ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

COMMERCE

SECONDARY SCHOOL LEVEL
FORMS 1-4
2015-2022

TEACHER'S GUIDE

Acknowledgements.

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ORGANISATION OF THE GUIDE

The Secondary School Forms 1-4 Commerce Teacher's Guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum with ease. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as the teacher must have in the course of curriculum delivery for Commerce. Part B of the guide focuses on the curriculum delivery, that is curriculum content, objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School forms 1-4 Commerce learning area. This guide makes it easy for you, the teacher to interpret the syllabus and prepare learning experiences for the learners.

To enhance your understanding of the Commerce learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

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 Commerce learning area and level of learners
- demonstrate skills of assessment in Commerce
- cope with specific problem areas in Commerce 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:

CRITICAL DOCUMENTS

Introduction

The Primary and Secondary Education Curriculum 2015-2022 has been defined by a policy framework which outlines the mandate of the Ministry of Primary and Secondary Education. The teacher, as the implementer, ought to familiarise with documents that the Ministry has availed in order to develop an understanding of the new dimension the curriculum has taken. It is of paramount importance for you to embrace the changes that come with the curriculum. In this guide, critical documents that a teacher should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy are discussed.

RATIONALE

The study of commerce equips learners with practical enterprise skills, value addition skills and business related competences .This will enable them to function properly in the prevailing socio–economic, cultural, political and technological environment. It promotes self-reliance for the enhancement of economic growth through the ownership and exploitation of the means of production such as land and capital.

The 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

Objectives

By the end of Part A of this guide, you as the teacher, should be able to
- identify critical documents in curriculum implementation
- describe the contents of each critical document
- interpret Secondary School 2015-2022 Commerce syllabus

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 Commerce 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
- Attendance Register

Unit 1:

Curriculum Framework for Zimbabwe Primary and Secondary Education

1.0 Introduction

The curriculum Framework for Primary and Secondary Education (2015-2022) was crafted to provide a medium to long term policy direction, to make improvements in the delivery of a home grown curriculum. It establishes a clear sequence of priorities that a teacher must study clearly to ensure that a return on investment made in education is optimised in terms of the results that matters the most, which are learner outcomes. This unit will give a brief outline of the Curriculum Framework and it is important that you read the full edition of the Framework to appreciate what is expected of you in the new curriculum.

1.1 Objectives

By the end of Unit 1 of this guide, you should be able 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

The new curriculum framework consists of the following:
- pillars of the curriculum
- aims of the curriculum
- principles and values guiding the curriculum
- learner exit profile
- organisation of the curriculum
- teaching and learning methodologies
- assessment
- life skills orientation programme

1.3 Conclusion

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

Unit 2:

Syllabus Interpretation

2.0 Introduction

Syllabus interpretation facilitates breaking down of content into teachable units. Correct syllabus interpretation is pivotal to the delivery of effective lessons, through careful planning by the teacher.

Careful syllabus interpretation is critical for the development of a good school syllabus, scheme of work and lesson plan. You should also note that, you teach from the syllabus.

2.1 Objectives

By the end of Part A of this guide, you as the teacher should be able to:
- demonstrate an understanding of the Commerce Syllabus, through correct interpretation and usage.
- interpret the Commerce Syllabus and develop the school syllabus from it.

2.2 Syllabus Interpretation

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
- is about finding meaning of the syllabus.
- it is the process of unpacking the syllabus, analysing and synthesising the content.

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.

2.3 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.

2.4 Types of Syllabi

There are two types of syllabuses namely the national syllabus and the school syllabus

The Syllabus

2.4.1 National Syllabus

A syllabus is an important document to every teacher. It is a policy document that guides you as the teacher on how

to execute your work. It states exactly what learners should learn at school in a particular learning area. It is a major curriculum document which:

- prescribes what the government expects in the teaching of commerce, as spelt out in the curriculum framework
- outlines the experiences that learners should undergo in a particular course of study i.e. Form 1 – 4 . It is a subject plan/course outline or programme of study that provides guidance to both facilitators and learners.
- it is an instrument in which learners can achieve the gains of the Curriculum Framework
- You are required to teach from the syllabus and should not be guided by the textbooks. Note that assessment is based on the 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 Secondary level. As a teacher, you should always have it and use it to guide you in your day to day teaching and learning activities.

2.4.2 School Syllabus

This must 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 Commerce school syllabus should be a task for all teachers in the department. Topics in the National syllabus can be re-organised to suit the prevailing circumstances.

2.4.2.1 Factors influencing the drafting of a new school syllabus

These include:
- availability of resources
- cognitive ability of learners
- time allocation

2.5 National Syllabus

2.5.1 Elements of the Commerce Syllabus

To interpret the syllabus you need to identify its components and establish links between and among them. Components of the syllabus include;
- Preamble
- Presentation of Syllabus
- Aims
- Syllabus Objectives
- Methodology and Time Allocation
- Topics
- Scope and Sequence
- Competency Matrix
- Assessment
- Glossary/Appendices

i. Contents page

This lists the contents of the syllabus and page numbers.

2.5.1.1 Preamble

The preamble consists of introductory notes to the syllabus. It has five sub-titles.

i. **Introduction:** Gives a brief insight into the learning area.
ii. **Rationale:** This is a justification of why this particular learning area is included in the curriculum.
iii. **Summary of content:** This is a summary of what should be learnt in a particular learning area.
iv. **Assumptions:** That is knowledge one assume learners already have.
v. **Cross cutting themes:** These are emerging and contemporary issues that cut across all learning areas.

2.5.1.2 Presentation of the syllabus

This is a description of how the Commerce syllabus is presented.

2.5.1.3 Aims

These are general statements of what the learning area intends to achieve (major outcomes).They are long term and therefore broad. They generally cover the whole learning area e.g. from form 1-4.They may differ from level to level for the same learning area e.g. form 1- 4 may have different aims. They cover all domains of Bloom's taxonomy and should carter for all learners (inclusivity).

2.5.1.4 Syllabus objectives

These are specific competences of the learning areas and are derived from the aims. Commerce learning area objectives should be SMART (Specific, Measurable, Achievable, Result oriented and Time framed). These should also guide you in developing topic and lesson objectives.

2.5.1.5 Methodology and Time allocation

This syllabus takes into account learner centred approaches and methods. The choice of teaching methods and approaches should be guided by the principles of inclusivity, relevance, specificity, gender sensitivity and respect. They are guided by the curriculum framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving.

Time allocation reflects the number of periods and their duration for a particular learning area. Four (4) periods of 35-40 minutes per week for Form 1-4 should be allocated for adequate coverage of the syllabus. You should be allocated appropriately for learners with individual special education needs. It is the facilitators' responsibility to plan for Edu-tours, Seminars, Research and Projects. Time for this should be provided for within the school calendar.

2.5.1.6 Topics

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. Topics in Commerce are broken into sub-topics in the competence matrix depending on the learning area. The topics for Commerce 1-4 are as shown on the table below.

Table 1: Syllabi topics for Forms1-4

Form 1-4 Topics

- Production
- Trade
- Consumer Protection
- Business Organisation
- Enterprise
- Finance and Banking
- Insurance and Assurance
- Business Communication
- Transport
- Warehousing
- Marketing

2.5.1.7 Scope and sequence

This shows you the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged logically from the simple to complex concepts. Generally, the same concept cuts across all levels differing in depth as learners progress to higher levels. The Spiral approach should be understood for it helps in developing the school syllabus as well as scheming and planning of work. However, not all concepts cut across. For instance,

a concept may be covered in Form 1 only and will not appear in Form 2, 3 and 4. For example, Wholesale Trade is covered in Form 1 only whereas Retail Trade is covered in Form 2 only and Foreign Trade is covered in Form 3 and 4. The table below is an example of the Scope and Sequence for form 1-4.

Table 1: Scope and Sequence Sample

TOPIC 2: TRADE

FORM 1	FORM 2	FORM 3	FORM 4
• Introduction to trade • Wholesale trade	• Retail Trade • Hire purchase and deferred payments • Discounts • Documents used in home trade	• Foreign trade	• Balance of payments

2.5.1.8 Competence matrix

It is a table that present to you the concepts/content to be taught or competencies to be acquired. It is developed from the scope and sequence. It includes topic/skill, objectives, unit/competence content, suggested learning activities and suggested resources. The table below indicates how the competence matrix is presented for the teacher in the Form 1-4 syllabus.

Table 2: Competence Matrix sample

Topic 2: TRADE-Form 1

Topic	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Introduction to Trade	• Explain the need for trade • Describe barter and monetary trade • Compare home trade and foreign trade	•Reasons for trade •Forms of trade •Branches of trade	•Discussing the need for trade •Distinguishing between monetary trade •and barter •Dramatizing exchange of goods •Illustrating diagrammatically branches of •trade •Identifying similarities and difference •between home trade and foreign trade	•Recommended text •books •Charts •ICT tools
Wholesale Trade	• Explain the services of wholesalers • Describe the different types of wholesalers • Explain why a wholesaler is by-passed in the distribution chain • Identify marketing boards • Describe the functions of commodity Markets	• Services of wholesalers to manufacturers, retailers and consumers • Types of wholesalers: - cash and carry - general - specialist - co-operative • wholesale societies • Reasons for by-passing a wholesale • Marketing boards such as Grain Marketing Board (GMB) • Commodity markets	•Discussing services of wholesalers •Visiting wholesalers •Writing notes on findings from visits •Interviewing customers on services •provided by the wholesaler •Researching on the types of wholesalers •Outlining reasons for by passing a wholesaler •Listing the purpose of Marketing Boards •Describing the functions of Marketing •Boards •Explaining functions of commodity markets	•Recommended text •books •Resource persons •ICT tools •Samples of money •Samples of goods

2.5.1.9.   Assessment

This section gives you information on how this learning area will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives information on how the three forms of assessments namely; formative assessment, and summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has assessment objectives, scheme of assessment, specification grid and assessment model.

The assessment in Commerce will be based on 70% summative assessment and 30% continuous assessment for form 1-4 levels.

2.6 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 competences.

Unit 3

Schemes of Work

3.0 Schemes of Work/ Scheme Cum Plans

These are documents that you 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. You should draw schemes of work/scheme cum plans two weeks ahead of lesson delivery date. (Use of ICT in drawing the documents is encouraged). Note that at Secondary school, the scheme of work is optional and whenever you decide to use the scheme of work, a lesson plan should also be used to deliver each lesson.

3.1 Components of the Scheme –Cum Plan

The scheme-cum plan has the following components:

- **Week ending:** which usually fall on every Friday as the last day of the week. For example; 13 January 2017.
- **Topic/ Content:** This constitute the main concept to be covered. For example, Marketing.
- **Objectives:** These are specific teaching objectives. Good objectives provide clear delivery focus, provide a means for assessing learner performance, and also allow for self-evaluation. The rule for objectives is that they should be SMART.
- **Competences:** These are life-long qualities and skills expected from learners. They include critical thinking, problem solving, creativity, modelling, communication, collaboration, unhu/ubuntu/vumunhu, leadership and technological competences.
- **Methods and Activities:** The golden rule is that learning and teaching methods and activities should be learner centred and should encourage learner creativity.
- **Source of Material (SOM)/Reference/Media:** This is where content and the media is derived from.
- **Evaluation:** It is a reflection on how the teacher has delivered; focusing on successes and challenges as well as learner performance.

Below is an example of a Commerce Form 2 Scheme of Work on a particular topic.

Table 3: Scheme-Cum Plan Sample

Form 2 Scheme of Work: Business Communication

AIM: To develop comprehensive communication skills to overcome communication impediments in an increasingly globalised and competitive environment

Week End-ing	Topic/ Content	Objectives By the end of the week learners should be able to:	Competen-cies	Methods and Activi-ties	SOM /Ref-erences/ Media	EVALUATION
13 Jan 2017	Effective Com-munication - Importance of effective - communi-cation - Enhancers of effective - communi-cation - Barriers to effective - communi-cation - Overcom-ing barriers to - effective communica-tion	- Explain the importance of effective communication - Identify the enhancers of effective communication - Outline bar-riers to effective communication - Suggest ways of over-coming barriers to effective communication	-Critical think-ing -problem solv-ing, -decision mak-ing,	- Stating the importance of effective - communi-cation - Discussing enhancers of effective - communi-cation - Listing barri-ers to effective - communi-cation - Giving solu-tions to barriers to effective - communi-cation - Demonstrat-ing effective - communi-cation through role playing	-Textbooks -Internet -Magazines -Journals - Newspa-pers -Charts -Work card	

3.2 Conclusion

You should always prepare the scheme well in advance. The scheme should not be a rigid document, but should be changeable upon your realization of the need to do so, for example you may realize that there are better methods and aids than indicated before.

Unit 4

Lesson Plans

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 include 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: what you should achieve after the teaching and learning of the lesson/ topic .Objectives should capture learner behaviour

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.

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: Commerce
TOPIC: Importance of Transport
CLASS: Form 1 South

SOURCES OF MATERIALS/ INSTRUCTIONAL MEDIA
- National and School syllabuses
- Schemes of work
- Video showing different modes of transport
- Means of transport Models e.g Buses, Aeroplanes
- Local Environment
- Commerce text books
- Local environment
- Jaws software
- Talking books

- Work cards

ASSUMED KNOWLEDGE:
The learners have used different modes of transport before.

OBJECTIVES
By the end of the lesson learners should be able to:
- Explain the importance of transport in commercial activities
- Trace the developments that took place in transport system

Competences
- Critical thinking and problem solving
- Recognition of road signs and symbols

LESSON

STAGE	ACTIVITIES	Time Allocation
INTRODUCTION	Learners are asked to outline the means of transport used. In pairs deduce the modes of transport from the means outlined.	5
DEVELOPMENT STAGE 1	Learners watch a video clip showing the trends transport evolution.	3
STAGE 2	Learners are asked to identify traditional modes of transport in groups. The class is divided into six (6) groups i.e -Group 1 and 2:The role of transport -Group 3 and 4 : Identify and explain the traditional modes of transport -Group 5 and 6: Tracing the development that took place in transport system.	15
STAGE 3	Group presentations.	12
CONCLUSION	Recap on the importance and trends in transportation Teacher gives an overview of the lesson.	5

Task Learners to research on the advantages and disadvantages of each mode of transport.

EVALUATION

Learners were able to:
- Identify traditional modes of transport
- Explain the importance of transport in commercial activities, however Rumbidzai and Kundishora had challenges
- in tracing the developments that took place in transport system.
- A remedial session to be conducted to coach slow learners

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 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 when you are absent or when you have transferred 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

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.

PART B

Curriculum Delivery

6.0 Introduction

The Commerce syllabus is a four year learning area covering Forms 1-4. The syllabus prepares learners for life through provision of knowledge, skills and values. It also enhances understanding ownership of 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 intends to develop in leaners self-reliance, enterprise, critical thinking, problem solving, resource management and leadership skills. You, as a teacher should be able to help the learner to achieve the aims and objectives of the syllabus.

6.1 Content

This syllabus provides a theoretical and practical knowledge base for students in the
Commercial world such as production, consumer protection, business organization, financial management, trade and aids to trade.

6.2 Syllabus objectives

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

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

Syllabus and learning objectives should be SMART. They are more specific statements that include both an action verb and a content reference.They should provide a clear statement of intended learning goals and learning outcomes.

6.3 Methodology

The syllabus requires the use of the learner centred approach where learners are actively involved in the learning process and the teacher becomes a facilitator. The teacher should minimize methods that promote wrought learning and encourage the use of those that facilitate learners' development, i.e. cognitive, affective and psychomotor. The following methods should be considered: role play, group work, discussion, case study, discovery, debates, quiz, mini enterprise approach, educational tours, demonstrations, simulation, projects, research/investigation and e-learning facility.

Choice of methods is influenced by personality, content to be covered, competencies to be developed, availability of resources and objectives you need to achieve. It is important for you as a teacher to be innovative in the choice of methods and resources to use for each particular lesson. Use of a variety of methods spice the learning process and motivate learner participation hence ease of objective achievement.

NB Teachers are encouraged to apply moral and informative principles and multi-sensory approaches to teaching. These include visual tactile, simulation, concreteness, hands on, individualisation, and totality/ wholeness. Teachers are encouraged to address the learners' residual senses.

The focus of your methodology should always place "learner at the Centre". Make learning process exciting through choice of good teaching methods. The methods are not mutually exclusive and may be used in combination.

6.4 Teaching-learning Materials

Instructional 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 instructional material.

6.4.1 Importance of Teaching-learning Materials

Instructional aids 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

6.4.2 Types of Teaching-learning Materials

6.4.2.1 Visual materials

Three dimensional materials

- **Objects:** real things-e.g. Bank notes, cheques, business documents.
- **Models:** are recognizable representation of a real thing
- **Specimens:** are objects which are representative of a group or a class of similar objects e.g. RBZ bank specimen notes and coins, Bank specimen signature

- Printed materials: Textbooks, Workbooks, Handbooks and Modules
- Chalkboards
- Flannel or felt boards
- Bulletin boards
- Still pictures: Non-projected (photographs, illustrations) and Projected (slides, filmstrips, overhead projectors)
- Graphics: Charts, Graphs, Maps and globes, Posters and diagrams.
- Audio Aids: Radio and Recorded audio

6.4.2.2 Audio-Visual Teaching-learning Materials

- Motion pictures such as television and video clips

6.5 Assessment and Evaluation

There is need to measure your success in terms of teaching and learner performance. Assessment and evaluation should provide you with feedback on the acquisition of knowledge, skills and attitudes by learners.

In evaluation and assessment you should consider whether:
- Learners have indeed benefited from the syllabus implementation?
- Objectives have been achieved?

Evaluation/assessment can be in the form of exercises, tests, projects, group tasks. There are two main types of evaluation:
- Formative evaluation on-going/ continuous.
  - continuous assessment is a major innovation in the new curriculum
- Summative evaluation
  - comes at the end of the course/ terminal

6.5.1 Methods of Evaluation
- Tests and exercises
- Projects
- Research

- Examinations
- Assignments

6.6 Class Management

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

6.6.1 Organizational Skills for Effective Learning

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

6.6.2 Physical Environment

The classroom should be clean, tidy and airy, consider proper furniture arrangement which encourage interactive learning. Teaching aids should be visible and clear to learners. As a teacher, it is your responsibility to ensure learner safety during classroom instruction.

6.6.3 Emotional Environment

While learning is learner- centered, 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.

6.6.4 Grouping

Learners may be grouped according to needs, abilities, problems but not sex. Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learners but rather motivate them to feel as part of the learning process.

6.6.5 Class Control and Discipline

Know the government and schools 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.

6.6.6 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. Recognize 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 demeanor.

6.6.7 Supervision

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

6.7 Conclusion

You should therefore select appropriate instructional aids, make good quality aids from available resources, use instructional aids effectively and design meaningful and effective instructional aids. As a teacher also evaluate your work and that of the learners. Identify the essential evaluation methods that you can use. Monitoring and evaluation of your work and learners' work should be done consistently. Classroom management during learning process always help you to achieve the best. It is important for you as a teacher to know all your learners by name and also understand their backgrounds.

Unit 7:

Scope of the Guide

7.0 Introduction

The Commerce has 11 topics. Below is a list of topics to be covered by form 1-4

Commerce Forms 1-4 Topics

- Production
- Trade
- Consumer Protection
- Business Organisation
- Enterprise
- Finance and Banking
- Insurance and Assurance
- Business Communication
- Transport
- Warehousing
- Marketing

7.1 Cross cutting themes

These are emerging and contemporary issues that cut across all learning areas. Most of these cross-cutting themes are already part of the content to be delivered in particular topics. As a teacher, you should familiarise yourself with all the cross-cutting themes that are relevant to Commerce. Assessment may also incorporate cross-cutting themes. You should therefore find ways of including them in the learning and teaching of Commerce whenever possible. The following are relevant to Commerce:

- Information Communication Technology (ICT)
- Risk and Disaster Management
- Financial literacy
- Human Rights and responsibilities
- Collaboration
- Environmental issues
- Enterprise skills
- Gender
- Heritage
- HIV and AIDS

NB Not all cross-cutting themes can be applied in all Commerce topics, some are more applicable to particular topics than others. However, these cross cutting themes may be examined in conjunction with the subject matter.

7.2 Teaching Units

Any of the topics listed are broad for coverage, it is therefore your responsibility to break the topic into small teachable units. Teachable units are those that can be taught in a lesson. 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, Retail Trade at Form 2. This topic is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly you need 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 Retail Trade, which are in way, your teaching units:

- Functions of retailers
- Types of retailers
- Factors to consider when establishing a retail outlet
- Modern trends in retailing

- Survival of small scale retailers

However, these can also be further broken into even smaller lesson units e.g. Types of Large Scale Retailers can further be broken into lesson units. These are as follows:
- Hypermarkets
- Supermarkets
- Departmental shops
- Chain/multiple shops

Each of these smaller teachable units can be timed, resources to lessons set aside or be prepared and methods and activities prepared. All these should be helpful in assisting the achievement of lesson objectives and the expected competences. Table 6 below summarises how you can break broad topics into small teachable units.

Table 6: Breaking topics into teachable units sample

TOPIC	CON-CEPTS (TEACH-ABLE UNITS)	OBJECTIVES	ACTIVITIES	RE-SOURCES	COMPE-TENCES TO BE ACHIEVED	ASSESSE-MENT
Types of Large Scale Retailers	Super-markets	• Define su-permarkets • Give exam-ples of su-permarkets • Outline the characteris-tics of su-permarkets • State the advantages and disad-vantages of supermar-kets.	• Visiting dif-ferent types of super-markets • Outlining the characteris-tics of super-markets • Discussing the advan-tages and disadvantag-es of super-markets.	• Jaws software • Re-source person • Text-books • Elec-tronic media • Print media	• Commu-nication • Leader-ship	Contin-uous assess-ment - Projects - Tests - Exercises

TOPIC	CON-CEPTS (TEACH-ABLE UNITS)	OBJECTIVES	ACTIVITIES	RE-SOURCES	COMPE-TENCES TO BE ACHIEVED	ASSESSE-MENT
	Hyper-markets	• Distinguish supermarkets from hyper-markets • Outline the example of hypermarkets • Explain the advantages and disad-vantages of hypermarkets • Specify the location of department stores • List the differed types of goods sold in differed department • Spell-out the main fea-ture of depart-ment stores • Give exam-ples of multi-ple shops • Outline the characteristics of multiple shops • Explain the advantages and disad-vantages of multiple shops	• Comparing supermarkets and hyper-markets • Discussing the advantag-es and disad-vantages of hypermarkets Visiting de-partment stores • Listing fea-ture of depart-ment stores • Discussing advantages and disad-vantages of department stores • Giving examples of multiple shops • Outlining the character-istics of multi-ple shops • Discussing advantages and disad-vantages of multiple shops	• Text-books • Electron-ic media • Print media • Charts Recom-mended text books Recom-mended text books	• Com-mination • Lead-ership • Prob-lem solving • Fi-nancial man-age-ment • Team work • Com-muni-cation skills • Lead-ership Team-work	Continuous assessment assessment • Projects • Tests • Exercises Continuous assessment t • Projects • Tests • Exercises Continuous assessment
	Depart-ment Stores					
	Chain or Multiple shops					

7.4 Conclusion

The Ministry hopes that this guide will be helpful in assisting you to deliver in Commerce area. Commerce learning area has two additional components that you may not have experienced. This is due to the dynamic approach that the learning area has been configured to.

The following are important key notes to remember:
- interpret the syllabuses correctly
- use learner centred teaching methods appropriate to the learning area
- prepare engaging and appropriate teaching aids
- design appropriate strategies for problem solving
- manage your class effectively
- be resourceful
- draw up and maintain comprehensive records
- guide learners to study effectively on their own
- objectively evaluate your own teaching and the learners` progress
- integrate cross cutting themes in the learning and teaching of commerce

7.5 SCOPE AND SEQUENCE

TOPIC 1: PRODUCTION

FORM 1	FORM 2	FORM 3	FORM 4
• Stages of Production • Factors of production • Ownership of means of production	• Forms of production • Division of labour and specialisation • Mass production • Chain of distribution	• Value addition and beneficiation of resources	• Business environment

TOPIC 2: TRADE

FORM 1	FORM 2	FORM 3	FORM 4
• Introduction to trade • Wholesale trade	• Retail trade • Hire purchase and deferred payments • Discounts • Documents used in home trade	• Foreign trade	• Balance of payments

TOPIC 3: CONSUMER PROTECTION

FORM 1	FORM 2	FORM 3	FORM 4
• reasons for consumer protection • Consumer rights and responsible behaviour	• Consumer Protection Boards such as: - Consumer Council of Zimbabwe (CCZ) - Standards Association of Zimbabwe (SAZ)	• Consumer Protection - Methods of protecting consumers - Role of Government	

TOPIC 4: BUSINESS ORGANISATIONS

FORM 1	FORM 2	FORM 3	FORM 4
• Importance of Business Organisations • Business sectors	• Unincorporated business units	• Incorporated business units • Multi-national companies • Public sector business	• Traders association • Business Membership Organisations (BMO) • Small to Medium Enterprises (SMEs) • Public sector reforms

TOPIC5: ENTERPRISE

FORM 1	FORM 2	FORM 3	FORM 4
• Introduction to Enterprise	• Management functions • Business ethics	• Business plan • Intellectual property	

TOPIC6: FINANCE AND BANKING

FORM 1	FORM 2	FORM 3	FORM 4
• Personal finance • Money	• Managing Personal finances • Taxation • Banking system • Financial institutions: - Commercial Banks • Zimbabwe Stock Exchange	• Business Finance • Other Financial Institutions • The Reserve Bank of Zimbabwe	• Business Calculations • Trends in Banking • International Financial Institutions

TOPIC 7: INSURANCE AND ASSURANCE

FORM 1	FORM 2	FORM 3	FORM 4
• Nature and purpose of insurance and assurance • Communal systems of insurance and assurance	• Principles of insurance • Documents used in insurance and assurance • Insurance procedures	• Types of insurance policies • Types of assurance policies • Export Credit Guarantee Corporation (ECGC)	• Impact of ICT on insurance and assurance

TOPIC 9: TRANSPORT

FORM 1	FORM 2	FORM 3	FORM 4
• Importance of transport • Modes of transport	• Factors influencing choice of transport • Documents used in transport • Port authorities	• Trends in transport	

WAREHOUSING

FORM 1	FORM 2	FORM 3	FORM 4
• Introduction to warehousing • Indigenous storage systems	• Warehousing functions and importance	• Types of warehouses • Location of a warehouse	

MARKETING

FORM 1	FORM 2	FORM 3	FORM 4
• Marketing concepts • Types of markets	• Market segmentation • Marketing approaches	• Marketing mix (Product, place, promotion and price)	