



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

# **BUSINESS ENTERPRISE SKILLS**

**SECONDARY SCHOOL LEVEL**

**FORMS 1-6**

**2015-2022**

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**TEACHER'S GUIDE**

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## ORGANISATION OF THE TEACHER'S GUIDE

The guide is divided into two parts:

- Part A: Critical Documents
- Part B: Curriculum Delivery –which focuses on Content, Objectives, Methodology, Teaching and Learning Material, Assessment and Evaluation

### Aims of the Teacher's Guide

The teacher's guide aims to assist you (the teacher) to:

- interpret and translate the national syllabus into meaningful and functional school syllabi, schemes of work and record books
- appreciate the need to keep and maintain useful, comprehensive and up- to- date records
- have relevant teaching and learning resources in the delivery of your lessons
- acquire effective teaching methods suitable for Business Enterprise Skills learning area and level of learners
- demonstrate skills of assessment in Business Enterprise
- cope with specific problem areas in Business Enterprise Skills teaching
- design appropriate strategies for enhancing competencies
- the teacher should familiarise with cross cutting themes and how they can be intergrated in the teaching and learning process

## **PART A: THE CRITICAL DOCUMENTS**

### **Introduction**

The teacher as the facilitator must have access to critical documents that the Ministry has developed in order to implement the new curriculum. It is of paramount importance for you to embrace the changes that come with the curriculum. This guide discusses the critical documents that a teacher should have in order to develop an in-depth understanding of the new curriculum content and underpinning philosophy.

### **Rationale.**

Critical documents are policy documents that outline and specify the Business Enterprise learning area philosophy, aims, objectives, learning/teaching concepts and content. They guide the facilitator on how to execute work. Critical documents are used as reference, help to track learner performance and learner profiling.

### **Objectives**

As the teacher, you should be able to:

- deliver the Business Enterprise Skills curriculum effectively.
- foster an in-depth understanding of the new curriculum content.

As a facilitator, you must be in possession of the following critical documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- National Syllabus Business Enterprise Skills
- School syllabus
- Scheme Cum Plan
- Learner Profile Guide
- Records
- Assessment Framework

### **The Critical documents**

As a teacher, it is important for you to know the critical documents that you must have in order to deliver the curriculum effectively in respect of Secondary School 2015-2022 Geography learning area. You must have the following:

- Curriculum Framework for Primary and Secondary Education (2015-2022)
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Assessment Framework
- Lesson Plans
- Learner Profile Guide
- Progress Records (continuous assessment)
- Attendance Register

## Unit 1:

# Curriculum Framework for Primary and Secondary Education 2015-2022

## 1.0 Introduction

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of Ministry of Primary and Secondary Education (MoPSE) at policy level. It outlines what the government expects you to deliver as you go about your duties. You should therefore be familiar with the document. It also informs you where Business Enterprise Skills as a learning area is placed. It is important for you to familiarize with the curriculum framework for Primary and Secondary Education 2015-2022.

## 1.1 Objectives

Curriculum framework seeks to:

- motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- prepare and orient learners for participation in voluntary service and leadership

## 1.2 Key Elements of the Curriculum

The new curriculum framework consists of the following inter alia:

- Pillars of the Curriculum
- Aims of the curriculum
- Principles underpinning the curriculum
- Learner Exit Profile
- Organisation of the Curriculum
- Learning areas
- Teaching and learning methodologies
- Assessment
- Life Skills Orientation Programme

## 1.3 Conclusion

It is important for you as the facilitator to have an indepth understanding of key elements of the curriculum framework so that you are continuously guided in your operations. An understanding of the curriculum framework also assist you in acquiring knowledge of areas of emphasis in the teaching and learning process of Business Enterprise Skills.

## UNIT 2:

### Syllabus Interpretation

#### 2.0 Introduction

Syllabus interpretation is based on the Curriculum Framework for Primary and Secondary Education 2015-2022, as the guiding policy document. Syllabus interpretation is the process of making sense of the syllabus. It is about finding meaning of the syllabus. It involves the process of unpacking the syllabus. It is important for you as the teacher to understand that planning begins with syllabus interpretation which forms the basis for development of school syllabus and scheme-cum plan.

#### 2.1 Objectives

The teacher should be able to:

- understand the demands regarding content, methods and assessment of the new curriculum.
- implement the new curriculum.
- gain clarity and confidence so as to be able to deliver.

As a professional teacher, you need to be eloquent in syllabus interpretation. You therefore need to demonstrate this by the ability to scheme, plan and deliver the lesson during the teaching and learning process.

#### 2.2 How Do You Interpret the New Syllabus?

Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the curriculum framework (the philosophy of unhu/ubuntu/vumunhu).
- The syllabus aims and objectives, what does the syllabus intend to achieve within the learners?
- The content, knowledge, skills and attitudes i.e. competences.
- Syllabus interpretation facilitates breaking down of content into teachable units. It focuses on:
  - the nature and scope of the content
  - organisation of the content
  - the spiral approach of concepts, that is, the same topics taught at every level but gaining in breadth and depth as one goes up the higher grades.
  - methods of delivery, which should encourage learner centred and hands on approaches, experimental learning and problem solving methods.

#### 2.3 Types of Syllabuses

There are two types of syllabuses, namely the National Syllabus and the School Syllabus.

##### 2.3.1 National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning/teaching concepts and content, suggested methodology and assessment criteria at every level. As a teacher, you should always have the Business Enterprise Skills national syllabus and use it as a guide in day to day teaching and learning activities.

#### Elements of the Business Enterprise Skills National Syllabus

To interpret the syllabus there is need for you to identify its components and establish links between and among them. Components of the syllabus include;

- Preamble
- Presentation of Syllabus
- Aims
- Syllabus Objectives
- Methodology
- Time Allocation
- Topics
- Scope and Sequence

- Competency Matrix
- Assessment
- Glossary/Appendices

### **2.3.2 School Syllabus**

The school syllabus should be drawn from the National Syllabus by reorganising content taking into account local factors. The components of the School Syllabus are similar to the National Syllabus. The development of the Business Enterprise Skills school syllabus should be a task for all teachers in the department. The department can re-organise topics in the National syllabus to fit its circumstances.

#### **2.3.2.1 Factors influencing drafting of school syllabus**

When drafting a school syllabus, you the teacher need to take into account factors such as the following:

- Availability of resources
- Cognitive ability of learners
- Time allocation

### **2.4 Conclusion**

A comprehensive understanding of the syllabus is mandatory to you so that you facilitate learning and teaching process effectively for the achievement of syllabus objectives as well as learner's compliance.

## Unit 3

### 3.0 Schemes of Work

This is a document that you as a teacher should draw from the national and school syllabus. The scheme of work outlines what you ought to execute on day-to-day teaching and learning activities. The document should therefore be clear in terms of objectives, activities, content, and methodologies to be employed. Use of ICT in drawing the documents is encouraged.

#### 3.1 Components of the scheme of work/ scheme-cum plan

The scheme of work/scheme-cum plan has the following components which will help to deliver with less challenges.

The scheme-cum plan should have the following components:

**Week ending:** which usually fall on the last day of your teaching week. For example; 19 May 2017.

**Topic/ Content:** This constitute the main concept to be covered. For example, internal and external stakeholders

**Objectives:** These are specific teaching objectives. Good objectives provide the facilitator with clear delivery focus, provide a means for assessing learner performance, and also allow for self-evaluation. Objectives must reflect learner behavior in terms of knowledge, skills and values.

**Competences:** These are life-long qualities and skills that the facilitator would want to see in learners. They include critical thinking, problem solving, creativity, modelling, communication, collaboration, Unhu/Ubuntu/Vumunhu, leadership and technological competences.

**Methods and Activities:** Learning-teaching methods and activities should be learner centred and should encourage learner creativity in terms of competence acquisition by the learner.

**Source of Material (SOM)/Reference/Media:** This is an indication of where the facilitator is getting the content and the media one is likely to use.

**Evaluation:** It is a reflection on how you the teacher has delivered, successes and challenges as well as learner performance.

#### Table 1: Scheme of Work Sample

##### Topic: Internal and External Environment

**AIM:** To develop in learners an appreciation of the environment within which business enterprise activities take place.

**Table 1: Scheme -cum plan sample****FORM 2****Topic: Internal and External Environment**

**AIM:** To develop in learners an appreciation of the environment within which business enterprise activities take place.

<b>WEEK ENDING</b>	<b>TOPIC/ CONTENT</b>	<b>OBJECTIVES</b> By the end of the lesson, learners should be able to:	<b>COMPETENCIES/ SKILLS/ KNOWLEDGE</b>	<b>METHODS/ ACTIVITIES</b>	<b>SOM/MEDIA References/ Media</b>	<b>EVALUATION</b>
19 May 2017	Internal Environment: Human Resources – competences, motivation, skills, management style	<ul style="list-style-type: none"> <li>● Identify internal and external environmental factors</li> <li>● Describe the internal environmental factors</li> </ul>	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● problem solving,</li> <li>● communication,</li> <li>● decision making</li> <li>● creativity and innovation</li> </ul>	learners to: -list the internal and external environmental factors -discuss in groups on how the internal environmental factors affect business	-Textbooks -Work card	
	Internal Environment: Physical Resources, Financial resources	<ul style="list-style-type: none"> <li>● Describe the physical environmental factors</li> <li>● Discuss how these factors affect business</li> </ul>	<ul style="list-style-type: none"> <li>● financial literacy</li> <li>● Critical thinking</li> <li>● problem solving,</li> <li>● communication,</li> <li>● decision making</li> <li>● creativity and innovation</li> </ul>	Learners to: -Explain the difference between tangible and intangible resources -discuss how tangible resources affect business	-Textbooks -Internet	
	External environment: PESTLE analysis – Political, Economic and Sociological factors	<ul style="list-style-type: none"> <li>● Describe the identified environmental factors</li> <li>● Discuss how these factors affect business</li> </ul>	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● problem solving,</li> <li>● communication,</li> <li>● decision making</li> <li>● creativity and innovation</li> </ul>	Learners to: -Conduct a PESTLE analysis identifying external environmental factors from a given case study -discuss and present on how identified factors affect business	-Textbook -Newspapers -Charts	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES <small>By the end of the lesson, learners should be able to:</small>	COMPETENCIES/ SKILLS/ KNOWLEDGE	METHODS/ ACTIVITIES	SOM/MEDIA References/ Media	EVALUATION
19 May 2017	External environment: PESTLE analysis – Technological, Legal and Ecological factors	<ul style="list-style-type: none"> <li>● Describe the identified environmental factors</li> <li>● Discuss how these factors affect business</li> </ul>	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● problem solving,</li> <li>● communication,</li> <li>● decision making</li> <li>● creativity and innovation</li> </ul>	Learners to: -Research on how the identified factors affect business -present on their findings -write an exercise on internal and external environmental factors	-Textbook -Internet -Past exam paper	

### Conclusion

You should always prepare the scheme cum plan well in advance. It is at the discretion of the school to use either a scheme of work and lesson plan OR a scheme cum plan. The scheme of work or scheme-cum plan should not be a rigid document; you should be able to change it if you realize the need to do so. For example, you may realize that there are better methods than you indicated or you have better aids.

## Unit 4

### LESSON PLAN

#### 4.0 Introduction

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan.

#### 4.1 Components of a Lesson Plan

The following are key elements of a lesson plan. However, you should not make this a blue print for all lesson plans. Lesson plans can be crafted according to the demands of the lesson and your prevailing circumstances:

**Date:** This is the date on which the lesson is to be delivered.

**Time:** The time allocation for the lesson period

**Topic:** The topic from which the lesson is derived, as indicated on the school syllabus.

**Class:** Is the class level to which the lesson is being delivered to

**Sources of Materials/ Instructional Media:** This is a catalogue of the source from which you get the teaching and learning materials. It also includes the media which you will use to deliver.

**Assumed Knowledge:** this is what you assume learners already know, either from previous classes or from experiences. The assumed knowledge becomes the basis for your lesson delivery.

**Objectives:** These are lesson objectives, what you should achieve after the teaching and learning of the lesson topic

**Competences:** These are skills and attitudes you need to build through the teaching and learning of the lesson concept

**Lesson:** This gives the detailed stage-by-stage development of the lesson. How you will deliver the lesson.

**Tasks:** this is the work you give to learners as part of assessment. Tasks can be in a variety of forms. They can be simple written exercises, research, assignments, projects or field work. The tasks should measure how far you have achieved the lesson objectives or should help to achieve the lesson objectives.

**Evaluation:** It is making a judgement about how you have delivered the lesson. You should focus on areas such as your teaching methodologies, resources used, participation of learners and extent of objective achievement.

## Sample of a lesson plan

**DATE:** 17 May 2017  
**TIME:** 8:00 to 8:40  
**LEARNING AREA:** Business enterprise Skills  
**TOPIC:** Internal and External environment  
**CLASS:** Form 2

### SOURCES OF MATERIALS/ INSTRUCTIONAL MEDIA

- National and School syllabuses
- Schemes of work
- Overhead projector

### ASSUMED KNOWLEDGE:

The learners have general knowledge of Zimbabwe business environment.

### OBJECTIVES

By the end of the lesson learners should be able to:

- Identify internal and external environmental factors
- Describe the internal environmental factors
- Discuss how these factors affect business

### Competences

- Critical thinking
- problem solving,
- communication,
- decision making
- creativity and innovation

### INTRODUCTION:

Learners are asked questions to check assumed knowledge (5 minutes)

### LESSON DEVELOPMENT

STAGE	ACTIVITIES	Time-Minutes
STAGE 1	• Learners Identify internal and external environmental factors	5
STAGE 2	• Learners to describe the internal environmental factors	15
STAGE 3	• Learners to discuss how these factors affect business	10

### CONCLUSION

The facilitator asks questions to check if objectives have been met (5minutes)

### Task

Learners to list the internal and external environmental factors

### EVALUATION

Learners were able to:

- Identify internal and external environmental factors
- Describe the internal environmental factors
- Anotida and Tanaka discussed how these factors affect business

## **4.2 Conclusion**

A lesson plan is an effective tool which you can use to deliver your lesson logically. Every lesson should be delivered on the basis of what is contained in the lesson plan.

## UNIT 5

### RECORD – KEEPING

#### 5.0 Introduction

Records are critical documents about the teaching-learning process which you must keep as a teacher. They should be accurate and up-to-date. They must be kept safely so that the next teacher to take that class will be well and correctly informed. The following are some of the reasons why you should keep records:

- Records help guide you on your day-to-day operations
- Help you to track learner's performance
- Planning and re-adjustment of plans
- Source documents for reference
- Basis for profiling
- Basis for counselling
- For reference when you are absent or when you transfer

#### 5.1 Types of Records

Record keeping is important to you as a teacher. You are expected to keep the following documents:

##### 5.1.1 Learner Profiles

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

##### 5.1.2 Progress Record

You should have a progress record to capture learner performances. These records include records such as the Performance Lag Address Programme (PLAP) and the Remedial.

##### 5.1.3 Attendance Register

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance.

#### 5.2 Conclusion

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be updated. You should also keep them safely, always, with a back-up.

## UNIT 6

### PART B: CURRICULUM DELIVERY

#### 6.0 Introduction

The Business Enterprise Skills syllabus is a learning area covering Forms 1 – 4 and Forms 5 - 6. The learning area intends to develop in learners' skills in enterprising, leadership, resource management, problem solving and critical thinking. This learning area will enable learners to interact with and participate in the changing enterprising environment, through the use of their learnt financial skills, competencies and knowledge, thus enhancing enterprise success.

#### 6.1 Rationale

The study of Business Enterprise Skills equips learners with practical enterprise skills, value addition skills and business enterprising ethics such as self-management, business integrity, volunteerism (corporate social responsibility) and dignity of labour. This enables learners to operate successful enterprises in the prevailing socio-economic, cultural, political and technological environment. It promotes self-reliance for the enhancement of economic growth through the ownership of, access to and utilisation of means of production, as enshrined in the prevailing national economic policies.

The Business Enterprise Skills syllabus enables learners to develop skills such as:

- Business Leadership
- Business Communication
- Critical thinking
- Problem solving
- Creativity and innovation
- Decision making
- Team building

#### 6.2 Content

This syllabus provides a theoretical and practical knowledge base for learners in areas such as enterprising environment, business planning, setting up a new enterprise, operations management, financial management, human resource management and marketing.

#### 6.3 Syllabus objectives

By the end of secondary education, learners should be able to:

- analyse the environment in which business and enterprise activities take place
- demonstrate knowledge and understanding of facts, terms, concepts, functions of the business enterprise skills
- apply knowledge and skills to solve problems in a business situation
- make accurate judgments on business issues
- apply ICTs in business activities
- communicate business information in a coherent and logical manner
- demonstrate an enterprising culture, apply skills of numeracy, literacy, inquiry and use relevant sources of information to present and interpret business data.

#### 6.4 Methodology

The syllabus encourages learner-centred methods and approaches. The need to impart enterprising skills, and promote employment creation, indigenization, self-reliance and relevance, should influence the choice of teaching and learning methods in Business Enterprise Skills.

The following methods are suggested.

- Mini enterprise approach
- Problem solving
- Demonstrations
- Case studies
- Educational tours
- Research

- Group work
- Role play
- Guided discovery
- Seminars
- Debates
- Project work
- Shadowing
- School on the shop floor

## 6.5 Teaching-learning Materials

Teaching-learning materials are the tools you should use during learning and teaching process. Any resource you can use as a medium for the delivery of content, helping in achieving learning objectives should be an effective teaching-learning material.

### 6.5.1 Importance of Teaching-learning Materials

Teaching-learning materials help learners to learn better and faster if you carefully choose and use them. They also: capture learners' interest and create virtual reality, promote meaningful communication hence effective learning ensure better retention, thus making learning more permanent. Provide direct or first-hand experience with the realities of the social and physical environment. Help overcome the limitations of the classroom, stimulate and motivate students to learn. Help develop interests in other areas of learning. Encourage active participation, especially if learners are allowed to manipulate materials used.

### 6.5.2 Types of teaching-learning Materials

- **Objects:** real things-such as Computers, delivery vans.
- **Models:** are recognisable representation of a real thing
- **Specimens:** are objects which are representative of a group or a class of similar objects such as cheque and money.
- **Printed materials:** Textbooks, and Modules
- Boards such as bulletin board, electronic board, chalkboard
- Overhead projectors
- Graphics: Charts, Graphs, Maps and Globes, Posters and diagrams.
- Audio Aids: Radio and Recorded audio
- Audio-Visual Teaching-learning Materials
- Motion pictures such as Television and video clips

Educational research has it that learners remember only 10% of what they have read, about 20% of what they hear and about 50% of what they hear and see and only 20% of what they touch or manipulate.

You should therefore select appropriate teaching-learning aids, make good quality aids from available resources, use teaching-learning aids effectively and design meaningful and effective instructional aids.

## 6.6 ASSESSMENT AND EVALUATION

In evaluation and assessment, you should consider:

- whether learners are benefiting from the syllabus implementation?
- Whether the objectives are being met?

Evaluation/assessment can be in the form of exercises, tests, projects and group tasks. There are two main types of evaluation:

- Formative evaluation is on-going/ continuous.
  - Continuous assessment is a major innovation in the new curriculum.
  - Summative evaluation comes at the end of the course.
- 
- Continuous and summative assessment will be done in theory, assignment and practical components of the syllabus. Weighting of the components are as follows:

**Table 2: Assessment Summary**

Summative Assessment	60%
Continuous Assessment	40%

## 6.7 Class Management

This is the process of planning, organising, leading and controlling class activities to facilitate effective learning. This should help you to create an effective learning environment, motivate the learners, maintain class discipline and supervise class activities.

### 6.7.1 Organisational Skills for Effective Learning

Classroom organisation is critical for conducive learning environment. Classroom management covers: physical environment, emotional environment, grouping the learners, class control, discipline and supervision.

### 6.7.2 Physical Environment

The classroom should be clean, tidy and well ventilated.

- Appropriately arrange furniture to encourage interactive learning, and safety.
- Teaching aids should be visible and clear to the learners.
- As a teacher, it's your responsibility to ensure learner safety during learning.

### 6.7.3 Emotional Environment

While learning is learner- centred, you remain in control to direct effective learning. You should therefore be firm, warm and pleasant, set the right tone and tell learners what behaviour you expect.

### 6.7.4 Grouping

Learners may be grouped according to needs, abilities, problems but not gender.

Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learner but rather motivate learner to feel being part of the learning process.

### 6.7.5 Class Control and Discipline

Know the government and school policy on discipline. You should be firm and fair. Punishment should be corrective and constructive. Acknowledge good behaviour and reward it wherever possible. Aim for intrinsic discipline. Create an atmosphere of trust and honesty within your class.

### 6.7.6 Motivation

Make learners feel important and capable of making it. Create in learners the feeling that learning is easy and enjoyable. Focus on the strength of individual learners and build on that. Recognise and reward attempts to do good work. As a teacher, know that your learners look forward and emulate you, so be a role model in terms of your demeanour.

### 6.7.7 Supervision

Check learners` work in order to guide and correct them. Areas that require supervision include practical work, written work, discussions, group work and field trips. Outcomes of supervision will also help you on learner profiling.

Classroom management during learning process always help you to achieve the best. It is important for you to know all your learners by name and also understand their backgrounds.

## 6.8 Conclusion

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be updated. You should also keep them safely, always, with a back-up

## Unit 7

### Scope of the Guide

#### 7.0 Introduction

The Business Enterprise Skills syllabi has 8 topics for forms 1-4 and 7 topics for forms 5 and 6

**Table 3: Topics to be covered**

Form 1-4 Topics	Form 5 and 6 Topics
<ul style="list-style-type: none"> <li>● The Business Enterprise</li> <li>● The Enterprising Environment</li> <li>● Setting Up a New Enterprise</li> <li>● Business Planning</li> <li>● Enterprise Finance and Securing Investors</li> <li>● People in Business Enterprises</li> <li>● Markets and Marketing</li> <li>● Operations Management</li> </ul>	<ul style="list-style-type: none"> <li>● The Enterprising Environment</li> <li>● Enterprise formulation and growth</li> <li>● Business Planning</li> <li>● Enterprise Finance and Accounting</li> <li>● People in Business Enterprises</li> <li>● Markets and Marketing</li> <li>● Operations Management</li> </ul>

#### 7.1 Teaching Units

Any of the topics listed are broad for coverage, it is therefore your responsibility to break the topics into small teachable units. The teachable units are determined by the objectives you need to achieve. Each topic has clear objectives you should achieve and hence formulation of the teachable units and even the teaching methodology should be developed around the objectives. For example, when you are teaching the topic, Markets and Marketing at Form 5, this topic is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly to cover under this topic (because certainly not all must be covered). This is how you can break it to teachable units:

These are the actual concepts which you need to cover under the topic Markets and Marketing, which are in away, your teaching units:

- Purpose of marketing for an enterprise
- Market research
- Market segmentation
- Marketing strategies

However, these can also be further broken into even smaller lesson units. Let us take Market research and further break it to lesson unit. Under it will then focus on:

- Market research techniques
- Sources of data
- Sampling techniques
- Instruments of data gathering
- Data analysis and interpretation

Each of these smaller teachable units can be timed, resources to lesson set aside or be prepared and methods and activities be prepared. All these should be helpful in assisting attainment of lesson objectives and the expected competences. The table below summarises how you can break broad topics into small teachable units.

**Table 4: Breaking topics into teachable units sample**

TOPIC	CONCEPTS (TEACHABLE UNITS)	OBJECTIVES	ACTIVITIES	RESOURCES	COMPETENCES TO BE ACHIEVED	EVALUATION
<b>Market research</b>	Market research techniques	Learners should be able to: discuss market research techniques	<ul style="list-style-type: none"> <li>● Identifying in groups market research techniques</li> <li>● Compiling notes on qualitative and quantitative research techniques</li> <li>● Evaluating market research techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Recommended Text-books</li> <li>● Internet</li> </ul>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Team building</li> <li>● Critical thinking</li> </ul>	

## 7.2 Cross cutting Themes

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

- Information Communication Technologies (ICTs)
- Environmental issues
- Collaboration
- Disaster risk management
- Financial literacy
- Heritage
- Unhu/Ubuntu/Vumunhu

The facilitator should expect questions to be set on these cross cutting themes.

## Annexure 1: Scope and Sequence Form 1-4

Topic	Form 1	Form 2	Form 3	Form 4
• <b>Business enterprise</b>	<ul style="list-style-type: none"> <li>Enterprising</li> <li>Skills and personal attributes of an enterpriser</li> <li>enterpriser</li> </ul>	<ul style="list-style-type: none"> <li>The role of an enterpriser in an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Drivers towards enterprising</li> </ul>	
• <b>The enterprising environment</b>	<ul style="list-style-type: none"> <li>Internal and external stakeholders</li> <li>Need for resources and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external environment.</li> <li>Resources and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Business constraints</li> </ul>	<ul style="list-style-type: none"> <li>Business opportunities and risks</li> </ul>
• <b>Setting up a new enterprise</b>	<ul style="list-style-type: none"> <li>Unincorporated Business enterprises</li> <li>Business size and growth</li> </ul>	<ul style="list-style-type: none"> <li>Incorporated business enterprises</li> <li>Setting a sole proprietorship or partnership business enterprises</li> <li>Business ethics</li> <li>Causes of business failure</li> </ul>	<ul style="list-style-type: none"> <li>Forms of business enterprises</li> <li>Assistance to enterprise start-ups</li> </ul>	<ul style="list-style-type: none"> <li>Risk ownership and limited liabilities</li> <li>Formation of business enterprises</li> <li>Business size</li> <li>Business growth</li> </ul>
• <b>Business planning</b>	<ul style="list-style-type: none"> <li>Purpose of business planning</li> <li>Business plan</li> <li>Business objectives</li> <li>Business plan</li> </ul>	<ul style="list-style-type: none"> <li>Business planning process</li> </ul>	<ul style="list-style-type: none"> <li>Business plan</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of business plan</li> </ul>
• <b>Enterprise finance and securing investors</b>	<ul style="list-style-type: none"> <li>The need for finance</li> <li>Sources of finance</li> </ul>	<ul style="list-style-type: none"> <li>Financial statements</li> <li>Cash budgets</li> </ul>	<ul style="list-style-type: none"> <li>Working capital</li> <li>Financial statements</li> <li>Cash Budgets</li> <li>Financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>Business costs</li> <li>Break-even analysis</li> <li>Budgeting and Budgets</li> <li>Securing Investors</li> </ul>
• <b>People in business enterprises</b>		<ul style="list-style-type: none"> <li>Functions of managers</li> <li>Motivating employees</li> </ul>	<ul style="list-style-type: none"> <li>Motivation theories</li> <li>Leadership</li> <li>Business communication</li> </ul>	<ul style="list-style-type: none"> <li>Financial and non-financial methods of motivation</li> <li>Organisational structure</li> </ul>
• <b>Markets and marketing</b>	<ul style="list-style-type: none"> <li>The need for marketing</li> </ul>	<ul style="list-style-type: none"> <li>Types of markets-</li> </ul>	<ul style="list-style-type: none"> <li>Marketing research</li> <li>Market segmentation</li> <li>Demand forecasting</li> </ul>	<ul style="list-style-type: none"> <li>Economic integration</li> <li>Marketing mix</li> </ul>
• <b>Operations</b>	<ul style="list-style-type: none"> <li>Nature of</li> </ul>	<ul style="list-style-type: none"> <li>Value addition</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing</li> </ul>	<ul style="list-style-type: none"> <li>Warehousing</li> </ul>

<b>management</b>	<ul style="list-style-type: none"> <li>• Production</li> <li>• Location of production</li> </ul>	<ul style="list-style-type: none"> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory management</li> </ul>	<ul style="list-style-type: none"> <li>• Quality management</li> <li>• Information Communication Technologies (ICTs) in operations management</li> </ul>
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### Scope and Sequence Form 5 -6

Topic	Form 5	Form 6
The Enterprising Environment	<ul style="list-style-type: none"> <li>• Economic Systems</li> <li>• Overview of enterprising</li> <li>• The internal and external environment</li> <li>• Multinational corporations</li> <li>• Globalization and the business enterprise</li> <li>• Economic integration</li> <li>• Resources and capabilities</li> <li>• Business stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of enterprising</li> <li>• Enterprise opportunities and risks</li> <li>• Enterprise constraints and ethical issues</li> <li>• Acquiring and sustainable use of resources</li> </ul>
Enterprise formulation and Growth	<ul style="list-style-type: none"> <li>• Forms of business enterprises</li> <li>• Main features of business enterprises</li> <li>• Privatisation</li> <li>• Assistance to new enterprise start-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement of business size</li> <li>• Small to Medium Sized Enterprises (SMEs)</li> <li>• Survival and growth strategies of a business enterprise</li> <li>• Strategies of breaking into foreign markets</li> </ul>
Business Planning	<ul style="list-style-type: none"> <li>• Business enterprise objectives</li> <li>• Business plan</li> <li>• Designing and implementation of business plans</li> <li>• Enterprise project</li> </ul>	<ul style="list-style-type: none"> <li>• Managing growing business enterprise</li> <li>• Laws and regulations governing business enterprises start-up and operations</li> <li>• Enterprise project</li> </ul>
Enterprise Finance and Accounting	<ul style="list-style-type: none"> <li>• Enterprise finance</li> <li>• Sources of finance for an enterprise</li> <li>• Accounting concepts</li> <li>• Users of accounting information</li> <li>• Financial statements</li> <li>• Depreciation</li> <li>• Stock valuation</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio analysis</li> <li>• Investment appraisal techniques</li> <li>• Decision Trees</li> <li>• Cost-Benefit Analysis (CBA)</li> <li>• Budgeting</li> </ul>
People in Business Enterprises	<ul style="list-style-type: none"> <li>• Management</li> <li>• Motivation</li> <li>• Leadership</li> <li>• Organizational structure</li> <li>• Communication in business enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resource management(HRM)</li> </ul>
Markets and Marketing	<ul style="list-style-type: none"> <li>• Purpose of marketing for an enterprise</li> <li>• Enterprise and markets</li> <li>• Demand concepts</li> <li>• Market research</li> <li>• Market segmentation</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing mix</li> <li>• Product portfolio planning</li> <li>• E-business and the enterprise</li> </ul>
Operations Management	<ul style="list-style-type: none"> <li>• Nature of Production</li> <li>• Costing</li> <li>• Production and productivity</li> <li>• Production methods</li> <li>• Capital vs Labour intensity</li> <li>• Scale of operation</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory management</li> <li>• Quality control and quality assurance</li> <li>• Critical Path Analysis</li> <li>• Work Study</li> </ul>

### **7.3 Conclusion**

The Ministry hopes that this guide will be helpful in assisting the teacher to deliver in Business Enterprise Skills learning area. Business Enterprise Skills learning area has a lot of new components that you may not have experienced. This is due to the practical approach that the learning area has been configured to.

