to wealth creation and achievement of national development goals
- identify their personal abilities and character traits in relation to career paths and enterprise

#### **5.0 METHODOLOGY AND TIME ALLOCATION**

This learning area is based on an interactive, hands on, multi-cultural and realistic approach. It promotes an awareness of morals, norms and values.

## **5.1 METHODOLOGY**

- Group discussions
- Debate
- Research
- Case study
- Work related learning
- Educational tours
- Seminars
- Drama, song and poetry
- Discovery
- Imitation or Simulation
- Video and film shows
- Games and Quizzes

The above-suggested methods are enhanced through the application of multi-sensory approaches to teaching and principles of individualization, unification, concreteness, stimulation and self-activity.

## **5.2 TIME ALLOCATION**

For adequate coverage of the syllabus a time allocation of four periods of 40 minutes per week should be allocated. It is recommended that learners should go on educational tours at least twice a year.

## 6.0 TOPICS

- Unhu/Ubuntu/Vumunhu
- Concepts and Principles of Guidance and Counseling
- Relationships
- Child Protection
- Disaster Risk Management
- Health
- Disability
- Enterprise and Career Guidance
- Consumer Education

## 7.0 SCOPE AND SEQUENCE

### TOPIC 1: UNHU/UBUNTU/VUMUNHU

#### SUB TOPIC: NORMS AND VALUES

KEY CONCEPT	FORM 5	FORM 6
Concept of Unhu/Ubuntu/Vumunhu	<ul style="list-style-type: none"><li>• Norms, values and beliefs</li><li>• Caring for the vulnerable in indigenous societies</li></ul>	
Indigenous knowledge systems	<ul style="list-style-type: none"><li>• Idioms, proverbs, folktales, music and dance</li><li>• Interpretation of natural phenomena</li><li>• Taboos</li></ul>	
Patriotism	<ul style="list-style-type: none"><li>• National identity</li><li>• National events</li><li>• National policies and programmes</li><li>• Sovereignty and national heritage</li></ul>	
Grooming and etiquette	<ul style="list-style-type: none"><li>• Roles of aunts, uncles and grandparents</li><li>• Communication</li><li>• Manners</li><li>• Attire</li></ul>	
Citizenship	<ul style="list-style-type: none"><li>• Types of citizenship</li><li>• The Zimbabwe Constitution</li></ul>	

**TOPIC 2: CONCEPTS AND PRINCIPLES OF GUIDANCE AND COUNSELLING**

**SUBTOPIC: APPROACHES TO GUIDANCE AND COUNSELING**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Indigenous systems in Guidance and Counseling	<ul style="list-style-type: none"><li>• Indigenous systems</li><li>• Counseling therapies</li><li>• Ethics in Guidance and Counseling</li><li>• Techniques and strategies in Counseling</li><li>• Peer counseling</li></ul>	

**TOPIC 3: RELATIONSHIP**

**SUBTOPIC: BUILDING RELATIONSHIPS**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Relationships		<ul style="list-style-type: none"><li>• Types of relationships</li><li>• Dating and courtship</li><li>• Peer influence</li><li>• Conflict management</li></ul>

**TOPIC 4: CHILD PROTECTION****SUBTOPIC: LAWS, RIGHTS AND RESPONSIBILITIES**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Learner Welfare Incidences		<ul style="list-style-type: none"><li>• Types of incidences</li><li>• Negative religious practices</li><li>• Prevention and management of incidences</li></ul>
Drug and Substance Abuse	<ul style="list-style-type: none"><li>• Families of drugs and substances</li><li>• Sources of drugs and substances</li><li>• Forms of drug and substance abuse</li><li>• Effects of drugs and substances</li><li>• Management of drug and substance abuse</li></ul>	<ul style="list-style-type: none"><li>• Families of drugs and substances</li><li>• Sources drugs and substances</li><li>• Forms of drug and substance abuse</li><li>• Effects of drugs and substances</li><li>• Management of drug and substance abuse</li></ul>
Child Online Protection	<ul style="list-style-type: none"><li>• Use of the internet</li></ul>	
Laws, rights and responsibilities		<ul style="list-style-type: none"><li>• Child protection legislation</li></ul>

**TOPIC 5: DISASTER RISK MANAGEMENT****SUBTOPIC: DISASTER OCCURANCES**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Types of disasters		<ul style="list-style-type: none"> <li>• Types of disasters</li> <li>• Disasters in Zimbabwe</li> <li>• Global disasters in the 21<sup>st</sup> century</li> <li>• Avertable and non-avertable disasters</li> <li>• Ways of managing avertable disasters</li> </ul>

## **TOPIC 6: HEALTH**

### **SUBTOPIC: HEALTH MANAGEMENT**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Health Issues	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Sexual and reproductive health</li> <li>• Communicable and Non-Communicable diseases</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Basic care and support for people with disabilities, the affected and infected</li> <li>• Stigma and discrimination</li> </ul>

## **TOPIC 7: ENTERPRISE AND CAREER GUIDANCE**

### **SUBTOPIC: ENTERPRISE AND CARRIERS**

<b>KEY CONCEPT</b>	<b>FORM 5</b>	<b>FORM 6</b>
Considerations for enterprise and careers	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• Job, scholarship applications and</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration (opportunities)</li> <li>• Business management</li> </ul>

KEY CONCEPT	FORM 5	FORM 6
	Interviews	

**TOPIC 8: CONSUMER EDUCATION**  
**SUBTOPIC: CONSUMER AWARENESS**

KEY CONCEPT	FORM 5	FORM 6
Consumer Rights		<ul style="list-style-type: none"> <li>• Consumer rights</li> <li>• Consumer Council of Zimbabwe and Consumer protection legislation</li> <li>• Advertising</li> <li>• Financial institutions</li> </ul>

**8.0 COMPETENCY MATRIX  
FORM 5**

**TOPIC 1: UNHU/UBUNTU/VUMUNHU**

<b>KEY CONCEPT</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>LEARNING RESOURCES</b>
<b>Concept of Unhu/Ubuntu/Vumunhu</b>	<ul style="list-style-type: none"> <li>• describe norms, values and beliefs in societies</li> <li>• assess the contribution of norms, values and beliefs in caring for the vulnerable in society</li> <li>• demonstrate the caring for the vulnerable in communities</li> <li>• identify role models with success stories</li> </ul>	<ul style="list-style-type: none"> <li>• Norms, values and beliefs</li> <li>• Caring for the vulnerable in the Zimbabwean context</li> <li>• Role models</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing norms, values and beliefs in society</li> <li>• Visiting the vulnerable and assisting them</li> <li>• Interacting with indigenous role models with success stories</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• ICT tools</li> </ul>
<b>Indigenous knowledge systems</b>	<ul style="list-style-type: none"> <li>• identify the sources of idioms, proverbs, folktales, music and dance</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of indigenous idioms, proverbs, folktales, music</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberating on the sources of idioms, proverbs, folktales, music and dance</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• ICT tools</li> <li>• Sign language</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>interpret the natural phenomena and taboos</li> </ul>	<ul style="list-style-type: none"> <li>and dance</li> <li>Natural phenomena</li> <li>Taboos</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of Indigenous knowledge systems</li> </ul>	<ul style="list-style-type: none"> <li>charts</li> <li>Audio material</li> <li>Braille material</li> </ul>
<b>Patriotism</b>	<ul style="list-style-type: none"> <li>explain national policies and programmes</li> <li>recite the National Pledge and sing the National Anthem</li> <li>demonstrate activities that promote sovereignty and protection of national heritage</li> </ul>	<ul style="list-style-type: none"> <li>National policies and programmes</li> <li>National Pledge and National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the policies and programmes that support patriotism</li> <li>Singing the National Anthem</li> <li>Participating in activities that promote sovereignty and the protection of national heritage</li> </ul>	<ul style="list-style-type: none"> <li>Resource person(s)</li> <li>ICT tools</li> <li>Braille material</li> <li>Sign language charts</li> <li>Audio material</li> <li>National Pledge charts</li> <li>National Anthem charts</li> </ul>
<b>Grooming and etiquette</b>	<ul style="list-style-type: none"> <li>examine the role of family support systems</li> <li>explain the importance of communication in the retention of norms, values and beliefs</li> <li>describe appropriate manners in various contexts and situations</li> <li>identify appropriate dressing that promotes Unhu/Ubuntu/ Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>Role of the family in moral development: <ul style="list-style-type: none"> <li>-aunts</li> <li>-uncles</li> <li>-grandparents</li> <li>-confidante</li> </ul> </li> <li>Retention of norms, values and beliefs</li> <li>Manners</li> <li>Attire</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the role of family support systems</li> <li>Discussing the importance of communication in the retention of norms, values and beliefs</li> <li>Demonstrating appropriate manners and register in different situations</li> </ul> <p>Presenting themselves appropriately in various situations</p>	<ul style="list-style-type: none"> <li>Resource person(s)</li> <li>ICT tools</li> <li>Pictures</li> <li>Sign language charts</li> <li>Audio material</li> <li>Charts</li> <li>Pamphlets</li> <li>Posters</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>identify various types of citizenship</li> <li>analyse the Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Types of citizenship</li> <li>Zimbabwean</li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of citizenship</li> <li>Researching on the</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Braille material</li> <li>Sign language</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	Constitution in relation to citizenship	Constitution	Citizenship Act	charts <ul style="list-style-type: none"> <li>• Audio material</li> <li>• Pamphlets</li> <li>• Constitution of Zimbabwe</li> </ul>

## TOPIC 2: CONCEPTS AND PRINCIPLES OF GUIDANCE AND COUNSELLING

### SUBTOPIC: APPROACHES TO GUIDANCE AND COUNSELING

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Indigenous Systems in Guidance and Counseling</b>	<ul style="list-style-type: none"> <li>• examine the role of various family members in providing guidance and counseling</li> <li>• discuss the importance of counseling therapies in promoting</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous systems in guidance and counseling</li> <li>• Systemic therapy</li> <li>• Humanistic therapy</li> <li>• Behaviouristic therapies</li> <li>• Eclectic approach</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatising the roles of family members in providing guidance and counseling</li> <li>• Watching videos that depict the roles of different family members in providing guidance</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> <li>• Resource person(s)</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	Unhu/Ubuntu/Vumunhu		<ul style="list-style-type: none"> <li>and counseling</li> <li>• Applying the therapies in various case studies</li> <li>• Demonstrating the use of therapies in real life situations</li> <li>• Conducting seminars on approaches to guidance and counseling</li> </ul>	
<b>Ethics in Guidance and Counseling</b>	<ul style="list-style-type: none"> <li>• define the term ethics</li> <li>• describe the ethics in Guidance and Counseling</li> <li>• uphold ethics in their projects</li> <li>• discuss the contradictions in the ethics of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics in Guidance and Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Applying ethics in Counseling</li> <li>• Practising ethics in real life situations</li> <li>• Examining the challenges of ethics in Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> <li>• Resource person(s)</li> </ul>
<b>Peer counseling</b>	<ul style="list-style-type: none"> <li>• assess the importance of peer counseling in fostering Unhu/Ubuntu/Vumunhu</li> <li>• describe the</li> </ul>	<ul style="list-style-type: none"> <li>• Peer counseling</li> <li>• Importance of peer counseling</li> <li>• Strategies and techniques in peer counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatising peer counseling</li> <li>• Discussing the importance of peer counseling</li> <li>• Engaging in peer counseling case study activities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> <li>• Resource person(s)</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	techniques and strategies in peer counseling  <ul style="list-style-type: none"> <li>• participate in peer counseling activities</li> </ul>		<ul style="list-style-type: none"> <li>• Practising peer counseling</li> </ul>	

**TOPIC 3: CHILD PROTECTION**  
**SUBTOPIC:LAWS, RIGHTS AND RESPONSIBILITIES**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Child online protection</b>	<ul style="list-style-type: none"> <li>• identify different types of common internet and social media platforms (SMPs)</li> <li>• differentiate safe from risky internet use and other SMPs</li> <li>• develop safe internet and SMPs skills</li> <li>• examine the effects of excessive use of the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Access and use of the internet and other social media platforms</li> <li>• Benefits of internet use</li> <li>• Challenges of unrestricted use of the internet and other social media platforms</li> <li>• Safety while using the internet and other SMPs</li> </ul>	<ul style="list-style-type: none"> <li>• Naming different devices used to access the internet and various social media platforms</li> <li>• Explaining the benefits of accessing the internet and other SMPs</li> <li>• Analysing techniques to remain safe while using the internet and other SMPs</li> <li>• Demonstrating safe use of the internet and other SMPs</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person(s)</li> <li>• Print media</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Postal and Tele Regulatory Authority of Zimbabwe (POTRAZ) Child Online Protection Guidelines <a href="http://www.potraz.gov.zw">www.potraz.gov.zw</a></li> </ul>
<b>Drug and substance abuse</b>	<ul style="list-style-type: none"> <li>• identify families and sources of drugs and substances</li> <li>• distinguish various forms of drug and substance abuse</li> <li>• evaluate the effects of drug and substance abuse</li> <li>• analyse the management strategies of drug</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of drugs and substances</li> <li>• Drug and substance families: <ul style="list-style-type: none"> <li>-alcohol</li> <li>-marijuana</li> <li>-nicotine</li> <li>-steroids</li> </ul> </li> <li>• Drug and substance intake modes: <ul style="list-style-type: none"> <li>-injecting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing various drugs in each family</li> <li>• Discussing forms of drug and substance abuse</li> <li>• Comparing and contrasting the effects of drugs in different families</li> <li>• Attending seminars/ awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• ICT tools</li> <li>• Print media</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Braille material</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	and substance abuse	<ul style="list-style-type: none"> <li>-inhaling</li> <li>-sniffing</li> <li>-ingesting (swallowing)</li> <li>-smoking</li> <li>-drinking</li> <li>• Effects of drug and substance abuse               <ul style="list-style-type: none"> <li>-immediate</li> <li>- short term</li> <li>- long term</li> </ul> </li> <li>• Rehabilitation</li> <li>• Counselling</li> <li>• Clinical therapy</li> <li>• Psycho social support(PSS)</li> </ul>	<p>campaigns on the effects of drug and substance abuse</p> <ul style="list-style-type: none"> <li>• Analysing the effects of drug and substance abuse</li> <li>• Visiting drug and substance rehabilitation centres</li> </ul>	

**TOPIC 6: HEALTH**  
**SUBTOPIC: HEALTH MANAGEMENT**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>• explain healthy living</li> <li>• discuss the importance of healthy living</li> <li>• maintain a balanced diet</li> <li>• practise healthy living</li> <li>• participate in recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Good and bad eating habits</li> <li>• Balanced diet</li> <li>• Physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on the importance of healthy living</li> <li>• Demonstrating physical fitness</li> <li>• Discussing health problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pamphlets</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> <li>• Resource person(s)</li> </ul>
<b>Sexual and Reproductive Health</b>	<ul style="list-style-type: none"> <li>• define sexuality and reproductive health</li> <li>• analyse components of sexual and reproductive health</li> <li>• discuss the importance of abstinence in promoting the concept of Unhu/Ubuntu/Vumunhu</li> <li>• articulate the consequences of early sexual debut</li> </ul>	<ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Components of sexual and reproductive health</li> <li>• Abstinence</li> <li>• Consequences of early sexual debut</li> <li>• Ways of preventing sexual and reproductive health challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on components of sexual and reproductive health</li> <li>• Analysing components of sexuality</li> <li>• Deliberating on the importance of abstinence</li> <li>• Discussing consequences of early sexual debut</li> <li>• Evaluating ways of preventing sexual and reproductive</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person(s)</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Pamphlets</li> <li>• Posters</li> <li>• Picture codes</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>examine ways of preventing sexual and reproductive health challenges</li> </ul>		health challenges	
<b>Communicable and non-communicable diseases</b>	<ul style="list-style-type: none"> <li>explain communicable and non-communicable diseases</li> <li>analyse communicable and non-communicable diseases</li> <li>examine the preventive measures on communicable and non-communicable diseases</li> <li>discuss ways of managing communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Communicable and non-communicable diseases</li> <li>Role of the family and community in preventing communicable and non-communicable diseases</li> <li>Ways of managing communicable and non-communicable diseases</li> <li>Referral systems</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the prevalence of communicable and non-communicable diseases</li> <li>Examining the role of the family and community in the prevention of communicable and non-communicable diseases</li> <li>Researching on the existing ways of managing communicable and non-communicable diseases</li> <li>Evaluating services available for managing communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Resource person(s)</li> <li>ICT tools</li> <li>Braille material</li> <li>Sign language charts</li> <li>Audio material</li> <li>Print media</li> </ul>
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>define mental health</li> </ul>	<ul style="list-style-type: none"> <li>Concept of mental health</li> </ul>	<ul style="list-style-type: none"> <li>Describing mental health</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person(s)</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>• analyse ways of maintaining mental health</li> <li>• identify signs and symptoms of mental ill health</li> <li>• explain the causes of mental ill health</li> <li>• discuss ways of managing mental ill health</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of maintaining mental health</li> <li>• Signs and symptoms of mental illness</li> <li>• Causes of mental ill health</li> <li>• Types of mental health illnesses</li> <li>• Ways of managing mental ill health</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating ways of maintaining mental health</li> <li>• Discussing the signs and symptoms of mental health illness</li> <li>• Analysing the types of mental health illnesses</li> <li>• Researching on the existing ways of managing mental ill health</li> <li>• Identifying referral systems</li> <li>• Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets</li> <li>• Posters</li> <li>• Picture codes</li> <li>• Mental Health Act</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Braille material</li> </ul>

**TOPIC 7: ENTERPRISE AND CAREER GUIDANCE**  
**SUBTOPIC: ENTERPRISE AND CAREERS**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Enterprise</b>	<ul style="list-style-type: none"> <li>• define enterprise</li> <li>• discuss components of a project proposal</li> <li>• design a project proposal</li> <li>• manage a project</li> <li>• market products from the project</li> <li>• deliberate on marketing strategies and financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• Components of a project proposal</li> <li>• Project proposal</li> <li>• Marketing products</li> <li>• Marketing Strategies and Financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining enterprise</li> <li>• Identifying components of a project proposal</li> <li>• Assessing project feasibility</li> <li>• Preparing a project proposal</li> <li>• Marketing the project products</li> <li>• Discussing financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• ICT tools</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> </ul>
<b>Job, scholarship application and interview</b>	<ul style="list-style-type: none"> <li>• Identify a job/scholarship in relation to one's learning area</li> <li>• Write an application letter</li> <li>• Design the curriculum vitae(CV)</li> <li>• Prepare for an interview</li> </ul>	<p>Job/scholarship search</p> <ul style="list-style-type: none"> <li>• Application letter</li> <li>• Curriculum vitae</li> <li>• Interview preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Aligning the learning area to the relevant job</li> <li>• Writing an application letter and a CV</li> <li>• Role playing on interview techniques and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Resource person(s)</li> </ul>

**TOPIC 1: RELATIONSHIPS**

**SUBTOPIC: BUILDING RELATIONSHIPS**

<b>KEY CONCEPT</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>LEARNING RESOURCES</b>
<b>Types of relationships</b>	<ul style="list-style-type: none"> <li>• describe good and bad types of relationships</li> <li>• examine the morals and values in relationships</li> <li>• relate appropriately with members of the family and various communities</li> <li>• discuss aspects of peer pressure or influence in relationships</li> <li>• analyse ways of resolving conflicts in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Types of relationships</li> <li>• Morals, values and beliefs in relationships</li> <li>• Appropriate register</li> <li>• Peer pressure or influence in relationships</li> <li>• Ways of resolving conflict in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the good and bad types of relationships</li> <li>• Demonstrating appropriate morals, values and beliefs in different situations</li> <li>• Communicating using appropriate register</li> <li>• Researching the aspects of peer pressure or influence in relationships</li> <li>• Examining ways of managing conflicts in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• ICT tools</li> <li>• Braille materials</li> <li>• Pamphlets</li> <li>• Audio material</li> <li>• Sign language charts</li> </ul>
<b>Dating and courtship</b>	<ul style="list-style-type: none"> <li>• outline factors that influence choice of partner</li> <li>• discuss appropriate dating and courtship practices</li> <li>• distinguish between</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of dating and courtship</li> <li>• Appropriate dating and courtship practices</li> <li>• Indigenous and modern courtship</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing on dating and courtship</li> <li>• Using age appropriate audio-visual material on dating and courtship</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person(s)</li> <li>• Braille material</li> <li>• Audio material</li> <li>• Sign language charts</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	indigenous and modern practices of dating and courtship	practices <ul style="list-style-type: none"> <li>• Abstinence</li> </ul>	<ul style="list-style-type: none"> <li>• Debating on indigenous and modern practices of dating and courtship</li> </ul>	

**TOPIC 2: CHILD PROTECTION**  
**SUBTOPIC:LAWS, RIGHTS AND RESPONSIBILITIES**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Learner welfare incidences</b>	<ul style="list-style-type: none"> <li>• describe different types of incidences</li> <li>• differentiate good from bad religious practices</li> <li>• explain different ways of preventing and managing incidences</li> <li>• discussing ways of managing examination stress</li> </ul>	<ul style="list-style-type: none"> <li>• Incidences <ul style="list-style-type: none"> <li>-depression and suicide</li> <li>-pornography</li> <li>-sex parties</li> </ul> </li> <li>-teenage pregnancies</li> <li>-child marriages</li> <li>-examination stress</li> <li>*Harmful religious practices</li> <li>-Satanism</li> <li>-cults</li> <li>-terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different types of incidences affecting learners and their effects</li> <li>• Distinguishing types of religious practices</li> <li>• Examining different prevention and management strategies of incidences</li> <li>• Comparing different study techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> <li>• ICT tools</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Print media</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Drug and substance abuse</b>	<ul style="list-style-type: none"> <li>identify families and sources of drugs and substances</li> <li>distinguish various forms of drug and substance abuse</li> <li>evaluate the effects of drug and substance abuse</li> <li>analyse the management strategies of drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Sources of drugs and substances</li> <li>Drug and substance families: <ul style="list-style-type: none"> <li>-opiates</li> <li>-inhalants</li> <li>-hallucinogens</li> <li>-stimulants</li> </ul> </li> <li>Drug and substance intake modes: <ul style="list-style-type: none"> <li>-injecting</li> <li>-inhaling</li> <li>-sniffing</li> <li>-ingesting (swallowing)</li> <li>-smoking</li> <li>-drinking</li> </ul> </li> <li>Effects <ul style="list-style-type: none"> <li>-immediate</li> <li>- short term</li> <li>- long term</li> </ul> </li> <li>Rehabilitation</li> <li>Counselling</li> <li>Clinical therapy</li> <li>Psycho social support (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing methods of distributing drugs and substances</li> <li>Listing various drugs in each family</li> <li>Comparing and contrasting the effects of drugs in different families</li> <li>Discussing the intake modes of drugs and substances</li> <li>Analysing the effects of drug and substance abuse</li> <li>Evaluating services available to assist drug and substance abusers</li> <li>Visiting drug and substance rehabilitation centres</li> </ul>	<ul style="list-style-type: none"> <li>Resource person(s)</li> <li>ICT tools</li> <li>Print media</li> <li>Sign language charts</li> <li>Audio material</li> <li>Braille material</li> </ul>
<b>Child Protection Legislation</b>	<ul style="list-style-type: none"> <li>explain legislative provisions that</li> </ul>	<ul style="list-style-type: none"> <li>The Constitution and Bill of Rights of</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the rights of all</li> </ul>	<ul style="list-style-type: none"> <li>The Constitution of Zimbabwe</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>protect children</li> <li>analyse various laws of Zimbabwe that uphold rights and responsibilities of children</li> <li>discuss the rights of children and rights of other members of society</li> </ul>	Zimbabwe <ul style="list-style-type: none"> <li>Children’s Act of 2013 (Chapter 5:06)</li> <li>Education Act</li> <li>Legal Age of Majority Act</li> <li>Domestic Violence Act (Chapter 5:16)</li> <li>Sexual Offences Act (Chapter 9:21)</li> <li>Universal Declaration of Human Rights</li> <li>African Charter of Human Rights</li> </ul>	Zimbabweans as enshrined in the Constitution <ul style="list-style-type: none"> <li>Classifying the rights of children, women, elderly, liberation war veterans and people with disabilities</li> <li>Examining the provisions of different national laws that govern rights and responsibilities of children</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person(s)</li> <li>Print media</li> <li>Sign language charts</li> <li>Audio material</li> <li>Braille material</li> <li>Policies</li> </ul>

**TOPIC 3: DISASTER RISK MANAGEMENT**  
**SUBTOPIC: DISASTER OCCURENCES**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Types of disasters</b>	<ul style="list-style-type: none"> <li>identify types of</li> </ul>	<ul style="list-style-type: none"> <li>Types of disasters</li> </ul>	<ul style="list-style-type: none"> <li>Describing types of</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<p>disasters</p> <ul style="list-style-type: none"> <li>• explain the causes of disasters</li> <li>• distinguish avertable from non-avertable disasters</li> <li>• determine the course of action to take after disaster has occurred</li> <li>• discuss ways through which disasters can be prevented</li> </ul>	<p>-man-made -natural</p> <ul style="list-style-type: none"> <li>• Causes of disasters</li> <li>• Avertable and non-avertable disasters</li> <li>• Disasters in Zimbabwe</li> <li>• Global disasters in the 21<sup>st</sup> century</li> <li>• Disaster management</li> <li>• Prevention of avertable disasters</li> </ul>	<p>disasters in each category</p> <ul style="list-style-type: none"> <li>• Researching on causes of disasters</li> <li>• Identifying disastrous occurrences in Zimbabwe and globally</li> <li>• Examining avertable and non-avertable disasters</li> <li>• Analysing effects of various types of disasters</li> <li>• Discussing the ways of managing the effects of disasters after they have occurred</li> <li>• Debating on ways of preventing avertable disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Print media</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Braille material</li> </ul>

**TOPIC 4: HEALTH**  
**SUBTOPIC:HEALTH MANAGEMENT**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Basic care and support for people with disabilities,the affected , infected and HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• describe different types of disabilities</li> <li>• explain basic care and support for people with disabilities</li> <li>• discuss basic care and support for people living with HIV and AIDS</li> <li>• identify the referral sources and support services available in their communities</li> </ul>	<ul style="list-style-type: none"> <li>• Types of disabilities</li> <li>• Basic care and support for people with disabilities</li> <li>• Basic care and support for people living with HIV and AIDS</li> <li>• Referral sources</li> <li>• Ways of empowering people with disabilities and those living with HIV and AIDS</li> <li>• Concept of inclusivity</li> <li>• Available support services</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different types of disabilities</li> <li>• Assessing basic care and support for people with disabilities</li> <li>• Discussing the importance of adherence to treatment for people living with HIV and AIDS</li> <li>• Finding the referral sources and support services in their communities</li> <li>• Researching on projects that can empower people with disabilities and those living with HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Sign language charts and dictionaries</li> <li>• Audio material</li> <li>• ICT tools</li> <li>• Resource person(s)</li> <li>• Print media</li> <li>• Braille material</li> </ul>
<b>Stigma and discrimination</b>	<ul style="list-style-type: none"> <li>• describe the concepts of stigma and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of stigma and discrimination</li> <li>• Causes of stigma</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing concepts of stigma and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Film screening</li> <li>• Resource person</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>• explain causes of stigma and discrimination</li> <li>• evaluate the effects of stigma and discrimination</li> <li>• discuss ways of managing stigma and discrimination</li> <li>• examine issues of stigma and discrimination in relation to gender, HIV and AIDS, people with disabilities and other related ailments</li> </ul>	<p>and discrimination</p> <ul style="list-style-type: none"> <li>• Effects of stigma and discrimination</li> <li>• Ways of managing stigma and discrimination</li> <li>• Issues of stigma and discrimination in relation to gender, HIV and AIDS, people with disabilities and other related ailments</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating the causes of stigma and discrimination</li> <li>• Assessing the effects of stigma and discrimination</li> <li>• Identifying ways of managing stigma and discrimination</li> <li>• Researching on issues of stigma and discrimination in relation to gender, HIV and AIDS, people with disabilities and other related ailments</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• Sign language charts</li> <li>• Braille material</li> <li>• Audio visual materials</li> </ul>

**TOPIC 5: ENTERPRISE AND CAREER GUIDANCE**  
**SUTOPIC:ENTERPRISE AND CAREERS**

<b>KEY CONCEPT</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>LEARNING RESOURCES</b>
<b>Career exploration (opportunities)</b>	<ul style="list-style-type: none"> <li>• identify different career opportunities related to their learning area</li> <li>• show an understanding of career pathways</li> <li>• construct a portfolio on work related learning</li> </ul>	<ul style="list-style-type: none"> <li>• Career opportunities</li> <li>• Career pathways</li> <li>• Job related experience</li> <li>• Career days</li> <li>• Career sessions</li> <li>• Educational tours</li> </ul>	<ul style="list-style-type: none"> <li>• Describing different careers</li> <li>• Demonstrating an understanding of career pathways</li> <li>• Undertaking job related learning and educational tours</li> <li>• Inviting resource persons for career days and career sessions</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Print media</li> <li>• Braille material</li> <li>• Sign language charts</li> <li>• Audio material</li> <li>• Resource centers</li> <li>• Industries</li> </ul>
<b>Business management</b>	<ul style="list-style-type: none"> <li>• define business management</li> <li>• design a business plan</li> <li>• assess business viability</li> <li>• manage a business</li> </ul>	<ul style="list-style-type: none"> <li>• Business management</li> <li>• Business planning</li> <li>• Business viability</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining business management</li> <li>• Developing a business plan</li> <li>• Evaluating business viability</li> <li>• Designing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person(s)</li> <li>• Print media</li> <li>• Braille material</li> <li>• Sign language charts</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			advertising media <ul style="list-style-type: none"> <li>Operating the business</li> </ul>	<ul style="list-style-type: none"> <li>Audio material</li> <li>Reports on labour market</li> </ul>

**TOPIC 8: CONSUMER EDUCATION**  
**SUB TOPIC: CONSUMER AWARENESS**

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
<b>Consumer rights</b>	<ul style="list-style-type: none"> <li>define consumer rights</li> <li>describe consumer rights</li> <li>assess the quality of products</li> </ul>	<ul style="list-style-type: none"> <li>Consumer rights</li> <li>Consumer awareness</li> </ul>	<ul style="list-style-type: none"> <li>Explaining consumer rights</li> <li>Visiting shops to exercise consumer rights</li> <li>Observing different products and services to</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Sign language charts</li> <li>Audio material</li> <li>Resource person(s)</li> <li>Print media</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
			determine quality	
<b>Consumer Council of Zimbabwe(CCZ) and Consumer Protection Legislation(CPL)</b>	<ul style="list-style-type: none"> <li>explain the role of the C.C.Z.</li> <li>analyse the features of the consumer protection legislation</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Council</li> <li>Consumer Protection Legislation</li> </ul>	<ul style="list-style-type: none"> <li>Defining the term C.C.Z.</li> <li>Discussing the main activities conducted by C.C.Z.</li> <li>Describing the importance of the CP Legislation</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Sign language charts</li> <li>Audio and visual materials</li> <li>Consumer Protection Legislation</li> <li>Resource person(s)</li> </ul>
<b>Advertising</b>	<ul style="list-style-type: none"> <li>describe advertising platforms</li> <li>explain the role of advertising in business</li> <li>analyse the pros and cons of advertising</li> <li>identify relevant advertising techniques</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Role of advertising in business</li> <li>Advantages and disadvantages of advertising platforms</li> <li>Advertising techniques</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the concept of advertising</li> <li>Researching on the role of advertising in business</li> <li>Evaluating the advantages and disadvantages of advertising</li> <li>Choosing relevant advertising platforms</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Audio material</li> <li>Sign language charts</li> <li>Exhibitions</li> <li>Resource person(s)</li> </ul>
<b>Financial Institutions</b>	<ul style="list-style-type: none"> <li>define financial institutions</li> <li>identify local and international financial institutions</li> <li>analyse the role of</li> </ul>	<ul style="list-style-type: none"> <li>Financial institutions</li> <li>Types of financial institutions</li> <li>Functions of financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>Listing local and international financial institutions</li> <li>Discussing the functions of financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Sign language charts</li> <li>Audio material</li> <li>Braille material</li> </ul>

KEY CONCEPT	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES	LEARNING RESOURCES
	financial institutions	<ul style="list-style-type: none"> <li>-savings</li> <li>- loans</li> <li>- renting</li> <li>- leasing</li> <li>-mortgage</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person(s)</li> </ul>

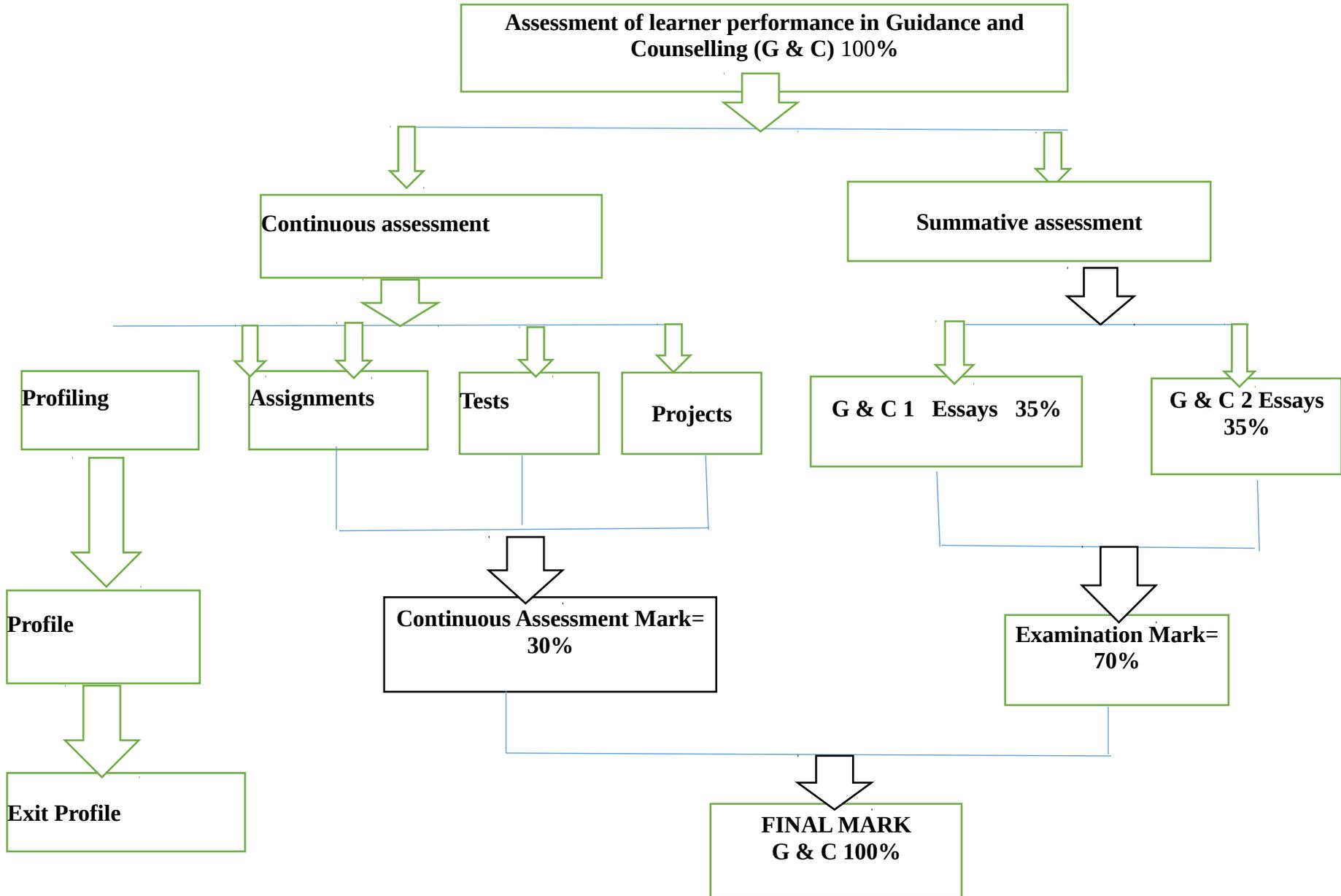
## 9.0 ASSESSMENT

### 9.1 ASSESSMENT OBJECTIVES

Learners will be assessed in the ability to:

- 1.1 discuss the significance of Unhu/Ubuntu/Vumunhu (norms and values) in Guidance and Counselling
- 1.2 identify concepts in Guidance and Counselling that shape identity and national values
- 1.3 explain the significance of culture and national heritage
- 1.4 demonstrate the ability to become responsible citizens who appreciate their rights and responsibilities
- 1.5 apply comprehensive knowledge of life skills, sexuality, cancer, HIV and AIDS and other health related ailments
- 1.6 show acceptance of people living with disabilities and those in difficult circumstances
- 1.7 identify the role of Guidance and Counselling in fostering loyalty and patriotism
- 1.8 demonstrate peer counselling skills to various life situations
- 1.9 employ self-assessment tools that guide career profiling necessary for identification of career pathways
- 1.10 demonstrate competencies acquired in work related learning
- 1.11 analyse different career pathways to match one's inclination
- 1.12 demonstrate knowledge of consumer education
- 1.13 discuss the linkages between disaster risk management and Guidance and Counselling

# ASSESSMENT MODEL



<b>Form of assessment</b>	<b>Weighting</b>
Continuous	30%
Summative	70%
<b>Total</b>	<b>100%</b>

### **Continuous Assessment**

<b>Level</b>	<b>Assessment task</b>	<b>Frequency</b>	<b>Weighting</b>
Form 5	Assignment Test	2 per term 1 per term	15%
Form 6	Assignment Test	2 per term 1 per term	15%
<b>Total</b>			<b>30%</b>

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

The learners shall be assessed through both continuous assessment and summative examination. The summative examination consists of two component papers which are G & C 1 and G & C 2.

### **SUMMATIVE ASSESSMENT**

#### **PAPER DESCRIPTION**

#### **G & C 1 (1 hour 15mins)**

This component consists of **40** multiple choice questions on all the **nine** topics in the syllabus. The topics are:

- Unhu/Ubuntu/Vumunhu
- Concepts and Principles of Guidance and Counselling
- Relationships
- Child Protection
- Disaster Risk Management
- Health
- Disability
- Enterprise and Career Guidance
- Consumer Education

### **G & C 2 (3 hours)**

This component consists of **nine** questions from the **nine** topics in this syllabus. The component is in two sections of which Section **A** is covering **two** compulsory case study questions. Section **B** has **seven** questions and candidates must answer any **two** questions.

### **SPECIFICATION GRID**

<b>Skill</b>	<b>Paper 1</b>	<b>Paper 2</b>
Knowledge and understanding	5	5
Comprehension	5	5
Application and analysis	10	10
Synthesis and Evaluation	15	15
Practical	-	-
<b>Total</b>	<b>35</b>	<b>35</b>