



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ECONOMIC HISTORY SYLLABUS

FORMS 5 - 6

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

The Economic History syllabus covers the last two years of secondary education (Forms 5 and 6). The first four years of secondary education laid a foundation for in-depth study of Economic History. This syllabus covers some of the earlier themes in greater depth and breadth and also introduces new themes. It focuses on economic developments in Zimbabwe, the region and the wider world. In order to safeguard Zimbabwe's important national heritage it is crucial for learners in Economic History to acquire skills and knowledge on how a society gains its subsistence, organises trade, business, financial institutions, employment creation and utilisation of resources such as land. The syllabus is also designed for learners from diverse backgrounds and also deals with the changing economic status of both men and women from the Stone Age to the present. It seeks to promote Unhu/Ubuntu/Vumunhu (societal norms and values) and to instil patriotism in the learner which are critical for nation-building and responsible citizenship.

1.2 Rationale

The syllabus provides learners with a critical understanding of production, consumption and exchange of goods and services in Zimbabwe, the region and the international community. It also fosters an understanding and appreciation of economic indigenisation, empowerment, gender sensitivity and democratisation of resources. In addition, the syllabus promotes in learners the realisation that there is need for sustainable utilisation and conservation of resources as our economic heritage. The understanding of Economic History helps the learners to make informed decisions and prepares them for diverse vocation and creative businesses. The methodologies employed in this syllabus are inclusive in their approach. It responds to the need for responsible citizenship, Unhu/Ubuntu/Vumunhu (societal norms and values) and patriotism.

1.3 Summary of Content

This learning area covers major themes in Zimbabwe's economic history and other parts of the world. It includes the study of indigenous economic systems, the economics of slavery and Slave Trade in Tropical Africa, the development of capitalism and economic thinking. It also conceptualises war and how it has shaped economies in the 19th and 20th centuries. Learners can also

draw lessons from the labour dynamics in Zimbabwe, international recessions and depressions, Zimbabwe's economic successes, challenges and solutions, health and economic developments, resource management and utilisation, formal and informal enterprise in Zimbabwe and China's involvement in Africa.

The Economic History syllabus enables learners to develop skills in:

- Problem solving
- Critical economic thinking
- Decision making
- Enterprise
- Value addition
- Conflict resolution
- Leadership and teamwork
- Self-management
- Management
- Communication
- Technology and innovation

1.4 Assumptions

It is assumed that learners:

- Have background knowledge of Economic History
- Are aware of basic concepts in Economic History
- Have some communication skills
- Have some knowledge on themes on Zimbabwe's Economic History
- Have general knowledge on the development of African economic thinking
- Are aware of different modes of production
- Have some knowledge of various forms of indigenous industries
- Have elementary knowledge about resource management and utilisation
- Have engaged in project work, co-operative work and self-assessment activities

1.5 Cross - cutting themes

- Financial literacy
- Economic collaboration
- Crisis management
- Environmental issues
- Human Rights
- Gender roles
- Children's rights and Responsibilities
- Sexuality, HIV/AIDS
- Child protection
- Heritage Studies

2.0 PRESENTATION OF SYLLABUS

The Economic History Syllabus is presented as a single document which covers Forms 5 – 6.

3.0 AIMS

The syllabus aims to:

- sustain interest in the study of Economic History
- develop appropriate skills and tools of analysing and providing solutions to economic dynamics
- inculcate a sense of patriotism through participating in local and national economic events
- promote economic indigenisation, democratisation of resources and gender empowerment through involvement in local and national economic events
- develop norms and values (Unhu/Ubuntu/Vumunhu) consistent with nation-building, resource and economic management
- create an awareness of how modes of production have shaped economic development

4.0 SYLLABUS OBJECTIVES

By the end of Form 6 learners should be able to:

- demonstrate the importance of the study of Economic History.
- explain theories of economic development
- demonstrate the acquired knowledge and enterprise skills in real life situations
- use ICT in the study of Economic History
- analyse ways of resource management and utilisation for sustainable economic development
- participate in local and national economic events such as Agricultural Shows, Trade Fair, Field Days and Festivals
- compare economic policies and their impact on economic development
- examine the development of different modes of production
- relate the concept of unhu/ubuntu/vumunhu to economic development
- examine the role of the international community on economic development
- assess the impact of conflicts on economic development
- inculcate interest in the study of economic history

for improvement of quality of lives

5.0 METHODOLOGY AND TIME ALLOCATION

The teaching of Economic History for Forms 5 and 6 will be accomplished through the use of the following learner-centred and multi-sensory approaches:

5.1 Methodology

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

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

5.2 Time Allocation

For the successful and effective coverage of this syllabus, 10 periods of 35 minutes should be allocated per week. Learners should go on educational tours twice a year, one exhibition or festival per year and continuous two weeks of work-related learning in productive sectors at Form 5 and two weeks at Form 6 in resource utilisation and conservation sectors.

6.0 TOPICS

1. Indigenous economic systems
2. Economics of slavery and Slave Trade in Tropical Africa

3. Development of capitalism
4. Development of economic thinking
5. War and the Economy in the 19th and 20th centuries
6. Labour dynamics in Zimbabwe
7. Recession and depression
8. Zimbabwe's Economic successes and challenges since 1980
9. Health and Economic Development since 1980
10. Resource management and utilization in Zimbabwe
11. Formal and informal enterprise in Zimbabwe
12. China and Africa's Economic Development

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 5	FORM 6
1. Indigenous economic systems	<ul style="list-style-type: none"> • Pre-colonial economic systems in Zimbabwe • The economy and indigenous knowledge systems in Zimbabwe • Industrialisation in pre-colonial Zimbabwe • Role of men and women in the indigenous economic systems in Zimbabwe 	<ul style="list-style-type: none"> • Indigenous currency systems in Uganda, Kenya, Tanzania and Zimbabwe
2. Economics of slavery and Slave Trade in tropical Africa		<ul style="list-style-type: none"> • Nature and forms of pre-colonial slavery in tropical Africa • Organisation of Slave Trade • Impact of the trans-Atlantic and Indian Ocean Slave Trade • Abolition of Slave Trade
3. Development of capitalism	<ul style="list-style-type: none"> • Merchant capitalism and its impact on the indigenous economy • The impact of colonization on indigenous economic systems • Settler capitalism and the colonial economy 	<ul style="list-style-type: none"> • Scramble and Partition of Africa • Post colonial African economic initiatives
4. Development of economic thinking		<ul style="list-style-type: none"> • Classical and neo-classical economic theories • New economic thinking (modernisation, dependence and sustainable development)
5. War and the Economy in the 19th and 20th centuries	<ul style="list-style-type: none"> • Economic impact of the Anglo- Ndebele War, 1893-4 • Impact of Chimurenga/Umvukela I and II on the economy 	<ul style="list-style-type: none"> • Effects of the Mozambican civil war on the Zimbabwean economy • Economic impact of the two World Wars on Southern Africa • Economic Impact of Cold war on Africa and Europe
6. Labour dynamics in Zimbabwe	<ul style="list-style-type: none"> • Gender and the labour market in the colonial period (1890-1980) • Labour policies in colonial Zimbabwe • Labour migration in post-colonial Zimbabwe 	

TOPIC	FORM 5	FORM 6
7. Recession and depression		<ul style="list-style-type: none"> • Boom, depression and recovery in America (1919-1945) - Lessons for Zimbabwe • World Recession in the 21st century and its impact on Southern Africa
8. Zimbabwe's Economic achievements and challenges since 1980	<ul style="list-style-type: none"> • Zimbabwe's economic achievements since 1980 • Zimbabwe's economic challenges since 1980 	
9. Health and Economic Development since 1980	<ul style="list-style-type: none"> • Diseases and their impact on Economic development • Responses of state and non-state players to pandemics and epidemics 	
10. Resource management and utilization in Zimbabwe	<ul style="list-style-type: none"> • Value addition and beneficiation • Ethics in economic development • Resource nationalism (control and ownership of resources) • Resource mortgaging • Sustainable resource utilisation 	
11. Formal and informal enterprise in Zimbabwe since 1980	<ul style="list-style-type: none"> • Liberalisation of the economy after 1990 • Growth of the Small to Medium Enterprises and implementation of the affirmative action policy in Zimbabwe • Challenges and prospects for the formal and informal sector • Impact of the Small to Medium Enterprises on economic development 	
12. China and Africa's Economic Development		<ul style="list-style-type: none"> • Accelerated industrialisation of China since 1976 • One country two systems – Taiwan, Hong Kong • Chinese economic activities in Africa since 1990: Zambia, Zimbabwe, Tanzania and South Africa

8.0 COMPETENCY MATRIX

FORM 5 AND 6

TOPIC 1: INDIGENOUS ECONOMIC SYSTEMS

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Pre-colonial economic systems	<ul style="list-style-type: none"> outline the pre-colonial economic activities evaluate the contribution of economic systems to economic development in pre-colonial Zimbabwe. 	<ul style="list-style-type: none"> Economic activities such as hunting and gathering, mining, trade, pastoralism, agriculture Contributions of economic systems to economic development 	<ul style="list-style-type: none"> Explaining the economic activities Discussing the contribution of economic systems to economic development in pre-colonial Zimbabwe Visiting monumental sites 	<ul style="list-style-type: none"> ICT tools Brailed material Resource persons National Archives Textbooks Pictures
The Economy and indigenous knowledge systems	<ul style="list-style-type: none"> assess the importance of indigenous knowledge systems on economic development Explain the various indigenous knowledge systems assess the impact of the indigenous knowledge systems on the economy 	<ul style="list-style-type: none"> Indigenous knowledge systems such as the totemic systems, granaries, taboos Impact of the indigenous knowledge systems on the economy 	<ul style="list-style-type: none"> Researching on various knowledge systems Debating the impact of the indigenous knowledge systems on the economy Visiting rock art sites Undertaking a project on indigenous knowledge systems 	<ul style="list-style-type: none"> Resource persons Written Zimbabwean literature ICT tools National Archives Rock art Textbooks Pictures
Indigenous currency systems (Uganda, Tanzania, Kenya, Zimbabwe)	<ul style="list-style-type: none"> assess the merits of the indigenous currency systems explain the various instances where barter trade was implemented evaluate the economic 	<ul style="list-style-type: none"> Indigenous currency systems for example in barter trade The various instances where the barter system was used The economic impact of 	<ul style="list-style-type: none"> Investigating types of indigenous currencies Outlining the usage of indigenous currency systems Assessing the economic impact 	<ul style="list-style-type: none"> ICT tools Salt Resource persons National Archives Cowrie shells Textbooks Artefacts

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to :-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	impact of the indigenous currency systems on African economies	the indigenous currency systems on African economies	of indigenous currency systems on African economies • Collecting pictures of indigenous currencies and artefacts	
Industrialisation in pre-colonial Zimbabwe	<ul style="list-style-type: none"> • explain the concept of industrialization • examine the stages of pre-colonial industrial development in Zimbabwe • compare pre-colonial and current industrial processes 	<ul style="list-style-type: none"> • The concept of industrialization • Stages of pre-colonial industrial development in Zimbabwe • Pre-colonial and current industrial processes 	<ul style="list-style-type: none"> • Identifying the characteristics of industrialization • Debating the stages of pre-colonial industrial development in Zimbabwe • Discussing industrial processes in pre-colonial and present Zimbabwe • Engaging in projects such as craft work 	<ul style="list-style-type: none"> • ICT tools • Textbook • Resource persons • Brailled material • Print media • Museums • A model of a furnace • Textbooks

TOPIC 2: ECONOMICS OF SLAVERY AND SLAVE TRADE IN TROPICAL AFRICA

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Nature of pre-colonial slavery in Tropical Africa	<ul style="list-style-type: none"> analyse the nature of pre-colonial slavery in tropical Africa compare domestic slavery in Africa with the Atlantic Slave Trade 	<ul style="list-style-type: none"> Nature of pre-colonial slavery Comparison of domestic slavery and Atlantic Slave Trade 	<ul style="list-style-type: none"> Simulating slavery Researching on the nature of slavery Role playing the Slave Trade Comparing domestic slavery and Atlantic slave trade 	<ul style="list-style-type: none"> Films Models of slave equipment ICT tools Resource persons Documentaries Textbooks Pictures
Organisation of the Slave Trade	<ul style="list-style-type: none"> Examine the reasons for the development of Trans-Atlantic Slave Trade explain the organisation of the Slave Trade 	<ul style="list-style-type: none"> Reasons for the development of Trans-Atlantic Slave Trade Organization of Slave Trade 	<ul style="list-style-type: none"> Researching on the development of Trans-Atlantic Slave Trade Discussing the organisation of the Trans-Atlantic Slave Trade 	<ul style="list-style-type: none"> Films Models of slave equipments ICT tools Resource persons Documentaries Textbooks Pictures
Impact of the Trans-Atlantic and Indian Ocean Slave Trade	<ul style="list-style-type: none"> asses the economic impact of the Trans-Atlantic and Indian Ocean Slave Trade on Africa, Europe and America compare the economic impact of trans-Atlantic Slave Trade with that of the Indian Ocean Slave Trade 	<ul style="list-style-type: none"> Economic impact of the Trans-Atlantic and Indian Ocean Slave Trade on Africa, Europe and America Comparison of the economic impact of the Trans-Atlantic Slave Trade and that of the Indian Ocean Slave Trade 	<ul style="list-style-type: none"> Debating on the economic impact of the Trans-Atlantic and the Indian Ocean Slave Trade on Africa, Europe and America Researching on the economic impact of the Trans-Atlantic and Indian Ocean Slave Trade Undertaking a project on compiling and interpreting pictures of the Slave Trade 	<ul style="list-style-type: none"> Films ICT tools Resource persons Documentaries Textbooks
Abolition of Slave Trade	<ul style="list-style-type: none"> explain the reasons for the abolition of Slave Trade analyse the process of abolition examine the economic impact of the abolition of Slave Trade on Africa and America. 	<ul style="list-style-type: none"> Reasons for the abolition of Slave Trade Process of abolition Economic impact of abolition of Slave Trade on Africa and America 	<ul style="list-style-type: none"> Discussing reasons for the abolition Researching on the process of abolition Debating the economic impact of abolition of Slave Trade on Africa and America 	<ul style="list-style-type: none"> Songs on slavery and Slave Trade Films ICT tools Resource persons Documentaries Textbooks

TOPIC 3 : DEVELOPMENT OF CAPITALISM

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Merchant capitalism and its impact on the indigenous economy	<ul style="list-style-type: none"> analyse the nature and form of merchant capitalism in Zimbabwe assess the impact of merchant capitalism on indigenous economic systems 	<ul style="list-style-type: none"> Nature and form of merchant capitalism Impact of merchant capitalism on indigenous economic systems 	<ul style="list-style-type: none"> Researching on merchant capitalism Role playing the exchange process Debating on the impact of merchant capitalism on indigenous economic systems Touring the Great Zimbabwe and other ancient sites 	<ul style="list-style-type: none"> ICT tools Brailled material Trade items e.g. salt Resource persons Textbooks
Settler capitalism and the colonial economy	<ul style="list-style-type: none"> examine the nature of settler capitalism assess the economic impact of settler capitalism on colonial Zimbabwe 	<ul style="list-style-type: none"> Nature of settler capitalism Economic impact of settler capitalism on colonial Zimbabwe 	<ul style="list-style-type: none"> Researching on the nature of settler capitalism Discussing the economic impact of settler capitalism on colonial Zimbabwe 	<ul style="list-style-type: none"> ICT tools Resource persons Brailled material Print media Museum Textbooks
Scramble and Partition of Africa	<ul style="list-style-type: none"> distinguish between scramble and partition of Africa analyse the economic causes of the scramble evaluate the economic impact of the scramble and partition on African economies 	<ul style="list-style-type: none"> Differences between scramble and partition of Africa Economic causes of the scramble and partition Economic effects of the scramble and partition on African economies 	<ul style="list-style-type: none"> Role playing the scramble and partition of Africa Debating the economic causes of the scramble and partition Discussing the economic effects of the scramble and partition on African economies 	<ul style="list-style-type: none"> ICT tools Resource persons Brailled material Print media Museum Maps Textbooks
Post-colonial alternatives to capitalism in Tropical Africa	<ul style="list-style-type: none"> analyse the alternatives to capitalism examine the reasons for the adoption of alternatives to capitalism evaluate the economic impact of alternatives to capitalism 	<ul style="list-style-type: none"> Alternatives to capitalism such as African socialism, (humanism, Ujamaa) Reasons for the adoption of alternatives to capitalism The economic impact of alternatives to capitalism 	<ul style="list-style-type: none"> Investigating alternatives to capitalism Researching on reasons for the adoption of alternatives to capitalism Discussing the economic impact of alternatives to capitalism 	<ul style="list-style-type: none"> ICT tools Resource persons Brailled material Print media Museum Maps Textbooks

TOPIC 4: DEVELOPMENT OF ECONOMIC THINKING

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Classical and neo-classical economic theories	<ul style="list-style-type: none"> • examine the classical and neo-classical economic theories • analyse the ideas of classical and neo-classical economic thinkers • assess the relevance of the classical and neo-classical theories to the Zimbabwean situation 	<ul style="list-style-type: none"> • Classical and neo- classical economic theories • Ideas of classical and neo- classical economic thinkers e.g. Adam Smith, Karl Marx, Ricardo • Relevance of the economic theories 	<ul style="list-style-type: none"> • Researching on classical and neo- classical economic theories • Listing classical and neo- classical economic thinkers • Evaluating ideas of classical and neo- classical economic thinkers • Comparing the ideas of economic thinkers • Evaluating the relevance of the economic theories to the Zimbabwean situation 	<ul style="list-style-type: none"> • ICT tools • Pictures • Braille • Documentaries • Resource persons • Textbooks
New economic thinking in Africa	<ul style="list-style-type: none"> • examine models of new economic thinking in Africa • analyse the theories of new economic thinking in Africa • assess the contribution of new economic thinking to economic development in Africa • explain the aims and objectives of African renaissance 	<ul style="list-style-type: none"> • Models of new economic thinking in Africa , such as Lagos Plan, Nepad • Theories of new economic thinking in Africa such as modernisation theory, dependence theory, sustainable development • Contribution of new economic thinking to economic development in Africa • African renaissance thinkers such as Mbeki, Obasanjo, Wade, R G Mugabe 	<ul style="list-style-type: none"> • Researching on models of new economic thinking in Africa • Explaining the theories of new economic thinking in Africa • Evaluating the contribution of new economic thinking to economic development in Africa • Researching on the contribution of African Renaissance thinkers 	<ul style="list-style-type: none"> • ICT tools • Pictures • Braille • Resource persons • Textbooks

TOPIC 5: WAR AND THE ECONOMY IN THE 19TH AND 20TH CENTURIES

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Economic impact of Anglo-Ndebele War (1893-1894)	<ul style="list-style-type: none"> examine the economic causes of the Anglo- Ndebele War (1893-1894) assess the economic effects of the Anglo-Ndebele War(1893-1894) on Africans 	<ul style="list-style-type: none"> Economic causes of Anglo-Ndebele War(1893-1894) Economic effects of Anglo-Ndebele War(1893-1894) on Africans 	<ul style="list-style-type: none"> Discussing the economic causes of the Anglo- Ndebele War (193-1894) Evaluating the economic effects of the Anglo-Ndebele War (1893-1894) Undertaking research projects on the economic effects of the Anglo-Ndebele War (1893-1894) Touring places related to the Anglo-Ndebele War (1893-1894) 	<ul style="list-style-type: none"> ICT tools Brailed material Resource persons Textbooks
Economic impact of Chimurenga/Umvukela 1 and II	<ul style="list-style-type: none"> analyse the role of economic factors in the outbreak of the First and Second Chimurenga/Umvukela evaluate the economic impact of the First and Second Chimurenga/Umvukela on Africans 	<ul style="list-style-type: none"> Economic causes of First and Second Chimurenga Economic impact of the First and Second Chimurenga/Umvukela 	<ul style="list-style-type: none"> Dramatising the outbreak and events of the First and Second Chimurenga/Umvukela Discussing the impact of the wars Watching relevant videos 	<ul style="list-style-type: none"> Brailed material Resource persons Documentaries ICT tools Songs Textbooks
Effects of Mozambican civil war on Southern African economies (Zimbabwe, Mozambique, Malawi)	<ul style="list-style-type: none"> assess the economic dimensions of the Mozambican civil war examine the economic impact of Mozambican civil war on Zimbabwe, Mozambique and 	<ul style="list-style-type: none"> Economic dimensions of the Mozambican civil war such as destruction of infrastructure Effects of Mozambican civil war on its neighbours 	<ul style="list-style-type: none"> Examining the economic dimensions of the Mozambican civil war Discussing the economic effects of the Mozambican civil war 	<ul style="list-style-type: none"> Documentaries ICT tools Resource person Textbooks

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Economic causes and impact of the First and Second World Wars on Africa</p>	<p>Malawi</p> <ul style="list-style-type: none"> • analyse the economic factors that led to African involvement in the two world wars • examine the economic impact of First and Second World Wars on Africa 	<ul style="list-style-type: none"> • Economic causes of African involvement • Impact of the First and Second World Wars on African economy 	<p>on its neighbours</p> <ul style="list-style-type: none"> • Debating the economic causes of African involvement in the two world wars • Watching videos of the two world wars • Discussing the impact of the two world wars on Africa 	<ul style="list-style-type: none"> • Documentaries • ICT tools • Resource persons • Textbooks
<p>Cold War</p>	<ul style="list-style-type: none"> • analyse the economic causes of the Cold War • examine economic effects of the Cold War on Africa 	<ul style="list-style-type: none"> • Economic causes of Cold War • Economic effects of Cold War on Africa 	<ul style="list-style-type: none"> • Debating on the economic causes of the Cold War • Watching documentaries • Analyzing the economic effects of Cold War on Africa 	<ul style="list-style-type: none"> • ICT tools • Pictures • Statistics • Braille • Textbooks

TOPIC 6: LABOUR DYNAMICS IN ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Gender and labour market during the colonial period in Zimbabwe	<ul style="list-style-type: none"> examine the roles of women and men in the economy explain gender stereotype in the labour market 	<ul style="list-style-type: none"> Roles of men and women in the colonial economy Gender stereotypes 	<ul style="list-style-type: none"> Discussing the roles of men and women in the colonial economy Interviewing elderly population Simulating the roles of men and women during the colonial period 	<ul style="list-style-type: none"> Research project ICT tools Resource project Archival material Interviews
Labour policies in colonial Zimbabwe	<ul style="list-style-type: none"> assess the labour policies introduced in colonial Zimbabwe examine different forms of African responses to colonial exploitation analyse the effectiveness of African responses to economic exploitation 	<ul style="list-style-type: none"> Labour policies such as taxation, Forced labour, pass laws, compound system Forms of African responses to economic exploitation such as, boycotts, desertions, armed resistance Impact of African responses to economic exploitation 	<ul style="list-style-type: none"> Discussing labour policies introduced in colonial Zimbabwe Simulating different forms of African responses Watching documentaries Debating the effectiveness of African responses 	<ul style="list-style-type: none"> ICT tools Resource person Archival material Interviews Textbooks
Labour migration in post-colonial Zimbabwe	<ul style="list-style-type: none"> Analyse reasons for labour migration in post-colonial Zimbabwe examine effects of labour migration on the economy of Zimbabwe 	<ul style="list-style-type: none"> Reasons for labour migration in post-colonial Zimbabwe Effects of labour migration on the economy of Zimbabwe 	<ul style="list-style-type: none"> Debating causes of the labour migration Researching on the impact of labour migration Researching on ways of mitigating brain drain 	<ul style="list-style-type: none"> Research project Archival material Interviews Textbooks

TOPIC 7: RECESSION AND DEPRESSION

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Boom, Depression and Recovery	<ul style="list-style-type: none"> • explain the economic causes of the Boom and the Great Depression • examine the characteristics of Boom, Depression and Recovery in USA economy • assess the effectiveness of the recovery measures in the USA • analyse lessons Zimbabwe can derive from Boom and Recovery in the USA 	<ul style="list-style-type: none"> • Economic causes of the Boom and the Great Depression • Characteristics of Boom, Depression and Recovery in USA economy • Effectiveness of the recovery measures • Lessons for Zimbabwe from the Boom, Depression and Recovery 	<ul style="list-style-type: none"> • Discussing the economic causes of the Boom and Great Depression • Debating the characteristics of the Boom, Depression and Recovery in the USA economy • Evaluating the effectiveness of Recovery policies • Researching on the lessons drawn from the Great Depression 	<ul style="list-style-type: none"> • Cartoons • Films • Research project • ICT tools • Resource person • Documentaries • Textbooks
World Recession in the 21st Century	<ul style="list-style-type: none"> • explain world recession • assess the economic impact of world recession on Southern Africa 	<ul style="list-style-type: none"> • World recession • Economic impact of world recession 	<ul style="list-style-type: none"> • Analysing the features of world recession • Researching on the impact of the world recession on Southern Africa 	<ul style="list-style-type: none"> • Cartoons • Films • Research projects • ICT tools • Resource person • Documentaries

TOPIC 8: ZIMBABWE'S ECONOMIC SUCCESSES AND CHALLENGES SINCE 1980

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Zimbabwe's Economic Achievements and Challenges since 1980</p>	<ul style="list-style-type: none"> • assess Zimbabwe's economic achievements since 1980 • examine the Zimbabwe economic challenges since 1980 	<ul style="list-style-type: none"> • Economic achievements since 1980 <ul style="list-style-type: none"> - Affirmative Action - Land Reform - Resuscitation of infrastructure after independence • Economic challenges in agriculture, mining, health, education, banking sector, stock exchange 	<ul style="list-style-type: none"> • Discussing economic achievements since 1980 • Researching on the economic challenges faced by Zimbabwe since 1980 • Touring economic projects such as dairy farms, irrigation schemes. 	<ul style="list-style-type: none"> • ICTs • Brailled material • Documentaries • Resource persons

TOPIC 9: HEALTH AND ECONOMIC DEVELOPMENT

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<p>Diseases and their impact on Economic development</p>	<ul style="list-style-type: none"> trace the history of pandemics and epidemics in post-colonial Zimbabwe assess the impact of pandemics and epidemics on economic development in Zimbabwe 	<ul style="list-style-type: none"> History of pandemics and epidemics in post-colonial Zimbabwe such as Cancer, HIV/AIDS Effects of pandemics and epidemics on economic development in Zimbabwe 	<ul style="list-style-type: none"> Explaining the history of pandemics and epidemics in post-colonial Zimbabwe Evaluating the impact of pandemics and epidemics on Zimbabwe's economic development Researching on effects of pandemics and epidemics in communities Undertaking research projects on indigenous ways of mitigating effects of pandemics and epidemics 	<ul style="list-style-type: none"> ICT MP 4 recorder Brailled material Resource persons Documentaries Newspaper cuttings Textbooks Pictures
<p>Response of state and non-state players to pandemics and epidemics</p>	<ul style="list-style-type: none"> examine the responses of state and non-state actors to pandemics and epidemics assess the responses by the general populace towards the infected and affected people. 	<ul style="list-style-type: none"> State responses <ul style="list-style-type: none"> quarantine Aids education Aids levy, NSSA provision of medication Responses by non-state players Responses by the general populace towards the infected and affected people. 	<ul style="list-style-type: none"> Evaluating the responses of state and non-state players Discussing the responses by the general populace towards the infected and affected people. Visiting health centres 	<ul style="list-style-type: none"> ICT Brailled material Resource persons Documentaries Textbooks

TOPIC 10: RESOURCE MANAGEMENT AND UTILISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Value addition and beneficiation	<ul style="list-style-type: none"> explain the government's value addition and beneficiation policy evaluate the successes and challenges of the policy 	<ul style="list-style-type: none"> Value addition and beneficiation Successes and challenges of the value addition and beneficiation policy. 	<ul style="list-style-type: none"> Discussing the government's value addition and beneficiation policy Researching on the successes and challenges of the policy Undertaking a project on value addition 	<ul style="list-style-type: none"> ICT tools Resource persons Brailled material Textbooks
Ethics in economic development	<ul style="list-style-type: none"> outline ethical principles for economic development evaluate the application of ethics in business explain the importance of protecting intellectual property rights 	<ul style="list-style-type: none"> Ethical principles <ul style="list-style-type: none"> Anti-corruption Respect for the customer City by laws and national laws Cultural/religious consideration Ethics in business Application of ethics in business Intellectual property rights 	<ul style="list-style-type: none"> Discussing ethical principles in business Examining the application of ethics in business Researching on intellectual property rights 	<ul style="list-style-type: none"> Simulation Tours Media Brailled material Textbooks
Resource nationalism and mortgaging	<ul style="list-style-type: none"> assess the control and ownership of resources in Zimbabwe explain the reasons for resource mortgaging evaluate government measures to sustainably utilise resources 	<ul style="list-style-type: none"> Control and ownership of resources <ul style="list-style-type: none"> Policies Measures Reasons for resource mortgaging Government measures for sustainable utilisation of resources EMA CAMPFIRE 	<ul style="list-style-type: none"> Explaining the control and ownership of resources in Zimbabwe Justifying reasons for resource mortgaging Discussing government measures to sustainably utilise resources Engaging in projects that demonstrate sustainable utilisation of resources such as tree planting,3 'Rs' (Recycle, Reuse, Reduce) 	<ul style="list-style-type: none"> ICT tools Brailled material Media Resource persons Textbooks Models Pictures

TOPIC 11: FORMAL AND INFORMAL ENTERPRISES IN ZIMBABWE SINCE 1980

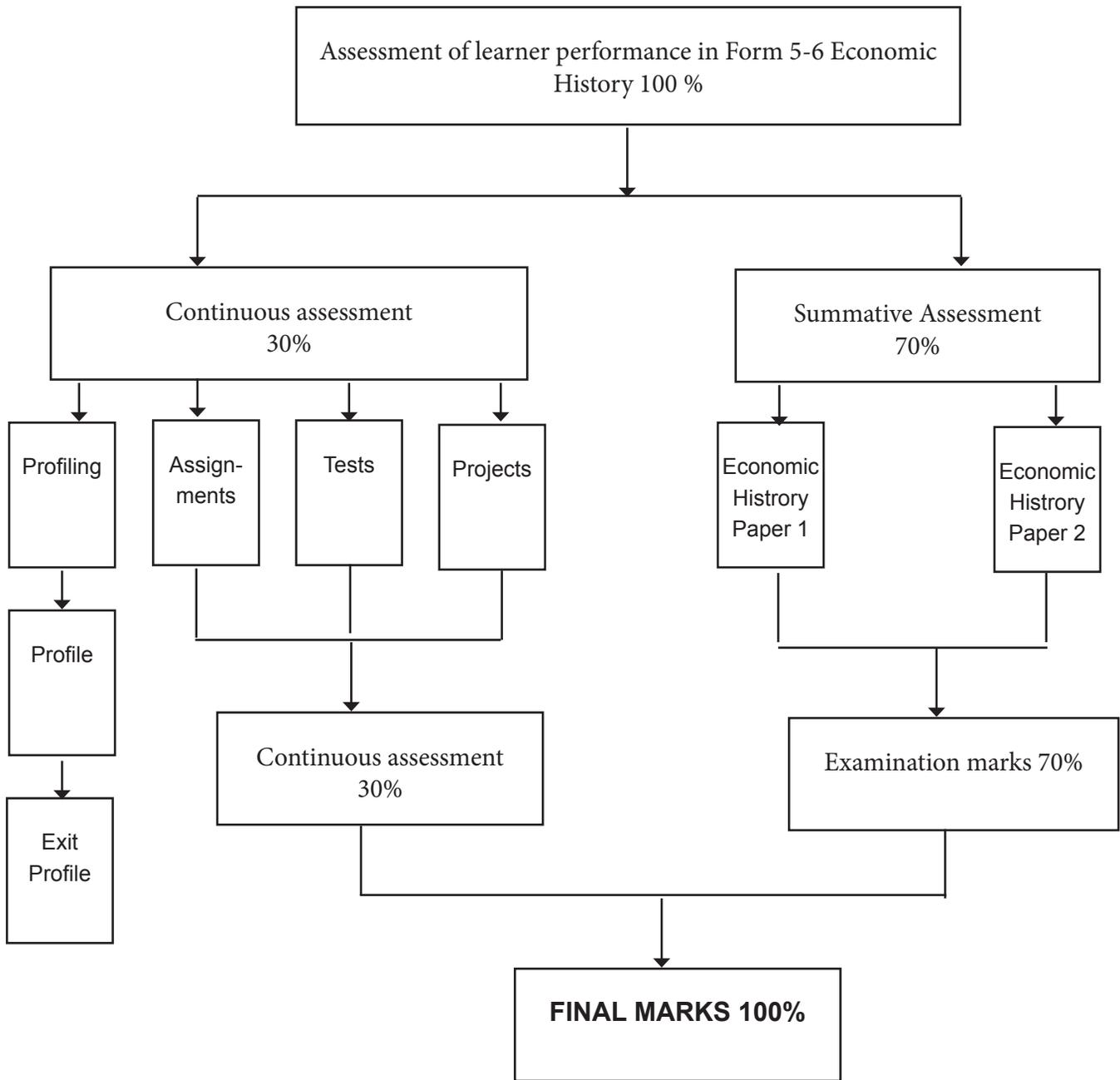
KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Liberalisation of the economy after 1990	<ul style="list-style-type: none"> explain the liberalisation of the economy outline the measures taken by government to liberalise the economy assess the impact of liberalisation of the economy 	<ul style="list-style-type: none"> Reasons for the liberalisation of the economy Measures taken to liberalise the economy such as ESAP, ZIMPREST Impact of liberalisation of the economy 	<ul style="list-style-type: none"> Discussing the reasons for the liberalisation of the economy Researching on the measures taken by government to liberalise the economy Evaluating the impact of liberalisation of the economy. Undertaking a project on economic activities 	<ul style="list-style-type: none"> ICT tools Brailled materials Media Resource persons Textbooks Documentaries
Growth of the Small to Medium Enterprises and implementation of The affirmative action policy in Zimbabwe	<ul style="list-style-type: none"> explain the growth of Small to Medium Enterprises in Zimbabwe assess the impact of Small to Medium Enterprises on economic development analyse the implementation of the affirmative action policy in Zimbabwe since 1980. 	<ul style="list-style-type: none"> Growth of the Small to Medium Enterprises Impact of Small to Medium Enterprises on economic development in Zimbabwe Implementation of the affirmative action policies in Zimbabwe 	<ul style="list-style-type: none"> Debating the growth of the Small to Medium Enterprises Evaluating the impact of Small to Medium Enterprises Discussing the implementation of the affirmative action policy in Zimbabwe since 1980 	<ul style="list-style-type: none"> ICT tools Brailled Media Resource persons Textbooks
Challenges and prospects for formal and informal sectors in Zimbabwe since 1980	<ul style="list-style-type: none"> explain challenges faced by the formal and informal sectors since 1980 assess the prospects of the formal and informal sectors evaluate the impact of the formal and informal sectors 	<ul style="list-style-type: none"> Challenges of formal and informal sectors <ul style="list-style-type: none"> Mistrust of the indigenous business by the general populace Monopolies by major businesses Government policies Prospects of formal and informal sectors Impact of the formal and informal sectors 	<ul style="list-style-type: none"> Discussing challenges faced by the formal and informal sectors Examining the prospects of the formal and informal sectors Debating the impact of the formal and informal sectors Visiting formal and informal businesses 	<ul style="list-style-type: none"> ICT tools Media Brailled materials Resource persons Textbooks

TOPIC 12: CHINA AND AFRICA'S ECONOMIC DEVELOPMENT

KEY CONCEPT	LEARNING OBJECTIVES Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Accelerated industrialisation of China since 1976	<ul style="list-style-type: none"> explain the four modernizations in China assess China's 10-Year plan -1976-1985 evaluate the impact of China's accelerated industrialisation on the global stage examine the reasons for the emergence of China's market system and economic openness 	<ul style="list-style-type: none"> Four modernizations <ul style="list-style-type: none"> - Agriculture - Industry - Science and technology - National defence China's 10-Year Plan (1976-1985) Effects of China's accelerated industrialisation on the global village China's market system and economic openness 	<ul style="list-style-type: none"> Researching on four modernizations in China Discussing China's 10-Year Plan (1976-1985) Examining the impact of China's accelerated industrialisation on the global village Assessing China's market system and economic openness Touring local Chinese investments 	<ul style="list-style-type: none"> ICT tools Resource persons Brailled material Print media Textbooks
One country two systems: (Taiwan, Hong Kong)	<ul style="list-style-type: none"> explain the "one country two systems" policy in China assess the advantages and disadvantages of the two systems policy in China evaluate the influence of the "one country's two systems" policy on economic development in Africa. 	<ul style="list-style-type: none"> "One country two systems" policy in China <ul style="list-style-type: none"> - Capitalism - communism Advantages and disadvantages of the two systems policy Influence of China's "one country, two systems" policy on the economic development in Africa 	<ul style="list-style-type: none"> Discussing the "one country, two systems" policy in China Evaluating advantages of China's "one country, two systems" policy Examining the influence of the "one country, two systems" policy on Africa's economic development 	<ul style="list-style-type: none"> ICT tools Resource person Brailled material Print media Textbooks
China's economic activities in Africa since 1990 (Zambia, Zimbabwe,	<ul style="list-style-type: none"> assess China's economic activities in Africa since 1990. 	<ul style="list-style-type: none"> China's economic activities in Africa <ul style="list-style-type: none"> - Mining 	<ul style="list-style-type: none"> Examining China's economic activities in Africa since 1990 	<ul style="list-style-type: none"> ICT tools Brailled material Textbooks

<p>Tanzania and South Africa)</p>	<ul style="list-style-type: none"> • explain China's involvement in economic activities in Africa • analyse the impact of China's economic activities in Africa since 1990 	<ul style="list-style-type: none"> - Infrastructural development <ul style="list-style-type: none"> - Farming - Logging • China's involvement in economic activities in Africa • Impact of China's economic activities in Zambia, Zimbabwe, Tanzania and South Africa 	<ul style="list-style-type: none"> • Analysing reasons for China's involvement in economic activities in Africa. • Evaluating the impact of China's economic activities in Africa 	<ul style="list-style-type: none"> • Pictures • Resource persons
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9.0 ASSESSMENT



9.0 ASSESSMENT

The syllabus' scheme of assessment is grounded on 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 Form 6, learners should be able to:

- analyse concepts in Economic History
- discuss events in the context of Economic History
- examine major themes in the Economic History of Zimbabwe and other parts of the world
- evaluate economic activities in Zimbabwe and other parts of the world.
- interpret economic ideologies in and beyond Zimbabwe
- empathise with African societies' economic experiences in order to make informed judgements
- examine African responses to foreign economic domination
- assess the impact of economic policies in Zimbabwe and beyond
- suggest possible solutions to economic challenges
- evaluate industrialisation of Zimbabwe and the wider world.
- apply skills of analysis in carrying out Research Projects.
- demonstrate ICT Skills in Research Projects
- appreciate Zimbabwe's economic heritage

b) SCHEME OF ASSESSMENT

Economic History will be assessed through continuous and summative assessment for Forms 5 – 6. Continuous assessment will comprise course work. Summative assessment will comprise a written final examination.

Course work

Course work will consist of project work and theory.

Practical Skills

The syllabus will be assessing the following practical skills through project work:

- Enterprise
- Leadership
- Evaluation
- Communication
- Originality and creativity
- Collaboration
- Management
- Research
- Analysis
- Problem solving

Theory

The theory component will consist of written :

- Assignments and
- Tests

Examinations

Title	Duration	Marks	Weighting (%)
Summative Assessment			
Economic History	3 hours	100	35%
Paper 1: Economic History of Zimbabwe (pre-colonial to present)			
Paper 2: World Economic History (1750 to present)	3 hours	100	35%
Continuous Assessment		100	30%
Total		300	100%

c) SPECIFICATION GRID

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

Paper 1	Indigenous economic systems War and the Economy in the 19th and 20th Centuries	Labour dynamics in Zimbabwe Development of capitalism	Zimbabwe's Economic successes and challenges since 1980	Health and Economic Development since 1980	Resource management and utilization in Zimbabwe	Formal and informal enterprise in Zimbabwe
	24%	24%	12%	12%	12%	16%
Paper 2	Economics of slavery and Slave Trade in Tropical Africa	Development of capitalism Indigenous economic systems	Development of economic thinking	War and the Economy in the 19th and 20th Centuries	Recession and depression	China and Africa Economic Development
	15%	30%	10%	15%	15%	15%

Economic History will be assessed using continuous and summative assessment.

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

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 5	Practical Assignment Theory test Written assignment Written Research Project	1 per term 1 per term 1 per term 1 (continued to Form 6)	15
Form 6	Practical Assignment Theory test Written assignment Written Research Project	1 per term 1 per term 1 per term 1 (continued from Form 5)	15
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

Economic History

PAPER 1- Economic History Of Zimbabwe (Pre-colonial to present)

This paper consists of four sections A-D. Each section is composed of 5 questions. Candidates will answer four questions from at least two sections. Each question carries 25 marks.

PAPER 2- World Economic History (1400 – Present)

This paper has two sections. Section A consists of 12 essay questions which are based on Economic History of Africa (Pre- colonial, Colonial, Post-colonial) and Section B consists of 8 essay questions derived from the World Economic History since 1400. Candidates are expected to answer four questions, two from each section. Each question carries 25 marks.

Specification Grid

Skill	Paper 1
Knowledge and understanding	5
Comprehension	5
Application and analysis	30
Synthesis and evaluation	40
Practical skills	20
Total	100