ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FOREIGN LANGUAGES SYLLABUS

FORMS 5 - 6

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1.0 PREAMBLE

1.1 Introduction

The Forms 5-6 syllabus for Foreign Languages (Chinese, French, KiSwahili and Portuguese) is designed to enhance communicative and functional skills in learners for their effective participation in the global market. The syllabus intends to develop and build skills such as creativity, critical thinking, research, evaluation and problem solving acquired from form 1 to 4 levels. The syllabus takes into account the importance of Foreign Languages as a tool for cultural, social and economic development. Information and Communication Technologies (ICTs) will be utilised to enhance the teaching and learning of Foreign Languages. The syllabus aims to promote gender sensitivity, diversity, inclusivity and Unhu/Ubuntu/Vumunhu (norms and values) among learners through a selection of appropriate learning materials.

1.2 Rationale

The Foreign Languages syllabus is a learning tool that empowers learners with essential life skills which enable them to communicate in various situations such as business enterprise, arts and culture, science and technology, and sports and recreation. These languages help learners to develop critical understanding and communication skills. These are necessary for meaningful and active participation in society and the world at large, thus opening enterprise and career opportunities. The learners of Foreign Languages are equipped with skills that help them penetrate those trade markets which are seemingly closed due to language barriers. These skills are:

- Enterprise development (by facilitating International trade)
- Empowerment
- Intercultural Communication and exchange of ideas
- Creativity and innovation
- Problem solving
- Critical thinking
- Decision making
- ICTs
- Conflict management
- Leadership
- Self-management

1.3 Summary of Content (Knowledge, Skills and Attitudes)

The Forms 5 – 6 Foreign Languages syllabus focuses on communicative and functional language skills, namely; Listening, Speaking,

Reading, Writing, Numeracy and Analytical/Critical Appreciation Skills necessary for business purposes and cultural exchange activities. The main focus of this syllabus is to produce competent, versatile and empowered learners who are able to meaningfully participate nationally, regionally and internationally.

1.4 Assumptions

It is assumed that learners:

- have functional knowledge of any one Indigenous Language and English
- have a strong interest in learning a Foreign Language for wider enterprise and career opportunities
- are aware of the relevance of culture in Foreign Languages
- have functional numeracy and ICT skills

1.5 Cross cutting Themes

In the teaching and learning of a Foreign Language, the following cross cutting themes should be taken into consideration:

- Collaboration
- Enterprise
- Gender
- Disaster Risk Management
- Heritage Studies
- Environmental Issues
- ICTs
- Health issues such as HIV and AIDS and other chronic diseases
- Children's Rights and Responsibilities

2.0 PRESENTATION OF THE SYLLABUS

The Forms 5-6 syllabus is presented as a single document that emphasizes the teaching and learning of the four macro skills as well as numeracy and analytical/critical appreciation skills.

3.0 AIMS

The syllabus should enable learners to:

3.1   enhance functional and communicative language skills: Listening/Observing, Speaking/Signing, Reading and Writing/Brailling.

3.2   use the target language as a means of communication in the global village.

3.3   develop an awareness of the importance of the target language in the context of Zimbabwe's economic, scientific and cultural links with the regional and International community.

3.4   develop an appreciation of other people's languages, cultures, religions, political and socio-economic environments through literary texts analysis

3.5   appreciate Unhu/Ubuntu/Vumunhu in relation to cultural values of other countries

3.6   develop transferable skills (Soft Skills) such as numeracy, analysis, problem solving and drawing of inferences

3.7   derive enjoyment and intellectual stimulation.

3.8   utilise ICTs in communication, research and analysis

3.9   create works of art for economic sustainability

4.0 SYLLABUS OBJECTIVES

The learners should be able to:

4.1   express themselves orally in a correct and appropriate manner.

4.2   initiate and sustain a conversation

4.3   listen to and show an understanding of specific details

4.4   read and analyse literary texts in a foreign language by exploring themes and major concerns

4.5   read a variety of texts for comprehension and recreation

4.6   use the target language for Zimbabwe's economic, scientific and cultural links with the regional and international community

4.7   produce a variety of creative texts

4.8   relate Unhu/Ubuntu/Vumunhu to cultural values of other countries

4.9   demonstrate knowledge of other people's languages, cultures, religions, political and socio-economic environments through literary texts analysis

4.10   develop and enhance numeracy, literary and analytical skills

4.11   research on a variety of issues including cross cutting issues and effectively communicate their findings using ICTs

4.12   translate and interpret different texts

5.0 METHODOLOGY AND TIME ALLOCATION

Methodology

The syllabus recommends the use of functional and communicative approaches where learners are engaged in problem solving, collaborative and critical thinking activities. Through this approach, language forms and structures are to be taught within relevant, cultural, social and economic contexts.

The following teaching methods/strategies are recommended:

- Discussion
- Individual and group presentation
- Drama
- Debates
- Role play/ Imitation and Simulation
- Poetry, song and dance
- Cultural immersion
- Educational tours
- E-Learning
- Research/Case studies
- Videos and films
- Games
- Quizzes
- Diorama

Time allocation

For effective teaching of Foreign Languages at this level, a time allocation of 8 periods (4 double periods) of 35 minutes per week is recommended.

6.0 TOPIC AND SKILLS

6.1 Skills

The learning and teaching of Foreign Languages will focus on the following language skills.

- Listening/Observing
- Speaking/Signing
- Reading
- Writing/Brailling

6.2   Topics

A   Human Relationships
    Family
    Generation gap
    Young people

B   Daily Life
    Patterns of daily life
    Urban and rural life
    The media
    Food and drink
    Law and order
    Religion and beliefs
    Health and fitness
    Emerging issues

C.   Environment
    The individual and his/her surroundings
    Pollution
    Conservation
    Climate change

D.   Work and Leisure
    Employment
    Unemployment
    Equality of opportunity
    Sport
    Free time activities
    Travel and tourism
    Education
    Cultural life/heritage

E.   Regional and International Affairs
    War and peace
    Regional institutions
    World institutions

F.   Scientific and Technological Innovations
    Medical advances
    Electronic communications

G   Socio-economic Sector
    Social services
    The social and economic role of men and women

FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas in any way they choose. They may find the following examples (which are not prescriptive), a useful guide to planning their courses. All these suggestions and other themes chosen by the teacher from within the topic areas, should be studied with reference to the target language and other countries where the target language is spoken and/or Zimbabwe.

A.   Human Relationships
Examples of possible areas to explore under this topic:
Family: family activities; new patterns of family relationships; the status of the elderly and responsibility for their care. Care of the orphaned and vulnerable children (OVCs)

Generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment.

Young people: young people and their peer group; young people as a target group for abuse and the girl child.

B   Daily Life
Examples of possible areas to explore under this topic:

Patterns of daily life: daily routine; school; the individual's way of life; living conditions; rites of passage.

Urban and rural life: advantages and disadvantages; transport and communication; shopping; housing.

The media: the role and influence of the media; the power of advertising.

Information communication technology

Food and drink: healthy eating; fast foods; traditional dishes and drinks.

Law and order: violence and crime; drug-related crime; the role of the police; law-enforcement, child abuse and rape, abortion, euthanasia as well as human trafficking

Religion and beliefs: the place of religion in society; attitudes to religious beliefs; patterns of churchgoing; religious minorities, tolerance.

 Health and fitness: healthy living; dieting; drugs; health

care provision; stress; STDs, AIDS and other chronic diseases .

C   Environment
 Examples of possible areas to explore under this topic:

The individual in his/her surroundings: effects of the environment on individuals and vice versa; protest action to protect one's locality; personal and individual ways of contributing to environmental awareness

Pollution: global warming: acid rain; air, water; noise; climate change, destruction of rain forests; damage to animal world; waste disposal solutions and cost implications.

Conservation: eco-tourism, saving endangered species, landscapes and natural disasters.

D   Work and Leisure

Examples of possible areas to explore under this topic:

Enterprise skills: employment creation; possible solutions; Small to Medium Enterprises (SMEs)

 Employment: preparation for work and job opportunities; career plans; qualifications and job routines.

Equality of opportunity: women in society and in business; equality of opportunity for all groups.

Sport: individual and team sports; amateur and professional sport, sport for the physically and mentally challenged, indoor games.

Free time activities: value of leisure; balance between leisure and work; planning leisure time.

Travel and tourism: tourism as a modern phenomenon; relations between tourists and local inhabitants; holidays and foreign travel

Education: education systems and types of schools; patterns of curriculum; relationship between education and training; further and higher education provision; examinations

Cultural life/heritage: the world of the arts; significant figures and trends in the arts; the place of culture and arts in the life of the nation

E   International Affairs
Examples of possible areas to explore under this topic:

War and peace: conflict management in the world: ethnic, religious, ideological

World institutions: Southern African Development Community (SADC), African Union (AU), United Nations (UN,) UNESCO, UNICEF

F   Scientific and Technological Innovations
 Examples of possible areas to explore under this topic:

Medical advances: advances in the treatment of diseases; ethical problems of medical progress, cloning, invitro fertilization.

GMOs (genetically modified organisms)

Electronic communication: modern communication systems; satellites

G   Social services: public services, (electricity, water, accommodation, social welfare, transport, sanitation, fire services, central registry) insurance, disaster management: gender development and socio-economic empowerment.

6.3   Supporting Language Structures

This list is not intended to be exhaustive. However, cognisance should be taken to accommodate peculiarities in the different Foreign Languages. Teachers may expand material as required.

1.   A consolidation of all forms 1 - 4 grammar and revision of all structures.
2.   A thorough revision of all tenses, of all verbs with emphasis on the use of the subjunctive, the future, the conditional perfect and past historic.
3.   Use of indefinite pronouns
4.   Use of measure words (Chinese)
5.   Extension of the following aspects of grammar:
    •   Expressions of time
    •   Negatives
    •   Relative pronouns
    •   Use of prepositions
    •   Use of adjectives
    •   Use of verbs
    •   Use of adverbs
    •   Reported speech

- Verbs expressing certainty
- Comparative and superlative forms of adjectives
- Passive voice, use and avoidance
- Use of expressions
- Use of direct and indirect pronouns
- Use of proceeding direct object and the agreement
- Use of direct and indirect reflexive pronouns and their agreement
- Interchange between nouns and verbs and vice versa
- Use of partitives
- Use of particles
- Expressions of opinion

7.0 SCOPE AND SEQUENCE

7.1 SKILL 1: LISTENING/OBSERVING

SUB-SKILL	FORM 5	FORM 6
Listening Comprehension	• Announcements • Stories • Note taking • Questions • Poems • Reports	• Announcements • Stories • Note taking • Questions • Folklore • Poems • Reports
Oral Instructions	• Instructions • Directions • Messages • Commands • Announcements	• Instructions • Directions • Messages • Commands • Announcements
Conversations	• Dialogues • Interviews	• Dialogues • Interviews
Objective Listening	• Dictations • Tone and intonation • Pronunciation • Translations • Selective listening	• Dictations • Tone and intonation • Pronunciation • Translations • Selective listening
Numeracy	• Numbers	• Numbers

SKILL 2: SPEAKING/SIGNING

SUB-SKILL	FORM 5	FORM 6
Pronunciation	• Tones (Chinese) • Accents • Intonation • Coherence	• Tones (Chinese) • Accents • Intonation • Coherence
Register	• Requests • Apologies • Compliments • Attitude and feelings • Mood and expression • Instructions and demands • Opinions • Formal and informal situations • Moral values(Unhu/Ubuntu/Vumunhu) • Academic/professional presentations	• Requests • Apologies • Compliments • Attitude and feelings • Instructions and demands • Mood and expression • Academic/professional presentations • Opinions • Formal and informal situations • Moral values (Unhu/Ubuntu/Vumunhu)

Debates	• Analytical/critical appreciation
	  - Cross cutting themes
	  - Contemporary issues
		• Analytical/critical appreciation
		  - Cross cutting themes
		  - Contemporary issues

Descriptives	• Scenarios • The Environment • Processes and Events	• Scenarios • The Environment • Processes and Events

Speeches	• Impromptu speeches • Topical issues • Cross cutting issues • Presentations • Cultural issues • Interpretation • Poems • Riddles (Chinese and KiSwahili) • Folklore	• Impromptu speeches • Topical issues • Cross cutting issues • Presentations • Cultural issues • Interpretation • Poems • Riddles (Chinese and KiSwahili) • Folklore
Numeracy	• Numbers	• Numbers

SKILL 3: READING/SIGNING

SUB-SKILL	FORM 5	FORM 6
Intensive Reading	• Skimming and scanning • Note making and research • Analytical/critical appreciation of texts • Plots and sub-plots • Themes • Cross cutting themes • Characterisation • Aptness of names • Plot development • Settings • Gender • Moral values and beliefs(Unhu/ Ubuntu/ Vumunhu) • Instructions, directions and warnings • Reading comprehension • Summary • Translations	• Skimming and scanning • Note making and research • Analytical/critical appreciation of texts • Plots and sub-plots • Themes • Cross cutting themes • Characterisation • Aptness of names • Plot development • Moral values and beliefs(Unhu/ Ubuntu/Vumunhu) development • Settings • Instructions, directions and warnings • Reading comprehension • Summary • Translations
	• Research and note making	• Research and note making

Extensive Reading	• Reading for enhancement • Reading for enrichment • Reading for entertainment
Numeracy	• Numbers

SKILL 4: WRITING/BRAILLING

SUB-SKILL	FORM 5	FORM 6
Spelling and Word Formation	• Word formation • Vocabulary • ICT skills • Spelling rules/stroke orders • Orthography	• Word formation • Vocabulary • ICT skills • Spelling rules/stroke orders • Orthography
Sentence Construction	• Parts of speech • Grammatical structures • Compound and complex sentences • Punctuation marks	• Parts of speech • Grammatical structures • Compound and complex sentences • Punctuation marks
Translation	• Translation of texts • Translation projects	• Translation of texts • Translation projects
Free composition Writing	• Creative writing • Narrative writing • Descriptive writing • Vocabulary and grammar • Research • Referencing and citation	• Creative writing • Narrative writing • Descriptive writing • Vocabulary and grammar • Research • Referencing citation
Guided Writing	• Summary writing • Comparing and contrasting	• Summary writing • Comparing and contrasting
Numeracy	• Numbers and culture • Projects	• Numbers and culture • Games

8.0 COMPETENCY MATRIX
FORM 5

8.1 SKILL 1: LISTENING/OBSERVING

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Listening comprehension	• recognize vocabulary • retell the story • summarise material from given texts • respond to questions • analyse texts • create reports	• Announcements • Stories • Note taking • Questions • Poems • Reports	• Listening to announcements from electronic media • Note making • Summarising material • Analysing material • Answering questions • Reciting poems • Composing poems	• ICT tools • Talking books • Flashcards • Braille equipment and material • Resource persons • Speeches • Novels • Songs • News • Recipes
Oral instructions	• respond to instructions • give instructions • give directions • follow directions • convey messages • take a command • make announcements	• Instructions • Directions • Messages • Commands • Announcements	• Giving instructions • Following instructions • Following directions • Relaying messages • Dramatising commands • Responding to announcements	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and material • Hearing aids • Resource persons • Speeches • Novels • Songs • News • Recipes
Conversations	• initiate dialogues • take part in dialogues on given themes • sustain dialogues • answer questions in an interview	• Dialogues • Interviews	• Role playing given situations • Listening to conversations from print and electronic media • Answering questions in an interview	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and material • Resource persons • Speeches

Category	Objectives	Content	Activities	Resources
			• Conducting educational tours • Participating in cultural festivals	• Novels • Songs • News • Recipes
Objective listening	• spell words correctly • transcribe heard material • use accents • reproduce accurate tones and intonation • translate given texts from source language into target language • select relevant information from texts	• Dictations • Tone and intonation • Pronunciation • Translation • Selective listening	• Spelling words • Writing heard material • Paying attention to accents • Imitating tones and intonation from electronic media • Translating documents, short stories, sentences and texts from source language into target language • Selecting relevant information from texts	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and material • Models • Resource persons • Speeches • Novels • Songs • News • Recipes

Numeracy	• use numbers in situations to conduct business transactions
	• write numbers heard in words and characters
	• respond to questions and instructions
		• Numbers:
		  - chronology
		  - prices
		  - quantity
		  - size
		  - weight and mass
		  - measurements
		  - distance
			• Role playing business situations
			• Conducting business transactions
			• Conducting educational tours
				• ICT tools
				• Pictures
				• Talking books
				• Flashcards
				• Braille equipment and books
				• Resource persons
				• Speeches
				• Novels
				• Songs
				• News
				• Recipes

SKILL 2: SPEAKING/SIGNING

SUB-SKILLS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Pronunciation	• use correct tones, intonation and accents • express emotions using intonations • pronounce words accurately	• Tones (Chinese) • Accents • Intonation • Dialogue	• Identifying correct tones, intonation and accents • Simulating tones, intonation and accents • Expressing emotions and actions • Pronouncing words	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and books • Resource persons • Speeches • Novels • Songs • News • Recipes
Registers	• make requests • demonstrate appropriate attitudes, feelings and mood in any given situation • express opinions appropriately • distinguish between formal and informal situations • present information/research reports coherently	• Requests • Apologies • Compliments • Attitudes and feelings • Mood and expression • Instructions • Demands • Opinions • Formal and Informal Situation • Moral values (Unhu/Ubuntu/Vumunhu) • Academic/Professional/Business presentations	• Role playing given situations • Dramatising situations • Expressing sentiments and opinions • Presenting speeches at public functions • Conducting cultural activities (Unhu/Ubuntu/Vumunhu) • Presenting business speeches	• ICT tools • Resource Persons • Talking books • Print media • Speeches • Field trip
Debates	• analyse cross cutting themes • defend opinions	• Analytical/critical appreciation - Cross cutting themes - Contemporary issues	• Researching on cross cutting themes/ Contemporary issues	• ICT tools • Resource persons • Talking books • Print media

Category	Objectives	Content	Suggested Activities	Suggested Resources
	• criticise opinions • present arguments		• Discussing cross cutting themes/ Contemporary issues • Arguing for or against given themes • Participating in debate competitions	• Braille equipment and books
Descriptives	• describe given scenarios and environments • narrate processes and events • use selected tenses for descriptions	• Scenarios • Environments • Processes and Events	• Describing given scenarios and environments • Dramatising processes and events • Participating in Educational Tours	• ICT tools • Resource persons • Talking books • Props and costumes • Field trips
Speeches	• deliver speeches • conduct research projects • present reports • recite poems • develop inter-personal communication in real life situations • narrate folklore • solve riddles	• Presentations - impromptu speeches - business presentations - prepared speeches • Cultural Issues • Interpretation • Cross Cutting issues • Contemporary issues • Poems • Riddles • Folklore	• Researching on given topics • Role playing given situations • Presenting speeches • Reciting poems • Narrating folklores • Singing songs	• ICT tools • Print media • Prepared speeches • Resource persons • Flash cards
Numeracy	• express numbers in business transactions and dialogues • discuss cultural aspects associated with numbers. • calculate values	• Numbers: - Time - Prices - Quantity - Sizes - Weight and mass - Measurements • Distance	• Role playing situations using numbers • Conducting business transactions • Dramatising situations with numbers • Identifying cultural aspects associated with numbers • Deducing values from given numbers	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and material • Resource Persons • Mathematical sign language chart • Calculators

SKILL 3: READING

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive Reading	• skim and scan texts	• Skimming and scanning • Note making and research	• Skimming and scanning a text for relevant information • Defining words • Analysing texts	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Journals • Magazines • Newspapers • Novels
	• analyse literary and non-literary texts	• Analytical/critical appreciation		
	• relate the main plots to the sub-plots	• Plots - main plots and sub-plots	• Researching on different types of plots	
	• assess moral values presented in literary works			

	• examine major and minor themes	• Themes:
		  - main themes
		  - sub themes
			• Researching on types of themes	

		• Cross cutting themes:
		  - gender
		  - human rights
		  - culture
		  - environment
			• Researching on moral values and beliefs	

	• analyse characters' roles	• Characterisation
		  - main characters
		  - minor characters
		  - roles of characters
		  - aptness of names
			• Exploring the names and roles of characters	

	• assess the significance of characters to themes in literary works			
	• analyse characters' contribution to moral (Unhu/Ubuntu/Vumunhu) issues in literary works	• Character contribution to plot development • Character significance to settings and themes		

Topic	Objectives	Content	Suggested Activities	Suggested Resources
	• evaluate the aptness of character names to their roles • summarise texts • extract relevant information from any given text. • evaluate texts • formulate conclusions • translate read material	• Characters' contribution to moral issues (Unhu/Ubuntu/Vumunhu) • character and gender • Moral values and beliefs • Instructions, directions and warnings • Reading comprehension • Summary • Translation	• Evaluating moral values of characters • Summarising texts • Answering comprehension questions • Reading texts • Translating read material from source language into target language	• ICT tools • Print media • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Journals • Magazines • Newspapers • Novels
Extensive Reading	• research on topical issues • read widely • read for enrichment	• Research and note making • Reading for self-enhancement • Reading for enrichment • Reading for entertainment	• Reading for research purposes • Studying texts for self-enhancement • Scanning texts for entertainment	
Numeracy	• use numbers in situations to conduct business transactions • read numbers and characters (Chinese) • recognise numbers in formal and informal transactions (Chinese)	• Numbers: - time - prices - quantity - sizes - weight and mass measurements • Distance	• Role playing business situations • Conducting business transactions • Playing character recognition games (Chinese)	• Print media • Talking books • Models • ICT tools • Clocks • Scales

SKILL 4: WRITING/BRAILLING

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Free writing/essay writing	• show creative writing skills • describe situations • use correct tenses • carry out research • refer to different sources • cite sources	• Narratives and descriptive writing • Vocabulary and grammar • Research • Referencing and citation • Project	• Writing essays • Describing situations • Finding out information on given topics • Applying relevant information • Analysing information • Researching on business opportunities in Foreign languages • Making references • Citing sources	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books
Guided Writing	• summarise texts • compare given texts • contrast given texts	• Summary writing • Comparison • Contrasting	• Summarise text • Finding similarities and differences in given texts	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books
Numeracy	• write numbers and quantities for business purposes • use numbers in various situations	• Numbers - Quantities - Prices - Sizes - Height and mass - Measurements	• Writing numbers • Counting numbers for business purposes • Conducting business transactions • Role playing number games	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and material

Topic	Objectives	Content	Skills	Resources
Sentence construction	- identify parts of speech - utilise grammatical structures in complex and compound sentences - write correct sentences - use punctuation marks and accents correctly	- Parts of speech - Grammatical structures - Compound and complex sentences - Punctuation marks	- Identifying parts of speech - Constructing sentences - Punctuating sentences	- Print media - ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and books - Pinyin
Spelling and word Formation	- construct sentences and phrases - type in the target language - spell correctly	- Spellings - Word formation - Spelling rules/stroke orders - Orthography - ICT skills	- Constructing sentences - Typing in the target language - Spelling words correctly - Writing characters/ stroke orders correctly (Chinese)	- Print media - ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and books - Pinyin
Translation	- identify new vocabulary - translate given text from source language into target language	- Translation of texts - Translation projects	- Translating texts and projects - Translating short stories into target language	- Print media - ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and books - Documents - Brochures

8.0 COMPETENCY MATRIX

FORM 6

8.1 SKILL 1: LISTENING/OBSERVING

SUB-SKILLS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Listening comprehension	• comprehend announcements • analyse folklore • summarise a story • write notes • ask questions • retell the story heard • make reports on heard material • comprehend poems • evaluate reports heard	• Announcements • Folklore • Stories • Note making • Questions • Poems • Reports	• Listening to Announcements • Responding to announcements • Retelling folklore • Discussing folklores heard • Making notes • Asking questions • Responding to questions • Reciting poems • Compiling reports heard	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Resource persons
Oral instructions	• give instructions • give directions • relay messages • give orders • respond to announcements	• Instructions • Directions • Messages • Commands • Announcements	• Responding to instructions • Following directions • Conveying messages • Dramatising commands • Responding to announcements	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Resource persons
Conversations	• take part in dialogues • initiate dialogues • sustain dialogues	• Dialogues	• Role playing given situations • Listening to Conversations	• Print media • ICT tools • Talking books • Games • Reference books

	Objectives	Content	Methods	Resources
	• follow the interview	• Interviews	• Responding to interview questions	• Literary texts • Braille equipment and books • Resource persons
Objective Listening	• transcribe heard material • use accents/tones • pronounce words accurately • transcribe texts • select relevant information from texts	• Dictation • Tone and intonation • Pronunciation • Transcription • Selective listening	• Writing heard material • Utilise accents/tones • Enunciating words • Transcribing oral texts • Scan for relevant information from texts	• Print media • Talking books • Models • ICT tools • Resource persons • Speeches • Novels • Songs • News • Recipes

Numeracy	• write numbers and quantities for business purposes
	• use numbers in various situations
	• analyse the cultural aspects associated with numbers
		• Numbers
		  - Quantities
		  - Prices
		  - Sizes
		  - Height and mass
		  - Measurements
		• Numbers and Culture
			• Counting numbers for business purposes
			• Role playing business transactions
			• Interpreting numbers from texts
			• Discussing the cultural aspects associated with numbers (Chinese)
				• Print media
				• ICT tools
				• Talking books
				• Games
				• Reference books
				• Braille equipment and material
				• Clocks
				• Scales

SKILL 2: SPEAKING/SIGNING

SUB-SKILLS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Pronunciation	• apply correct use of tones, intonation and accents • express emotions using intonation • pronounce words accurately	• Tones (Chinese) • Accents • Intonation • Dialogue • Coherence	• Practising correct tones, intonation and accents • Simulating tones, intonation and accents • Expressing emotions using intonation	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and books • Resource Persons

Registers	• demonstrate appropriate attitudes, feelings and mood in any given situation
	
	 • express opinions appropriately
	
	 • present information/research reports coherently
		• Formal and Informal Situations
		 • Moral values (Unhu/Ubuntu/Vumunhu)
		   - business etiquette
		   - sympathy
		   - cultural etiquette
		   - negotiations
		   - proposal
		   - courtship
		   - compliments
		 • Attitudes and feelings
		 • Mood and expression
		 • Opinions
		
		 • Academic/Professional/Business presentations
			• Role playing given situations
			 • Dramatising situations
			 • Presenting speeches at public functions
			
			 • Expressing sentiments and opinions
			
			 • Presenting culturally appropriate speeches
				• ICT tools
				 • Pictures
				 • Talking books
				 • Flashcards
				 • Braille equipment and books
				 • Resource Persons

Debates	• analyse cross cutting themes • defend opinions	• Cross cutting Themes • Contemporary issues	• Researching on cross cutting themes/ contemporary issues • Discussing cross cutting themes/ contemporary issues	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and books

		Analytical/critical appreciation		
	• criticise opinions • justify arguments		• Arguing for or against given themes • Participating in debate competitions	• Resource Persons
Descriptives	• describe given scenarios and environments. • narrate processes and events • use selected tenses for descriptions	• Scenarios • Environments • Processes and events	• Describing given scenarios and environments • Dramatising processes and events • Participating in Educational Tours	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and books • Resource Persons
Speeches	• deliver speeches • conduct research projects • present reports • recite poems • solve riddles • demonstrate inter-personal communication in real life situations • narrate folklore	• Presentations – impromptu speeches – business presentations – prepared speeches • Cultural Issues • Contemporary issues • Poems • Folklore	• Researching on given topics • Role playing given situations • Presenting speeches • Reciting poems • Solving riddles • Demonstrating inter-personal communication in real life situations • Narrating folklores	• ICT tools • Pictures • Talking books • Flashcards • Braille equipment and books • Resource Persons • Speeches • Folklore • Reports • Poems • Business presentations
Numeracy	• express numbers and quantities for business purposes • use numbers in various situations	• Numbers – quantities – prices – sizes – height and mass – measurements • Numbers and Culture	• Role playing situations using numbers • Utilising numbers for business purposes	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books

• analyse the cultural aspects associated with numbers		• Dramatising business transactions • Interpreting numbers from texts • Discussing the cultural aspects associated with numbers (Chinese)

SKILL 3: READING

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive Reading	• skim and scan texts • translate texts • summarise texts • extract relevant information from any given text. • evaluate texts • evaluate the aptness of character names to their roles • assess the significance of characters to themes in literary works	• Skimming and scanning • Translation • Summary • Reading comprehension • Analytical/critical appreciation of texts • Plot development • Cross cutting themes: • Settings • Themes • Aptness of names	• Skimming and scanning texts • Conducting translation projects • Summarising texts • Answering comprehension questions • Analysing texts • Evaluating moral values of characters • Researching on themes • Discussing aptness of character names • Exploring the names and roles of characters	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Props and costumes

	Objectives	Content	Activities	Resources
	• assess moral values presented in literary works • analyse characters' contribution to moral (Unhu/Ubuntu/Vumunhu) issues in literary works • formulate conclusions	• Moral values and beliefs (Unhu/Ubuntu/ Vumunhu) • Characterisation	• Researching on moral values and beliefs • Summarising relevant information • Dramatising scenes from texts • Reading texts	
Extensive Reading	• research on topical issues • read widely	• Research and note making • Reading for enhancement	• Reading for research purposes • Studying texts for enhancement	• Print media • ICT tools • Talking books • Games
	• read for enrichment	• Reading for enrichment • Reading for entertainment	• Scanning texts for entertainment	• Reference books • Literary texts • Braille equipment and books

Numeracy	• read given situations involving numbers.
	• use numbers in various situations
	• analyse cultural aspects associated with numbers
		• Numbers
		  – quantities
		  – prices
		  – sizes
		  – height and mass
		  – measurements
		• Numbers and Culture
			• Expressing numbers
			• Utilising numbers for business purposes
			• Dramatising business transactions
			• Interpreting numbers from texts
			• Discussing cultural aspects associated with numbers (Chinese)
				• Print media
				• ICT tools
				• Talking books
				• Games
				• Reference books
				• Literary texts
				• Braille equipment and material

SKILL 4: WRITING/BRAILLING

SUB-SKILL	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Spelling and word Formation	• construct sentences and phrases • place selected vocabulary into different contexts • use ICT skills • spell correctly	• Spellings • Word formation • Vocabulary • Spelling rules/stroke orders • Orthography	• Reinforcing sentence construction • Finding word meanings • Utilising ICTs • Spelling words correctly • Writing characters/ stroke orders correctly (Chinese)	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Pinyin
Sentence construction	• utilise parts of speech • write correct sentences • construct complex and compound sentences • use punctuation marks and accents correctly	• Parts of speech • Compound and complex sentences • Punctuation marks	• Using parts of speech • Making compound and complex sentences • Punctuating sentences	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Pinyin
Translation	• select new vocabulary • translate given texts from source language into target language	• Translation of texts • Translation projects	• Translating texts and projects • Translating short stories, documents and brochures into target language	• Print media • ICT tools • Talking books • Games • Reference books • Literary texts • Braille equipment and books • Short stories • Documents • Brochures
Free writing/ Essay writing	• apply creative	• Creative writing	• Writing essays	• Print media

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	Objectives	Content	Skills/Activities	Resources
	- writing skills - describe situations - evaluate information on a given topic - cite sources - carry out a research project	- Narrative writing - Descriptive writing - Citation/references - Research project	- Describing situations - Finding out information on given topics - Citing sources - Making references - Applying relevant information - Analysing information - Researching on business opportunities in Foreign languages	- ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and books - Resource persons
Guided Writing	- appreciate texts and stories - compare given texts - contrast given texts - synthesize given ideas	- Short paragraphs - Summary writing - Comparisons - Contrasts	- Organising given ideas - Summarising texts - Finding similarities and differences in given texts - Analysing/criticizing texts	- Print media - ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and books
Numeracy	- write numbers and quantities for business purposes - use numbers in various situations - analyse the cultural aspects associated with numbers	- Numbers - quantities - prices - sizes - height and mass - measurements - Numbers and Culture	- Writing numbers - Using numbers for business purposes - Role playing business transactions - Interpreting numbers from texts - Discussing cultural aspects associated with numbers (Chinese)	- Print media - ICT tools - Talking books - Games - Reference books - Literary texts - Braille equipment and materials

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 learners with special needs to access assessments.

9.1 Assessment Objectives

By the end of the two year learning phase learners should be able to:
Listening
- recall heard information.
- respond to questions based on authentic contemporary spoken language drawn from a variety of sources.
- translate given information from source language to target language.

Speaking
- demonstrate an understanding of spoken material by responding to questions based on everyday situations.
- research, select and present information in the target language.
- organise arguments and ideas logically.
- seek and give opinions and information in a sustained conversation in the target language.

Reading
- read literary and non-literary texts in the target language.
- identify the main characters, plot and the various themes coming out of the text.
- demonstrate an understanding of read material by responding to questions from a variety of texts.
- deduce and infer meaning.
- summarise points from a given text.
- compare and contrast ideas in a text.
- synthesise ideas and organise into a whole.
- analyse and critique literary texts.

Writing
- demonstrate ability to choose appropriate examples of lexis and structures.
- translate meaning from source language to target language.
- apply language skills learnt accurately in writing

9.2 Scheme of Assessment.
- Continuous Assessment 30% of the final mark
- Summative Assessment 70% of the final mark

Continuous Assessment

Continuous Assessment will be assessed as follows:

LEVEL	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form 5	Presentations	1 in term 2, 1 in term 3	5%
	Theory test and assignment	1 test in term 2, 1 assignment in term 3	5%
	Project	1 per year	5%
Form 6	Presentations	1 in term 2, 1 in term 3	5%
	Theory test and assignment	1 test in term 2, 1 assignment in term 3	5%
	Project	1 per year	5%
TOTAL			**30%**

Foreign Languages Syllabus Forms 5 - 6

Summative Assessment

Candidates must take papers 1, 2, 3, 4 and 5 in the case of French, Portuguese, and Swahili.

Description of Papers

Paper 1 Speaking (20 minutes)

Presentation (3-4 minutes)

The candidates will be expected to give a presentation of about 3 to 4 minutes on a specific topic

Candidates must select the subject matter from any of the topic areas as well as the cross cutting themes.
The candidates will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Candidates should give an interesting and lively presentation showing that the candidate has prepared and re-searched the topic thoroughly. Candidates may bring in a limited amount of illustrative material to help their presentation. This might include maps, diagrams, statistics pictures and short articles. They should not bring in a script for their speech.

Topic Conversation (7-8 minutes)
The presentation will lead into a conversation about the chosen topic. Candidates must be prepared to supply additional factual information where appropriate and to express and defend a point of view. They are also required to seek information and or opinions of the examiner and will be given every opportunity to do so.

General Conversation (7-8 minutes)
This section will begin with fairly straight forward questions about the candidate's background and interests and will quickly move on to a more mature conversation discussing current issues within the general topic areas.

Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary and cross cutting issues. Candidates are required to seek information and the opinions of the examiner and will be given every opportunity to do so.

Paper 2   Reading   (2hrs 30 minutes)

This paper is meant to test comprehension skills and include objective questions and questions which require candidates to write answers in the target language. Candidates must produce written answers in the target language. They will not be penalised for incorrect or inaccurate language unless it makes their answers ambiguous. Candidates must write briefly, relevantly and concisely. Candidates must be encouraged to paraphrase and manipulate the language so that they may answer the questions appropriately. If candidates list whole sentences and or phrases from the passages without attempting to select what is relevant, they will be penalised. There will be two sections. Two passages will be set in the Foreign Language, dealing with related themes and tested in a variety of ways.

Section 1 Passage 1
• Written responses, recognition and manipulation of structures.
• Comprehension questions in the Foreign Language and answers in the Foreign Language
• Summary in Foreign Language not exceeding 100 words

Section 2 Passage 2

• Comprehension and interpretation tested through questions in the Foreign Language
• Comparison of issues raised in both texts tested through a writing task not exceeding 100 words in target language

- Questions based on the two texts, not exceeding 140 words.

Paper 3   Listening (1 hour 30 minutes)

Section 1

Part A

A small number of short, factual items will be heard, such as news flashes, advertisements, dialogues, telephone messages announcements.

Recall, comprehension, application, analysis, evaluation and synthesis questions will be set. Candidates must answer in the Foreign language.

Part B

Candidates will listen to an extended piece taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker.
Questions will be set in the Foreign Language and will aim to test overall comprehension of the text and comprehension of specific details. Candidates must respond in the Foreign Language.

Section 2

Candidates will listen to an extended piece taken from interviews or discussions. The candidate will be required to interpret the text to someone who does not understand the Foreign Language. The tasks will be in English and the candidate must respond in English. Questions will test understanding of the main points in the text as well as asking for extended writing to test summary skills.

Paper 4 Essay and Translation into English (2 hours 30 minutes)
There will be two sections. Candidates are advised to spend one hour and a quarter on each section.

 Section 1 Essay
Candidates will have to write an essay of 250-350 words in the Foreign Language

To allow time for preparation and research before the essay examination in November, schools will be informed before 1 March in the year of the examination of six topics which will feature in the essay paper. These topics will reflect the sub-headings for example food and drink and not the major headings e.g. daily life. Exact titles will not be given in advance but the subject areas will be clearly indicated. The essay section will consist of one title on each of the six topics.

Section 2 Translation in English.
The translation will consist of one passage in the Foreign Language of about 200 words based on one of the given topic areas.

Paper 5 Texts and Thematic Studies (French, Portuguese and KiSwahili) 2hrs 30mins

This paper will consist of two sections:

Candidates will be expected to answer one question from each section. Candidates will have to offer one text and one theme. One of the texts must be from Africa. Candidates may not answer two questions from one text. Candidates must
write answers in the Foreign language.   Candidates may not bring texts nor dictionaries into the examination room.

Section 1: Texts

5 texts will be set. Candidates will be given one question on each text to choose from. The questions will consist of an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the book as a whole. This will not be a context passage (the location of the passage will have been identified) but a stimulus, which will allow candidates to bring a focus to their answer. Questions will focus on issues central to the text under discussion and candidates will be expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

Texts for French 2015 -2022

Moliere	Le malade imaginaire
Ba	Une si longue lettre
Oyono	Une vie de boy
Vercors	Le silence de la mer
Rochefort	Les petits enfants du siecle

Texts for Portuguese 2015-2022

Vavo Xixi e o seu neto
O gato malhiado
Farsa da Maria Pereirea
Historia da galinha e do ovo
Uma familia inglesa - Dinis J

Section 2: Thematic Studies

A choice of four themes will be set with three questions on each theme. The questions will focus on the theme but with reference to a particular text not used in section one.

Candidates will be required to refer in detail to one named text and to additional material (a further text(s), excerpts from texts, films, non-literary material etc). Centres must select the text for detailed reference from any literary work in the Foreign Language. They may choose their additional material according to the interests of their candidates. Texts may be attached to any theme as judged appropriate by the teacher. Experience has shown that many texts can be studied under one or more thematic headings.

Themes for 2015 – 2022

• Gender
• War and moral values
• Colonialism
• Youth and responsibility

SUMMATIVE ASSESSMENT (70%)

The setting and designing of test items in French, KiSwahili and Portuguese is guided and informed by the skills weighting chart

PAPER	MARK OUT OF	WEIGHTING
1 Speaking/Signing	100	14%
2 Reading	100	14%
3 Listening/Observing	50	14%
4 Essay	100	14%
5 Literature	100	14%
Summative Total		**70%**
Continuous Assessment Total		**30%**

Chinese skills weighting chart

PAPER	MARK OUT OF	WEIGHTING
1 Speaking/Signing	100	20%
2 Listening/Observing and Reading	100	25%
3 Writing and translation	100	25%
Summative Total		**70%**
Continous Assessment Total		**30%**

Paper Descriptions for Chinese

Paper 1: Speaking (30 minutes)

Part A (10 minutes)
The candidates will be expected to respond to direct questions

Part B (10 minutes)
Candidates will be expected to draw conclusions based on heard conversations

Part C (10 minutes)
Candidates must select the subject matter from any of the topic areas as well as the cross cutting themes.
The candidates will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Candidates should give an interesting and lively presentation showing that the candidate has prepared and re-searched the topic thoroughly.

Paper 2: Listening and Reading (2hours)

Section 1

Part A

A small number of short, factual items will be heard, such as news flashes, advertisements, dialogues, telephone mes-sages and announcements.

Recall, comprehension, application, analysis, evaluation and synthesis questions will be set. Candidates must answer in Chinese language.

Part B
Candidates will listen to an extended text taken from a statement or talk given by a single speaker or from an interview

or a discussion involving more than one speaker.

Questions will be set in Chinese and will aim to test overall comprehension of the text and comprehension of specific details. Candidates must respond in Chinese.

SECTION 2

This section is meant to test comprehension skills and includes objective questions which require candidates to answer in the target language. Candidates must produce written answers in the target language. They will not be penalised for incorrect or inaccurate language unless it makes their answers ambiguous. Candidates must write briefly, relevantly and concisely.
Candidates must be encouraged to paraphrase and apply language structures to answer the questions appropriately. If candidates list whole sentences and or phrases from the passages without attempting to select what is relevant, they will be penalised.
 There will be two sections. Two passages will be set in Chinese, dealing with related themes and tested in a variety of ways.

Passage 1

• Written responses, recognition and application of language structures.
• Comprehension questions in Chinese and answers in Chinese
• Summary in Chinese not exceeding 100 words/characters

Passage 2

• Comprehension and interpretation tested through questions inChinese
• Comparison of issues raised in both texts tested through a writing task not exceeding 100 words/characters in target language
• Questions based on the two texts, not exceeding 140 words/characters.

Paper 3   Writing and Translation (2hours30minute)
Section 1

 Part A: writing phrases based on given words
Part B: writing short passages based on pictures
Part C: writing short passages based on cross cutting/topical issues

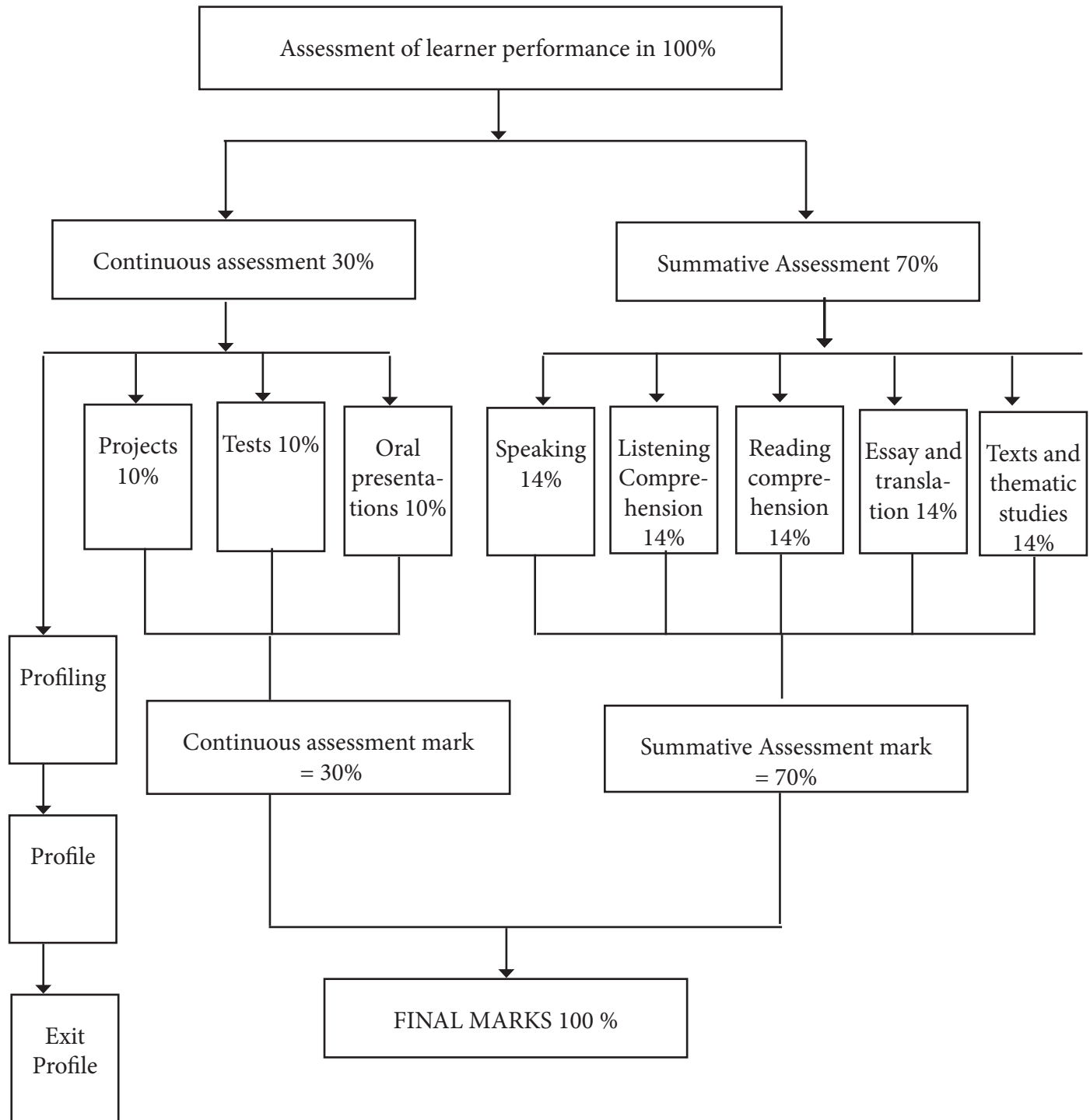 Section 2
Part A: English to Chinese Translation

This part will consist of one passage in English of about 200 words based on a given topic.

Part B: Chinese to English Translation

The translation will consist of one passage in Chinese of about 200 words based on a given topic.

9.1.3 Assessment model

The assessment in Foreign Languages has an emphasis on the four macro language skills which include Listening, Speaking, Reading and Writing.

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                    ┌─────────────────────────────────────────┐
                    │  Assessment of learner performance in 100% │
                    └─────────────────────────────────────────┘

     ┌────────────────────────────┐        ┌────────────────────────────┐
     │  Continuous assessment 30%  │        │   Summative Assessment 70%  │
     └────────────────────────────┘        └────────────────────────────┘
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| Projects 10% | Tests 10% | Oral presentations 10% | Speaking 14% | Listening Comprehension 14% | Reading comprehension 14% | Essay and translation 14% | Texts and thematic studies 14% |

| Profiling |

| Continuous assessment mark = 30% | | Summative Assessment mark = 70% |

| Profile |

| FINAL MARKS 100 % |

| Exit Profile |

10. 0 GLOSSARY

Characters: Pictorial orthographic system used in Chinese writing

ICT tools: Computers, projectors, recorders, speakers, interactive boards, laptops, smart phones, tablets,
                  cassettes, radios, televisions, CDs, videos

Measure words: Special grammatical words used in Chinese

Tones: Pitch changes in Chinese words