



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

BUSINESS STUDIES

GRADE 11

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by resolving conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of Senior School, the learner should be able to:

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- a) Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- b) Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- c) There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

Business Studies is offered as an integrated discipline aimed at exposing the learner at Senior School to areas of Entrepreneurship, Financial Literacy, Commerce, Accounting and Economics. This builds on concepts learnt in Pre-Technical Studies at Junior School. It will equip the learner with globally accepted knowledge, skills, values and attitudes necessary for success in business and economic development. The key competencies will include communication, collaboration, critical thinking, problem solving, integration of ICT, financial literacy, ethical, moral, and legal considerations in business.

The curriculum provides the learner with opportunities for further education and training in business related subjects. It also equips the learner with desirable competencies to be self-reliant, build careers and participate in national development. The subject at this level of education is critical for the realisation of the Kenya Vision 2030 as evidenced by the KICD Needs Assessment Report of 2016.

Business Studies provides a firm foundation and opens doors to a wide range of career paths in finance and accounting, marketing and sales, management and administration, entrepreneurship and startups, economics and policy, international business and trade from which a learner can choose to pursue.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

- a) Demonstrate competencies in financial literacy to enhance the ability to interpret, analyse, manage, and communicate financial information for personal, entrepreneurial and professional purposes.
- b) Develop social skills, communication and collaboration for harmonious coexistence in a business environment.
- c) Acquire and use appropriate knowledge, skills, values and attitudes necessary for success in business.
- d) Integrate values and legal considerations in business.
- e) Apply acquired competencies in digital literacy to promote integration of ICT in business.

SUMMARY OF STRANDS, SUB STRANDS AND TIME ALLOCATION

1.0 Business and Its Environment	1.1 Types of Business Ownership
	1.2 Methods of Price Determination
	1.3 Entrepreneurship
	1.4 Procurement
	1.5 Marketing
2.0 Financial Records in Business	2.1 The Ledger
	2.2 Trial Balance
	2.3 Cash Books
3.0 Business and Money Management	3.1 Savings and Investments
	3.2 Financial Markets
4.0 Government and Global Influence in Business	4.1 Public Finance
	4.2 Consumer and Investor Protection
	4.3 Financial Regulators in Business
	4.4 Economic Development and Planning in Kenya
	4.5 International Trade

STRAND 1.0 BUSINESS AND ITS ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Business and its Environment	1.1 Types of Business Ownership	By the end of the sub strand, the learner should be able to: a) differentiate between private and public limited companies in relation to formation, management and sources of finance in Kenya, b) examine the advantages and disadvantages of private and public limited companies in an economy, c) sensitise the local community on the importance of limited companies in a country, d) appreciate the role of private and public limited companies in Kenya.	The learner shall be guided to: - discuss and present the meaning, formation, management and sources of finance for public and private limited companies, - use digital devices or print media to search for the information on the formation and management of private and public limited companies, - debate on advantages and disadvantages of public and private limited companies in an economy, - prepare posters to sensitise the community on the importance of limited companies.	Why are public and private limited companies important in an economy?
Core competencies to be developed: - Digital literacy: The learner acquires the skills of connecting and interacting with digital devices to search for information on the formation and management of private and public limited companies. - Self-efficacy: The learner develops effective communication skills when discussing, debating and role-playing.				

Values:

- Respect: The learner shows patience when debating on advantages and disadvantages of public and private limited companies in an economy.
- Responsibility: The learner offers leadership and guidance when preparing posters to sensitise the community on the importance of limited companies.
- Love: The learner portrays a caring attitude when sharing digital devices or print media to search for information on the formation and management of private and public limited companies.

Pertinent and Contemporary Issues (PCIs)

- Good governance: The learner enhances integrity and principles of leadership when discussing and presenting the formation and management of public and private limited companies.
- Financial literacy: The learner enhances financial skills when discussing and presenting on the sources of finance for public and private limited companies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Business and its Environment	1.2 Methods of Price Determination	By the end of the sub strand, the learner should be able to: a) analyse the concept of demand and supply in a market, b) explore factors influencing demand and supply for a product, c) draw demand and supply schedules, curves and market equilibrium for price determination, d) determine the effects of movement along and shift in demand and supply curves in the market, e) investigate other methods of determining the price of a product in the market, f) embrace the role of demand and supply in determining market prices of products.	The learner shall be guided to: • brainstorm and present on meaning, importance, differences and types of demand and supply in the market, • discuss and present factors influencing demand and supply for a product, • draw and interpret the demand and supply schedules, curves and market equilibrium for price determination, • illustrate the effects of movement along and shift in demand and supply curves in the market, • share experiences on other methods of price determination,	1. Why is price determination of a product important? 2. How is the price of a product determined?

			role play on various methods of determining price of a product in the market.	
Core competencies to be developed: - Critical thinking and Problem solving: The learner acquires interpretation and inference skills when drawing and interpreting demand and supply schedules, curves and market equilibrium for price determination. - Learning to learn: The learner acquires the skill of sharing learnt knowledge when discussing and presenting on the factors influencing demand and supply for a product.				
Values: - Responsibility: The learner shows self drive when drawing and interpreting the demand and supply schedules, curves and market equilibrium for price determination. - Respect: The learner portrays open mindedness when brainstorming and presenting on the meaning, importance, differences and types of demand and supply in the market. - Social justice: The learner accords equal opportunities in sharing responsibilities when role playing on various methods of determining price of a product in the market.				
Pertinent and Contemporary Issues (PCIs) - Financial literacy: The learner enhances marketing skills when sharing experiences on other methods of price determination. - Social cohesion: The learner works in harmony with others when discussing and presenting on the factors influencing demand and supply for a product.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Business and its Environment	1.3 Entrepreneurship	By the end of the sub strand, the learner should be able to: a) assess the importance of entrepreneurial culture in Kenya, b) describe the factors influencing enterprise growth in Kenya, c) analyse the role of entrepreneurship to an economy, d) investigate the importance of intellectual property rights for business growth, e) appreciate the need for entrepreneurial culture in business.	The learner shall be guided to: - brainstorm and present the meaning and importance of entrepreneurial culture in Kenya, - discuss and present on the factors influencing enterprise growth in Kenya, - debate the role of entrepreneurship in an economy, - search and analyse case studies on the importance of intellectual property rights, - develop a product of your choice and sell within the local community.	- How is the growth of an economy influenced by entrepreneurship? - Why has entrepreneurial culture changed in the recent past in Kenya?

Core competencies to be developed:

- Citizenship: The learner develops a sense of initiative and entrepreneurship skills as they apply critical and inventive thinking when debating on the role of entrepreneurship in an economy.
- Learning to learn: The learner develops researching skills when searching and analysing case studies on the importance of intellectual property rights.
- Creativity and imagination: The learner acquires networking skills when developing a product of their choice and selling within the local community.

Values:

- Patriotism: The learner shows citizenship when debating on role of entrepreneurship in an economy.
- Unity: The learner collaborates with others when discussing and presenting factors influencing enterprise growth in Kenya.

Pertinent and Contemporary Issues (PCIs)

- Financial literacy: The learner enhances entrepreneurial skills as they discuss and present on the factors influencing enterprise growth in Kenya.
- Social awareness Skills: The learner becomes assertive when discussing and presenting on the factors influencing enterprise growth in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Business and its Environment	1.4 Procurement	By the end of the sub strand, the learner should be able to: a) analyse the importance of procurement in an organisation, b) explore the methods of procurement used in an organisation, c) evaluate the process of procuring goods and services in an organisation, d) assess the legal and ethical issues when procuring goods and services, e) appreciate the importance of procurement of goods and services in an organisation.	The learner shall be guided to: - discuss and present the meaning and importance of procurement in an organisation, - brainstorm and present on the methods of procurement, - search and analyse case studies on the procurement process, - use digital devices or print media to search for information on the procurement process, - illustrate the process of procurement, - discuss the factors that a school should consider when procuring goods and services, - use digital tools and e-procurement systems, - share experiences from case studies on legal and ethical	- Why is procurement of goods and services important in an organisation? - What are the legal and ethical issues when procuring goods and services in an organisation?

			issues when procuring goods and services, invite the school accounts clerk or bursar to discuss the process of procurement in the school.	
Core competencies to be developed: - Self efficacy: The learner develops effective communication skills when illustrating the process of procurement. - Digital literacy: The learner acquires the skills of connecting and interacting with digital devices to search for information on procurement process.				
Values: - Integrity: The learner shows transparency when sharing experiences from case studies on legal and ethical issues in procurement of goods and services. - Social justice: The learner fosters fairness and justice when sharing experiences from case studies on legal and ethical issues when procuring goods and services.				
Pertinent and Contemporary Issues (PCIs) - Financial literacy: The learner enhances financial skills on procurement process when illustrating the process of procurement. - Social awareness Skills: The learner enhances effective communication skills while discussing and presenting on the meaning and importance of procurement in an organization.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Business and its Environment	1.5 Marketing	By the end of the sub strand, the learner should be able to: a) explore the importance of market competition in business, b) examine the types of market competition in the economy, c) evaluate forms of uncompetitive market practices in a country, d) apply ICT tools to identify unethical promotion practices by business firms, e) appreciate the role of market competition in the economy.	The learner shall be guided to: • discuss and present the meaning and benefits of market competition to consumers and businesses, • brainstorm and present on types of market competition (perfect competition, monopolistic competition, oligopoly, and monopoly) • share experiences on effects of uncompetitive market practices to consumers and businesses, • search and analyse case studies on the forms of uncompetitive market practices, • watch or listen to a video on forms of uncompetitive market practices, • discuss and propose ways in which the government can identify and prevent uncompetitive market practices, • use papers to design eco-friendly packaging for sweets.	Why is market competition healthy to an economy?

Core competencies to be developed:

- Communication and collaboration: The learner acquires listening, writing, speaking, reading and teamwork skills during brainstorming and presenting on the types of market competition.
- Citizenship: The learner develops active community life skills when discussing and presenting on the meaning and benefits of market competition to consumers and businesses.

Values:

- Responsibility: The learner shows self drive when performing tasks assigned during discussion on the meaning and benefits of market competition to consumers and businesses.
- Respect: The learner shows regard for the input of every member of the team when sharing experiences on effects of uncompetitive market practices to consumers and businesses.
- Love: The learner portrays a caring attitude when sharing experiences on effects of uncompetitive market practices to consumers and businesses.

Pertinent and Contemporary Issues (PCIs)

Financial literacy: The learner enhances marketing skills when brainstorming and presenting on types of market competition.

Suggested Assessment Rubric

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator	Explains five documents required in the formation of private limited companies with examples.	Explains five documents required in the formation of private limited companies.	Explains three to four documents required in the formation of private limited companies.	Explains less than three documents required in the formation of private limited companies.
Ability to explain five documents required in the formation of private limited companies.				

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore five factors influencing demand and supply for a product.	Explores five factors influencing demand and supply for a product citing examples.	Explores five factors influencing demand and supply for a product.	Explores three to four factors influencing demand and supply for a product.	Explores less than three factors influencing demand and supply for a product.
Ability to describe five factors influencing enterprise growth in Kenya.	Describes five factors influencing enterprise growth in Kenya citing examples.	Describes five factors influencing enterprise growth in Kenya.	Describes three to four factors influencing enterprise growth in Kenya.	Describes less than three factors influencing enterprise growth in Kenya.
Ability to analyse five role of entrepreneurship to an economy.	Analyses five roles of entrepreneurship to an economy giving examples.	Analyses five roles of entrepreneurship to an economy.	Analyses three to four roles of entrepreneurship to an economy.	Analyses less than three roles of entrepreneurship to an economy.
Ability to evaluate all the steps in the process of procuring goods and services in an organisation.	Evaluates all the steps in the process of procuring goods and services in an organisation giving examples.	Evaluates all the steps in the process of procuring goods and services in an organisation.	Evaluates the steps in the process of procuring goods and services in an organisation missing one step.	Evaluates the steps in the process of procuring goods and services in an organisation missing several steps.
Ability to explore five importance of market competition in business.	Explores five importance of market competition in business giving examples.	Explores five importance of market competition in business.	Explores three to four importance of market competition in business.	Explores less than three importance of market competition in business.

STRAND 2.0 FINANCIAL RECORDS IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Financial Records in Business	2.1 The Ledger	By the end of the sub strand, the learner should be able to: a) examine the purpose of a ledger in accounting, b) analyse the types of ledgers for business record keeping, c) explain the concept of double entry and rules of recording business transactions in ledger accounts, d) record business transactions in the ledger accounts, e) balance off ledger accounts for a business, f) acknowledge the role of ledgers in accounting.	The learner shall be guided to: • discuss and present the meaning and purpose of a ledger in accounting, • brainstorm and present on the types of ledgers for business record keeping, • use available resources to search for information on double entry and rules of recording transactions in ledger accounts, • use digital devices or other available resources to record business transactions in ledger accounts, • balance off ledger accounts for a business.	1. Why do businesses prepare ledgers? 2. What are the rules of recording business transactions in ledger accounts?
Core competencies to be developed: - Communication and collaboration: The learner acquires team building and communication skills when discussing meaning and purpose of a ledger in accounting. - Critical thinking and Problem solving: The learner acquires the skills of analysing issues separately for possible solutions when preparing ledger accounts.				

• Learning to learn: The learner develops own learning skills when searching information on double entry and rules of recording transactions in ledger accounts. • Digital literacy: The learner develops skills of interacting with technology when using digital devices to record business transactions in ledger accounts.
Values: • Responsibility: The learner shows determination when preparing ledger accounts. • Respect: The learner shows acceptance for the input of every member of the team in class activities when discussing and presenting on the meaning and purpose of ledgers in accounting.
Pertinent and Contemporary Issues (PCIs) • Financial literacy: The learner enhances record keeping skills when recording transactions in ledgers. • Social cohesion: The learner works and cooperates with members of the group when discussing and presenting on the meaning and purpose of ledgers in accounting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Financial Records in Business	2.2 Trial Balance	By the end of the sub strand, the learner should be able to: a) explain the importance of a trial balance for a business entity, b) prepare a trial balance for a business entity, c) analyse the errors in a trial balance, d) correct errors in a trial balance, e) embrace the importance of a trial balance to a business.	The learner shall be guided to: • brainstorm and present the meaning and importance of a trial balance, • use digital devices or other available resources to prepare a trial balance, • discuss and present the errors in a trial balance, • correct errors in a trial balance.	1. Why is a trial balance important to a business? 2. How are errors in a trial balance corrected?
Core competencies to be developed: • Communication and collaboration: The learner acquires team building and communication skills when discussing on the meaning and importance of a Trial balance. • Critical thinking and problem solving: The learner acquires skills of analysing issues separately for possible solutions when correcting errors in a Trial balance. • Digital literacy: The learner develops skills of interacting with technology when using digital devices to prepare a Trial balance.				
Values: • Responsibility: The learner shows determination when preparing a Trial balance. • Respect: The learner shows acceptance for the input of every member of the team in class activities when brainstorming and presenting the meaning and importance of a Trial balance.				

Pertinent and Contemporary Issues (PCIs)

- Financial literacy: The learner enhances record keeping skills when preparing a Trial balance.
- Social cohesion: The learner enhances the skill of working and cooperating with members of the group when brainstorming and presenting on the meaning and purpose of a Trial balance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Financial Records in Business	2.3 Cash Books	By the end of the sub strand, the learner should be able to: - analyse the purpose of a cash book for financial management, - examine the types of cash books as used in bookkeeping, - prepare cash books for financial management, - assess the purpose of a bank reconciliation statement for financial management, - prepare a bank reconciliation statement to harmonise cash and bank transactions, - embrace the importance of cash book in financial management.	The learner shall be guided to: - discuss and present on the meaning and purpose of a cash book for financial management, - brainstorm and present on the types of cash books used in bookkeeping (<i>single, double, three column cash books</i>), - prepare and present cash books for financial management, - using available resources, search and present information on the meaning and purpose of a bank reconciliation statement, - prepare and present a bank reconciliation statement to harmonise cash and bank transactions.	- Why is a cash book important in bookkeeping? - How is a bank reconciliation statement prepared?
Core competencies to be developed: Communication and collaboration: The learner acquires team building and communication skills when discussing on the meaning and importance of a cash book.				

• Critical thinking and Problem solving: The learner acquires skills of analysing issues separately for possible solutions when preparing and presenting on the bank reconciliation statement to harmonise cash and bank transactions. • Self-efficacy: The learner acquires effective communication skills when preparing and presenting on the cash books for financial management. • Learning to learn: The learner develops own learning skills when searching and presenting information on the meaning and purpose of a bank reconciliation statement.
Values: • Responsibility: The learner shows determination when preparing cash books and bank reconciliation statements. • Respect: The learner shows acceptance for the input of every member of the team when brainstorming and presenting on the types of cash books used in bookkeeping.
Pertinent and Contemporary Issues (PCIs) • Financial literacy: The learner enhances record keeping skills when preparing cash books, and bank reconciliation statements. • Social cohesion: The learner works and cooperates with members of the group when brainstorming and presenting on the meaning and purpose of cash books and bank reconciliation statements.

Suggested Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine five purpose of a ledger in accounting.	Examines five purposes of a ledger in accounting citing examples.	Examines five purposes of a ledger in accounting.	Examines three to four purposes of a ledger in accounting.	Examines less than three purposes of a ledger in accounting.
Ability to record business transactions in the ledger accounts.	Records business transactions in the ledger accounts and	Records business transactions in the ledger accounts.	Records business transactions in the ledger accounts but	Records business transactions in the ledger accounts but

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Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
	balances off.		misses one item.	misses many items.
Ability to explain five importance of a trial balance for a business entity.	Explains five importance of a trial balance for a business entity citing examples.	Explains five importance of a trial balance for a business entity.	Explains three to four importance of a trial balance for a business entity.	Explains less than three importance of a trial balance for a business entity.
Ability to analyse five errors in a trial balance.	Analyses five errors in a trial balance, giving examples.	Analyses five errors in a trial balance.	Analyses three to four errors in a trial balance.	Analyses less than three errors in a trial balance.
Ability to analyse five purposes of a cashbook for financial management.	Analyses five purposes of a cash book for financial management, giving examples.	Analyses five purpose of a cash book for financial management.	Analyses three to four purposes of a cash book for financial management.	Analyses less than three purposes of a cash book for financial management.
Ability to prepare duly balanced cash books.	Prepares duly balanced cash books and fills in the folio column.	Prepares duly balanced cash books.	Prepares cash books with wrong balance.	Prepares cash books with many wrong entries and balances.
Ability to assess five purposes of a bank reconciliation statement for financial management.	Assesses five purposes of a bank reconciliation statement giving examples.	Assesses five purposes of a bank reconciliation statement.	Assesses three to four purposes of a bank reconciliation statement.	Assesses less than three purposes of a bank reconciliation statement.

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STRAND 3.0: BUSINESS AND MONEY MANAGEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Business and Money Management	3.1 Savings and Investments	By the end of the sub strand, the learner should be able to: a) analyse the importance of savings and investments in financial management, b) assess the methods of savings and investments for effective financial management, c) examine the factors influencing savings and investments decisions in an economy, d) evaluate the risk mitigation strategies in savings and investments, e) identify ethical issues on savings and investments decisions in the country, f) prepare a savings and investment plan for self-development,	The learner shall be guided to: • discuss and present on the meaning and importance of savings and investments in financial management, • brainstorm and present on the methods of savings and investment for effective financial management, • use digital devices or print media to search for information on the factors influencing savings and investments decisions in an economy, • read and report on a case study regarding risk mitigation strategies for savings and investments, • search for information on ethical and unethical practices	1. Why do people save and invest? 2. What are the ways of saving and investing?

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		g) embrace the need for savings and investments for self development.	in savings and investments, • develop a savings and investment plan.	
Core competencies to be developed: • Communication and collaboration: The learner acquires listening, writing, speaking, reading and teamwork skills during brainstorming and presentation on the savings and investment in financial management. • Self-efficacy: The learner acquires effective communication skills when discussing and presenting on the meaning and importance of savings and investment in financial management. • Critical thinking and Problem solving: The learner acquires research skills when analysing a relevant case study on risk mitigation strategies on savings and investment.				
Values: • Unity: The learner shows cooperation with other members as they respect each other's opinion when brainstorming and presenting on the methods of savings and investment for effective financial management. • Respect: The learner shows regard for the input of every member of the team when discussing and presenting on the meaning and importance of savings and investments in financial management. • Responsibility: The learner shows self drive when performing tasks assigned during discussions on savings and investments in financial management.. • Love: The learner respects others when sharing digital devices or print media to search for information on the factors influencing savings and investments decisions in an economy.				
Pertinent and Contemporary Issues (PCIs): • Financial literacy: The learner enhances saving, investment and risk mitigation skills when assessing, evaluating and preparing a simple investment plan. • Online safety: Responsible online behaviour is enhanced as the learner use digital devices to search for information on factors influencing savings and investments decisions in an economy. • Social cohesion: The learner enhances interpersonal relationship when discussing and presenting on the meaning and importance of savings and investments in financial management.				

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Business and Money Management	3.2 Financial Markets	By the end of the sub strand, the learner should be able to: a) explore the importance of financial markets in the economy, b) examine the functions of stock exchange and bond markets in the economy, c) analyse the process of buying and selling securities in the stock exchange, d) use ICT tools for efficient transactions in the securities exchange, e) evaluate the challenges investors face when buying and selling securities, f) acknowledge the role of stock exchange and bond markets in the economy.	The learner shall be guided to: - discuss and present on the meaning and importance of financial markets in the economy, - search for information and present on the functions of stock exchange and bond markets, - role play on the process of buying and selling of securities in the stock exchange, - visit Nairobi Securities Exchange website to learn on the securities traded, - engage a resource person (face to face or online) to share information on securities traded on securities exchange, - use suitable ICT tools to get information on how to transact in the securities exchange,	- Why are financial markets important? - How are transactions on securities carried out in the stock exchange?

			read case studies and present on challenges facing investors when buying and selling securities.	
Core competencies to be developed: - Critical thinking and Problem solving: The learner develops researching skills when searching for information and presenting on the functions of stock exchange and bond markets. - Creativity and imagination: The learner develops networking skills when undertaking group activities as they role play the process of buying and selling of securities in the stock exchange.				
Values: - Responsibility: The learner shows accountability as they engage in assigned roles when discussing and presenting on the meaning and importance of financial markets in the economy. - Unity: The learner shows cooperation with other members as they respect each other's opinion when presenting on challenges facing investors when buying and selling securities. - Integrity: The learner displays honesty in analysing the process of buying and selling securities in the stock exchange.				
Pertinent and Contemporary Issues (PCIs): - Financial literacy: The learner enhances investment skills in stock exchange and bond market. - Good governance: The learner enhances attributes of good governance when carrying out security transactions.				

Suggested Assessment Rubric

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to assess five methods of savings and investments for effective financial management.	Assesses five methods of savings and investments for effective financial management giving examples.	Assesses five methods of savings and investments for effective financial management.	Assesses three to four methods of savings and investments for effective financial management.	Assesses less than three methods of savings and investments for effective financial management.
Ability to prepare a savings and investment plan for self-development.	Prepares a savings and investment plan for self-development by categorising the savings and investment goals.	Prepares a savings and investment plan for self-development.	Prepares a savings and investment plan for self-development missing a few components.	Prepares savings and investment plans for self-development missing many components.
Ability to examine five functions of stock exchange and bond markets.	Examines five functions of stock exchange and bond markets giving examples.	Examines five functions of stock exchange and bond markets.	Examines three to four functions of stock exchange and bond markets.	Examines less than three functions of stock exchange and bond markets.
Ability to analyse the process of buying and selling of securities in financial markets.	Analyses the process of buying and selling of securities in financial markets citing examples.	Analyses the process of buying and selling of securities in financial markets.	Analyses the process of buying and selling of securities in financial markets missing one step.	Analyses the process of buying and selling of securities in financial markets missing many steps

STRAND 4.0 GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Government and Global Influence in Business	4.1 Public Finance	By the end of the sub strand, the learner should be able to: a) explore sources of public finance other than taxation in Kenya, b) classify public expenditure in Kenya, c) assess the principles of public expenditure in Kenya, d) acknowledge other sources of public finance in Kenya.	The learner shall be guided to: • discuss and present sources of public finance other than taxation, • brainstorm and present on the categories of public expenditure, • use digital devices or print media to search for information on the principles of public expenditure, • Write an article on public expenditure and present it during clubs and societies.	1. What are the sources of public finance? 2. How does the government spend its revenue?
Core competencies to be developed: • Creativity and imagination: The learner applies new ideas when writing articles on public finance and presenting in clubs and societies. • Digital literacy: The learner acquires the skills of connecting and interacting with digital devices when searching for information on the principles of public expenditure.				

Values:

- Integrity: The learner shows accountability as they search for information on the principles of public expenditure.
- Love: The learner puts the interest of others before self when sharing digital devices or print media to search for information on the principles of public expenditure.

Pertinent and Contemporary Issues (PCIs)

- Financial literacy: The learner enhances financial skills in public finance expenditure.
- Good governance: The learner enhances integrity when searching for information on the principles of public expenditure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Government and Global Influence in Business	4.2 Consumer and Investor Protection	By the end of the sub strand, the learner should be able to: a) analyse the reasons for consumer and investor protection in Kenya, b) examine the ways in which the government protects consumers and investors in Kenya, c) assess the consumer and investor rights in Kenya, d) explore the consumer and investor protection issues in Kenya, e) evaluate the role of consumer and investor bodies or	The learner shall be guided to: • discuss and present on the meaning, reasons for consumer and investor protection in Kenya, • brainstorm and present on the ways in which the government protects consumers and investors in Kenya, • role play on consumer and investor rights, • share experiences on the consumer and investor protection issues in Kenya, • discuss how the government protects consumers from effects of high emissions and effluence in Kenya. • listen to a talk by a resource person on role of consumer and investor bodies, • use digital devices or print media to search and present information on the role of consumer and investor bodies,	1. Why should consumers and investors need protection? 2. What are the challenges faced when dealing with consumer and investor protection?

		associations in consumer protection, acknowledge the need for consumer and investor protection in Kenya.	- analyse and present case studies on the role of consumer and investor bodies, - compose songs or poems to sensitize the school community on the consumer and investor rights.	
Core competencies to be developed: - Self efficacy: The learner acquires collaborative learning when planning and presenting on the meaning, reasons for consumer and investor protection in Kenya. - Creativity and imagination: The learner acquires new ideas and makes connections when composing songs or poems to sensitize the school community on the consumer and investor rights.				
Values: - Responsibility: The learner shows accountability as they engage in assigned roles when role playing on consumer and investor rights. - Unity: The learner cooperates with other members of the team when composing songs or poems to sensitize the school community on the consumer and investor rights.				
Pertinent and Contemporary Issues (PCIs) - Financial literacy: The learner enhances consumer literacy skills, when brainstorming and presenting on the ways in which the government protects consumers and investors in Kenya. - Online safety: responsible online behaviour is enhanced as learner uses digital devices to search for information on the role of consumer and investor bodies. - Waste management: The learner enhances skills of handling organic and inorganic waste as they discuss how the government protects consumers from effects of high emissions and effluence in Kenya.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Government and Global Influence in Business	4.3 Financial Regulators in Business	By the end of the sub strand, the learner should be able to: - examine the roles of Government financial regulators in Kenya, - appreciate the roles of Government financial regulators in Kenya.	The learner shall be guided to: - discuss and present on the roles of government financial regulators, (<i>Central Bank of Kenya, Insurance Regulatory Authority, Sacco Societies Regulatory Authority, Unclaimed Financial Assets Authority, Capital Markets Authority, Retirement Benefits Authority</i>), - use the digital or print media to search for information on the roles of government financial regulators in Kenya, - role play on different government financial regulators in contributing to financial stability, - read and present case studies on government financial regulators in Kenya, - design a poster to sensitize the school community on the roles of financial regulators in Kenya.	What is the role of the government financial regulators in Kenya?

Core competencies to be developed: • Communication and collaboration: The learner acquires listening, writing, speaking, reading and teamwork skills when discussing and presenting on the roles of government financial regulators. • Digital literacy: The learner acquires the skills of connecting and interacting with digital devices when searching for information on the roles of government financial regulators in Kenya.
Values: • Responsibility: The learner shows self drive when performing tasks assigned during discussions on the roles of government financial regulators. • Respect: The learner shows regard for the input of every member of the team in class activities on the roles of government financial regulators.
Pertinent and Contemporary Issues (PCIs) • Financial literacy: The learner enhances financial literacy skills on financial regulators in Kenya. • Social cohesion: The learner cooperates and participates when discussing and presenting on the roles of government financial regulators.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Government and Global Influence in Business	4.4 Economic Planning and Development in Kenya	By the end of the sub strand, the learner should be able to: - analyse the concept of economic planning and development in an economy, - examine the sectors of Kenya's economy for development and planning, - describe the stages involved in planning for economic development, - explore the indicators of economic growth and development in an economy, - evaluate the factors influencing economic development for a country, - acknowledge the importance of economic	The learner shall be guided to: • discuss and present on the meaning and importance of economic planning, growth and development in an economy, • search and present using available resources on the sectors of Kenya's economy for development and planning, • watch or listen to a video on the sectors of Kenya's economy, • use digital devices or print media to search on the stages involved in planning for economic development, • using a case study analyse the challenges in the stages of economic planning, • search and analyse case studies on the indicators of economic growth and development in an economy,	Why is economic development planning important to a country?

		planning and development to a country.	• brainstorm and present on the factors influencing economic development, • search and present key challenges to economic development in a specific region of Kenya and propose possible strategies for overcoming them, • prepare a school development plan.	
Core competencies to be developed: • Critical thinking and Problem solving: The learner acquires evaluation and inference skills when preparing a school development plan. • Creativity and imagination: The learner acquires new ideas and make connections when preparing a school development plan. • Self-efficacy: The learner acquires effective communication skills when discussing and presenting on the meaning and importance of economic planning, growth and development in an economy.				
Values: • Responsibility: The learner shows self-drive when performing tasks assigned during discussions on the meaning and importance of economic planning, growth and development in an economy. • Unity: The learner collaborates with others when brainstorming and presenting on the factors influencing economic development planning.				
Pertinent and Contemporary Issues (PCIs) • Good governance: The learner enhances attributes of good governance when using digital devices or print media to search on the stages involved in planning for economic development. • Online safety: Responsible online behaviour is enhanced as learner uses digital devices to search for information on the stages involved in planning for economic development.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Government and Global Influence in Business	4.5 International Trade	By the end of the sub strand, the learner should be able to: a) explore the mandatory documents used in international trade, b) analyse the reasons for trade restrictions in international trade, c) explain the methods of trade restrictions in international trade, d) assess the impact of ethical and unethical practices in international trade on developing economies, e) appreciate the role of mandatory transaction documents in international trade.	The learner shall be guided to: • use digital and print media to search for information on the mandatory documents used in international trade, • discuss and present on the meaning and functions of different types of mandatory transaction documents in international trade: <i>Bill of Lading</i> <i>Airway Bill</i> <i>Proforma Invoice</i> <i>Commercial Invoice</i> <i>Packing List</i> <i>Delivery Orders</i> <i>Purchase Orders</i> <i>Payment Slips and Receipts</i> <i>Certificate of Origin</i> <i>Certificate of Conformity,</i> • brainstorm and present on the reasons for trade restrictions in international trade,	1. What are the mandatory documents used in international trade? 2. How does a government restrict international trade?

			• search and analyse case studies on methods of trade restrictions, • search using available resources on the impact of ethical and unethical practices in international trade on developing economies, • debate on the ethical and unethical issues in international trade.	
Core competencies to be developed: • Communication and collaboration: The learner acquires listening, writing, speaking, reading and teamwork skills when discussing and presenting on the mandatory documents used in international trade. • Digital literacy: The learner acquires the skills of connecting and interacting with digital devices when searching for information on the mandatory documents used in international trade. • Learning to learn: The learner develops own learning skills when searching information on the mandatory documents used when transacting, and on the ethical and unethical practices in international trade.				
Values: • Unity: The learner shows cooperation with other members of the team when discussing and presenting on the meaning and functions of different types of mandatory documents in international trade. • Respect: The learner shows regard for the input of every member of the team when debating on the ethical and unethical issues in international trade. • Peace: The learner works in harmony when discussing and presenting on the meaning and functions of different types of mandatory transaction documents in international trade.				

Pertinent and Contemporary Issues (PCIs)

- Financial literacy: The learner enhances financial literacy skills when learning about the mandatory documents used in international trade.
- Social cohesion: The learner cooperates and participates when debating on the ethical and unethical issues in international trade.

Suggested Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore five sources of public finance in Kenya.	Explores five sources of public finance in Kenya, citing examples.	Explores five sources of public finance in Kenya.	Explores three to four sources of public finance in Kenya.	Explores less than three sources of public finance in Kenya.
Ability to assess five principles of public expenditure in Kenya.	Assesses five principles of public expenditure in Kenya with examples.	Assesses five principles of public expenditure in Kenya.	Assesses three to four principles of public expenditure in Kenya.	Assesses less than three principles of public expenditure in Kenya.
Ability to analyse five reasons for consumer and investor protection in Kenya.	Analyses five reasons for consumer and investor protection in Kenya citing examples.	Analyses five reasons for consumer and investor protection in Kenya.	Analyses three to four reasons for consumer and investor protection in Kenya.	Analyses less than three reasons for consumer and investor protection in Kenya.
Ability to evaluate five roles of consumer and investor bodies or associations in consumer protection.	Evaluates five roles of consumer and investor bodies or association in consumer protection giving examples.	Evaluates five roles of consumer and investor bodies or associations in consumer protection.	Evaluates three to four roles of consumer and investor bodies or associations in consumer protection.	Evaluates less than three roles of consumer and investor bodies or associations in consumer protection.
Ability to examine five	Examines five roles of	Examines five roles of	Examines three to four	Examines less than

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
roles of the Central Bank of Kenya as a financial regulator.	the Central Bank of Kenya as a financial regulator giving examples.	the Central Bank of Kenya as a financial regulator.	roles of the Central Bank of Kenya as a financial regulator.	three roles of the Central Bank of Kenya as a financial regulator.
Ability to analyse five importance of economic planning and development in an economy.	Analyses five importance of economic planning and development citing examples.	Analyses five importance of economic planning and development in an economy.	Analyses three to four importance of economic planning and development in an economy.	Analyses less than three importance of economic planning and development in an economy.
Ability to evaluate five factors influencing economic development for a country.	Evaluates five factors influencing economic development for a country with examples.	Evaluates five factors influencing economic development for a country.	Evaluates three to four factors influencing economic development for a country.	Evaluates less than three factors influencing economic development for a country.
Ability to explore five mandatory documents used in international trade.	Explores five mandatory documents used in international trade citing examples.	Explores five mandatory documents used in international trade.	Explores three to four mandatory documents used in international trade.	Explores less than three mandatory documents used in international trade.
Ability to explain five methods of trade restrictions in international trade.	Explains five methods of trade restrictions in international trade giving examples.	Explains five methods of trade restrictions in international trade.	Explains three to four methods of trade restrictions in international trade.	Explains less than three methods of trade restrictions in international trade.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non -Formal Activities
1.0 Business and its environment	• Oral questioning • Observation • Project work assessment • Journaling • Learner Profiling • Assignments • Self and peer assessment • Portfolio assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person • Approved textbooks and reference materials • Photographs and pictures • Case study extracts • Local market • Samples of procurement documents	• Write articles for the school magazine on the methods used to determine prices of goods and services in Kenya • Watch TV programmes or video clips on how to patent products • Watch TV programs on ethical and legal issues on procurement of goods and services • Field visit activities • Financial literacy club and other clubs and societies • Read articles on forms of uncompetitive marketing practices • Poems on benefits of public and private companies in Kenya • Share experiences with peers and parents on procurement of school transport • Participating in a talk by a resource person on authorised school transport

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non -Formal Activities
2.0. Financial records in business	• Oral questions • Observation • Journaling • Assignments • Self and peer assessment • Portfolio assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person • Approved textbooks and reference materials • Photographs and pictures • Charts • Samples of financial records • Local businesses	• Participating in a talk by a resource person on preparation of ledger accounts and trial balance • Talking walls with messages on correction of errors in a trial balance • Learning corners with messages on preparation of cash books and bank reconciliation statements • Field visit activities • Parental guidance on cyber security on the use of digital devices during parents' day

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non -Formal Activities
3.0 Business and money management	• Assignments • Self and peer assessment • Oral questions • Observation • Journaling • Learner Profiling • Portfolio assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person • visit Nairobi Securities Exchange website to learn on the securities traded • Case studies • Photographs and pictures • Reference materials on Financial markets	• Financial literacy club and other clubs and societies • School mentoring and coaching programmes • Field visit activities • School drama festivals with themes on savings and investment decisions • Write poems on importance of regular saving and display on the notice board • Parental empowerment and engagement guidelines in inculcating a saving culture and investing in income generating activities • Watch TV programmes and video clips on Financial markets

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non -Formal Activities
4.0 Government and global influence in business	• Journaling • Learner Profiling • Assignments • Self and peer assessment • Oral questions • Observation • Portfolio assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person • Approved textbooks and reference materials • Photographs and pictures • Charts • Case study extracts	• Poems on consumer protection during drama festivals • Writing articles in school magazines on Government regulators in business • Discussions and presentations on ethical and unethical practices in international trade during clubs and societies • Watch videos and TV programmes on Sectors of Kenya's economy • Participating in a discussion by a resource person on the classification of public expenditure and how it affects urban roads or road safety infrastructure • Learners to discuss the importance of functional motor vehicle parts • Discuss road regulations provided in the Traffic Act • Read documentaries on Traffic Act • Learners discuss why the school should budget for regular servicing of their motor vehicles