



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **ECONOMIC HISTORY SYLLABUS**

**FORMS 1 - 4**

**2015 - 2022**

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## 1.0 PREAMBLE

### 1.1 Introduction

The Economic History syllabus covers the first four years of Secondary education. It provides learners with an understanding of production, consumption, and exchange of goods and services in the pre-colonial, colonial and post-colonial periods. It also assesses economic developments and their impact on Zimbabwean society. The syllabus fosters an understanding and appreciation of economic indigenisation, empowerment, gender sensitivity, democratisation of resources including Unhu/Ubuntu/Vumunhu (societal norms and values) and instils patriotism. It enables learners to acquire an informed and critical understanding of economic dynamics as they develop the nation. The syllabus promotes in learners the realisation that resources in Zimbabwe are for all Zimbabweans. In addition, the syllabus raises an awareness of the need to sustainably utilise and conserve our economic heritage.

### 1.2 Rationale

This syllabus focuses on economic developments from the pre-colonial era to post-colonial Zimbabwe within the context of economic development in the international community. It is concerned with the ways and means by which a society gains its subsistence, organises its industries, trades, financial institutions, communications, conditions of labour, resource exploitation and consumption, land tenure systems and methods of agriculture. The study of Economic History seeks to produce a learner who is pro-active, productive, adds value to the community and is endowed with important life skills like conflict resolution, creative business and vocation as well as an analysis of past and contemporary economic developments. In addition, the syllabus promotes in learners the importance of protecting the national economic heritage and sovereignty of Zimbabwe, as well as the need for a harmonious economic relationship with the wider world. It responds to the need for skills development, economic empowerment, responsible citizenship, Unhu/Ubuntu/Vumunhu (societal norms and values) and patriotism. The methodologies employed in this syllabus are inclusive and learner-centred.

### 1.3 Summary of Content

The syllabus covers the historical development of Zimbabwe's economic systems and their evolution from the early economic models to the colonial and post-colonial eras. It conceptualises economic history and looks at the development of capitalism, economic domination and industrialisation from pre-colonial to present Zimbabwe. It ensures sustenance of the country's economic heritage through an appreciation of the struggle for economic emancipation. The syllabus enables learners to draw lessons from the transforming economic models and environments through different times, places and societies.

The Economic History syllabus enables learners to develop skills in:

- Resource management
- Heritage preservation
- Enterprise
- Problem solving
- Critical thinking
- Technology and innovation
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Communication

### 1.4 Assumptions

It is assumed that learners:

- Are aware of what constitutes wealth
- Are aware of some economic modes of production
- Are aware of land as a means of production
- Are aware of various types of minerals available in the country
- Come from economically active communities
- Have general knowledge about the causes of colonisation
- Have general knowledge of the armed struggle
- Have knowledge of various forms of craft work
- Have some communication skills
- Are aware of folklores

### 1.5 Cross-cutting themes

- Gender
- Children's rights and Responsibilities
- Crisis management

- Financial Literacy
- Sexuality, HIV and AIDS Education
- Child Protection
- Heritage Studies
- Human Rights
- Economic Collaboration
- Environmental issues
- Disaster risk management

## 2.0 PRESENTATION OF SYLLABUS

The Economic History Syllabus is presented as a single document which covers Forms 1 – 4.

## 3.0 AIMS

The syllabus enables learners to:

- develop an interest in, and enthusiasm for, the study of Economic History
- develop appropriate skills and tools of analysing and providing solutions to economic dynamics
- understand how colonisation and resistance to it have influenced economic relations between Zimbabwe and other nations
- appreciate patriotism, economic indigenisation and empowerment through visiting historical sites as well as involvement in local and national economic events such as Agricultural Shows, Trade Fairs, Field Days and Exhibitions
- create an awareness of how class differences have produced conflicts
- nurture Unhu/Ubuntu/Vumunhu (societal norms and values) through participation in various economic activities
- understand the importance of sustainable resource management on the country's economic development
- assess the role of international institutions in the Zimbabwe economy

## 4.0 SYLLABUS OBJECTIVES

By the end of Form 4 learners should be able to:

- define the term Economic History
- explain concepts of Economic History
- demonstrate enterprise skills to improve the quality of life of individuals, families and the nation

- examine ways of managing natural resources for sustainable economic development
- participate in local and national economic events
- explain economic policies in Zimbabwe since the pre-colonial era
- compare the different means and modes of production in Zimbabwe and other countries
- assess the impact of the First and Second Chimurenga/Umvukela on Zimbabwe's economic development
- explain how Zimbabwe's membership in regional economic blocs and international financial organisations has impacted on economic development
- demonstrate the concept of Unhu/Ubuntu/Vumunhu in economic development in Zimbabwe
- use ICT in the study of Economic History

## 5.0 METHODOLOGY AND TIME ALLOCATION

The teaching of Economic History will be accomplished through the use of the following learner-centred and multi-sensory approaches

### Methodology

- Research
- Project
- Debate
- Work-related learning
- Educational tours
- Case study
- Group discussions
- Discovery
- E- learning
- Gallery walk
- Exhibitions
- Observations
- Drama, song and poetry
- Games and Quizzes
- Modelling and drawing
- Video and film shows
- Role play
- Simulation
- Resource person
- Folklore

The above suggested methods are enhanced through the application of the principles of collaboration, concreteness, stimulation and self-activity.

### **Time Allocation**

For the successful and effective coverage of this syllabus, 5 periods of 35-40 minutes should be allocated per week. Learners should go on educational tours twice a year and one week of continuous work-related learning per year. They should also participate in one exhibition or festival per year.

- Indigenisation, Empowerment and Enterprise Skills
- International Economic Relations

## **6.0 TOPICS**

- Conceptualisation of economic history
- Economic Systems in Zimbabwe
- Industrialisation In Zimbabwe Since The Stone Age
- Development Of Capitalism
- Economic Domination of Pre- Colonial Zimbabwe
- Colonisation Of Zimbabwe
- Economic Systems in Colonial Zimbabwe
- Colonial Economic Domination and the First Chimurenga/Umvukela in Zimbabwe
- Industrial Developments in Zimbabwe Since The Colonial Era
- Economic Domination and the Second Chimurenga/Umvukela In Zimbabwe
- Economic Developments in Zimbabwe Since 1980
- Resource Management and Utilisation

## 7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Conceptualisation of economic history	<ul style="list-style-type: none"> <li>Introduction to economic history</li> </ul>		<ul style="list-style-type: none"> <li>Economic thinking before the 20<sup>th</sup> century</li> <li>Economic thinking in the 20<sup>th</sup> century</li> <li>New economic thinking</li> </ul>	
Economic Systems in Zimbabwe	<ul style="list-style-type: none"> <li>Economic organisation of pre-colonial societies</li> <li>Means and modes of production of pre-colonial societies</li> <li>Conservation systems of pre-colonial societies</li> </ul>		<ul style="list-style-type: none"> <li>Economic organisation of pre-colonial societies</li> <li>Means and modes of production of pre-colonial societies</li> <li>Conservation and preservation systems of pre-colonial societies</li> </ul>	
Industrialisation in Zimbabwe in The Stone Age and the Iron Age	<ul style="list-style-type: none"> <li>Early Industrialisation: Stone Age</li> <li>Early Industrialisation: Iron Age</li> </ul>		<ul style="list-style-type: none"> <li>Early industrialisation: The Stone Age and the Iron Age</li> </ul>	
Development Of Capitalism	<ul style="list-style-type: none"> <li>Merchant capitalism in pre-colonial Zimbabwe</li> </ul>			
Economic Domination Of Pre- Colonial Zimbabwe	<ul style="list-style-type: none"> <li>The Prazo System and African Response</li> </ul>			
Colonisation Of Zimbabwe		<ul style="list-style-type: none"> <li>The colonisation process</li> <li>Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela (1896-7)</li> </ul>		
Economic Systems in Colonial Zimbabwe		<ul style="list-style-type: none"> <li>Capitalism in the colonial period</li> <li>Colonial labour market</li> <li>African agriculture in colonial Zimbabwe</li> <li>African response to colonial economic exploitation</li> </ul>		<ul style="list-style-type: none"> <li>Features of the colonial economy</li> <li>Gender and the colonial economy</li> </ul>



TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Industrial Developments In Zimbabwe Since The Colonial Era</b>		<ul style="list-style-type: none"> <li>Industrial developments in the colonial period to 1953</li> <li>Industrial Developments during the Federation of Rhodesia and Nyasaland (1953-1963) and the Unilateral Declaration of Independence (UDI) (1965-1979)</li> <li>Industrial developments since 1980</li> </ul>		
<b>Colonial Economic Domination And the Second Chimurenga/Umvukela Zimbabwe</b>		<ul style="list-style-type: none"> <li>The Second Chimurenga/Umvukela (1966-1979)</li> </ul>		<ul style="list-style-type: none"> <li>The Second Chimurenga/Umvukela 1966-1979</li> </ul>
<b>Economic Domination- the First Chimurenga/Umvukela In Zimbabwe</b>			<ul style="list-style-type: none"> <li>The Prazo System and African Response</li> <li>Treaties and colonisation</li> <li>Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela (1896-7)</li> </ul>	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Economic Developments In Zimbabwe Since 1980				<ul style="list-style-type: none"> <li>• Economic achievements and challenges since 1980</li> <li>• Colonial economic legacy in Zimbabwe (South Africa and Mozambique)</li> <li>• Land Reform Programmes since 1980</li> <li>• Economic sanctions in Zimbabwe</li> <li>• Comparison of Land acquisition programmes (South Africa and Mozambique)</li> </ul>
Indigenisation, Empowerment And Enterprise Skills				<ul style="list-style-type: none"> <li>• Indigenisation of the Economy</li> </ul>
Economic Policies Since 1980		<ul style="list-style-type: none"> <li>• Land Reform Programmes since 1980</li> <li>• Economic policies</li> </ul>		
Resource Management And Utilisation		<ul style="list-style-type: none"> <li>• Value Addition And Beneficiation</li> <li>• Ethics in economic development</li> <li>• Protection of Intellectual Property</li> </ul>		<ul style="list-style-type: none"> <li>• Value addition and beneficiation</li> <li>• Ethics in economic development</li> <li>• Protection of Intellectual Property</li> </ul>
International Economic Relations				<ul style="list-style-type: none"> <li>• Economic relations between Zimbabwe and the international community</li> <li>• Colonial economic legacy in Zimbabwe, South Africa and Mozambique)</li> </ul>

## 8.0 COMPETENCY MATRIX FORM 1

### TOPIC 1: CONCEPTUALISATION OF ECONOMIC HISTORY

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction to economic history	<ul style="list-style-type: none"> <li>define economic history</li> <li>describe key concepts in economic history</li> </ul>	<ul style="list-style-type: none"> <li>Economic history</li> <li>Concepts of economic history such as:                             <ul style="list-style-type: none"> <li>means and modes of production</li> <li>communalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining economic history</li> <li>Discussing key concepts in economic history</li> <li>Undertaking project work on economically active sites</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> </ul>

### TOPIC 2: ECONOMIC SYSTEMS IN ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Economic organisation of pre-colonial societies	<ul style="list-style-type: none"> <li>identify pre-colonial economic activities</li> <li>describe the economic activities of pre-colonial societies</li> </ul>	<ul style="list-style-type: none"> <li>Economic activities of:                             <ul style="list-style-type: none"> <li>San</li> <li>Khoi khoi</li> <li>Great Zimbabwe</li> <li>Mutapa</li> <li>Rozvi</li> <li>Ndebele</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing pre-colonial economic activities</li> <li>Discussing the economic activities</li> <li>Role playing some of the pre-colonial economic activities</li> <li>Undertaking a project on indigenous economic activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> <li>Pictures</li> </ul>
Means and modes of production of pre-colonial societies	<ul style="list-style-type: none"> <li>state the means and modes of production in the pre-colonial societies</li> <li>outline the characteristics of each mode of production</li> </ul>	<ul style="list-style-type: none"> <li>Means and modes of production</li> <li>Characteristics of different modes of production such as :                             <ul style="list-style-type: none"> <li>Feudalism (Prazo System)</li> <li>Slavery</li> <li>Communalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing various means and modes of production</li> <li>Discussing the characteristics of modes of production</li> <li>Conducting educational tours to economically active sites</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> <li>films</li> </ul>

**TOPIC 2: ECONOMIC SYSTEMS IN ZIMBABWE CONTD..**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Conservation systems of pre-colonial societies	<ul style="list-style-type: none"> <li>state the conservation and preservation methods used by pre-colonial societies</li> <li>describe the conservation methods explain indigenous knowledge systems</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and preservation methods</li> <li>Indigenous knowledge in systems for example in medicine, birth control and others</li> </ul>	<ul style="list-style-type: none"> <li>Listing taboos and totems as ways of conservation</li> <li>Describing preservation and conservation methods</li> <li>Discussing effectiveness of conservation methods</li> <li>Conducting a project on indigenous food preservation methods</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>Resource person</li> <li>MP 4 recorder Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> <li>Museum</li> </ul>

**TOPIC 3: INDUSTRIALISATION IN ZIMBABWE IN THE STONE AGE AND THE IRON AGE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Early industrialisation: Stone Age	<ul style="list-style-type: none"> <li>define industrialisation in the stone age period</li> <li>list stone tools and weapons used by early societies in Zimbabwe</li> <li>explain the impact of stone age technology on economic development</li> <li>describe Stone Age industries</li> </ul>	<ul style="list-style-type: none"> <li>Industrialisation in the Stone Age</li> <li>Tools and weapons</li> <li>Impact of stone age technology</li> <li>Stone age industries such as:                             <ul style="list-style-type: none"> <li>basketry</li> <li>tool making (wood and stone )</li> <li>skin scraping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the nature of early industrialisation</li> <li>Naming stone tools and weapons</li> <li>Discussing the impact of stone age technology</li> <li>Discussing stone age industries</li> <li>Touring museums</li> <li>Undertaking project work on Stone Age tools and weapons</li> <li>Modelling stone tools</li> </ul>	<ul style="list-style-type: none"> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> <li>Pictures</li> <li>ICT tools</li> </ul>
Early Industrialisation: Iron Age	<ul style="list-style-type: none"> <li>list iron tools and weapons used by Early Iron Age societies</li> <li>describe the industries of the iron age period</li> <li>explain the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Iron age tools and weapons</li> <li>Iron age industries</li> <li>Impact of iron age technology</li> </ul>	<ul style="list-style-type: none"> <li>Naming iron tools and weapons</li> <li>Discussing Early Iron Age Industries</li> <li>Drawing iron age tools and weapons</li> </ul>	<ul style="list-style-type: none"> <li>Museums</li> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder Talking books</li> <li>Sign language interpreters</li> </ul>

**TOPIC 3: INDUSTRIALISATION IN ZIMBABWE IN THE STONE AGE AND THE IRON AGE CONTD..**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	Iron Age societies <ul style="list-style-type: none"> <li>describe the industries of the iron age period</li> <li>explain the impact of iron age technology on economic development of pre-colonial societies</li> </ul>		<ul style="list-style-type: none"> <li>Describing the impact of iron age technology</li> <li>Touring exhibitions in the Gallery</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>Pictures</li> </ul>

**TOPIC 4: DEVELOPMENT OF CAPITALISM**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Merchant capitalism in pre-colonial Zimbabwe	<ul style="list-style-type: none"> <li>define merchant capitalism</li> <li>identify groups that took part in merchant capitalism on the Zimbabwean plateau</li> <li>describe how trade was conducted in pre-colonial Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Merchant capitalism</li> <li>Groups that participated in merchant capitalism</li> <li>Internal and external trade</li> </ul>	<ul style="list-style-type: none"> <li>Discussing merchant capitalism</li> <li>Identifying groups that participated in merchant capitalism</li> <li>Describing internal and external trade</li> <li>Role-playing barter trade</li> <li>Studying the map showing trade routes and Portuguese settlements</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailled material</li> <li>MP 4 recorder Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> <li>Pictures</li> <li>Map</li> </ul>

**TOPIC 5: ECONOMIC DOMINATION OF PRE- COLONIAL ZIMBABWE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>The Prazo System and African Response</b>	<ul style="list-style-type: none"> <li>• define the Prazo system</li> <li>• describe the methods used by the Portuguese to impose economic domination on the Zimbabwean plateau</li> </ul>	<ul style="list-style-type: none"> <li>• The Prazo System</li> <li>• Methods used by the Portuguese to impose economic domination</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the methods used by the Portuguese to dominate Africans on the Zimbabwean plateau</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• ICT tools</li> <li>• Brailled material</li> <li>• MP 4 recorder</li> <li>• Talking books</li> </ul>

## FORM 2

### TOPIC 1: COLONISATION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The colonisation process	<ul style="list-style-type: none"> <li>list treaties and terms signed between whites and Zimbabwean rulers</li> <li>describe colonisation process of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Treaties signed between whites and Zimbabwean rulers</li> <li>Colonisation of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the treaties and terms signed between whites and Zimbabwean rulers</li> <li>Outlining steps taken to occupy Zimbabwe</li> <li>Drawing the map showing the pioneer column route</li> <li>Simulating the Rudd Concession</li> <li>Singing songs about colonisation</li> <li>Undertaking project work on the colonisation of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Maps</li> <li>Brailed material</li> <li>MP 4 recorder Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> <li>Pictures</li> </ul>
Anglo-Ndebele War (1893-4) and the First Chimurenga (1896-7)	<ul style="list-style-type: none"> <li>describe the economic causes, events and results of the Anglo-Ndebele War and the First Chimurenga/Umvukela</li> <li>describe the economic role played by spirit mediums in the Anglo-Ndebele war and the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Causes, events and results of the Anglo-Ndebele war and the First Chimurenga/Umvukela</li> <li>Economic role played by spirit mediums in the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the causes, events and results the Anglo-Ndebele war and the First Chimurenga/Umvukela</li> <li>Simulating the economic role played by spirit mediums in the First Chimurenga/Umvukela</li> <li>Compiling pictorial history of the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>National archives</li> <li>Brailed material</li> <li>MP 4 recorder Talking books</li> <li>Sign language interpreters</li> <li>Resource person</li> <li>Pictures</li> </ul>

**TOPIC 2: ECONOMIC SYSTEMS IN COLONIAL ZIMBABWE**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners should be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Capitalism during the colonial period</b>	<ul style="list-style-type: none"> <li>define capitalism</li> <li>explain the features of capitalism during the colonial period in Zimbabwe</li> <li>describe capitalist activities during the colonial period in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Concept of capitalism</li> <li>Features of capitalism</li> <li>Capitalist activities during the colonial period in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Explaining capitalism</li> <li>Discussing the features of capitalism</li> <li>Outlining capitalist activities during the colonial period in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Brailed material</li> <li>Resource person</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> </ul>
<b>Colonial labour market</b>	<ul style="list-style-type: none"> <li>describe labour recruitment policies</li> <li>explain the nature of labour exploitation in colonial Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Labour recruitment policies (local and external labour)</li> <li>Labour exploitation in colonial Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Identifying colonial labour recruitment policies</li> <li>discussing the nature of labour exploitation in colonial Zimbabwe</li> <li>Dramatising labour challenges in the colonial economy</li> <li>Visiting old colonial hostels</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed materials</li> <li>Print media</li> <li>Resource person</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> <li>Songs</li> </ul>
<b>African agriculture in colonial Zimbabwe</b>	<ul style="list-style-type: none"> <li>identify legislation affecting African farmers in colonial Zimbabwe</li> <li>examine the response of African farmers to colonial agricultural policies</li> <li>outline the effects of colonial legislation on African agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Legislation affecting African farmers</li> <li>African response to colonial agricultural policies</li> <li>Effects of colonial legislation on African agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Stating the laws affecting African farmers in colonial Zimbabwe</li> <li>Role playing African response to colonial policies</li> <li>Describing the effects of colonial laws on African agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> </ul>



**TOPIC 2: ECONOMIC SYSTEMS IN COLONIAL ZIMBABWE CONTD..**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>African response to colonial economic exploitation</b>	<ul style="list-style-type: none"> <li>outline the different forms of response used by Africans</li> <li>describe the impact of African response to economic exploitation</li> </ul>	<ul style="list-style-type: none"> <li>Forms of African response to economic exploitation</li> <li>Impact of African response</li> </ul>	<ul style="list-style-type: none"> <li>Describing forms of response to colonial economic exploitation</li> <li>Explaining the impact of African response to economic exploitation</li> <li>Researching on forms of African response to economic exploitation</li> <li>Dramatising African response to economic exploitation</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Talking books</li> <li>Sign language interpreters</li> <li>Pictures</li> </ul>

**TOPIC 3: COLONIAL ECONOMIC DOMINATION AND THE SECOND CHIMURENGA/UMVUKELA**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>The Second Chimurenga/ Umvukela (1966-1979)</b>	<ul style="list-style-type: none"> <li>outline the economic causes, events and results of the Second Chimurenga/ Umvukela</li> <li>describe the economic role played by various groups</li> </ul>	<ul style="list-style-type: none"> <li>Causes, events and results of the Second Chimurenga/ Umvukela</li> <li>Economic role played by various groups in Chimurenga such as spirit mediums, other countries, churches, chiefs, African businessmen, peasants, and war collaborators in the Second/Chimurenga/ Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the causes, events and results of the Second Chimurenga/ Umvukela</li> <li>Explaining the economic role played by various groups in the Second Chimurenga/ Umvukela</li> <li>Watching films and documentaries on the Second Chimurenga /Umvukela</li> <li>Researching on the economic role played by spirit mediums</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>Brailed material</li> <li>ICT tools</li> <li>MP 4 recorders</li> <li>Films and documentaries</li> </ul>

**TOPIC 4:- ECONOMIC POLICIES SINCE 1980**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p><b>Land Reform Programmes since 1980</b></p>	<ul style="list-style-type: none"> <li>• describe the reasons for land reform</li> <li>• outline measures taken to address the land question</li> <li>• explain the impact of the land reform programmes in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for the land reform</li> <li>• Measures taken to address the land question</li> <li>• Impact of the land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining reasons for the land reform</li> <li>• Discussing measures taken to address the land question</li> <li>• Debating the impact of the land reform programmes in Zimbabwe</li> <li>• explaining the land reform programmes</li> <li>• Touring resettlement areas</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Brailled material</li> <li>• Resource person</li> <li>• MP 4 recorders</li> </ul>
<p><b>Economic policies</b></p>	<ul style="list-style-type: none"> <li>• identify economic policies since 1980</li> <li>• describe the economic policies</li> <li>• explain the impact of economic policies since 1980</li> </ul>	<ul style="list-style-type: none"> <li>• Economic policies such as:                             <ul style="list-style-type: none"> <li>-Economic Structural Adjustment Programme (ESAP)</li> <li>-Zimbabwe Programme for Economic and Social Transformation (ZIMPREST)</li> <li>-Millennium Development Goals (MDGs)</li> <li>- Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET)</li> </ul> </li> <li>• Impact of economic policies since 1980</li> </ul>	<ul style="list-style-type: none"> <li>• Stating the economic policies</li> <li>• Discussing the economic policies</li> <li>• Debating the impact of economic policies</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Brailled material</li> </ul>

**TOPIC 5: RESOURCE MANAGEMENT AND UTILISATION**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Value addition and beneficiation</b>	<ul style="list-style-type: none"> <li>define value addition and beneficiation</li> <li>describe the benefits of value addition and beneficiation</li> </ul>	<ul style="list-style-type: none"> <li>Concept of value addition and beneficiation</li> <li>Benefits of value addition and beneficiation</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the government's value addition and beneficiation policy</li> <li>Researching on the benefits of value addition and beneficiation</li> <li>Undertaking a project on value addition</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>MP4 recorder</li> <li>Brailed material</li> </ul>
<b>Ethics in economic development</b>	<ul style="list-style-type: none"> <li>state ethical principles for economic development</li> <li>describe the application of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Ethical principles for example                             <ul style="list-style-type: none"> <li>Anti-corruption</li> <li>Respect for the customer</li> <li>City by laws and national laws</li> <li>Cultural/religious consideration</li> <li>Ethics in business</li> </ul> </li> <li>Application of Ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Identifying ethical principles in business</li> <li>Explaining the application of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> <li>Tours</li> <li>MP4 recorders</li> <li>Brailed material</li> <li>Resource person</li> </ul>
<b>Protection of Intellectual Property</b>	<ul style="list-style-type: none"> <li>identify laws and regulations governing protection of intellectual property rights in Zimbabwe</li> <li>describe government's efforts in enforcing intellectual property rights</li> <li>explain the successes and challenges faced in protecting intellectual property rights</li> <li>outline the importance of protecting intellectual property rights</li> </ul>	<ul style="list-style-type: none"> <li>Laws and regulations governing intellectual property rights</li> <li>Government's efforts in enforcing the registration of intellectual property rights</li> <li>Successes and challenges faced in protecting intellectual property rights</li> <li>Importance of Intellectual property rights</li> </ul>	<ul style="list-style-type: none"> <li>Stating laws and regulations governing intellectual property</li> <li>Researching government efforts in enforcing intellectual property rights</li> <li>Discussing the successes and challenges faced in protecting intellectual property rights</li> <li>Researching on the importance of intellectual property rights</li> </ul>	<ul style="list-style-type: none"> <li>Brailed material and equipment</li> <li>Documentaries</li> <li>MP4 Recorders</li> <li>Talking books</li> <li>ICT tools</li> <li>Resource person</li> <li>Sign Language Interpreters</li> </ul>

**FORM 3**

**TOPIC 1: CONCEPTUALISATION OF ECONOMIC HISTORY**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Economic thinking before the 20<sup>th</sup> century (classical economic thinking)</b>	<ul style="list-style-type: none"> <li>define economic thinking before the 20<sup>th</sup> century</li> <li>describe the contributions of economic thinkers before the 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>Economic thinkers such as:                             <ul style="list-style-type: none"> <li>-Adam Smith</li> <li>-Karl Marx</li> <li>-Friedrich Engels</li> <li>-Thomas Malthus</li> </ul> </li> <li>Contributions of economic thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the contributions of economic thinkers before the 20<sup>th</sup> century</li> <li>Explaining the contributions of economic thinkers</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Brailed materials</li> </ul>
<b>Economic thinking in the 20<sup>th</sup> century (Neo- classical thinking)</b>	<ul style="list-style-type: none"> <li>define neo-classical economic thinking</li> <li>describe the contributions of the 20<sup>th</sup> century economic thinkers</li> <li>examine the relevance of the economic thinking to the Zimbabwean context</li> </ul>	<ul style="list-style-type: none"> <li>Neo-classical economic thinking</li> <li>Contributions of 20<sup>th</sup> century economic thinkers such as John Keynes</li> <li>Relevance of the economic thinking to the Zimbabwean context</li> </ul>	<ul style="list-style-type: none"> <li>Explaining neo-classical economic thinking</li> <li>Discussing the contributions of the 20<sup>th</sup> century economic thinkers</li> <li>Debating the relevance of the economic thinking to the Zimbabwean context</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Brailed materials</li> <li>MP 4 recorder</li> </ul>
<b>New economic thinking</b>	<ul style="list-style-type: none"> <li>identify emerging economic thinking</li> <li>describe the contributions of the emerging economic thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Emerging economic thinking such as modernisation and dependency theories</li> <li>Contributions of the emerging economic thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the emerging economic thinking</li> <li>Debating the contributions of the emerging economic thinkers</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Brailed materials</li> </ul>

**TOPIC 2:- ECONOMIC SYSTEMS IN ZIMBABWE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p><b>Economic organisation of pre-colonial societies</b></p>	<ul style="list-style-type: none"> <li>describe economic activities of pre-colonial societies</li> <li>explain the role played by economic activities in the development of societies</li> </ul>	<ul style="list-style-type: none"> <li>Economic activities of societies and states such as:                             <ul style="list-style-type: none"> <li>- the San</li> <li>- Khoi Khoi</li> <li>- Great Zimbabwe</li> <li>- Mutapa</li> <li>- Rozvi</li> <li>- Ndebele</li> </ul> </li> <li>Role of economic activities in the development of societies and states</li> </ul>	<ul style="list-style-type: none"> <li>Outlining economic activities</li> <li>Role playing some of the pre-colonial economic activities</li> <li>Undertaking a project on pre-colonial economic activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Pictures</li> </ul>
<p><b>Means and modes of production of pre-colonial societies</b></p>	<ul style="list-style-type: none"> <li>describe means and modes of production in pre-colonial societies</li> <li>outline the characteristics of each mode of production</li> </ul>	<ul style="list-style-type: none"> <li>Means and modes of production in pre-colonial societies</li> <li>Characteristics of different modes of production such as:                             <ul style="list-style-type: none"> <li>- Feudalism (Prazo System)</li> <li>- Slavery</li> <li>- Communalism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the various means and modes of production</li> <li>Describing the characteristics of each mode of production</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Pictures</li> </ul>
<p><b>Conservation and preservation systems by pre-colonial societies on natural environment</b></p>	<ul style="list-style-type: none"> <li>describe conservation and preservation methods used by pre-colonial societies on natural environment</li> <li>explain the various indigenous knowledge systems on preservation and conservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and preservation methods</li> <li>Indigenous knowledge systems</li> </ul>	<ul style="list-style-type: none"> <li>explaining methods used by pre-colonial societies to preserve and conserve the natural environment</li> <li>outlining indigenous knowledge systems on conservation and preservation of natural environment</li> <li>Conducting a project on indigenous food preservation methods</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>ICT tools</li> <li>Brailed material</li> <li>Museums</li> </ul>

**TOPIC 3:- INDUSTRIALISATION IN ZIMBABWE IN THE STONE AGE AND THE IRON AGE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Early industrialisation: The Stone Age and the Iron Age</b>	<ul style="list-style-type: none"> <li>outline the economic characteristics of the Stone Age and the Iron Age period</li> <li>describe the various industries of the stone age period</li> <li>explain the impact of stone age and iron age technology on economic development of pre-colonial societies</li> </ul>	<ul style="list-style-type: none"> <li>economic characteristics of the Stone Age and Iron Age period</li> <li>Stone Age and Iron Age industries</li> <li>Impact of stone age and iron age technology on economic development</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the characteristics of the Stone Age and Iron Age period</li> <li>Discussing the industries of the Stone Age and Iron Age period</li> <li>Visiting museums</li> <li>Researching on Stone Age and Iron Age tools and weapons</li> <li>Assessing the impact of the Stone Age and Iron Age technology on economic development</li> <li>Role playing division of labour between men and women</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Maps</li> <li>Brailed material</li> <li>Museums</li> <li>Pictures</li> <li>Realia</li> <li>Artefacts</li> </ul>

**TOPIC 4: ECONOMIC DOMINATION AND THE FIRST CHIMURENGA**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>The Prazo System and African Response</b>	<ul style="list-style-type: none"> <li>describe the methods used by the Portuguese to economically dominate Africans</li> <li>assess the impact of Portuguese economic domination on the Zimbabwe plateau</li> <li>examine the response of Africans to Portuguese domination</li> </ul>	<ul style="list-style-type: none"> <li>Methods used by the Portuguese to impose economic domination</li> <li>Impact of Portuguese economic domination</li> <li>African response to Portuguese economic domination</li> </ul>	<ul style="list-style-type: none"> <li>Discussing methods used by the Portuguese to economically dominate Africans on the plateau</li> <li>Evaluating the impact of Portuguese economic domination on the plateau</li> <li>Assessing African response to Portuguese economic domination</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>ICT tools</li> <li>Brailed material</li> <li>Maps</li> <li>Resource person</li> <li>MP 4 recorders</li> <li>pictures</li> </ul>

**TOPIC 4: ECONOMIC DOMINATION AND THE FIRST CHIMURENGA CONTD..**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners should be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Treaties and colonisation</b>	<ul style="list-style-type: none"> <li>• identify the economic causes of the colonisation of Zimbabwe</li> <li>• describe the terms of treaties signed between local rulers and Europeans</li> <li>• outline the steps taken by the British South Africa Company (BSAC) to colonise Zimbabwe</li> <li>• explain the economic impact of colonisation</li> </ul>	<ul style="list-style-type: none"> <li>• Economic causes</li> <li>• Terms of treaties signed between European and Zimbabwean rulers</li> <li>• Colonisation process</li> <li>• Economic impact</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining economic causes of colonisation</li> <li>• Discussing terms of the treaties signed</li> <li>• Explaining the steps taken by the BSAC to colonise Zimbabwe</li> <li>• Examining the economic impact of colonisation on Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Brailled material</li> <li>• Maps</li> <li>• Resource person</li> <li>• MP 4 recorders</li> </ul>
<b>Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela (1896-7)</b>	<ul style="list-style-type: none"> <li>• explain the economic causes, events and results of the Anglo-Ndebele war and the First chimurenga/Umvukela</li> <li>• describe the economic role played by spirit mediums and chiefs in the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• Economic causes, events and results of the Anglo-Ndebele War and the First Chimurenga/Umvukela</li> <li>• Economic role played by spirit mediums an chiefs in the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the economic causes, events and results of the Anglo-Ndebele war and the First Chimurenga/Umvukela</li> <li>• Examining the economic role played by spirit mediums and chiefs in the First Chimurenga/Umvukela</li> <li>• Compiling pictorial history of the First Chimurenga/Umvukela using ICT tools (project)</li> <li>• Watching documentaries and films on the war</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Films and documentaries</li> <li>• National archives</li> <li>• Resource person</li> </ul>

**FORM 4**

**TOPIC 1:- INDUSTRIAL DEVELOPMENT IN COLONIAL ZIMBABWE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p><b>Industrial development in the colonial period to 1953</b></p>	<ul style="list-style-type: none"> <li>Describe the expropriation and exploitation of natural and human resources in the colonial era</li> <li>Explain the methods of labour recruitment and African response during the colonial era</li> <li>evaluate the impact of industrialisation on African societies</li> </ul>	<ul style="list-style-type: none"> <li>Expropriation and exploitation of natural and human resources</li> <li>Labour recruitment methods and African response</li> <li>Impact of industrialisation on African societies</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the expropriation and exploitation of natural and human resources</li> <li>Describing the methods of labour recruitment and African response</li> <li>Assessing the impact of industrialisation on African societies</li> <li>Undertaking a research project on labour recruitment methods and working conditions during the colonial era</li> <li>Interviewing people who were present during that era</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Print media</li> <li>Presentations</li> <li>Brailed material</li> <li>Maps</li> <li>Pictures</li> </ul>
<p><b>Industrial Development during the Federation of Rhodesia and Nyasaland (1953-1963) and the Unilateral Declaration of Independence (UDI) (1965-1979)</b></p>	<ul style="list-style-type: none"> <li>outline the origins of the Federation and UDI</li> <li>describe the industrial developments that occurred during the Federation and UDI</li> <li>explain the economic impact of the Federation and UDI on Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Origins of the Federation/UDI</li> <li>Industrial developments during Federation and UDI</li> <li>Economic impact of the Federation and UDI on Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the origins of Federation/UDI</li> <li>Discussing the industrial developments of the Federation and UDI</li> <li>Evaluating the economic impact of the Federation and UDI on industrialization in Zimbabwe</li> <li>Drawing a map showing the Federation of Rhodesia and Nyasaland</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Print media</li> <li>Presentations</li> <li>Brailed material</li> <li>Maps</li> <li>pictures</li> </ul>



**TOPIC 2: ECONOMIC SYSTEMS IN COLONIAL ZIMBABWE**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Features of the colonial economy</b>	<ul style="list-style-type: none"> <li>describe the features of the colonial economy</li> <li>explain the effects of the colonial economic policies on Africans</li> </ul>	<ul style="list-style-type: none"> <li>Economic features such as:                             <ul style="list-style-type: none"> <li>-forced labour</li> <li>-taxation</li> <li>-land appropriation</li> </ul> </li> <li>Effects of colonial economic policies on Africans</li> </ul>	<ul style="list-style-type: none"> <li>Discussing features of the colonial economy</li> <li>Debating the effects of the colonial economic policies on Africans</li> <li>Illustrating the effects of the colonial economic policies on Africans</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Print media</li> <li>Brailed materials</li> <li>Pictures</li> </ul>
<b>Gender and the colonial economy</b>	<ul style="list-style-type: none"> <li>examine women's participation in the colonial economy</li> <li>assess the impact of the colonial economy on women</li> </ul>	<ul style="list-style-type: none"> <li>Participation of women in the colonial economy</li> <li>Impact of the colonial economy on women</li> </ul>	<ul style="list-style-type: none"> <li>Discussing women's participation in the colonial economy</li> <li>Examining the impact of the colonial economy on women</li> <li>Role playing women's participation in the colonial economy</li> </ul>	<ul style="list-style-type: none"> <li>Films and documentaries</li> <li>ICT tools</li> <li>Brailed material</li> <li>Resource person</li> <li>Pictures</li> </ul>
<b>The Second Chimurenga/Umvukela( 1966-1979)</b>	<ul style="list-style-type: none"> <li>describe the economic causes, events and results of the Second Chimurenga/Umvukela</li> <li>outline the economic role played by various groups in the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Economic causes, events and results of the Second Chimurenga/Umvukela</li> <li>Economic role played by various groups such as                             <ul style="list-style-type: none"> <li>-Spirit mediums</li> <li>-Chiefs</li> <li>-Religious groups</li> <li>-Urbanites</li> <li>-Other countries</li> <li>-Peasants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Outlining the economic causes, events and results of the Second Chimurenga/Umvukela</li> <li>Examining the role played by various groups in the Second Chimurenga/Umvukela</li> <li>Touring places of historical interest</li> <li>Interviewing war collaborators, detainees, ex-combatants and ex-Rhodesian soldiers</li> <li>Composing and singing songs of the Secondary Chimurenga/Umvukela</li> <li>Dramatizing battles of the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>Brailed material</li> <li>ICT tools</li> <li>MP 4 recorders</li> <li>Films and documentaries</li> </ul>

**TOPIC 3:- ECONOMIC DEVELOPMENTS IN ZIMBABWE SINCE 1980**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Economic achievements and challenges since 1980</b>	<ul style="list-style-type: none"> <li>outline economic achievements</li> <li>describe economic challenges faced by the country since 1991</li> <li>examine the methods used by the government and non-state actors to mitigate these challenges</li> </ul>	<ul style="list-style-type: none"> <li>Economic achievements</li> <li>Economic challenges</li> <li>State and non-state actors' efforts in addressing the challenges</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating economic achievements</li> <li>Examining economic challenges</li> <li>Assessing state and non-state response to economic challenges</li> <li>Researching on the economic challenges</li> <li>Touring formal and informal industries</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>Resource person</li> <li>MP 4 recorders</li> <li>Films and documentaries</li> </ul>
<b>Land Reform Programmes since 1980</b>	<ul style="list-style-type: none"> <li>describe the reasons for the land reform</li> <li>explain measures taken to address the land question</li> <li>assess the impact of the land reform programmes</li> <li>outline women's involvement in the land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for the land reform</li> <li>Measures taken to address the land question</li> <li>Impact of the land reform programmes</li> <li>Women's involvement in the land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the reasons for land reform</li> <li>Discussing measures taken to address the land question</li> <li>Discussing the land reform programmes</li> <li>Examining women's participation in land reform programmes</li> <li>Touring successful women land reform projects</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>Resource person</li> <li>MP 4 recorders</li> </ul>
<b>Economic sanctions in Zimbabwe</b>	<ul style="list-style-type: none"> <li>describe the reasons, nature and impact of economic sanctions imposed on Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Reasons, nature and impact of economic sanctions</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the reasons, nature and impact of the sanctions imposed on Zimbabwe</li> <li>Conducting a research project on Zimbabwe response to economic</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Brailed material</li> <li>Resource person</li> <li>MP 4 recorders</li> <li>Films and documentaries</li> </ul>

**TOPIC 3:- ECONOMIC DEVELOPMENTS IN ZIMBABWE SINCE 1980 CONTD..**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Land acquisition programmes (South Africa and Mozambique)</b>	<ul style="list-style-type: none"> <li>outline the methods used to redistribute land in South Africa and Mozambique</li> <li>describe the reasons for land reform programmes in the two countries</li> <li>evaluate the impact of the land reform programmes in the two countries</li> </ul>	<ul style="list-style-type: none"> <li>Methods used to redistribute land</li> <li>Reasons for the land reform programmes</li> <li>Impact of the land reform programmes</li> </ul>	<p>sanctions</p> <ul style="list-style-type: none"> <li>Describing the methods used to redistribute land in South Africa and Mozambique</li> <li>Discussing reasons for the land reform</li> <li>Assessing the impact of the redistribution of land in the two countries</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>MP 4 recording</li> <li>Brailed material</li> <li>Primary sources</li> </ul>
<b>Colonial economic legacy in Zimbabwe, South Africa and Mozambique</b>	<ul style="list-style-type: none"> <li>identify common economic challenges inherited by Mozambique, South Africa and Zimbabwe from the colonial period</li> <li>evaluate efforts made by the governments in mitigating the challenges</li> </ul>	<ul style="list-style-type: none"> <li>Common economic challenges inherited from the colonial period by Zimbabwe, South Africa and Mozambique</li> <li>Government efforts in mitigating the economic challenges</li> </ul>	<ul style="list-style-type: none"> <li>describing common economic challenges inherited from the colonial period</li> <li>examining efforts made by the government in mitigating the challenges</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>MP 4 recorder</li> <li>Brailed material</li> </ul>

**TOPIC 4:- INDIGENISATION, EMPOWERMENT AND ENTERPRISE SKILLS**

KEY CONCEPT	LEARNING OBJECTIVES: learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
indigenisation of the Economy	<ul style="list-style-type: none"> <li>• outline the indigenisation and empowerment policies</li> <li>• demonstrate business models that promote national pride</li> <li>• assess the impact of indigenisation and empowerment policies on the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenisation and empowerment policies</li> <li>• Business models that promote national pride</li> <li>• Impact of indigenisation and empowerment policies on the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing indigenisation and empowerment policies</li> <li>• Undertaking a business project that promotes national pride</li> <li>• Evaluating the impact of the indigenisation and empowerment policies</li> <li>• Touring home industries</li> <li>• Undertaking a project that utilises indigenous knowledge systems</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• MP 4 recording</li> <li>• Brailled material and equipment</li> <li>• Documentaries</li> <li>• Talking books</li> <li>• Resource person</li> <li>• Sign Language</li> <li>• Interpreters</li> </ul>

**TOPIC 5:- RESOURCE MANAGEMENT AND UTILISATION**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners should be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Value addition and beneficiation</b>	<ul style="list-style-type: none"> <li>explain the government's value addition and beneficiation policy</li> <li>evaluate the successes and challenges of the policy</li> </ul>	<ul style="list-style-type: none"> <li>Value addition and beneficiation policy</li> <li>Successes and challenges of the policy.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the government's value addition and beneficiation policy</li> <li>Researching on the successes and challenges of the policy</li> <li>Undertaking a project on value addition</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>MP4 recorder</li> <li>Brailed material and equipment</li> <li>Documentaries</li> <li>Talking books</li> <li>Resource person</li> <li>Sign Language Interpreters</li> </ul>
<b>Ethics in economic development</b>	<ul style="list-style-type: none"> <li>outline ethical principles for business</li> <li>evaluate the application of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>Ethical principles for business such as                             <ul style="list-style-type: none"> <li>Anti-corruption</li> <li>Respect for the customer</li> <li>City by laws and national laws</li> <li>Cultural/religious consideration</li> </ul> </li> <li>Application of business ethics</li> </ul>	<ul style="list-style-type: none"> <li>Discussing ethical principles in business</li> <li>Examining the application of ethics in business</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>MP 4 recording</li> <li>Brailed material and equipment</li> <li>Documentaries</li> <li>Talking books</li> <li>Resource person</li> <li>Sign Language Interpreters</li> </ul>
<b>Protection of Intellectual Property</b>	<ul style="list-style-type: none"> <li>identify laws and regulations governing protection of intellectual property in Zimbabwe</li> <li>describe government efforts in enforcing protection of intellectual property</li> <li>explain the successes and challenges faced in protecting intellectual property in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Laws and regulations governing protection of intellectual property</li> <li>Government efforts in enforcing the protection of intellectual property</li> <li>Successes and challenges faced in registering intellectual property</li> <li>Intellectual property rights</li> </ul>	<ul style="list-style-type: none"> <li>Outlining laws and regulations governing intellectual property</li> <li>Researching on government efforts towards enforcing the registration of intellectual property</li> <li>Assessing successes and challenges faced in registering intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>Brailed material and equipment</li> <li>Documentaries</li> <li>MP4 Recorders</li> <li>Talking books</li> <li>ICT tools</li> <li>Resource person</li> <li>Sign Language Interpreters</li> </ul>

**TOPIC 5:- RESOURCE MANAGEMENT AND UTILISATION CONTD..**

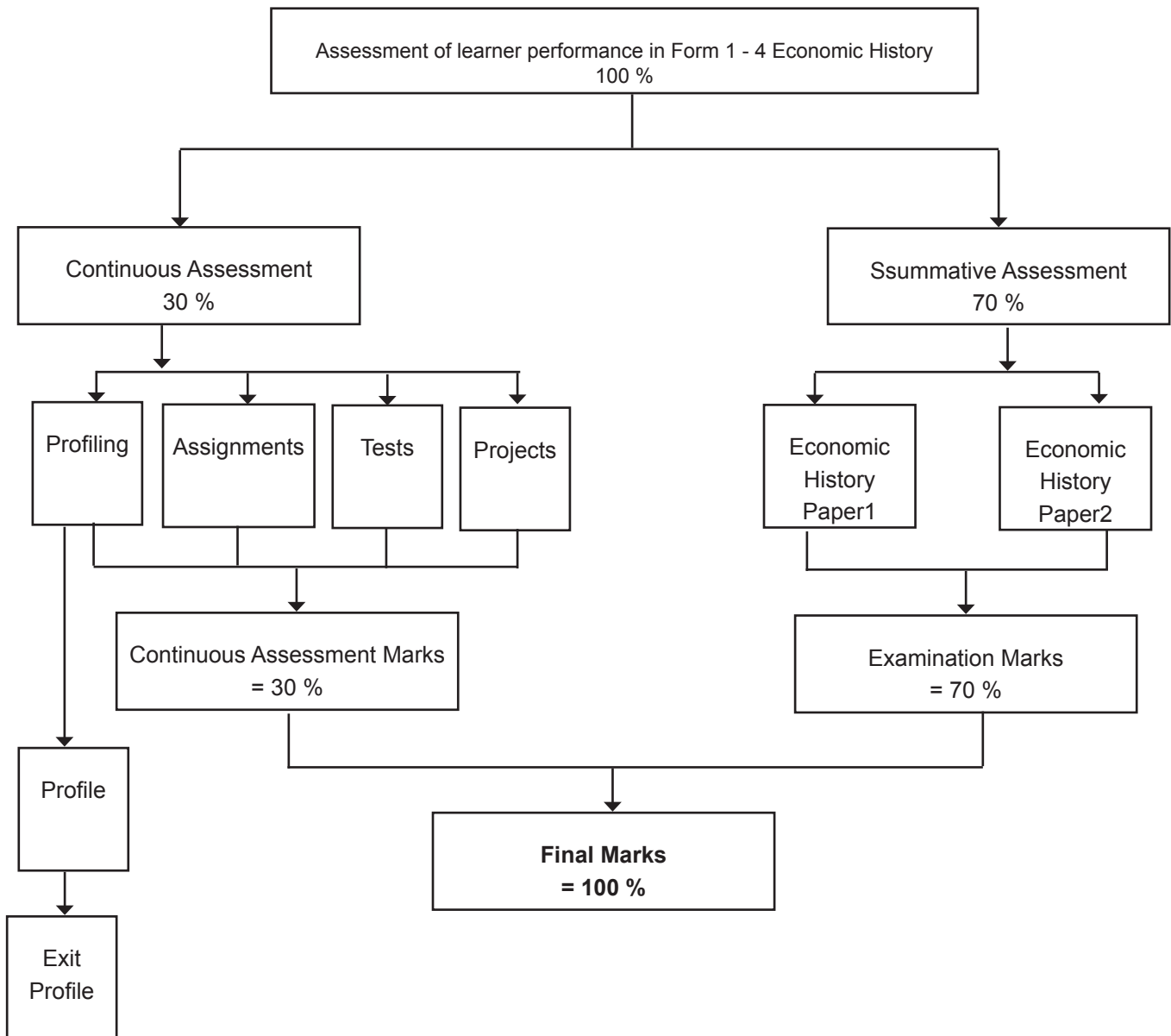
	<ul style="list-style-type: none"> <li>outline the importance of protecting intellectual property rights</li> </ul>		<ul style="list-style-type: none"> <li>Researching on the importance of intellectual property rights</li> </ul>	
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**TOPIC 6:- INTERNATIONAL ECONOMIC RELATIONS**

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Economic relations between Zimbabwe and the international community	<ul style="list-style-type: none"> <li>list the regional and international economic blocs to which Zimbabwe is a member</li> <li>describe the economic relations between Zimbabwe and the wider world</li> <li>assess the impact of economic relations between Zimbabwe and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Regional and international economic blocs</li> <li>Economic relations between Zimbabwe and wider world</li> <li>Impact of economic relations between Zimbabwe and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Identifying regional and international blocs to which Zimbabwe is a member</li> <li>outlining economic relations between Zimbabwe and the wider world</li> <li>Evaluating the impact of economic relations between Zimbabwe and the wider world</li> <li>Researching on Zimbabwe's trading partners</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Brailed material</li> <li>MP 4 recorder</li> <li>Map</li> </ul>

## 9 ASSESSMENT

### ASSESSMENT MODEL



The syllabus' scheme of assessment is grounded in the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments.

### **a ASSESSMENT OBJECTIVES**

By the end of the Form 1 - 4 Secondary Level, learners should be able to:

- explain Economic History concepts
- recall economic historical events in their context
- identify major economic developments in the history of Zimbabwe from pre- colonial to post- colonial period
- describe human involvement in economic activities from the pre-colonial to post- colonial period
- analyse historical economic policies, trends and events in the economic history of Zimbabwe
- interpret economic ideologies as they apply to Zimbabwe's economic history
- evaluate African responses to economic domination
- assess the impact of economic policies on Zimbabwean societies from pre-colonial to post – colonial period
- empathise with pre-colonial, colonial and post-colonial societies' economic experiences in order to make informed judgements
- apply skills of analysis in carrying out research projects
- demonstrate ICT skills in research projects
- determine possible solutions to economic challenges
- appreciate the economic heritage of Zimbabwe
- defend Zimbabwe's economic heritage
- trace industrialisation of Zimbabwe from the pre-colonial to post-colonial period

### **b SCHEME OF ASSESSMENT**

Economic History will be assessed continuously from Forms 1 - 4 through coursework and examination. Learners will be assessed in the following areas:

#### **Course work**

Course work will consist of project work and theory

#### **Practical Skills**

- Problem solving skills
- Leadership skills
- Evaluation skills,
- Communication skills,
- Originality and creativity,
- Collaboration skills
- Management skills
- Enterprise skills,
- Research skills,
- Analytical skills

#### **Theory**

Assignments

Writing exercises and tests



### Examinations

Title	Duration	Marks	Weighting (%)
<b>Paper 1: Economic History of Zimbabwe up to 1980</b>	2 hours	100	35%
<b>Paper 2: Economic History of Zimbabwe after 1980</b>	2 hours	100	35%
<b>Continuous Assessment</b>		100	30%
<b>Total</b>		300	100%

### SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

Paper	Economic Systems in pre-colonial Zimbabwe	Development of Capitalism	Industrialisation In Zimbabwe Since the Stone Age	Economic Domination of Pre-Colonial Zimbabwe	Colonisation Of Zimbabwe	Economic Systems in Colonial Zimbabwe	Colonial	Industrial Developments In Zimbabwe Since the Colonial Era	Economic Domination and African Response in Zimbabwe
	15%	8%	10%	10%	11%	11%	13%	11%	11%
Paper 2	Conceptualisation of economic history	Industrial Developments in Zimbabwe Since the Colonial Era	Economic Policies Since 1980	Resource Management and Utilisation	Economic Developments in Zimbabwe Since 1980	Indigenisation, Empowerment and Enterprise Skills	International Economic Relations		
	10%	15%	15%	16%	15%	15%	14%		

Economic History will be assessed using continuous and summative assessment.

Form of Assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

### 8.3 Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 1	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	5
Form 2	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	5
Form 3	Practical Assignment Theory Test Written Research Project	1 per term 1 per term 1 per year	10
Form 4	Theory Tests Written Research Project (continued from form 3)		10
Total			30

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

#### Paper Description

##### Paper 1

This paper has 15 essay questions from the Economic History of Zimbabwe up to 1980. Candidates are expected to answer any four questions. Each question carries 25 marks.

##### Paper 2

This paper has one optional source-based question and 14 essay questions from the Economic History of Zimbabwe from 1980. Each question carries 25 marks. Candidates are expected to answer any four questions.

#### Specification Grid

Skill	Paper 1	Paper 2
<b>Knowledge and understanding</b>	10	30
<b>Comprehension</b>	10	25
<b>Application and analysis</b>	30	20
<b>Synthesis and evaluation</b>	40	20
<b>Practical skills</b>	10	5
<b>Total</b>	100	100





