

1. Curriculum overview & learning objectives

Syllabus / level: ZIMSEC Heritage Studies (Forms 1-4), with extension for O/A-Level History.

- Identify different types of media institutions and their ownership structures
- Compare how official, independent, settler, and commercial media covered the same events
- Evaluate how press freedom changed from the Federation era through UDI to Independence
- Analyse how media ownership shapes what is published and what is left out
- Trace how political language in media shifted as the Federation crisis deepened

SBP PROBLEM STATEMENT

How did different media outlets — official government publications, settler press, independent journalism, and commercial tourism media — shape public understanding of political events in colonial and post-colonial Zimbabwe, and how did press freedom change from the Federation era through UDI to Independence?

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2. Differentiated resource tracks

Track	Core materials	Execution
Local / low-bandwidth	Printed pack, notebook, wall-chart paper.	Teacher-led comparison, group discussion of media extracts.
Diaspora / digital	Digital catalogue, scans, online archives, timeline tools.	Digital source analysis, annotation, comparative timeline, portfolio work.

1. Curated sources · 1-4

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
1. Broadcasting Act 1957 Amended 1963	AA-WEB-0203	Primary legal source	Rhodesian Government	Federation-era broadcasting legislation exposes the state's regulatory approach to information and public communication.	Identify what the Act regulates and who is given authority.	Why would broadcasting become politically important during constitutional conflict?
2. The Rhodesian Press	AA-BK-0087 / AA-WEB-0137	Press history / institutional study	W. D. Gale	A history of the company that published the Rhodesia Herald, showing how the dominant newspaper was owned and operated.	Identify the origins and role of the press company.	Why does press ownership matter when evaluating a newspaper as a historical source?
3. The Central African Examiner, Vol. 5, No. 4, July 1961	AA-MAG-0142	Independent periodical	J. Halpern (Editor)	An independent magazine's coverage of the Southern Rhodesian constitutional referendum, showing how non-official media treated the crisis.	Read the lead article, "The marginal choice." Identify what the author sees as the stakes of the upcoming referendum.	How does independent journalism differ from official publications?
4. The Central African Examiner, Vol. 5, No. 5, June 1961	AA-MAG-0143	Independent periodical	J. Halpern (Editor)	A companion issue to the July 1961 Examiner, allowing students to trace shifting coverage of the same	Read the lead article, "Realities for change." Summarise the final proposals discussed.	How does the magazine's tone shift between June and July 1961?

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
				constitutional debate.		

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1. Curated sources · 5-8

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
5. The Central African Examiner, Vol. 6, No. 4, September 1962	AA-MAG-0036	Independent periodical	Theodore Bull (Editor)	A later issue of the same magazine, showing how independent journalism became more critical as the Federation crisis deepened.	Identify what the editorial accuses the government of deceiving itself about.	What changed in the magazine's political language between 1961 and 1962?
6. African Concorde, Vol. 5, No. 3, 21 May 1990	AA-MAG-0033	Pan-African periodical	Shamusideen A. Abiola	A post-independence African-run magazine, providing a continental perspective on Zimbabwean affairs.	Identify one continental issue linked to Zimbabwe.	How does a pan-African perspective differ from a Zimbabwean or settler perspective?
7. Illustrated Life Rhodesia, Vol. 11, No. 19	AA-MAG-0146	Settler magazine	Graham Publishing Company	A settler magazine from 1978, showing how the white Rhodesian press covered the war and its effects on society.	Identify how the magazine presents the security situation or race relations.	How does a settler magazine's coverage differ from the Central African Examiner?
8. Rhodesian Knowledge, Number 8, Summer	AA-MAG-0145	Youth/ educational publication	Maureen de la Harpe (Editor)	A youth magazine showing how settler	Identify one educational or hobby activity	What is communicated indirectly through a

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
Issue				society transmitted its values to the next generation through non-political content.	presented.	magazine that appears non-political?

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1. Curated sources · 9-12

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
9. Africa Calls from Rhodesia / Africa Calls Worldwide	AA-MAG-0076, AA-MAG-0072, AA-MAG-0073, AA-MAG-0074, AA-MAG-0075, AA-MAG-0127, AA-MAG-0128, AA-MAG-0136, AA-MAG-0147	Tourism publications	Zimbabwe Tourist Development Corporation / Rhodesian National Tourist Board	Official tourist magazines showing how Rhodesia and Zimbabwe were packaged for international visitors — a form of public relations.	Compare one issue from the Rhodesia period with one from the Zimbabwe period.	How does the image of the country change after Independence?
10. Rhodesian Literature in English — A Bibliography 1890-1974/5	AA-WEB-0198	Bibliographic reference	Compiled by J. Pichanick, A. J. Chennells and L. B. Rix	A bibliography documenting Rhodesian literary production, revealing the scope and limitations of the settler literary	Find one literary work from each decade.	What does the bibliography's coverage reveal about who was able to publish?

Source	Accession	Type	Author/ Institution	Why it is here	Activity	Critical question
				establishment.		
11. Profile: The Literature Bureau of Rhodesia Circa 1956-1999	AA-ESS-0001	Modern profile	T. Hwindingwi	A contemporary profile of the Literature Bureau, showing how a colonial-era institution has been reinterpreted in post-independence Zimbabwe.	Identify one original function and one later function of the Bureau.	How does a colonial institution change after Independence?
12. The Politics of the Mass Media: A Personal Experience	AA-KC-0004	Memoir/personal account	E. T. M. Rusike	A first-hand account by a Zimbabwean media professional of how the mass media operated during and after the liberation struggle.	Extract one experience Rusike describes about media ownership or control.	How does a practitioner's account differ from a historian's analysis?

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1. Project design & source handling

This pack treats media sources as evidence of how different institutions — government, independent press, settler magazines, commercial tourism — constructed versions of reality for different audiences.

The pack deliberately includes both colonial-era media (settler press, official tourism) and post-independence media (African Concorde, Rusike's memoir) to allow students to trace change over time.

No single media source is treated as a neutral or transparent record — each must be read for its purpose, audience, ownership, and omissions.

5. Source criticism protocol

Students should identify the author/institution, date, intended audience, purpose, and what the source leaves out. Do not treat media content as evidence of "what happened" without considering who published it, for whom, and why.

6. Catalogue accessions used

Accession register
AA-WEB-0203
AA-BK-0087
AA-WEB-0137
AA-MAG-0142
AA-MAG-0143
AA-MAG-0036
AA-MAG-0033
AA-MAG-0146
AA-MAG-0145
AA-MAG-0076
AA-MAG-0072
AA-MAG-0073
AA-MAG-0074
AA-MAG-0075
AA-MAG-0127
AA-MAG-0128
AA-MAG-0136
AA-MAG-0147
AA-WEB-0198
AA-ESS-0001
AA-KC-0004

Editorial note: Catalogue descriptions are finding-aid information. Teachers and researchers should consult the actual item where possible and distinguish the catalogue record from the historical source itself.