

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**COMMERCE SYLLABUS FOR ADVANCED  
SECONDARY EDUCATION  
FORM V - VI**

**2010**

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## 1.0 Introduction

This Commerce Syllabus for Form 5 to 6 is a revised version which has been prepared to replace that of 1997. The revision process has observed a change in paradigm from that of content based to a competence based curriculum. The teaching and learning processes using this reviewed syllabus should be student centered and activity oriented. Students are expected to be engaged in a variety of activities which culminate in learning. Moreover the revision has also taken into consideration the requirements of the Secondary Education Development Plan (SEDP), whereby some basic content of the phased out bias subjects have been integrated in this syllabus. The Commerce Syllabus for form five and six has some changes whereby some topics/subtopics have been improved and two new topics have been introduced which include stock exchange and contract of sale.

The revising of the syllabus was done following the flow of commerce chart, whereby form five topics comprise of home trade and aids to trade so as to be systematic and avoid confusing students by jumping from one level of the chart to another. It also has one new topic in addition, the added topic is stock exchange, and this topic was added due to the fact that issues of buying and selling of securities are very important and currently is highly practiced.

Form six syllabus comprise the rest topics with the addition of one new topic contract of sales, because students need to have basic knowledge on it since the business world is full of contracts.

## 2.0 Objectives of Education in Tanzania

The general aims of education in Tanzania are to:

1. Guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of their resources in bringing about individual and national development.
2. Promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania
3. Promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society
4. Develop and promote self-confidence and an inquiring mind and understanding and respect for human dignity and human rights and readiness to work hard for personal self advancement and national improvement
5. Enable and expand the scope of acquisition, improvement and upgrading of mental, practical productive and other life skills needed to meet the changing needs of industry and the economy



6. Enable every citizens to understand the fundamentals of the national constitution as well as the enshrined human and civil rights, obligation and responsibilities,
7. Promote the love for work, self and wage employment and to improve performance in the production and service sectors,
8. Inculcate principles of national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provision of the National Constitution and International basic charters and
9. Enable a rational use, management and conservation of our environment.

### **3.0 Aims and Objectives of Secondary Education in Tanzania**

1. Consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at primary education levels;
2. Enhance further development and appreciation of national unity, identity and ethic personal integrity, respect for and readiness to work , human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
3. Promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language.
4. Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
5. Prepare students for tertiary and higher education; vocational, technical and professional training.
6. Inculcate a sense and ability for self-study, self-reliance and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills and
7. Prepare the student to join the world of work.

### **4.0 General Competences for the subject**

By the end of this course the student should develop ability to:

1. communicate competently and confidently in business negotiations.
2. interpret and respond information which has been presented in numerals, graphs and tables;
3. make appropriate decisions on the basis of experiences and supporting evidences.
4. plan, and achieve realistic personal goals.
5. evaluate data and reports for decision making.
6. work effectively, independently and cooperatively.
7. be responsible and committed for self – learning and tasks.
8. apply learnt knowledge and skills to entity and society at large.
9. be responsible as a member of a group for jointly decided actions and decisions.
10. use electronic commerce facilities efficiently.

## 5.0 General Objectives for the subject

By the end of this course the student should be able to:-

1. use terminology, language and symbolism of the subject with some precision and clarity for the purpose of effective communication in commercial issues.
2. live independently, be creative, think critically and use personal social values and skills in dealing with commercial issues.
3. understand the changes that are taking place in the commercial sector in Tanzania.
4. Interpret commercial issues arising from government and non-government policies.
5. understand the roles of the various organizations in commerce.
6. identify and apply the numerical and other basic tools of commercial analysis
7. be innovative use ICT and entrepreneurial skill in dealing with commercial issues.
8. apply basic leadership and management skills and principles while working with others to accomplish business goals.

## 6.0 Organization of the subject syllabus

This Commerce Syllabus has a slightly different structure compared to that of 1997. The following items were added for improvement:

- General competences for the whole course
- Competences for each class i.e. Form five to Form six
- Suggested areas for assessment
- Number of periods per specific objectives

### 6.1 Class Competences

Competences are skills, knowledge and attitudes attained by the learner after the learning process. Competences have been stated for each class level of Commerce course. The class level objectives are derived from the class level competences.

### 6.2 Class objectives

For each competence intended to be achieved, one or more objectives have been stated in order to achieve it. The general objectives for form five to six are stated in general terms to indicate the scope of content to be covered within such level.

### 6.3 Topics

The topics have been derived from the class level competences and objectives. Most of the topics in the 1997 Commerce Syllabus have been retained. Also some content from crosscutting issues (CCI). Topics have been arranged to attain a logical order starting from simple to the most difficult ones.



#### **6.4 Sub-Topic**

Topics have been divided into sub-topics. The subtopics have been arranged to attain a logical order.

#### **6.5 Specific Objectives**

Each sub-topic has one or more specific objectives. These specific objectives are the expected outcomes in classroom instruction. They also reflect the process attain competences within the cognitive, affective and psychomotor domains.

#### **6.6 Teaching and Learning Strategies**

The column of teaching and learning strategies indicates what the teacher and students are expected to be doing in the process of teaching and learning. Students are encouraged to work in small groups for maximum participatory and cooperative learning. The teacher shall assume the role of a facilitator to promote, guide and help students learning activities. The whole teaching and learning process should be participatory and interactive.

Where the student learns by doing a services of logical activities. These suggested teaching and learning strategies are not exhaustive. The teacher and students may use other learner centred strategy, which suit the class environment.

#### **6.7 Teaching and Learning Resources**

In the teaching of Commerce a great variety of teaching –learning resources will be needed in quality and quantity. In case the Commercial teaching and learning resources are not available, the teacher should work with students to collect or improves alternative resources available in the environment.

#### **6.8 Assessment**

Every specific instructional objective, there is/are some suggested questions or areas for assessment formative and summative assessments should be geared towards mastery of the competences and skills development within the course.

#### **6.9 Number of Periods**

The column of number of periods is a proposal of duration to be used to teach given specific objective. The number of periods has taken into account the time needed to adequate cover the specific objective. Some specific objective need more time than others need.

## 7.0 Instructional Time

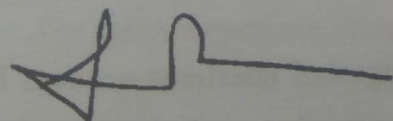
This syllabus is to be covered in two academic years, each having approximately 194 instructional days including two weeks reserved for mid-year and annual examinations. The number of periods for teaching this syllabus is 10 periods of 40 minutes each per week. The teacher is advised to make maximum use of time allocated in classroom instruction. Lost instructional time should always be compensated for.

## 8.0 Assessment of the Subject

The table below shows the type of assessment and the accompanied assessment measures to be used.

The assessment measures listed in the table contribute to continuous and final assessment of the student achievement. The frequency for each assessment measure has been indicated with the weight in percentage. You are therefore strongly advised to apply a wide selection of assessment measures in order to develop students' ability for the mastery of the subject matter during the teaching and learning process.

Type of Assessment	Assessment measure	Frequency				Weight %	Total %
		Form V		Form VI			
Continuous Assessment		T 1	T 2	T 1	T 2		
	Project		1	1		10	
	Written report	1	1	1		05	
	Essay	1	1	1		05	
	Field work	1	1	1		05	
	Tests	2	2	2		10	
	Terminal exam	1	1	1		15	50
Final exam	National exam				1		50
<b>Total marks</b>							<b>100</b>



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## FORM V

### Class Competences

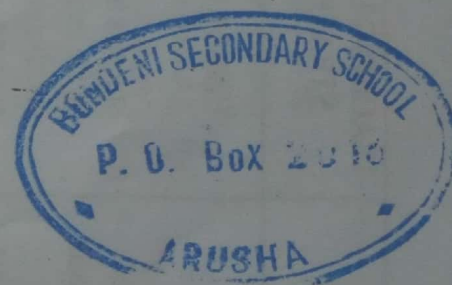
By the end of form five, student should demonstrate ability to:-

1. Communicate competently and confidently in business negotiations.
2. Interpret and respond to information which has been presented in numerical, graphs and tasks.
3. make appropriate decisions on the basis of experiences and supporting evidences.
4. plan and achieve realistic personal goals.
5. be responsible and committed for self learning and tasks.

### Class Objectives

By the end of this course, the student should be able to:-

1. understand the changes that are taking place in the commercial sector in Tanzania.
2. interpret commercial issues arising from government and non-government policies.
3. learn independently, be creative, think critically and use personal social values and skills in dealing with commercial issues.
4. understand the roles of the various organisations involved in commerce.



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
1. The Scope of Commerce  1.1 Concept of Commerce	By the end of this sub-topic, the student should be able to: a) explain distribution and exchange of goods.	(i) Students to brainstorm on the nature of distribution and exchange of goods (ii) individual students to explain briefly the nature of distribution and exchange of goods. (iii) Teacher to pick two students to summarize the answers said by individual students. (iv) Teacher to summarize and conclude the discussion of distribution and exchange of goods.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Manila card</li> <li>Marker pen</li> <li>Watch</li> <li>Bell</li> <li>Tactile maps</li> </ul>	Is the student able to explain distribution and exchange of goods?	2
	b) discuss the activities that are involved in Aids to trade.	(i) Students to sit in groups. (ii) The teacher to assign each group to discuss the aids to trade by arranging group 1, to discuss transport, group 2; insurance, group 3; communication, group 4; Banking, group 5,	<ul style="list-style-type: none"> <li>Cards</li> <li>Discussion guidelines</li> <li>Watch</li> <li>Bell</li> <li>Tactile pictures</li> <li>Braille</li> </ul>	Is the student able to discuss the activities that are involved in Aids to trade?	2

2

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		warehousing (iii) The teacher to distribute the discussion guidelines for each group. (iv) The teacher to guide the overall discussion (v) Students should be guided by the teacher to present in class their group responses for discussion, clarification and enrichment of the points raised instead of the teacher summarize and conclude for them.			
1.2 Historical development of commerce.	By the end of this sub-topic, the student should be able to: a) discuss trade in the primitive society.	(i) Using questions and answers students to discuss trade in the primitive society (ii) Student to be guided to read written sources to reinforce knowledge gained from discussion through. Questions and answers technique. (iii) The teacher should guide the discussion, clarify and enrich major issues raised.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> <li>Written sources</li> <li>Pictures/photo</li> </ul>	Is the student able to discuss trade in the primitive society?	1

3



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) explain the barter system	(i) The teacher to pose case study of barter system for provoking discussion. (ii) Student to discuss the content of case study. (iii) Individually to explain the barter system under guidance of teacher.	<ul style="list-style-type: none"> <li>Items</li> <li>Drawings</li> <li>Marker pen</li> <li>Manila cards</li> <li>Case study</li> </ul>	Is the student able to explain the barter system?	2
	c) discuss the revolution of machinery and division of labour.	(i) Students to debate on the revolution of machinery and division of labour. (ii) Teacher to lead debate in order to reach consensus. (iii) Teacher to lead the discussion of effects of revolution of machinery to formation of division of labour	<ul style="list-style-type: none"> <li>Photograph of machinery</li> <li>Photograph of labourers</li> <li>Written texts</li> <li>Braille</li> </ul>	Is the student able to discuss the revolution of machinery and division of labour?	3
1.3 Trade and Aids to Trade components.	By the end of this sub-topic, the student should be able to: a) draw commerce chart.	(i) Teacher to guide students to draw the Commerce Chart (ii) Students individually to practice on drawing the Commerce Chart.	<ul style="list-style-type: none"> <li>Flow chart</li> <li>Manila card</li> <li>Marker pen</li> <li>Cello tape</li> </ul>	Is the student able to draw commerce chart?	1
	b) identify aids to trade components.	(i) Teacher to draw or collect unlabelled pictures of aids to trade components on	<ul style="list-style-type: none"> <li>Drawings</li> <li>Marker pen</li> <li>Manila cards</li> <li>Cello tape</li> </ul>	Is the student able to identify aids to trade components?	1

4

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		the individual cards. (ii) Teacher to display aids to trade components cards either on the table or to fix them on the wall (iii) Students to identify aids to trade components by names.			
1.4 Differences between Commerce and Economics	By the end of this sub-topic, the student should be able to differentiate Commerce from Economics	(i) The teacher to explain the buzz words of economics. (ii) Students to compose the definition of economics. (iii) Students to debate the differences between Commerce and Economics under the guidance of teacher	<ul style="list-style-type: none"> <li>Cards</li> <li>Handouts</li> <li>Exercise</li> </ul>	Is the student able to differentiate commerce from economics?	2
2. Production 2.1 Concept of production.	By the end of this sub-topic, the student should be able to: a) explain the process of producing goods.	(i) The teacher to pose a case study about producing goods. (ii) Students to mention items needed to produce goods according to the case study. (iii) Students in small groups to discuss the all process of producing goods. (iv) Teacher to summarize and conclude.	<ul style="list-style-type: none"> <li>Case study sheet</li> <li>Items</li> </ul>	Is the student able to explain the process of producing goods?	2

5

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) describe distribution and exchange of goods.	(i) Students to describe the distribution and exchange of goods in plenary. (ii) By volunteering method the student to come in front of the class and describe the distribution and exchange of goods. (iii) Teacher to conclude and summarize the session.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pens</li> <li>Handouts</li> </ul>	Is the student able to describe distribution and exchange?	2
	c) explain direct services.	(i) By using role playing the student to play different types of direct services with guidance of teacher. (ii) Teacher to lead students to explain the direct services.	<ul style="list-style-type: none"> <li>Photograph of a lawyer giving services.</li> <li>Photograph of a doctor attending patient</li> <li>Camera</li> <li>Manila Cards</li> <li>Cell tape</li> </ul>	Is the student able to explain direct services?	1
2 Classifications of production.	d) differentiate Commerce from Production	(i) Students by using slide presentation on writing on the blackboard to differentiate Commerce from Production. (ii) Teacher to guide presentations and conclude the session.	<ul style="list-style-type: none"> <li>Slides</li> <li>Microphone</li> </ul>	Is the student able to differentiate commerce from production?	2
	By the end of this sub-topic, the student should	(i) By using discussion forums the students to	<ul style="list-style-type: none"> <li>Discussion Platform</li> <li>Cards</li> </ul>	Is the student able to classify production	6

6

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	be able to: a) classify production according to types and forms	classify production according to types and forms of production. (ii) Teacher to facilitate by providing feedback in the discussion forum.	<ul style="list-style-type: none"> <li>Chart</li> </ul>	according to types and forms?	
2.3 Agents of Production	By the end of this sub-topic, the student should be able to: a) describe the four agents of production.	(i) Teacher to divide students in groups. (ii) Teacher to prepare task that will be performed by the students in groups relating to corresponding agent. (iii) Teacher to lead presentations from the groups and make conclusion and summarize the session.	<ul style="list-style-type: none"> <li>Cards</li> <li>Discussion guideline</li> <li>Watch</li> <li>Bell</li> <li>Handouts</li> </ul>	Is the student able to describe four agents of production?	8
	b) rank agents of production.	(i) By randomly selection the students to rank agents of production. (ii) Teacher guides the ranking process and concludes.	<ul style="list-style-type: none"> <li>Cards</li> <li>Marker pen</li> </ul>	Is the student able to rank agents of production?	1
	c) explain the importance of agents of production.	(i) Students to debate on the importance of agents of production (ii) Teacher to lead the debate and conclude the session.	<ul style="list-style-type: none"> <li>Cards</li> <li>Marker pen</li> </ul>	Is the student able to explain the importance of agents of production?	8
2.4 Classes of goods.	By the end of this sub-topic, the student should	(i) Students to read assignment in	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Summary of Content</li> </ul>	Is the student able to identify classes of	2

7



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	be able to: a) identify classes of goods.	supplementary books about the classes of goods. (ii) Students to extract content about classes of goods in summary forms that will be presented in the class. (iii) Teacher to guide the presentations and conclude.	<ul style="list-style-type: none"> <li>• Cards</li> <li>• Marker Pen</li> </ul>	goods?	
	b) differentiate consumer goods against capital goods	(i) Students to read text supplementary books on consumer and capital goods. (ii) Students individually to use literature to differentiate consumer goods against capital goods. (iii) Students to present the findings in tabular form in the class while teacher is guiding the presentation	<ul style="list-style-type: none"> <li>• Supplementary Books</li> <li>• Cards</li> <li>• Photograph of capital goods</li> </ul>	Is the student able to differentiate consumer goods against capital goods?	2
2.5 Specialisation and division of labour	By the end of this sub-topic, the student should be able to: a) explain the concept of division of labour.	(i) Students to debate the concept of division of labour. (ii) Teacher to select students to write on blackboard explaining	<ul style="list-style-type: none"> <li>• Flow chart</li> <li>• Manila cards</li> <li>• Marker pen</li> </ul>	Is the student able to explain the concept of division of labour?	8

8

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		the concept of division of labour. (iii) Teacher to guide students on debating the concept of division of labour.			
	b) . discuss the importance of division of labour.	(i) Using library research the student to write brief notes about the importance of division of labour (ii) Teacher to collect brief notes from the students and insert inputs where necessary.	<ul style="list-style-type: none"> <li>• Library</li> <li>• Supplementary books</li> </ul>	Is the student able to discuss the importance of division of labour?	3
	c) explain the concept of specialisation	(i) In class discussion student to explain the concept of specialisation focusing on production activities. (ii) Teacher to lead the discussion and summarize the discussion by writing the agreed concept of specialization on the blackboard.	<ul style="list-style-type: none"> <li>• Items</li> <li>• Photography of specialization on Production</li> </ul>	Is the student able to explain the concept of specialization?	3
	d) discuss the advantages and disadvantages of specialisation and division of labour.	Individually, students to explain Pros and cons of specialisation and division of labour	<ul style="list-style-type: none"> <li>• Supplementary books</li> </ul>	Is the student able to discuss the advantages and disadvantages of specialization and division of labour?	3

9

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
3. Trade 3.1 Concept of Trade.	By the end of this sub-topic, the student should be able to: a) examine forms of trade.	(i) Students to brainstorm on meaning of Trade (ii) Teacher randomly to select students to examine forms of trade (iii) Teacher to summarize the discussion	<ul style="list-style-type: none"> <li>Flow chart showing forms of trade.</li> <li>Manila</li> <li>Maker pen</li> </ul>	Is the student able to examine forms of trade?	4
	b) classify forms of trade.	(i) Students to sit in groups; each group to discuss the classes, forms of trade as guided by the teacher. (ii) The representative from each groups; to present the agreements of the group in class (iii) Students to debate on the different forms of trade, with the guidance of teacher.	<ul style="list-style-type: none"> <li>Chart of classes of trade</li> <li>Watch</li> <li>Bell</li> </ul>	Is the student able to classify forms of trade?	2
3.2 The channels of distribution.	At the end of this sub-topic, the student should be able to: a) discuss link between producer and consumer.	(i) By randomly selection, students have to explain how he/she has been getting consumer goods. (ii) By using local producers and suppliers students to explain how goods will reach consumers with guidance of teacher.	<ul style="list-style-type: none"> <li>Consumer goods</li> <li>Photography of producers and suppliers</li> </ul>	Is the student able to discuss link between producer and consumer?	3

10

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(iii) Teacher to conclude and summarize the discussion			
3.3 Middlemen.	b) Draw distribution chart.	(i) Teacher to demonstrate on drawing the channel of distribution. (ii) Student individually to practice on drawing the distribution chart	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> </ul>	Is the student able to draw distribution chart?	1
	By the end of this sub-topic, student should be able to: a) identify middlemen	(i) Students to brainstorm on the meaning of middlemen (ii) Teacher to summarize the discussion.	<ul style="list-style-type: none"> <li>Pictures of middlemen</li> <li>Handouts</li> </ul>	Is the student able to identify middlemen?	2
	b) justify the role of middlemen	(i) By random selection, students have to explain the role of middlemen. (ii) By using local middlemen, students have to justify the roles of middlemen with guidance of teacher.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Manila pen</li> </ul>	Is the student able to justify the role of middlemen?	5
3.4 Buying and Selling of Products	By the end of this sub-topic, student should be able to: a) Discuss procedures of buying and selling of product.	(i) Students to debate different procedures of buying and selling under the guidance of the teacher (ii) Teacher to conclude the discussion.	<ul style="list-style-type: none"> <li>Samples of buying procedures.</li> <li>Samples of selling procedures</li> </ul>	Is the student able to discuss procedures of buying and selling product?	3

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) Identify commercial transaction documents	(i) Using a case study reported in literature to debate on commercial transactions documents. (ii) Teacher to use buzz words of Commercial documents to lead the debate. (iii) Teacher to display different commercial documents like; invoice, proforma invoice, cash receipts, local purchasing order etc and students have to identify the documents	<ul style="list-style-type: none"> <li>Case study</li> <li>Supplementary books</li> <li>Cards</li> <li>Sample of transaction documents</li> <li>Invoice</li> <li>Proforma invoice</li> <li>Cash receipts</li> <li>Local purchasing order</li> </ul>	Is the student able to identify commercial transaction documents?	4
	c) compose letter of inquiry.	(i) Teacher to give assignment of composing letter of inquiry to students. (ii) By using library research, students to compose letter of inquiry and submit it to the teacher.	<ul style="list-style-type: none"> <li>Assignment document</li> <li>Supplementary books</li> <li>Library</li> <li>Sample of letter of inquiry</li> </ul>	Is the student able to compose letter of inquiry?	1
4. Wholesale trade 4.1 Concept of wholesale	By the end of this sub-topic, the student should be able to: a) define wholesale	(i) Students to brainstorm on meaning of wholesale (ii) Students speak out the meaning of wholesale	<ul style="list-style-type: none"> <li>Photography of wholesale</li> <li>Manila cards</li> <li>Marker pens</li> </ul>	Is the student able to define wholesale?	1

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(iii) Teacher to summarize and conclude the discussion.			
	b) differentiate wholesaler and whole selling.	(i) Students to sit on two groups; group one to discuss the Wholesaler and group two to discuss Whole selling. (ii) The representative from each group to present the agreement of the group. (iii) Students to debate on the difference of wholesaler and whole selling with the guidance of teacher.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pens</li> <li>Photography of wholesaler</li> <li>Watch</li> <li>Bell</li> </ul>	Is the student able to differentiate wholesale and whole selling?	3
	c) Discuss the functions of wholesaler	(i) Students under guidance of teacher to discuss the functions of wholesaler. (ii) Teacher randomly to select students to categorize the functions of Wholesaler (iii) Teacher to summarize and conclude the discussion	<ul style="list-style-type: none"> <li>List of functions of wholesaler</li> <li>Manila cards</li> <li>Marker pen</li> </ul>	Is the student able to discuss the functions of wholesaler?	4
	d) discuss the services of wholesaler to	(i) By studying local history the students to	<ul style="list-style-type: none"> <li>Local history handout</li> <li>Picture of manufacturer</li> </ul>	Is the student able to discuss services of	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	manufacturer, retailer and consumer	discuss the functions of Wholesaler to manufacturer and retailer (ii) Teacher to summarize discussion	<ul style="list-style-type: none"> <li>Picture of retailer</li> </ul>	wholesaler to manufacturer, retailer?	
4.2 Types of Wholesaler	By the end of this sub-topic, the student should be able to: a) identify types of wholesalers.	(i) By using Library research students to identify types of wholesaler. (ii) Students to present the findings in the class for improvement under guidance of teacher	<ul style="list-style-type: none"> <li>Library</li> <li>Supplementary books</li> </ul>	Is the student able to identify types of wholesaler?	2
	b) compare types of wholesalers.	(i) By randomly selection the teacher to guide students compare types of wholesalers (ii) The teacher to guide students in concluding and summarizing	<ul style="list-style-type: none"> <li>Guidelines</li> <li>Local wholesaler list</li> </ul>	Is the student able to compose types of wholesalers?	2
	c) discuss the importance of wholesalers	(i) Using case studies reported in literature to illustrate the different types of importance of wholesalers. (ii) Teacher to cite literatures consulted and encourage students to go and read in depth	<ul style="list-style-type: none"> <li>Case study</li> <li>Supplementary books</li> </ul>	Is the student able to discuss the importance of wholesalers?	1

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	d) Discuss advantages and disadvantages of wholesale	(i) Students to debate on advantages and disadvantages wholesale (ii) Teacher to lead the debate and conclude	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to discuss the advantages and disadvantages of wholesale?	1
5.0 RETAIL TRADE 5.1 Concept of Retail	By the end of this sub-topic, the student should be able to: a) define the retail	(i) Teacher guide students to brainstorm on the meaning of retailer (ii) Teacher to guide students to think -pair-pair -share on the meaning of retailer. (iii) Students to discuss on plenary while teacher is guiding the discussion and showing the related images.	<ul style="list-style-type: none"> <li>Photograph of retailer shop</li> <li>Pictures of Common items sold in retail shop</li> <li>Camera.</li> <li>Tactile pictures of common items for the visual impaired students</li> </ul>	Is the student able to define the retail?	4
	b) differentiate retailer and retailing.	(i) Students to read the content on retailer and retailing in the supplementary books and construct the difference of retailer and retailing. (ii) Students to share experiences found in the books. (iii) With the guidance of teacher students to present the findings to the class	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Pictures showing retailers.</li> <li>Pictures showing the process of selling goods.</li> <li>Library</li> <li>Internet</li> <li>Braille</li> <li>Offline materials</li> </ul>	Is the student able to differentiate retailer and retailing?	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	c) identify forms of retail business	(i) By using library research the teacher to guide students to identify forms of retail business. (ii) Teacher to guide students to present the findings in the class for improvement and corrections where necessary.	<ul style="list-style-type: none"> <li>Library</li> <li>Flip charts</li> <li>Masking tape</li> <li>Flip chart stand</li> </ul>	Is the student able to identify forms of retail business?	2
	d) discuss small and large scale retail business	(i) Teacher to guide students in groups and distribute discussion guidelines for student to discuss differences on: <ul style="list-style-type: none"> <li>Small retail business</li> <li>Large scale business</li> </ul> (ii) Teacher to distribute the discussion guidelines to the individual groups. (iii) Students to present in the class the difference between small and large scale retail business. (iv) Teacher to display factors and guide	<ul style="list-style-type: none"> <li>Discussion guidelines.</li> <li>Manila card</li> <li>Marker pen</li> <li>Flip chart</li> <li>Flip chart stand</li> </ul>	Is the student able to discuss small and large scale retail business?	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		students to distinguish the small and large scale retail Business. (v) The teacher to guide students present their work in plenary for further discussion.			
5.2 Functions of retailers	By the end of this sub-topic, the student should be able to: a) categorize the functions of retailers.	(i) Students to debate on the categorization of the functions of retailers. (ii) Teacher to guide the debate and conclude the session.	<ul style="list-style-type: none"> <li>Watch</li> <li>Bell</li> <li>Microphone</li> <li>Public Address transmission</li> <li>Guest Speaker</li> <li>Braille</li> </ul>	Is the student able to categorize the functions of retailers?	4
	b) discuss the functions of retailers	(i) Students to brainstorm on the functions of retailers (ii) Students to think-pair-share the functions of retailers (iii) Teacher to guide the sharing discussion on the functions of retailers. (iv) Teacher to display on the card the standard functions of retailers.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> <li>Flip chart</li> <li>Flip chart stand</li> <li>Tactile maps</li> </ul>	Is the student able to discuss the functions of retailers?	3
	c) argue the advantages and disadvantages of retail business.	(i) Teacher guidance needed students to debate on the advantages and disadvantages of retail	<ul style="list-style-type: none"> <li>Cards</li> <li>Watch</li> <li>Bell</li> <li>Note book</li> </ul>	Is the student able to argue the advantages and disadvantages of retail business?	3

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		business. (ii) Teacher to note down the major key issues while guiding the debate session. (iii) Teacher to conclude by reading the key issues captured from debate session.			
5.3 Qualities of a good Retailer	By the end of this sub-topic, student should be able to: a) discuss the important factors to good retailers.	(i) Teacher to prepare a scenario that will lead students explores the important factors to a good retailer. (ii) Teacher to read a scenario in the class and students to listen tentatively. (iii) Students in plenary to discuss the factors that make a retailer to be good. (iv) Teacher to guide the discussion and thereafter to summarize the discussion.	<ul style="list-style-type: none"> <li>• Sample of scenario</li> <li>• Note book</li> <li>• Watch</li> <li>• Bell</li> <li>• Braille</li> </ul>	Is the student able to discuss the important factors to good retailers?	3
	b) describe at least six factors of good retailers	(i) Teacher to write short description of factors of good retailer on the manila card. (ii) Students individually	<ul style="list-style-type: none"> <li>• Manila cards</li> <li>• Marker pen</li> <li>• Library</li> <li>• Internet</li> <li>• Braille</li> </ul>	Is the student able to describe at least six factors of good retailers?	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		to present in plenary the description of six factors of good retailer. (iii) Students and teacher individually to discuss present in plenary the description of six factors of good retailer. (iv) Teacher to guide the presentation and thereafter to display the common factors of good retailer in the class students to see and briefly discuss. (v) Teacher to conclude and summarize the session.	<ul style="list-style-type: none"> <li>• Tactile maps</li> <li>• Offline materials</li> </ul>		
6. Warehousing 6.1 Concept of Warehousing	By the end of this sub-topic, the student should be able to: a) define warehousing	(i) Teacher and students to brainstorm on the meaning of warehousing. (ii) By randomly selection; the student to explain the meaning of warehousing. (iii) The teacher guides the explanations and concludes the session by writing down the meaning of warehousing.	<ul style="list-style-type: none"> <li>• Photograph of warehouse</li> <li>• Manila card</li> <li>• Marker pen</li> <li>• Braille</li> <li>• Supplementary books</li> </ul>	Is the student able to define warehousing?	1

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) discuss the warehousing roles as aid to trade.	(i) Students in small groups to discuss groups; group one to discuss the role of warehousing and group two to discuss the relationship between warehousing as Aids to Trade. (ii) Teacher to lead the discussion about warehousing roles as aids to trade. (iii) Teacher to conclude and summarize the session by asking one of the student to outline the warehousing roles as aids to trade.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> <li>Note book</li> <li>Tactile maps</li> </ul>	Is the student able to discuss the warehousing roles as aids to trade?	3
	c) explain the functions of warehousing	(i) Students debate on the functions of warehousing. (ii) Teacher to note down the major issues raised in discussion; while guiding the students to explain the functions of warehousing. (iii) Teacher to conclude the session by reading	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> <li>Note book</li> <li>Debating guidelines</li> </ul>	Is the student able to explain the functions of warehousing?	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		issues captured during the debate session and displays to the students the functions of warehousing.			
6.2 Storing Goods	By the end of this sub-topic, the student should be able to: a) discuss the reasons for storing goods.	(i) Students to brainstorm the reasons for storing goods. (ii) Students to think-pair-share the reasons of storing goods; while teacher noting down the agreed reasons on the blackboard.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Pens</li> <li>Supplementary books</li> <li>Tactile pictures</li> </ul>	Is the student able to discuss the reasons for storing goods?	2
	b) list down the reasons for storing goods	(i) Using randomly selection students to list down the reasons for storing goods. (ii) Teacher to guide the listing process.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Pens</li> <li>Supplementary books</li> </ul>	Is the student able to list down the reasons for storing goods?	1
6.3 Types of Warehouses	By the end of this sub-topic, the student should be able to: a) identify types of warehouses.	(i) Students in plenary to identify types of warehouses. (ii) Teacher to guide the identification of types of warehouses.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pen</li> </ul>	Is the student able to identify types of warehouses?	1
	b) distinguish the use of bonded, Private and public warehouses.	(i) Using gallery wall teacher to guide students to go through the pictures of bonded, private and public warehouses.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Marker pens</li> <li>Flip chart</li> <li>Cell tape</li> <li>Pictures of bonded,</li> </ul>	Is the student able to distinguish the use of bonded, private and public warehouse?	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students in small groups to distinguish the use of bonded, private and public warehouses.	private and public warehouses		
	c) prepare bill of entry to deliver goods in bonded warehouses.	(i) Teacher to demonstrate in preparing bill of entry to deliver goods in bonded warehouses. (ii) Students to practice on preparing bill of entry under guidance of teacher.	<ul style="list-style-type: none"> <li>• Sample of bill of entry</li> <li>• Picture of bonded warehouse</li> </ul>	Is the student able to prepare bill of entry to deliver goods in bonded warehouses?	2
6.4 Management of Customs bonded Warehouses	By the end of this sub-topic, the student should be able to: a) discuss the procedures of storing and removing goods from customs bonded warehouses.	(i) Under guidance of teacher students to visit the nearby customs bonded warehouses and share experience with customs bonded warehouse officer, on the procedures of storing and removing goods from a custom bonded warehouse. (ii) Students to write a report about study tour carried on.	<ul style="list-style-type: none"> <li>• Study tour guideline</li> <li>• Custom forms</li> <li>• Note books</li> <li>• Pens</li> </ul>	Is the student able to discuss the procedures of storing and removing goods from customs bonded warehouses?	3
	b) plan the task of removing goods from customs bonded warehouses.	With guidance of teacher students to plan the task of removing goods from customs bonded warehouses.	<ul style="list-style-type: none"> <li>• Note books</li> <li>• Pen</li> <li>• Pencils</li> <li>• Rubber</li> </ul>	Is the student able to plan the task of removing goods from customs bonded warehouses?	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
6.5 Concept of Stock	By the end of this sub-topic, the student should be able to: a) define stock administration	(i) Students to visit the nearby wholesaling shop and observe how the stock is administered. (ii) Students individually to define the term stock administration.	<ul style="list-style-type: none"> <li>• Pictures of items stocked</li> <li>• Manila cards</li> <li>• Pens</li> <li>• Study tour guideline</li> </ul>	Is the student able to define stock administration?	1
	b) discuss the functions of stock administration	(i) Students in small groups to discuss functions of stock administration. (ii) Teacher to guide students to discuss functions of stock administration.	<ul style="list-style-type: none"> <li>• Manila Cards</li> <li>• Pens</li> </ul>	Is the student able to discuss the function of stock?	3
	c) summarize the functions of stock administration	(i) Teacher to demonstrate on how to compute stock levels (ii) Students under guidance of teachers to practice to compute stock levels.	<ul style="list-style-type: none"> <li>• Sample of questions</li> <li>• Pointing stick</li> </ul>	Is the student able to summarize the functions of stock administration?	1
7. Transport and Communication 7.1 Concept of transportation and	By the end of this sub-topic, the student should be able to:	(i) Students to brainstorm the meaning of transportation	<ul style="list-style-type: none"> <li>• Drawing showing transport links</li> <li>• Pictures of transport vessels.</li> </ul>	Is the student able to define transport?	1

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
communication	a) define transportation	(ii) Teacher to guide the discussion on meaning of transportation	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Pens</li> </ul>		
	b) determine the importance of transportation.	(i) Using library search and internet, students to write an essay which explain the importance of transportation. (ii) Teacher to assess the quality of essay wrote by students.	<ul style="list-style-type: none"> <li>Library</li> <li>Internet</li> <li>Note book</li> <li>Pens</li> </ul>	Is the student able to determine the importance of transportation?	3
	c) define communication	(i) Students to brainstorm on the meaning of communication. (ii) Teacher to guide the discussion on meaning of Communication	<ul style="list-style-type: none"> <li>Sample of email</li> <li>Sample of letter</li> <li>Telephone</li> <li>Computer</li> <li>Fax machine</li> </ul>	Is the student able to define communication?	1
	d) determine main aspects of communication	(i) Using library search and internet students to write an essay which explain the importance of communication. (ii) Teacher to assess the quality of essays written by students	<ul style="list-style-type: none"> <li>Library</li> <li>Internet</li> <li>Note book</li> <li>Pens</li> <li>Offline materials</li> </ul>	Is the student able to determine main aspects of communication?	3
	e) draw a communication diagram.	(i) Teacher to demonstrate to draw communication diagram. (ii) Students to draw the communication	<ul style="list-style-type: none"> <li>Diagram of communication links</li> <li>Braille</li> </ul>	Is the student able to draw a communication diagram?	1

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
7.2 Modes of transport		diagram and discuss the function of each section.			
	By the end of this sub-topic, the student should be able to: a) identify modes of transport.	(i) Randomly students to identify modes of transport. (ii) Teacher to guide students in identification of modes of transport	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Pens</li> <li>Pictures of sea, lake, roads, Airport terminals</li> </ul>	Is the student able to identify modes of transport?	2
	b) explain the advantages and disadvantages of using water, land and air in transportation.	(i) Students to visit nearby road terminals, air ports and harbours ports to share experiences with experts on the advantages and disadvantages of transport (ii) Students to write reports about the study tour made. (iii) Teacher to assess the quality of reports written by students	<ul style="list-style-type: none"> <li>Pictures of airports, harbour ports and road terminals.</li> <li>Note book</li> <li>Pens</li> <li>Tour guideline</li> </ul>	Is the student able to explain the advantages and disadvantages of using water, land and air in transportation?	5
7.3 Elements of transport	By the end of this sub-topic, the student should be able to: a) identify the elements of transport.	(i) Randomly students to identify the elements of transport. (ii) Teacher to guide students in identification of elements of transport.	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Pens</li> </ul>	Is the student able to identify the elements of transport?	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) distinguish the use of land, water and Air in transportation	With the guidance of teacher students to distinguish the use of land, water and air in transportation.	<ul style="list-style-type: none"> <li>• Pictures of airports, harbour ports and road terminals.</li> </ul>	Is the student able to distinguish the use of land, water and air in transportation?	5
7.4 Transport Institutions in Tanzania.	By the end of this sub-topic, the student should be able to: a) identify transport Institutions in Tanzania	(i) Through questions and answers students to identify the transport institutions in Tanzania. (ii) Teacher to list down the operating institutions in Tanzania.	<ul style="list-style-type: none"> <li>• Fliers or Journal of Transport Institutions</li> <li>• Tactile maps</li> </ul>	Is the student able to identify transport institution in Tanzania?	2
	b) discuss the importance of transport institutions in Tanzania	(i) In plenary the students to discuss the importance of transport institutions in Tanzania. (ii) Teacher to guide the discussion of students	<ul style="list-style-type: none"> <li>• Discussion guideline</li> </ul>	Is the student able to discuss the importance of transport institutions in Tanzania?	8
7.5 Common transport documents and terms	By the end of this sub-topic, the student should be able to: a) state common transport documents	(i) Students in small groups to state common transport documents (ii) Teacher to display the common transport documents while matching with stated documents.	Transport documents	Is the student able to state common transport documents?	1
	b) assess common transport documents	Teacher should guide students to assess common transport documents.	Transport documents	Is the student able to assess common transport documents?	3
	c) discuss terms of	Students in plenary to	<ul style="list-style-type: none"> <li>• Laws Act governing</li> </ul>	Is the student able to	

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	transportation	discuss terms of transportation with guidance of teacher	transportation. <ul style="list-style-type: none"> <li>• Fliers from Sumatra</li> <li>• Transportation guidance</li> </ul>	discuss terms of transportation?	4
7.6 Importance of Communication	By the end of this sub-topic, the student should be able to: a) classify the importance of communication	(i) Students in groups to discuss the classification of importance of communication. (ii) Teachers to guide the students discussions	<ul style="list-style-type: none"> <li>• Library</li> <li>• Internet</li> <li>• Offline materials</li> </ul>	Is the student able to classify the importance of communication?	3
	b) discuss the importance of communication	(i) Using library research and internet students to analyse the channels of communication by writing a brief note on the channels of communication. (ii) Teacher to assess the brief notes written by students and proved feedback.	<ul style="list-style-type: none"> <li>• Library</li> <li>• Internet</li> <li>• Braille</li> <li>• Offline materials</li> </ul>	Is the student able to discuss the importance of communication?	3
7.7 Communication Historical development in Tanzania	By the end of this sub-topic, the student should be able to: a) distinguish traditional and modern methods of communication	(i) Students to debate on the distinguishing between traditional and modern methods of communication. (ii) Teacher to guide the debate	<ul style="list-style-type: none"> <li>• Debating guidelines</li> <li>• Watch</li> <li>• Bell</li> </ul>	Is the student able to distinguish traditional and modern methods of communication?	3
	b) Discuss the impact of internet in communication	(i) Students to visit the computer lab or the nearby internet cafe.	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Computer lab</li> <li>• Offline materials</li> </ul>	Is the student able to discuss the impact of internet in	3

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	NO. OF PERIOD
		(ii) Teacher to guide students on how to extract information on the internet and lead the discussion of impact of internet in Communication		communication?	
8. Insurance 8.1 Concept of insurance	By the end of this sub-topic, the student should be able to: a) discuss the need of insurance	(i) Students to visit the nearby insurance office and share experiences with insurer (ii) Teacher to guide the study tour	<ul style="list-style-type: none"> <li>• Pictures of accidents</li> <li>• Tactile maps</li> <li>• Study tour guide</li> </ul>	Is the student able to discuss the need of insurance?	3
	b) classify the classes of insurance	(i) Using Library research and internet student to find classifications of insurance (ii) Students in plenary to discuss the classifications of insurance, while teacher is guiding the discussion.	<ul style="list-style-type: none"> <li>• Library</li> <li>• Internet</li> <li>• Insurance documents</li> <li>• Offline materials</li> </ul>	Is the student able to classify the classes of insurance?	4
	c) differentiate Insurance from assurance	With the guidance of teacher students to differentiate insurance from assurance.	<ul style="list-style-type: none"> <li>• Supplementary books</li> </ul>	Is the student able to differentiate insurance from assurance?	4
8.2 Principles Governing an Insurance Policy	By the end of this sub-topic, the student should be able to: a) discuss the	(i) Students by reading assignment in supplementary books students to write down	<ul style="list-style-type: none"> <li>• Supplementary books</li> <li>• Insurance Policy</li> </ul>	Is the student able to discuss the principles of insurance policy?	5

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	principles of insurance policy	the principles or insurance policy. (ii) Teacher to read the insurance principles given by students.			
	b) mention the principles of Insurance	Students individually to mention the principles of insurance with guidance of teacher	<ul style="list-style-type: none"> <li>• Insurance manual</li> </ul>	Is the student able to mention the principles of insurance?	2
8.3 Insurance and Gambling	By the end of this sub-topic, the student should be able to: a) define gambling	(i) Students to brainstorm on the meaning of gambling. (ii) Teachers to guide the discussion on the meaning of gambling	<ul style="list-style-type: none"> <li>• Playing cards</li> <li>• Model of slot machine</li> </ul>	Is the student able to define gambling?	1
	b) differentiate Insurance and gambling	Students in plenary to differentiate insurance and gambling with guidance of teacher	<ul style="list-style-type: none"> <li>• Playing cards</li> <li>• Model of slot machine</li> <li>• Insurance documents</li> </ul>	Is the student able to differentiate insurance and gambling?	2
8.4 Insurance Policies	By the end of this sub-topic, the student should be able to: a) mention types of insurance policies.	(i) Students in plenary to discuss the types of insurance policies. (ii) Teacher to guide the discussion	<ul style="list-style-type: none"> <li>• Insurance Policy documents</li> </ul>	Is the student able to mention types of insurance policies?	1
	b) criticise the insurance policies	Students in small groups to criticise the insurance policies while teacher leading the criticism in groups	Insurance Policy documents	Is the student able to criticise the insurance policies?	5
8.5 Insurance Terms	By the end of this sub-topic, the student should be able to:	(i) Students individually to identify the terms of insurance.	Insurance Policy documents	Is the student able to identify the terms of insurance?	1

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TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	a) identify the terms of insurance.	(ii) Teacher to lead the interaction process.			
	b) discuss the terms of insurance	Students in plenary to discuss the terms of insurance with guidance of teacher.	Insurance policy documents	Is the student able to discuss the terms of insurance?	4
9. Advertising 9.1 Concept of advertising	By the end of this sub-topic, the student should be able to: a) discuss the role advertising plays in spreading information about goods and services	(i) Student to visit the nearby advertising media to share experience on the role of advertising in spreading information about goods and services. (ii) Students to write reports on the study tour.	<ul style="list-style-type: none"> <li>Commercial journals</li> <li>Newspaper</li> <li>Internet advert</li> <li>Radio</li> <li>Television</li> <li>Study tour guide</li> </ul>	Is the student able to discuss the role advertising plays in spreading information about goods and services?	3
	b) explain the functions of advertising	Students in plenary to discuss the functions of advertising with guidance of teacher.	<ul style="list-style-type: none"> <li>Radio</li> <li>News paper</li> <li>Television</li> </ul>	Is the student able to explain the functions of advertising?	2
	c) explain the nature of advertising	In small groups students discuss the nature of advertising while teacher is guiding the discussion	<ul style="list-style-type: none"> <li>Library</li> <li>Advertising manual</li> </ul>	Is the student able to the nature of advertising?	2
	d) discuss the importance of advertising	With the guidance of teacher students discuss the importance of advertising.	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Television</li> </ul>	Is the student able to discuss the importance of advertising?	4
9.2 Types of advertising	By the end of this sub-topic, the student should be able to:	Students in plenary to discuss the types of advertising while teacher	<ul style="list-style-type: none"> <li>Advertising manual</li> </ul>	Is the student able to identify types of advertising?	1

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TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	a) identify types of advertising	guiding the discussion.			
	b) discuss types of advertising	In small groups students to explain the advantages of advertising to producer and consumer with guidance of teacher	<ul style="list-style-type: none"> <li>Advertising manual</li> </ul>	Is the student able to discuss types of advertising?	2
	c) explain the advantages of advertising to producer and customer.	In small groups students to explain the disadvantages of advertising with guidance of teacher	<ul style="list-style-type: none"> <li>Library</li> <li>Advertising manual</li> </ul>	Is the student able to explain the advantages of advertising to producer and customer?	4
	d) explain the disadvantages of advertising to consumer.	Using questions and answers students to explain disadvantages of advertising to consumer	<ul style="list-style-type: none"> <li>Library</li> <li>Advertising manual</li> </ul>	Is the student able to explain the disadvantages of advertising to consumer?	2
9.3 Attribute of advertising media	By the end of this sub-topic, the student should be able to: a) discuss advertising media	Students in small groups to discuss the advertising media while teacher leading the discussion	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Radio</li> <li>Television</li> </ul>	Is the student able to discuss advertising media?	2
	b) explain the factors that influence the choice of an advertising media	Individual student to explain factors that influence the choice of an advertising media with guidance of teacher	<ul style="list-style-type: none"> <li>Manila paper</li> <li>Marker pen</li> </ul>	Is the student able to explain the factors that influence the choice of an advertising media?	3
	c) discuss the advantages and disadvantages of	Students in small groups to discuss the advantages and disadvantages of	<ul style="list-style-type: none"> <li>Newspaper</li> <li>Radio</li> <li>Television</li> </ul>	Is the student able to discuss the advantages and	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	advertising media	advertising media with guidance of teacher		disadvantages of advertising media?	
9.4 Advertising agencies	By the end of this sub topic, the student should be able to: a) identify advertising agencies	Students in plenary to discuss the identification of advertising agencies with guidance of teacher.	<ul style="list-style-type: none"> <li>Placards</li> <li>Fliers</li> </ul>	Is the student able to identify advertising agencies?	1
	b) discuss three parties of advertisement	In small groups students to discuss three parties of advertisement with guidance of teacher	<ul style="list-style-type: none"> <li>Journals</li> <li>Newspaper</li> </ul>	Is the student able to discuss three parties of advertisement?	3
	c) examine advertising agencies	(i) Students to visit advertising agencies and get documents for examining the advertising agencies activities. (ii) Teacher to lead the examination of advertising agencies	<ul style="list-style-type: none"> <li>Advertisement documents</li> <li>Sample of Advertising agencies profile</li> </ul>	Is the student able to examine advertising agencies?	5
	d) explain effects of advertising agencies	Students in plenary to explain effects of advertising agencies with guidance of teacher	<ul style="list-style-type: none"> <li>Placards</li> <li>Posters</li> <li>DVDs</li> </ul>	Is the student able to explain effects of advertising agencies?	2
9.5 E-commerce	By the end of this sub topic, the student should be able to: a) define the term e-commerce	(i) Using library research and internet students to define the term e-commerce. (ii) Teacher to guide the research of meaning through internet or library research.	<ul style="list-style-type: none"> <li>Internet</li> <li>Mobile phone vouchers</li> <li>ATM cards</li> <li>Fax document</li> <li>Email documents</li> <li>Supplementary books</li> </ul>	Is the student able to define e-commerce?	1
		(i) Using library research	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to	

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) discuss types of e-commerce	the students to explore the types of e-commerce (ii) Teacher to guide the research of types of e-commerce	<ul style="list-style-type: none"> <li>Internet</li> <li>Offline materials</li> </ul>	discuss the types of e-commerce?	4
	c) identify the instruments used in e-commerce.	Students in plenary to identify from the Tanzania environment the instruments used in e-commerce.	<ul style="list-style-type: none"> <li>Internet (Adverts)</li> <li>Credit card</li> <li>ATM cards</li> <li>Fax document</li> <li>Email documents</li> </ul>	Is the student able to identify the instruments used in e-commerce?	7
10. Banking 10.1 History of exchange	By the end of this sub topic, the student should be able to: a) discuss barter system	With the guidance of teacher students to discuss the barter system in plenary form by referring different literature	<ul style="list-style-type: none"> <li>Coins</li> <li>Paper monies</li> <li>Physical goods</li> </ul>	Is the student able to discuss barter system?	2
	b) explain the history of medium of exchange	Students in plenary to explain the history of medium exchange with guidance of teacher	<ul style="list-style-type: none"> <li>Coins</li> <li>Paper monies</li> <li>Physical goods</li> </ul>	Is the student able to explain the history of medium of exchange?	6
	c) explain the functions and qualities of money.	(i) Students in small groups to explain the functions and qualities of money (ii) Teacher to lead the discussions	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Coins</li> <li>Paper monies</li> </ul>	Is the student able to explain the functions and qualities of money?	4
10.2 Commercial banking in	By the end of this sub topic, the student should	Students in plenary critically to examine the	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to examine the	10

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
Tanzania	be able to: a) examine the historical development of commercial banking before Arusha declaration.	historical development of commercial banking before Arusha declaration with guidance of teacher.		historical development of commercial banking before Arusha declaration?	
	b) discuss the historical development of commercial banking after Arusha declaration.	Students in plenary critically to discuss the historical development of commercial banking after Arusha declaration with guidance of teacher	<ul style="list-style-type: none"> <li>Arusha Declaration books</li> <li>Picture of banks during 1967<sup>+</sup></li> </ul>	Is the student able to discuss the historical development of commercial banking after Arusha declaration?	10
	c) discuss the development of commercial bank during privatisation era.	(i) In plenary students to discuss the development of commercial bank during privatisation era focusing the Tanzania economic change in 1993. (ii) Teacher to lead the discussion	<ul style="list-style-type: none"> <li>Privatisation Policy</li> <li>Banking Policies</li> </ul>	Is the student able to discuss the development of commercial bank during privatisation era?	8
10.3 Types of Banks	By the end of this sub topic, the student should be able to: a) mention types of banks	(i) Students to visit different banks available on their local area. (ii) Students and teacher to mention types of banks	<ul style="list-style-type: none"> <li>Picture of commercial bank</li> <li>Picture of investment banks</li> <li>Pictures of central bank</li> </ul>	Is the student able to mention types of banks?	2
	b) discuss types of accounts	(i) Students to visit various banks available on their local area.	<ul style="list-style-type: none"> <li>Forms for opening accounts</li> <li>Passport size</li> <li>Reference letter</li> </ul>	Is the student able to discuss types of accounts?	4

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students and teacher to discuss types of accounts.	<ul style="list-style-type: none"> <li>Money</li> <li>ATM cards and bank cheques</li> </ul>		
	c) explain other services provided by commercial banks	Teacher and students to explain other services provided by commercial banks.	<ul style="list-style-type: none"> <li>Money transfer forms</li> <li>Forms for valuable items</li> </ul>	Is the student able to explain other services provided by commercial banks?	2
10.4 Commercial Banks and the Central Bank	By the end of this sub topic, the student should be able to: a) define commercial bank and Central Bank	(i) Students in small groups to define commercial bank and central bank. (ii) Teacher to guide discussion within the groups.	<ul style="list-style-type: none"> <li>Booklets for commercial banks</li> <li>Booklets for central bank</li> </ul>	Is the student able to define commercial bank and central bank?	1
	b) outline the functions of commercial banks and central bank	Teacher and students to outline the functions of commercial banks and central bank	<ul style="list-style-type: none"> <li>Booklets for commercial banks</li> <li>Booklets for central bank</li> </ul>	Is the student able to outline the functions of commercial banks?	4
	c) compare and contrast the commercial banks and central bank	Teacher and students to compare and contrast the commercial bank and central banks	<ul style="list-style-type: none"> <li>Booklets for central bank</li> <li>Booklets for commercial</li> </ul>	Is the student able to compare and contrast the commercial banks and central bank?	4
10.5 Bank Instruments	By the end of this sub topic, the student should be able to: a) identify negotiable instruments	(i) Students to visit the nearby bank and get brief explanation on negotiable instruments. (ii) Teacher and students to identify negotiable instruments	<ul style="list-style-type: none"> <li>Negotiable instruments</li> </ul>	Is the student able to identify negotiable instruments?	2
	b) discuss the bank instruments	Teacher and students to discuss the bank instruments.	<ul style="list-style-type: none"> <li>Bank instrument</li> <li>Specimen of Traveller cheque</li> <li>Sample Bank draft</li> </ul>	Is the student able to discuss the bank instruments?	4
	c) examine the most used	Teacher and students to	<ul style="list-style-type: none"> <li>Negotiable instruments</li> </ul>	Is the student able to	

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	negotiable instruments in local area	examine the most used negotiable instruments in surrounding environment		examine the most used negotiable instruments in local area?	4
11.0 STOCK EXCHANGE	By the end of this sub topic, the student should be able to:	Teacher and students to define stock exchange.	• Supplementary books	Is the student able to define stock exchange?	
11.1 Concept of Stock Exchange	a) define stock exchange				
	b) explore common terms used in stock exchange transactions.	(i) Teacher and students to explore the common terms used in stock exchange transaction. (ii) Students to visit one of the agents which sell shares on behalf of stock exchange.	• Regulation booklets • Fliers • Study tour guideline	Is the student able to explore common terms used in stock exchange transactions?	4
11.2 Securities	By the end of this sub topic, the student should be able to:	Teacher and students to define security.	• Sample of certificate of Treasury bills • Sample of bond security	Is the student able to define securities?	1
	a) define securities				
	b) identify securities traded in stock exchange.	Teacher and students to identify security traded in stock exchange	• Sample of Treasury bills • Sample Government bonds	Is the student able to identify securities traded in stock exchange?	3
	c) discuss the securities traded in stock exchange	Teacher and students to discuss the securities traded in stock exchange	• Sample of various certificates issued by stock exchange	Is the student able to discuss the securities traded in stock exchange?	3
11.3 Membership Registration	By the end of this sub topic, the student should	(i) Teacher and student to discuss the types of	• Registration form	Is the student able to identify types of	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	be able to:	members in stock exchange		members in stock exchange?	
	a) identify types of members in stock exchange	(ii) The invited guest should guide the discussion			
	b) outline the qualification of being a member to the stock exchange.	(i) Students and teacher to outline the qualification of being a member to the stock exchange. (ii) The invited guest to guide the outline qualification of being a member to the stock exchange.	• Stock exchange regulations • Stock exchange booklets	Is the student able to outline the qualification of being a member to the stock exchange?	3
	c) identify procedures of joining stock exchange market	Teacher and students to identify procedures of joining stock exchange market.	• Application forms • DSE regulation fliers	Is the student able to identify procedures of joining stock exchange market?	2
11.4 Dar es Salaam Stock Exchange (DSE)	By the end of this sub topic, the student should be able to:	(i) Students to visit the Dar es Salaam stock Exchange market (ii) Teacher and students to compare Dar es Salaam stock exchange market with other stock exchange	• DSE Booklets • Internet • Offline materials	Is the student able to compare Dar Es salaam Stock Exchange and other stock exchange?	4
	a) compare Dar es Salaam Stock Exchange and other Stock Exchange				
	b) explain the functions of Dar es Salaam Stock Exchange	Teacher and students to discuss functions of Dar es Salaam Stock Exchange.	• DSE Booklets	Is the student able to explain the functions of Dar Es Salaam Stock Exchange?	4

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FORM VI

Class Competences

By the end of form six, student should demonstrate ability to:-

1. work efficiently, independently and cooperatively.
2. apply learnt knowledge and skills to entity and society.
3. evaluate data and reports for business decision.
4. be responsible as a member of a group for jointly decided actions and decisions.
5. use e-commerce facilities in order to transact worldwide.

Class Objective

At the end of this course, the student should be able to:-

1. use the terminology, language and symbolism of the subject with some precision and clarity for the purpose of effective communication commercial issues.
2. identify and apply the numerical and other basis tools of commercial analysis.
3. be innovative use ICT and entrepreneurial skills in dealing with commercial issues.
4. apply basic leadership and management skills and principles while working with others to accomplish business goals.

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<del>X</del> Foreign Trade 1.1 International Trade	By the end of this sub topic, the student should be able to: a) explain the historical reasons for International Trade.	(i) Individually, students to explain the meaning of International Trade. (ii) Students to brainstorm on the historical reasons for international trade. (iii) The teacher to guide the overall debate.	<ul style="list-style-type: none"> <li>• Supplementary books</li> <li>• Library search</li> </ul>	Is the student able to explain the historical reasons for international trade?	6
	b) discuss the advantages and disadvantages of international trade	(i) Using library research students to identify advantages and disadvantages of international trade. (ii) Teacher to conclude and summarize the findings.	<ul style="list-style-type: none"> <li>• Library search</li> <li>• Supplementary books</li> </ul>	Is the student able to discuss the advantages and disadvantages of international trade in depth?	6
	c) examine Bi-lateral and Multi-lateral Trade	(i) Students to brainstorm on the word Bi-lateral and multi-lateral. (ii) Students to sit on two groups; group one to discuss Bi-lateral and group two to discuss multi-lateral (iii) The teacher to guide the overall discussion.	<ul style="list-style-type: none"> <li>• Manila cards</li> <li>• Marker pen</li> </ul>	Is the student able to examine bilateral and multi-lateral trade?	2
1.2 Concept of visible and invisible trade	At the end of this sub topic, the student should be able to: a) explain visible and invisible trade.	(i) Students in two groups to discuss visible and invisible trade. (ii) Each group to present their findings in the class under guidance of teacher	<ul style="list-style-type: none"> <li>• Manila cards</li> <li>• Marker pen</li> </ul>	Is the student able to explain visible and invisible trade?	6
	b) identify types of visible and invisible trade.	(i) Using questions and answers students to explain types of visible and invisible trade. (ii) Teacher to guide the discussion.	Question sheet	Is the student able to identify types of visible and invisible trade?	2
1.3 Concept of Balance of Payments and Balance of Trade	By the end of this sub topic, the student should be able to: a) define balance of trade and balance of payments	(i) Students to brainstorm on the balance of trade and balance of payments. (ii) Teacher to guide students on items to be recorded in balance of trade and balance of payment.	<ul style="list-style-type: none"> <li>• Manila cards</li> <li>• Marker pen</li> <li>• Library search</li> <li>• Balance of Payment chart</li> </ul>	Student is able to define balance of trade and balance of payment?	



TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(iii) Student to identify favourable and unfavourable Balance of Trade with guidance of teacher	• Manila cards		2
	b) explain the types of accounts for balance of payments	(i) Teacher to pose a case study on types of accounts for balance of payment (ii) Students under guidance of teacher to discuss the case study	Sheet of case study	Is the student able to explain the types of balance of payments?	2
	c) compute the ratio of Terms of Trade	(i) Students to brainstorm on calculating the ratios of terms of trade. (ii) Using questions students to calculate the ratio of terms of trade under the guidance of teacher	Sheet of questions	Is the student able to compute the ratio of terms of trade?	4
1.4 Barriers to International Trade	By the end of this sub topic, the student should be able to:	(i) Each student to explain barriers of International trade. (ii) Teacher to guide students on identifying the barriers.	• Supplementary books • Library search	Is the student able to identify barriers of international trade?	2
	a) identify barriers of international trade.				4
	b) criticise the barriers of international trade	(i) Students debate on criticism of barriers of international trade. (ii) Teacher to pose a case study to barriers of international trade and guide the discussion	Sheet of case study	Is the student able to criticize the barriers of international trade?	2
	c) discuss the barriers faces international trade in Tanzania.	(i) Students to debate on barriers face Tanzania in international trade. (ii) Teacher to give students an assignments on barriers faced by Tanzania	• Assignment sheet • Debate guideline	Is the student able to discuss the barriers faces international trade in Tanzania?	2
2. Import Trade	By the end of this sub topic, the student should be able to:	(i) Students to discuss on types of information needed on importation of goods in Tanzania. (ii) Teacher to conclude and summarize the discussion.	• Manila cards • Discussion guideline	Is the student able to identify types of information for importing goods in Tanzania?	2
2.1 Source of information in Tanzania	a) identify types of information for importing goods in Tanzania.				

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) discuss the information used to import goods in Tanzania.	(i) Students to debate how that information are used on importation of goods. (ii) Teacher to guide the students on the debate.	• Debate guidelines • Manila cards	Is the student able to identify sources of information for importing goods in Tanzania?	2
	c) identify sources of information for importing goods in Tanzania.	(i) Students to explain the sources of information for importation of goods. (ii) Teacher to lead them in order to reach the consensus.	• Manila cards • Marker pen	Is the student able to identify sources of information for importing goods in Tanzania?	2
	d) discuss the functions of Tanzania chamber of commerce, industries and Agriculture (TCCIA)	(i) Students to discuss the functions of Tanzania Chamber of Commerce, industries and Agriculture (TCCIA) (ii) Students to visit (TCCIA) for study tour. (iii) Teacher to guide the students on the discussion	• Study tour guideline • TCCIA Journals and fliers	Is the student able to discuss the functions of Tanzania Chamber of Commerce, Industries and Agriculture?	6
2.2 Intermediaries for importation	By the end of this sub topic, the student should be able to:	(i) Students to debate on intermediaries used in importation of goods. (ii) Teacher to guide the debate and summarize.	• Check-list of intermediaries	Is the student able to identify the intermediaries used in importation of goods?	2
	a) identify the intermediaries used in importation of goods.				6
	b) discuss the intermediaries used in importation of goods.	Teacher to lead debate on uses of intermediaries in importation of goods	• Manila cards • Marker pen	Is the student able to discuss the intermediaries used in importation of goods?	6
2.3 Import procedures and documentation in Tanzania	By the end of this sub topic, the student should be able to:	(i) Students to discuss the import procedures and documentation in Tanzania. (ii) Students to identify all documents used in import procedures. (iii) Teacher to conclude and summarize the discussion.	• Used documents • Manila cards • Marker pen	Is the student able to identify the import procedures and documentation in Tanzania?	2
	a) identify the import procedures and documentation in Tanzania.				

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) discuss the strength and weakness of import procedures and documentation in Tanzania.	(i) Students to debate on the strength and weakness of import procedures and documentation in Tanzania. (ii) Teacher to conclude and summarize the discussion	<ul style="list-style-type: none"> <li>Used documents</li> <li>Manila Cards</li> </ul>	Is the student able to discuss the strength and weakness of import procedures and documentation in Tanzania?	6
	c) discuss the role of Tanzania Ports Authority (PTA) in importing goods to Tanzania.	(i) Students to visit Tanzania Ports Authority (TPA) (ii) Students to discuss the role of Tanzania Ports Authority in importing goods to Tanzania. (iii) Teacher to guide the discussion in order to reach the concession	<ul style="list-style-type: none"> <li>Study tour guideline</li> <li>TPA booklets and fliers</li> <li>Manila cards</li> <li>Study tour guide</li> </ul>	Is the student able to discuss the role of Tanzania Ports Authority (PTA) in importing goods to Tanzania?	6
2.4 International commercial terms	At the end of this sub topic, the student should be able to: a) identify the price quotations in foreign trade.	(i) Students to identify the price quotation in foreign trade. (ii) Teacher to guide the students on identification	<ul style="list-style-type: none"> <li>Quotation Sheet</li> </ul>	Is the student able to identify the price quotations in foreign trade?	2
	b) discuss the terms of sale elements	Students to discuss the terms of sales elements under guidance of teacher	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to discuss the terms of sale elements?	6
3. Export Trade	By the end of this sub topic, the student should be able to:	(i) Students to discuss types of information needed on exporting goods from Tanzania (ii) Teacher to conclude and summarize the discussion.	<ul style="list-style-type: none"> <li>Discussion guidelines</li> <li>Manila cards</li> </ul>	Is the student able to identify types of information for exporting goods from Tanzania?	2
3.1 Source of information	a) identify types of information for exporting goods from Tanzania	(i) Students to discuss types of information needed on exporting goods from Tanzania (ii) Teacher to conclude and summarize the discussion.	<ul style="list-style-type: none"> <li>Discussion guidelines</li> <li>Manila cards</li> </ul>	Is the student able to identify types of information for exporting goods from Tanzania?	2
	b) discuss the information used for export goods from Tanzania.	(i) Students to debate how those information are used on exporting goods (ii) Teacher to guide the students on the debate	<ul style="list-style-type: none"> <li>Debate guidelines</li> <li>Manila cards</li> </ul>	Is the student able to discuss the information used to export goods from Tanzania?	6

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(i) Students to explain the source of information for exporting goods. (ii) Teacher to guide the students on the debate	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to identify sources of information for exporting goods from Tanzania?	2
3.2 Role of Board of External Trade	By the end of this sub topic, the student should be able to: a) sketch the organisation structure of Board of External Trade.	By using library research students to sketch the organisation structure of Board of External Trade, under the guidance of Teacher	<ul style="list-style-type: none"> <li>Library</li> <li>BET Organisation chart</li> </ul>	Is the student able to sketch the organisation structure of Board of External Trade?	2
	b) discuss the role of Board of External Trade.	(i) Students to visit Board of External Trade Head Office. (ii) Students to discuss the role of Board of External Trade with guidelines of teacher	<ul style="list-style-type: none"> <li>Guidelines</li> <li>Study tour</li> <li>BET Journals</li> </ul>	Is the student able to discuss the role of Board of External Trade?	6
	c) outline the role of Board of External Trade	Students to outline the role of Board of External Trade by using teacher's guideline	<ul style="list-style-type: none"> <li>Manila cards</li> <li>Guidelines</li> <li>BET journals</li> </ul>	Is the student able to outline the role of Board of External Trade?	2
3.3 Export procedures and documentation	By the end of this sub topic, the student should be able to: a) identify the export procedures and documentation in Tanzania	(i) Student to discuss the export procedures and documentation in Tanzania. (ii) Students to identify all documents used in exports procedures. (iii) Teacher to guide the discussion	<ul style="list-style-type: none"> <li>Discussion guidelines</li> <li>Used documents</li> </ul>	Is the student able to identify export procedures and documentation in Tanzania?	2
	b) discuss the strength and weakness of export procedures and documentation in Tanzania.	(i) Students to debate the strength and weakness of export procedures and documentation in Tanzania. (ii) Teacher to conclude the debate by summarizing	<ul style="list-style-type: none"> <li>Debate guidelines</li> <li>Used documents</li> </ul>	Is the student able to discuss the strength and weakness of export procedures and documentation in Tanzania?	6

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) discuss the role of Tanzania Ports Authority for exporting goods from Tanzania.	(i) Students to visit Tanzania Ports Authority. (ii) By using visitation experience students to discuss the role of Tanzania Ports Authorities in Exporting goods from Tanzania. (iii) Teacher to guide the discussion in order to reach the concession.	<ul style="list-style-type: none"> <li>Study tour guidelines</li> <li>TPA booklets and fliers.</li> </ul>	Is the student able to discuss the role of Tanzania Ports Authority for exporting goods from Tanzania?	6
3. <sup>4</sup> Intermediaries used in exporting goods	By the end of this sub topic, the student should be able to: a) identify the intermediaries used in exporting goods.	(i) Students to debate on intermediaries used in exports (ii) Teacher to guide the debate.	<ul style="list-style-type: none"> <li>Debate guidelines</li> <li>Manila cards</li> </ul>	Is the student able to identify the intermediaries used in exporting goods?	2
	b) discuss the uses of intermediaries used in exporting goods	Students to discuss the uses of intermediaries in exporting goods from Tanzania with a guidance of Teacher	<ul style="list-style-type: none"> <li>Discussion guidelines</li> </ul>	Is the student able to discuss the intermediaries used in exporting goods from Tanzania?	6
4. Marketing	By the end of this sub topic, the student should be able to:	(i) By using library research students to explain Marketing and Market. (ii) By randomly selection students to compare and contrast the words Marketing and Market. (iii) Teacher to conclude and summarize the explanations.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Library</li> <li>Magazine</li> </ul>	Is the student able to explain marketing and market?	6
4.1 Concept of marketing and market	a) explain marketing and market				
	b) explain marketing board	Students to discuss Marketing Board under the guidance of teacher	<ul style="list-style-type: none"> <li>Marketing Boards</li> <li>Journals</li> </ul>	Is the student able to explain marketing board?	6
	c) discuss the role of marketing boards	Students to debate on the role of Marketing boards in Tanzania by using different journals of different marketing board with the guidance of teacher	<ul style="list-style-type: none"> <li>Discussion guidelines</li> <li>Marketing board journals</li> </ul>	Is the student able to discuss the role of marketing boards	6

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	d) discuss the marketing board functions.	(i) Students to visit a local branch of any marketing board. (ii) Teacher to guide the discussion in order to reach the concession.	<ul style="list-style-type: none"> <li>Study tour guidelines</li> </ul>	Is the student able to discuss the marketing board functions?	6
	e) explain the importance of marketing.	By using a case study reported students to discuss the importance of marketing with guidance of teacher	<ul style="list-style-type: none"> <li>Case study</li> <li>Discussion guideline</li> </ul>	Is the student able to explain the importance of marketing?	6
4.2 Types of market	By the end of this sub topic, the student should be able to: a) explain the different types of market	Students to debate the difference types of market while guided by teacher	<ul style="list-style-type: none"> <li>Debate</li> <li>guidelines</li> </ul>	Is the student able to explain the different types of market?	6
	b) outline types of market	Students to outlines types of market as guided by teacher	<ul style="list-style-type: none"> <li>Guidelines</li> </ul>	Is the student able to outline types of market?	2
	c) identify the available markets in local areas.	Students to make visitation on available market in local areas, with guidance of teacher on what to be observed.	<ul style="list-style-type: none"> <li>Study tour</li> <li>Guidelines</li> </ul>	Is the student able to identify the available markets in local areas?	2
4.3 Marketing rural product	By the end of this sub topic, the student should be able to: a) identify rural products in Tanzania	Using the experience on visitation at Market, students to identify rural products in Tanzania, with guidance by teacher.	<ul style="list-style-type: none"> <li>Study tour guide</li> <li>Marketing</li> <li>Journal</li> </ul>	Is the student able to identify rural products in Tanzania?	2
	b) describe how rural product are marketed in Tanzania	(i) Students to debate how rural products are marketed in Tanzania using a case study. (ii) Teacher to guide the debate and summarize the findings.	<ul style="list-style-type: none"> <li>Debate guideline</li> <li>Manila cards</li> <li>Case study</li> </ul>	Is the student able to describe how rural products are marketed in Tanzania?	6
	c) identify media used in marketing rural products	(i) Using a case study reported in literature to illustrate media used in marketing rural products. (ii) Teacher to lead the debate and conclude the debating session.	<ul style="list-style-type: none"> <li>Case study guidance</li> </ul>	Is the student able to identify media used in marketing rural products?	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
5. Business Units	By the end of this sub topic, the student should be able to	(i) Students to identify types of business units with guidance of teacher.	<ul style="list-style-type: none"> <li>Guidelines</li> <li>Manila cards</li> <li>Marker pen</li> </ul>	Is the student able to identify types of business units?	2
5.1 Types of business units	a) identify types of business units	(ii) Students individually to mention types of business units at local areas.			2
	b) discuss the policies governing the operations of business units	(i) Students to discuss the policies governing the operations of business units (ii) Teacher to guide the overall discussion	<ul style="list-style-type: none"> <li>BRELA Journal</li> </ul>	Is the student able to discuss the policies governing the operations of business units?	2
	c) discuss the functions of Tanzania investment centre	(i) Students to visit Tanzania Investment Centre (TIC) (ii) Using TIC literature, students to discuss functions of Tanzania Investment Centre (TIC), with the guidance of teacher	<ul style="list-style-type: none"> <li>Study tour guidelines</li> <li>TIC Journals</li> <li>TIC booklets and fliers</li> </ul>	Is the student able to discuss the functions of Tanzania Investment Centre?	6
5.2 Trend of business unit	By the end of this sub topic, the student should be able to:	(i) Students to debate on the advantages and disadvantages of business units. (ii) Teacher to summarize the debate.	<ul style="list-style-type: none"> <li>Debate guidelines</li> <li>Manila cards</li> </ul>	Is the student able to examine the advantages and disadvantages of business units?	2
	a) examine the advantages and disadvantages of business units.				6
	b) discuss the impact of liberalisation in Tanzania	Students to discuss the impact of liberalisation in Tanzania with the guidance of teacher	<ul style="list-style-type: none"> <li>Supplementary books</li> </ul>	Is the student able to discuss the impact of liberalisation in Tanzania?	6
5.3 Formation and dissolution of business units.	By the end of this sub topic, the student should be able to:	(i) Students under guidance of teacher to discuss the procedures of forming private business units. (ii) Visiting Business Registration and Licence Agency (BRELA) for exposure as a case study.	<ul style="list-style-type: none"> <li>Company ordinance</li> <li>Study tour guideline</li> </ul>	Is the student able to discuss the procedures of forming private business unit?	6
	a) discuss the procedures of forming private business unit.				2
	b) discuss the procedures of forming public business unit.	Students under guidance of teacher to discuss the procedures of forming public business unit	<ul style="list-style-type: none"> <li>Company ordinance</li> <li>Partnership Act</li> </ul>	Is the student able to discuss the procedures of	2

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
				forming public business?	
	c) explain the procedures of dissolving business unit	(i) Students to discuss the procedures of dissolving business unit. (ii) Teacher to guide the discussion	<ul style="list-style-type: none"> <li>Company ordinance</li> <li>Partnership Act</li> </ul>	Is the student able to explain the procedures of dissolving business unit?	6
	d) discuss the function of Business Registration and Licence Agency (BRELA)	(i) By using excess of study tour company ordinance and some Journals, students to discuss the function of Business Registration and Licence Agency. (ii) Teacher to lead the discussion effectively.	<ul style="list-style-type: none"> <li>BRELA journals</li> </ul>	Is the student able to discuss the function of Business Registration and Licence Agency (BRELA)?	6
6. Business Capital	By the end of this sub topic, the student should be able to:	(i) The teacher to pose case study to discuss capital formation (ii) teacher and students to discuss the capital formation	<ul style="list-style-type: none"> <li>Case study guideline</li> </ul>	Is the student able to explain the concept of capital?	6
6.1 Concept of capital	a) explain the concept of capital				6
	b) explain types of capitals	Students to debate types of capital by using the case study, with guidance of teacher	<ul style="list-style-type: none"> <li>Debate guidance</li> <li>Manila cards</li> </ul>	Is the student able to explain types of capitals?	6
	c) discuss different ways of capital formation	(i) Using questions and answers students to discuss different ways of capital formation (ii) Teacher to conclude and summarize the discussion	<ul style="list-style-type: none"> <li>Questions</li> <li>Discussion guideline</li> </ul>	Is the student able to discuss different ways of capital formation?	6
6.2 Capital Terminologies	By the end of this sub topic, the student should be able to:	(i) The teacher to pose case study of capital terminologies (ii) Students tentatively to listen and discuss the content of case study	<ul style="list-style-type: none"> <li>Case study guideline</li> <li>Manila cards</li> </ul>	Is the student able to identify the capital Terminologies?	2
	a) identify the capital terminologies				6
	b) explain the capital terminologies	Student to debate on capital terminologies under guidance of teacher	<ul style="list-style-type: none"> <li>Debate guidelines</li> </ul>	Is the student able to explain the capital terminologies?	6

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) calculate profits, turnover and break-even point	Using different case study and questions, student to calculate profits, Turnover and Break-even point, under the guidance of teacher	<ul style="list-style-type: none"> <li>Case study guideline</li> <li>Questions</li> <li>Supplementary books</li> </ul>	Is the student able to calculate profits, turnover and break-even point?	4
6.3 Increasing turnover	By the end of this sub topic, the student should be able to: a) discuss ways of increasing turn over	(i) The teacher to pose case study of ways of increasing turn over. (ii) Using the posed case study, students to debate on ways of increasing turnover with guidance of teacher.	<ul style="list-style-type: none"> <li>Case study guideline</li> <li>Debate guidelines</li> </ul>	Is the student able to discuss ways of increasing turn over?	6
	b) examine asset turnover	(i) Using questions and answers students to examine asset turnover. (ii) Teacher to pose case study of examining asset turnover and to guide students on examining.	<ul style="list-style-type: none"> <li>Questions</li> <li>Case Study guideline</li> </ul>	Is the student able to examine asset turnover?	2
7. Role of government in trade 7.1 Government assistance on both internal and external trade.	By the end of this sub topic, the student should be able to: a) discuss the available assistances for both internal and external trade.	(i) Students to discuss the available assistance for both internal and external trade. (ii) The teacher to guide the discussion.	<ul style="list-style-type: none"> <li>Discussion guidelines</li> </ul>	Is the student able to discuss the available assistances for both internal and external trade?	6
	b) mention the government assistances to the internal and external trade.	(i) Students to identify the government assistance to internal and external Trade by using a case study. (ii) Teacher to guide the identification.	<ul style="list-style-type: none"> <li>Case Study guideline</li> <li>Manila Cards</li> </ul>	Is the student able to mention the government assistances to the internal and external trade?	2
7.2 Governing ministries	By the end of this sub topic, the student should be able to: a) discuss functions of ministry of finance	(i) Students to visit Ministry of Finance (ii) Under the guidance of teacher, students to discuss functions of Ministry of Finance.	<ul style="list-style-type: none"> <li>Study Tour Guideline</li> <li>Supplementary booklet</li> </ul>	Is the student able to discuss functions of Ministry of Finance?	6

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) discuss functions of ministry of trade and industries.	(i) Students to visit Ministry of Trade and Industries. (ii) Under the guidance of teacher, students to discuss functions of Ministry of Trade and industries.	<ul style="list-style-type: none"> <li>Study tour guide</li> <li>Supplementary booklets</li> </ul>	Is the student able to discuss functions of ministry of trade and industries?	6
8. Organisation and Management of a Business 8.1 Business management	By the end of this sub topic, the student should be able to: a) differentiate management from organisation.	(i) Students to sit into two groups, one group to discuss Management and the second group; organisation. (ii) Teacher to distribute the discussion guidelines for each group, and to guide the overall discussion. (iii) Students to present findings in the class for improvement and differentiate management from organization.	<ul style="list-style-type: none"> <li>Discussion guidelines</li> </ul>	Is the student able to differentiate management from organisation?	2
	b) outline main functions of management	(i) Students to debate on the main functions of management (ii) Teacher to guide student on the debate and summarize.	<ul style="list-style-type: none"> <li>Debate guidelines</li> <li>Supplementary books</li> </ul>	Is the student able to outline main functions of management?	2
8.2 Business Organization	By the end of this sub topic, the student should be able to: a) point out main criteria for sound organisation	(i) The teacher to pose two case studies of unsound organisation and sound organization. (ii) Students to discuss on the case study in order to point out criteria for sound organization. (iii) Teacher to conclude and summarize.	<ul style="list-style-type: none"> <li>Case study guidelines</li> <li>2 manila cards</li> <li>Marker pen</li> </ul>	Is the student able to point out main criteria for sound organisation?	2
	b) describe a typical organisation structure of a manufacturing concern	(i) Students to visit any local manufacturing site (ii) After visitation students to describe organization structure of manufacturing concern with guidance of teacher	<ul style="list-style-type: none"> <li>Organization charts</li> </ul>	Is the student able to describe a typical organisation structure of a manufacturing concern?	6

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
9. The Business Office	By the end of this sub topic, the student should be able to:	(i) Students to brainstorm on the business office concept. (ii) Individual student to explain shortly the meaning of business office (iii) Teacher to conclude and summarize the discussion.	• Supplementary books • Any office equipment to be used as an example	Is the student able to define the business office?	2
9.1 Concept of an office	a) define the business office b) discuss types of business office	Students to discuss on types of business office with guidance of teacher	• Supplementary books • Any office equipment	Is the student able to discuss types of business office?	6
9.2 Office equipments	By the end of this sub topic, the student should be able to:	(i) Students to debate on various office equipments. (ii) Using questions and answers students to discuss different equipments needed	• Discussion guidelines	identify various office equipments?	2
	a) identify various office equipments. b) discuss factors considered when buying office equipments	(i) Students to discuss factors considered when buying office equipment. (ii) Teacher lead the discussion and conclude the discussion session	• Discussion guideline • Public Procurement Regulation Act	Is the student able to discuss factors considered when buying office equipments?	6
	c) explain the basic regulations of Public Procurement Regulation Act.	(i) Students to brainstorm on the basic regulations of Public Procurement Regulation Act. (ii) Students to discuss the basic regulations of Procurement of office equipments with guidance of teacher.	• Public Procurement regulation Act • Discussion guideline	Is the student able to explain the basic regulations of Public Procurement Regulation Act?	6
9.3 Personnel management	By the end of this sub topic, the student should be able to:	(i) Students to visit any nearby organization or the school to invite a personnel officer of any organisation. (ii) Students to discuss the personnel Management concept. (iii) Teacher to guide the discussion.	• Tour guidelines • Supplementary books	Is the student able to explain the personnel management?	6
	a) explain the personnel management				

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) discuss the functions of personnel management	Students to debate the functions of personnel Management with guidance of teacher	• Debate guideline	Is the student able to discuss the functions of personnel management?	6
10.0 Taxation	By the end of this sub topic, the student should be able to:	(i) Using questions and answers students to discuss taxation. (ii) Students to compose definition of taxation while teacher is summarize the discussion.	• Questions • Supplementary books	Is the student able to define taxation?	2
10.1 Concept of taxation	a) define taxation b) identify various types of taxation c) describe advantages and disadvantages of each type of tax.	Students to discuss various types of taxation with guidance of teacher. (i) By randomly selection students to describe advantages and disadvantages of each type of tax. (ii) Teacher to lead the debate and conclude the debate.	• Discussion guidelines • Question	Is the student able to identify various types of taxation? Is the student able to describe advantages and disadvantages of each type of tax?	2 6
10.2 History of taxation	By the end of this sub topic, the student should be able to:	(i) Using library research and TRA flier's students to discuss the history of taxation in Tanzania. (ii) To invite a TRA officer to participate in the discussion. (iii) Teacher to lead the discussion.	• Library • TRA fliers • Discussion guidelines	Is the student able to discuss the history of taxation in Tanzania?	6
	b) explain taxes imposed by Tanzania Revenue Authority	(i) Students to debate on taxes imposed by Tanzania Revenue Authority (TRA). (ii) Teacher to guide the debate and summarize it.	• Debate guidelines • TRA fliers	Is the student able to explain taxes imposed Tanzania Revenue Authority?	6
	c) explain taxes imposed by	(i) Students to debate on taxes imposed by Local Government Authority.	• Supplementary local government	Is the student able to explain taxes	6

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	Local Government Authorities	(ii) School to invite any revenue officer of the local Municipals to participate in the discussion. (iii) Teacher to lead the debate in order to reach the consensus	Act • Debate guidelines	imposed by Local Government Authorities?	
11.0 Contract of Sales	At the end of this sub topic, the student should be able to:	(i) Students to brainstorm on contract of sales. (ii) Individual student to explain shortly on contract. (iii) Teacher to summarize the debate.	Debate guidelines	Is the student able to explain the contract of sales?	2
11.1 Concept of contract of Sales	a) explain the contract of sales	(i) Students to debate on parties of contract to sales (offerer and offeree) (ii) Teacher to lead the debate in order to reach consensus	• Debate guidelines • Supplementary books	Is the student able to identify parties of contract of sales?	2
	b) identify parties of contract of sales	(i) Students to discuss terms of contract of sales with guidance of teacher. (ii) Teacher to explain the buzz words of contract to sales.	• Discussion guidelines • Cards	Is the student able to discuss terms of contract of sales?	6
	c) discuss terms of contract of sales.				
11.2 Element of contract	At the end of this sub topic, the student should be able to:	(i) Students to debate the different Elements of contract. (ii) Teacher to guide the debate.	Debate guidelines	Is the student able to identify the elements of contract?	2
	a) identify the elements of contract	Students to discuss the elements of contract of sales, with the guidelines of teacher	Discussion guidelines	Is the student able to discuss the elements of contract	6
11.3 Discharge of contracts and Remedies for breach of contract	By the end of this sub topic, the student should be able to:	(i) Students to discuss the discharge of contract. (ii) Students to identify reasons for a discharge of contract. (iii) Teacher to guide the discussion	• Discussion guidelines • Laws of contract of sales	Is the student able to explain the discharge of contract?	6
	a) explain the discharge of contract	(i) Students to discuss the breach of contract.	Law of contract of sales.	Is the student able to explain the breach of	6
	b) explain the breach of contract				

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TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(ii) Students to discuss the reasons for the breach of contract, under the guidance of teacher.		contract?	
	c) discuss the remedies for breach of contract.	(i) Students to discuss the remedies for breach contract. (ii) Students to site some remedies for breach of contract, with the guidance of teacher	• Discussion guidelines • Law of contract of sales	Is the student able to discuss the remedies for breach of contract?	6



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