



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

## SPORT MANAGEMENT SYLLABUS

SECONDARY SCHOOL LEVEL  
(Form 5 and 6)

(2015 – 2022)

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## 1.0 Preamble

### 1.1 Introduction

This Sports Management Syllabus is designed for Secondary School learners (Form 5 and 6). It ensures access to the Sports Management Curriculum regardless of gender, race, religion and handicap. Learners pursuing Sports Management at forms 5 and 6 must have passes in Physical Education, Sport and Mass Displays, Mathematics and at least one commercial learning area at Form 4

The syllabus helps to promote the development of learners with a comprehensive understanding of sport management principles as they apply to management, leadership styles, communication, and motivation that will enable them to run successful sports entities with the respect of the dignity of hard work and honesty. This course enhances effective management strategies and knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities in the sport industry and also acts as a pathway for entry into enterprising ventures and tertiary education.

### 1.2 Rationale

Sports Management is an anchor to any successful sporting programme. It provides a dynamic force that is necessary to organise material, human and financial resources for a productive organisation. This syllabus equips learners in the educational setting with the knowledge and skills to apply the basic principles of sport management. Studying the learning area enables Zimbabwe to produce confident and informed learners. The syllabus intends to produce learners who are capable of developing and managing sport enterprises that conform to national and international best practices and specifications. These innovations will be sport research based.

### 1.3 Summary of content

The Secondary School Sports Management syllabus covers theory and practical activities for learners in form 5 and 6. It comprises of the preamble (introduction, rationale, summary of content, methodology, time allocation, assumptions and cross cutting themes), syllabus presentation, aims, objectives, topics, competency matrix assessment guidelines and glossary.

#### **1.4 Methodology**

The methods suggested below overlap and are mutually supportive but not exhaustive.

- Demonstration
- Practice
- Discovery/guided discovery
- Problem solving
- Games /puzzles
- Telling and listening to stories
- Song and dance
- Educational tours/ excursions
- Role play, job shadowing, drama and animation
- Simulation and questioning
- Group/individual projects
- Command style
- Reciprocal
- Task
- Training- workshops, seminars, symposiums, mini conferences
- Internship and attachments

Engagement of resource persons and integration of ICT tools is recommended

#### **1.5 Time Allocation**

Form 5 and 6 learners to receive a minimum of 10 x 40minutes periods per week.

## **1.6 Assumptions**

The syllabus assumes that learners:

- are interested and motivated to learn Sports Management
- acquired knowledge and skills related to Sports Management from their previous learning experience
- have Information and Communication Technologies (ICTs) knowledge for use in Sports Management
- engage in project work, volunteerism and self-assessment activities
- have passes in physical education, sport and mass displays, mathematics and at least one commercial learning area at Form 4

## **1.7 Cross cutting themes**

The inclusion of the following cross-cutting issues seeks to foster competency development through the teaching and learning of Sport Management.

- Life and Enterprise Skills
- Gender
- Guidance and Counseling
- Children's rights
- Disaster Risk Management and Environmental issues
- Sexuality, HIV and AIDS
- Information and Communication Technology tools
- Child protection
- Heritage Studies and Collaboration

## **2.0 Presentation of the syllabus**

The Secondary School Sport Management syllabus is in the form of one document, with topics which are further broken down into sub topics. The syllabus is set with topics for both forms 5 and 6. The content has concepts which are presented progressively from one topic to the other and from one level to the other.

### **3.0 AIMS**

- 3.1 to produce learners with Sports Management competencies
- 3.2 to apply evidence-based practices in Sports Management
- 3.3 to produce learners with fundamental humanity values
- 3.4 to create a wider technological application base for development of personnel in various sport related careers

### **OBJECTIVES**

By the end of form 6, learners should be able to:

- 3.1** understand management theory and functions relative to basic planning, personnel planning.
- 3.2** organise , lead, and evaluate in the sport management events comprehend existing leadership theory, and how it will relate to developing individual leadership style explore career choices in the sport management field analyse strategic case studies in sport for decision making in Sports Management
- 3.3** carry out research in specific areas of interest or aptitude in Sports Management
- 3.4** disseminate research findings on Sport Management to stakeholders
- 3.5** summarise and critique the viewpoints and theories of major sport practitioners in the Sport Management field
- 3.6** practice proficiency in facilities and equipment use, care and maintenance
- 3.7** apply Sports Management policies, practices and principles



### 3.8 explain the sport marketing matrix

#### **practice proficiency in facilities and equipment use explain the sport marketing matrix**

##### **TOPICS**

##### TOPIC 1: Principles of Sport Management

- Introduction to sport management
- Leadership and communication
- Management of human resources in sport
- Risk management in sport
- Facility management in sport
- Sport financial management

##### TOPIC 2: Sport Governance and Participation

- History of sport in Zimbabwe
- Organisation of sport in Zimbabwe
- Gender and sport
- In and out of school sport

- Amateur and professional sport
- International sport
- Inclusive sport

#### TOPIC 3: Sport Law and Ethics

- Sport Law
- Sport Ethics

#### TOPIC 4: Sport Business Management

- Strategic Management in Sport
- Sport Marketing and Sponsorship
- Sport commercialisation
- Sport Agents

#### TOPIC 5: Sport and Recreation

- Recreational sport

## TOPIC 6: Sport Event Organisation

- Sport Event Management

### 5.0 SCOPE AND SEQUENCE

#### TOPIC 1: Principles of Sport Management

Sub-Topic	Form 5	Form 6
Introduction to sport management	<ul style="list-style-type: none"><li>• Definition of Sport Management</li><li>• Sport Management principles</li></ul>	

Sub-Topic	Form 5	Form 6
	<ul style="list-style-type: none"> <li>-Planning or forecasting</li> <li>-Organizing</li> <li>-Leading or commanding</li> <li>-Controlling</li> <li>-Coordinating</li> </ul>	
Leadership and communication	<ul style="list-style-type: none"> <li>• Leadership: <ul style="list-style-type: none"> <li>-Nature of leadership</li> <li>-Leadership qualities</li> <li>-Styles of leadership</li> </ul> </li> <li>• Role of leadership in effective sport management</li> </ul>	<ul style="list-style-type: none"> <li>• Communication: <ul style="list-style-type: none"> <li>-Types</li> <li>-Methods</li> <li>-Tools</li> </ul> </li> <li>• Effective communication</li> </ul>
Management of human resources in sport	<ul style="list-style-type: none"> <li>• Human resources management</li> <li>• Recruiting and de-recruiting</li> <li>• Skill categories</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a human resources strategy</li> <li>• Training methods</li> <li>• Motivation of Human</li> </ul>

Sub-Topic	Form 5	Form 6
		<p>Resources</p> <ul style="list-style-type: none"> <li>• Developing skills for Human Resources</li> </ul>
Risk management in sport	<ul style="list-style-type: none"> <li>• Risk Management</li> <li>-Risk indicators</li> <li>-Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Risk treatment</li> <li>• Legal liability for the safety and health of athletes</li> </ul>
Facility management in sport	<ul style="list-style-type: none"> <li>• Types of facilities</li> <li>• Facility and activity</li> </ul>	<ul style="list-style-type: none"> <li>• Facility maintenance</li> <li>• Operating the facility as a business</li> </ul>
Sport financial management	<ul style="list-style-type: none"> <li>• Transparency in financial management</li> <li>• Financial management cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of financial managers</li> <li>• Evaluation and reporting</li> </ul>

## TOPIC 2: Sport Governance and Participation

Subtopic	Form 5	Form 6
History of sport in Zimbabwe	<ul style="list-style-type: none"> <li>• Sport heritage studies</li> <li>• Indigenous sport, games and play</li> <li>• Educational and life values of indigenous games and sport</li> <li>• Colonial and post-colonial sport</li> </ul>	
Organisation of sport in Zimbabwe	<ul style="list-style-type: none"> <li>• Organogram of Zimbabwean sport</li> <li>• National Sport and Recreation policy</li> </ul>	
Gender and sport	<ul style="list-style-type: none"> <li>• Sport representation by gender</li> <li>• Social constructs and stereotyping</li> </ul>	
In and out of school sport	<ul style="list-style-type: none"> <li>• History of school sport</li> <li>• Organisation of school sport</li> <li>• Competitions in school sport</li> <li>• Club links</li> <li>• Talent identification models</li> <li>• School sport resourcing</li> </ul>	
Amateur and professional sport	<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Reasons for participation</li> <li>• Athlete development</li> </ul>	
International sport	<ul style="list-style-type: none"> <li>• International sport:               <ul style="list-style-type: none"> <li>-participating benefits</li> <li>-governance</li> <li>-funding</li> </ul> </li> </ul>	
Inclusive sport	<ul style="list-style-type: none"> <li>• Paralympics</li> <li>• Factors affecting participation in sport</li> </ul>	

### TOPIC 3: Sport Law and Ethics

Subtopic	Form 5	Form 6
Sport Law	<ul style="list-style-type: none"> <li>• Policies on sport:               <ul style="list-style-type: none"> <li>-The Constitution of Zimbabwe's provisions for sport participation</li> <li>-National Sport and Recreation Policy</li> </ul> </li> <li>• Statutory Instrument governing sport in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Arbitration and dispute resolution</li> <li>• Codes of conduct</li> <li>• Contracts</li> <li>• Insurance and Indemnification</li> </ul>
Sport Ethics	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Fair play</li> <li>• Gamesmanship</li> <li>• Cheating</li> <li>• Doping</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and Peace</li> <li>• Animals in sport</li> <li>• Sport betting and gambling</li> </ul>

## TOPIC 4: Sport Business Management

Subtopic	Form 5	Form 6
Strategic management in Sport	<ul style="list-style-type: none"> <li>• Strategic planning process               <ul style="list-style-type: none"> <li>-Preparing for the strategic process</li> <li>-Vision, values, mission and strategic objectives</li> <li>-Action plans</li> <li>-Control and evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan for an organization</li> <li>• Operational planning</li> <li>• Organisational plans</li> <li>• Conducting meetings</li> <li>•</li> </ul>
Sport marketing and sponsorship	<ul style="list-style-type: none"> <li>• Marketing overview</li> <li>• Advertising</li> <li>Marketing of sport</li> <li>Marketing products through sport</li> </ul>	<ul style="list-style-type: none"> <li>• Managing sponsorship</li> <li>• Marketing mix</li> <li>• Event marketing</li> <li>• Marketing communication strategy</li> </ul>
Sport commercialization	<ul style="list-style-type: none"> <li>• Broadcasting rights</li> </ul>	<ul style="list-style-type: none"> <li>• Commercialisation:</li> </ul>



Subtopic	Form 5	Form 6
	<ul style="list-style-type: none"> <li>• The relationship between sport ,media and business</li> <li>-impact of media coverage on sport formats and organisation</li> </ul>	<ul style="list-style-type: none"> <li>-impact of sponsorship</li> <li>-athletes and commercialisation</li> <li>• Sport goods industry</li> <li>• Patenting and copyright</li> </ul>
Sport Agents	<ul style="list-style-type: none"> <li>• Definition of a sport agent</li> <li>• Roles of a sport agent</li> </ul>	

### TOPIC 5: Sport and Recreation

Subtopic	Form 5	Form 6
Recreational sport	<ul style="list-style-type: none"> <li>• Sport and recreational facilities</li> <li>• Community recreation programmes</li> <li>• Recreation for healthy living</li> <li>• Factors influencing participation in recreational activities</li> <li>• Management of recreational</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of recreation</li> <li>-Recreation as recreation</li> <li>-Recreation as value to an individual and society</li> </ul>

Subtopic	Form 5	Form 6
	activities and facilities • Recreation and sport development	-Recreation as leisure activity -Recreation as needs serving
Sport Event Publicity		• Types of Media • Managing Media • Communication Tools

#### TOPIC 6: Sport Event Organisation

Subtopic	Form 5	Form 6
Event Management	• Event cycle • Event management plan • Human resource for sport event • Event hosting benefits	• Managing media

## TOPIC 1: Principles of Sport Management

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Introduction to sport management	<ul style="list-style-type: none"> <li>• define sport management as a discipline</li> <li>• outline sport management principles</li> <li>• describe the principles of sport management</li> <li>• apply principles of sport management in sport programming</li> </ul>	<ul style="list-style-type: none"> <li>• Sport management</li> <li>• Sport management principles               <ul style="list-style-type: none"> <li>-Planning or forecasting</li> <li>-Organizing</li> <li>-Leading or commanding</li> <li>-Controlling</li> </ul> </li> <li>-Coordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing sport management as a discipline</li> <li>• Identifying principles of sport management</li> <li>• Describing the characteristics of each principle of sport management</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Print media</li> </ul>
Leadership and communication	<ul style="list-style-type: none"> <li>• explain the meaning of leadership</li> <li>• outline the nature of leadership</li> <li>• state the leadership qualities</li> <li>• list the leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership:               <ul style="list-style-type: none"> <li>-Nature of leadership</li> <li>-Leadership qualities</li> <li>-Leadership styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the meaning of leadership</li> <li>• Outlining the nature of leadership</li> <li>• Discussing styles of leadership in relation to sport</li> <li>• Analysing media depicting various leadership styles</li> <li>• Role-playing on</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Print media</li> <li>• Video footages</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<ul style="list-style-type: none"> <li>• styles</li> <li>• analyse the role of leadership in effective sport management</li> <li>• identify ways of developing a leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Role of leadership in effective sport management</li> </ul>	<ul style="list-style-type: none"> <li>• different roles in leadership</li> <li>• Job shadowing</li> </ul>	
Management of human resources in sport	<ul style="list-style-type: none"> <li>• Identify the human resources management principles</li> <li>• identify stages in recruiting and de-recruiting processes</li> <li>• describe the function of human resources management in a sport organization</li> </ul>	<ul style="list-style-type: none"> <li>• human resources management</li> <li>• Recruiting and de-recruiting processes</li> <li>• Skill categories</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying positions in various sports organisations</li> <li>• Describing responsibilities carried out by different people in the organisation</li> <li>• Discussing functions of human resources management</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>
Risk management in sport	<ul style="list-style-type: none"> <li>• define risk management</li> <li>• list risk indicators</li> <li>• assess risk faced by</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Risk indicators</li> <li>• Risk</li> </ul>	<ul style="list-style-type: none"> <li>• Stating risk indicators</li> <li>• Describing the instruments used to assess risks</li> <li>• Discussing the importance of assessing risks</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Risk assessment instruments</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<ul style="list-style-type: none"> <li>• sport organisations</li> <li>• discuss the importance of assessing risks</li> <li>• identify internal and external risk factors</li> </ul>	<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> <li>• Identifying internal and external risk factors</li> <li>• Designing risk assessment instruments</li> <li>• Carrying out a case study analysis on risk management</li> </ul>	
<p>Facility management in sport</p>	<ul style="list-style-type: none"> <li>• list the types of facilities</li> <li>• identify roles of facility management personnel</li> <li>• distinguish between public and private facilities</li> <li>• outline the functions of various facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Types of facilities</li> <li>• Facility and activity</li> </ul>	<ul style="list-style-type: none"> <li>• Listing of types of sport facilities</li> <li>• Discussing design and building considerations in facilities use</li> <li>• Discussing ways of converting a facility into a multi-purpose sporting facility</li> <li>• Visiting various sporting facilities</li> <li>• Identifying proper and improper use of sporting facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• Sporting facilities</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>
<p>Sport financial management</p>	<ul style="list-style-type: none"> <li>• Prepare proper sport financial statements</li> <li>• Identify ways of accounting for funds in sport</li> <li>• describe phases of</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency in financial management</li> <li>• Financial management cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the procurement process</li> <li>• Recording of receipts and payments in the books of accounts</li> <li>• Drawing financial management cycle</li> <li>• Distinguishing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Books of accounts</li> <li>• Resource person</li> </ul>

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
	<p>financial management cycle</p> <ul style="list-style-type: none"> <li>• distinguish between financial management and accounting</li> <li>• state the main stakeholders in sport</li> </ul>		<p>between financial and management accounting</p> <ul style="list-style-type: none"> <li>• Analysing financial and management accounting decision making tools</li> <li>• Listing the main stakeholders of sport</li> </ul>	

## TOPIC 2: Sport Governance and Participation

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
History of sport in Zimbabwe	<ul style="list-style-type: none"> <li>• define sport heritage studies</li> <li>• identify indigenous sports, games and play</li> </ul>	<ul style="list-style-type: none"> <li>• Sport heritage studies</li> <li>• Indigenous sport, games and play</li> <li>• Educational and life values of indigenous</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing indigenous games</li> <li>• Researching on different indigenous games</li> </ul>	<ul style="list-style-type: none"> <li>• Zimbabwe ethnic group distribution map</li> <li>• Indigenous game</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<ul style="list-style-type: none"> <li>• demonstrate some of the indigenous games</li> <li>• explain the educational and life values of indigenous games and sport</li> <li>• analyse the historical development of sport from colonial to post-colonial period</li> </ul>	<p>games and sport</p> <ul style="list-style-type: none"> <li>• Colonial and post-colonial sport</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating how the games were played</li> <li>• Analysing transformations in indigenous games</li> <li>• Compiling a booklet of indigenous sport and games</li> <li>• Visiting some historical sport heritage sites where the games were played</li> <li>• Visiting some sport clubs in the country</li> <li>• Discussing on the foundation of Zimbabwe sport development</li> <li>• Analysing pre and post-colonial in Zimbabwean sport</li> </ul>	<p>equipment and facilities</p> <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Colonial sport equipment</li> <li>• Sport artifacts</li> </ul>
<p>Organisation of sport in Zimbabwe</p>	<ul style="list-style-type: none"> <li>• illustrate the organogram of Zimbabwean sport</li> <li>• analyse the roles of sport delivery agents and partners</li> <li>• examine roles of various sport and</li> </ul>	<ul style="list-style-type: none"> <li>• Organogram of Zimbabwean sport</li> <li>• National Sport and Recreation policy</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing the organogram of Zimbabwe sport</li> <li>• Discussing the roles of sport delivery agents and partners</li> <li>• Examining roles and responsibilities of key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• National Sports and Recreation policy</li> <li>• ICT tools</li> <li>• Print media</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<ul style="list-style-type: none"> <li>recreation stakeholders in implementing the National Sport and Recreation policy</li> </ul>		<ul style="list-style-type: none"> <li>Discussing the priority areas in Sport and Recreation policy</li> <li>Visiting sport delivery agents and partners</li> </ul>	
Gender and sport	<ul style="list-style-type: none"> <li>identify disciplines that are or were gender biased</li> <li>describe equity by gender in sport</li> <li>select sporting discipline that address gender disparity at various levels of development</li> <li>analyse the effects of religious, cultural and traditional beliefs and values in addressing sport gender disparity</li> </ul>	<ul style="list-style-type: none"> <li>Sport representation by gender</li> <li>Social constructs and stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Listing sporting activities that were biased by gender such as: <ul style="list-style-type: none"> <li>-netball for girls</li> <li>-football for boys</li> <li>-nhodo/ igwini for girls</li> <li>-tsoro for boys</li> </ul> </li> <li>Discussing gender equity in current sporting situations and structures</li> <li>Identifying sporting activities that address gender disparity at various levels of development</li> <li>Debating the effects of religious, cultural and traditional beliefs and values in addressing sport gender disparity</li> <li>Dramatising various</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Team lists</li> <li>Pictures and photos</li> <li>Equipment models</li> <li>Archive material</li> </ul>



SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
			<ul style="list-style-type: none"> <li>• sport participation consideration</li> <li>• Researching on leadership positions by gender</li> </ul>	
In and out of school sport	<ul style="list-style-type: none"> <li>• outline the historical developments of school sport in Zimbabwe</li> <li>• analyse the disparity in provision of facilities for in-school and out of school sport</li> <li>• identify the organisers and funders of in and out of school sport</li> <li>• create linkages between school and club sport</li> <li>• outline the structure or organogram of in and out of school sport</li> <li>• analyse models used for in and out of school sport talent identification</li> </ul>	<ul style="list-style-type: none"> <li>• History of School sport:               <ul style="list-style-type: none"> <li>• Organisation of school sport</li> <li>• Competitions in school sport</li> <li>• Club links</li> <li>• school sport resourcing</li> </ul> </li> <li>• Talent identification models</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the development stages of sport in Zimbabwe</li> <li>• Describing the evolution of Zimbabwean sport from colonial to post-colonial</li> <li>• Visiting old sports institutions such sport clubs, schools and other sporting facilities</li> <li>• Role-playing the colonial and post-colonial sporting activities</li> <li>• Drawing the structure or organogram of in and out of school sport</li> <li>• Comparing provision of facilities and equipment for in and out of school</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Sport magazines</li> <li>• Sport photograph</li> <li>• School and club reports</li> <li>• Locally available sporting facilities</li> <li>• Chart with school sport organogram</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
			<ul style="list-style-type: none"> <li>• sport</li> <li>• Capturing data related to equipment and facilities for sport</li> <li>• Identifying the organisers and funders of in and out of school sport</li> <li>• Drawing and annotating the organogram of in and out of school sport</li> <li>• Identifying club needs and joining the clubs at various capacities</li> <li>• Analysing models used for in and out of school sport talent identification</li> </ul>	
Amateur and professional sport	<ul style="list-style-type: none"> <li>• describe amateur and professional sports</li> <li>• identify reasons for participation in sport</li> <li>• explain athlete development and</li> </ul>	<ul style="list-style-type: none"> <li>• Athlete status <ul style="list-style-type: none"> <li>-Professional</li> <li>-Amateur</li> </ul> </li> <li>=Reasons for participation</li> <li>=Athlete development and support system</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the terms amateur and professional sporting</li> <li>• Listing reasons why people engage in sport</li> <li>• Identifying benefits</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Video footages</li> <li>• Athletes profile records</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<p>support system from one stage to the other and from amateur to professional</p>		<p>derived from participating in sport at various levels such as scholarship, jobs, commercialisation</p> <ul style="list-style-type: none"> <li>Analyzing the merits and demerits of participating as amateur or professional athletes</li> </ul>	
International sport	<ul style="list-style-type: none"> <li>discuss the benefits of participating in international sports</li> <li>analyse the governance of international sports federations</li> <li>identify sources of funding of international sport</li> </ul>	<ul style="list-style-type: none"> <li>International sport:</li> <li>Participating benefits</li> <li>governance</li> <li>funding</li> </ul>	<ul style="list-style-type: none"> <li>Discussing benefits of participating in international sports</li> <li>Describing various structures of international sport</li> <li>Examining the roles of different stakeholders within the structures of international games</li> <li>Listing sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Sport magazines</li> <li>Video footages</li> <li>Recommended websites</li> </ul>
Inclusive sport	<ul style="list-style-type: none"> <li>discuss events of the inclusive sports games</li> <li>examine factors affecting participation in sports</li> </ul>	<ul style="list-style-type: none"> <li>Paralympics</li> <li>Factors or barriers affecting participation in sport</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strategies for promoting inclusive sport</li> <li>Discussing ways of adapting sporting activities for</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Magazines</li> <li>Resource person</li> </ul>

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
	<ul style="list-style-type: none"> <li>identify strategies for promoting participation in sport</li> </ul>		<ul style="list-style-type: none"> <li>inclusion</li> <li>Listing factors that affect participation such as: age, gender, health status, physical challenges</li> <li>Planning for various sporting activities such as, tournaments, festivals, sports biras or galas</li> </ul>	

### TOPIC 3: Sport Law and Ethics

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
Sport Law	<ul style="list-style-type: none"> <li>Explain extracts on provisions for sport participation from the constitution of Zimbabwe</li> <li>state the legal duties of sport administrators</li> </ul>	<ul style="list-style-type: none"> <li>Policies on sport: <ul style="list-style-type: none"> <li>-The Constitution of Zimbabwe's provisions for sport participation</li> <li>-National Sport and Recreation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sport participation provisions in the constitution of Zimbabwe</li> <li>Stating the legal duties of sport administrators</li> <li>Identifying statutory instruments for sport governance in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>The constitution of the republic of Zimbabwe</li> <li>Sport policies(national and international)</li> <li>Resource person</li> <li>ICT tools</li> <li>Magazines</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
		<p>Policy</p> <p>-Statutory Instrument governing sport in Zimbabwe</p>		<ul style="list-style-type: none"> <li>Journals</li> </ul>
Sport Ethics	<ul style="list-style-type: none"> <li>analyse sportsmanship, gamesmanship and fair play principles</li> <li>identify the implications of doping and cheating</li> </ul>	<ul style="list-style-type: none"> <li>Sportsmanship</li> <li>Fair play</li> <li>Gamesmanship</li> <li>Cheating</li> <li>Doping</li> </ul>	<ul style="list-style-type: none"> <li>Role-playing/dramatisation on sportsmanship and fair play</li> <li>Identifying cases of doping and how they have been dealt with legally</li> <li>Discussing ways of eradicating cheating</li> </ul>	<ul style="list-style-type: none"> <li>World Anti-Doping Agency(WADA) websites</li> <li>Resource persons</li> <li>ICT tools</li> </ul>

## TOPIC 4: Sport Business Management

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Strategic management in sport	<ul style="list-style-type: none"> <li>• state reasons for strategic management</li> <li>• outline the strategic planning process</li> <li>• develop vision ,mission, strategic objectives, action plans and funding model for sport organisation</li> <li>• formulate a control and evaluation template for strategic plans</li> <li>• cost a strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic planning process</li> <li>-Preparing for the strategic process</li> <li>-Vision, values, mission and strategic objectives</li> <li>-Action plans</li> <li>-Control and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the strategic process</li> <li>• Developing vision, mission strategic objectives and action plans for sport organization</li> <li>• Formulating control and evaluation template for strategic plans</li> <li>• Creating a budget and funding model linked to the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Tools</li> <li>• Resource persons</li> <li>• Related literature</li> </ul>
Sports marketing and sponsorship	<ul style="list-style-type: none"> <li>• discuss the role of marketing in sports</li> <li>• design programmes that guarantee financial stability of an organisation through advertising</li> <li>• identify ways of marketing sport products</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing overview</li> <li>• Marketing roles in sport</li> <li>• Advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing roles of marketing in sport</li> <li>• Discussing forms of advertising</li> <li>• Designing models of sport marketing</li> <li>• Designing an advertisement for sport goods</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource persons</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	<ul style="list-style-type: none"> <li>• design an advertisement of sport products</li> <li>• state the methods of advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing of sport</li> <li>• Marketing products through sport</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the methods of advertising</li> <li>• Visiting marketing agencies</li> </ul>	
Sport commercialisation	<ul style="list-style-type: none"> <li>• define broadcasting and media rights</li> <li>• discuss broadcasting rights</li> <li>• relate the relationship among sport, media and business</li> <li>• evaluate the impact of media coverage on sport formats and organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Broadcasting and media rights</li> <li>• The relationship among sport, media and business:  -impact of media coverage on sport formats and organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the broadcasting and media rights</li> <li>• Explaining the relationship among sport, media and business</li> <li>• Determining the impact of media coverage on sport formats and organisation</li> <li>• Discussing in groups on the impact of media on sports organisations</li> <li>• Visiting media houses</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Media Acts</li> <li>• Statutory Instruments</li> </ul>
Sport Agents	<ul style="list-style-type: none"> <li>• define sport agent</li> <li>• analyse the roles of a sport agent</li> <li>• explain athletes transfer process</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of a sport agent</li> <li>• Roles of a</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the roles of an agent in sport</li> <li>• Role-playing on the roles of sport agent</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Samples of contract forms</li> </ul>

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
		<p style="text-align: center;">sport agent</p>		

## TOPIC 5: Sport and Recreation

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
Recreational sport	<ul style="list-style-type: none"> <li>• identify recreational facilities</li> <li>• differentiate between sport and recreation</li> <li>• design community recreation programmes for health living</li> <li>• select appropriate ways of managing recreational facilities and activities</li> <li>• discuss recreational activities that lead to sport development</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and recreational facilities</li> <li>• Community recreation programmes</li> <li>• Recreation for healthy living</li> <li>• Factors influencing participation and recreational activities</li> <li>• Management of recreational activities and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing on the characteristics of sport and recreation</li> <li>• Recommending activities that promote healthy living</li> <li>• Engaging in community projects that promote sport health living</li> <li>• Identifying locally available recreation facilities</li> <li>• Organising community sport and recreation clubs</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Video available</li> <li>• Community sport facilities</li> <li>• Magazines</li> </ul>



<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
		<ul style="list-style-type: none"> <li>• Recreation and sport development</li> </ul>	<ul style="list-style-type: none"> <li>• Forming community sport and recreation clubs</li> <li>• Joining community sport and recreation clubs</li> </ul>	

## TOPIC 6: Sport Event Organisation

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
Sport Event Management	<ul style="list-style-type: none"> <li>• explain the sport event cycle process</li> <li>• design a sport event management plan</li> <li>• identify human resources needed to organise a sport event</li> <li>• assess the benefits of hosting a sport event to an organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Event cycle</li> <li>• Event management plan</li> <li>• Human resource for sport event</li> <li>• Event hosting benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the phases of an event cycle</li> <li>• Drawing up a plan for staging an event</li> <li>• Staging of a sport event</li> <li>• Describing phases of event management</li> <li>• Discussing bidding for an event</li> <li>• Identifying the resources needed to organise an event</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

FORM 6 COMPETENCY MATRIX

TOPIC 1: Principles of Sport Management

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
Leadership and communication	<ul style="list-style-type: none"> <li>• define communication</li> <li>• describe types and methods of communication</li> <li>• explain what is meant by effective communication</li> <li>• identify factors that enhance effective communication</li> <li>• identify barriers to communication</li> <li>• assess communication tools</li> </ul>	<ul style="list-style-type: none"> <li>• Communication :               <ul style="list-style-type: none"> <li>-Types</li> <li>-Methods</li> <li>-Tools</li> </ul> </li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing types, methods and tools of communication</li> <li>• Describing channels of communication</li> <li>• Illustrating communication cycle</li> <li>• Dramatising on barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource person</li> </ul>
Management of human resources	<ul style="list-style-type: none"> <li>• discuss strategies for motivating human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a human resources development strategy</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
in sport	<ul style="list-style-type: none"> <li>• identify the skills to be developed for effective management of people in a sport organisation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>strategy</li> <li>• Motivation of Human Resources</li> <li>• Skills development</li> </ul>	<ul style="list-style-type: none"> <li>• for an identified sports organisation</li> <li>• Assessing staff and volunteer training needs in an organisation</li> <li>• Identifying critical aspects for motivating the people within the sports organisation</li> <li>• Developing training plans models for a sport organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> </ul>
Risk management in sport	<ul style="list-style-type: none"> <li>• identify strategies to manage risk in sport</li> <li>• describe the different types of insurance policies</li> <li>• draft documents that indemnify the athlete and the organisation</li> <li>• discuss procedures of claims for compensation to sport injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Risk treatment</li> <li>• Legal liability for the safety and health of athletes</li> <li>• Claims and compensation procedures for sport injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing strategies to manage risk in sport</li> <li>• Analysing different types of insurance policies such as: <ul style="list-style-type: none"> <li>-professional indemnity insurance</li> <li>-public liability insurance</li> <li>-player accident insurance</li> <li>-voluntary workers insurance</li> <li>-property insurance</li> <li>-occupational health and safety cover</li> <li>-legal liability for the safety and health of athletes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Disclaimer notices</li> <li>• Claim forms and compensation procedure forms</li> <li>• Resources persons</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
			<ul style="list-style-type: none"> <li>Describing the procedures for claiming compensation to sport injuries</li> </ul>	
Facility management in sport	<ul style="list-style-type: none"> <li>Describe how sport facilities are maintained</li> <li>explain the importance of facility maintenance in relation to sport participation</li> <li>show how sport facilities can be turned into business entities</li> </ul>	<ul style="list-style-type: none"> <li>Facility maintenance</li> <li>Operating the facility as a business</li> </ul>	<ul style="list-style-type: none"> <li>Describing ways of maintaining various sport facilities</li> <li>Identifying areas which may cause disasters on a sport facility if not properly maintained</li> <li>Drawing up business proposal of converting an identified facility for business and benefiting an identified sport organisation</li> <li>Visiting various sporting facilities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resources persons</li> <li>Print media</li> </ul>
Sport financial management	<ul style="list-style-type: none"> <li>explain the importance of preparing financial</li> </ul>	<ul style="list-style-type: none"> <li>Roles of financial</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the importance of preparing financial</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> </ul>

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
	<ul style="list-style-type: none"> <li>accounts</li> <li>outline roles of financial managers</li> <li>drawing up financial statements for sport organisations</li> <li>discuss the importance of managing finances in a sport organisation</li> <li>interpret financial statements</li> <li>evaluate sport financial records</li> <li>critique sport financial reports</li> </ul>	<ul style="list-style-type: none"> <li>managers</li> <li>Evaluation and reporting</li> <li>Financial statements</li> <li>Financial reports</li> <li>Financing of sport organisations</li> </ul>	<ul style="list-style-type: none"> <li>and management accounts</li> <li>Outlining the roles in financial management</li> <li>Discussing the roles of financial management</li> <li>Interpreting financial statements</li> <li>Evaluating results of managing finances in sport</li> <li>Analysing sport financial reports</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> </ul>

## TOPIC 2: Sport Law and Ethics

<b>SUB-TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>CONTENT</b>	<b>SUGGESTED ACTIVITIES</b>	<b>SUGGESTED RESOURCES MATERIALS</b>
Sports Law	<ul style="list-style-type: none"> <li>describe the processes in sports related disputes</li> <li>explain the importance of codes of conduct</li> <li>identify the importance of contracts in sport organisations</li> <li>drawing up a code of</li> </ul>	<ul style="list-style-type: none"> <li>Arbitration and dispute resolution</li> <li>Code of conduct</li> <li>Contracts</li> <li>Insurance and Indemnification</li> </ul>	<ul style="list-style-type: none"> <li>Role-playing dispute resolution in sport</li> <li>Discussing code of conducts for various sport organisations</li> <li>Designing of contracts</li> <li>Discussing important concepts that make a contract</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resources persons</li> <li>Print media</li> <li>Constitution</li> <li>Sample contracts</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
	conduct for a sport organization			
Sports Ethics	<ul style="list-style-type: none"> <li>• identify sport values and activities that promote unhu/ubuntu/vumunhu</li> <li>• describe the concept of sport for reconciliation and peace building</li> <li>• discuss ethical considerations when dealing with animals in sport</li> <li>• analyse various sport betting and gambling methods</li> <li>• assess motives for betting and gambling in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and peace</li> <li>• Animals in sport</li> <li>• Sport betting and gambling</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the sport values that promote unhu/ubuntu/vumunhu</li> <li>• Discussing the concept of sport for reconciliation and peace building</li> <li>• Discussing the motives for betting and gambling in sport</li> <li>• Analysing the effects of betting and gambling</li> <li>• Investigating how sport can be used for nation building</li> <li>• Assessing how betting and gambling contribute to match fixing in sport</li> <li>• Visiting sport betting and gambling centres</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource persons</li> <li>• Betting and gambling centres</li> </ul>

### TOPIC 3: Sport Business Management

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Strategic management in sport	<ul style="list-style-type: none"> <li>• develop a strategic plan for a sport organisation</li> <li>• analyse operational plans for sport organisations</li> <li>• describe how sport meetings are conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan for a sport organisation</li> <li>• Operational planning</li> <li>• Conducting meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Examining aspects of operational planning</li> <li>• Identifying types of sport meetings</li> <li>• Describing principles of effective sport meeting management</li> <li>• Developing a strategic plan for an organisation</li> <li>• Assessing sport organisations strategic plans</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Print media</li> <li>• Samples of strategic plans</li> </ul>

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Sport marketing and sponsorship	<ul style="list-style-type: none"> <li>• design organisational sponsorship objectives</li> <li>• discuss ways of managing sponsorship</li> <li>• analyse the marketing mix</li> <li>• develop marketing communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Managing sponsorship</li> <li>• Marketing mix</li> <li>• Marketing communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the value of sponsorship objectives in an organisation</li> <li>• Identifying ways of managing sponsorship</li> <li>• Discussing the marketing mix</li> <li>• Researching on event marketing</li> <li>• Assessing the impact of sponsorship</li> <li>• Creating a marketing portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Marketing houses</li> <li>• Resource persons</li> </ul>
Sport commercialisation	<ul style="list-style-type: none"> <li>• define patenting and copyrighting processes</li> <li>• identify enterprise opportunities in sport goods industry</li> <li>• analyse the significance of patenting and copyrighting local sport goods</li> <li>• create models for patenting and copyrighting</li> </ul>	<ul style="list-style-type: none"> <li>• Commercialisation : <ul style="list-style-type: none"> <li>-impact of sponsorship</li> <li>-athletes and commercialisation</li> </ul> </li> <li>• Sport goods industry</li> <li>• Patenting and copyright</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying business opportunities in sport goods industries</li> <li>• Defining patenting principles and procedures</li> <li>• Discussing copyrighting procedures</li> <li>• Outlining standards specification of goods in sport industry</li> <li>• Exhibiting models</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Models</li> </ul>



SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS

#### TOPIC 4: Sport and Recreation

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Recreational sport	<ul style="list-style-type: none"> <li>describe the theories of recreation</li> <li>compare the theories of recreation with local experiences</li> <li>identify shortcomings of the recreational theories</li> </ul>	<ul style="list-style-type: none"> <li>Theories of recreation <ul style="list-style-type: none"> <li>-Recreation as recreation</li> <li>-Recreation as value to an individual and society</li> <li>-Recreation as leisure activity</li> <li>-Recreation as needs serving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying the theories of recreation</li> <li>Describing the theories of recreation</li> <li>Differentiating the theories of recreation</li> <li>Analysing recreation theories</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> <li>Print media</li> </ul>

## TOPIC 5: Sport Event Organisation

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES MATERIALS
Sport Event Publicity	<ul style="list-style-type: none"> <li>• describe types of media</li> <li>• identify communication tools used for sport event information dissemination</li> <li>• describe the importance of a centralised media liaison center during sport event hosting</li> <li>• outline the importance of a media operating platform during asport event</li> <li>• identify the impact of media in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Types of media</li> <li>• Managing media</li> <li>• Communicatio n tools</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of media</li> <li>• Discussing ways of accrediting media at an event</li> <li>• Analysing roles of a media liaison center or officer</li> <li>• Describing press conference preparation and hosting during a sport event</li> <li>• Outlining information dissemination methods used during a sport event</li> <li>• Role playing on sport event coverage and press conference</li> <li>• Examining positioning of branding and sponsorship partners during media coverage</li> <li>• Attending and observing press conferences</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource persons</li> </ul>

## 7.0 ASSESSMENT

## 7.1 Assessment Objectives

Learners will be assessed on their ability to:

- 7.1.1 display knowledge of marketing, risk management and sport for reconciliation and peace
- 7.1.2 identify career opportunities in Sports Management based on individual areas of strength
- 7.1.3 explain factors that influence sport participation
- 7.1.4 demonstrate enterprising skills through sport facilities and equipment utilisation, apparel promotion and marketing
- 7.1.5 demonstrate desirable interpersonal dimensions, moral and ethical values underlying the unhu/ ubuntu/ vumunhu philosophy
- 7.1.6 apply Sports Management policies, practices and principles
- 7.1.7 apply sport law and ethical principles in sport management
- 7.1.8 apply skills and strategies acquired through studying Sports Management
- 7.1.9 design training, strategic and sport event management plans for various sporting events
- 7.1.10 analyse the governance of sport at various levels
- 7.1.11 evaluate sport programmes

## 8.0 SCHEME OF ASSESSMENT

The assessment will be both continuous and summative. It will be based on achieving the learning outcomes for each topic and form level. Learner profiling informs where the learner has made progress and areas for future

development in relation to the objectives. The Learner Profile Record states the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the learner has acquired or developed

***(NOTE: In the absence of learner profile record, refer to the assessment guide on how to determine entry level ability and potential).***

In Sports Management, the assessment follows the principle of progression. Learners will be assessed on their in depth understanding of basic knowledge of Sport Management before graduating for the next level. For example, Principles of Sport Management have to be comprehended thoroughly for the learner to study the next topics like Sport Governance and Participation .Background knowledge is critical for movement to the next level in the same topic or next topic hence assessment has to be carried out continuously and the learner profiling has to be carried out regularly.

The assessment will be based on 60% continuous assessment and 40% summative assessment. The two assessment models constitute practical, theory and projects. The syllabus' scheme of assessment is grounded in the principle of equalisation of opportunities, therefore, does not condone direct or indirect discrimination of learners.

Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable differently abled learners to access assessments and receive accurate performance measurement of their abilities. Access arrangements must neither give these learners an undue advantage over others nor compromise the standards being assessed. Learners who are unable to access the assessments of any component or part of component due to disability (transitory or permanent) may be eligible to receive an award based on the assessment they would have taken.

***NOTE:For further details on arrangements, accommodations and modifications refer to the sports management assessment procedure booklet.***

## 8.1 Forms of Assessment

FORM OF ASSESSMENT	WEIGHTING
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<b>Continuous</b>	<b>60%</b>
<b>Summative</b>	<b>40%</b>
<b>TOTAL</b>	<b>100%</b>

### 8.2 Continuous Assessment (60%)

<b>LEVEL</b>	<b>ASSESSMENT TASK</b>	<b>FREQUENCY</b>	<b>PAPER WEIGHTING</b>	<b>WEIGHTING</b>
<b>FORM 5</b>	Theory test	1 per term (excluding first term)	15%	30%
	Practical assignment	1 per term (excluding first term)	10%	
	Project	1 per year	5%	
<b>FORM 6</b>	Theory test	1 per term (excluding third term)	15%	30%
	Practical assignment	1 per term (excluding third term)	10%	
	Project	1 per year	5%	
<b>TOTAL</b>			<b>60%</b>	<b>60%</b>

### 8.3 Summative Assessment (40%)

<b>PAPER</b>	<b>DESCRIPTION</b>	<b>DURATION</b>	<b>NO OF QUESTIONS</b>	<b>MARKS</b>	<b>PAPER WEIGHTING</b>	<b>WEIGHTING</b>
1	Multiple choice questions	1 hour 20 minutes	40	40	15%	

2	Structured questions	3 hours	5	100	25%	<b>40%</b>
<b>TOTAL</b>					<b>40%</b>	<b>40%</b>
<b>NOTE:</b> All papers are <b>compulsory</b> .						

**Paper 1** - A multiple choice test consisting of **40** items with **four** options each, testing across the whole syllabus

**Paper 2** - A written paper which consists of **two** sections.

Section **A** consist of **four** compulsory structured questions and section **B** consist of **one** compulsory data response (case study/ problem solving) question.

#### 9.0 THE SPECIFICATION GRID

<b>SKILL</b>	<b>PAPER 1</b>	<b>PAPER 2</b>
• Knowledge and understanding	60%	30%
• Application and analysis	40%	30%
• Synthesis and evaluation	-	40%
<b>TOTAL</b>	<b>100</b>	<b>100</b>

#### 10.0 Skill guide

**Skill 1:** Candidates are expected to demonstrate knowledge and understanding of sport management concepts and principles and apply them in preparing sport management plans

**Skill 2:** Candidates are expected to select, order, analyse and present information on sport management

**Skill 3:** Candidates are expected to present well thought explanations, make decisions, recommendations and judgments based on sport management principles.