



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

# COMMERCE SYLLABUS

FORM 1 - 4

2024-2030

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# 1.0 PREAMBLE

## 1.1 Introduction

This Heritage-Based Commerce syllabus is a four-year learning area covering Forms 1–4. The syllabus intends to develop in learner's self-reliance, enterprise, critical thinking, problem solving, resource management and leadership skills. The syllabus fosters an understanding and appreciation of the national tangible and intangible heritage.

## 1.2 Rationale

The study of commerce equips learners with practical enterprise skills, value addition skills and business-related competences. The syllabus prepares learners for life and work through acquisition of knowledge, skills, values, attitudes and an understanding of the ownership of the means of production in the commercial world, within a Zimbabwean context. It lays the foundation for careers in the business field and provides the basis for further studies in related disciplines. The syllabus promotes self-reliance for the enhancement of economic growth through the ownership and responsible exploitation of the means of production such as land, capital as well as the tangible and intangible heritage.

The Heritage-Based Commerce syllabus enables learners to develop the following skills:

- Problem solving
- Critical thinking
- Decision making
- Conflict management
- Leadership
- Self-management
- Communication
- Technical and innovative
- Enterprise development

## 1.3 Summary of Content

This syllabus intends to provide a theoretical and practical knowledge base for learners in the commercial world such as production, consumer protection, business organisation, financial management, trade and aids to trade.

## 1.4 Assumptions

It is assumed that all learners:

- are constantly participating in and interacting with commercial activities like buying and selling.
- have access to some means of production.
- desire to contribute meaningfully to the community and nation at large.
- have a desire for self-reliance through running their own enterprises.
- are aware of the prevailing commercial environment

## 1.5 Cross-Cutting Themes

The Commerce learning area will encompass the following cross cutting themes:

- Information Communication Technology (ICT)
- Disaster risk management
- Children's rights and responsibilities
- Climate change
- Environmental management
- Business enterprise skills
- Gender equality
- Health and wellbeing

## 2.0 PRESENTATION OF THE SYLLABUS

The Heritage-Based Commerce syllabus Forms 1-4 is a single document comprising preamble, aims, objectives, methodology, topics, scope and sequence, competence matrix and assessment.

### 3.0 AIMS

The syllabus enables learners to:

- 3.1 develop an appreciation of the environment within which commercial activities take place
- 3.2 acquire knowledge and understanding of the language, concepts and decision-making procedures of commercial activities
- 3.3 develop knowledge and understanding of the impact of information technology in commercial activities
- 3.4 develop knowledge and understanding of the nature and significance of innovation and change on commercial activities
- 3.5 prepare for life and work in an indigenised economy and increasingly globalised and competitive environment
- 3.6 demonstrate desirable financial literacy and numeracy skills including practical competences necessary to run a business
- 3.7 acquire lifelong business management skills in line with emerging opportunities and challenges of the local, national and global society
- 3.8 participate in voluntary service and leadership as well as contribute meaningfully to the development of the country
- 3.9 enhance patriotism and appreciation of national tangible and intangible heritage

### 4.0 SYLLABUS OBJECTIVES

Learners should be able to:

- 4.1 demonstrate knowledge and understanding of the purposes and functions of commercial activities and commercial institutions
- 4.2 describe the environment in which commercial activities take place
- 4.3 explain relevant terms used in business
- 4.4 interpret information from graphs, charts and tables
- 4.5 analyse significant factors to consider in a commercial situation
- 4.6 present and interpret information in the form of graphs, diagrams and tables
- 4.7 apply knowledge and skills to solve problems in commercial situations
- 4.8 make accurate judgments on commercial and development issues
- 4.9 assess the impact of ICTs on commercial activities
- 4.10 communicate commercial information in writing, verbally, diagrammatically and graphically in a coherent and logical manner
- 4.11 carry out self-reliance project

- 4.12 demonstrate an appreciation of our tangible and intangible heritage

## **5.0 Methodology and Time Allocation**

### **5.1 Methodology**

In this syllabus, learner - centred approaches are encouraged. The principles of inclusivity, relevance, individualisation and concreteness should influence the choice of teaching methods so that learning of Commerce embrace the diversity of all learners. The following methods are suggested:

- Group work
- Research
- Educational tour
- Simulations/ Role play
- Questions and answers
- Mini enterprise approach
- Discovery
- Problem solving
- Demonstrations
- Seminars Quiz
- Games
- Project work
- Debates

The methods are mutually inclusive and may be used in combination

### **5.2 Time Allocation**

At least four (4) 40 minutes lesson shall be allocated per week. At least one (1) educational tour and at least 2 Seminars per year are encouraged. Educational tours should be allocated at least 1 working day per term.

## **6.0 TOPICS**

The syllabus topics are as follows

- 6.1 Production
- 6.2 Trade
- 6.3 Consumer protection
- 6.4 Business Organisations
- 6.5 Enterprise
- 6.6 Finance and Banking
- 6.7 Insurance and Assurance
- 6.8 Business Communication
- 6.9 Transport
- 6.10 Warehousing
- 6.11 Marketing

## 7.0 SCOPE AND SEQUENCE

### TOPIC 1: PRODUCTION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Stages of Production</li><li>• Factors of production</li><li>• Ownership of means of production</li></ul>	<ul style="list-style-type: none"><li>• Forms of production</li><li>• Division of labour and specialisation</li><li>• Mass production</li><li>• Chain of distribution</li></ul>	<ul style="list-style-type: none"><li>• Value addition and beneficiation of resources</li></ul>	<ul style="list-style-type: none"><li>• Business environment</li></ul>

### TOPIC 2: TRADE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Introduction to trade</li><li>• Wholesale trade</li></ul>	<ul style="list-style-type: none"><li>• Retail trade</li><li>• Hire purchase and deferred payments</li><li>• Discounts</li><li>• Documents used in home trade</li></ul>	<ul style="list-style-type: none"><li>• Foreign trade</li></ul>	<ul style="list-style-type: none"><li>• Balance of payments</li></ul>

### TOPIC 3: CONSUMER PROTECTION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• reasons for consumer protection</li><li>• Consumer rights and responsible behavior</li></ul>	<ul style="list-style-type: none"><li>• Consumer Protection Boards such as:<ul style="list-style-type: none"><li>- Consumer Council of Zimbabwe (CCZ)</li><li>- Standards Association of Zimbabwe (SAZ)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consumer Protection<ul style="list-style-type: none"><li>- Methods of protecting consumers</li><li>- Role of Government</li></ul></li></ul>	

### TOPIC 4: BUSINESS ORGANISATIONS

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Importance of Business Organisations</li><li>• Business sectors</li></ul>	<ul style="list-style-type: none"><li>• Unincorporated business units</li></ul>	<ul style="list-style-type: none"><li>• Incorporated business units</li><li>• Multi-national companies</li><li>• Public sector business</li></ul>	<ul style="list-style-type: none"><li>• Traders association</li><li>• Business Membership Organisations (BMO)</li><li>• Small to Medium Enterprises (SMEs)</li><li>• Public sector reforms</li></ul>



## TOPIC5: ENTERPRISE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Introduction to Enterprise</li></ul>	<ul style="list-style-type: none"><li>• Management functions</li><li>• Business ethics</li></ul>	<ul style="list-style-type: none"><li>• Business plan</li><li>• Intellectual property</li></ul>	

## TOPIC 6: FINANCE AND BANKING

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Personal finance</li><li>• Money</li></ul>	<ul style="list-style-type: none"><li>• Managing Personal finances</li><li>• Taxation</li><li>• Banking system</li><li>• Financial institutions:<ul style="list-style-type: none"><li>- Commercial Banks</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Business Finance</li><li>• Other Financial Institutions</li><li>• The Reserve Bank of Zimbabwe</li></ul>	<ul style="list-style-type: none"><li>• Business Calculations</li><li>• Zimbabwe Stock Exchange</li><li>• Trends in Banking</li><li>• International Financial Institutions</li></ul>

## TOPIC 7: INSURANCE AND ASSURANCE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Nature and purpose of insurance and assurance</li><li>• Communal systems of insurance and assurance</li></ul>	<ul style="list-style-type: none"><li>• Principles of insurance</li><li>• Documents used in insurance and assurance</li><li>• Insurance procedures</li></ul>	<ul style="list-style-type: none"><li>• Types of insurance policies</li><li>• Types of assurance policies</li><li>• Export Credit Guarantee Corporation (ECGC)</li></ul>	<ul style="list-style-type: none"><li>• Impact of ICT on insurance and assurance</li></ul>

## TOPIC 8: BUSINESS COMMUNICATION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Importance of Communication</li><li>• Telecommunication</li><li>• Service providers</li></ul>	<ul style="list-style-type: none"><li>• Postal services</li><li>• Effective communication</li></ul>	<ul style="list-style-type: none"><li>• Factors to consider in choosing mode of communication</li><li>• Formal and informal business communication</li><li>• Trends in business communication</li></ul>	

## TOPIC 9: TRANSPORT

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Importance of transport</li><li>• Modes of transport</li></ul>	<ul style="list-style-type: none"><li>• Factors influencing choice of transport</li><li>• Documents used in transport</li><li>• Port authorities</li></ul>	<ul style="list-style-type: none"><li>• Trends in transport</li></ul>	

### 7.1 TOPIC 10: WAREHOUSING

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Introduction to warehousing</li><li>• Indigenous storage systems</li></ul>	<ul style="list-style-type: none"><li>• Warehousing functions and importance</li></ul>	<ul style="list-style-type: none"><li>• Types of warehouses</li><li>• Location of a warehouse</li></ul>	

## 7.2 TOPIC 11: MARKETING

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Marketing concepts</li><li>• Types of markets</li></ul>	<ul style="list-style-type: none"><li>• Market segmentation</li><li>• Marketing approaches</li></ul>	<ul style="list-style-type: none"><li>• Marketing mix (Product, place, promotion and price)</li></ul>	

## 8.0 COMPETENCY MATRIX

### FORM 1 SYLLABUS

#### 8.1 PRODUCTION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Stages of production  Factors of production	<ul style="list-style-type: none"> <li>Explain the need for production</li> <li>Classify goods and services</li> <li>Explain primary, secondary and tertiary production</li> <li>Describe factors of production</li> <li>Explain the relationship between commerce and production</li> </ul>	<ul style="list-style-type: none"> <li>The need for production</li> <li>Goods and services</li> <li>Chain of production from primary to tertiary</li> <li>Factors of production</li> <li>Relationship between commerce and production</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the need for production</li> <li>Categorizing goods and services</li> <li>Role playing production activities</li> <li>Visiting production sites in the community</li> <li>Discussing production activities in the community</li> <li>Describing each stage of production</li> <li>Discussing factors of production</li> <li>Demonstrating the relationship between commerce and production</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Recommended textbooks</li> <li>Samples of goods</li> <li>ICT tools</li> <li>Newspaper cuttings</li> <li>Literature on our heritage</li> <li>Resource persons</li> <li>Indigenisation Act</li> <li>Land Reform Act</li> </ul>
Ownership of the means of production	<ul style="list-style-type: none"> <li>Explain why it is important for indigenous people to own means of production</li> <li>Identify land as our heritage</li> <li>Describe the importance of land reform and indigenisation of our economy</li> </ul>	<ul style="list-style-type: none"> <li>Means of production as our heritage</li> <li>Role of Government in indigenising our economy</li> </ul>	<ul style="list-style-type: none"> <li>Discussing importance of indigenous people owning means of production</li> <li>Debating on why land is our Heritage</li> <li>Explaining the importance of land reform and indigenous</li> </ul>	

## 8.2 TRADE

TOPIC	LEARNING OBJECTIVE learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Introduction to trade	<ul style="list-style-type: none"> <li>Explain the need for trade</li> <li>Describe barter and monetary trade</li> <li>Compare home trade and foreign trade</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for trade</li> <li>Forms of trade</li> <li>Branches of trade</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the need for trade</li> <li>Distinguishing between monetary trade and barter</li> <li>Dramatizing exchange of goods</li> <li>Illustrating diagrammatically branches of trade</li> <li>Identifying similarities and difference between home trade and foreign trade</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Charts</li> <li>ICT tools</li> </ul>
Wholesale Trade	<ul style="list-style-type: none"> <li>Explain the services of wholesalers</li> <li>Describe the different types of wholesalers</li> <li>Explain why a wholesaler is by-passed in the distribution chain</li> <li>Identify marketing boards</li> <li>Describe the functions of commodity markets</li> </ul>	<ul style="list-style-type: none"> <li>Services of wholesalers to manufacturers, retailers and consumers</li> <li>Types of wholesalers:               <ul style="list-style-type: none"> <li>cash and carry</li> <li>general</li> <li>specialist</li> <li>co-operative</li> </ul> </li> <li>wholesale societies</li> <li>Reasons for by-passing a wholesale</li> <li>Marketing boards such as Grain Marketing Board (GMB)</li> <li>Commodity markets</li> </ul>	<ul style="list-style-type: none"> <li>Discussing services of wholesalers</li> <li>Visiting wholesalers</li> <li>Writing notes on findings from visits</li> <li>Interviewing customers on services provided by the wholesaler</li> <li>Researching on the types of wholesalers</li> <li>Outlining reasons for by passing a wholesaler</li> <li>Listing the purpose of Marketing Boards</li> <li>Describing the functions of Marketing Boards</li> <li>Explaining functions of commodity markets</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Resource persons</li> <li>ICT tools</li> <li>Samples of money</li> <li>Samples of goods</li> </ul>

### 8.3 CONSUMER PROTECTION

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Reasons for consumer protection  Consumer rights and their responsibilities	<ul style="list-style-type: none"><li>• Identify areas where consumers need protection</li><li>• Identify ways in which consumers can be exploited</li><li>• Explain consumer rights</li><li>• Discuss their responsibilities as consumers</li></ul>	<ul style="list-style-type: none"><li>• Reasons for consumer protection</li><li>• Consumer rights</li><li>• Responsible consumer behavior</li></ul>	<ul style="list-style-type: none"><li>• Discussing areas where consumers need protection</li><li>• Explaining ways in which consumers can be exploited</li><li>• Debating consumer rights</li><li>• Outlining their responsibilities as consumers</li></ul>	<ul style="list-style-type: none"><li>• Recommended textbooks</li><li>• ICT tools</li><li>• Resource persons</li><li>• Consumer Council Act</li><li>• Pamphlets from Consumer Council</li></ul>

### 8.4 BUSINESS ORGANISATIONS

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Importance of Business Organisations	<ul style="list-style-type: none"><li>• Justify the importance of business organisations</li></ul>	<ul style="list-style-type: none"><li>• Importance of business organisations</li></ul>	<ul style="list-style-type: none"><li>• Discussing the importance of business organisations</li></ul>	<ul style="list-style-type: none"><li>• Recommended text books</li></ul>
Business sectors	<ul style="list-style-type: none"><li>• Describe private and public sectors</li><li>• Identify types of business units under private and public sectors</li></ul>	<ul style="list-style-type: none"><li>• Private and public sectors</li><li>• Types of business units</li></ul>	<ul style="list-style-type: none"><li>• Tabulating the differences between private and public sectors</li><li>• Classifying business units into private and public sectors</li></ul>	<ul style="list-style-type: none"><li>• Flow chart of business in the private and public sectors</li><li>• Local business centres</li></ul>

## 8.5 ENTERPRISE

TOPIC	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Introduction to Enterprise	<ul style="list-style-type: none"><li>Identify the qualities of an entrepreneur</li><li>Explain the advantages and disadvantages of being an entrepreneur</li><li>Evaluate the importance of enterprise skills to the economy</li></ul>	<ul style="list-style-type: none"><li>Characteristics of an entrepreneur</li><li>Advantages and disadvantages of being an entrepreneur</li><li>Importance of enterprise skills to the economy</li></ul>	<ul style="list-style-type: none"><li>Stating characteristics of an entrepreneur</li><li>Analysing advantages and disadvantages of being an entrepreneur</li><li>Visiting nearby entrepreneurs</li><li>Discussing importance of enterprise skills</li><li>Assessing the importance of enterprise skills to the economy</li></ul>	<ul style="list-style-type: none"><li>Recommended textbooks</li><li>Resource persons</li><li>ICT tools</li></ul>

## 8.6 FINANCE AND BANKING

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Personal Finance	<ul style="list-style-type: none"><li>• Explain the different sources of income</li><li>• State methods of saving income</li><li>• Justify the need to save income</li><li>• Identify methods for personal investment</li><li>• Analyse reasons for investing</li></ul>	<ul style="list-style-type: none"><li>• Sources of income</li><li>• Saving income</li><li>• Personal investments</li></ul>	<ul style="list-style-type: none"><li>• Listing sources of income</li><li>• Describing methods of saving income</li><li>• Debating on the need to save income</li><li>• Discussing methods of personal investments</li><li>• Evaluating the reasons for investing</li></ul>	<ul style="list-style-type: none"><li>• Recommended text books</li><li>• Brochures on saving portfolios</li><li>• ICT tools</li></ul>
Money	<ul style="list-style-type: none"><li>• Trace the origins of money</li><li>• Describe the characteristics of money</li><li>• Outline the functions of money</li><li>• Discuss the causes and effects of inflation</li></ul>	<ul style="list-style-type: none"><li>• Origins of money</li><li>• Characteristics of money</li><li>• Functions of money</li><li>• Inflation</li></ul>	<ul style="list-style-type: none"><li>• Debating on the advantages and disadvantages of barter</li><li>• Role playing on barter trade</li><li>• Discussing the characteristics of money</li><li>• Explaining the functions of money</li><li>• Debating on causes and effects of inflation</li></ul>	<ul style="list-style-type: none"><li>• Recommended text books</li><li>• ICT tools</li><li>• Charts</li><li>• Newspaper cuttings</li></ul>



## 8.7 INSURANCE AND ASSURANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Nature and purpose of insurance and assurance	<ul style="list-style-type: none"> <li>Explain features of insurance and assurance</li> <li>Outline purposes of insurance and assurance</li> <li>Identify business risks and life risks</li> <li>Distinguish assurance from insurance</li> <li>Explain features of insurable and non-insurable risks</li> <li>Differentiate insurable and non-insurable risk</li> <li>Explain pooling of risks</li> <li>Explain the importance of statistical data in insurance</li> </ul>	<ul style="list-style-type: none"> <li>Insurance and assurance</li> <li>Purposes of insurance and assurance</li> <li>Insurable and non-insurable risks</li> <li>Pooling of risks</li> <li>Importance of statistics in insurance</li> </ul>	<ul style="list-style-type: none"> <li>Visiting insurance and assurance companies</li> <li>Researching on purposes of insurance and assurance</li> <li>Listing business risks and life risks</li> <li>Differentiating between insurance and assurance</li> <li>Discussing features of insurable and non-insurable risks</li> <li>Naming types of insurable risks</li> <li>Discussing differences between insurable risks and non-insurable risks</li> <li>Illustrating pooling of risks</li> <li>Describing the importance of statistical data in insurance</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Charts</li> <li>Insurance documents like prospectus</li> <li>Newspaper cuttings</li> <li>ICT tools</li> <li>Recommended textbooks</li> </ul>
Communal systems of Insurance and assurance	<ul style="list-style-type: none"> <li>Identify communal systems of insurance and assurance</li> <li>State importance of communal systems of insurance and assurance</li> </ul>	<ul style="list-style-type: none"> <li>Communal systems of insurance such as zunde ramambo/ Isiphala seNkosi,</li> <li>Contributions towards burial of deceased</li> </ul>	<ul style="list-style-type: none"> <li>Researching on communal systems of insurance and assurance</li> <li>Discussing importance of communal systems of insurance and assurance</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Related literature</li> </ul>

## 8.8 BUSINESS COMMUNICATION

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Importance of Communication	<ul style="list-style-type: none"> <li>Explain the term communication</li> <li>Outline the importance of communication</li> </ul>	<ul style="list-style-type: none"> <li>Importance 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>Materials from service providers such as brochure and cell phones</li> </ul>
Telecommunication	<ul style="list-style-type: none"> <li>Describe types of telecommunication devices and services</li> <li>Explain the advantages and disadvantages of various telecommunication services</li> </ul>	<ul style="list-style-type: none"> <li>Telecommunication services such as:               <ul style="list-style-type: none"> <li>-Telephone</li> <li>-Cell phone</li> <li>-Internet</li> <li>-datel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing types of telecommunication devices and services</li> <li>Identifying advantages and disadvantages of telecommunication services</li> <li>Exhibiting different communication devices</li> </ul>	<ul style="list-style-type: none"> <li>Communication devices such as cell phones</li> </ul>
Service providers	<ul style="list-style-type: none"> <li>Identify different telecommunication service providers</li> <li>Explain the services provided by various telecommunication service providers</li> </ul>	<ul style="list-style-type: none"> <li>Internet service providers such as Africom and Zol</li> <li>Mobile phone operators such as Telone, Econet, Telecel and, Netone,</li> <li>Fixed telephone service providers</li> </ul>	<ul style="list-style-type: none"> <li>Visiting any service provider</li> <li>Listing different telecommunication service providers</li> <li>Describing the services provided by various telecommunication service providers</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> </ul>

## 8.9 TRANSPORT

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Importance of Transport	<ul style="list-style-type: none"> <li>Explain the importance of transport in commercial activities</li> <li>Trace the developments that took place in transport systems</li> </ul>	<ul style="list-style-type: none"> <li>Role of transport</li> <li>Evolution of transport systems</li> </ul>	<ul style="list-style-type: none"> <li>Identifying traditional modes of transport</li> <li>Relating the development of the wheel</li> <li>Discussing the importance of transport in commerce</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>charts</li> </ul>
Modes of Transport	<ul style="list-style-type: none"> <li>List the modes of transport</li> <li>Examine the advantages and disadvantages of each mode of transport</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of the different methods of transport such as road, air, pipeline and sea</li> <li>Advantages and disadvantages of each mode</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a table showing examples of each mode</li> <li>Discussing the advantages and disadvantages of each mode</li> <li>Visiting airports, bus termini, rail stations and lakes</li> <li>Making models of forms of transport</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>Charts</li> <li>Models</li> <li>Newspaper cuttings</li> </ul>

## 8.10 WAREHOUSING

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Introduction to warehousing	<ul style="list-style-type: none"> <li>Describe warehousing</li> <li>Identify indigenous storage systems</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to warehousing</li> <li>Indigenous storage systems such as dura/isiphala/tsapi</li> </ul>	<ul style="list-style-type: none"> <li>Explaining warehousing</li> <li>Researching on indigenous storage systems</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Resource persons</li> <li>ICT tools</li> </ul>
Indigenous storage systems				

## 8.11 MARKETING

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Marketing concepts	<ul style="list-style-type: none"> <li>Justify the need for marketing</li> <li>Explain different marketing concepts</li> <li>Assess the implications of various marketing concepts to the business</li> </ul>	<ul style="list-style-type: none"> <li>The need for marketing</li> <li>Marketing concepts:               <ul style="list-style-type: none"> <li>product concept</li> <li>the production concept</li> <li>selling concept,</li> <li>marketing concept</li> </ul> </li> <li>Implication of various marketing concepts to the marketer or business</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the need for marketing</li> <li>Discussing different marketing concepts</li> <li>Explaining implications of various marketing concepts to the business</li> <li>Citing examples of different marketing concepts</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> </ul>
Types of markets	<ul style="list-style-type: none"> <li>Identify types of markets</li> <li>Explain types of markets</li> <li>Discuss the advantages of physical and virtual markets</li> <li>Describe features of physical and virtual markets</li> </ul>	<ul style="list-style-type: none"> <li>Type of markets such as physical and virtual</li> <li>Advantages and disadvantages of physical and virtual markets</li> <li>Features of physical and virtual markets</li> </ul>	<ul style="list-style-type: none"> <li>Listing types of markets</li> <li>Describing types of markets</li> <li>Outlining advantages and disadvantages of different types of markets</li> <li>Explaining features of virtual and physical markets.</li> <li>Visiting local markets</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Local markets</li> <li>ICT tools</li> </ul>

## FORM 2

### 8.12 PRODUCTION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Forms of Production  Division of labour and specialisation  Mass production	<ul style="list-style-type: none"><li>• Explain direct and indirect production</li><li>• Differentiate direct and indirect production</li><li>• Describe mass production</li><li>• Explain the advantages of division of labour and specialization</li></ul>	<ul style="list-style-type: none"><li>• Direct and indirect production</li><li>• Division of labour and specialization</li></ul>	<ul style="list-style-type: none"><li>• Distinguishing direct and indirect production</li><li>• Discussing specialization</li><li>• Identifying merits and demerits of mass production</li><li>• Demonstrating division of labour and specialization</li><li>• Visiting a production site</li></ul>	<ul style="list-style-type: none"><li>• Production sites</li><li>• Related literature</li><li>• ICT Tools</li><li>• Recommended textbooks</li><li>• Charts</li></ul>
Chain of Distribution	<ul style="list-style-type: none"><li>• State ways in which goods are distributed from producers to consumers</li><li>• Identify factors considered when selecting channels of distribution</li></ul>	<ul style="list-style-type: none"><li>• Chain of distribution from producers to consumers</li><li>• Factors considered when selecting channels of distribution</li></ul>	<ul style="list-style-type: none"><li>• Drawing link diagrams on channels of distribution</li><li>• Explaining channels of distribution</li><li>• Describing factors considered when selecting channels of distribution</li><li>• Dramatising on channels of distribution</li></ul>	<ul style="list-style-type: none"><li>• Recommended text books</li><li>• Charts</li><li>• ICT tools</li></ul>

## 8.13 TRADE

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Retail trade	<ul style="list-style-type: none"> <li>Explain the functions of retailers</li> <li>Distinguish between large- and small-scale retailers</li> <li>Describe the characteristics and organisation of the different types of retailers</li> <li>Describe the factors that must be considered when establishing a retail outlet</li> <li>Discuss the impact of each trend in retailing</li> <li>Discuss the reasons for the survival of the small-scale retailer</li> </ul>	<ul style="list-style-type: none"> <li>Functions of retailers to manufacturers, wholesalers and consumers</li> <li>Types of retailers:               <ul style="list-style-type: none"> <li>- Large scale such as hypermarkets</li> <li>- Small scale such as tuck shops</li> <li>- Characteristics and organisation of retailers</li> </ul> </li> <li>Factors to considered when establishing a retail outlet</li> <li>Trends in retailing such as:               <ul style="list-style-type: none"> <li>Electronic Point of Sale (EPOS)</li> <li>bar coding</li> <li>vending machines</li> <li>E-commerce</li> </ul> </li> <li>Survival of the small-scale retailer</li> </ul>	<ul style="list-style-type: none"> <li>Visiting retailers</li> <li>Listing features and functions of different retailers observed from visits</li> <li>Describing the characteristics and organisation of each retail outlet</li> <li>Discussing the trends in retailing</li> <li>Showing trends in retailing through the use of print and electronic media</li> <li>Outlining the advantages and disadvantages of the trends in retailing</li> <li>Debating on the reasons for the survival of small-scale retailer</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>ICT tools</li> <li>retail outlets</li> <li>charts</li> </ul>
Hire purchase and deferred payments	<ul style="list-style-type: none"> <li>Explain the main features of hire purchase and deferred payments</li> <li>Compare hire purchase and deferred payments</li> <li>Identify the sources of financing hire purchase and credit sale transactions</li> </ul>	<ul style="list-style-type: none"> <li>Hire purchase and deferred payment/credit sale</li> <li>Types of credit, main features, advantages and disadvantages of:               <ul style="list-style-type: none"> <li>hire purchase</li> <li>deferred payments</li> <li>credit cards</li> <li>informal credit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of credit</li> <li>Debating on the reasons for and against buying on credit</li> <li>Identifying similarities and difference between hire purchase and deferred payments</li> <li>Researching and reporting back on the merits and demerits of hire purchase and credit sale</li> <li>Discussing the sources of financing hire purchase and credit sale transactions</li> <li>Role playing</li> <li>Discussing features of informal credit</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Samples of credit cards</li> <li>Hire Purchase Act</li> <li>Media such as newspapers and magazines</li> <li>Resource person</li> <li>Retail outlets</li> </ul>

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> <li>Using resource persons to explain the types of credit</li> </ul>	
Discounts	<ul style="list-style-type: none"> <li>Explain the nature and purpose of trade and cash discounts</li> <li>Distinguish between trade and cash discounts</li> </ul>	<ul style="list-style-type: none"> <li>Trade and cash discounts</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the purposes of trade and cash discounts</li> <li>Listing the features of trade and cash discounts</li> <li>Calculating trade and cash discounts</li> <li>Differentiating trade discount from cash discount</li> </ul>	
Documents used in home trade	<ul style="list-style-type: none"> <li>Identify the documents used in home trade</li> <li>Explain the importance of documents used in home trade</li> <li>List the contents of each document used in home trade</li> <li>Explain the functions of each document used in home trade</li> </ul>	<ul style="list-style-type: none"> <li>The importance of documents used in home trade</li> <li>Documents used in home trade such as enquiry, quotation and receipt</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of documents used in home trade</li> <li>Collecting and analysing samples of documents used in home trade</li> <li>Demonstrating the use of documents used in home trade</li> <li>Listing the contents and functions of each document used in home trade</li> <li>Filing in documents used in home trade</li> <li>Dramatising on the use of trade documents</li> </ul>	<ul style="list-style-type: none"> <li>Catalogues</li> <li>Samples of the documents such as invoices and credit notes</li> </ul>

## 8.14 CONSUMER PROTECTION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Consumer Protection Boards	<ul style="list-style-type: none"> <li>Identify Consumer Protection Boards</li> <li>Explain the roles of Consumer Protection Boards</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Protection Boards such as Consumer Council of Zimbabwe and Standards Association of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Listing Consumer Protection Boards</li> <li>Discussing the roles of Consumer Protection Boards</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Resource persons</li> <li>ICT tools</li> <li>Pamphlets</li> </ul>

## 8.15 BUSINESS ORGANISATIONS

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Unincorporated Business Units	<ul style="list-style-type: none"> <li>Explain the features of unincorporated businesses</li> <li>Examine advantages and disadvantages of unincorporated business units</li> <li>Distinguish between sole proprietorship and partnership</li> </ul>	<ul style="list-style-type: none"> <li>Features of unincorporated business units</li> <li>Advantages and disadvantages of unincorporated business units</li> <li>Formation, ownership and control</li> </ul>	<ul style="list-style-type: none"> <li>Describing the features of unincorporated business units</li> <li>Differentiating between sole proprietorship and partnership</li> <li>Discussing the advantages and disadvantages of unincorporated business units</li> <li>Explaining the formation, ownership and control</li> <li>Visiting nearby sole proprietors and partnerships such as law firms</li> <li>Role playing on formation of partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Nearby shops</li> <li>ICT tools</li> <li>Law firms</li> <li>Deed of partnerships</li> </ul>



## 8.16 ENTERPRISE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Management functions	<ul style="list-style-type: none"> <li>Explain various management functions</li> <li>Execute various management functions</li> <li>Explain the importance of management functions</li> </ul>	<ul style="list-style-type: none"> <li>Management functions such as planning, leading, organising, directing and controlling</li> <li>Importance of various management functions</li> </ul>	<ul style="list-style-type: none"> <li>Analysing management functions</li> <li>Researching on effective management skills</li> <li>Operating/implementing business enterprises</li> <li>Describing importance of management functions</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Local viable projects</li> </ul>
Business ethics	<ul style="list-style-type: none"> <li>Identify ethical considerations in business</li> <li>Explain the role of ethics in business and society</li> <li>Describe the importance of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Business ethical considerations</li> <li>Role of ethics to business and society</li> <li>Importance of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Researching and reporting back on ethical considerations in business</li> <li>Describing the role of ethics</li> <li>Analysing importance of ethics in business</li> <li>Citing unethical conduct in business</li> <li>Role playing on acceptable business conduct</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Resource persons</li> </ul>

## 8.17 FINANCE AND BANKING

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Managing Personal Finances  Taxation	<ul style="list-style-type: none"> <li>• Draw up personal budgets</li> <li>• Discuss reasons for borrowing</li> <li>• Identify borrowing options</li> <li>• Recognise the legal obligation to pay tax</li> <li>• Analyse the need for financial advice</li> <li>• Determine the consequences for financial mismanagement</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Borrowing options such as:               <ul style="list-style-type: none"> <li>_ Overdraft</li> <li>_ Bank loan</li> <li>_ Trade credit</li> </ul> </li> <li>• Taxation</li> <li>• Financial advice (consultancy)</li> <li>• Financial mismanagement</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing personal budgets</li> <li>• Identifying situations in which individuals should or should not borrow</li> <li>• Listing borrowing options</li> <li>• Discussing personal taxes</li> <li>• Identifying sources of financial advice</li> <li>• Explaining the consequences of financial mismanagement</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended textbook</li> <li>• Resource persons</li> <li>• Budget template</li> <li>• Charts</li> <li>• ICT tools</li> </ul>
Banking system  Financial institution: - commercial banks	<ul style="list-style-type: none"> <li>• Identify different types of banks</li> <li>• Describe the services offered by commercial banks</li> </ul>	<ul style="list-style-type: none"> <li>• Banking system</li> <li>• Classification of Banks</li> <li>• Commercial Banking services such as:               <ul style="list-style-type: none"> <li>- Savings and current accounts</li> <li>- Loans and overdrafts</li> <li>- Bank cards</li> <li>- Cheques</li> <li>- Electronic transfers</li> <li>- Automated teller Machines (ATMs)</li> <li>- Standing orders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a table on banks</li> <li>• identifying the characteristics of a commercial bank</li> <li>• Visiting commercial banks</li> <li>• Operating an ATM</li> <li>• Filling in cheques, withdrawal slips, deposit slips and RTGs</li> <li>• Depositing money</li> <li>• Drawing a diagram showing inter relatedness of financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Cheque books</li> <li>• Bank cards</li> <li>• Deposit slips</li> <li>• Resource persons</li> <li>• ATMs</li> <li>• Charts</li> <li>• ITC tools</li> <li>• Recommended textbooks</li> </ul>

## 8.18 INSURANCE AND ASSURANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Principles of Insurance  Documents used in insurance and assurance	<ul style="list-style-type: none"> <li>Explain the principles of insurance.</li> <li>Identify the documents used in insurance</li> </ul>	<ul style="list-style-type: none"> <li>Utmost good faith, indemnity, insurable interest and proximate cause</li> <li>Documents used in insurance such as prospectus, policy and cover note.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the principles of insurance</li> <li>Describing the features of each document</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Pamphlets</li> <li>Relevant documents such as proposal forms and policies</li> <li>ICT tools</li> </ul>
Insurance Procedures	<ul style="list-style-type: none"> <li>Outline the procedure in obtaining an insurance policy</li> <li>Describe the procedure in effecting a claim</li> <li>State the functions of brokers, underwriters, actuaries and assessors</li> </ul>	<ul style="list-style-type: none"> <li>Effecting an insurance policy</li> <li>Making a claim</li> <li>Brokers</li> <li>Underwriters</li> <li>Actuaries</li> <li>Assessors</li> </ul>	<ul style="list-style-type: none"> <li>Dramatising the taking out of the insurance policy</li> <li>filling insurance documents such as proposal form</li> <li>role playing the functions of the different people involved in insurance</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Samples of relevant documents</li> </ul>

## 8.19 BUSINESS COMMUNICATION

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Postal services	<ul style="list-style-type: none"> <li>Identify agents of postal services</li> <li>Describe each of the postal services</li> <li>Explain the importance of various postal services</li> <li>Discuss drawbacks of each postal service</li> </ul>	<ul style="list-style-type: none"> <li>Agents of postal services such as Zimpost, DHL, FEDEX and TNT</li> <li>Types of postal services such as;               <ul style="list-style-type: none"> <li>Free post</li> <li>Business reply service</li> <li>Expedited mail service</li> <li>Franking machine</li> <li>Recorded delivery</li> <li>Registered mail</li> <li>Cash on delivery</li> <li>Poste restante</li> </ul> </li> <li>Importance and drawbacks of various postal services</li> </ul>	<ul style="list-style-type: none"> <li>Listing agents of postal services</li> <li>Discussing various postal services</li> <li>Analysing the importance of various postal services and their drawbacks</li> <li>Visiting postal service providers</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Resource persons</li> <li>Material from service providers such as brochures and magazines</li> <li>Postal agents</li> </ul>
Effective communication	<ul style="list-style-type: none"> <li>Explain the importance of effective communication</li> <li>Identify enhancers of effective communication</li> <li>Outline barriers to effective communication</li> <li>Suggest ways of overcoming barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Importance of effective communication</li> <li>Enhancers of effective communication</li> <li>Barriers to effective communication</li> <li>Overcoming barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Stating the importance of effective communication</li> <li>Discussing enhancers of effective communication</li> <li>Listing barriers to effective communication</li> <li>Giving solutions to barriers to effective communication</li> <li>Demonstrating effective communication through role playing</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> </ul>

## 8.20 TRANSPORT

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Choice of Transport	<ul style="list-style-type: none"> <li>Discuss factors that influence the choice of transport</li> </ul>	<ul style="list-style-type: none"> <li>Factors influencing choice of transport</li> </ul>	<ul style="list-style-type: none"> <li>Researching on factors that influence choice of transport</li> <li>Matching modes of transport to goods carried</li> <li>Interviewing people at places such as bus termini and airports</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>ICT tools</li> <li>Samples of documents used in transport</li> <li>Resource persons</li> </ul>
Documents used in transport	<ul style="list-style-type: none"> <li>List documents used in transport</li> <li>Outline the contents of each document</li> <li>Explain the purpose of each document in transport</li> </ul>	<ul style="list-style-type: none"> <li>Documents used in transport such as:               <ul style="list-style-type: none"> <li>-Bill of lading</li> <li>-Airway bill</li> <li>-Charter party</li> <li>-Consignment note</li> <li>-Delivery note</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying documents used in transport</li> <li>Completing transport documents</li> <li>Determining the purpose of each document</li> </ul>	<ul style="list-style-type: none"> <li>Samples of documents used in transport</li> <li>Recommended text books</li> <li>ICT tools</li> </ul>
Port authorities	<ul style="list-style-type: none"> <li>Identify facilities found on a port</li> <li>Describe the services provided by different Port Authorities</li> </ul>	<ul style="list-style-type: none"> <li>Port facilities</li> <li>Services provided by different Port Authorities</li> </ul>	<ul style="list-style-type: none"> <li>Visiting ports and writing reports</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Recommended text books</li> </ul>

## 8.21 WAREHOUSING

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Importance of warehousing	<ul style="list-style-type: none"> <li>Discuss importance of warehousing</li> <li>Explain the functions of warehouses</li> </ul>	<ul style="list-style-type: none"> <li>Importance of warehousing</li> <li>Functions of warehouses</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the importance of warehousing</li> <li>Describing the functions of warehouses</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>ICT tools</li> <li>Warehouses</li> </ul>

## 8.22 MARKETINNG

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Market segmentation	<ul style="list-style-type: none"> <li>Explain market segmentation</li> <li>Identify bases of market segmentation</li> <li>Outline reasons for market segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Market segmentation</li> <li>Factors to which can be used when segmenting a market such as demography, income and personal interests</li> </ul>	<ul style="list-style-type: none"> <li>Describing market segmentation</li> <li>Explaining bases of market segmentation to consider when segmenting a market</li> <li>Subdividing markets into various segments</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>ICT tools</li> <li>Markets</li> </ul>
Marketing approaches	<ul style="list-style-type: none"> <li>Explain mass and niche marketing</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for market segmentation</li> <li>Mass marketing</li> <li>Niche marketing</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishing mass and niche marketing</li> </ul>	

## FORM 3

### 8.23 PRODUCTION

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Value addition and Beneficiation	<ul style="list-style-type: none"><li>• Explain the terms value addition and beneficiation</li><li>• Add value to a product</li><li>• Explain how value can be added at each stage of production</li><li>• Identify how the community and the country at large benefit from the exploitation of its resources</li></ul>	<ul style="list-style-type: none"><li>• Value addition and beneficiation</li></ul>	<ul style="list-style-type: none"><li>• Undertaking a project on value addition</li><li>• Debating on the merits and demerits of exploitation of resources</li><li>• Visiting production sites</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Recommended text books</li><li>• Relevant literature</li></ul>

## 8.24 TRADE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Foreign Trade	<ul style="list-style-type: none"> <li>Justify the interdependence of countries within the global market</li> <li>Identify difficulties faced by importers and exporters</li> <li>Explain entrepot trade</li> <li>Explain free trade and protectionism</li> <li>Examine reasons for free trade</li> <li>Identify methods of restricting trade</li> <li>Analyse functions of customs authorities</li> <li>Describe trading blocs</li> <li>Outline aims of trading blocs</li> <li>Analyse the benefits and challenges of trading blocs</li> <li>List documents used in foreign trade</li> <li>Describe the purpose and key information of each document</li> <li>Identify intermediaries in foreign trade</li> <li>Explain functions of each intermediary in foreign trade</li> <li>Distinguish between the intermediaries</li> </ul>	<ul style="list-style-type: none"> <li>Interdependence of countries within a global market</li> <li>Difficulties faced by importers and exporters</li> <li>Entrepot trade</li> <li>Free trade and protectionism</li> <li>The need for trade restrictions</li> <li>Trade restrictions such as quotas, embargoes and tariffs</li> <li>Functions of customs authorities such as: <ul style="list-style-type: none"> <li>collection of duties</li> <li>collection of trade statistics</li> <li>controlling bonded warehouses</li> </ul> </li> <li>Trading blocs such as: SADC, COMESA, AU and EU</li> <li>Features of trading blocs</li> <li>Aims of trading blocs</li> <li>Advantages and disadvantages of trading blocs</li> <li>Documents used in foreign trade such as: <ul style="list-style-type: none"> <li>indents</li> <li>consular invoice</li> <li>letter of credit</li> <li>bills of exchange</li> <li>customs specification</li> <li>-airway bill</li> <li>-bill of lading</li> </ul> </li> <li>Intermediaries in foreign trade such as brokers, merchants and factors</li> <li>Differences between the intermediaries in foreign trade</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the interdependence of countries within the global market</li> <li>Analysing problems faced by importers and exporters</li> <li>Role play on free trade and protectionism</li> <li>Listing reasons for protectionism</li> <li>Seminar presentations on methods of restricting trade</li> <li>Discussing the roles of customs authorities</li> <li>Conducting field trips to bonded warehouse and ports of entry or ZIMRA offices</li> <li>Identifying member states of trading blocs such as: SADC, COMESA, AU and EU</li> <li>Stating aims of trading blocs</li> <li>Explaining features of trading blocs</li> <li>Listing advantages and disadvantages of trading blocs</li> <li>Analysing documents used in foreign trade</li> <li>Collecting samples of documents used in foreign trade</li> <li>Describing documents used in foreign trade</li> <li>Listing intermediaries in foreign trade</li> <li>Researching on functions of intermediaries in foreign trade</li> <li>Discussing differences between intermediaries in foreign trade</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Guest experts from ZIMRA</li> <li>Media such as newspapers and magazines</li> <li>Sample documents</li> <li>Charts</li> <li>ICT tools</li> </ul>



## 8.25 CONSUMER PROTECTION

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Consumer Protection	<ul style="list-style-type: none"><li>Describe methods of protecting the consumer</li><li>Explain role of Government in protecting consumers</li><li>Identify how consumers can protect themselves</li></ul>	<ul style="list-style-type: none"><li>Methods of protecting the consumer</li><li>Role of Government</li><li>Self-protection</li></ul>	<ul style="list-style-type: none"><li>Discussing methods of protecting consumers</li><li>Researching on legislation protecting consumers</li><li>Discussing ways by which consumers can protect themselves</li></ul>	<ul style="list-style-type: none"><li>Recommended text books</li><li>Pamphlets</li><li>ICT tools</li><li>Resource persons</li></ul>

## 8.26 BUSINESS ORGANISATIONS

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	NOTES AND SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Incorporated Business Units	<ul style="list-style-type: none"> <li>State the types of incorporated business units</li> <li>Describe the formation, ownership and control of Incorporated business units</li> <li>Distinguish between private limited companies and public limited companies</li> <li>Outline advantages and disadvantages of incorporated business units</li> <li>Explain the features, advantages and disadvantages of multinational corporations</li> </ul>	<ul style="list-style-type: none"> <li>Private limited companies</li> <li>Public limited companies</li> <li>Formation, ownership and control</li> <li>Similarities and differences between incorporated business units</li> <li>Advantages and disadvantages of Incorporated business units</li> </ul>	<ul style="list-style-type: none"> <li>Listing the types of Incorporated business units</li> <li>Explaining the formation, ownership and control of Incorporated business units</li> <li>Comparing private limited companies and public limited companies</li> <li>Describing the advantages and disadvantages of incorporated business units</li> </ul>	<ul style="list-style-type: none"> <li>Samples of documents such as: <ul style="list-style-type: none"> <li>-Articles of Association</li> <li>-Memorandum of Association</li> <li>-Certificate of Incorporation</li> <li>-Trading Certificate</li> </ul> </li> <li>Recommended text books</li> <li>ICT tools</li> </ul>
Multinational corporations	<ul style="list-style-type: none"> <li>Assess the impact of multinational corporations to the host and parent country</li> </ul>	<ul style="list-style-type: none"> <li>Multinational corporations</li> <li>Advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>Listing the features, advantages and disadvantages of multinational companies</li> <li>Discussing the impact of multinational corporations to the host and parent country</li> </ul>	
Public sector Units	<ul style="list-style-type: none"> <li>Give reasons for the formation of public organisations</li> <li>State the functions of public enterprises</li> <li>Outline the merits and demerits of public sector organisations</li> </ul>	<ul style="list-style-type: none"> <li>Parastatals</li> <li>Local authorities</li> <li>Marketing boards</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the formation of public organisations</li> <li>Visiting local public sector businesses</li> <li>Listing the functions of public enterprises</li> <li>Identifying the merits and demerits of public sector enterprises</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Public sector organisations</li> <li>ICT tools</li> </ul>

## 8.27 ENTERPRISE

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Business plan	<ul style="list-style-type: none"> <li>Identify contents of a business plan</li> <li>Explain contents of a business plan</li> <li>Design a business plan</li> </ul>	<ul style="list-style-type: none"> <li>Business plan layout               <ul style="list-style-type: none"> <li>executive summary</li> <li>organisational background</li> <li>products</li> <li>market analysis</li> <li>strategy and implementation</li> <li>management</li> <li>financial plan</li> </ul> </li> <li>importance of a business plan</li> </ul>	<ul style="list-style-type: none"> <li>Listing contents of a business plan</li> <li>Describing contents of a business plan</li> <li>Crafting a business plan</li> <li>Discussing business ideas</li> <li>Consulting experts</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Samples of business plans</li> <li>Resource persons</li> </ul>
Intellectual Properties	<ul style="list-style-type: none"> <li>Identify different types of intellectual properties</li> <li>Explain different types of intellectual properties</li> <li>Discuss the importance of protecting intellectual properties</li> <li>Suggest solutions to intellectual properties infringements</li> <li>Describe functions of the Zimbabwe Patents Office</li> </ul>	<ul style="list-style-type: none"> <li>Types of intellectual properties such as trademarks, industrial designs, patents, copyrights and geographical indications</li> <li>Reasons for protection</li> <li>Infringements such as piracy and plagiarism</li> <li>Functions of Zimbabwe Patents Office</li> </ul>	<ul style="list-style-type: none"> <li>Listing different types of Intellectual Properties</li> <li>Describing types of intellectual properties</li> <li>Proposing solutions to intellectual properties infringements</li> <li>Explaining functions of Zimbabwe Patents office</li> <li>Visiting organisations such as African Regional International Property Organisation (ARIPO) and Zimbabwe Patents Office</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Resource persons</li> <li>Material from ARIPO and World International Property Organisation (WIPO) such as brochures.</li> </ul>

## 8.28 FINANCE AND BANKING

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Business Finance	<ul style="list-style-type: none"> <li>Describe the various sources of finance</li> <li>Evaluate the sources of finance</li> <li>Explain long term and short term capital</li> <li>Distinguish between shares and debentures, ordinary shares and preference shares</li> </ul>	<ul style="list-style-type: none"> <li>Sources of finance such as shares, debentures and leasing</li> <li>Types of capital</li> </ul>	<ul style="list-style-type: none"> <li>Identifying sources of finance</li> <li>Evaluating the sources of finance</li> <li>Classifying capital into long term and short term</li> <li>Discussing differences between shares and debentures, ordinary shares and preference shares</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Share certificates</li> <li>Newspaper cuttings</li> <li>ICT tools</li> </ul>
Other financial institutions	<ul style="list-style-type: none"> <li>Outline the services rendered by each of the financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>Merchant Banks</li> <li>Finance Houses</li> <li>Discount Houses</li> <li>Building Societies</li> <li>Peoples' Own Savings Bank</li> <li>Small Enterprise and Development Corporation</li> </ul>	<ul style="list-style-type: none"> <li>Visiting the financial institutions</li> <li>Matching given services to a financial institution</li> <li>Describing the services of each financial institution</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>Resource persons</li> </ul>
The Reserve Bank of Zimbabwe	<ul style="list-style-type: none"> <li>Describe the functions of The Reserve Bank of Zimbabwe</li> <li>Analyse the role of The Reserve Bank of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Functions of The Reserve Bank of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the functions of The Reserve Bank of Zimbabwe</li> <li>Evaluating the roles of The Reserve Bank of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Notes and coins</li> <li>Charts and pamphlets</li> <li>Newspaper cuttings</li> <li>Recommended textbooks</li> </ul>

## 8.29 INSURANCE AND ASSURANCE

TOPIC	LEARNING OBJECTIVES: learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Types of Policies	<ul style="list-style-type: none"><li>• Explain the types of insurance policies</li><li>• Examine the benefits of insurance and assurance policies</li><li>• Explain reasons for the formation of National Social Security Authority (NSSA)</li></ul>	<ul style="list-style-type: none"><li>• Insurance policies such as fidelity guarantee and employer's liability</li><li>• Assurance policies such as: whole life assurance, funeral policy and medical aid</li><li>• Reasons for the formation of NSSA</li></ul>	<ul style="list-style-type: none"><li>• Discussing the various types of insurance policies</li><li>• Listing the benefits of assurance and insurance policies</li><li>• Discussing the reasons for the formation of NSSA</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Resource persons</li><li>• Recommended text books</li></ul>
Export Credit Guarantee Corporation (ECGC)	<ul style="list-style-type: none"><li>• Explain the purpose of the ECGC</li></ul>	<ul style="list-style-type: none"><li>• Purpose of the ECGC</li></ul>	<ul style="list-style-type: none"><li>• Discussing the purpose of the ECGC</li></ul>	<ul style="list-style-type: none"><li>• Recommended text books</li></ul>

### 8.30 BUSINESS COMMUNICATION

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Factors to consider in choosing mode of communication	<ul style="list-style-type: none"><li>• Outline factors to consider in choosing mode of communication</li></ul>	<ul style="list-style-type: none"><li>• Factors to consider in choosing mode of communication such as cost, urgency and reliability</li></ul>	<ul style="list-style-type: none"><li>• Discussing factors to consider when choosing mode of communication</li></ul>	<ul style="list-style-type: none"><li>• Recommended textbooks</li></ul>
Formal and informal business communication	<ul style="list-style-type: none"><li>• Distinguish between formal and informal business communication</li><li>• Identify advantages and disadvantages of formal and informal business communication</li><li>• Draft a business letter</li></ul>	<ul style="list-style-type: none"><li>• Formal business communication such as business letters</li><li>• Informal business communication such as grapevine</li><li>• Advantages and disadvantages of formal and informal business Communication</li></ul>	<ul style="list-style-type: none"><li>• Differentiating between formal and informal business communication</li><li>• Listing advantages and disadvantages of formal and informal business communication</li><li>• Writing business letters</li></ul>	<ul style="list-style-type: none"><li>• Samples of memorandum and business letters</li><li>• Recommended textbooks</li></ul>
Trends in business communication	<ul style="list-style-type: none"><li>• Identify trends in communication</li><li>• Assess the impact of these technological developments in communication.</li></ul>	<ul style="list-style-type: none"><li>• Trends in business communication such as the use of Skype, twitter, blogs, e-mail, Facebook and WhatsApp</li></ul>	<ul style="list-style-type: none"><li>• Discussing trends in communication</li><li>• Analysing impact of technological developments in communication</li></ul>	<ul style="list-style-type: none"><li>• Recommended textbooks</li><li>• Laptops, desktops and smart phones</li><li>• Resource persons</li><li>• ICT tools</li></ul>

### 8.31 TRANSPORT

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"><li>Trends in transport</li></ul>	<ul style="list-style-type: none"><li>Describe containerization</li><li>Justify increased use of containers</li><li>Describe the characteristics of each development</li><li>Assess the impact of the development on transport</li><li>Outline the reasons for growth of air cargo</li><li>Discuss the impact of ICT in transport</li></ul>	<ul style="list-style-type: none"><li>Containerisation</li><li>Toll gates</li><li>Vehicle tracking system</li><li>E-ticketing</li><li>Global Positioning Remote Sensing (GPRS)</li><li>Increase in air cargo</li></ul>	<ul style="list-style-type: none"><li>Conducting educational tours to transport depots</li><li>Discussing advantages and disadvantages of each development</li><li>Visiting toll gates</li><li>Discussing the reasons in the increase of air cargo</li></ul>	<ul style="list-style-type: none"><li>Recommended text book</li><li>ICT tools</li><li>Resource persons</li></ul>

### 8.32 WAREHOUSING

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"><li>Types of warehouses</li><li>Location of a warehouse</li></ul>	<ul style="list-style-type: none"><li>Identify types of warehouses</li><li>Select an appropriate site for a warehouse</li></ul>	<ul style="list-style-type: none"><li>Types of warehouses such as<ul style="list-style-type: none"><li>_ private</li><li>_ manufacturers</li><li>_ wholesalers</li><li>_ retailers</li><li>_ public</li><li>_ Bonded</li></ul></li><li>Factors to consider when locating a warehouse</li></ul>	<ul style="list-style-type: none"><li>categorising warehouses into private and public</li><li>Visiting warehouses, observing activities and reporting back</li><li>Analysing factors considered when locating a warehouse</li></ul>	<ul style="list-style-type: none"><li>Warehouses</li><li>ICT tools</li></ul>

### 8.33 MARKETING

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Marketing mix	<ul style="list-style-type: none"><li>• Identify marketing mix variables</li><li>• Explain marketing mix variables</li><li>• Analyse impact of marketing mix variables</li></ul>	<ul style="list-style-type: none"><li>• Marketing mix variables such as product, price, place and promotion</li><li>• Analysis of each marketing mix variable</li><li>• Assessment of the Impact of each marketing mix variables to the market and business</li></ul>	<ul style="list-style-type: none"><li>• Listing marketing mix variables</li><li>• Describing marketing mix variables</li><li>• Discussing marketing mix variables</li><li>• Suggesting appropriate pricing, products, distribution and promotional tools for a given market</li><li>• Crafting an advertising model</li></ul>	<ul style="list-style-type: none"><li>• Recommended textbooks</li><li>• Newspaper cuttings showing items such as press releases</li><li>• Trade journals</li></ul>



## FORM 4

### 8.34 PRODUCTION

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"><li>Business environment</li></ul>	<ul style="list-style-type: none"><li>Describe business environment</li><li>Identify the internal and external factors affecting a business</li><li>Explain how each factor affects a business</li></ul>	<ul style="list-style-type: none"><li>Business environment</li><li>Elements of the business</li><li>Internal environment e such as customers, employees and suppliers</li><li>External environment such as political, economic, social and Technological</li></ul>	<ul style="list-style-type: none"><li>Explaining business environment</li><li>Researching on the impact of internal and external factors</li><li>Analysing the impact of internal and external factors</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Newspaper cuttings</li><li>Recommended text books</li></ul>

### 8.35 TRADE

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"><li>Balance of Payments</li></ul>	<ul style="list-style-type: none"><li>Distinguish between Visible and Invisible Trade</li><li>Calculate Balance of Trade, Invisible Trade and Balance of Payments</li><li>Convert currencies</li><li>Outline the ways of correcting Balance of Payments deficit</li></ul>	<ul style="list-style-type: none"><li>Visible and Invisible Trade</li><li>Balance of Invisible Trade and Balance of Payments</li><li>Exchange rates</li><li>Methods of correcting Balance of Payments deficit</li></ul>	<ul style="list-style-type: none"><li>Comparing Visible and Invisible trade</li><li>Demonstrating the calculation of trade transactions</li><li>Calculating exchange rates</li><li>Discussing ways of correcting Balance of Payments deficit</li></ul>	<ul style="list-style-type: none"><li>Recommended text books</li><li>Samples of different currencies</li><li>ICT tools</li><li>Newspaper cuttings</li></ul>

## 8.36 BUSINESS ORGANISATIONS

TOPIC	LEARNING OBJECTIVES: Learners should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Traders Associations	<ul style="list-style-type: none"> <li>Identify traders associations</li> <li>Explain the functions of traders associations</li> </ul>	<ul style="list-style-type: none"> <li>Traders associations such as Cross Borders Association, Book Sellers Association and Zimbabwe National Vendors Association (ZNVA)</li> <li>Traders Associations functions</li> </ul>	<ul style="list-style-type: none"> <li>Inviting representatives from various organisations to explain the functions of traders associations</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Material from the organisations</li> <li>Resource Persons</li> </ul>
Business Membership Organisation (BMOs)	<ul style="list-style-type: none"> <li>Explain the importance of Business Membership Organisations</li> </ul>	<ul style="list-style-type: none"> <li>Business Membership Organisations such as ZNCC, CZI and ZIMTRADE</li> </ul>	<ul style="list-style-type: none"> <li>Discussing importance of BMOs</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Materials from organisations</li> </ul>
Small to Medium Enterprises (SMEs)	<ul style="list-style-type: none"> <li>Describe the features of Small to Medium Enterprises (SMEs)</li> <li>Explain the importance of SMEs</li> <li>Outline the challenges faced by Small to Medium Enterprises (SMEs)</li> <li>Evaluate Government initiated programmes meant for Small to Medium Enterprises (SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>Small to Medium Enterprises (SMEs)</li> <li>Features and importance of Small to Medium Enterprises (SMEs)</li> <li>Challenges of Small to Medium Enterprises (SMEs)</li> <li>Government assistance to Small to Medium Enterprises (SMEs)</li> <li>Creation of SMEs special zones such as Siyaso and Glen View Area 8</li> </ul>	<ul style="list-style-type: none"> <li>Visiting local Small to Medium Enterprises (SMEs)</li> <li>Evaluating the contribution of Small to Medium Enterprises (SMEs) to Zimbabwean economy</li> <li>Outlining challenges faced by Small to Medium Enterprises (SMEs)</li> <li>Discussing Government initiated programmes meant for Small to Medium Enterprises (SMEs)</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>Resource persons</li> </ul>
Public sector reforms	<ul style="list-style-type: none"> <li>Define the terms</li> <li>Explain the reasons for and against commercialisation, privatisation and nationalisation</li> </ul>	<ul style="list-style-type: none"> <li>Public sector reforms:               <ul style="list-style-type: none"> <li>commercialisation</li> <li>privatisation</li> <li>nationalization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing trends in Public sector businesses</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> </ul>

### 8.37 FINANCE AND BANKING

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Business calculations	<ul style="list-style-type: none"> <li>Define working capital, gross and net profit, turnover and rate of stock-turn over</li> <li>Calculate working capital, gross profit, net profit and the rate of stock-turn over</li> <li>Determine Return on Capital Employed (ROCE),</li> <li>Calculate profit margin and mark up</li> </ul>	<ul style="list-style-type: none"> <li>Working capital</li> <li>Gross and net profit</li> <li>Rate of stock turn</li> <li>Mark – up and margin</li> <li>Return on Capital Employed (ROCE)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing working capital, gross and net profit, stock turn and cost of goods sold</li> <li>Computing working capital, gross and net profit, rate of stock turn , return on capital employed ,mark up and margin</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>Resource persons</li> <li>Financial statements</li> <li>ICT tools</li> </ul>
Zimbabwe Stock Exchange	<ul style="list-style-type: none"> <li>Assess the importance of the Zimbabwe Stock Exchange to the economy.</li> <li>Explain the roles of speculators</li> <li>Outline functions of brokers and jobbers</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Zimbabwe Stock exchange (ZSE)</li> <li>Agents such as brokers and jobbers</li> <li>Speculators such as bulls, bears and stags</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the importance of Zimbabwe Stock Exchange (ZSE)</li> <li>Visiting the Zimbabwe Stock Exchange (ZSE)</li> <li>Discussing the roles of speculators</li> <li>Identifying functions of brokers and jobbers</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlets</li> <li>Stock Exchange</li> <li>Resource persons</li> <li>Recommended text books</li> <li>ICT tools</li> </ul>

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Trends in banking	<ul style="list-style-type: none"> <li>Identify the developments in the banking sector</li> <li>Evaluate the usefulness of the trends in the economy</li> </ul>	<ul style="list-style-type: none"> <li>Trends in Banking such as:               <ul style="list-style-type: none"> <li>telebanking</li> <li>mobile banking</li> <li>e-banking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the developments in the banking sector</li> <li>Discussing the impact of the trends on economic activities</li> <li>Demonstrating mobile banking</li> <li>Visiting money transfer agents</li> </ul>	<ul style="list-style-type: none"> <li>Recommended text books</li> <li>ICT tools</li> <li>Resource people such as money transfer agents</li> <li>Flow charts</li> </ul>
International financial institutions	<ul style="list-style-type: none"> <li>Outline the international financial institutions</li> <li>Assess the role of international financial institutions in developing countries</li> </ul>	<ul style="list-style-type: none"> <li>International financial institutions such as:               <ul style="list-style-type: none"> <li>Infrastructure Development Bank (IDB)</li> <li>African Development Bank</li> <li>International Monetary Fund (IMF)</li> <li>International Bank for Reconstruction and Development (IBRD)</li> <li>World Bank</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing international financial institutions</li> <li>Explaining the role of international financial institutions</li> <li>Analysing the effectiveness of the activities of international financial institutions in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Recommended textbooks</li> </ul>

### 8.38 INSURANCE AND ASSURANCE

TOPIC	LEARNING OBJECTIVES: learner should be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"><li>Impact of ICT on Insurance and Assurance</li></ul>	<ul style="list-style-type: none"><li>Explain e-insurance and e-assurance</li><li>State advantages and disadvantages of ICT in insurance and assurance</li></ul>	<ul style="list-style-type: none"><li>E-insurance</li><li>E-assurance</li><li>Impact on:<ul style="list-style-type: none"><li>_firms</li><li>_potential clients</li></ul></li></ul>	<ul style="list-style-type: none"><li>Discussing e-insurance and e-assurance</li><li>Debating the impact of ICT in insurance and assurance</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Resource persons</li><li>Brochures</li><li>pamphlets</li></ul>

## 9.0 ASSESSMENT

The Heritage-Based Commerce syllabus learning area for Forms 1-4 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.

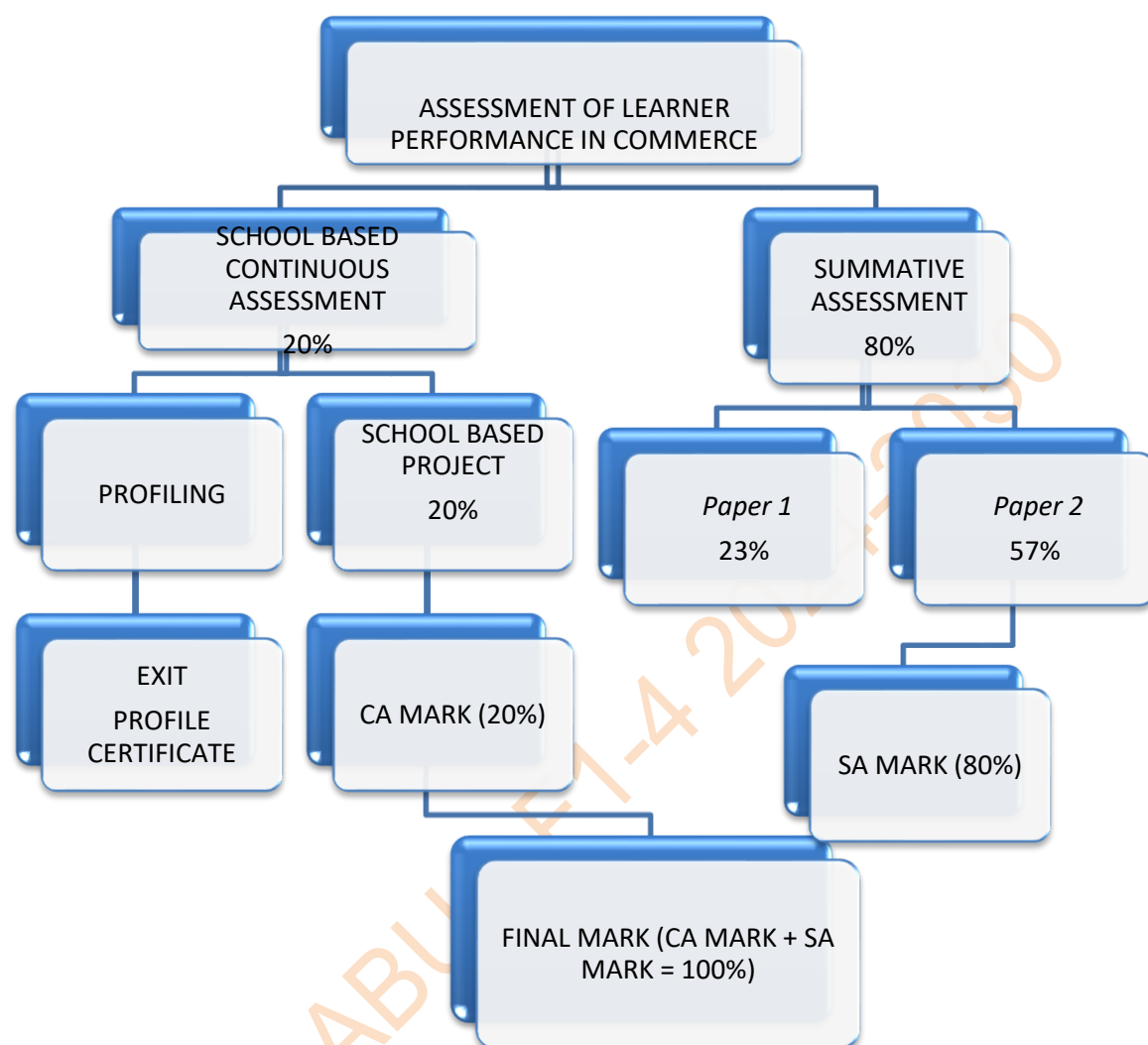
### 9.1 Assessment Objectives

Learners will be assessed on their ability to:

- 9.1.1 explain relevant terms used in commerce
- 9.1.2 demonstrate knowledge of basic principles, techniques and ideas in commerce
- 9.1.3 interpret information through numeracy and literacy
- 9.1.4 analyse significant factors to consider in commercial situations
- 9.1.5 apply knowledge and skills to solve problems in commercial situations
- 9.1.6 make accurate judgments on commercial issues
- 9.1.7 communicate commercial information in a logical and coherent manner

### 9.2 Assessment Model

Assessment of learners at lower secondary school level for Commerce Syllabus Forms 1-4 shall be both Continuous and Summative as shown 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 form 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 4. The two School Based Projects shall include those done during 3 and 4 sessions. Each will contribute 10%.

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

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

Project Execution Stages	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
TOTAL			50

The learning and 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 4. The examination shall consist of two (2) papers of different weighting



Paper	Paper type	Marks	Duration	Weighting
1	Multiple choice	40	1hour 15 minutes	23%
2	Structured and Essays	100	2hours	57%
<b>TOTAL</b>				<b>80%</b>

### Paper 1

Duration: 1 hour 15 minutes

**Paper 1:** Multiple Choice

The paper consists of 40 Multiple Choice questions.

**Time:** 1 hour 15 minutes

**Weighting:** 23%

### Paper 2

Duration: 2 hours

#### Paper 2:

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

#### Section A

6 compulsory structured questions totaling 40 marks

#### Section B - Essays

3 essay questions totaling 60 marks will be answered out of 7 questions

**Time:** 2 hours

**Weighting:** 57%

