



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**BUSINESS STUDIES SYLLABUS**

**2024 - 2030**

**FORMS 5 - 6**

Curriculum Development Unit  
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Harare

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2024

## **ACKNOWLEDGEMENTS**

The Ministry of Primary and Secondary Education would like to acknowledge the following:

- The National Business and Enterprise Skills Syllabus Panel
- Zimbabwe School Examinations Council (ZIMSEC)
- Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MoHTEISTD)
- United Nations Children's Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organisation (UNESCO)

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## **1.0 PREAMBLE**

### **1.1 INTRODUCTION**

The Business Studies syllabus intends to develop learners' competencies in decision making, problem solving, quantification and management of information, effective communication, leadership, resource management and enterprising. It will enable learners to adapt to dynamic economic, political and cultural environments. This will help promote self-reliance, and sustainable socio-economic development. The Business Studies syllabus is a two – year course covering Forms 5 and 6.

### **1.2 RATIONALE**

This Business Studies syllabus equips learners with practical business competencies critical for them to suit the dynamic business environment in Zimbabwe. Learners shall be empowered to operate successful businesses. The syllabus promotes economic empowerment, social equity and employment creation for the enhancement of sustainable self-reliance and economic growth.

### **1.3 SUMMARY OF CONTENT**

This syllabus covers theory and practical activities for the learners in Business Studies in areas such as business environmental analysis, human resources management, operations management, finance and accounting management, business communication, Information Communication Technology (ICT), project management and decision making.

### **1.4 METHODOLOGY AND TIME ALLOCATION**

Learner-centred approaches shall be recommended to enable learners to acquire the much needed competences, namely; knowledge, skills, values and attitudes. Learning methods shall be iterative to ensure learners also acquire enterprising skills, and promote sustainable use of resources, employment creation, value addition and beneficiation.

The following shall be some of the methods:

- Presentations
- Debates
- Case studies
- Group work
- Research
- Problem solving
- Demonstrations
- Educational tours
- School on the shop floor
- Guided discovery
- Seminars
- Project work

#### **1.4 ASSUMPTIONS**

It is assumed that learners:

- have commercial knowledge and business enterprise competences
- are constantly participating in business activities at various levels
- have a desire to create wealth for themselves through running their own businesses
- desire to economically contribute to their families, community and the nation at large
- have access to some means of production such as land
- are aware of the prevailing business environment
- interact with ICT tools.

#### **1.5 CROSS CUTTING THEMES**

The teaching and learning of Business Studies will encompass the following cross cutting themes:

- Information Communication Technology (ICT)

- Climate Change
- Health and wellbeing
- Disaster risk management
- Environmental Management
- Child rights and responsibilities

BUSINESS STUDIES A' LEVEL

## 2.0 PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for Forms 5 – 6. It has aims, objectives, rationale, methodology, scope and sequence, competency matrix and assessment.

## 3.0 SYLLABUS AIMS

This syllabus aims to enable learners to:

- participate in the business process within the economy, as an entrepreneur and as an investor
- acquire entrepreneurial competences necessary to be successful in business
- appreciate the economic, environmental, ethical, governmental, legal, social, technological and other issues associated with business activity

## 4.0 OBJECTIVES

Learners should be able to:

- demonstrate knowledge and understanding of the concepts acquired in business studies
- evaluate environmental factors influencing business
- transform an idea into a business venture
- apply fundamental business concepts as a means of personal development
- demonstrate critical inquiry skills that enable them to build relationships with other innovators, enterprisers and the community at large
- apply acquired knowledge, skills and techniques in decision making
- Demonstrate cultural values through Unhu/Ubuntu/Vumunhu in business practices

## 5.0 TOPICS



The syllabus topics are as follows:

- Business and its Environment
- ICT in Business
- Business Planning and Project Development
- Human Resources Management
- Business Communication
- Marketing
- Operations Management
- Business Finance and Accounting

## **6.0 METHODOLOGY AND TIME ALLOCATION**

### **6.1 Methodology**

The syllabus encourages learner-centred methods and approaches. Learners are encouraged to participate in projects and field trips to gain exposure to business practice.

The following are suggested teaching and learning methods:

- Demonstrations
- Case studies
- Educational tours
- Research
- School on the shop-floor
- Group work
- Role play
- Seminars
- Presentations
- Debates
- E-Learning
- Project work

### **6.2 TIME ALLOCATION**

At least eight periods of at least thirty-five minutes per week shall be allocated.

Learners should have an educational tour, a seminar and a school on the shop-floor, at least once per term.

BUSINESS STUDIES A' LEVEL

## 7.0 SCOPE AND SEQUENCE

### TOPIC 1: BUSINESS AND ITS ENVIRONMENT

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Introduction to Business</li></ul>	<ul style="list-style-type: none"><li>• International trade</li></ul>
<ul style="list-style-type: none"><li>• Types of Business Environments</li></ul>	<ul style="list-style-type: none"><li>• Causes of Business Failure</li></ul>
<ul style="list-style-type: none"><li>• Size and Growth of Business</li></ul>	
<ul style="list-style-type: none"><li>• Business aims and objectives</li></ul>	
<ul style="list-style-type: none"><li>• Business Constraints</li></ul>	
<ul style="list-style-type: none"><li>• ICT in business</li></ul>	

### TOPIC 2 BUSINESS FORMULATION AND PROJECT DEVELOPMENT

FORM 5	FORM 6
Purpose of a business plan	<ul style="list-style-type: none"><li>• Formulation of project</li></ul>
How to prepare a business plan	<ul style="list-style-type: none"><li>• Tools for decision making</li></ul>
Components of a business plan	<ul style="list-style-type: none"><li>• Project</li></ul>
Meaning of Project,	
Project Formulation:	

### TOPIC 3 PEOPLE IN ORGANISATIONS

FORM 5	FORM 6
<ul style="list-style-type: none"><li>• Management</li></ul>	<ul style="list-style-type: none"><li>• Organisational Structure</li></ul>
<ul style="list-style-type: none"><li>• Leadership</li></ul>	<ul style="list-style-type: none"><li>• Human Resources Management</li></ul>
<ul style="list-style-type: none"><li>• Motivation</li></ul>	<ul style="list-style-type: none"><li>• </li></ul>

FORM 5	FORM 6
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#### TOPIC 4 BUSINESS COMMUNICATION

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Purpose of communication</li> <li>• Channels of communication</li> <li>• Methods of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to communication</li> <li>• Role of management in facilitating communication</li> </ul>

#### TOPIC 5: MARKETING

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Evolution of marketing</li> <li>• Market analysis</li> <li>• Marketing research</li> <li>• Demand and Supply concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing mix and marketing strategies</li> <li>• Impact of ICTs in marketing</li> </ul>

#### TOPIC 6: OPERATIONS MANAGEMENT

FORM 5	FORM 6
<ul style="list-style-type: none"> <li>• Nature of operations</li> <li>• Operations planning/organizing production</li> </ul>	<ul style="list-style-type: none"> <li>• Operational efficiency</li> <li>• Quality management</li> <li>• Inventory management</li> </ul>

#### TOPIC 7: BUSINESS FINANCE AND ACCOUNTING

<ul style="list-style-type: none"> <li>• Business finance</li> <li>• Financial markets</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> </ul>
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## 8.0 COMPETENCY MATRIX

### FORM 5 SYLLABUS

#### 2.1 BUSINESS AND ITS ENVIRONMENT

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Introduction to business	<ul style="list-style-type: none"><li>• explain the need for business</li><li>• Identify levels business activity</li><li>• Explain each level of business activity</li><li>• Describe industrialisation</li><li>• Identify sectors of business</li><li>• Explain types of business organisations</li><li>• Describe the legal process of forming a business</li><li>• Explain advantages and disadvantages of different business</li></ul>	<ul style="list-style-type: none"><li>• Need for business such as, self-sustenance, economic growth, employment creation etc.</li><li>• Levels of business activity: -primary, secondary, tertiary</li><li>• Industrialisation</li><li>• Business organisations:<ul style="list-style-type: none"><li>– private, such as sole trader; partnership, co-operatives</li><li>– public limited companies</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explaining the reasons for starting a business</li><li>• Classifying business activities</li><li>• Suggesting examples of businesses at each level</li><li>• Classifying business organisations into public and private sector</li><li>• Explaining each type of business organization</li><li>• Explaining the legal requirements in forming the business</li><li>• Evaluating each type of business organization</li></ul>	<ul style="list-style-type: none"><li>• Charts</li><li>• Recommended textbooks</li><li>• Case studies</li><li>• ICT tools: internet</li><li>• Newspaper cuttings</li><li>• Relevant statutory instruments</li></ul>

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<p>organisations</p> <ul style="list-style-type: none"> <li>Describe the characteristics of economic systems</li> <li>Evaluate each economic systems</li> </ul>	<ul style="list-style-type: none"> <li>Changes in business ownership –privatisation and nationalisation</li> <li>Business and economic system – free command and mixed economy</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the characteristics of each economic systems</li> <li>Assessing the advantages and disadvantages of each economic systems</li> </ul>	
Types of business environments	<ul style="list-style-type: none"> <li>Identify business environments</li> <li>Explain business environments</li> <li>Give examples of business environments</li> <li>Identify business stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Macro environment: such as political, economic, legal, technological</li> <li>Micro environment: such as capital, skills, workers</li> <li>Business stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the types of business environments</li> <li>Evaluating the types of business environments</li> <li>Discussing examples of business stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> </ul>
Size and Growth of Business	<ul style="list-style-type: none"> <li>Outline methods of measuring businesses</li> <li>Explain the methods of measuring businesses</li> <li>Apply at least one method of measuring business size to a business enterprise of their choice</li> <li>Explain the importance of small &amp;medium enterprises (SMEs)</li> <li>Describe problems faced by small &amp;medium enterprises (SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>Ways of measuring businesses: size of capital, number of employees, size of market share</li> <li>Significance of small businesses in an economy</li> </ul>	<ul style="list-style-type: none"> <li>Discussing ways of measuring sizes of businesses</li> <li>Measuring size of businesses of their choice using methods learnt</li> <li>Evaluating the importance of small &amp;medium enterprises (SMEs) in Zimbabwe.</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Charts</li> <li>Case studies</li> <li>ICT tools: internet</li> <li>Newspaper cuttings</li> </ul>

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> <li>Suggest solutions to problems faced by small &amp;medium enterprises (SMEs)</li> <li>Evaluate State intervention to businesses</li> <li>explain advantages and disadvantages of a business being small or large</li> <li>Identify the methods of business growth</li> <li>Evaluate methods of business growth</li> </ul>	<ul style="list-style-type: none"> <li>Problems faced by small &amp;medium enterprises (SMEs)in Zimbabwe</li> <li>Solutions to problems faced by small &amp;medium enterprises (SMEs)</li> <li>State interventions to assist and constrain businesses of different sizes</li> <li>Advantages and disadvantages of small and large businesses</li> <li>Forms of Business growth: merger, takeover, vertical and horizontal integration</li> </ul>	<ul style="list-style-type: none"> <li>Discussing problems faced by small &amp;medium enterprises (SMEs) in Zimbabwe</li> <li>Suggesting solutions to problems faced by small &amp;medium enterprises (SMEs)</li> <li>Evaluating ways by which State assist or constrain businesses</li> <li>discussing the advantages and disadvantages of a business being small or large</li> <li>Discussing forms of business growth</li> </ul>	
Business aims and objectives	<ul style="list-style-type: none"> <li>explain business aims and objectives</li> <li>Explain the hierarchy of objectives</li> <li>Describe the characteristics of business objectives</li> </ul>	<ul style="list-style-type: none"> <li>business aims and objectives</li> <li>Hierarchy of business objectives: strategic operational, tactical</li> <li>Characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>discussing business aims and objectives</li> <li>Describing the hierarchy of objectives</li> <li>Discussing characteristics of business objectives</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Charts</li> <li>Local businesses (case studies)</li> </ul>

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> <li>• Explain the types of business objectives</li> <li>• Discuss the importance of business objectives</li> <li>• Examine conflict of business objectives</li> <li>• Explain constraints that influence business objectives</li> <li>• Explain business ethics and corporate social responsibility</li> <li>• Assess the importance of business ethics</li> <li>• Assess the importance of corporate social responsibility to a business and to the community.</li> </ul>	<p>business objectives</p> <ul style="list-style-type: none"> <li>• Types of business objectives: such as survival, growth, profit maximisation</li> <li>• Importance of business objectives</li> <li>• Conflict of business objectives</li> <li>• Business constraints</li> <li>• Business ethics and corporate social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing types of business objectives</li> <li>• Outlining importance of business objectives</li> <li>• Discussing conflict of business objectives</li> <li>• Visiting local business to investigate their business objectives</li> <li>• Discussing constraints that influence business objectives</li> <li>• Describing the importance of business ethics and corporate social responsibility</li> <li>• Discussing the importance of business ethics</li> <li>• Evaluating the importance of corporate social responsibility to a business and to the community</li> </ul>	



TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<ul style="list-style-type: none"> <li>ICT in Business</li> </ul>	<ul style="list-style-type: none"> <li>Identify ICT resources</li> <li>Explain the role of ICT in business</li> <li>Analyse the usefulness of ICT in business</li> </ul>	<ul style="list-style-type: none"> <li>ICT resources</li> <li>Role of ICT in business</li> <li>Advantages and disadvantages of IT</li> </ul>	<ul style="list-style-type: none"> <li>Group discussions on the Importance of ICT in business functional areas</li> <li>Debating on advantages and disadvantages of ICT in business</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Journals</li> <li>charts</li> </ul>

## 2.2 BUSINESS FORMULATION & PROJECT DEVELOPMENT

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Purpose of a business plan-	<ul style="list-style-type: none"> <li>Explain the purpose of a business plan.</li> </ul>	Business plan <ul style="list-style-type: none"> <li>The need and purpose of a business plan.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the purpose of a business plan.</li> <li>Dramatizing importance of a business plan.</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbooks</li> <li>specimen of a business plan</li> <li>Use of software packages</li> </ul>
	<ul style="list-style-type: none"> <li>analyse components of a</li> </ul>	Business plan specimen	<ul style="list-style-type: none"> <li>listing components of a</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbooks</li> </ul>

Components of a business plan	<p>business plan</p> <ul style="list-style-type: none"> <li>Develop a business plan</li> </ul>	<ul style="list-style-type: none"> <li>Executive summary</li> <li>Organizational background</li> <li>Products</li> <li>Market analysis</li> <li>Strategy and implementation</li> <li>Management</li> <li>Financial plan</li> <li>Business plan</li> </ul>	<p>business plan</p> <ul style="list-style-type: none"> <li>Describing components of a business plan.</li> <li>Evaluating importance of each component of the business plan.</li> <li>crafting a business plan</li> <li>discussing a business project</li> </ul>	<ul style="list-style-type: none"> <li>specimen of a business plan</li> <li>ICT Tools such as Microsoft Publisher</li> <li>Internet</li> <li>recommended textbooks</li> </ul>
Business Project	<ul style="list-style-type: none"> <li>Explain a business project</li> </ul>	<ul style="list-style-type: none"> <li>Business Project</li> </ul>	<ul style="list-style-type: none"> <li>discussing a business project</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>recommended textbooks</li> </ul>
Business Project Formulation	<ul style="list-style-type: none"> <li>design a project plan</li> <li>develop a business project from a business idea of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Project identification</li> <li>Project formulation: <ul style="list-style-type: none"> <li>Project proposal</li> <li>Project plan</li> <li>Implementation</li> <li>evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Preparing a business project.</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Business magazines/journals</li> <li>recommended textbooks</li> </ul>
Tools for decision making	<ul style="list-style-type: none"> <li>Construct network diagram,</li> <li>Construct a decision tree</li> </ul>	<p>Tools for business decision making</p> <p>Network Analysis,</p> <ul style="list-style-type: none"> <li>Elements of a network diagram such as dummy activities and nodes, critical paths</li> <li>Decision tree</li> </ul>	<ul style="list-style-type: none"> <li>describing the different tools for decision making</li> <li>Construction of a network from given data</li> <li>calculating the following: Earliest Starting Time (EST), Latest Finishing Time (LFT), minimum project duration</li> <li>Identifying critical and non-critical path.</li> <li>Constructing a decision tree</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>recommended textbooks</li> <li>audio notes</li> <li>Slides</li> </ul>

	<p>diagram</p> <ul style="list-style-type: none"> <li>• Evaluate the alternatives from a decision tree.</li> <li>• Tabulate the costs and benefits of a given project</li> <li>• Apply decision making tools to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Cost benefit analysis</li> </ul>	<p>diagram</p> <ul style="list-style-type: none"> <li>• Discussing alternatives from a decision tree</li> <li>• evaluating costs and benefits of a given project</li> <li>• Evaluating the usefulness of each decision making tool.</li> </ul>	
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### 2.3 PEOPLE IN ORGANISATIONS

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
Management	<ul style="list-style-type: none"> <li>• Describe management</li> <li>• Explain management functions</li> <li>• Describe managerial roles</li> <li>• Apply managerial roles in different situations</li> <li>• Analyse different management theories</li> </ul>	<ul style="list-style-type: none"> <li>- Management functions</li> <li>- Managerial roles</li> <li>- Management theories</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the concept of management</li> <li>• Discussing management functions</li> <li>• Role playing depicting functions of management</li> <li>• Applying managerial roles in</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended text books</li> <li>• Newspapers</li> <li>• Charts</li> <li>• ICT tools</li> </ul>

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> <li>Apply management theories to today's business</li> </ul>		business cases <ul style="list-style-type: none"> <li>Examining theories of management</li> <li>Evaluating the applicability of management theories</li> </ul>	
<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between leadership and management</li> <li>identify leadership qualities</li> <li>explain leadership styles</li> <li>recommend appropriate leadership styles to different situations</li> <li>Analyse relevance of leadership theories in organisations</li> <li>describe leadership roles</li> <li>explain informal leadership</li> <li>discuss the role of informal leadership in an organisation</li> </ul>	Leadership vs management  Leadership qualities  Leadership styles  Theories of leadership such as McGregor's Theory X and Theory Y  Leadership roles such as supervisors, managers, directors, worker representatives  Informal leadership  <ul style="list-style-type: none"> <li>Understanding human</li> </ul>	<ul style="list-style-type: none"> <li>discussing differences between leadership and management</li> <li>outlining leadership qualities</li> <li>describing leadership styles</li> <li>evaluating appropriateness of leadership styles</li> <li>assessing the contribution of leadership theories to leadership</li> <li>explaining leadership roles</li> <li>role playing showing different leadership styles</li> <li>Describing informal leadership</li> <li>Assessing the roles of informal leadership in an organisation</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>tangible resources</li> <li>charts with resources</li> </ul>

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Identify needs that people seek to satisfy in the work situation</li> <li>Explain the importance of motivation</li> <li>Describe various theories of motivation</li> <li>Assess the relevance of motivation theories to human resources management</li> <li>Distinguish between financial and non-financial motivation</li> <li>Discuss financial and non-financial methods of motivation</li> <li>Suggest appropriate motivation methods for given circumstances</li> </ul>	<ul style="list-style-type: none"> <li>needs</li> <li>Importance of motivation</li> <li>Theories of motivation such as Maslow, Taylor, Herzberg and Mayo</li> <li>Financial and non-financial motivation</li> </ul>	<ul style="list-style-type: none"> <li>Explaining human needs</li> <li>Discussing importance of motivation</li> <li>Discussing theories of motivation</li> <li>Analysing the relevance of motivation theories to human resources management</li> <li>Discussing the difference between financial and non financial motivation methods</li> <li>Evaluating methods of motivation</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks               <ul style="list-style-type: none"> <li>charts</li> <li>ICT tools</li> </ul> </li> </ul>

## 2.4 BUSINESS COMMUNICATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Purpose of communication	<ul style="list-style-type: none"> <li>explain the situations in which communication is essential.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of communication.</li> </ul>	<ul style="list-style-type: none"> <li>discussing the importance of communication.</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbook</li> <li>cell phones,</li> <li>Laptops.</li> </ul>
Channels of communication	<ul style="list-style-type: none"> <li>Examine the communication process model</li> <li>Evaluate channels of communication in an organization.</li> <li>Discuss problems associated with different channels of communication</li> <li>Suggest solutions to communication problems</li> </ul>	<ul style="list-style-type: none"> <li>Communication process model</li> <li>Channels of communication.               <ul style="list-style-type: none"> <li>- Horizontal (lateral)</li> <li>- Vertical</li> <li>- One way</li> <li>- Two way</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Drawing the communication process model</li> <li>Role playing to demonstrate the communication process</li> <li>Discussing channels of communication</li> <li>suggesting solutions to problems associated with different channels of communication</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbook</li> <li>chart showing different channels of communication</li> <li>ICT tools</li> </ul>
Methods of communication	<ul style="list-style-type: none"> <li>Evaluate methods of communication</li> <li>Examine the appropriateness of each method to given</li> </ul>	<ul style="list-style-type: none"> <li>Methods of communication such as:               <ul style="list-style-type: none"> <li>- Written</li> <li>- Oral / verbal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Researching on methods of communication methods</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbooks</li> <li>ICT tool posters.</li> <li>Chart showing</li> </ul>

	circumstances <ul style="list-style-type: none"> <li>• Examine effectiveness of communication media</li> <li>• Explain factors influencing choice of communication media</li> </ul>	- Visual <ul style="list-style-type: none"> <li>• Communication media such as:             <ul style="list-style-type: none"> <li>- Newspapers</li> <li>- Radios</li> <li>- Cell phones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identifying strengths and weaknesses of different methods of communication</li> <li>• Communicating using different forms and media.</li> </ul>	methods of communication <ul style="list-style-type: none"> <li>• Cell phone</li> </ul>
effective communication	<ul style="list-style-type: none"> <li>• examine barriers to effective communication</li> <li>• Suggest solutions to barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• effective communication             <ul style="list-style-type: none"> <li>- barriers</li> <li>- ways of reducing barriers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the barriers to effective communication.</li> <li>• Examining ways to reduce barriers to effective communication</li> <li>• Discussing role of management in facilitating effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• newspapers</li> <li>• Recommended textbooks</li> <li>• charts</li> <li>• ICT tools</li> </ul>
	<ul style="list-style-type: none"> <li>• Distinguish between formal and informal communication</li> <li>• Evaluate the importance of informal communication in an organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and Informal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiating formal and informal communication using examples</li> <li>• Role playing informal and formal communication activities</li> <li>• Discussing ways in which informal communication can influence the efficiency of a business.</li> </ul>	<ul style="list-style-type: none"> <li>• recommended textbooks,</li> <li>• ICT tools</li> </ul>

## 2.5 MARKETING

-Meaning of marketing and forms of markets	<ul style="list-style-type: none"> <li>Describe marketing and e-marketing</li> <li>Analyse the relationship between marketing department and other functional departments in an organization</li> </ul>	<ul style="list-style-type: none"> <li>The evolution of marketing</li> <li>E-Marketing</li> <li>Marketing vs other functional departments in an organisation</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming on the meaning of marketing and e-marketing, demand and forecasting</li> <li>Discussing the link between marketing and other functional departments</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Journals</li> <li>Charts</li> <li>Research instruments</li> </ul>
Market analysis	<ul style="list-style-type: none"> <li>Analyse the market.</li> <li>Distinguish between niche and mass marketing</li> </ul>	<ul style="list-style-type: none"> <li>Market analysis such as: <ul style="list-style-type: none"> <li>Market size</li> <li>Market share</li> <li>Market segmentation</li> <li>Competitors</li> <li>Location</li> </ul> </li> <li>Niche and Mass marketing</li> </ul>	<ul style="list-style-type: none"> <li>Researching on market analysis</li> <li>Calculating market share</li> <li>Discussing the appropriateness of market segmentation</li> <li>Differentiating between niche and mass marketing</li> <li>Evaluating importance of niche and mass marketing</li> </ul>	
Marketing research	<ul style="list-style-type: none"> <li>Evaluate market research tools and process.</li> <li>Calculate measures of</li> </ul>	<ul style="list-style-type: none"> <li>Market research: primary and secondary</li> <li>Sampling methods such as random, stratified, quota</li> <li>Methods of information gathering such as questionnaires, interviews</li> <li>Data analysis and evaluation: Measures of central tendency &amp; measures of</li> </ul>	<ul style="list-style-type: none"> <li>Discussing market research methods</li> <li>Selecting appropriate sampling methods to collect data</li> <li>Collecting data using different tools</li> <li>Calculating measures of central tendency and dispersion</li> <li>Analysing measures of central</li> </ul>	



	<p>central tendency &amp; measures of dispersion</p> <ul style="list-style-type: none"> <li>• Apply measures of central tendency and dispersion in decision making</li> <li>• Make decisions from research results</li> <li>• Explain methods of sales forecasting.</li> <li>• Analyse the determinants of demand and supply</li> <li>• Explain the concept of elasticity</li> <li>• Apply the elasticity of demand concepts in marketing decisions</li> </ul>	<p>dispersion</p> <ul style="list-style-type: none"> <li>• Data presentation such as tables, graphs pie charts</li> <li>• Sales forecasting techniques: <ul style="list-style-type: none"> <li>– Quantitative such as time series</li> <li>– Qualitative such as delphi</li> </ul> </li> <li>• Determinants of demand and supply</li> <li>• Elasticity of demand concepts such as; <ul style="list-style-type: none"> <li>– price</li> <li>– income</li> <li>– cross</li> <li>– promotional spending</li> </ul> </li> </ul>	<p>tendency and dispersion to make decisions</p> <ul style="list-style-type: none"> <li>• Presenting data in different forms</li> <li>• Analysing research results</li> <li>• Interpreting research results</li> <li>• Using the information to make decisions</li> <li>• Discussing sales forecasting techniques</li> <li>• Analysing importance of sales forecasting techniques in decision making</li> <li>• Listing the determinants of demand and supply</li> <li>• calculating of elasticity of demand</li> <li>• Illustrating elasticity of demand</li> <li>• Interpreting elasticity of demand</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended text books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Journals</li> <li>• Charts</li> <li>• Research instruments</li> </ul>
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## 2.6 OPERATIONS MANAGEMENT

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Nature of operations	<ul style="list-style-type: none"> <li>Evaluate stages of production</li> <li>Explain the production function</li> <li>Make decisions based on labour and capital productivity</li> <li>Explain how to increase productivity</li> <li>Explain ways of increasing effectiveness and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Stages of production               <ul style="list-style-type: none"> <li>Primary</li> <li>Secondary</li> <li>Tertiary</li> </ul> </li> <li>Production and Productivity               <ul style="list-style-type: none"> <li>Production function (inputs, processes &amp; outputs)</li> <li>value addition</li> <li>Labour productivity</li> <li>Capital productivity</li> <li>Ways of increasing productivity</li> </ul> </li> <li>effectiveness and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>explaining the stages of production</li> <li>Visiting companies involved in primary, secondary and tertiary activities</li> <li>Describing the production function</li> <li>Commenting on the relationship between costs of inputs and value of outputs</li> <li>Calculating labour and capital productivity</li> <li>Suggesting ways of increasing productivity</li> <li>Differentiating between effectiveness and efficiency</li> <li>Discussing ways of</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks,</li> <li>charts,</li> <li>ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>Explain value analysis</li> </ul>	<ul style="list-style-type: none"> <li>value analysis (value engineering)</li> </ul>	<p>increasing effectiveness and efficiency</p> <ul style="list-style-type: none"> <li>Evaluating the importance of value analysis in operations management</li> </ul>	
<p>Operations planning/org anizing production</p> <ul style="list-style-type: none"> <li>Production function</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different production methods</li> <li>Explain how a business can organize its production function</li> <li>Explain capacity utilization</li> </ul>	<p>Production methods</p> <ul style="list-style-type: none"> <li>Job</li> <li>Batch</li> <li>Flow</li> <li>line</li> <li>Continuous</li> <li>Organizing the production function such as: <ul style="list-style-type: none"> <li>Kaizen-continuous improvement</li> </ul> </li> <li>Capacity utilization</li> </ul>	<ul style="list-style-type: none"> <li>describing different production methods</li> <li>discussing challenges faced when changing from one production method to another</li> <li>assessing appropriateness of production methods to different circumstances</li> <li>visiting different production plants</li> <li>discussing how a business can organize its productive function</li> <li>describing capacity utilization</li> <li>calculating capacity utilisation</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbooks</li> <li>charts</li> <li>print media</li> <li>production plants</li> </ul>

<ul style="list-style-type: none"> <li>• Production Costing</li> <li>• Break even analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Explain ways of increasing capacity utilization</li> <li>• Identify factors that determine (a)location (b)relocation</li> <li>• Justify the need for cost data</li> <li>• Apply approaches to costing in assigned projects</li> <li>• Illustrate the break-even chart</li> <li>• Explain the benefits and limitations of the break-even analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of increasing capacity utilization</li> <li>• Locational decisions <ul style="list-style-type: none"> <li>– factors that determine (a)location (b)relocation <ul style="list-style-type: none"> <li>➤ qualitative such as Geographical, Legal, Political,</li> <li>➤ quantitative such as costs, capital</li> </ul> </li> </ul> </li> <li>• Cost data <ul style="list-style-type: none"> <li>– The need for cost data</li> </ul> </li> <li>• Approaches to costing <ul style="list-style-type: none"> <li>– Absorption costing</li> <li>– Contribution costing</li> </ul> </li> <li>• Break-even analysis</li> </ul>	<ul style="list-style-type: none"> <li>• discussing ways of increasing capacity utilization</li> <li>• describing in groups factors that determine (a)location (b)relocation</li> <li>• justifying the need for cost data</li> <li>• explaining approaches to costing</li> <li>• applying various costing methods to given projects</li> <li>• calculating costs using absorption and contribution costing</li> <li>• Constructing the break-even chart</li> <li>• Determining the breakeven point, margin of safety, profit or loss region</li> <li>• discussing the</li> </ul>	
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			benefits and limitations of the break-even analysis as a decision-making tool	
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### BUSINESS FINANCE AND ACCOUNTING

TOPIC	LEARNING OBJECTIVES: Learners should be able to :	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Business finance	<ul style="list-style-type: none"> <li>• Explain the importance of finance in business</li> <li>• Differentiate between capital expenditure and revenue expenditure</li> <li>• explain the significance of working capital</li> <li>• assess the importance of managing working capital</li> </ul>	<ul style="list-style-type: none"> <li>- Need for business finance such as:               <ul style="list-style-type: none"> <li>- Start- up capital</li> <li>- business expansion</li> </ul> </li> <li>- Capital expenditure and Revenue expenditure</li> <li>- Working Capital:               <ul style="list-style-type: none"> <li>- Meaning,</li> <li>- significance</li> <li>- management</li> <li>- control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming on importance of finance in business</li> <li>• Discussing the difference between capital expenditure and revenue expenditure</li> <li>• Commenting on the significance of working capital</li> <li>• Discussing the importance of</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended text books</li> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Journals</li> <li>• charts</li> </ul>

TOPIC	LEARNING OBJECTIVES: Learners should be able to :	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Financial markets	<ul style="list-style-type: none"> <li>• Manage working capital</li> <li>• Evaluate various sources of finance</li> <li>• Distinguish between money and capital markets</li> <li>• Explain the functions of financial markets in the practice of business</li> <li>• Explain the role of</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of finance: <ul style="list-style-type: none"> <li>- short and long term</li> <li>- internal &amp; external</li> </ul> </li> <li>• Drivers (factors) influencing the choice of finance;</li> <li>• Money and Capital Markets such as: <ul style="list-style-type: none"> <li>- The Zimbabwe Stock Exchange</li> <li>- Commercial banks</li> </ul> </li> <li>• International financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>controlling working capital</li> <li>• Controlling working capital on running projects.</li> <li>• Assessing appropriateness of various sources of finance</li> <li>• Researching on functions of money and capital markets</li> <li>• Describing functions of money and capital markets</li> <li>• Discussing the functions of money and capital markets such as the Zimbabwe Stock Exchange (ZSE)</li> <li>• Visiting financial markets to interact with its players.</li> <li>• Assessing the</li> </ul>	

TOPIC	LEARNING OBJECTIVES: Learners should be able to :	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	international financial institutions	such as African Development Bank (AfDB), World Bank & IMF	importance of international financial institutions	

## FORM 6 SYLLABUS

### 2.7 BUSINESS AND ITS ENVIRONMENT

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>International trade</li> </ul>	<ul style="list-style-type: none"> <li>Outline importance of international trade</li> <li>Describe balance of payments</li> <li>Explain importance of economic integration and international trading links</li> <li>Identify trade barriers</li> </ul>	<ul style="list-style-type: none"> <li>Importance of international trade</li> <li>Imports and exports</li> <li>Balance of payments</li> <li>Regional Economic integration such as SADC, ECOWAS, COMESA</li> </ul>	<ul style="list-style-type: none"> <li>Discussing importance of international trade</li> <li>Explaining balance of payments</li> <li>Discussing importance of economic integration and international trade links</li> <li>Examining the effect of trade barriers</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> </ul>



TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> <li>• Explain how trade barriers affect business</li> <li>• Analyse solutions to reduce effects of trade barriers</li> <li>• Examine benefits of multinational companies to both the host country and home country</li> <li>• Identify problems posed by MNCs to host countries</li> <li>• Identify problems faced by MNCs when operating in foreign land.</li> <li>• Describe globalization</li> <li>• Assess advantages and disadvantages of globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Trade barriers</li> <li>• Multinational companies               <ul style="list-style-type: none"> <li>– Benefits</li> <li>– Challenges</li> </ul> </li> <li>• Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>to businesses</li> <li>• Suggesting different options that reduce effects of trade barriers.</li> <li>• Assessing the significance of multinational companies to both the host and home country</li> <li>• explaining globalisation</li> <li>• evaluating effects of globalisation</li> </ul>	
<ul style="list-style-type: none"> <li>• Management by objectives</li> </ul>	<ul style="list-style-type: none"> <li>• explain management by objectives</li> <li>• examine benefits and limitations of management by objectives</li> <li>• examine appropriateness of management by objectives to given situations</li> </ul>	<ul style="list-style-type: none"> <li>• management by objectives</li> </ul>	<ul style="list-style-type: none"> <li>• describing management by objectives</li> <li>• Discussing benefits and limitations of management by limitations</li> <li>• Analyzing appropriateness of management by objectives to given situations</li> <li>• Role playing management by objectives</li> </ul>	
<ul style="list-style-type: none"> <li>• Causes of business failure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify causes of business failure</li> <li>• Analyse ways of reducing business failure</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of business failure</li> </ul>	<ul style="list-style-type: none"> <li>• Citing cases of failed businesses familiar to the learners</li> <li>• Discussing causes of business failure</li> <li>• Suggesting ways of reducing business</li> </ul>	

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT	ACTIVITIES	RESOURCES
			failure	

## 2.8 PEOPLE IN ORGANISATIONS

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>Organisational structure</li> </ul>	<ul style="list-style-type: none"> <li>Analyse an organizational structure</li> <li>Explain the importance of an organizational structure</li> <li>Distinguish between formal and informal organizations</li> <li>Assess the importance of informal organizations</li> <li>Illustrate organizational chart using a diagram</li> </ul>	<ul style="list-style-type: none"> <li>The need for and nature of organizational structure</li> <li>Formal and informal organizations</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the need for an organizational structure</li> <li>Describing an organizational structure</li> <li>Differentiating between formal and informal organizations</li> <li>Evaluating the importance of informal organizations</li> <li>Drawing a diagram to illustrate an</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Samples of business plans</li> <li>Computers</li> <li>Local businesses</li> <li>ICT tools</li> <li>Charts</li> <li>Recommended textbooks</li> </ul>

	<ul style="list-style-type: none"> <li>• Outline the features of an organizational chart</li> <li>• Examine different approaches to organizational structures</li> <li>• Relate the organizational structures to local organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational chart</li> <li>• Features of an organizational chart such as span of control, chain of command, authority, delegation, centralisation</li> <li>• Approaches to organizational structures – functional, divisional, matrix structures</li> </ul>	<ul style="list-style-type: none"> <li>• organizational chart</li> <li>• Discussing the features of an organizational chart</li> <li>• Evaluating different approaches to organizational structures</li> <li>• Examining the relevance of organizational structures to local organisations</li> </ul>	
Human Resources Management (HRM)	<ul style="list-style-type: none"> <li>• Explain the functions of human resources management</li> </ul>	<ul style="list-style-type: none"> <li>• functions of human resources management such as human resources planning (determining demand for personnel, job descriptions and advertisement, employment contracts, discipline, employee welfare, dismissal and moral) recruitment, selection, training and development, job evaluation, remuneration,</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing functions of human resources management</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended textbooks</li> <li>• Charts</li> <li>• Local business</li> <li>• Statutory instruments</li> <li>• Newspaper cuttings</li> <li>• Magazines</li> </ul>

		performance appraisal, work study, advisory role and guidance role		
	<ul style="list-style-type: none"> <li>Analyse labour/management relations functions</li> <li>Distinguish between training and development</li> <li>Evaluate different training methods</li> <li>Explain the importance of training</li> <li>State health and safety issues at the work place in relation to law.</li> <li>Assess healthy and safety issues at the work place.</li> </ul>	<ul style="list-style-type: none"> <li>Labour/management relations: labour legislation, collective bargaining, dispute settlement, promotion of cooperation between management and workforce, need for negotiation.</li> <li>Training and development</li> <li>Training methods such as induction, on-the-job, off-the-job training.</li> <li>Health and safety in the workplace</li> <li>Role of HRM in relation to health and safety: training, education, provision of facilities, dealing with the problems</li> </ul>	<ul style="list-style-type: none"> <li>Discussing labour/management relations functions</li> <li>Differentiating between training and development</li> <li>Evaluating different training methods</li> <li>Discussing the importance of training</li> <li>Discussing the problems of health and safety faced at the shop floor</li> <li>Explaining the role of HRM to health and safety</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Charts</li> <li>Local business</li> <li>Relevant Statutory instruments</li> <li>Relevant Newspaper cuttings</li> <li>Magazines</li> <li>Recommended textbooks</li> <li>Charts</li> <li>Relevant Statutory instruments</li> <li>Relevant Newspaper cuttings</li> <li>Magazines</li> </ul>

	<ul style="list-style-type: none"> <li>Assess health and safety problems faced by employees of a local organisation</li> </ul>		<ul style="list-style-type: none"> <li>Investigating into the health and safety problems faced by employees of a local organisation of their choice.</li> </ul>	
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## TOPIC 5 MARKETING

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
Marketing mix and Marketing strategies	<ul style="list-style-type: none"> <li>Analyse marketing mix elements</li> <li>Evaluate usefulness of the PLC in decision making</li> <li>Analyse market growth strategies of a product</li> </ul>	<ul style="list-style-type: none"> <li>The Marketing Mix               <ol style="list-style-type: none"> <li>Product                   <ul style="list-style-type: none"> <li>Classification products</li> <li>Product Development: Sources of new product ideas, importance of research and development</li> <li>Packaging</li> <li>Branding</li> <li>Product life cycle (PLC):</li> <li>Product portfolio planning (BCG matrix)</li> </ul> </li> </ol> </li> <li>Ansoff matrix</li> </ul>	<ul style="list-style-type: none"> <li>Classifying products in terms of consumer and producer goods</li> <li>Explaining product development</li> <li>Discussing the importance of branding and packaging</li> <li>Illustrating PLC for a particular product</li> <li>Evaluating the usefulness of the PLC model to functional managers</li> <li>Using the Boston Consulting Group (BCG) matrix in product portfolio planning</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Newspapers</li> <li>ICT tools</li> <li>Recommended Journals</li> <li>Charts</li> </ul>

	<p>using the Ansoff matrix</p> <ul style="list-style-type: none"> <li>• Explain pricing objectives</li> <li>• Analyse factors influencing pricing decisions</li> <li>• Evaluate pricing strategies</li> </ul> <ul style="list-style-type: none"> <li>• Examine the importance of promotion</li> </ul>	<p>ii. Price</p> <ul style="list-style-type: none"> <li>– Pricing objectives</li> <li>– Determinants of price such as costs, supply, income, competition</li> <li>– Pricing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating market growth strategies of a product using the Ansoff matrix</li> <li>• Analysing various pricing objectives</li> <li>• Discussing factors influencing pricing decisions</li> <li>• Analysing pricing strategies</li> </ul> <ul style="list-style-type: none"> <li>• Discussing importance of promotion</li> </ul> <ul style="list-style-type: none"> <li>• Analysing relationship between product positioning and promotion</li> <li>• Discussing promotion mix elements</li> <li>• Creating advertisements</li> <li>• Determining promotional budget</li> <li>• analysing the effect of promotional expenditure on sales</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Apply appropriate promotion mix elements to different situations</li> <li>• explain the importance of promotional budgets</li> <li>• determine the relationship between promotion expenditure and sales</li> <li>• assess the effect of a promotional campaign on sales</li> <li>• evaluate various distribution channels</li> <li>• explain factors influencing choice of distribution channels</li> </ul>	<p>iii. Promotion</p> <ul style="list-style-type: none"> <li>– Importance of promotion such as product positioning</li> <li>– Promotion mix elements such as advertising, publicity, sales promotion, public relations, direct marketing</li> </ul> <p>iv. Place</p> <ul style="list-style-type: none"> <li>– Distribution channels</li> </ul>	<ul style="list-style-type: none"> <li>• applying a promotional tool of their choice to promote a product</li> <li>• measuring effectiveness of the promotional tool on sales</li> <li>• analysing the appropriateness of distribution channels</li> <li>• examining factors influencing choice of distribution channels</li> </ul>	
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ICTs in marketing	<ul style="list-style-type: none"> <li>explain the importance of physical evidence, people and processes to services marketing</li> <li>assess the impact of ICTs in marketing</li> </ul>	<ul style="list-style-type: none"> <li>v. Physical Evidence</li> <li>vi. People</li> <li>vii. Processes</li> </ul> <p>Impact of ICTs in marketing such as:</p> <ul style="list-style-type: none"> <li>– Electronic marketing</li> <li>– Mobile marketing</li> <li>– Social media marketing</li> </ul>	<ul style="list-style-type: none"> <li>discussing importance of physical evidence, people and processes to services marketing</li> <li>discussing impact of ICTs in marketing</li> <li>applying ICT tools in marketing</li> </ul>	
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## OPERATIONS MANAGEMENT

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and	SUGGESTED ACTIVITIES AND	RESOURCES
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		attitudes)	NOTES	
<p>Operational Efficiency</p> <ul style="list-style-type: none"> <li>Inventory control</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the main methods of inventory control.</li> <li>Calculate EOQ</li> </ul>	<p>Methods of inventory control such as</p> <ul style="list-style-type: none"> <li>Just In Time (JIT)</li> <li>Stock control chart</li> <li>Economic Order Quantity (EOQ)</li> </ul>	<ul style="list-style-type: none"> <li>Describing the main methods of inventory control.</li> <li>Illustrating components of stock control chart</li> <li>Assessing methods of inventory control</li> <li>Calculating EOQ</li> <li>Explaining the importance of inventory within businesses.</li> <li>Describing the costs and benefits of holding stock.</li> </ul>	<ul style="list-style-type: none"> <li>recommended textbooks</li> </ul>
<ul style="list-style-type: none"> <li>Work study</li> </ul>	<ul style="list-style-type: none"> <li>Assess the importance of stock within businesses</li> <li>Assess the Costs and benefits of holding stock.</li> <li>Explain the concept of work study</li> <li>Assess the usefulness of the results of work study as a way of improving efficiency and productivity</li> </ul>	<ul style="list-style-type: none"> <li>importance of stock within businesses</li> <li>Costs and benefits of holding stock.</li> <li>Work study <ul style="list-style-type: none"> <li>Work measurement</li> <li>method study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the concept of work study</li> <li>Evaluating the usefulness of the results of work study</li> </ul>	

Lean Production	<ul style="list-style-type: none"> <li>• Evaluate the appropriateness of lean production techniques in different circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Lean Production Techniques such as             <ul style="list-style-type: none"> <li>– Just In Time(JIT)</li> <li>– Total quality management (TQM)</li> <li>– Quality circles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the lean production techniques</li> <li>• Debating the appropriateness of lean production techniques in different circumstances.</li> <li>• Researching on the benefits and limitations of using lean production techniques</li> </ul>	<ul style="list-style-type: none"> <li>• recommended textbooks</li> <li>• case study</li> <li>• ICT tools</li> <li>• charts</li> </ul>
Quality management	<ul style="list-style-type: none"> <li>• Discuss the techniques of quality control</li> <li>• Evaluate the importance of quality control</li> </ul>	<ul style="list-style-type: none"> <li>• Quality control techniques such as:             <ul style="list-style-type: none"> <li>– Inspection</li> <li>– Random sampling</li> <li>– Testing</li> <li>– Involving workers</li> <li>– Total Quality Management (TQM)</li> <li>– Kaizen groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining methods of quality control</li> <li>• Discussing the benefits and limitations of quality control</li> <li>• Visiting manufacturing companies to observe the quality control measures used.</li> </ul>	<ul style="list-style-type: none"> <li>• recommended textbooks</li> <li>• case study</li> <li>• ICT tools</li> <li>• charts</li> <li>• magazines</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate the quality control methods</li> <li>Assess the importance of quality assurance in improving standards</li> </ul>	<ul style="list-style-type: none"> <li>Quality control methods such as: <ul style="list-style-type: none"> <li>Feed forward</li> <li>Concurrent</li> <li>Feedback</li> </ul> </li> <li>Quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>Applying quality control methods to school projects</li> <li>Assess the effectiveness of quality control methods in improving the quality of a product</li> <li>Discussing the importance of quality assurance</li> </ul>	
Impact of ICTs on Operations Management	<ul style="list-style-type: none"> <li>Apply ICTs in operations management activities</li> </ul>	Impact of ICTs in operations management activities such as: <ul style="list-style-type: none"> <li>Inventory control</li> <li>Production</li> <li>Quality control</li> <li>Lean production</li> <li>Costing</li> </ul>	<ul style="list-style-type: none"> <li>constructing an inventory chart using a computer</li> <li>Discussing the impact of ICTs on production techniques such as: <ul style="list-style-type: none"> <li>Computer aided design (CAD)</li> <li>Computer Aided Manufacturing (CAM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>chart</li> <li>recommended textbooks</li> <li>ICT tools</li> <li>handouts</li> </ul>

## TOPIC 7 FINANCE AND ACCOUNTING

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	ACTIVITIES	RESOURCES
Accounting	<ul style="list-style-type: none"> <li>draw up a straightforward financial statement</li> <li>interpret financial statements</li> <li>apply financial statements information to make decisions</li> <li>calculate depreciation using various methods</li> <li>Explain the advantages and disadvantages of stock valuation methods</li> <li>Calculate ratios</li> <li>Interpret ratios</li> <li>Evaluate the usefulness of ratio analysis in decision</li> </ul>	<ul style="list-style-type: none"> <li>Financial statements               <ul style="list-style-type: none"> <li>Users of financial statements</li> <li>Statement of financial position</li> <li>income statement</li> <li>statement of cash flow (direct and indirect methods)</li> </ul> </li> <li>Depreciation               <ul style="list-style-type: none"> <li>Straight line</li> <li>reducing balance</li> </ul> </li> <li>Stock valuation               <ul style="list-style-type: none"> <li>LIFO</li> <li>FIFO</li> <li>AVCO</li> </ul> </li> <li>Ratio Analysis               <ul style="list-style-type: none"> <li>Financial efficiency ratio – stock turnover,</li> <li>debtor days and creditor days.</li> <li>Investor ratios – dividend yield, dividend cover and price earnings ratio.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying users of financial statements</li> <li>Analysing financial statements</li> <li>using financial statements information to make decisions</li> <li>computing depreciation using different methods</li> <li>Discussing differences between straight line and diminishing balance method of depreciation</li> <li>discussing advantages and disadvantages of stock valuation methods</li> <li>Calculating ratios</li> <li>Applying ratios in decision making</li> <li>discussing the</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<p>making</p> <ul style="list-style-type: none"> <li>• Calculate payback period, ARR and NPV</li> <li>• Analyse investment appraisal techniques</li> <li>• Evaluate the usefulness of different appraisal techniques in decision making</li> <li>• Discuss factors influencing investment decisions.</li> <li>• Draw up simple cash flow forecast based on given data.</li> <li>• Amend forecasts provided in the light of changes in business circumstances</li> <li>• apply cash flow forecasts to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Limitations of ratio analysis.</li> <li>- Trend analysis of ratios and inter-firm comparisons.</li> </ul> <ul style="list-style-type: none"> <li>• Investment Appraisal techniques such as: <ul style="list-style-type: none"> <li>- payback period, average rate of return (ARR), Net Present Value (NPV)</li> </ul> </li> <li>• Factors influencing investment decisions such as political, legal, economic, investor confidence</li> <li>• Cash flow forecasts <ul style="list-style-type: none"> <li>- Managing cash flows</li> </ul> </li> </ul>	<p>usefulness of ratio analysis</p> <ul style="list-style-type: none"> <li>• calculating ARR, NPV and payback period</li> <li>• discussing advantages and disadvantages of investment appraisal techniques</li> <li>• assessing the applicability of different investment appraisal techniques</li> <li>• investigating factors influencing investment decisions</li> <li>• drawing up cash flow forecasts</li> <li>• adjusting cash flow forecasts</li> <li>• using cash flow forecasts to make decisions</li> </ul>	
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	<ul style="list-style-type: none"><li>• Explain the purpose of budgets</li><li>• Prepare a budget</li><li>• Assess benefits and drawbacks from of using budgets</li></ul>	<ul style="list-style-type: none"><li>• Budgeting:<ul style="list-style-type: none"><li>- The purpose of budgeting</li><li>- The purpose of budgetary control</li></ul></li><li>- Types of budgets such as flexible budgets and zero-based budgets.</li></ul>	<ul style="list-style-type: none"><li>• Discussing purpose of budgets and budgetary control</li><li>• Drawing up budgets</li><li>• Discussing benefits and drawbacks of budgets</li></ul>	
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## 9.0 ASSESSMENT

The learners shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary school level. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

### 9.1 Assessment Objectives

Learners shall be assessed on their ability to:

- 9.1.1 demonstrate knowledge of principles, techniques and ideas in business studies
- 9.1.2 interpret and present business information
- 9.1.3 apply acquired competences and techniques to make business decisions
- 9.1.4 assess the impact of the environment in which business operates
- 9.1.5 design and implement a business plan

## **9.2 Assessment Model**

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.



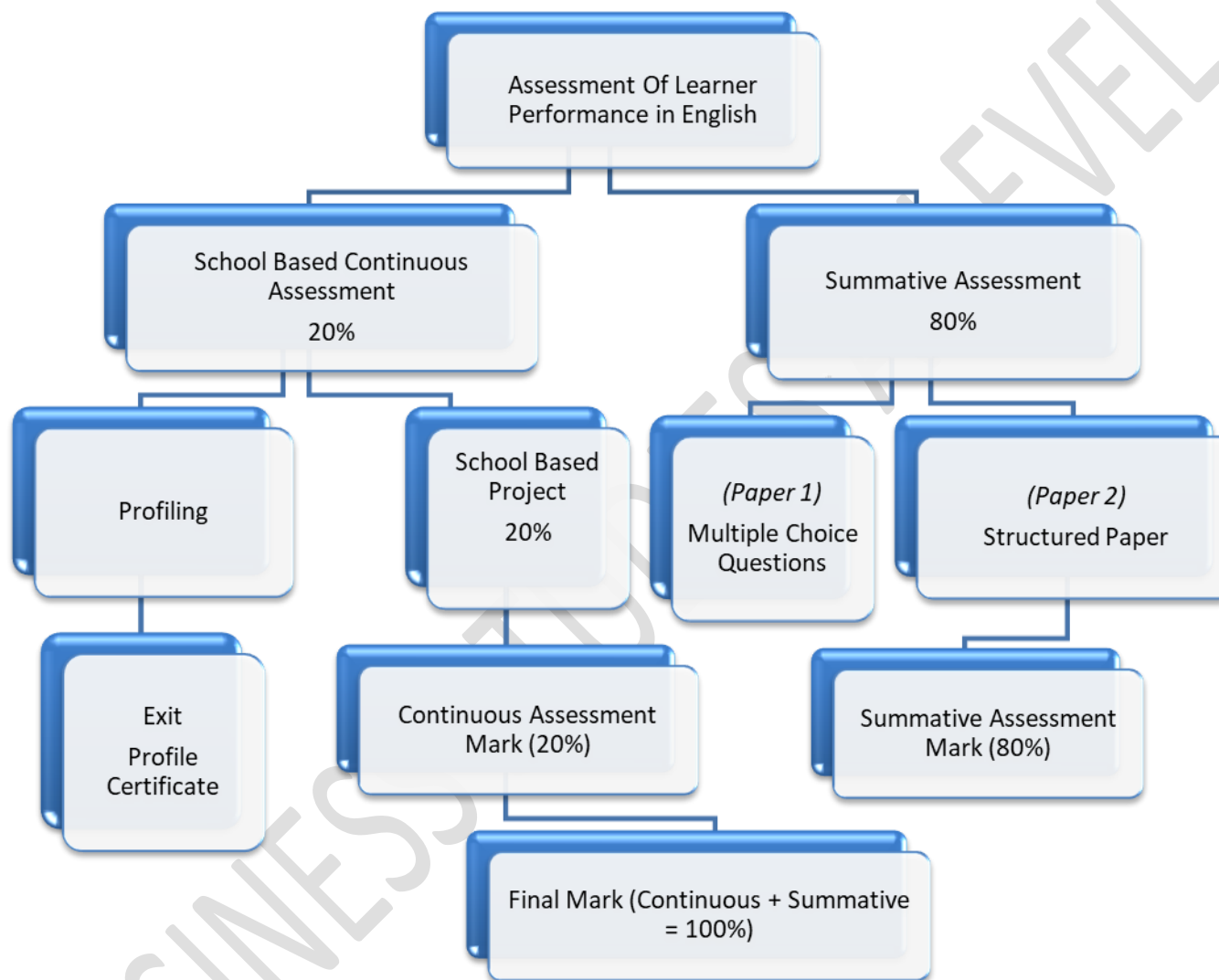


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher's Guide to Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

### 9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

#### 9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per grade which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Form 6. The two School Based Projects shall include those done during Form 5 and 6 sessions. Each will contribute 10%.

### 9.3.1.1: School – Based Project Continuous Assessment Scheme

The Table given below shows the Assessment Scheme for the School Based Project.

Project Stages	Execution	Description	Timelines	Marks
1		Problem Identification	January	5
2		Investigation of related ideas to the problem/innovation	February	10
3		Generation of possible solutions	March	10
4		Selecting the most suitable solution	April-May	5
5		Refinement of selected solution	June	5
6		Presentation of the final solution	July	10
7		Evaluation of the solution and Recommendations	August-September	5
		<b>TOTAL</b>		<b>50</b>

The assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

### 9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Form 6. The examination shall consist of two (2) papers.

#### 2.9 SUMMATIVE ASSESSMENT

**Paper 1:** Structured Short Questions

The paper consists of 2 sections which are Section A and Section B

**Section A**

Structured Questions totaling 70 marks

**Section B**

Case Study totaling 30 marks

**Time:** 3 hours

**Weighting:** 50%

**Paper 2:**

The paper consists of 2 sections which are Section A and Section B

**Section A – Data Response**

Case study totaling 25 marks

**Section B - Essays**

3 essay questions totaling 75 marks will be answered out of 9 questions

**Time:** 3 hours

**Weighting:** 50%

**Examinations**

<b>Title</b>	<b>Duration</b>	<b>Marks</b>	<b>Weighting (%)</b>
Paper 1 – Structured and Case Study	3 hours	100	50
Paper 2 – Data Response and Essays	3 hours	100	50

## 2.10 SPECIFICATION GRID

<b>Skill</b>	<b>Paper 1</b>	<b>Paper 2</b>
Knowledge and comprehension	40%	40%
Application and Analysis	40%	40%
Problem solving	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>