

The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for Business Management Studies

Subject stream: Economics, Business and Entrepreneurship



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Business Management curriculum and syllabi for senior secondary school (a core subject)

Subject Description

This course is primarily written for students preparing for the West African Examination Council (WAEC) certificate exams (WASSCE). Business management is defined as *managing the coordination and organisation of business activities*. It includes the production of materials and involves both innovation and marketing. Individuals undertaking the Business Management course can improve skills in areas such as LEADERSHIP and INNOVATION. Management oversees planning, organising, directing and controlling of any business and its resources to meet the objectives of the business.

Business Management refers to a set of functions designed to advance a business through and with people. This is done by achieving efficiency in resources to effectively attain the set goals.

Management is a science and an art, as well as a profession. Management has all the ingredients of being a soft science because it deals with human beings and their behaviours in any organisation or business. Management as an art refers to the creative use of knowledge and application of skills to achieve desired results. It is a social process. Management as a profession is an occupation that prepares office workers in terms of leadership performance, decision making and goal orientation. **“Whatever a manager does, he/she does through decision making,”** according to Peter F. Drucker. He is clear that decision making is at the core of management.

Business management is comprised of five functions: controlling, organising, staffing, directing and planning. Each of the functions, however, may not be equally important in all applications, due to differing natures of the business functions. But if each function is used at the right time and is well-coordinated, the business will be more likely to achieve its goals.

General learning outcomes

This course is aimed at:

- Helping students to understand the corporate social world
- Exploring issues that affect businesses and individuals
- Gaining ability to relate the concepts and principles of business management to practical business situations
- Preparing students for other related courses
- Preparing students to influence the business world
- Learning and applying the tools for measuring, monitoring, planning and controlling activities or performance of a business or organisation



Structure of the Syllabus Over the Three Year Senior Secondary Cycle

| | SSS 1 | SSS 2 | SSS 3 |
|---------------|--|---|--|
| Term 1 | <p>NATURE OF MANAGEMENT Forms of business organisation Meaning and process of management Business and society</p> <p>FUNCTIONS OF MANAGEMENT 1 Planning</p> | <p>BUSINESS LAW (LEGAL ENVIRONMENT OF BUSINESS) Law of c contract Principles of agency Negotiable instruments</p> | <p>GLOBALISATION AND ECONOMIC INTEGRATION Globalisation Economic integration</p> <p>FUNCTIONAL AREAS OF MANAGEMENT 1 Elements of human management Labour relations Fundamentals of production management</p> |
| Term 2 | <p>FUNCTIONS OF MANAGEMENT 2 Decision making Organisation Delegation Directing</p> | <p>FINANCE AND FINANCIAL INSTITUTIONS Money Banking Insurance and risk management Stock exchange</p> | <p>FUNCTIONAL AREAS OF MANAGEMENT 2 Principles of marketing management Business finance</p> |
| Term 3 | <p>FUNCTIONS OF MANAGEMENT 3 Leadership and leadership styles Communication</p> <p>MANAGEMENT INFORMATION TECHNOLOGY Information search skills Computers in business</p> | <p>ROLE OF GOVERNMENT IN THE ECONOMY Government revenue Government expenditure</p> <p>INTERNATIONAL TRADE AND PROBLEMS OF DEVELOPING ECONOMIES International Trade Developing economies and international trade</p> | <p>ENTREPRENEURSHIP AND SMALL BUSINESS Entrepreneurship Small business Case study</p> |



Teaching Syllabus

SENIOR SECONDARY YEAR – SS_1_TERM 1: NATURE OF MANAGEMENT

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|---|---|--|---|
| MEANING AND PROCESS OF MANAGEMENT <ul style="list-style-type: none"> ➤ Meaning of business ➤ Business resources ➤ Meaning of management and administration ➤ Importance of management ➤ Management and culture ➤ Levels of management ➤ The manager ➤ Management Processes/functions | Pupils/Student should be able to: <ul style="list-style-type: none"> ➤ Have a general knowledge about the process of management and its principles and practices ➤ Differentiate the levels of management | <ul style="list-style-type: none"> ➤ Facilitate class discussion on the managerial and administrative aspect ➤ Pupils should be placed into groups to discuss the different levels of management for better understanding | <ul style="list-style-type: none"> ➤ Explanation/Discussion ➤ Groupings, discussion and role play ➤ Display of charts showing the different levels of management | <ul style="list-style-type: none"> ➤ Assignment or Assessment ➤ Group presentations and role play ➤ Response of the pupils |
| FORMS OF BUSINESS ORGANISATION <ul style="list-style-type: none"> ➤ Concept of business organisation ➤ Size of business organisation ➤ Location of business organisation ➤ Factors that influence the forms | Pupils/Students should be able to: <ul style="list-style-type: none"> ➤ Identify the various forms of business organisation and their characteristics ➤ Acquire thorough knowledge on the forms of business organisations operating | <ul style="list-style-type: none"> ➤ Place students into groups to explain the different forms of business ➤ Visits to different business areas | <ul style="list-style-type: none"> ➤ Group students to illustrate the different forms of business ➤ Discussions and role plays ➤ Site visits to different forms of business in business areas | <ul style="list-style-type: none"> ➤ Participation of pupils in class by answering questions |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|--|---|
| of business organisation ➤ Forms of business organisations ➤ Causes of business failures | in Sierra Leone and solutions on how to avoid failure | | | |
| BUSINESS AND SOCIETY ➤ Meaning of business environment ➤ Relationship between business and society (forces in the business management) ➤ Ethical, legal and social responsibilities of business ➤ Stakeholders of a business ➤ Social responsibilities of a business towards stakeholders | Pupils/Students should be able to ➤ Define business environment ➤ Identify forces in the internal and external environment ➤ Know the importance of business organisations in society, businesses' relationships, ethical practices and responsibilities to society ➤ Identify, explain and differentiate between primary and secondary stakeholders of a business | ➤ Class discussion ➤ Individual contribution(pupils) on the forces in business ➤ Group discussion on the primary and secondary stakeholders of a business | ➤ Class discussion ➤ Groupings | ➤ Presentations ➤ Group discussions on the topic allocated to them |
| FUNCTIONS OF MANAGEMENT (1) PLANNING | Pupils/students should be able to: ➤ Discuss/explain the concept of planning | ➤ Discussion between pupils and teacher on planning in a business | ➤ Discussions ➤ Display of charts on the steps of planning ➤ Black/White board | ➤ Answering of questions given by the teacher ➤ Class assessment |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|---|---|---------------------|---------------------------------|
| <ul style="list-style-type: none"> ➤ Definition of planning ➤ Importance of planning (E.g., Give direction, promote stability, ensure cohesion) | <ul style="list-style-type: none"> ➤ Discuss/explain the importance of planning ➤ Analyse the sequence of steps in the planning process | <ul style="list-style-type: none"> ➤ Discuss the steps of planning | | |

SENIOR SECONDARY YEAR – SS_1_TERM 2: FUNCTIONS OF MANAGEMENT 2

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|--|---|
| <p>DECISION MAKING</p> <ul style="list-style-type: none"> ➤ Definition of decision making ➤ Steps in decision making process: identify/define the problem, gather information on the problem ➤ Importance of decision making: Allocate resources of the business, marketing decisions ➤ Types of decisions by levels of management: programme and non-programme decision, strategic, tactical, operational | <p>Pupils or students should be able to:</p> <ul style="list-style-type: none"> ➤ Explain/discuss the meaning of decision making ➤ Explain and analyse the sequential steps in decision making ➤ Identify those that are involved in decision-making process ➤ Apply decision-making process in real situations in solving business problems | <ul style="list-style-type: none"> ➤ Explanation ➤ Group discussions on different decision-making issues ➤ Creation of a scenario that will require students' participation on decision making | <ul style="list-style-type: none"> ➤ Class discussions ➤ Group work and discussions ➤ Textbook ➤ Black/White board | <ul style="list-style-type: none"> ➤ Group presentation ➤ Individual participation ➤ Assignment/Assessment |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|--|---|--|
| <ul style="list-style-type: none"> ➤ Decision-making process ➤ Parties/committees in decision making process: Board of directors, internal specialists and outside consultants, committees made up of representatives from different levels of the firm ➤ Application of decision-making process to selected business problems | | | | |
| <p>ORGANISING</p> <ul style="list-style-type: none"> ➤ Meaning of organising ➤ Principles of organising ➤ Benefits/importance and steps in organising | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Discuss the meaning, benefits/importance of organising ➤ Discuss/explain the activities involved in organising ➤ Discussion on the benefits/importance of organising | <ul style="list-style-type: none"> ➤ Explanation by teacher ➤ Students' contribution | <ul style="list-style-type: none"> ➤ Class discussion ➤ Textbook ➤ Black/White board | <ul style="list-style-type: none"> ➤ Class participation ➤ Assessment/Assignment |
| <p>ORGANISATION AND ORGANISATIONAL STRUCTURE</p> | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Explain or define the meaning of | <ul style="list-style-type: none"> ➤ Explanation by teacher and | <ul style="list-style-type: none"> ➤ Class discussion ➤ Charts/ Diagrams | |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|--|--|--|
| <ul style="list-style-type: none"> ➤ Meaning of organisational structure ➤ Define and distinguish between tall and flat organisational structure ➤ Types of organisation structure ➤ Define and list the types of organisational charts ➤ Advantages and disadvantages of organisation charts ➤ Effect of growth on the organisation | <p>organisational structure and its types</p> <ul style="list-style-type: none"> ➤ Draw an organisational chart showing various positions in an organisation ➤ Differentiate between organisational structure and chart ➤ Outline the effect of growth with an organisation as an example | <p>individual contribution by pupils</p> <ul style="list-style-type: none"> ➤ Illustrate an organisational chart with the aid of a diagram ➤ Group discussions with the help of charts/diagrams been displayed | <ul style="list-style-type: none"> ➤ Black/White board ➤ Group presentation using a chart or diagram | <ul style="list-style-type: none"> ➤ Group presentations on the different departments of an organisation ➤ Question and answer session |
| <p>CENTRALISATION AND DECENTRALISATION IN ORGANISATION</p> <ul style="list-style-type: none"> ➤ Meaning of centralisation ➤ Advantages and disadvantages of centralisation ➤ Meaning of decentralisation ➤ Advantages and disadvantages of decentralisation | <p>Pupils/Students should be able to:</p> <ul style="list-style-type: none"> ➤ Give or define centralisation and decentralisation ➤ Analyse/Outline the advantages and disadvantages of centralisation and decentralisation in an organisation ➤ Differentiate the two | <ul style="list-style-type: none"> ➤ Class discussion ➤ Explanation and discussion ➤ Group presentation ➤ Class discussion <p>Charts/Diagrams</p> | <ul style="list-style-type: none"> ➤ Class discussion ➤ Textbook ➤ Black/White board <p>Group presentation and role play on centralisation and decentralisation</p> | <ul style="list-style-type: none"> ➤ Group work and role play ➤ Response from students ➤ Assessment/Assignment |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|---|---|--|
| ➤ Types of decentralisation | | | | |
| DELEGATION ➤ Meaning of delegation ➤ Principles of Delegation ➤ Benefits/Importance of Delegation ➤ Problems inhibiting delegation | Students/Pupils should be able to: ➤ Discuss and explain the meaning, principles and importance or benefits of delegation ➤ Give or outline reasons why some managers do not delegate responsibilities and some subordinates do not accept responsibilities | ➤ Group discussion ➤ Delegation of responsibilities on the topic ➤ Presentations with certain role been given to student to delegate responsibilities | ➤ Textbook ➤ Black/White board ➤ Group work/role play | ➤ Response from the pupils on the topic ➤ Role play ➤ Questioning |
| DIRECTING ➤ Meaning of directing | ➤ Explain and give examples of directing | ➤ Class discussion | ➤ Individual participation | |
| MANAGEMENT INFORMATION TECHNOLOGY ➤ Introduction of Management Information Technology ➤ Meaning of Data and Information ➤ Sources of information | Students/ Pupils should be able to: ➤ Understand the meaning of Management Information Technology ➤ Differentiate data and information ➤ Explain the importance of management information and | ➤ Class discussion ➤ Using a computer to illustrate what was learnt ➤ Charts/Diagram of the computer input devices ➤ Guide students on the applications used in business | ➤ Classroom ➤ Computer laboratory ➤ Charts ➤ Black/White board ➤ Textbook ➤ Practicals | ➤ Individual presentations ➤ Demonstration on what was learnt about computers ➤ Assessment/Assignment ➤ Individual practice |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|------------------------------|---------------------|---------------------------------|
| <ul style="list-style-type: none"> ➤ Definition of computer ➤ Functions of the computer ➤ Computer Applications in Business: spreadsheet, word processing etc. ➤ Uses and applications of computers ➤ Classification of computers: <ul style="list-style-type: none"> ○ Classification by purpose ○ Classification by type ○ Classification by capacity ➤ Components of computers: <ul style="list-style-type: none"> ○ Hardware <ul style="list-style-type: none"> ○ Input devices ○ Central Processing Unit (CPU) ○ Output Devices ➤ Software ➤ Benefits of computer | <p>technology in today's business</p> <ul style="list-style-type: none"> ➤ Apply the applications ➤ Describe or discuss the functions of computers and their components and other information technologies | | | |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|----------------------------|------------------------------|---------------------|---------------------------------|
| ➤ Problems associated with using computers | | | | |

SENIOR SECONDARY YEAR – SS_1_TERM 3: LEADERSHIP AND LEADERSHIP STYLES

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|---|--|
| LEADERSHIP AND LEADERSHIP STYLES <ul style="list-style-type: none"> ➤ Meaning/definition of leadership ➤ Sources of leaders' power ➤ Leadership theories and styles ➤ Qualities of a good leaders ➤ Importance of leadership in business organisations | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Explain or describe the various types of leaders and their leadership styles ➤ Their importance in any business or society ➤ Identify their sources of power ➤ Display leadership qualities | <ul style="list-style-type: none"> ➤ Group discussions Place pupils into groups to represent the different types of leaders | <ul style="list-style-type: none"> ➤ Group work and discussion ➤ Role play | <ul style="list-style-type: none"> ➤ Demonstration of group presentation ➤ Response from students |
| MOTIVATION <ul style="list-style-type: none"> ➤ Meaning of motivation ➤ Basic factors of motivation ➤ Importance of motivation ➤ Maslow's motivational hierarchy of needs: physiological needs, | Pupils/Students should be able to: <ul style="list-style-type: none"> ➤ Define motivation ➤ Identify and explain the basic factors of motivation discussed in class ➤ Use charts or diagrams to illustrate Maslow's hierarchy of needs | <ul style="list-style-type: none"> ➤ Explanation ➤ Illustration Place pupils in groups to represent the different hierarchical needs | <ul style="list-style-type: none"> ➤ Groups ➤ Charts/Diagram ➤ Black/White board | <ul style="list-style-type: none"> ➤ Responses from pupils ➤ Interpretation of the Maslow's Hierarchy need pyramid |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|--|--|
| security/safety, social, esteem, self-actualisation ➤ Methods of improving motivation ➤ Characteristics of a motivated behaviour: ➤ Morale and factors influencing morale | ➤ Discuss or explain the characteristics | | | |
| COMMUNICATION ➤ Definition of communication ➤ Communication cycle ➤ Media of communication: Oral (Meetings, Telephone messages), Written (letters, memos, reports, postal services), Visual and audio-visual ➤ Forms of communication: informal (grapevine) and formal communication ➤ Channels of communication: vertical, horizontal | Students/Pupils should be able to: ➤ Define communication ➤ Trace the development of communication in the world and Sierra Leone in particular ➤ Discuss its importance and explain its processes ➤ Distinguish the differences between formal and informal communications ➤ Identify and discuss the various types of barriers in communication they have learnt and to give contributions on their own experiences | ➤ Class discussion ➤ Groups ➤ Illustration on the mediums of communication ➤ Charts/Diagrams ➤ Visiting of different communication stations within the country | ➤ Group demonstration ➤ Charts/Diagram ➤ Black/White board ➤ Field trip | ➤ Assessment/Assignment on communication ➤ Response from the pupils ➤ Display of charts for better understanding |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|---|--|
| and diagonal communication ➤ Means of communication in an organisation ➤ Barriers to communication ➤ Importance of effective communication ➤ Consequences of ineffective communication ➤ Communication gap | ➤ Know and explain the development of communication in the country | | | |
| MANAGEMENT INFORMATION TECHNOLOGY ➤ Introduction of Management Information Technology ➤ Meaning of Data and Information ➤ Sources of information ➤ Definition of computer ➤ Functions of the computer ➤ Computer Applications in | Students/ Pupils should be able to: ➤ Understand the meaning of Management Information Technology ➤ Differentiate data and information ➤ Explain the importance of management information and technology in today's business ➤ Apply the applications ➤ Describe or discuss the functions of computers and their components | ➤ Class discussion ➤ Using a computer to illustrate what was learnt ➤ Charts/Diagram of the computer input devices ➤ Guide students on the applications used in business | ➤ Classroom ➤ Computer laboratory ➤ Charts ➤ Black/White board ➤ Textbook ➤ Practicals | ➤ Individual presentations ➤ Demonstration on what was learnt about computers ➤ Assessment/Assignment ➤ Individual practice |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|---|------------------------------|---------------------|---------------------------------|
| <p>Business: spreadsheet, word processing etc.</p> <ul style="list-style-type: none"> ➤ Uses and applications of computers ➤ Classification of computers: <ul style="list-style-type: none"> ○ Classification by purpose ○ Classification by type ○ Classification by capacity ➤ Components of computers: <ul style="list-style-type: none"> ○ Hardware ○ Input devices ○ Central Processing Unit (CPU) ○ Output Devices ➤ Software ➤ Benefits of computers ➤ Problems associated with using computers | <p>and other information technologies</p> | | | |





SENIOR SECONDARY YEAR – SS_2_TERM 1: BUSINESS LAW (LEGAL ENVIRONMENT OF BUSINESS), THE LAW OF CONTRACTS, PRINCIPLES OF AGENCY, NEGOTIABLE INSTRUMENTS

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|---|---|---|
| THE LAW OF CONTRACTS <ul style="list-style-type: none"> ➤ Definition of law ➤ Sources of law ➤ Law of contracts ➤ Element of a valid contract ➤ Terms used in contract ➤ Differences between a contract and a promise ➤ Offer and acceptance ➤ Consideration ➤ Intention to create legal relation ➤ Legal capacity of the parties ➤ Mistake ➤ Misrepresentation ➤ Duress ➤ Discharge of a contract ➤ Breach of a contract ➤ Remedies for a breach of contract | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Have a background on the operations of business, obligations and responsibilities of parties in a transaction when discussing the legal framework within which a business operates. ➤ Develop skills in problem solving using sample business case study | <ul style="list-style-type: none"> ➤ Explanation by teacher ➤ Class discussion ➤ Invitation of a law practitioner to explain some points to the pupils | <ul style="list-style-type: none"> ➤ Case samples ➤ Textbook ➤ Black/White board | <ul style="list-style-type: none"> ➤ Response from students on the law of contract ➤ Individual presentation/ participation |
| PRINCIPLES OF AGENCY | <p>Students /Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Tell who is an agent and a principal | <ul style="list-style-type: none"> ➤ Guide students with sample cases to | <ul style="list-style-type: none"> ➤ Publications on government regulations | <ul style="list-style-type: none"> ➤ Presentation on the topic by selected pupils |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|--|---|---|
| <ul style="list-style-type: none"> ➤ Definition of an agency and a principal ➤ Capacity of agency ➤ Creation of agency ➤ Classification of agents ➤ Duties of an agent ➤ Duties of the principal ➤ The rights of an agent against a principal ➤ Right of a principal against an agent ➤ Agent third-party relationship ➤ Breach of warranty of authority ➤ Principal third-party relationship ➤ Termination of agency | <ul style="list-style-type: none"> ➤ Distinguish between rights and duties of the principal and agents ➤ Identify the documents needed for business establishment | <ul style="list-style-type: none"> identify the principal of any business ➤ Discuss on the duties of the parties involved i.e., the agent, principal and third party | <ul style="list-style-type: none"> ➤ Acts that are guiding any business or company ➤ Textbook ➤ Journals on agency | <ul style="list-style-type: none"> ➤ Explanation done by students on what they understand from the topic |
| <p>NEGOTIABLE INSTRUMENTS</p> <ul style="list-style-type: none"> ➤ Meaning/Definition of negotiable instruments ➤ Types of negotiable instruments: cheques, bill of exchange etc. | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Explain the definition of negotiable instruments ➤ Explain the instruments used: cheque and it parties, Bill of exchange, Promissory note | <ul style="list-style-type: none"> ➤ Guide students and display of negotiable instruments for better understanding | <ul style="list-style-type: none"> ➤ Textbook ➤ Black/White board ➤ Negotiable instruments (cheques, bill of exchange and promissory note) | <ul style="list-style-type: none"> ➤ Assessment/ Assignment ➤ Response from students on the uses of the different type of instruments |



SENIOR SECONDARY YEAR – SS_2_TERM_2: FINANCE AND FINANCIAL INSTITUTIONS, MONEY, BANKING, INSURANCE AND RISK MANAGEMENT

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|--|--|
| <p>MONEY</p> <ul style="list-style-type: none"> ➤ Meaning of money ➤ Barter trade ➤ Forms of money ➤ Qualities or features of money ➤ Functions of money ➤ How the introduction of money has solved problems of barter trade. ➤ Motives or reasons for holding money ➤ Inflation ➤ Types of inflation ➤ Causes of inflation ➤ Effect of inflation ➤ Control of inflation ➤ Deflation ➤ Causes of deflation ➤ Effects of deflation ➤ Measures to control Deflation | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Explain the meaning and characteristics of money ➤ Know different country's currency ➤ List or explain the problems money is solving ➤ Know about inflation, what causes it and how it can be controlled | <ul style="list-style-type: none"> ➤ Display different forms of money (currency) ➤ Role play of buying and selling using money | <ul style="list-style-type: none"> ➤ Charts/Diagrams ➤ Pictures of different types of money (legal tender) ➤ Textbook ➤ Black/White board ➤ Role play | <ul style="list-style-type: none"> ➤ Demonstration on different roles assigned to them ➤ Class discussion ➤ presentations |
| <p>BANKING</p> <ul style="list-style-type: none"> ➤ Meaning/definition of banking | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ State the function of the different types of | <ul style="list-style-type: none"> ➤ Discussion should be led by the teacher on the different kinds of | <ul style="list-style-type: none"> ➤ Class discussion ➤ Textbooks ➤ Cheques ➤ ATM Cards | <ul style="list-style-type: none"> ➤ Students should be able to differentiate between savings and current account |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|--|---|---|
| <ul style="list-style-type: none"> ➤ Types of banks: central bank, commercial banks ➤ Types of accounts: Current Account/Demand Account, savings account, fixed deposit/time account ➤ Bank loans and overdraft ➤ Differences between loans and overdraft ➤ Collateral security ➤ Money and capital market ➤ Development banks ➤ Rural banks ➤ Banking documents ➤ Means of transferring money | <p>banks and explain the types of accounts</p> <ul style="list-style-type: none"> ➤ Distinguish between commercial banks and specialised banks ➤ Discuss the forms of payments done in banking ➤ Discuss or trace the origin of central banks Sierra Leone to be specific | <p>banks, methods of payments</p> <ul style="list-style-type: none"> ➤ Guides students to discuss or participate on the forms of payments ➤ Invites a banker or a customer of any bank ➤ Excursion to banks bureaus | <ul style="list-style-type: none"> ➤ Pay-in-slips | <ul style="list-style-type: none"> ➤ Describe the different types of accounts that was learnt |
| <p>INSURANCE AND RISK MANGEMENT</p> <ul style="list-style-type: none"> ➤ Meaning of risk ➤ Types of risk ➤ Risk management ➤ Meaning of insurance ➤ Principles of Insurance ➤ Terms in insurance | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Define and trace the origin of insurance in Sierra Leone ➤ Discuss or explain the basic principles of insurance | <ul style="list-style-type: none"> ➤ Guide students to make a list of registered insurance companies in Sierra Leone and their locations | <ul style="list-style-type: none"> ➤ Pictures of different insurance companies ➤ Publications on Insurance ➤ Textbooks ➤ Insurance brochures ➤ posters | <ul style="list-style-type: none"> ➤ Assignment or assessment ➤ Participation of the pupil on the topic ➤ Presentations ➤ Interpreting of insurance brochures |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|---|--|--|--|
| <ul style="list-style-type: none"> ➤ Types of insurance policies ➤ Importance of insurance ➤ Disadvantages of insurance | <ul style="list-style-type: none"> ➤ Describe and explain the types of risks in an insurance company ➤ Describe the role of an insurance broker and an agent ➤ Give the importance of insurance in today's business | <ul style="list-style-type: none"> ➤ Students should collect insurance brochures and examine the provision of any insurable risk | | |
| <p>STOCK EXCHANGE</p> <ul style="list-style-type: none"> ➤ Stock exchange How a stock exchange is organised ➤ Features of a stock exchange ➤ Functions/Importance of stock exchange ➤ Types of securities ➤ Terminologies in the stock exchange ➤ Problems of the stock exchange market ➤ Improving on the operations of the stock market | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Explain the meaning of stock exchange ➤ Mention or list the securities(instruments) trade in the capital market ➤ Describe the speculators in the exchange ➤ List bodies that can access the capital markets | <ul style="list-style-type: none"> ➤ Guide students on how transactions on stock exchange can be done ➤ Guide students to make a list of stockbrokers in Sierra Leone ➤ Visit stockbrokers' offices | <ul style="list-style-type: none"> ➤ Textbooks ➤ Publications on stock exchange ➤ Internet ➤ Publications of securities and exchange | <ul style="list-style-type: none"> ➤ Class discussion ➤ Individual participation |



SENIOR SECONDARY YEAR – SS_2_TERM 3: ROLE OF GOVERNMENT IN THE ECONOMY, INTERNATIONAL TRADE AND DEVELOPING ECONOMIES

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|--|--|
| GOVERNMENT REVENUE AND EXPENDITURE <ul style="list-style-type: none"> ➤ The role of the government in the economy ➤ Sources of government revenue ➤ Types of government revenue ➤ Taxation ➤ Types of taxes ➤ Principles or cannons of taxation ➤ Reasons for taxation ➤ Problems of tax collection ➤ Government expenditure ➤ Budgets ➤ Effects of budgets surplus ➤ Budgets deficits ➤ Purpose or uses of budgets | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Explain the role of the government towards the economy of any government ➤ Discuss or identify the sources of government revenue ➤ Know they too as students are contributing to the economy of the country | <ul style="list-style-type: none"> ➤ Visitation to government revenue office or organisation (NASSIT, NRA) ➤ Group discussions ➤ Explanation done by teacher | <ul style="list-style-type: none"> ➤ Excursion ➤ Groupings ➤ Class discussion ➤ textbooks | <ul style="list-style-type: none"> ➤ Demonstration on what was learnt from the visitation ➤ Class presentations |
| INTERNATIONAL TRADE <ul style="list-style-type: none"> ➤ Definition of trade ➤ Internal trade ➤ Documents used in internal trade | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Give the man and types of international trade that is going on in the country | <ul style="list-style-type: none"> ➤ Guide students in class on the topic ➤ Group students into smaller groups | <ul style="list-style-type: none"> ➤ Textbook ➤ Group presentation ➤ Black/white board ➤ Brochures | <ul style="list-style-type: none"> ➤ Discussion on the topic ➤ Pupils' participation ➤ Response from the pupils |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|---|--|---------------------|---------------------------------|
| <ul style="list-style-type: none"> ➤ International trade (external trade) ➤ Differences between international trade and internal trade ➤ Similarities between internal trade and international trade ➤ Advantages/Importance of internal trade ➤ Problems of internal trade ➤ Imports and Exports ➤ Reasons for international trade ➤ Basis for international trade ➤ Barriers /Obstacles to international trade ➤ Terms used in international trade ➤ Term of trade ➤ Balance of payment ➤ Trade restriction: Forms of trade restrictions ➤ Reasons for import restrictions ➤ Free trade/Trade liberalisation | <ul style="list-style-type: none"> ➤ Outline the barriers that affects international trade ➤ Distinguish and bring out the similarities of international and other trades ➤ Know what it entails for import and export to be done by an individual or an organisation ➤ Know the forms of trade restrictions that is applicable in the country ➤ Differentiate | <p>representing different areas on the topic (Import, Export, international trade)</p> <ul style="list-style-type: none"> ➤ Presentations | | |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|---|---|--|
| <ul style="list-style-type: none"> ➤ Documents used in international trade ➤ Advantages and Disadvantages of international trade ➤ Terms of payment in trade (internal and international) | | | | |
| <p>DEVELOPING ECONOMIES</p> <ul style="list-style-type: none"> ➤ Meaning of developing economies ➤ Characteristics of developing economies ➤ Reasons why an economy should develop ➤ Effects of international trade on developing economies ➤ The role of international financial institutions on international trade: <ul style="list-style-type: none"> ○ International Monetary Fund (IMF) ○ International Bank for Reconstruction Development | <p>Students/pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Meaning of developing economies ➤ Explain or discuss the Characteristics of developing economy: <ul style="list-style-type: none"> ○ Low per capita income ○ Low productivity ○ Import dependence etc. ➤ To know the role of IMF, IBRD, ECA, UNCTAD in international trade in the country Sierra Leone to be specific | <ul style="list-style-type: none"> ➤ Explanation done by teacher ➤ Class discussion ➤ Research done on the role of financial institutions in a country | <ul style="list-style-type: none"> ➤ Textbook ➤ Black/White board ➤ Journals on developing economies | <ul style="list-style-type: none"> ➤ Discussion on the topic ➤ Pupils' participation ➤ Response from the pupils |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|----------------------------|------------------------------|---------------------|---------------------------------|
| (IBRD)/World Bank <ul style="list-style-type: none"> ○ The Economic Commission of Africa(ECA) ○ United Nation Conference on Trade and Development (UNCTAD) <ul style="list-style-type: none"> ➤ Conditions necessary for rapid economic development | | | | |

SENIOR SECONDARY YEAR – SS_3_TERM 1: GLOBALISATION AND ECONOMIC INTEGRATION, FUNCTIONAL AREA OF MANAGEMENT (1)

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|--|--|
| GLOBALISATION AND ECONOMIC INTEGRATION GLOBALISATION <ul style="list-style-type: none"> ➤ Meaning of globalisation ➤ Causes of globalisation ➤ Benefits/Advantages of globalisation to developing countries ➤ Disadvantages of globalisation | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Understand the meaning of globalisation ➤ Explain the importance and challenges of globalisation in business and the economy of developing countries | <ul style="list-style-type: none"> ➤ Class discussion ➤ Explanation by teacher ➤ Research on developing countries | <ul style="list-style-type: none"> ➤ Textbook ➤ Black/White board ➤ Journals on globalisation ➤ Class discussion | <ul style="list-style-type: none"> ➤ Response from the questions asked by the teacher |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|---|---|--|
| | <p>and Sierra Leone to be specific</p> <ul style="list-style-type: none"> ➤ Discuss or explain globalisation in relation to Sierra Leone and its development | | | |
| <p>ECONOMIC INTEGRATION</p> <ul style="list-style-type: none"> ➤ Meaning of economic integration ➤ Aims of economic integration ➤ Forms of economic integration/cooperation ➤ Preferential area ➤ Free trade area ➤ Customs union ➤ Common market ➤ Economic union ➤ International economy organisations: ECOWAS, AU, EU | <p>Students/pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Understand the role of economic integration and how they are important to the economy of developing countries and Sierra Leone to be specific ➤ Explain the roles of economic unions and their effect to Sierra Leone | <ul style="list-style-type: none"> ➤ Place students into groups to represent the different economic unions ➤ Display of charts/Diagrams | <ul style="list-style-type: none"> ➤ Black/White board ➤ Textbook ➤ Journals/Publication on economic integration | <ul style="list-style-type: none"> ➤ Group discussions/ Presentation ➤ Class reading and explanation by pupils ➤ Assessment/ Assignment |
| <p>HUMAN RESOURCE MANAGEMENT</p> <ul style="list-style-type: none"> ➤ Nature, meaning and function of human resource management ➤ Objectives of human resource management ➤ Manpower planning | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ The meaning of human resource management and its relevance in any organisation or business | <ul style="list-style-type: none"> ➤ Guide students to have knowledge on the meaning of human resource management | <ul style="list-style-type: none"> ➤ Textbook ➤ Publications on human resource management ➤ Black/White board ➤ Charts/Diagram ➤ Groupings | <ul style="list-style-type: none"> ➤ Class discussion ➤ Reading or interpretation of charts ➤ Response from students ➤ Assessment/ Assignment ➤ Role play |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|---------------------|---------------------------------|
| <ul style="list-style-type: none"> ➤ Factors influencing organisations demand for personnel ➤ Recruitment of employees ➤ Job analysis ➤ Sources of recruitment ➤ Application Forms ➤ Employment requirement ➤ Selection process ➤ Job offer ➤ Induction or orientation of employees ➤ Formation of contact of employment ➤ Duties of employee ➤ Duties of employer ➤ Education, training and development ➤ Transfer ➤ Promotion ➤ Demotion ➤ Labour turnover ➤ Circumstances for employee's dismissal ➤ Circumstances for an employee's termination of service ➤ Wage and Salaries administration | <ul style="list-style-type: none"> ➤ Have thorough knowledge on the principles and practices of human resources and practice of human resource management ➤ Outline or explain the functions of human resource management in businesses or organisations ➤ Know the steps in the recruitment process and the sources that are available ➤ The role of the human resource department and manager in dealing with employees in an organisation or business (training, promotion, demotion, salary and dismissal) | <ul style="list-style-type: none"> ➤ Use a chart to illustrate the recruitment process of an employee in an organisation ➤ Use students to show the role of a human resource manager in an organisation | | |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|--|--|
| <ul style="list-style-type: none"> ➤ Employee benefits/Fringe benefits ➤ Health/safety welfare ➤ Performance appraisal ➤ Moral ➤ Industrial injuries ➤ Human relations | | | | |
| <p>LABOUR AND INDUSTRIAL RELATIONS</p> <ul style="list-style-type: none"> ➤ Meaning of labour ➤ Industrial relations ➤ Trade unions ➤ Employers' association ➤ Collective bargaining ➤ Joint consultation in industrial conflicts ➤ Labour department | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Discuss and explain the meaning of industrial relations and labour relation ➤ Describe trade unions and their functions and importance to, businesses and workers ➤ Explain industrial conflicts between management and trade unions | <ul style="list-style-type: none"> ➤ Guide students on the meaning of labour and industrial relations through explanation ➤ How to manage conflict in an organisation | <ul style="list-style-type: none"> ➤ Textbook ➤ Black/White board ➤ Trade union documents | <ul style="list-style-type: none"> ➤ Assessment/ Assignment ➤ Class discussion ➤ Individual participation |
| <p>FUNDAMENTALS OF PRODUCTION MANAGEMENT</p> <ul style="list-style-type: none"> ➤ Production/operation management ➤ Importance of production/operation management | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Differentiate production/operation and production/operation management ➤ Analyse and state the importance of | <ul style="list-style-type: none"> ➤ Visitation to site areas to study the different factors of production/operation management ➤ Illustrate with a diagram the | <ul style="list-style-type: none"> ➤ Textbook ➤ Charts/Diagrams ➤ Black/White board ➤ Excursion ➤ Role play ➤ Groups ➤ Class discussion | <ul style="list-style-type: none"> ➤ Class question and answer time ➤ Response from the students on the different demonstrations |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|--|---------------------|---------------------------------|
| <ul style="list-style-type: none"> ➤ Forms of production/operation management ➤ Factors of production/operation management ➤ Characteristics and role of the factors of production/operation ➤ Types of production/operation ➤ Production planning and control ➤ Division of labour and specialisation | <ul style="list-style-type: none"> production/operation management ➤ Guide students to distinguish between forms of production and factors of production ➤ Analyse the role of the factors and forms of production in today's business ➤ Discuss the meaning of division of labour and specialisation, advantages and disadvantages ➤ The importance of division of labour and specialisation in today's business | <ul style="list-style-type: none"> production aspect of the management ➤ Students be placed in groups to represent the different forms and factors of production ➤ Role play on division of labour and specialisation | | |

SENIOR SECONDARY YEAR – SS_3_TERM 2: FUNCTIONAL AREAS OF MANAGEMENT (2)

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|--|---|--|--|
| <p>PRINCIPLES OF MARKETING MANAGEMENT</p> <ul style="list-style-type: none"> ➤ Nature of marketing ➤ Importance and functions of marketing ➤ Types of market | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Explain the meaning of marketing ➤ Discuss the importance and | <ul style="list-style-type: none"> ➤ Explains the marketing concept ➤ Students participate in | <ul style="list-style-type: none"> ➤ Textbooks ➤ Market products | <ul style="list-style-type: none"> ➤ Describe the marketing mix ➤ Explain the methods of promotion and pricing of products in the market |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|---|---|
| <ul style="list-style-type: none"> ➤ Marketing research ➤ Market segmentation ➤ Marketing mix ➤ Product, planning and development ➤ Product life cycle ➤ Packaging, Product mix, and branding ➤ Product adoption process ➤ Importance of new products ➤ Pricing ➤ Promotion strategy ➤ Advertising, Place (Distribution), Warehousing | <p>functions of marketing in an economy</p> <ul style="list-style-type: none"> ➤ Describe various pricing and identify the marketing activities associated with place | <p>discussion on sales and marketing</p> <ul style="list-style-type: none"> ➤ Visit a market and compare the prices of similar products ➤ The teacher should bring a packaged product to class | | |
| <p>BUSINESS FINANCE</p> <ul style="list-style-type: none"> ➤ Nature of business finance ➤ Sources of business finance ➤ Short term sources of business finance ➤ Medium term sources of business finance ➤ Long term sources of business finance | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Understand and define the nature of business finance ➤ Identify and explain the sources of short-, medium- and long-term finance available to a business | <ul style="list-style-type: none"> ➤ Guide students on the nature of business finance ➤ Discussion and giving of examples on the sources of business finance | <ul style="list-style-type: none"> ➤ Textbook ➤ Class discussion ➤ Publications on business finance of an organisation | <ul style="list-style-type: none"> ➤ Class discussion ➤ Assessment/Assignment |



SENIOR SECONDARY YEAR – SS_3_TERM 3: ENREPRENEURSHIP AND SMALL BUSINESS

| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|--|--|--|
| PRINCIPLES OF MARKETING MANAGEMENT <ul style="list-style-type: none"> ➤ Nature of marketing ➤ Importance and functions of marketing ➤ Types of market ➤ Marketing research ➤ Market segmentation ➤ Marketing mix ➤ Product, planning and development ➤ Product life cycle ➤ Packaging, Product mix, and branding ➤ Product adoption process ➤ Importance of new products ➤ Pricing ➤ Promotion strategy ➤ Advertising, Place (Distribution), Warehousing | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Explain the meaning of marketing ➤ Discuss the importance and functions of marketing in an economy ➤ Describe various pricing and identify the marketing activities associated with place | <ul style="list-style-type: none"> ➤ Explains the marketing concept ➤ Students participate in discussion on sales and marketing ➤ Visit a market and compare the prices of similar products ➤ The teacher should bring a packaged product to class | <ul style="list-style-type: none"> ➤ Textbooks ➤ Market products | <ul style="list-style-type: none"> ➤ Describe the marketing mix ➤ Explain the methods of promotion and pricing of products in the market |
| BUSINESS FINANCE <ul style="list-style-type: none"> ➤ Nature of business finance ➤ Sources of business finance | Students/Pupils should be able to: <ul style="list-style-type: none"> ➤ Understand and define the nature of business finance | <ul style="list-style-type: none"> ➤ Guide students on the nature of business finance | <ul style="list-style-type: none"> ➤ Textbook ➤ Class discussion | <ul style="list-style-type: none"> ➤ Class discussion ➤ Assessment/Assignment |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|---|--|---|---|--|
| <ul style="list-style-type: none"> ➤ Short term sources of business finance ➤ Medium term sources of business finance ➤ Long term sources of business finance | <ul style="list-style-type: none"> ➤ Identify and explain the sources of short-, medium- and long-term finance available to a business | <ul style="list-style-type: none"> ➤ Discussion and giving of examples on the sources of business finance | <ul style="list-style-type: none"> ➤ Publications on business finance of an organisation | |
| <p>ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> ➤ Nature and definition of entrepreneurship ➤ Characteristics of entrepreneur ➤ Reasons for growth in entrepreneurship in recent years ➤ The role/functions of entrepreneurs ➤ Problems of entrepreneurs in developing countries ➤ Causes of business failure ➤ Ways of entering business ➤ Business plan ➤ Sources of finance for business ➤ Advantages of entrepreneurship ➤ Disadvantages of entrepreneurship ➤ Record keeping | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Define entrepreneurship ➤ Differentiate between an entrepreneur and entrepreneurship ➤ Know the growth of entrepreneurship in developing countries and Sierra Leone to be specific ➤ Know the failures/problems or challenges entrepreneurs face in developing countries and Sierra Leone to be specific ➤ Draw business plan and how the sources are acquired to finance businesses | <ul style="list-style-type: none"> ➤ Class discussions ➤ Questions on the topic ➤ Using research materials on entrepreneurship ➤ Guiding students on how to draw a business plan and how to secure finance for the business | <ul style="list-style-type: none"> ➤ Textbook ➤ Research materials on entrepreneurship ➤ Black/White board | <ul style="list-style-type: none"> ➤ Assessment/ Assignment ➤ Response from questions asked in class ➤ Class/Individual participation |



| Topic/Theme/Unit | Expected learning outcomes | Recommended teaching methods | Suggested resources | Assessment of learning outcomes |
|--|---|--|---|---------------------------------|
| <ul style="list-style-type: none"> ➤ Time management | <ul style="list-style-type: none"> ➤ Know how to keep record of a business and to manage time | | | |
| <p>SMALL BUSINESS MANAGEMENT</p> <ul style="list-style-type: none"> ➤ Introduction and meaning of small business management ➤ Types of small- scale businesses ➤ Formation of small- scale businesses ➤ Problems of small- scale businesses ➤ Reasons for growth of small businesses ➤ Why small businesses fail ➤ Why people setup their own businesses | <p>Students/Pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Categorise small business and describe how they are formed ➤ Differentiate between types of small business ➤ Discuss how small business growth increases or fails | <ul style="list-style-type: none"> ➤ Visit to a business area to identify the different types of small business that operates in the country ➤ Class demonstration on how to setup a business ➤ Thorough explanation should be done by the teacher for better understanding of the students | <ul style="list-style-type: none"> ➤ Textbook ➤ Excursion ➤ Class presentation | |
| <p>CASE STUDY</p> <ul style="list-style-type: none"> ➤ Meaning of case study ➤ Guidelines for answering case study ➤ Sample of cases | | | | |