

Federal Democratic Republic of Ethiopia
Ministry of Education

General Business Syllabus Grade 11

2009

Introduction

Students at second cycle secondary education have already decided the broad stream of learning - social science/natural science – in which their future area of study to be.

The purposes of second cycle secondary education are enabling learners choose subjects/areas of training to be attended in higher education within the framework of their respective preparatory stream, and preparing students for the world of work. In pursuit of these purposes students of social science stream at preparatory (11 and 12) level are expected to study one of the specialized fields of social sciences, language, business & management, and law faculties.

General business, as one of the offered subjects in social science stream of preparatory education, aims at providing learners with necessary foundations of knowledge, attitudes, and skills to manage future higher education academic carrier and world of work. This is possible by:-

- discerning nature of business, and forms of business ownership to learners;
- enabling learners understand financial business organization, production, marketing communication, trade and business record keeping;
- facilitating conditions to create citizens who have the attitude of informed appreciation and understanding business as means of interdependence among people;
- fostering certain skills like business recording, planning and reporting business activities.

The provision of quality education has become the first line issue at present time of Ethiopia. Assessment and other feedback reports

demanding the improvement of curriculum materials. Besides, the curriculum revision made at lower levels subsequently demanded revision of curriculum at this level.

In addressing these issues the current grades 11 and 12 general business curriculum is founded on outcome based learning which is defined in the new curriculum framework and in line to the international standards. Thus, the present curriculum is organized in such a way that it is suitable to realize active learning methods and equate learner's performance with the specified competencies.

To enable users of this curriculum document understand it fully, it is made to contain:

- Profile of general business student at the end of grade 12 which reflects the contribution of attending general business lesson in bringing the desired general profile of learners at the end of second cycle secondary education.
- Minimum learning competencies for general business education of grades 11 and 12.
- Content flow chart of the cycle.
- Grade level learning outcomes of each grade (11 and 12) and
- The respective grade syllabuses.

The competencies and content flow charts are organized around eight themes – the nature of business, forms of business ownership, financing business organization, production, marketing, communication, trade, and business record keeping. Using these themes, the syllabuses of each of grade (11 and 12) have been arranged in units.

Thirty-four weeks are allotted in a year to cover the lesson of each grade with four periods per week.

Unit 1 : Nature of business (19 periods)

Unit learning outcomes

At the end of this unit students will be able to:

- Differentiate business & business enterprises
- Examine the kinds & importance of business
- Understand the impact of business environment on business

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define business and business enterprise ▪ Distinguish between human wants and needs ▪ Identify goods and services ▪ Indicate producer goods and consumer goods ▪ State different characteristics of services ▪ Describe objective of business 	<p>Nature of Business</p> <p>1.1 What is business</p> <p>1.1.1 Socio economic activity</p> <p>1.1.2 Needs and wants</p> <ul style="list-style-type: none"> ▪ Needs ▪ Wants <p>1.1.3 Goods and services</p> <p>1.1.3.1 Goods</p> <ul style="list-style-type: none"> ▪ Types of goods <ul style="list-style-type: none"> ○ Producer goods ○ Consumer goods <p>1.1.3.2 Services</p> <p>1.1.4 Business intends to make private profit</p>	<ul style="list-style-type: none"> • Let students define business and assist them further define sub-terminologies that is used to define business. • Let students distinguish between human needs and wants. • Assist students to differentiate goods and services • Let students discuss on types of goods • Let students discuss the characteristics of services • Assists students to realize how profit motivates business owners • Assists students to understand important business functions besides making profit
<ul style="list-style-type: none"> ▪ State the importance of business enterprises ▪ Compare bartering & monetary transaction ▪ State sources of income ▪ Recognize involvement of socio ▪ Identify types of taxes ▪ Culture intersection ▪ Express business role for technological advancement 	<p>1.2 Importance of business enterprises</p> <p>1.2.1 Agents of exchange</p> <p>1.2.2 Source of income,</p> <p>1.2.3 types of taxes</p> <p>1.2.4 Agents of socio-cultural interaction</p> <p>1.2.5 Agents of technological advancement</p>	<ul style="list-style-type: none"> • Let students discuss on the different types of taxes

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> ▪ Explain the importance of business enterprise for sources of employment 	1.2.6 Source of employment	
<ul style="list-style-type: none"> ▪ List the different kinds of business enterprises ▪ Identify the functions of each kind of business ▪ Relate business activities to real life situation ▪ Initiated to take part in some of the business activities ▪ Differentiate types of intermediaries ▪ Draw distribution channel ▪ State modes of transportation ▪ Explain types of service enterprise 	1.3 Kinds of business enterprises 1.3.1 Production enterprises <ul style="list-style-type: none"> • Trends in production enterprises 1.3.2 Distribution enterprises <ul style="list-style-type: none"> 1.3.2.1 Intermediaries <ul style="list-style-type: none"> • Retailers • Whole salers • Agents • Brokers • Distribution channels 1.3.2.2 Physical Distribution 1.3.3 Service enterprises <ul style="list-style-type: none"> • Business service • Personal service • Repair service • Entertainment and recreational services • Hotels 	<ul style="list-style-type: none"> • Let students classify business enterprises that they know in three kinds • Let students define production enterprises and discuss different production processes • Motivate students to differentiate types of intermediaries and their role in distribution activities. • Assist students to discuss different modes of transportation • Let students discuss about different types of business services
<ul style="list-style-type: none"> ▪ State the impact of business environment on the business enterprise ▪ Differentiate internal & external business environment ▪ Recognize the influence of economic environment on businesses 	1.4 Business environment 1.4.1 Internal environment 1.4.2 External environment <ul style="list-style-type: none"> 1.4.2.1 Economic environment <ul style="list-style-type: none"> • Global economy • Business cycle • The economic system 1.4.2.2 Legal environment <ul style="list-style-type: none"> • Business law • Law of contract • Law of sales 	<ul style="list-style-type: none"> • Let students discuss the impact of business environments: Internal and external environments • Help students to list different types of economic environment and to show business cycle effect by drawing picture. • Let students discuss different types of business law and their effect on business activity.

General Business: Grade 11

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> ▪ Express the effect of legal environment on business ▪ Identify application of business law ▪ Analyze impacts of the society on business environment ▪ Explain people’s view in relation with business environment ▪ State raw materials influence on business organization ▪ Indicate dependency of business organizations on energy supply ▪ Mention contribution of business organization for environmental pollution ▪ Analyze technological environment related to business ▪ Identify innovation steps 	<ul style="list-style-type: none"> • Law of agency • Law of negotiable instruments • Law of warranties and product liability • The law of trade marks, copyrights and patents • The law of bankruptcy 1.4.2.3 Socio-cultural environment <ul style="list-style-type: none"> ▪ Cultural values and beliefs ▪ People’s view 1.4.2.4 Physical environment <ul style="list-style-type: none"> ▪ Raw materials ▪ Energy supply ▪ Pollution 1.4.2.5 Technological environment 	<ul style="list-style-type: none"> • Assist students to discuss on the effect of cultural values and people’s view on business. • Brainstorming: ask students to recall from their geography lesson about physical environment and ask them how its application affects business environment. • Ask students to form their own group and to present some idea about technology and its effect on business

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level should be able to define business and business enterprise, distinguish between human wants and needs, state the importance of business enterprises, list the different kinds of business enterprise, identify the functions of each kind of business, relate business activities to real life situations, initiated to take part in some of the business

activities, state the impact of business environment on the business enterprise and identify types of taxes.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to compare bartering and monetary transaction, express business role for technological advancement, differentiate types of intermediates, recognize the influence of economic environment on business, analyze impacts of the society on business environment, indicate dependency of business organization on energy supply, and analyze technology. Students who fulfil the higher achievers competencies also need a special support to continue & achieve more

Unit 2: Type and forms of business organization (13 periods)

Unit learning outcomes: At the end of this lesson students will be able to:-

- Distinguish between common and less common form of business ownership
- Understand the various forms of business ownership

Period allotted 13 periods

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify common forms of business ownership with their advantage and disadvantage ▪ Describe formation & operation of partnership ▪ Explain the nature of corporation ▪ Verify management of corporation ▪ Realize types of share companies those exist in Ethiopia. 	<p>2.1 Common forms of business ownership</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership <ul style="list-style-type: none"> - Formation and operation of partnership • Corporation <ul style="list-style-type: none"> - Management of corporation - Share companies in Ethiopia 	<ul style="list-style-type: none"> • Let students discuss the three common forms of business ownership with their advantages and disadvantages.
<ul style="list-style-type: none"> ▪ Identify and explain less forms of business ownership ▪ Recognize the nature of limited partnership ▪ State the nature of joint venture ▪ Explain joint stock company ▪ Recognize cooperative organizations contribution ▪ State what licensing is 	<p>2.2 Less common forms of business ownership</p> <p>2.2.1 Limited partnership</p> <ul style="list-style-type: none"> • Nature of limited partnership <p>2.2.2 Joint venture</p> <p>2.2.3 Joint stock company</p> <p>2.2.4 Cooperative</p> <p>2.2.5 Franchise</p> <p>2.2.6 Licensing</p>	<ul style="list-style-type: none"> • Help students to mention less common forms of business ownership and recognize their unique nature. • Present cases showing how these happen in making business

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> ▪ State the limiting factors of choice of ownership ▪ Explain how the nature of business affects the choice of ownership ▪ Explain the financial effect on choice of ownership ▪ Explain how owners' attitude affects ownership formation 	<p>2.3 Factors that affect choice of ownership</p> <p>2.3.1 Nature of the business</p> <p>2.3.2 Financial effects on operation</p> <p>2.3.3 Attitude of owners</p>	<ul style="list-style-type: none"> • Arrange the class in groups to discuss about one of the ownership formation and how the choice can be affected and to present their idea.

ASSESSNEMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

A student at a minimum requirement level will be able to identify common forms of business ownerships, define each forms of business ownership, distinguish among the three major forms of business ownership, explain the advantages and disadvantages of the three business ownership forms, identify and explain three other alternative forms or less common business

ownership, state the limiting factors of choices of business ownership and state what licensing is.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to verify management of corporation, realize types of share companies those exist in Ethiopia, recognize cooperative organizations contribution, explain how owners attitude affects ownership formation. Students who fulfil the higher achievers competencies also need a special support to continue and achiever more.

Unit 3: Financing Business Organizations (17 periods)

Unit learning outcomes:-

At the end of this unit students will be able to:-

- Determine money and its importance for business investment
- Explain the role and function of financial institutions in business
- Recognize investment policies of Ethiopia

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define money and its importance ▪ State functions of money ▪ Differentiate characteristics of money ▪ List forms of money that used up in Ethiopia ▪ Distinguish inflation and deflation ▪ Identify the source of capital for investment ▪ List types of bonds ▪ Distinguish between common stock & preferred stock ▪ Discuss the role of national bank & commercial bank ▪ Explain the condition of treasury bill in Ethiopia & its importance ▪ Explain the procedure associated with: <ul style="list-style-type: none"> • Granting loan • Accepting deposit • Saving account & • Current account 	<p>3.1 Money and its importance</p> <p>3.1.1 Functions of money</p> <p>3.1.2 Characteristics of money</p> <p>3.1.3 Forms of money in Ethiopia</p> <p>3.1.4 Money supply</p> <p>3.2 Source of capital for investment</p> <p>3.2.1 Equity financing</p> <p>3.2.2 Debt financing</p> <p>3.3 Bonds & stocks</p> <p>3.3.1 Bonds</p> <p>3.3.2 Treasury bill in Ethiopia & its importance</p> <p>3.3.3 Stocks or shares</p> <p>3.4 Banking system</p> <p>3.4.1 Banks accept deposit and safeguard money</p> <p>3.4.2 Banks transfer money payment made by check</p> <p>3.4.3 Banks make credit to individuals, business & government</p>	<ul style="list-style-type: none"> • Help students to express their ideas about money. • Assist students to exchange their ideas about functions and characteristics of money and to list them down. • Brainstorming: Ask students what investment mean: to give answer from the information what they have from media or any sources. • Help to discuss about sources of investment • Assist students discuss about bonds, stocks and their different nature • Motivate students to express their idea about bank and banks service, the linkage between banks and business • Discuss the cases on treasury bill in Ethiopian context.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> ▪ Define risk ▪ List down the types of risk ▪ Define insurance ▪ List down the types of insurance ▪ Determine the progress of insurance ▪ Explain the impact of HIV/AIDS on insurance companies ▪ Examine the financial and investment policies in Ethiopia 	<p>3.5 Risk and insurance</p> <p>3.5.1 Risk</p> <p>3.5.1.1 Types of risk</p> <p>3.5.1.2 Risk managements</p> <p>3.5.2 Insurance</p> <p>3.5.2.1 Principles of insurance</p> <p>3.6 HIV/AIDS and Insurance</p> <p>3.6.1 Impacts of HIV/AIDS on insurance companies</p> <p>3.7 The practice of insurance in Ethiopia</p> <p>3.8 Investment polices in Ethiopia</p> <p>3.8.1 Domestic investors</p> <p>3.8.2 Foreign investors</p> <p>3.8.3 Areas of investment</p>	<ul style="list-style-type: none"> • Let students discuss about the concept of risk • Brainstorming: ask students to mention some points how insurance companies work and about their services • Motivate learners to list types of risks and differentiate them. Then, discuss insurance activities in relation to risks. • Write classification of risk and ask students to express their idea about each of them. • Let students discuss impacts of HIV/AIDS on insurance companies. • Let students explain their idea about insurance in Ethiopia’s case. • Let students discuss about investment policies of Ethiopia on domestic and foreign investors. • Arrange students in groups to list down areas of investment and to assign them for foreign domestic or government.

ASSESSMENT

Students’ performance has to be assessed continuously over the whole unit. Comparing students’ performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum level will be able to define money and its importance, identify the source of capital for investment, list types of bonds, distinguish between common stock and preferred stock, discuss the role National Bank and Commercial Bank, explain the procedure associated with: granting loan, accepting deposits, saving account and current account, define risk, list down the types of risk, define insurance, list down the types

of insurance, explain the impact of HIV/AIDS on insurance companies and explain the financial and investment policies in Ethiopia.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to distinguish inflation and deflation, determine the progress of insurance, differentiate equity financing and debt financing, understand the bonds and stocks certificate source of capital, analyse the relation between risk and insurance, compare and contrast each kinds of insurance policies. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more.

Unit 4 :- Production

Unit learning outcomes:- (19 periods)

At the end of this unit students will be able to:-

- Recognize the concept of production and its function
- Differentiate factors of production and their role for business
- Appreciate the role of entrepreneurs on business activity
- Calculate cost of production

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define production ▪ Describe production function ▪ Explain the four factors of production ▪ Describe entrepreneur and entrepreneurship ▪ Verify entrepreneurial traits ▪ Explain motivation factors for starting business ▪ Verify success factors for entrepreneurs ▪ Identify kinds of entrepreneurs ▪ Explain production/operation management ▪ Identify production cost 	<p>4.1 Definition of production</p> <p>4.2 Production function</p> <p>4.3 Factors of production</p> <p>4.3.1 Land</p> <p>4.3.2 Labour</p> <p>4.3.3 Capital</p> <p>4.3.4 Entrepreneurship</p> <p>4.3.4.1 Definition of entrepreneur and entrepreneurship</p> <p>4.3.4.2 Entrepreneurial traits</p> <p>4.3.4.3 Motivation for starting business</p> <p>4.3.4.4 Success factors for entrepreneurs</p> <p>4.3.4.5 Kinds of entrepreneurs</p> <p>4.4 Production/operation management</p> <p>4.5 Cost of production</p> <p>4.5.1 Direct cost</p> <p>4.5.2 Manufacturing overhead cost</p>	<ul style="list-style-type: none"> • Brainstorming: ask students to recall production from their previous portion. • Arrange students in groups and make list function and factors of production. • Ask students to express their ideas about entrepreneur and entrepreneur-ship. • Remind learners about entrepreneurs and motivate them to work in groups. Then, guide them to list down motivating factors of entrepreneurs that leads to success and kinds of entrepreneurs • Arrange the class in groups so that learners can express their ideas about production management. • Help students to list different types of costs and their differences. • Assist learners to calculate total cost, average cost, and marginal cost. • Let students discuss location of facilities for production process and how their availability affects production process.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> ▪ Describe the use of considering different location of facilities for production process 	<p>4.6 Location of facilities for production process</p> <p>4.6.1 Availability of market</p> <p>4.6.2 Availability of resource</p> <p>4.6.3 Availability of utilities</p> <p>4.6.4 Availability of site</p>	

ASSESSMENT

Students’ performance has to be assessed continuously over the whole unit. Comparing students’ performance with the specified level of competencies will make the assessment logical. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define production, describe production function, explain the four factors of production, determine entrepreneur and entrepreneurial, identify production cost, describe the use of considering different location of facilities for production

process, explain production/operation management and explain the condition & importance of treasury bill in Ethiopia.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to understand the difference between production and production function, state the fundamental difference between entrepreneur and entrepreneurship, differentiate managers and entrepreneurs roles, verify success factors for entrepreneurs, and understand the distinction between direct cost and manufacturing cost. Student who fulfil the higher achievers competencies also need a special support to continue and achieve more

