

# ZIMBABWE SCHOOL EXAMINATIONS COUNCIL



## ADVANCED SUBSIDIARY LEVEL SYLLABUS

# ENGLISH LANGUAGE AND COMMUNICATION SKILLS 8007

**EXAMINATION SYLLABUS FOR 2008-2012**

## **1.0 PREAMBLE**

This two-year syllabus takes an integrative approach to the appropriate use of English in different situations and for different purposes. The syllabus seeks to equip the learners with skills that will enable them to cope with the demands of tertiary education. It is also intended to develop life long communication skills. It cuts across the curriculum and broadens the learner's perception of the world by exposing them to a variety of topics and texts based on social, scientific, economic, political and other issues.

## **2.0 AIMS**

This syllabus aims to:

- 2.1 equip students with the English Language and communication skills essential for academic work at Advanced level and beyond;
- 2.2 help students develop critical reading and thinking skills;
- 2.3 develop the skills of coherent topic development and sustenance in both oral and written discourse;
- 2.4 broaden students' world view through exposure to a variety of texts and experiences.

## **3.0 TEACHING OBJECTIVES**

By the end of the two-year course, students should be able to:

- 3.1 communicate orally with confidence in various academic, social, professional and other situations;
- 3.2 use the English Language accurately and appropriately for different purposes;
- 3.3 distinguish between fact and opinion;
- 3.4 write with clarity, accuracy and relevance for various purposes;
- 3.5 interpret various texts critically;
- 3.6 participate actively in discussions, debates and other oral activities;
- 3.7 develop academic writing skills in order to present reasoned and mature arguments.

## **4.0 ASSESSMENT OBJECTIVES**

Candidates will be required to demonstrate the ability to:

- 4.1 use the English Language accurately and appropriately in different situations and for different purposes;

- 4.2 read a variety of texts critically;
- 4.3 apply academic writing skills such as:
  - 4.3.1 the presentation of a balanced argument
  - 4.3.2 the effective use of cohesive devices
  - 4.3.3 the development of texts with positive merit of form and arrangement
- 4.4 discuss critically topical issues in the world around them.

## 5.0 CONTENT

### 5.1 Study Skills

Students should be trained in a variety of study skills to enhance effective learning at higher levels. Such skills may include the following:

- distinguishing between
  - (i) major and minor ideas
  - (ii) fact and opinion;
- identifying organisational patterns in texts;
- summarizing and paraphrasing;
- listening for a purpose;
- reading and making inferences;
- library use;
- referencing;
- examination writing techniques.

These skills are to be developed in relation to the following:

#### 5.1.1 Personal and Professional Communication

Letter writing;	Informal, formal, business
Compiling a curriculum vitae/resume.	
Report writing:	Investigative, narrative, business
Use of information technology (IT):	Internet, computers, e-mail, cellphone, telephone, facsimile (fax).
Oral communication:	Public speaking, debates, discussion, seminar, presentations.

#### 5.1.2 Academic Writing

- Use of appropriate register
- Summarizing
- Précis writing
- Essay writing
- Citation and referencing
- Punctuation.

### 5.1.3 Comprehension Skills and Critical Analysis of a Variety of Reading Materials

- The three literary genres (poetry, prose, drama/film)
- Journals, newspapers, magazines/fliers
- Maps, statistics, graphs
- Listening and note-taking
- Reading and note-taking
- Book review.

## 5.2 Topical Issues for Discussion and Essay Writing

### 5.2.1 Socio-economic

- Unemployment
- Wealth and poverty
- Financial management (insurance, budgeting, stock exchange, investment, pension, broking)
- Sport and recreation
- Tourism, travel and leisure
- Drug, alcohol and substance abuse
- Health education (human sexuality, HIV and AIDS, family planning, diseases)
- Disability
- The media
- Globalisation (economic systems, e.g. capitalism, socialism. Multilateral organisations, e.g. UN, IMF, AU, EU, etc).

### 5.2.2 Cultural

- Entertainment – art, music and dance
- Religion, values and morals
- Love and marriage
- Gender issues (e.g. gender and social roles, gender and inheritance, etc)
- Literature (folklore, proverbs, idioms, riddles)
- Multiculturalism (e.g. ethnic groups and culture contacts).

### 5.2.3 Language

- National
- International
- Official
- Foreign/second
- 'Minority'.

#### 5.2.4 Civil and Political

- Human rights and democracy
- Disadvantaged groups
- Minority groups
- Constitution
- National symbols and monuments.

#### 5.2.5 Science and Technology

- Access to technology
- Principles and application
- Indigenous knowledge systems (IKS).

#### 5.2.6 Other Issues

- Natural disasters: natural and man-made
- Environmental issues
- Time management
- Careers

**NB: These suggested topics are not exhaustive but are mere guidelines to assist the teacher to broaden the scope of study.**

## 6.0 METHODOLOGY

### 6.1 Participatory/interactive approach

#### Suggested Methods

- 6.1.1 Exposition (e.g. lecturer, question and answer, brainstorming)
- 6.1.2 Class presentations
- 6.1.3 Research and Projects
- 6.1.4 Field excursions
- 6.1.5 Drama and role-play
- 6.1.6 Seminars
- 6.1.7 Use of audio and video cassettes
- 6.1.8 Debates

### 6.2 Use of resource persons.

## 7.0 ASSESSMENT SCHEME

### PAPER 1(1 hour 30 minutes) – 50 marks

Candidates will be required to write an essay selected from a number of topics set on a variety of subjects. The length of the essay will be between 500 and 800 words. The marking will be based on an impressionistic scale that focuses on both content and language skills.

### PAPER 2 (2 HOURS) – 50 marks

The paper will consist of **one** compulsory question in section A and **two** questions in Section B from which candidates **choose one**.

#### Assessment Scheme

##### Section A (20 Marks)

The question will test communication skills based on:

- Comparison of texts
- Report writing
- Appraisal of badly written passages
- Summarising
- Interpretation of graphs, statistical data, maps and any other form of data presentations.

##### Section B (30 Marks)

In this section, one question will test comprehension of a passage in English. Candidates will be expected to paraphrase given texts and demonstrate their knowledge and understanding of common English usage. The other question could be based on information given in the form of notes, statistics and/or diagrams, which should be expressed in continuous writing.

## 8.0 SPECIFICATION GRID

Assessment Objectives	Paper 1	Paper 2 Section A	Paper 2 Section B
4.1	✓	✓	✓
4.2	✓	✓	✓
4.3	✓	✓	✓
4.4	✓	✓	✓
100 marks	50 marks	20 marks	30 marks

## 9.0 SUGGESTED REFERENCES

Please note that this is NOT a list of prescribed texts, but rather a list of suggestions of materials that teachers may find of general interest and help in delivering this course. Users of the syllabus are encouraged to use other relevant sources.

Abbs, P. and Richardson, J. The Forms of Narrative: A Practical Guide, Cambridge University Press (ISBN 052171597).

Brumfit, C.J. and Carter, R.A. (eds), Literature and Language Teaching, Oxford University Press (ISBN 0198314434).

Fielding, M (1997) Effective Communication in Organisations, Western Cape, Juta.

Greenall, S. and Swan, M. Effective Reading Skills: Reading Skills for Advanced Students, Cambridge University Press (ISBN 0521317529).

Harding, H (1990), Secretarial Procedures: Theory and Practice, Longman