



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## ECONOMICS SYLLABUS

### SECONDARY SCHOOL LEVEL

FORM 5 - 6

2015 – 2022

Curriculum Development Unit  
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## **1.0 PREAMBLE**

### **1.1 INTRODUCTION**

This economics learning area is a two year syllabus covering Forms 5 and 6. It is designed to expose students to economic principles and theories as useful tools for rational decision –making relating to individuals, business, government and society; and to enhance their understanding and appreciation of economics both as an academic field of study and a practical course.

### **1.2 RATIONALE**

The study of Economics enables learners to develop an imaginative, enterprising and creative behaviour. It inculcates in the learner the ability to manage available resources efficiently and sustainably. The learner is introduced to micro and macroeconomic issues in order to develop enterprising skills in self reliance, employment creation and resource management on a local and international level

### **1.3 SUMMARY OF CONTENT**

The syllabus seeks to equip the learner with the economic tools necessary for an understanding and interpretation of economic phenomena experienced by Zimbabwean people and the world over and for communicating intelligently and effectively on economic issues such as, inflation, employment, foreign trade, economic growth and development, indigenisation and resource management and efficient utilisation among others. In keeping with the Curriculum Blueprint, on completion of this learning area, the learner will learn to know, learn to do, learn to be, and learn to live together having been exposed to the values implicit within the human rights and democratic principles.

### **1.4 ASSUMPTIONS**

It is assumed learners:

- have studied Economics, Business Studies or Commerce from Form 1 - 4
- participate in decision making and interact with other economic agents.
- are aware of their economic environment
- desire to contribute meaningfully to the community and nation at large.
- have enterprising skills.

## 1.5 CROSS-CUTTING THEMES

This learning area will address and emphasise the following cross-cutting themes in order to produce a learner who has an exit profile which is beneficial to society.

- |                           |   |  |
|---------------------------|---|--|
| • Gender equality         | - | Labour market  |
| • Team work               | - | Production   |
| • Risk management         | - | International trade, Finance and Banking                         |
| • Safety                  | - | Production   |
| • Food security           | - | Production, Resource Management and Government Intervention      |
| • Technology              | - | Demand and Supply Theory   |
| • Sexuality, HIV and AIDS | - | National Income Statistics, Economic Development                 |
| • Environmental issues    | - | Resource Management, Government Intervention                     |
| • Enterprising            | - | International trade, Small to Medium Enterprises, Indigenisation |

## 2.0 PRESENTATION OF SYLLABUS

The Economics syllabus is a two year learning area covering Forms 5 – 6. It includes a competency matrix and a suggested list of resources that can be used.

## 3.0 AIMS

The syllabus aims to enable learners to:

- develop a thorough awareness of economic terminology, concepts, principles and theories
- comprehend, analyse and evaluate economic issues peculiar to Zimbabwe and other economies
- develop enterprising skills through utilisation of locally available resources for socio-economic transformation
- acquire values of Unhu/Ubuntu/ Vumunhu which will form the basis of decision making in resource allocation through transparency and accountability

## **4.0 SYLLABUS OBJECTIVES**

Learners should be able to:

- demonstrate knowledge and understanding of economic concepts, principles and theories
- apply theory to solve economic problems in developing and developed economies
- apply enterprising skills to contribute towards socio-economic transformation of their economy.
- organise, present and communicate economic ideas and make informed judgements in a clear, logical and appropriate form.
- analyse economic information, arguments, proposals and policies taking into consideration relevant information, economic theory and societal values.
- evaluate the social and environmental implications of a particular course of economic action.

## **5.0 METHODOLOGY AND TIME ALLOCATION**

### **5.1 METHODOLOGY**

For the two year Economics learning area objectives to be achieved, a learner centred approach would be applied. Listed below are some of the methods a teacher can use.

- class discussions
- debate
- group work
- project work
- problem solving
- research
- seminars
- simulation
- role playing
- educational tours
- school on the shop floor

It is advisable that the learner be exposed to more than one method in a lesson.

## 5.2 TIME ALLOCATION

For the successful implementation of this syllabus, the following time allocation is recommended:  
Form 5 - 6 should be allocated at least 8 periods of 35 minutes each per week.

## 6.0 TOPICS

- Tools of Economic Analysis
- Economic Resources
- Demand Theory
- Supply Theory
- Theory of the Firm
- Theory of Distribution
- Government Intervention in the Economy
- International Trade
- Measurement of Economic Performance
- Money and the Price Level
- Macroeconomic Problems and Policies

## 7.0 SCOPE AND SEQUENCE



<b>TOPIC</b>	<b>FORM 5</b>	<b>FORM 6</b>
<b>Tools of Economic Analysis</b>	<ul style="list-style-type: none"><li>• Research techniques in Economics</li><li>• Measures of central tendency</li><li>• Presentation and Analysis of economic data</li></ul>	_____
<b>Economic Resources</b>	<ul style="list-style-type: none"><li>• Factors of Production</li><li>• Renewable and non-renewable resources</li><li>• Relationship between societal needs/wants and available economic resources</li><li>• Scarcity</li><li>• Choice</li><li>• Opportunity cost</li><li>• Economic systems<ul style="list-style-type: none"><li>- market economy</li><li>- planned economy</li><li>- mixed economy</li></ul></li></ul>	_____
<b>Enterprising</b>	<ul style="list-style-type: none"><li>• Characteristics of successful entrepreneurs</li><li>• Sources of capital</li><li>• Business organisations</li><li>• Business ethics</li></ul>	_____
<b>Demand Theory</b>	<ul style="list-style-type: none"><li>• Individual and market demand curves.</li><li>• Factors influencing demand</li><li>• Movements along and shifts of a demand curve</li><li>• Price, income and cross elasticities of demand</li></ul>	<ul style="list-style-type: none"><li>• Utility theories<ul style="list-style-type: none"><li>- Marginal Utility Theory</li><li>- Indifference curves Theory</li></ul></li></ul>

TOPIC	FORM 5	FORM 6
	<ul style="list-style-type: none"> <li>- Factors affecting elasticities of demand</li> <li>- Implications of elasticity concepts for revenue and other business decisions.</li> </ul>	
<b>Supply Theory</b>	<ul style="list-style-type: none"> <li>• Individual and market supply curves</li> <li>• Factors influencing market supply</li> <li>• Movements along and shifts of supply curves</li> <li>• Equilibrium price and quantity</li> <li>• Consumer surplus and producer surplus</li> <li>• Elasticity of supply</li> <li>• Determinants of elasticity of supply</li> <li>• Short – run and long – run production function</li> <li>• Production costs</li> <li>• Long-run cost function               <ul style="list-style-type: none"> <li>- Economies and diseconomies of scale, (internal and external).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Growth of firms</li> <li>• Survival of Small and Medium Enterprises</li> <li>• Government support to SMEs</li> <li>• Benefits of SMEs to society</li> </ul>
<b>Theory of the Firm:</b>	<ul style="list-style-type: none"> <li>• Objectives of firms</li> <li>• Price and output determination:               <ul style="list-style-type: none"> <li>- equilibrium conditions (e.g) marginal cost = marginal revenue)</li> <li>- Application of demand and supply analysis</li> </ul> </li> <li>• Market structures               <ul style="list-style-type: none"> <li>- Perfect competition</li> <li>- Monopoly</li> <li>- Monopolistic competition</li> <li>- Oligopoly</li> <li>- Contestable markets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Profits and losses               <ul style="list-style-type: none"> <li>- Normal profits</li> <li>- Abnormal profits</li> <li>- Cost minimisation</li> <li>- Profit maximisation</li> </ul> </li> <li>• Economic efficiency               <ul style="list-style-type: none"> <li>- Allocative efficiency</li> <li>- Productive efficiency</li> <li>- Technical efficiency</li> </ul> </li> <li>• Price discrimination</li> <li>• Advantages and disadvantages of each market structure</li> <li>• Comparison of market structures</li> <li>• Evaluation of market structures</li> <li>• Application to an economy</li> </ul>

TOPIC	FORM 5	FORM 6
<b>Theory of Distribution:</b>	<ul style="list-style-type: none"> <li>• Factors of production.</li> <li>• Determinants of supply and demand of each factor of production</li> <li>• Determination of rewards to factors of production <ul style="list-style-type: none"> <li>- Rent</li> <li>- Wages</li> <li>- Interest</li> <li>- Profit</li> <li>- Economic rent</li> <li>- Transfer earnings</li> <li>- Quasi rent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Marginal Revenue Productivity Theory.</li> <li>• Theory of demand and supply of factors of production.</li> <li>• Wage differentials</li> <li>• Loanable Funds Theory</li> <li>• Liquidity Preference Theory</li>   <li>• Application and evaluation of theories of distribution in developing countries such as Zimbabwe.</li> </ul>
<b>Government Intervention in the Economy:</b>	<ul style="list-style-type: none"> <li>• Sources of market failure <ul style="list-style-type: none"> <li>- Public goods</li> <li>- Externalities</li> <li>- Merit and demerit goods</li> <li>- Market imperfections</li> </ul> </li>   <li>• Solutions to market failure <ul style="list-style-type: none"> <li>- Taxation</li> <li>- Price controls</li> <li>- Subsidies</li> <li>- Direct provision</li> <li>- Production quotas</li> <li>- Buffer stock</li> <li>- Commercialisation</li> <li>- privatisation</li> <li>- central planning</li> <li>- wages legislation/ Incomes Policy</li> <li>- Land reform programme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengths and weaknesses of solutions to market failure</li> <li>• Application and evaluation of each government intervention measure in an economy such as Zimbabwe</li>   <li>• Strengths and weaknesses of central planning</li> <li>• The decision-making process in Zimbabwe</li>   <li>• Cost-benefit analysis</li> </ul>

TOPIC	FORM 5	FORM 6
<b>International Trade</b>	<ul style="list-style-type: none"> <li>Principles of absolute and comparative advantage.</li> <li>Other determinants of trade flows e.g. political factors.</li> <li>Arguments for and against free trade.</li> <li>Types of protectionism.</li> <li>Economic integration.</li> <li>Commodity agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Balance of Payments (BOP)</li> <li>Balance of Payments disequilibrium</li> <li>Terms of trade.</li> <li>Exchange rates</li> <li>Policies designed to correct BOP disequilibrium</li> </ul>
<b>Measurement of Economic Performance</b>	<ul style="list-style-type: none"> <li>The circular flow of income of a closed and open economy</li> <li>National income statistics</li> <li>GDP deflator</li> <li>Comparison of living standards</li> </ul>	<ul style="list-style-type: none"> <li>National income determination</li> <li>Main schools of thought.</li> <li>Aggregate demand and supply analysis.</li> </ul>
<b>Money and the Price Level</b>	<ul style="list-style-type: none"> <li>Characteristics and functions of money</li> <li>Money market</li> <li>Credit creation</li> </ul>	<ul style="list-style-type: none"> <li>Supply and demand for money</li> <li>Interest rate determination</li> <li>Inflation</li> </ul>
<b>Macro-economic Problems and Policies</b>	<ul style="list-style-type: none"> <li>Macroeconomic problems</li> <li>Characteristics of developing and developed countries</li> </ul>	<ul style="list-style-type: none"> <li>Conflicting macroeconomic objectives</li> <li>Objectives of macro-economic policy</li> <li>Fiscal policy</li> <li>Monetary policy</li> <li>Exchange rate policy</li> </ul>

## 8.0COMPETENCY MATRIX

### FORM 5

#### TOOLS OF ECONOMIC ANALYSIS

KEY CONCEPTS	OBJECTIVES	UNIT CONTENT	SUGGESTED	LEARNING	SUGGESTED
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	<b>Learners should be able to:</b>	<b>(Skills, attitudes and knowledge)</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
<b>Research techniques</b>	<ul style="list-style-type: none"> <li>explain methods of collecting data in economics</li> <li>compare and contrast methods of data collection</li> </ul>	<ul style="list-style-type: none"> <li>Techniques of data collection               <ul style="list-style-type: none"> <li>interviews</li> <li>questionnaires</li> <li>surveys</li> <li>observations</li> <li>sampling</li> <li>experiments</li> </ul> </li> <li>Strengths and weaknesses of data collection techniques</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the techniques of collecting data</li> <li>Collecting data using the techniques</li> <li>Drafting a questionnaire</li> <li>Comparing and contrasting the methods of data collection</li> <li>Distinguishing the strengths and weaknesses of the methods</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Central statistic manuals</li> <li>Charts with diagrams and graphs</li> </ul>
<b>Measures of central tendency</b>	calculate the mean, mode and median	<ul style="list-style-type: none"> <li>Measures of central tendency               <ul style="list-style-type: none"> <li>Mean</li> <li>Mode</li> <li>Median</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Computing the mean, mode and median</li> </ul>	
<b>Presentation and analysis of economic data</b>	<ul style="list-style-type: none"> <li>compile data</li> <li>analyse data in graphical, pictorial and numerical form</li> </ul>	<ul style="list-style-type: none"> <li>graphs and diagrams               <ul style="list-style-type: none"> <li>pie charts</li> <li>bar charts</li> <li>frequency polygons</li> <li>pictorial data</li> <li>line graphs</li> </ul> </li> <li>tables</li> <li>schedules</li> </ul>	<ul style="list-style-type: none"> <li>Drawing graphs and diagrams</li> <li>Interpreting data</li> <li>Comparing data variables</li> <li>Compiling data from given schedule</li> <li>Analysing graphical, pictorial and numerical data</li> </ul>	

### ECONOMIC RESOURCES

<b>KEY CONCEPTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>UNIT CONTENT (Skills, attitudes and knowledge)</b>	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Factors of Production</b>	<ul style="list-style-type: none"> <li>explain the factors of production</li> </ul>	<ul style="list-style-type: none"> <li>Factors of production               <ul style="list-style-type: none"> <li>Land</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing factors of production</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resources</li> </ul>

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Economic Systems</b></p> <p><b>Enterprising</b></p>	<ul style="list-style-type: none"> <li>• analyse the relationship between wants and available resources (scarcity)</li> <li>• use production possibility curves to demonstrate scarcity, choice and opportunity cost</li> <li>• compare resource allocation in different economic systems</li> <li>• explain the characteristics of a successful entrepreneur</li> <li>• assess the requirements for business formation</li> <li>• Identify existing business opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Labour</li> <li>- Capital</li> <li>- Enterprise</li> <li>• renewable resources</li> <li>• nonrenewable resources</li> <li>• scarcity</li> <li>• choice</li> <li>• opportunity cost</li> <li>• production possibility curve</li> <li>• efficiency</li> <li>• increasing, decreasing and constant opportunity cost</li> <li>• economic systems               <ul style="list-style-type: none"> <li>- market</li> <li>- planned</li> <li>- mixed</li> </ul> </li> <li>• The role of price               <ul style="list-style-type: none"> <li>- signalling</li> <li>- rationing</li> <li>- rewarding</li> </ul> </li> <li>• Characteristics such as               <ul style="list-style-type: none"> <li>- risk takers</li> <li>- opportunity utilisation</li> </ul> </li> <li>• Idea generation</li> <li>• business proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the economic problem of scarcity</li> <li>• Illustrating efficiency, inefficiency and unattainable points using the Production Possibility Curve (PPC)               <ul style="list-style-type: none"> <li>• Illustrating different shapes of the PPC</li> <li>• Explaining different shapes of the (PPC).</li> </ul> </li> <li>• Comparing and contrasting resource allocation in different economic systems</li> <li>• Analysing the Zimbabwean system</li> <li>• Discussing the role of the price</li> <li>• Discussing characteristics of a successful entrepreneur</li> <li>• Describing requirements for business formation</li> <li>• Recognising business opportunities and</li> </ul>	<p>persons</p> <ul style="list-style-type: none"> <li>• Charts showing a P.P.C</li> </ul>

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Sources of capital</b></p> <p><b>Business Organisations</b></p> <p><b>Business ethics</b></p>	<ul style="list-style-type: none"> <li>• explain sources of capital</li> <li>• analyse procedures in acquiring capital</li> <li>• examine and select the best type of businesses suitable to one's environment</li> <li>• explain business ethics</li> </ul>	<ul style="list-style-type: none"> <li>• licensing</li> <li>• registration</li> <li>• Sources of capital such as: <ul style="list-style-type: none"> <li>- loans</li> <li>- shares</li> <li>- leasing</li> <li>- hire purchase</li> <li>- personal savings</li> </ul> </li> <li>• Business organisations <ul style="list-style-type: none"> <li>- sole trader</li> <li>- partnership</li> <li>- cooperatives</li> <li>- private &amp; public limited</li> </ul> </li> <li>• Business ethics <ul style="list-style-type: none"> <li>- Unhu/Ubuntu/ Vumunhu</li> <li>- accountability</li> <li>- social responsibility</li> <li>- environmental consciousness</li> </ul> </li> </ul>	<p>starting up a small scale entity</p> <ul style="list-style-type: none"> <li>• Discussing sources of capital</li> <li>• Identifying procedures to be followed in acquiring capital</li> <li>• Comparing and contrasting types of business organisations</li> <li>• Selecting the best business organisations suitable to one's environment</li> <li>• Discussing business ethics</li> </ul>	

## DEMAND THEORY

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES

<b>Determinants of demand</b>	<ul style="list-style-type: none"> <li>analyse the causes of movements along the demand curve and shifts of the demand curve.</li> </ul>	<ul style="list-style-type: none"> <li>Demand curve</li> <li>Determinants of demand</li> </ul>	<ul style="list-style-type: none"> <li>Drawing market demand curves</li> <li>Explaining the movements along and shifts of a demand curve</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>Print media</li> <li>Electronic media</li> <li>Resource person</li> </ul>
<b>Elasticity concepts</b>	<ul style="list-style-type: none"> <li>explain concepts of elasticity of demand</li> <li>calculate various elasticities of demand</li> <li>evaluate the importance of elasticity of demand</li> </ul>	<ul style="list-style-type: none"> <li>Price, income and cross elasticity of demand</li> <li>Importance of elasticity concepts to : <ul style="list-style-type: none"> <li>Households</li> <li>Firms</li> <li>Government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Computing various elasticities of demand</li> <li>Interpreting numerical values</li> <li>Illustrating degrees of elasticities</li> <li>Assessing the importance of elasticity concepts</li> <li>Researching and analysing demand patterns in their immediate markets</li> </ul>	

## SUPPLY THEORY

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Determinants of</b>	<ul style="list-style-type: none"> <li>explain the determinants</li> </ul>	<ul style="list-style-type: none"> <li>Supply curve</li> </ul>	<ul style="list-style-type: none"> <li>Drawing market supply</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> </ul>



<b>supply</b>	of supply	<ul style="list-style-type: none"> <li>• Determinants of supply</li> </ul>	curves	<ul style="list-style-type: none"> <li>• Charts/ diagrams on supply curves</li> <li>• Resource person</li> </ul>
<b>Equilibrium price and quantity</b>	<ul style="list-style-type: none"> <li>• distinguish between movements along and shifts of the supply curve</li> <li>• explain the establishment of equilibrium price and quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Equilibrium price and quantity</li> <li>• Consumer surplus</li> <li>• Producer surplus</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining movements along and shifts of a supply curve</li> </ul>	
<b>Price elasticity of supply</b>	<ul style="list-style-type: none"> <li>• distinguish between consumer surplus and producer surplus</li> <li>• calculate price elasticity of supply</li> <li>• analyse determinants of elasticity of supply</li> <li>• explain short run and long run periods</li> </ul>	<ul style="list-style-type: none"> <li>• Price elasticity of supply</li> <li>• Importance of elasticity of supply</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrating equilibrium</li> <li>• Explaining the difference between consumer surplus and producer surplus</li> </ul>	
<b>Production costs</b>	<ul style="list-style-type: none"> <li>• calculate production costs</li> <li>• distinguish between internal and external economies and diseconomies of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Production costs <ul style="list-style-type: none"> <li>- Short run costs</li> <li>- Long run costs</li> </ul> </li> <li>• Costs <ul style="list-style-type: none"> <li>- Total cost</li> <li>- Marginal cost</li> <li>- Average costs</li> </ul> </li> <li>• Economies of scale</li> <li>• Diseconomies of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining determinants of elasticity of supply</li> <li>• Evaluating the importance of price elasticity of supply</li> <li>• Discussing short run and long run production costs</li> <li>• Computing production costs</li> <li>• Analysing economies and diseconomies of scale</li> </ul>	

**THEORY OF THE FIRM**

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Objectives of</b>	<ul style="list-style-type: none"> <li>• explain the objectives of</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives of firms</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> </ul>

<p><b>firms</b></p> <p><b>Price and output determination</b></p> <p><b>Market structures</b></p>	<p>firms</p> <ul style="list-style-type: none"> <li>• describe the equilibrium conditions of the firm</li> <li>• analyse the factors that influence the pricing and output decisions of the firm;</li> <li>• explain the concept of market structure;</li> <li>• assess the efficiency of firms in different market structures</li> </ul>	<p>such as:</p> <ul style="list-style-type: none"> <li>- Profit maximisation</li> <li>- Survival</li> <li>- Growth</li> <li>- Sales maximisation</li> </ul> <ul style="list-style-type: none"> <li>• Firm's equilibrium conditions (e.g <math>MC=MR</math>)</li> <li>• Application of demand and supply analysis</li> <li>• Features of different market structures <ul style="list-style-type: none"> <li>- perfect competition</li> <li>- monopoly</li> <li>- oligopoly</li> <li>- monopolistic competition</li> <li>- contestable markets</li> </ul> </li> <li>• Analysis of market structures <ul style="list-style-type: none"> <li>- Allocative and productive efficiency</li> </ul> </li> </ul>	<p>of the firm</p> <ul style="list-style-type: none"> <li>• Demonstrating the equilibrium position</li> <li>• Discussing factors that affect pricing and output decisions of the firm</li> <li>• Discussing characteristics of market structures</li> <li>• Comparing and contrasting market structures</li> <li>• Evaluating the efficiency of firms</li> <li>• Identifying the type of market structures in their own setting</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> </ul>
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**DISTRIBUTION THEORY**

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p><b>Factors of production.</b></p> <p><b>Determination of rewards for factors of production</b></p> <p><b>Wage differentials</b></p>	<ul style="list-style-type: none"> <li>explain the rewards for the factors of production;</li> <li>distinguish between economic rent and quasi rent or transfer earnings</li> <li>apply the Marginal Revenue Productivity Theory(MRPT) to the demand for land, capital and labour</li> <li>explain determination of rewards using Demand and Supply Theory</li> <li>explain the concept of wage differentials</li> <li>justify the existence of wage differentials</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for factors of production. <ul style="list-style-type: none"> <li>Rent</li> <li>interest,</li> <li>wages</li> <li>profit.</li> </ul> </li> <li>Economic rent</li> <li>Quasi rent</li> <li>Transfer earnings</li> <li>Theories of distribution <ul style="list-style-type: none"> <li>MRPT</li> <li>Demand and Supply <ul style="list-style-type: none"> <li>Liquidity Preference Theory</li> </ul> </li> <li>Loanable Funds Theory</li> </ul> </li> <li>Wage differentials <ul style="list-style-type: none"> <li>Economic theory</li> <li>Non-economic theory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analysing the rewards for factors of production</li> <li>Explaining the difference between transfer earnings and economic rent</li> <li>Discussing the theories of distribution</li> <li>Evaluating the reasons for wage differentials in Zimbabwe</li> <li>Analysing imperfections in the labour market</li> </ul>	<ul style="list-style-type: none"> <li>ICT Tools</li> <li>Print media</li> </ul>

## GOVERNMENT INTERVENTION IN THE ECONOMY



KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>International Trade theories</b>  <b>Free trade</b>  <b>Protectionism</b>  <b>Economic Integration</b>	<ul style="list-style-type: none"> <li>explain absolute and comparative advantage theories.</li> <li>explain reasons for trade.</li> <li>justify free trade</li> <li>explain types of protectionism</li> <li>evaluate types of protectionism</li> <li>explain economic integration</li> <li>assess the merits and demerits of each type of economic integration</li> <li>examine commodity agreements</li> </ul>	<ul style="list-style-type: none"> <li>Theories of trade -absolute and -comparative advantage.</li> <li>Determinants of trade such as: -trade flows -political factors.</li> <li>Arguments for and against free trade.</li> <li>Types of Protectionism such as - tariffs, quotas etc</li> <li>Economic integration such as: <ul style="list-style-type: none"> <li>- free trade area</li> <li>- customs union</li> <li>- economic union</li> </ul> </li> <li>commodity agreements <ul style="list-style-type: none"> <li>- GATT</li> <li>- bilateral agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing absolute and comparative advantage theories</li> <li>Researching on Zimbabwe's position of trade in terms of comparative advantage</li> <li>Analysing reasons for trade</li> <li>Discussing free trade</li> <li>Assessing the effectiveness of methods of protectionism</li> <li>Distinguishing the types of integration</li> <li>Assessing the benefits of economic integration</li> <li>Assessing the usefulness of commodity agreements</li> </ul>	<ul style="list-style-type: none"> <li>Recommended textbooks</li> <li>ICT tools</li> <li>Print media</li> </ul>

#### MEASUREMENT OF ECONOMIC PERFORMANCE

KEY CONCEPTS	OBJECTIVES	UNIT CONTENT	SUGGESTED	SUGGESTED
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	<b>Learners should be able to:</b>	<b>(Skills, attitudes and knowledge)</b>	<b>LEARNING ACTIVITIES AND NOTES</b>	<b>RESOURCES</b>
<b>Circular flow of national income</b>	<ul style="list-style-type: none"> <li>explain the flow of national income</li> </ul>	<ul style="list-style-type: none"> <li>The circular flow of income               <ul style="list-style-type: none"> <li>- closed economy</li> <li>- open economy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analysing the flow of income</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>ZIMSTAT Publications</li> </ul>
<b>National income statistics</b>	<ul style="list-style-type: none"> <li>calculate national income using different approaches</li> <li>compare national income statistics between countries and within the same country</li> </ul>	<ul style="list-style-type: none"> <li>National income statistics               <ul style="list-style-type: none"> <li>- Output approach</li> <li>- Income approach</li> <li>- Expenditure approach</li> <li>- GDP</li> <li>- GNP</li> <li>- NNP</li> <li>- Per capita income</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Computing national income</li> <li>Gathering national income statistics</li> <li>Analysing national income statistics</li> <li>Assessing the usefulness of national income statistics</li> </ul>	
<b>GDP deflator</b>	<ul style="list-style-type: none"> <li>calculate the real income using GDP deflator</li> <li>distinguish between nominal and real income</li> </ul>	<ul style="list-style-type: none"> <li>GDP deflator</li> <li>Nominal and Real</li> <li>Comparison of living standards</li> </ul>	<ul style="list-style-type: none"> <li>Converting nominal income into real income</li> <li>Explaining the difference between nominal and real income</li> </ul>	

## MONEY AND THE PRICE LEVEL

<b>KEY CONCEPTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>UNIT CONTENT</b> (Skills, attitudes and	<b>SUGGESTED LEARNING</b> <b>ACTIVITIES AND NOTES</b>	<b>SUGGESTED</b> <b>RESOURCES</b>
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		<b>knowledge)</b>		
<b>Characteristics and functions of money</b>	<ul style="list-style-type: none"> <li>• explain characteristics of money</li> <li>• examine the functions of money</li> </ul>	<ul style="list-style-type: none"> <li>• Money <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Functions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analysing characteristics and functions of money.</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>
<b>Money market</b>	<ul style="list-style-type: none"> <li>• explain the functions and role of money market institutions in an economy</li> </ul>	<ul style="list-style-type: none"> <li>• Money market institutions <ul style="list-style-type: none"> <li>- Central bank</li> <li>- Commercial banks</li> <li>- Building societies</li> <li>- Merchant banks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the functions of money market institutions</li> <li>• Visiting money market institutions</li> </ul>	
<b>Credit creation</b>	<ul style="list-style-type: none"> <li>• calculate the money multiplier</li> <li>• illustrate how banks create money</li> <li>• discuss the impact of credit creation in an economy</li> </ul>	<ul style="list-style-type: none"> <li>• Credit creation <ul style="list-style-type: none"> <li>- Money multiplier</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computing the money multiplier</li> <li>• Demonstrating the use of money multiplier to determine money supply</li> <li>• Discussing the effect of credit creation in an economy</li> </ul>	

## MACRO-ECONOMIC PROBLEMS AND POLICIES

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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<p><b>Macroeconomic problems</b></p> <p><b>Developing and Developed economies</b></p>	<ul style="list-style-type: none"> <li>• analyse causes of macroeconomic problems</li> <li>• assess the effects of macroeconomic problems</li> </ul> <ul style="list-style-type: none"> <li>• distinguish between developing and developed economies</li> </ul>	<ul style="list-style-type: none"> <li>• Macroeconomic problems such as: <ul style="list-style-type: none"> <li>- Unemployment</li> <li>- Inflation</li> <li>- BOP and Exchange rates</li> </ul> </li> <li>• Characteristics of developing and developed countries</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining causes of macro-economic problems</li> <li>• Discussing the effects of macroeconomic problems</li> <li>• Identifying effects of unemployment and inflation in their society</li> <li>• Comparing developing and developed economies</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>
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**FORM 6**

**DEMAND THEORY**



KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Marginal utility</b>	<ul style="list-style-type: none"> <li>explain theories of demand</li> <li>examine the relevance of the theories of demand</li> </ul>	<ul style="list-style-type: none"> <li>Marginal utility theory               <ul style="list-style-type: none"> <li>- Diminishing marginal utility</li> <li>- Equi-marginal principle</li> <li>- Limitations of marginal utility theory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining theories of demand</li> <li>Assessing the relevance of theories of demand</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Charts with diagrams illustrating utility and indifference curves</li> <li>Print media</li> </ul>
<b>Indifference curves theory</b>	<ul style="list-style-type: none"> <li>distinguish between normal and inferior goods using the substitution and income effects</li> </ul>	<ul style="list-style-type: none"> <li>Indifference curve analysis               <ul style="list-style-type: none"> <li>- Substitution and income effects</li> <li>- Normal goods</li> <li>- Inferior goods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the differences between normal and inferior goods using the substitution and income effects</li> </ul>	

## SUPPLY THEORY

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Growth of firms</b>	<ul style="list-style-type: none"> <li>explain the reasons for growth of firms</li> <li>analyse the methods of growth of firms</li> <li>assess the benefits of large firms to the economy</li> </ul>	<ul style="list-style-type: none"> <li>Growth of firms               <ul style="list-style-type: none"> <li>- Integration</li> <li>- Mergers</li> <li>- Diversification</li> </ul> </li> <li>Multinational firms</li> </ul>	<ul style="list-style-type: none"> <li>Discussing reasons for growth of firms</li> <li>Explaining methods of growth of firms</li> <li>Evaluating benefits and costs of large firms to society</li> </ul>	<ul style="list-style-type: none"> <li>ICT Tools</li> <li>Resource Persons from SMEs</li> <li>Print media</li> </ul>
<b>Survival of SMEs</b>	<ul style="list-style-type: none"> <li>justify survival of Small to Medium Enterprises (SMEs)</li> <li>analyse reasons for government involvement in the creation of SMEs</li> </ul>	<ul style="list-style-type: none"> <li>Small to Medium Enterprises</li> <li>Government involvement in the creation of SMEs</li> <li>Benefits of SMEs</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the government involvement in SMEs creation</li> <li>Discussing survival of small firms</li> <li>Evaluating benefits of SMEs in their immediate environment</li> </ul>	

## THEORY OF THE FIRM

KEY CONCEPTS	OBJECTIVES	UNIT CONTENT (Skills,	SUGGESTED LEARNING	SUGGESTED
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	<b>Learners should be able to:</b>	<b>attitudes and knowledge)</b>	<b>ACTIVITIES AND NOTES</b>	<b>RESOURCES</b>
<b>Profits and losses</b>	<ul style="list-style-type: none"> <li>explain the types of profits earned by firms</li> </ul>	<ul style="list-style-type: none"> <li>Profits and losses               <ul style="list-style-type: none"> <li>Normal profits</li> <li>Abnormal profits</li> <li>Cost minimisation</li> <li>Profit maximisation</li> </ul> </li> <li>Economic efficiency               <ul style="list-style-type: none"> <li>Allocative efficiency</li> <li>Productive efficiency</li> <li>Technical efficiency</li> </ul> </li> <li>Price discrimination</li> <li>Conditions for price discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the types of profits</li> <li>Evaluating efficiency of different market structures</li> <li>Analysing the similarities and differences between market structures</li> <li>Analysing the effects of price discrimination in their community</li> <li>Evaluating conditions for price discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>Financial magazines</li> <li>Newspapers</li> </ul>
<b>Economic efficiency</b>	<ul style="list-style-type: none"> <li>assess the efficiency of firms in different market structures</li> </ul>			
<b>Price discrimination</b>	<ul style="list-style-type: none"> <li>explain price discrimination</li> <li>analyse conditions for price discrimination.</li> </ul>			

## DISTRIBUTION THEORY

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p><b>Theories of distribution</b></p> <p><b>Interest rate determination</b></p>	<ul style="list-style-type: none"> <li>• apply theories of distribution to the economy</li> <li>• evaluate the applicability of the Loanable Funds and Liquidity Preference Theories in determining interest rates in their economy</li> </ul>	<ul style="list-style-type: none"> <li>• Marginal Revenue Productivity Theory.</li> <li>• Theory of Demand and Supply of factors of production.</li> <li>• Loanable Funds Theory</li> <li>• Liquidity Preference Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the application of economic theories to the economy</li> <li>• Analysing interest rate determination in the economy</li> <li>• Evaluating theories of distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> </ul>

## GOVERNMENT INTERVENTION IN THE ECONOMY

KEY CONCEPTS	OBJECTIVES	UNIT CONTENT (Skills,	SUGGESTED LEARNING	SUGGESTED
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	<b>Learners should be able to:</b>	<b>attitudes and knowledge)</b>	<b>ACTIVITIES AND NOTES</b>	<b>RESOURCES</b>
<b>Solutions to market failure</b>	<ul style="list-style-type: none"> <li>analyse the effectiveness of government intervention in an economy</li> </ul>	<ul style="list-style-type: none"> <li>Solutions to market failure               <ul style="list-style-type: none"> <li>- strengths</li> <li>- weaknesses</li> </ul> </li> <li>Government intervention in an economy such as Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the effectiveness of government intervention in an economy</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> </ul>
<b>Central planning</b>	<ul style="list-style-type: none"> <li>assess the effectiveness of central planning in an economy</li> </ul>	<ul style="list-style-type: none"> <li>Central planning               <ul style="list-style-type: none"> <li>- strengths</li> <li>- weaknesses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>discussing the effectiveness of central planning in an economy</li> </ul>	
<b>Decision making</b>	<ul style="list-style-type: none"> <li>analyse the decision making process in Zimbabwe</li> <li>analyse the applicability of CBA as a decision making tool</li> </ul>	<ul style="list-style-type: none"> <li>The decision-making process in Zimbabwe               <ul style="list-style-type: none"> <li>• Cost-Benefit Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluating CBA as a decision making tool</li> <li>Researching on the decision making process in Zimbabwe</li> </ul>	

## INTERNATIONAL TRADE

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Balance of Payments (BOP)</b>  <b>BOP Disequilibrium</b>  <b>Trade Policies</b>  <b>Terms of trade (TOT)</b>  <b>Exchange rates</b>	<ul style="list-style-type: none"> <li>examine the components of BOP</li> <li>assess the types of BOP disequilibrium</li> <li>evaluate policy measures to correct BOP disequilibrium</li> <li>calculate terms of trade</li> <li>assess the operations of exchange rates</li> </ul>	<ul style="list-style-type: none"> <li>Balance of payments(BOP) <ul style="list-style-type: none"> <li>Current account</li> <li>Capital account</li> <li>Balance of official financing</li> </ul> </li> <li>Balance of payments disequilibrium <ul style="list-style-type: none"> <li>Surplus</li> <li>Deficit</li> </ul> </li> <li>Trade policies <ul style="list-style-type: none"> <li>Exchange rate</li> <li>Import substitution</li> <li>Protectionism</li> <li>Export promotion</li> <li>Look East</li> </ul> </li> <li>Terms of trade <ul style="list-style-type: none"> <li>Import price index</li> <li>Export price index</li> </ul> </li> <li>Exchange rate regimes <ul style="list-style-type: none"> <li>Fixed</li> <li>Floating</li> <li>Managed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analysing the components of BOP</li> <li>Calculating BOP</li> <li>Collecting and analysing data on Zimbabwe's composition and value of exports and imports</li> <li>Analysing possible opportunities in the export market</li> <li>Analysing BOP surplus and deficit</li> <li>Discussing policy measures to correct BOP disequilibrium</li> <li>Analysing terms of trade</li> <li>Discussing operations of exchange rates</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> </ul>

## MEASUREMENT OF ECONOMIC PERFORMANCE

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<p><b>National income determination</b></p> <p><b>Main schools of thought</b></p> <p><b>Aggregate demand and supply analysis</b></p>	<ul style="list-style-type: none"> <li>• explain national income determination</li> <li>• discuss the main schools of thought</li> <li>• analyse the components of aggregate demand and supply</li> </ul>	<ul style="list-style-type: none"> <li>• National income determination               <ul style="list-style-type: none"> <li>- Consumption</li> <li>- Investment</li> <li>- Government expenditure</li> <li>- Net exports</li> </ul> </li> <li>• Main schools of thought.               <ul style="list-style-type: none"> <li>- Keynesians</li> <li>- Monetarists</li> </ul> </li> <li>• Aggregate demand and supply analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing national income determination</li> <li>• Illustrating equilibrium national income</li> <li>• Explaining inflationary and deflationary gaps</li> <li>• Discussing the main schools of thought.</li> <li>• Explaining the components of aggregate demand and supply.</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> </ul>

## MONEY AND THE PRICE LEVEL

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Demand and supply for money</b>	<ul style="list-style-type: none"> <li>explain the determinants of money demand and supply</li> </ul>	<ul style="list-style-type: none"> <li>Determinants of money demand</li> <li>Determinants of money supply</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the determinants of money demand and supply</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>Multimedia</li> <li>ICT tools</li> </ul>
<b>Interest rate determination</b>	<ul style="list-style-type: none"> <li>examine the use of economic theories in explaining interest rate determination</li> </ul>	<ul style="list-style-type: none"> <li>Interest rate determination                             <ul style="list-style-type: none"> <li>Loanable Funds Theory</li> <li>Liquidity Preference Theory</li> <li>Non- economic determinants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing interest rate determination</li> </ul>	
<b>Inflation</b>	<ul style="list-style-type: none"> <li>explain how inflation is measured</li> <li>explain the relationship between money supply and price level</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Price Index &amp; Retail Price Index</li> <li>Inflation                             <ul style="list-style-type: none"> <li>Quantity Theory of Money</li> <li>Causes of inflation</li> <li>Effects of inflation</li> <li>Controlling inflation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analysing the relationship between money supply and the price level</li> <li>Discussing the effectiveness of measures used to control inflation</li> </ul>	



## MACRO-ECONOMIC PROBLEMS AND POLICIES

KEY CONCEPTS	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Macroeconomic Objectives</b>	<ul style="list-style-type: none"> <li>explain the macroeconomic objectives</li> </ul>	<ul style="list-style-type: none"> <li>Macroeconomic objectives               <ul style="list-style-type: none"> <li>- Price stability</li> <li>- Full employment</li> <li>- Economic growth and development</li> <li>- Equity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the relevance of macroeconomic objectives in an economy</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> </ul>
<b>Conflicting macroeconomic objectives</b>	<ul style="list-style-type: none"> <li>examine the relationship among macroeconomic objectives</li> </ul>	<ul style="list-style-type: none"> <li>Conflicting macroeconomic objectives such as:               <ul style="list-style-type: none"> <li>- Price stability versus unemployment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analysing the trade off among objectives</li> </ul>	
<b>Macroeconomic policies</b>	<ul style="list-style-type: none"> <li>analyse macroeconomic policies</li> </ul>	<ul style="list-style-type: none"> <li>Macroeconomic policies               <ul style="list-style-type: none"> <li>- fiscal policy</li> <li>- monetary policy</li> <li>- exchange rate policy</li> </ul> </li> <li>Conflicting policy objectives</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating effectiveness of macroeconomic policies (with emphasis being on the Zimbabwean economy)</li> </ul>	

## 9.0ASSESSMENT

### a) ASSESSMENT OBJECTIVES

By the end of the learning area learners should be able to;

- Explain economic concepts, principles and theories,
- Illustrate knowledge and understanding of economic variables,
- Interpret and comment on economic phenomena presented in specific scenarios to ascertain cause and effect,
- Apply theory to solve economic problems in developing and developed economies,
- Organise, present and communicate economic ideas and make informed judgements in a clear, logical and appropriate form,
- Analyse economic information, arguments, proposals and policies taking into consideration relevant information, economic theory and social values,
- Evaluate the social and environmental implications of a particular course of economic action guided by the values of Unhu/ Ubuntu/ Vumunhu.

### b) SCHEME OF ASSESSMENT

The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodation and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments and receive accurate performance measurement of their ability

<b>FORM OF ASSESSMENT</b>	<b>WEIGHTING</b>
CONTINUOUS	30%
SUMMATIVE	70%
<b>TOTAL</b>	<b>100%</b>

## CONTINUOUS ASSESSMENT

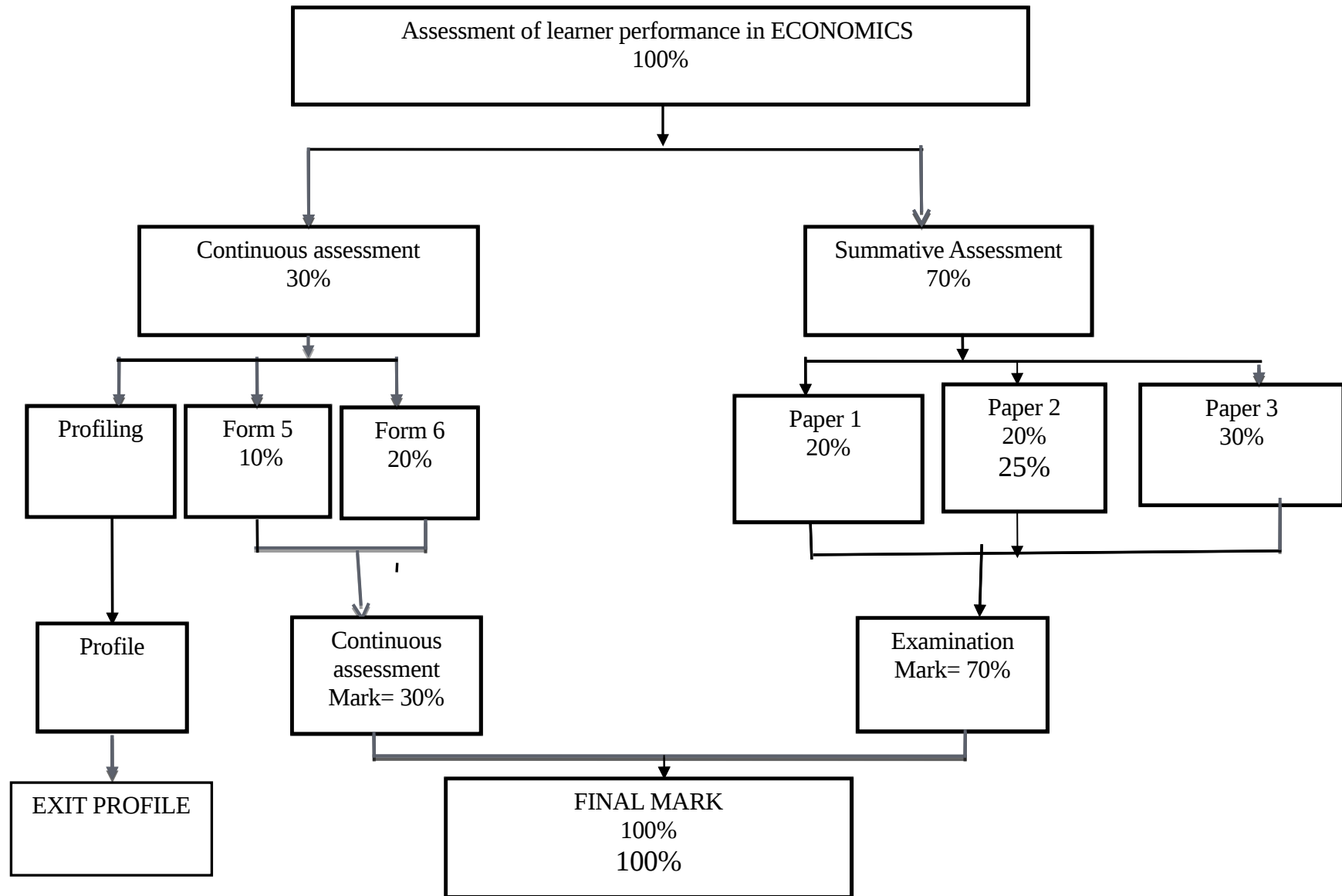
LEVEL	ASSESSMENT TASKS	WEIGHTING
FORM 5	1 ASSIGNMENT PER TERM 1 THEORY TEST PER TERM 1 PRACTICAL ASSIGNMENT PER YEAR	10%
FORM 6	1 ASSIGNMENT PER TERM 1 THEORY TEST PER TERM 1 PRACTICAL ASSIGNMENT PER YEAR	20%
<b>TOTAL</b>		30%

**N.B.** All assignments and tests should be marked out of 100  
Soft skills should be assessed as learners do the continuous assessment tasks

## SUMMATIVE ASSESSMENT

PAPER	TYPE OF PAPER	DURATION	MARKS	WEIGHTING
1	Multiple choice	1hr 30mins	40	20%
2	Data response	1 hr 15mins	40	20%
3	Essays	3hrs	100	30%
<b>TOTAL</b>				70%

# Assessment of learner performance in ECONOMICS



**SPECIFICATION GRID**

**CONTENT DISTRIBUTION**

PAPER 1	PAPER 2	PAPER 3
<ol style="list-style-type: none"> <li>1. Tools of economic analysis</li> <li>2. Economic Resources</li> <li>3. Demand theory</li> <li>4. Supply Theory</li> <li>5. Theory of the firm</li> <li>6. Theory of distribution</li> <li>7. Government intervention in the economy</li> <li>8. International Trade</li> <li>9. Measurement of Economic Performance</li> <li>10. Money and the Price level</li> <li>11. Macroeconomic Problems and Policies</li> </ol>	<ol style="list-style-type: none"> <li>1. Tools of economic analysis</li> <li>2. Economic Resources</li> <li>3. Demand theory</li> <li>4. Supply Theory</li> <li>5. Theory of the firm</li> <li>6. Theory of distribution</li> <li>7. Government intervention in the economy</li> <li>8. International Trade</li> <li>9. Measurement of Economic Performance</li> <li>10. Money and the Price level</li> <li>11. Macroeconomic Problems and Policies</li> </ol>	<ol style="list-style-type: none"> <li>1. Economic Resources</li> <li>2. Demand theory</li> <li>3. Supply Theory</li> <li>4. Theory of the firm</li> <li>5. Theory of distribution</li> <li>6. Government intervention in the economy</li> <li>7. International Trade</li> <li>8. Measurement of Economic Performance</li> <li>9. Money and the Price level</li> <li>10. Macroeconomic Problems and Policies</li> </ol>

**SKILL DISTRIBUTION**

SKILL	PAPER 1	PAPER 2	Paper 3
1. Knowledge and understanding	20-25%	20%	28%
2. Interpretation and application	50-55%	40%	16%
3. Analysis	20-25%	30%	20%
4. Evaluation	-----		36%
5. Organisation, Presentation and Communication	-----	10%	

## DESCRIPTION OF PAPERS

### Paper 1 Multiple Choice

The paper consist of **40** items with **4** options per question A,B, C or D. Candidates are required to select the most appropriate option in a duration of **1 hr 30 minutes**. The paper will carry **20%** of the marks for the learning area.

### Paper 2 Data Response

The paper will consist of two compulsory questions each carrying **20** marks testing particular knowledge, understanding and problem solving skills. The time duration of the paper is **1hr 15minutes**. The paper will carry **20%** of the marks for the learning area.

### Paper 3 Theory Essays

This paper will consist of **12** questions and candidates will be required to attempt **4** questions. The time duration of the paper will be **3hrs**. The paper will carry **30%** of the marks.

### Paper 4 Continuous Assessment

The continuous assessment will be based on assignments, tests and practical assignments. These will be spread over the **2 year** period for the learning area. It will carry **30%** of the marks.

## 10.0CHECKLIST OF ECONOMIC TERMS AND CONCEPTS

**NB** A checklist such as this is neither exhaustive nor prescriptive: unless it is indicated as 'not required', the omission of an item from this list does not mean that examiners will not refer to it, while teachers may find it helpful or desirable in their learning areas to introduce terms and concepts even if they lie outside the scope of the examined syllabus.

abnormal profit	average propensity
absolute advantage	average revenue
accelerator	average variable cost
active balances	balance for official financing
ad valorem tax	balance of payments
aggregate demand	balance of trade
aggregate expenditure	balanced Budget
aggregate supply	balancing item
allocative efficiency	Bank Rate
appreciation (exchange rate)	barriers to entry
at constant prices	barriers to exit
at current prices	barter
at factor cost	base date
at market prices	bilateral trade
automatic stabilisers	birth rate
autonomous	broad money supply
average cost	budget line
average fixed cost	
average product	canons of taxation
	cross-elasticity of demand
capital	current account of Balance of Payments
capital account of Balance of Payments	customs unions
capital: output ratio	death rate
cartels	deficit
cash ratio	deficit financing
cash ratio	deposits deflation
central bank	deflationary gap
ceteris paribus	demand
change in demand	demand conditions
change in quantity demanded	demand curve

cheques  
infrastructure  
injections  
integration  
interest  
interest rate  
intermediation, financial  
internal economies of scale  
investment  
invisible balance  
J-curve menu  
Keynesian  
Labour  
laissez-faire  
land  
law (economic)  
law of demand  
law of supply  
leakages  
liquidity  
liquidity preference  
liquidity ratio  
liquidity trap  
loanable funds theory  
Lome Convention  
long run  
Maastricht, Treaty of multiplier  
Macroeconomic  
managed floating  
marginal cost  
natural increase  
natural rate of unemployment  
natural monopoly  
near-money

demand-deficiency unemployment  
market  
market economy  
market failure  
market system  
marketing economies  
Marshaall-Lerner Condition  
maximisation  
measure of value  
medium of exchange  
costs of inflation  
merit goods  
microeconomics  
migration  
Minimum Lending Rate  
mixed economy  
mobility of labour  
Monetarism  
monetary policy  
money  
money supply  
monopolistic competition  
monopoly  
monopsony  
multilateral trade  
multinationals  
  
narrow money supply  
National Debt  
nominal income  
  
perfectly inelastic  
Phillips Curve  
planned economy



negative externalities  
net advantage  
net domestic product  
net national  
net property income from abroad  
nominal  
non-excludability  
non-pecuniary advantages  
non-price competition  
non-rivalness  
normal goods  
normal profit  
normative statement  
occupational mobility  
official financing  
oligopoly  
open economy  
open market operations  
opportunity cost  
optimum output  
optimum population  
optimum resource allocation  
other things being equal  
paradox of thrift  
paradox of value  
Pareto optimality  
Patents  
paternalism  
pecuniary advantages  
pensions  
perfect competition  
perfectly elastic  
Quantity Theory of Money  
quasi-rent

point elasticity  
positive externalities  
positive statement  
product poverty trap  
precautionary demand for money  
price agreements  
price competition  
price discrimination  
price elasticity of demand  
price leadership  
price mechanism  
primary sector  
principle of multiples in economies of scale  
private benefits  
private costs  
private goods  
private sector liquidity  
privatisation  
producers' surplus  
production possibility curve  
productive efficiency  
productivity  
profit  
profit maximisation  
progressive taxation  
proportional taxation  
protectionism  
PSBR  
PSDR  
public goods  
purchasing power parity  
quality of life  
specific tax  
speculative demand for money

quotas  
rate of interest  
rationing  
real  
rectangular hyperbola  
reflation  
regional policies  
regressive taxation  
rent  
reserve currencies  
resources  
Restrictive Practices Court  
retail banks  
Retail Prices Index  
Revaluation  
risk-bearing economies of scale  
sales maximization  
sales revenue maximisation  
satisficing profits  
saving  
scarcity  
seasonal unemployment  
second best theory  
secondary sector  
services  
shares  
shoe leather cost of inflation  
short run transactions  
Smith, Adam  
social benefits  
social costs  
special deposits  
Special Drawing Rights  
Specialization

standard of deferred payments  
standard of living  
store of wealth  
structural unemployment  
subsidy  
substitute goods  
substitution effect  
supernormal profit  
supply  
supply conditions  
supply curve  
supply-side economies  
surplus  
sustainability  
tariffs  
taxation  
technical economies  
technical unemployment  
terms of trade  
tertiary sector  
total currency flow  
total revenue  
trade creation  
trade cycle  
trade diversion  
trade unions  
trading possibility curve  
demand for money  
transfer earnings  
transfer payments  
Treasury Bills  
unemployment  
unit of account  
unitary elasticity

unstable equilibrium  
urbanisation  
variable costs  
variable proportions  
velocity of circulation  
vertical integration  
visible balance  
voluntary unemployment  
wage differentials  
wage drift  
wages  
weights  
withdrawals  
working capital  
yield