

**THE WEST AFRICAN EXAMINATIONS COUNCIL, GHANA**

**GENERAL BUSINESS CERTIFICATE EXAMINATION**



**SYLLABUS**

**EFFECTIVE 2021**

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## **RULES AND REGULATIONS**

### **1. INTRODUCTION**

This book contains the Rules, Regulations and Syllabuses, for the General Business Certificate Examination that will be taken from 2021 onward. The rules and regulations are meant to guide candidates for the examination. Candidates are expected to acquaint themselves thoroughly with them. The syllabuses seek to give users the opportunity to acquire relevant skills and knowledge for living meaningfully in the 21st century.

The examination will be taken once in a year. The examination is equivalent to the West African Senior School Certificate Examination.

Holders of the General Business Certificates have been specially prepared for the world of work and further academic studies at the Advanced Business Certificate level and in tertiary institutions such as the polytechnics and universities.

### **2. ENTRY FOR THE EXAMINATION**

#### **(1) Options Available**

Two options of entry for the examination are available. These are the **Group Certificate** and **Single Subject** entry options.

#### **(a) Group Certificate Entry**

- (i) The Group Certificate Entry option of the GBCE involves a combination of four compulsory and two optional subjects, all of which must be passed at one sitting.
- (ii) The Group Certificates are in the following categories and subjects areas:

#### **Accounting**

##### **Compulsory Subjects**

Financial Accounting  
English Language  
Mathematics  
Economics

##### **Optional Subjects**

Cost Accounting  
Business Law  
Commerce  
Social Studies  
Integrated Science

## **Business Studies**

### **Compulsory Subjects**

Economics  
English Language  
Mathematics  
Commerce

### **Optional Subjects**

Office Practice  
Business Law  
Financial Accounting  
Social Studies  
Integrated Science  
Marketing  
Salesmanship

## **Secretarial Duties**

### **Compulsory Subjects**

Commerce  
Text Processing  
English Language  
Office Practice

### **Optional Subjects**

Economics  
Business Law  
Mathematics  
Social Studies  
Integrated Science

The following subjects will also be available to candidates who wish to register for the GBCE.

- Elective Mathematics
- Geography
- Government
- French

The WASSCE Syllabus will be used in this regard.

- (iii) A candidate who satisfies the conditions for the Group Certificate option will be awarded one General Business Certificate on which all the subjects and the various grades obtained are indicated.
- (iv) A candidate who enters for the Group Certificate Option but is unable to obtain passes in the required subjects at one sitting will be issued single certificates for those subjects in which he/she passes.
- (b) **Single Subject Entry**
- (i) Under the Single Subject Entry Option, a candidate may enter up to eight single subjects.

- (ii) A candidate who enters for single subjects will be awarded the General Business Certificate for each subject he/she is successful in.

(2) **How to Enter**

- (a) The Examination is available to both school and private candidates i.e. candidates who attend schools that prepare them and register them for the examination and those who study and register as individual candidates for the examination.
- (b) The candidates are expected to be registered by their schools or on their own by the approved means. Registration by both means is done electronically.
- (c) Entry softwares will be made available to all schools on the Council's approved list for the examination. The softwares should be returned by deadlines to be set by Council from year to year.
- (d) The compact discs (CDs) containing details of the registered candidates, evidence of payment of the appropriate registration fee, together with other documents to be specified should reach the appropriate Office of the Council by the deadline that will be determined by the Council from year to year.
- (e) It is the responsibility of Heads of School to ensure that the candidates check the correctness of their entries and sign against them on the hard copies of the entry documents before they are submitted to the Council.

The West African Examinations Council shall not take responsibility for any error, oversight or default made on the entry schedules (soft or hard copies) by Heads of School or their representatives.

- (f) The Council reserves the right to refuse entries which do not satisfy the regulations of the examination. Entries which do not arrive before the closing date or which are not accompanied by the correct fees will also be rejected outright.
- (g) The Council reserves the right to cancel any entry at any stage before, during or after the examination is taken if it is found to be irregular.
- (h) The Council reserves the right to cancel the scripts of a candidate in subject/paper for which he/she did not enter.
- (i) No candidate will be permitted to sit the examination at a centre other than where he/she has been assigned.
- (j) The Council does not undertake to refund fees.

### 3. **GUIDELINES FOR ADMISSION INTO TERTIARY INSTITUTIONS**

Candidates are advised that they will be required to satisfy not only the tertiary institutions' general entrance requirements but also the requirements of the particular programmes which they wish to enter and that these requirements vary considerably. Particulars of admission requirements may be obtained from the National Accreditation Board and the tertiary institutions.

### 4. **GENERAL ARRANGEMENTS**

#### (1) **Dates for the Examination**

The examination will be held once in a year. The actual date for the examination will be made known to candidates either directly or through their schools.

Detailed timetables will be made available along with the entry documents.

#### (2) **Fees**

Fees are to be paid at designated banks using the appropriate guidelines provided by the Council.

#### (3) **Time Allowed for Question Papers**

Unless otherwise indicated on the question papers, the time allowed for answering the questions include reading time.

#### (4) **Materials to be Provided by Candidates**

(a) Candidates must provide their own pencils, mathematical sets, typewriters etc.

(b) They will be required to write their answers ink; but pencils may be used only for diagrams and objective answers. Only black or blue ink should be used.

(c) No mathematical tables other than those supplied by the Council may be used.

(d) Unless otherwise stated electronic calculators of the silent, cordless and non-programmable type shall be allowed for the examination.

Only the calculator to be used should be taken into the examination halls. Supplementary material such as instruction leaflets, etc. must under no circumstances be taken into the examination hall.

(e) A silent, cordless and non-programmable calculator is described as follows:

It must not have audio or noisy keys or be operated in such a way as to disturb other candidates.

It must have its own self-contained power supply (solar or batteries) and must not be dependent on free mains power supply.

It must not have the facility for magnetic cord input or plug-in modules or programme instructions.

## **5. ISSUE OF RESULTS AND THE AWARD OF CERTIFICATES**

- (1) The Council reserves the right to cancel the results of candidates if it considers that they have been involved in irregularities before, during or after the examination. It also reserves the right to withhold certificates and to cancel certificates of candidates involved in any acts of malpractice.
- (2) The Council will not enter into correspondence about results with school candidates or their parents or guardians or other persons claiming to act in *locoparentis*. All correspondence regarding such issues may only be dealt with directly between schools and the Council. The Council may however entertain correspondence on such issues with bonafide private candidates.
- (3) Request for re-marking of scripts whether from schools or individuals (i.e. private candidates) must be made within 60 days (2 months) after release of results of the examination.
- (4) Results lists will be sent to Heads of School as soon as possible after each examination. The result lists will indicate the standard reached in each subject taken by each candidate presented unless the results of the candidate have been withheld or cancelled.
- (5) Candidates, both school and private, may access their individual statements of results from the internet after paying the appropriate fee. The address of the website will be made known to the candidates when necessary.
- (6) Certificates will be awarded soon after release of results. Those for successful school candidates will be forwarded to them through their Heads of School. Private candidates may collect theirs at the Council's offices according to programmes to be made public at the appropriate times.
- (7) The award of a certificate is entirely within the discretion of the Council and it will not be liable to any candidate in respect of the withholding or cancellation of any certificate improperly obtained.
- (8) Certificates remain the property of the Council and legal proceedings will be instituted against any person who alters anything on them.

- (9) Examination scripts will be disposed of three months after the release of results.

## 6. THE CONDUCT OF CANDIDATES IN THE EXAMINATION HALL

### (1) Supervision of the Examination

- (a) The examination shall be under the control of the Supervisor who shall be responsible to the Council.
- (b) The Supervisor will be required to carry out the detailed instructions on the conduct of the examination at the centre that will be assigned to him/her.  
These will relate to the admission of candidates into the examination halls, the distribution of examination question papers to candidates, the collection of scripts at the end of each period, and their despatch to the Council and the maintenance of constant and effective supervision over the candidates.
- (c) It is the duty of a Supervisor to report to the Council all cases of irregularity or misconduct in the examination. The report must be written immediately a candidate is caught in such irregularity or misconduct.  
The candidate should be requested to write his/her statement on the incident and then allowed to continue the examination unless he/she interferes with the work of other candidates.  
Further action on such candidates will be taken by the Council in accordance with its rules and regulations.
- (d) A candidate whose examination work is affected by adverse circumstances should inform the Supervisor at the centre at which he/she takes the examination. Where the candidate falls ill and cannot take the examination in some papers, he/she must supply the Supervisor with medical certificate to that effect, which should be forwarded to the Council together with the appropriate Special Report on the candidate which has been completed by the Supervisor.
- (e) The Council may, at any time, send an External Supervisor to a school or centre to take control of the examination, or may send an Officer or Inspector to a centre during the examination to verify if it is being conducted in strict accordance with the regulations.

### (2) Instructions to Candidates

- (a) Candidates must obey all instructions given by the Supervisors and Invigilators. In particular, they must enter and leave the halls when told to do so.

- (b) Candidates must not give or receive any assistance in answering the examination questions.
- (c) Candidates must not talk to other candidates inside the examination hall.
- (d) Candidates must not tear part of their question papers, answer sheets or answer booklets.
- (e) Candidates must stop work when they are told to do so and must always hand over their answer scripts or answer booklets **personally** to the Supervisor/Invigilators at the end of the examination.
- (f) Candidates must not remove any answer booklet or paper from the examination hall. Examination papers remain the property of the Council.
- (g) In all cases of misconduct, the Council may, after considering the report, cancel **either** the result of the candidate in the subject involved **or** his/her entire results.
- (h) Candidates should not bring any book, mobile phone or other electronic gadgets (except calculators of the silent, non-programmable type), bag or other property into the examination room/hall.
- (i) The Council does not accept responsibility for such books, bags or other properties which candidates leave at the precincts of the examination hall.
- (j) Candidates may not be allowed into the examination hall after thirty (30) minutes of the commencement of the examination.
- (k) Candidates should not leave the examination hall within thirty (30) minutes of the commencement of the examination.

7. **RULES AND REGULATIONS FOR DEALING WITH CASES OF IRREGULARITY IN THE COUNCIL'S EXAMINATION**

(1) **Bringing Foreign Material into Examination Hall**

- (a) Where a candidate is found in the examination hall with notes, textbooks, prepared material or any other printed material, the candidate's entire result in the examination shall be withheld pending cancellation of the result of the subject involved by the appropriate Committee of Council.
- (b) Where a candidate is found in the examination hall with a blank piece of paper or any other material not covered under 1(1) above, (except

mobile phone or any other electronic communication device) the entire results of the candidate shall be withheld pending cancellation of the results of the subject involved by the appropriate Committee of Council.

- (c) Where a candidate is found with a programmable calculator in the examination hall, the entire result of the candidate shall be withheld pending cancellation of the result of the subject involved.
- (d) Where a candidate is found with a mobile phone or any other electronic communication device in the examination hall, the entire results of the candidate shall be withheld pending the cancellation of his/her entire results by the appropriate Committee of Council.

**(2) Irregular Activities Inside or Outside the Examination Hall**

- (a) Where a candidate is apprehended for offence(s) such as those listed below, inside or outside the examination hall, the candidate's entire results in the examination shall be withheld pending cancellation of his/her entire result by the appropriate Committee of Council.
  - i. Stealing, converting or misappropriating the script(s) of other candidate(s);
  - ii. Substitution worked script during or after the examination;
  - iii. Seeking or receiving help from non-candidate(s) such as invigilator(s), supervisor(s), teacher(s) or other personalities during the examination.
- (b) Where the person giving the help is not a candidate for the examination in session, but a prospective candidate, he/she shall be barred from taking any examination conducted by the Council for one year and will also be reported to the appropriate authority for disciplinary action to be taken against him/her. In addition to the above action, the candidate's entire result shall withheld pending cancellation by the appropriate Committee of Council.
- (c) Where a candidate is apprehended for offence(s) such as those listed below inside or outside the examination hall, the candidate's entire results shall be withheld pending cancellation the result of the subject involved by the appropriate Committee of Council.
  - i. Tearing part of the question paper or answer booklet during the examination;

- ii. Refusing to submit script to the supervisor after examination;
- iii. Starting to write an examination before commencement of work is officially announced OR continuing to write after official orders have been given for candidates to stop work;
- iv. Other irregular activities within immediate precinct precincts of the examination hall before, during or after the examination.

**(3) Collusion**

- (a) Where a candidate is caught during the examination passing notes for help from other candidate(s), receiving or giving assistance, taking with or colluding in any manner with another candidate(s) , the entire result of the candidate(s) involved shall be withheld pending the cancellation of his/her result(s') for the subject involved by the appropriate Committee of Council.
- (b) Where cases of cheating are detected in script(s) and/or otherwise established in one paper, the results of the subject for the candidate(s) involved shall be cancelled.
- (c) Where a candidate is proved to have cheated in more than one paper/subject, his/her results in those subjects shall be cancelled.

**(4) Impersonation**

Where a person is caught impersonating a candidate, he/she shall be handed over to the police for prosecution. The entire results of the person being impersonated and those of the impersonator, if he/she is also a candidate for any WAEC examination, shall be withheld pending cancellation by the appropriate Committee of Council.

Both the impersonator and the impersonated shall be barred from taking any examination conducted by the Council for a period of not less than two years.

**(5) Leakage**

- (a) Where case of leakage is established at a centre, the entire results of the candidates offering the subject(s) involved at the centre shall be withheld
- (b) Candidates proved to have been involved in the leakage shall have their entire results cancelled by the appropriate Committee of Council.

- (b) Where it is established that the school authorities condoned, connived at, and/or encouraged the leakage, the entire results of the candidates at the centre shall be withheld pending cancellation of the entire result by the appropriate Committee of Council. In addition, the school shall be de-recognised in accordance with Rule 6 below.

**(6) Mass cheating**

- (a) Where more than half of the candidates for the subject at a centre are involved in collusion or other forms of examinations malpractice, this shall be regarded as mass cheating.
- (b) Where mass cheating in a subject as a centre is established, the entire result of the candidates at the centre shall be withheld pending cancellation of the results of the subject for those confirmed to have cheated.
- (c) Where mass cheating has been established, the following shall also apply:
  - i. In case of schools, a report shall be made to the Ministry of Education or the appropriate Board for disciplinary action to be taken against the person(s) responsible and the school shall be de-recognised for a period not less than one year.
  - ii. In the case of public centres, the Council shall take appropriate action.
- (d) A school shall de-recognised for a stated period if
  - i. Mass cheating is established in more than one paper/subject.
  - ii. The appropriate Committee of Council is satisfied that the school cannot ensure the satisfactory conduct of the Council's examination.
- (e) De-recognition implies that:
  - i. The school authority can no longer organise or manage the school as a school centre, although the Council or its agent may use the physical facilities of the school for the purpose of the examination.
  - ii. The school may be allowed to present its students as school candidates, but the conduct of the whole examination (practical and Theory) shall be responsibility of Council.

- iii. The school concerned shall pay the prescribed extra fees for the supervision and invigilation of the examination before the examination begins.
- (f) Notwithstanding items 6(3)(a) and 6(4) above, recognition may be restored upon a written assurance from the administering authority of the school that the necessary requirement has been satisfied. Such assurance shall contain details of measures big taken to ensure the satisfactory conduct of the examination, and those which shall be put in place subject accepted by the council. Recognition, however, will only be restored after at least one year of de-recognition.

**(7) Insult/Assault on Supervisors/Invigilators/Inspectors**

- (a) Where a candidate insults or assaults a supervisor/invigilator in the lawful performance of his/her duties inside or outside the examination hall, or in any other way disturbs the conduct of the examination, the entire results of the candidate shall be withheld pending cancellation of the entire results by the appropriate Committee of Council. The candidate shall also be barred from taking any examination conducted by the Council for a period not less than two years. In addition, he/she may be handed over to the police for prosecution.
- (b) Where a candidate brings into the examination hall or uses anything including chemical substance with intent to cause injury, temporary or permanent incapacity to any authorised person in the examination hall including other candidates, the results of the candidates shall be withheld pending the cancellation of the entire results by the appropriate Committee of Council. In addition, the candidates shall be barred for a period of not less than two years from taking any examination conducted by the council.
- (c) Contravention of Rule 7(1) and 7(2) shall not preclude legal action being taken against the candidate by the Council or the individual(s) concerned.

**(8) Contravention of Instructions to Candidates**

Where a candidate, in contravention of the instructions to candidates, writes with pencil instead of ink or shades with ink instead of pencil, his/her entire results shall be withheld pending cancellation or his/her result for the subject concerned by the appropriate Committee of Council.



- (b) The certificate should be kept in a safe place.
- (c) The West African Examinations Council will not issue any copies of the original certificate.
- (d) Any alteration on the certificate renders it invalid. Holders of such certificates may be prosecuted.
- (e) The certificate must be surrendered to the West African Examinations Council on request.

(3) **Confirmation of Results**

- (a) On application and after the payment of a prescribed fee, a confirmed statement of a candidate's results in the examination will be forwarded to institutions of learning and prospective employers. Such statements are however, **not** issued to individual candidates or persons.
- (b) If a candidate is required to submit a confirmed statement of his/her results to any organisation as indicated above, he/she should forward the following details together with the prescribed fee and his/her two passport-size photographs to the Council:
  - (i) Name (in full and as used in the examination)
  - (ii) Month and Year of Examination
  - (iii) Index Number used for the examination
- (c) Each passport-size photograph should be endorsed at the back by one of the following persons indicating that the applicant is the bona fide candidate who took the examination:
  - (i) Head of a Recognised Educational Institution;
  - (ii) A Barrister/Solicitor;
  - (iii) A Senior Civil/Public Servant;
  - (iv) A Senior Military/Police Officer etc.
  - (v) A Medical Officer.
- (d) Any organisation or institution that wishes to confirm the examination results of its employees is required to submit to the Council photocopies of the document presented by the employees together with two passport-size photographs of each of them, endorsed at the back by a senior official of the company/institution and the prescribed fees.
- (e) Only applications accompanied by all the requirements will be processed.

## **BUSINESS LAW**

### 1 **AIMS**

The aims of the syllabus is to: (a) develop an understanding of the basic principles of Business Law (b) enhance an appreciation of there are relationship to the economic and social environment in which the relevant business operations are carried out.

### 2 **TARGET POPULATION**

The syllabus is designed for candidates for the General Business Certificate Examination. It can serve as preparatory work for those who wish to pursue the advanced stage (ABCE). It is also designed for those who desire a working knowledge of Business Law.

### 3 **FORM OF EXAMINATION**

The examination will consist of two papers, Paper 1 and Paper 2.

Paper 1 will comprise eight questions out of which any five will be answered for 2<sup>1</sup>/<sub>2</sub>hours. The paper carries 75% of the total mark (ie15 marks for each question).

Paper 2 will comprise 50 multiple-choice questions to be taken within 1 hour. It will carry 25% of the total mark.

### 4 **DURATION OF STUDY**

A minimum period of three years of four hours per week will be required to cover the syllabus fully.

5. **DETAILED SYLLABUS**

TOPIC	COURSE OBJECTIVES
<b>1. NATURE OF CONTRACT</b>	At the end of these units of work, candidates should be able to:
1.1 Meaning of Contract	1.1.1 define a Contract
1.2 Types of Contract	1.2.1 differentiate between the types of contract. i.e. simple contract, specialty/standard form contract
1.3 Forms of Contract	1.3.1 explain forms of contract (i) oral (ii) written (iii) by conduct
<b>2. ELEMENTS OF SIMPLE CONTRACT</b>	
2.1 Agreement	2.1.1 identify the two main components of an agreement, viz offer and acceptance. 2.1.2 distinguish an offer from an invitation to treat with examples. 2.1.3 explain the rationale behind the distinction in 2.1.2 2.1.4 describe the ways whereby an offer can be communicated. 2.1.5 describe the importance and effect of communicating an offer. 2.1.6 explain the terms: cross offer and counter offer. 2.1.7 identify the main methods of terminating an offer.
2.2 Consideration	2.2.1 explain the term consideration 2.2.2 identify the general rules relating to Consideration 2.2.3 explain executory, executed and past consideration with examples.
2.3 Intention to create legal relations	2.3.1 distinguish between agreements which usually presume the existence of intention to create legal relations from those which do not.
2.4 Legality	2.4.1 explain the term legality of subject matter 2.4.2 distinguish between legal and illegal contracts.
2.5 Contractual Capacity	2.5.1 identify and distinguish between circumstances in which contracts by minors, drunken persons, alien, insane persons and enemies are: (i) binding; (ii) void; (iii) voidable.

TOPIC	COURSE OBJECTIVES
<b>3. PRIVACY OF CONTRACT</b>	3.1 explain the term privity or third party right 3.2 identify and explain exceptions to the privity rule. 3.3 identify and explain the changes made by Part 2 of the Contracts Act, 1960 (Act25)
<b>4. STANDARD FORM CONTRACT AND EXEMPTION CLAUSES</b>	4.1 distinguish standard form contract from conventional contract. 4.2 explain advantages/disadvantages of standard form contract over conventional contract. 4.3 explain exemption clauses and their effects on Contracts.
<b>5. VITIATING FACTORS</b>	
5.1 Mistakes	5.1.1 identify and explain the effect of the various types of mistakes on contracts 5.1.2 identify and explain the reform of common mistake by section 9 of Contracts Act, 1960 (Act 25)
5.2 Misrepresentation	5.2.1 explain the term misrepresentation 5.2.2 distinguish and show the effects of fraudulent, negligent and innocent misrepresentation. 5.2.3 identify the remedies for fraudulent, negligent and innocent misrepresentation
5.3 Duress and Undue Influence	5.3.1 distinguish between duress and undue influence and their effects.
<b>6.DISCHARGE OF CONTRACTS</b>	6.1 outline the methods of discharge.
<b>7. REMEDIES FOR BREACH OF CONTRACT</b>	7.1 outline the various circumstances under which the remedies are applicable. 7.2 outline the circumstances under which damages could be awarded.
<b>8. CONTRACT OF SALE OF GOODS</b>	8.1.1define a contract of sale of goods 8.1.2 distinguish between Agreement to sell and Sales (NOTE: the position under Act 137 Ghana)
8.1 Sale and agreement to sell	

TOPIC	COURSE OBJECTIVES
<p>8.2 Goods</p> <p>8.3 Property</p> <p>8.4 Price</p>	<p>8.2.1 distinguish among the terms: specific, ascertained and unascertained goods and provide examples.</p> <p>8.3.1 distinguish between ownership and possession.</p> <p>8.4.1 define and explain the manner of fixing a price: by contract, by the parties, by a third party.</p>
<p><b>9. DUTIES AND OBLIGATIONS OF THE SELLER</b></p> <p>9.1 Conditions and Warranties</p> <p>9.2 Transfer of property and risk</p>	<p>9.1.1 explain what amounts to delivery of goods.</p> <p>9.1.2 identify and explain the fundamental obligation of the seller.</p> <p>9.1.3 identify the particular conditions or warranties attached to delivery and describe their effects on this fundamental obligation.</p> <p>9.1.4 explain the obligation of the seller in relation to the existence of the goods.</p> <p>9.1.5 distinguish the effects of over delivery, under delivery, mixed –lot delivery.</p> <p>9.2.1 explain property and identify when property passes</p> <p>9.2.2 explain the “nemo dat” rule</p> <p>9.2.3 identify and explain the circumstances under which non-owners can transfer property.</p> <p>9.2.4 explain when risk passes.</p>
<p><b>10. REMEDIES OF THE SELLER</b></p>	<p>10.1 identify and explain the rights of the seller over the goods, where the buyer has defaulted.</p> <p>10.2 explain the circumstances under which stoppage in transit will apply.</p>
<p><b>11. DUTIES OF THE BUYER</b></p>	<p>11.1 explain the fundamental duties of the buyer</p> <p>11.2 explain the conditions attached to the quality of goods and outline the “Caveat Emptor” rule about quality of goods.</p>
<p><b>12. REMEDIES OF THE BUYER</b></p>	<p>12.1 identify circumstances in which the buyer can reject the goods and/or recover the price; explain the effects of rejection.</p> <p>12.2 identify and explain the personal rights of the buyer against the seller.</p>

TOPIC	COURSE OBJECTIVES
<b>13. HIRE PURCHASE</b>	13.1 explain Hire Purchase Agreement 13.2 state the condition under which ownership passes.
<b>14. AGENCY</b>	14.1.1 explain agency relationship 14.1.2 identify and explain the main ways of creating Agency relationships
14.1 Meaning and creation of agency	14.2.1 describe the characteristics of the classes of agents: special agents general agents universal agents
14.2 Special classes of Agents	14.3.1 describe the main kinds of agents: auctioneer broker del credere factor.
14.3 Kinds of agents	14.4.1 state and explain the duties of an agent to the principal and vice versa. 14.4.2 describe the remedies of either party in the event of a breach by the other. 14.4.3 describe the rights and obligations arising when the principal is i. named ii. undisclosed iii not in existence
14.4 Principal - Agent Relationship	14.4.4 state the general rule about Agent Third Party relationship. 14.4.5 explain the exceptions to the general rule.
14.5 Termination of Agency	14.5.1 describe the modes of termination and their effects.

## **NOTES FOR GUIDANCE**

### **TOPIC 1 NATURE OF CONTRACT**

Candidates are expected to define contract. They are also to know the types and forms of contract. They are to pay special attention to simple and specialty contracts and be able to draw the distinction. On form of the contract they are to note that a contract may be written, oral or presumed by conduct.

### **TOPIC 2 ELEMENTS OF SIMPLE CONTRACT**

#### (a) Offer

Candidates need to know the various ways by which an offer could be made. Candidates are to define what an offer is. They are to know the difference between offer and invitation to treat.

#### (b) Acceptance

Candidates are to explain the meaning of acceptance and the rules relating to acceptance and decided cases that support the rules.

#### (c) Consideration

Candidates are to know the meaning of consideration. They are also to know the types of consideration i.e. executory, executed and past consideration.

They are expected to highlight the modifications made by the Contracts Act 1960 (Act 25) on the law relating to consideration and the local and foreign decided cases on the subject.

#### (d) Intention to Create Legal Relations

Candidates are to note the distinction between commercial and business transactions on one hand and domestic and social agreements on the other hand.

#### (e) Legality of Subject Matter

Candidates should be able to explain the term legality of subject matter and distinguish between legal and illegal contracts.

#### (f) Contractual Capacity

Candidates are to examine the effect of insanity or drunkenness on one's ability to enter into any contract. They are also expected to highlight the capacity of minors to enter into any contract.

### **TOPIC 3PRIVITY OF CONTRACT**

Candidates are to highlight the common law position of rules relating to privity of contract. They are to highlight exceptions/changes made by the Contracts Act 1960 (Act 25). Knowledge of local and foreign decided cases on the topic is significant.

### **TOPIC 4STANDARD FORM CONTRACTS AND EXEMPTION CLAUSES**

Candidates are to know the meaning of standard form contracts and the effects of exemption clauses generally on contracts.

### **TOPIC 5VITIATING FACTORS**

#### (a) Mistake

Candidates are to know the legal meaning of mistakes. They are expected to know the various types of mistakes i.e. unilateral, common and mutual mistakes and their effects on contracts.

#### (b) Misrepresentation

Candidates are expected to draw a distinction between the terms of a contract and a “trade puff” that influences someone to enter into a contract. Candidates are to note negligent, innocent and fraudulent misrepresentations. They are required to highlight the effect of misrepresentation on a contract and the remedies available to an injured person.

#### (c) Duress and Undue influence

Candidates are expected to explain the distinction between duress and undue influence. They are also to highlight the effect of duress and undue influence on a contract.

### **TOPIC 6 DISCHARGE OF CONTRACTS**

Candidates are to note the various ways by which a contract could be discharged: by agreement, performance, frustration (and sometimes by law). They are also to note the effect of Part 1 of the Contracts Act 1960 (Act 25) on frustration of contracts and relevant decided cases.

### **TOPIC 7 REMEDIES FOR BREACH OF CONTRACT**

Candidates must be able to explain the remedies for breach of contract and also acquire knowledge in the principles that guide the Courts in granting or refusing the remedies. The decided cases that support the various principles and knowledge of those cases would be required.

## **TOPIC 8            CONTRACT OF SALE OF GOODS**

Candidates are advised to concentrate on the provisions of the Sale of Goods Act, 1962 (Act 137) and the definitions provided in the Act. Candidates should know where the provisions in the Act differ from English Law and be wary of depending more on English Textbooks rather than Act 137.

## **TOPIC 9            DUTIES AND OBLIGATIONS OF THESELLER**

It is necessary to acquire knowledge in the fundamental obligations.

The nemo datquod nonhabet rule and its exceptions should be fully explored and supported with local or foreign cases.

## **TOPIC 10        REMEDIES OF THE SELLER**

Candidates are to note who an unpaid seller is and his rights including stoppage in transit.

## **TOPIC 11        DUTIES OF THE BUYER**

Candidates are to note the fundamental obligations of the buyer as spelt out in the Sale of Goods Act, 1962 (Act 137)

## **TOPIC 12.        REMEDIES OF THE BUYER**

The buyers' rights are well spelt out in the Sale of Goods Act, 1962 (Act 137), and ought to be mastered by candidates.

## **TOPICS 13        HIRE PURCHASE**

Candidates should be able to explain Hire Purchase Agreement. They should note that on payment of one-half of the price, the goods become protected and the seller cannot seize the goods except by court order.

Knowledge of when ownership in the goods passes would also be required of candidates.

## **TOPICS 14        AGENCY**

The Law of Agency as presently applied In Ghana is based on the English Common Law. Candidates will therefore not be penalized if they use English books on the subject and also quote authorities from English Courts. Knowledge of the various modes of creating Agency relationship, the classes of Agents, the relationship between Principal and Agent including their duties and lastly the circumstances under which the relationship can be terminated are important.

## **RECOMMENDED TEXT BOOKS**

1. Roberts and Major - Commercial and Industrial Law(M&E Handbook)
2. Rodmond, P.W.D - Mercantile Law (M & E handbook)
3. J. Berk and P. De Marzo - Corporate Finance
4. Charlesworth - Mercantile Law
5. Duxbury R. - Contract (Sweet & Maxwell, (Nutshell Series)
6. P. EbowBonzie-Simpson - Law of Contract
7. Robert Upex - Davres on Contract

## **STATUTES**

1. The Contracts Act, 1960 (Act 25)
2. Sale of Goods Act, 1962 (Act 137)
3. Limitations Decree, 1972 (NRCD 54)
4. Hire Purchase Decree, 1974 (NRCD 292)
5. Bills of Exchange Act, 1961 (Act 55)
6. Labour Act, 2003 (Act 651)
7. Incorporated Private Partnership Act, 1962 (Act 152)
8. The Companies Act, 1963 (Act 179)
9. Statutory Corporations Act, 1964 (Act 232)

# **COMMERCE**

## 1. **AIMS**

The aims of the syllabus are to:

- (a) give a broad understanding of commercial activities and introduction to the structure and functions of business activities;
- (b) develop the capacity to observe and interpret the natural trend of commercial activities and development;
- (c) encourage an appreciation of the need for competence and accuracy in commercial practices and transactions;
- (d) enable students to put the knowledge they have acquired in the study of Commerce to practical use;
- (e) prepare candidates for further education and training in Commerce.

## 2. **TARGET POPULATION**

This syllabus is designed for:

- (a) students pursuing a course of study in recognised or approved institutions and private candidates;
- (b) people already in employment who may wish to either improve upon or acquire additional academic qualification.

## 3. **DURATION OF STUDY**

A minimum period of three school years of about four periods per week (480 hrs) is required to cover the syllabus fully.

## 4. **FORM OF EXAMINATION**

The examination will consist of two papers: Paper 1 and Paper 2, both of which must be taken.

Paper 1 - This will be a 2½ hour paper consisting of 10 essay questions out of which candidates will be expected to answer any five. All questions carry equal marks and the paper will carry 75% of the total mark.

Paper 2 - This will consist of 50 compulsory multiple-choice questions which would cover the entire syllabus and will carry 25% of the total marks for the subject. It will last for 1 hour.

## 5. DETAILED SYLLABUS

TOPIC	COURSE OBJECTIVES
<p><b>1.INTRODUCTION</b></p> <p><b>2. PRODUCTION</b></p> <p><b>3. DIVISION OF LABOUR</b></p> <p><b>4. BUSINESS ORGANISATIONS</b>            (a) Sole Proprietorship            (b) Partnership            (c) Public and Private Limited Liability Companies            (d) Co-operative Societies            (e) Public Enterprises            (f) Multinational/ Transnational</p> <p><b>5. LOCATION OF INDUSTRY</b></p>	<p>At the end of these units of work, candidates should be able to:</p> <p>1.1 explain the meaning, scope and functions of Commerce.</p> <p>2.1 define production            2.2 explain the importance of production            2.3 describe the factors of production (land, labour, capital and entrepreneurship) and their contribution to production            2.4 explain the types of occupations with examples:                - Primary/Industry                - Secondary/Commerce                - Tertiary/Direct Service</p> <p>3.1 explain division of labour.            3.2 explain specialization by process            3.3 explain specialization by product            3.4 discuss the advantages and disadvantages of specialization/division of labour.</p> <p>4.1 identify the various types of business organisation.            4.2 explain the main features of each type of business organisation.            4.3 explain the process for the formation of Limited Liability Companies and dissolution /liquidation of the various types of business organization.            4.4 discuss the advantages and disadvantages of each type of business organization.            4.5 explain the sources of capital and the methods of raising them for each type of business organisation.            4.6 explain the reasons for the emergence of different kinds of business organisations.            4.7 state reasons for divestiture and privatization of public enterprises.</p> <p>5.1 explain the factors determining the location of industry.            5.2 explain the factors in (5.1) in relation, to the location of major firms/industries in Ghana.            5.3 differentiate between location of industries and localization of industries.</p>

TOPIC	COURSE OBJECTIVES
<p><b>6. TRADE</b></p> <p>6.1 Meaning and Purpose of Trade</p> <p>6.2 Forms of trade</p> <p>6.3 Channels of distribution</p> <p>6.4 Internal/ Home Trade</p>	<p>6.1 explain the meaning and purpose of trade.</p> <p>6.2 identify and explain the forms of trade</p> <p>6.3 identify and describe the channels of distribution as found in:</p> <ul style="list-style-type: none"> <li>* Internal Trade</li> <li>* International Trade</li> </ul> <p>6.4.1 explain the functions of the retailer</p> <p>6.4.2 state and explain the factors necessary in starting a retail business.</p> <p>6.4.3 describe small-scale retailing eg. Hawking, peddling unit shops, mobile shops, etc and state the reasons for their survival.</p> <p>6.4.4 describe the distinguishing features of large-scale retailing eg. departmental stores, multiple shops, chain stores, mail order businesses, retail co-operative societies, direct selling by manufacturers, etc.</p> <p>6.4.5 state and explain the advantages and disadvantages of small and large scale retailing.</p> <p>6.4.6 explain modern trends in retailing eg. branding, after sales service, etc.</p> <p>6.4.7 explain the functions of the wholesaler.</p> <p>6.4.8 explain the role of the wholesaler as a middleman and state the arguments for his elimination</p> <p>6.4.9 describe the organisation of co-operative wholesale societies.</p> <p>6.4.10 explain the functions of an agent in distributive Trade.</p> <p>6.4.11 explain the role of the Ministry of Trade in policy formulation, monitoring of distribution and market intervention, etc.</p>

TOPIC	COURSE OBJECTIVES
6.5 International/ Foreign Trade	<p>6.5.1 explain the concept of and reasons for international trade.</p> <p>6.5.2 explain the advantages and disadvantages of international trade.</p> <p>6.5.3 explain the following terms: - terms of trade - balance of trade - visible and invisible trade - balance of payments.</p> <p>6.5.4 describe the services needed in the conduct of international trade (port facilities, warehousing, transport, banking, etc).</p> <p>6.5.5 describe tariffs and their effects on international trade eg. import and export duties.</p> <p>6.5.6 explain the role of the following institutions in international trade: - The Ghana Ports and Harbours - Ghana Revenue Authority - The Ghana Institution of Freight Forwarders - Ghana Export Promotion Council</p> <p>6.5.7 describe the procedures for clearing and forwarding of goods.</p> <p>6.5.8 explain electronic commerce (E-Commerce) and state its advantages and disadvantages.</p>
<b>7. PURCHASE AND SALES OF GOODS IN HOME AND FOREIGN TRADE</b>	<p>7.1 describe the documents used in home trade and explain their uses eg. invoice, receipt, order form</p> <p>7.2 prepare the documents in 7.1 from a given data</p> <p>7.3 explain the methods of payment used in internal Trade: cheques, cash etc.</p> <p>7.4 describe the documents used in international trade and explain their uses: Letters of Credit, Import Licence, Bill of Lading etc.</p> <p>7.5 explain the methods of payment used in international transactions eg. Bill of Exchange Documentary Credit, Money Transfer, Letters of Credit etc.</p>

TOPIC	COURSE OBJECTIVES
<p><b>8. WAREHOUSING</b></p>	<p>7.6 explain the terms used in quoting prices – FOB, CIF, EXSHIP, COD, etc.</p> <p>7.7 explain the various terms of sale eg. Credit Sales, Hire Purchase, Discounts, Conditional Sales, Cash and Carry, etc.</p> <p>8.1 explain the concept of and identify the various types of warehousing</p> <p>8.2 explain the functions of warehousing.</p> <p>8.3 explain the importance of warehousing</p>
<p><b>9. MARKETING</b></p> <p>9.1 Meaning and functions of Marketing</p> <p>9.2 Promotion</p> <p>9.3 Product Development</p> <p>9.4 Pricing</p> <p>9.5 Place</p>	<p>9.1.1 define Marketing</p> <p>9.1.2 explain the functions of Marketing</p> <p>9.1.3 explain the concept of marketing mix.</p> <p>9.2.1 define and explain the purpose of promotion.</p> <p>9.2.2 define and explain the purpose of advertising</p> <p>9.2.3 define the various media of advertising and the factors determining the choice of a particular medium</p> <p>9.2.4 explain the merits and demerits of advertising to both the producer and the customer/consumer</p> <p>9.2.5 explain the tools used in sales promotion</p> <p>9.2.6 explain the meaning and the steps involved in personal selling</p> <p>9.3.1 explain the concept: product development</p> <p>9.3.2 explain the process of product development</p> <p>9.3.3 explain branding, packaging and labelling of goods</p> <p>9.3.4 explain the importance of branding, packaging and labelling of goods to both the producer and the consumer.</p> <p>9.3.5 describe the importance of quality control in Production</p> <p>9.4.1 explain pricing and its purpose.</p> <p>9.4.2 state the various pricing policies and strategies.</p> <p>9.5.1 explain the concept place.</p>
<p><b>10. TRANSPORT AND COMMUNICATION</b></p> <p>10.1 Transport</p>	<p>10.1.1 explain the importance of transport in Commerce</p> <p>10.1.2 describe the various means of transport:</p> <ul style="list-style-type: none"> <li>* land i.e. road and rail</li> <li>* water i.e. sea, lake, river</li> <li>* air.</li> </ul>

TOPIC	COURSE OBJECTIVES
<p>10.2 Communication</p>	<p>10.1.3 explain the advantages and disadvantages of each form of transport with reference to efficiency, speed, quality, reliability, convenience, cost etc.</p> <p>10.1.4 explain the necessity for efficient infrastructure eg. docks and harbours, airports, roads and railway systems.</p> <p>10.1.5 explain the functions and the problems facing the following institutions:  * Ghana Ports and Harbours Authority  * Ghana Civil Aviation Authority  * Ghana Railway Company</p> <p>10.1.6 describe modern trends in transportation eg. Pipelines and Containerisation.</p> <p>10.1.7 state the role of the Ministry of Roads and Transport.</p> <p>10.2.1 explain the meaning and importance of communication to Commerce</p> <p>10.2.2 describe the services rendered by Ghana Post and the Telecommunication Companies eg.:</p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Parcels</li> <li>• Telephones</li> </ul> <p>10.2.3 describe modern trends in communication eg. satellites, mobile phones, courier, fax, electronic mail, electronic data interchange</p> <p>10.2.4 state the role of the Ministry of Communication.</p>
<p><b>11. MONEY, BANKING AND SECURITIES MARKET</b></p>	
<p>11.1 Money</p>	<p>11.1.1 define money and explain its functions</p> <p>11.1.2 describe the qualities of money</p>
<p>11.2 Banking</p>	<p>11.2.1 identify the various types of Banks: Central, Commercial, Development and Rural Banks</p> <p>11.2.2 describe the functions of the Bank of Ghana</p> <p>11.2.3 describe the services rendered by Commercial Banks eg. types of accounts, loans and overdraft facilities, the cheque system, etc.</p> <p>11.2.4 describe the main services rendered by Development Banks in Ghana eg. Agricultural Development Bank, Merchant Bank, etc.</p>

TOPIC	COURSE OBJECTIVE
11.3 Securities Markets	11.3.1 describe the organization and functions of the: <ul style="list-style-type: none"> <li>* Ghana Stock Exchange – (Council, Membership, Brokers, Jobbers, Bulls, Bears, Stags, etc.)</li> <li>* The National Trust Holding Company (NTHC)</li> <li>* The First Ghana Building Society</li> <li>* Credit Unions.</li> <li>* Mortgage Finance Companies eg. Home Finance Company Ltd.</li> <li>* Brokerage Businesses</li> </ul>
<b>12. SOURCES OF FINANCE</b>	12.1 distinguish between equity financing and debt financing. 12.2 distinguish between short term and long term financing. 12.3 identify and explain short term sources of funds eg. bank loans, trade credit, susu, etc. 12.4 identify and explain long term sources of finance eg. leasing, shares, debentures, hire purchase, bank loan etc.
<b>13. INSURANCE</b>	13.1 explain the meaning and importance of insurance 13.2 explain the role of the National Insurance Commission (NIC) 13.3 identify the main players in the Insurance market: <ul style="list-style-type: none"> <li>* Insurers</li> <li>* Reinsurers</li> <li>* Intermediaries</li> </ul> 13.4 explain the basic principles of insurance <ul style="list-style-type: none"> <li>* insurable interest</li> <li>* indemnity</li> <li>* utmost good faith</li> <li>* proximate cause</li> </ul> 13.5 explain the various types of insurance: Accident, Life, Marine, Fire. 13.6 explain the following terms used in insurance <ul style="list-style-type: none"> <li>- premium</li> <li>- cover note</li> <li>- proposal</li> <li>- underwriting</li> </ul> 13.7 What is Risk Management? State the various risks and how they can be managed e.g. fire, burglary, accidents, etc.

TOPIC	COURSE OBJECTIVE
<p>14. <b>TRADE ASSOCIATIONS</b></p>	<p>13.8 Outline the procedure for effecting insurance.</p> <p>14.1 define and explain the functions of the following Trade Associations:</p> <ul style="list-style-type: none"> <li>- The Ghana National Chamber of Commerce and Industry</li> <li>- The Trades Union Congress</li> <li>- The Ghana Employers Association</li> <li>- Association of Ghana Industries</li> </ul>
<p>15. <b>ECONOMIC GROUPINGS</b></p>	<p>15.1 explain the main purposes of economic groupings eg. ECOWAS, EU, ACP etc.</p> <p>15.2 explain the main objectives and obstacles of economic groups eg. ECOWAS, EU, ACP, IMF, IBRD, UNCTAD.</p>

### RECOMMENDED TEXTBOOKS

<b>NO.</b>	<b>TEXTBOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>
1.	Modern Commercial Knowledge	L. W. T. Stafford	M & E Made Simple
2.	Groundwork of Commerce Books I & II	Jones and Jones	Made Simple Series
3.	Commerce (4 <sup>th</sup> Decimal Edition)	D. T. Williams	Longmans Group Ltd.
4.	A Commercial Course For Foreign Students Vol. I. & II	C. E Bekersley	Longmans Group Ltd.
5.	Commerce for West Africa	D. J. Anderson	MacmillianPublishers Ltd.
6.	Revised Commerce	Bills Jones	Letts and Co. Ltd.
7.	Commerce for West Africa	Samuel Owusu	Black Mask
8.	Basic Commerce for Schools & Colleges	E. Y. AttuaAfari	Baffour Books
9.	Commerce and Finance Simplified For Business Students	Von Gamel	Tas Associates
10.	Commerce for Senior Secondary School Books I, II & III	Odedokun, Udokogu & Oguji	Longman Nigeria Publications

## NOTES FOR GUIDANCE

### TOPIC 1      **INTRODUCTION**

Students are expected to show an understanding of the meaning, scope and functions of Commerce.

### TOPIC 2      **PRODUCTION**

Students should be able to define Production and show why it is important. They should display an understanding of the factors of production and their contribution to Production and to explain the types of occupation.

### TOPIC 3      **DIVISION OF LABOUR**

Students should be able to define specialization/division of labour and indicate that it can be carried out by: (i) process and (ii) product. Students should be able to explain the advantages and disadvantages of division of labour.

### TOPIC 4      **BUSINESS ORGANISATIONS**

Students should be able to identify the various types of business, their main features, advantages and disadvantages, types of capital and methods of raising them and to explain the reasons for the emergence of different kinds of business organisations.

### TOPIC 5      **LOCATION OF INDUSTRY**

Students should be able to show a thorough understanding of the factors determining the location of industries and describe them in relation to the location of major industries in Ghana.

### TOPIC 6      **TRADE**

All the areas identified in the syllabus should be treated thoroughly and in detail.

### TOPIC 7 **PURCHASE AND SALE OF GOODS IN HOME AND FOREIGN TRADE**

Candidates are expected to show an understanding of the documents used as well as the methods of payment in internal and international trade. The terms used in quoting prices should be treated in detail.

Candidates should be able to prepare documents used in internal trade from given data.

## **TOPIC 8      WAREHOUSING**

Candidates should be able to define Warehousing, identify the types of Warehousing and explain the importance and functions of Warehousing.

## **TOPIC 9      MARKETING**

All the areas identified in the syllabus should be treated thoroughly and in detail.

## **TOPIC 10     TRANSPORT AND COMMUNICATION**

Candidates should demonstrate an understanding of the role of the various methods of travel and transport in Commerce.

The advantages and disadvantages of each mode of transport should be stressed. Knowledge of the functions and problems of the institutions identified in the syllabus should be emphasized. A good knowledge of modern trends in transport in Ghana should be stressed. Candidates will be expected to indicate an understanding of the main services provided by the Ghana Postal Services and Telecommunications Companies as well as modern trends in communication. The role of the Ministry of Communication should be treated in detail.

## **TOPIC 11     MONEY, BANKING AND SECURITIES MARKET**

Candidates should be able to define Money, explain its functions and describe its qualities. Knowledge of the distinction between the Central Bank and Commercial Banks should be emphasized.

The treatment of the functions of the Central Bank, services rendered by the Commercial and Development Banks, and the organization and functions of the Stock Exchange, National Trust Holding Company, First Ghana Building Society, Credit Unions, Mortgage Finance Companies and Brokerage businesses as spelt out in the syllabus should be done in detail

## **TOPIC 12     SOURCES OF FINANCE**

Candidates should be able to demonstrate an understanding of the various sources of finance available to business organizations in Ghana.

All the areas identified in the syllabus should be treated in detail.

### **TOPIC 13    INSURANCE**

Candidates will be required to show an understanding of these concepts:

Insurance and Assurance; Principles of insurance and the basic terminologies in insurance as stated in the syllabus. The procedure for effecting insurance should be stressed.

### **TOPIC 14    TRADE ASSOCIATIONS**

Candidates should show an understanding of the role and importance of Trade Associations in Commerce. The role of the Ghana National Chamber of Commerce and Industry, the Trades Union Congress, the Ghana Employers' Association, Association of Ghana Industries.

### **TOPIC 15    ECONOMIC GROUPINGS**

Candidates will be required to explain the main purpose of economic groupings such as the ECOWAS, EU, ACP, etc.

## **COST ACCOUNTING**

### 1. **AIMS**

The aims of this syllabus is to develop the knowledge and understanding of Cost Accounting principles and procedures and apply such knowledge in both the private and public sectors of the economy and to also help lay a firm foundation for higher studies in Cost and Management Accounting.

### 2. **TARGET POPULATION**

The syllabus is designed for candidates pursuing business programmes in Vocational, Secondary and Technical institutions. It is also designed for personnel already in industry, commerce and the public sector who may want to upgrade their knowledge in Cost Accounting.

### 3. **FORM OF THE EXAMINATION**

The examination will consist of two papers, both of which must be taken for a total of 100 marks.

**Paper 1:** This paper will be of 2 ½ hour duration and will be made up of two sections, A and B.

**Section A:** Theory of Cost Accounting: Candidates will be required to answer two out of four questions for 30% of the total mark for the subject.

**Section B:** Cost Accounting Practice: Candidates will be required to answer three out of five questions for 45% of the total mark for the subject.

**Paper 2** This paper will be of 1 hour duration comprising 50 multiple-choice objective questions for 25% of the total mark for the subject.

### 4. **DURATION OF STUDY**

A minimum of five hours per week for three years will be sufficient to cover the syllabus.

## 5 DETAILED SYLLABUS

TOPIC	COURSE OBJECTIVE
<b>1. INTRODUCTION TO COST ACCOUNTING</b>	1.1 define and explain the terms Cost, Costing and Cost Accounting. 1.2 state the functions and importance of Cost Accounting. 1.3 explain the characteristics of a good Cost Accounting System eg. simple, cost-effective, etc. 1.4 explain the qualities of good cost accounting information eg. brief, timely, comparable, etc. 1.5 outline the differences between Cost Accounting and Financial Accounting.
<b>2. ELEMENTS OF COST</b>	2.1 explain the cost concept and define the various cost Terminologies–cost centre, cost unit, unit cost, historical cost, sunk cost, conversion cost, etc. 2.2 identify and explain the three basic elements of cost–materials, labour and expenses. 2.3 explain the various cost classifications – by function, nature, behaviour, etc. 2.4 state the types of cost under the various classifications. eg. direct and indirect, fixed and variable, production and administration cost, etc.
<b>3. MATERIALS</b> <b>3.1 Purchasing</b>  <b>3.2 Receipts</b>  <b>3.3 Stores and Stock</b>	3.1.1 describe the procedure involved in purchasing materials i.e. requisitioning, obtaining quotations, ordering, etc. 3.1.2 identify and fill the appropriate documents at each stage–eg. purchase requisition, purchase order, etc. 3.2.1 identify the procedure involved in recording materials received from suppliers into stores – receipt of advice note, arrival of materials at gate, examination by security personnel as to identity, quantity and specification, etc. 3.2.2 identify and fill the appropriate documents at each stage – eg. delivery note, waybill, goods received note, etc.  3.3.1 write up stores records. 3.3.2 identify and complete the various documents and records used in store keeping: bin cards, stock cards and stores ledger, etc. 3.3.3 explain the procedure for issuing materials from stores i.e. requisition, approval and the issuing of materials and make the appropriate entries in the relevant documents e.g. bin cards, stock cards, etc.

TOPIC	COURSE OBJECTIVE
<p data-bbox="300 495 663 562"><b>3.4 Pricing of Receipt and Issues of stocks</b></p> <p data-bbox="220 853 467 887"><b>4. LABOUR</b></p> <p data-bbox="323 891 584 925"><b>4.1 Types of labour</b></p> <p data-bbox="331 1032 627 1099"><b>4.2 Methods of labour Remuneration</b></p> <p data-bbox="220 1279 512 1312"><b>4.3 Incentive schemes</b></p> <p data-bbox="323 1637 488 1671"><b>4.4 Payroll</b></p>	<p data-bbox="691 215 1254 248">3.3.4 explain the perpetual inventory system.</p> <p data-bbox="691 253 1445 320">3.3.5 explain the continuous and periodic methods of stock-taking and state their advantages and disadvantages.</p> <p data-bbox="691 324 1031 358">3.3.6 explain stock control.</p> <p data-bbox="691 362 1445 463">3.3.7 explain and calculate the various stock control levels: minimum, maximum, re-order, average and economic order quantity.</p> <p data-bbox="691 499 1453 600">3.4.1 calculate the actual cost of goods ordered and received - invoice price plus other incidental costs incurred on the material.</p> <p data-bbox="691 604 1453 779">3.4.2 explain and distinguish among the basic methods of valuing/pricing materials issues – i.e. First In First Out (FIFO), Last in First Out (LIFO), Simple Average, Weighted Average and Standard Price methods. State their advantages and disadvantages.</p> <p data-bbox="691 784 1422 851">3.4.3 prepare stores ledger card using each of the methods mentioned in 3.4.2.</p> <p data-bbox="691 887 1230 1032">4.1.1 meaning and types of labour cost. eg. - skilled and unskilled labour - direct and indirect - production and administration, etc.</p> <p data-bbox="691 1037 1445 1137">4.2.1 identify and distinguish between the various documents or recording time and output; clock card, time sheets, piecework tickets or cards and job cards.</p> <p data-bbox="691 1142 1398 1209">4.2.2 calculate wages based on time rate and piece-rate from given data.</p> <p data-bbox="691 1214 1182 1247">4.2.3 explain the concept of idle time.</p> <p data-bbox="691 1283 1353 1350">4.3.1 meaning and characteristics of good incentive scheme.</p> <p data-bbox="691 1355 1254 1529">4.3.2 explain the types of incentive scheme. - overtime - bonus - differential piece rate - piece rate with guarantee time rate</p> <p data-bbox="691 1534 1433 1601">4.3.3 calculate overtime and bonus (using Hasley, Rowan and Hasley Weir)</p> <p data-bbox="691 1637 1445 1749">4.4.1 Identify the source documents used in preparing payroll – clock cards, job cards, time cards, letters of engagement and termination of appointment, etc.</p> <p data-bbox="691 1753 1414 1854">4.4.2 prepare payroll on the appropriate format – basic pay, additions, deductions (statutory and voluntary and) net pay.</p>

TOPIC	COURSE OBJECTIVE
4.5 Wage Analysis	4.5.1 allocate wages to their appropriate cost centres. 4.5.2 journalise the items on the payroll and transfer them to the appropriate ledgers.
4.6 Labour turnover	4.6.1 meaning, causes and cost of labour turnover. 4.6.2 compute labour turnover rate from given data.
<b>5. OVERHEADS</b>	
5.1 Classification	5.1.1 explain overheads and describe the process of collection and classification of overheads. eg. factory, administration, selling and distribution, fixed, variable, etc. 5.1.2 identify items of overheads under the various classifications.
5.2 Allotment, Allocation and Apportionment	5.2.1 explain and distinguish among allotment, allocation and apportionment of overheads. 5.2.2 allocate items of overheads to various cost units and cost centres. 5.2.3 apportion items of overheads to various cost units and cost centres using appropriate bases eg. floor space, number of hours worked, number of employees, horse power, etc. 5.2.4 apportion service cost centre costs to production cost Centres
5.3 Absorption	5.3.1 explain absorption of overheads 5.3.2 identify the various methods of absorbing overheads to cost units and centres- directlabour hour rate, machine hour rate, percentage of direct wages, percentage of prime cost, percentage of direct material cost, etc. 5.3.3 calculate the various rates of absorption using the methods identified above. 5.3.4 apply the rates calculated based on (5.3.3) above to absorb overheads into their respective cost units in order to determine total cost of a product or job.
5.4 Activity based costing	5.4.1 meaning and steps in activitybased costing. 5.4.2 differences between traditional product costing and activity based costing. 5.4.3 limitations of traditional product costing and advantages of activitybased costing. 5.4.4 identify cost pools and cost drivers. 5.4.5 computation of product cost using activity based costing.
6. COST ACCOUNTS	6.1 differentiate between integrated and interlocking methods of cost accounts.

TOPIC	COURSE OBJECTIVE
<b>7. JOB COSTING</b>	6.2 prepare the various cost ledgers required in Cost Accounting and extract a costing trial balance. 6.3 reconcile cost and financial accounts from simple data.
<b>8. PROCESS COSTING</b>	7.1 explain job costing. 7.2 show the purpose of job costing and indicate when it would be applicable. 7.3 identify the main types of job costing: job, batch and contract. 7.4 calculate the cost of a job, batch and contract from given information
<b>9. INTRODUCTION TO SERVICE COSTING</b>	8.1 explain process costing and basic process terminologies like scrap, waste, etc. 8.2 state the purpose of process costing and indicate the circumstances under which it would be applicable. 8.3 explain with illustration joint products and by – products (practice questions will not be set on joint products, by-products and equivalent production units). 8.4 prepare simple process accounts with normal and abnormal loss and abnormal gain from given information.
<b>10. BREAK-EVEN ANALYSIS</b>	9.1 explain service costing. 9.2 identify organisations that use the service costing method. 9.3 identify service cost units for various service organisations. 9.4 compute simple service costs from given information.
	10.1 explain break-even analysis. 10.2 state the assumption/limitations of breakeven analysis. 10.3 explain and illustrate the concepts involved – fixed cost, variable cost, contribution, profit, margin of safety, etc. 10.4 state the uses of break-even analysis. 10.5 prepare and interpret simple break-even charts. 10.6 calculate the break-even quantity and value, margin of safety, from given information.

TOPIC	COURSE OBJECTIVE
<p><b>11. STANDARD COSTING</b></p> <p><b>12. BUDGETING AND BUDGETARY CONTROL</b></p>	<p>11.1 state and explain the importance of standard costing and types of standards set.</p> <p>11.2 explain cost variances and their causes.</p> <p>11.3 compute simple cost variances on direct material and direct labour.</p> <p>11.4 state advantages and disadvantages of standard costing.</p> <p>12.1 explain and distinguish between budgeting and budgetary control.</p> <p>12.2 explain the common budget terminologies e.g. principal budget factor, budget period, budget manual, budget committee etc.</p> <p>12.3 explain the procedure for budgeting ie. the steps taken in preparing a budget.</p> <p>12.4 explain the use of budgets for controlling activities.</p> <p>12.5 explain the following budgets</p> <ul style="list-style-type: none"> <li>(a) Cash Budget</li> <li>(b) Sales Budget</li> <li>(c) Production Budget</li> <li>(d) Materials Purchase and Usage Budget</li> <li>(e) Labour Budget</li> <li>(f) Expenses Budget</li> <li>(g) Capital Expenditure Budget</li> <li>(h) Master budget</li> </ul> <p>12.6 prepare the following budgets from given information</p> <ul style="list-style-type: none"> <li>- cash budget</li> <li>- sales budget</li> <li>- production budget</li> <li>- material purchase and material usage budget</li> </ul>

## RECOMMENDED TEXT BOOKS

1. Ghana SSSCE Business Mathematics and Principles of Costing textbook.
2. Costing For “U” - Barnabas Dadzie
3. Cost Accountancy - W.M.Harper
4. Wheldon’s Cost Accounting - Owler and Brown and Costing Methods
5. Introduction to Cost Accounting - T.Lucey

## NOTES FOR GUIDANCE

### TOPIC 1

Candidates should appreciate the differences among costing, cost accounting and financial accounting.

Candidates should also be conversant with the relationship between a cost accounting system and cost accounting information.

### TOPIC 2

Candidates should be conversant with standard and basic cost accounting terminologies.

Candidates should appreciate that there are three basic elements of cost, each of which can be direct or indirect. A detailed treatment of cost classification is required.

### TOPIC 3

Candidates should be made to understand that the material control process starts with purchasing, receipts and ends with storage of goods received into stores.

Candidates must be conversant with the various stock control levels and their computation and the various documents associated with the material control process.

### TOPIC 4

Candidates should be able to compute employees’ earnings using the time rate and piece rate and appreciate the circumstances under which these methods are applicable.

Candidates should be conversant with the calculations of the various incentive schemes – bonus, overtime etc. and also understand the concept of idle time and labour turnover.

## TOPIC 5

Candidates must be made to understand that Overheads are first collected, classified, allocation, apportioned and absorbed.

Candidates should have the basic knowledge on activity-based costing.

## TOPIC 6

Questions will be limited to ledger entries, reconciliation and inter-locking accounts.

## TOPIC 7

The various items that come under computation of cost during job, batch and contract costing should be thoroughly understood.

## TOPIC 8

Practice questions will not be set on joint products, by-products, equivalent units and work-in-progress.

Candidates should be able to compute losses in process costing.

## TOPIC 9

Candidates must be able to properly identify service cost centres and units for service organisations.

## TOPIC 10

Candidates should be conversant with the traditional break-even chart. Questions involving profit-volume chart will not be set.

## TOPIC 11

Computation of simple variances as stated in the syllabus should be emphasized.

## TOPIC 12

The steps involved in the preparation of a budget and budgetary control should be thoroughly understood. Practice questions on budgets will be limited to (a) Cash Budget (b) Sales Budget (c) Production Budget and (d) Materials purchased and usage Budget.

# ECONOMICS

## 1. GENERAL AIMS

This syllabus is aimed at exposing students to basic economic principles and concepts as an essential guide to rational decision-making concerning individuals, businesses, government and society as a whole to improve upon their understanding and appreciation of economics both as an academic discipline and a practical subject.

At the end of the course, students should be able to

- (1) acquire greater understanding of the main aspects and uses of elementary economic theory and the tools of economic analysis together with their application to basic economic problems;
- (2) appreciate the main economic features of a developing economy with particular reference to West Africa;
- (3) show in-depth understanding of current economic issues and understand the contemporary trends in the Ghanaian economy;
- (4) relate their economic knowledge to specific aspects of the Ghanaian economy;
- (5) understand the role and status of West African countries in international economic relationships.

## 2. TARGET POPULATION

The syllabus is designed for candidates pursuing commercial and professional courses of which Economics is a basic component. A pass in the examination is also a pre-requisite for students who desire to pursue the Advanced Business Certificate Examination.

## 3. SCHEME OF EXAMINATION

The examination will consist of two papers as follows:

**Paper 1:** This will be an objective test consisting of 50 items covering the whole syllabus, to be answered in **one** hour. 40% of the marks will be allocated to this paper.

**Paper 2:** This will consist of **eight** essay-type questions out of which candidates will be required to answer **four** in two hours. It will be divided into two sections A and B as follows:

**Section A:** It will consist of two (2) data-response questions and candidates must answer **one** of them. The purpose of this Section is to test candidates' ability to apply their knowledge of economic principles to certain given situations. These will consist of either

written or numerical data, and candidates will be expected to interpret, calculate, analyse and comment on the specific data given.

Section B: It will consist of **six** questions (structured and essay) and candidates will be expected to answer any **three** of them. All questions will carry equal marks.

4. **DURATION OF STUDY**

A minimum period of three (3) years of about four (4) hours of teaching per week should be adequate to cover the syllabus fully.

5. DETAILED SYLLABUS

TOPICS	BEHAVIOURAL OBJECTIVES
<p>1.0 DEFINITION AND SCOPE OF ECONOMICS</p>	<p>1.1 state a formal definition of economics e.g. the problem of allocating scarce resources between competing ends.</p> <p>1.2 explain in simple terms with examples the concepts of</p> <ul style="list-style-type: none"> <li>- wants (ends)</li> <li>- means (resources)</li> <li>- scarcity</li> <li>- choice</li> <li>- scale of preference</li> <li>- opportunity cost.</li> </ul> <p><b>*NB: Teacher should make use of production possibility curve to explain the concepts scarcity, choice and opportunity cost.</b></p> <p>1.3 explain with appropriate examples how the above concepts apply to the individual, the firm and the government, in economic decision-making.</p> <p>1.4 describe an economic system.</p> <p>1.4.1 describe the basic features of economic systems and their functions.</p> <p>1.4.2 identify the types - Capitalism, Socialism and Mixed economy etc.</p> <p>1.4.3 identify the economic problems of society and describe the approaches for solving them under each of the systems.</p> <p>1.4.4 State the merits and demerits of each economic system.</p>
<p>2.0 BASIC TOOLS OF ECONOMIC ANALYSIS</p>	<p>2.1 identify the basic tools of economic analysis eg. tables, graphs and charts.</p> <p>2.2 describe the various tools of economic analysis and their simple application eg. arithmetic mean, median, mode.</p> <p>2.3 Construct tables, graphs, charts and pictograms.</p> <p>2.4 Interpret graphs and chart</p>



TOPICS	BEHAVIOURAL OBJECTIVES
	<p>Capital</p> <ul style="list-style-type: none"> <li>- describe capital as a factor of production.</li> <li>- explain the distinction between money, capital and other forms of capital.</li> <li>- distinguish between capital-intensive and labour-intensive methods of production.</li> </ul>
<p>Unit 3 Theory of Production</p>	<p>Entrepreneurship</p> <ul style="list-style-type: none"> <li>-explain the term “entrepreneurship”</li> <li>-describe the role of the entrepreneur in production.</li> </ul> <p>3.3.1 explain the terms Total Theory Product (TP), Product (AP) Production and Marginal Product (MP).</p> <p>3.3.2 describe the relationship between TP, AP and MP with the use of simple tables and graph.</p> <p>3.3.3 state the law of diminishing returns and illustrate it with a simple example/diagram.</p> <p>3.3.4 explain with examples the terms “fixed” and “Variable” factors of production.</p>
<p>Unit 4 Cost of Production/Revenue</p>	<p>3.3.5 distinguish between small and large-scale production.</p> <p>3.4.1 explain cost of production.</p> <p>3.4.2 distinguish between economist’s and accountant’s notion of cost (opportunity cost and money cost).</p> <p><b>* NB: Teacher should explain the following: implicit, explicit and economic cost.</b></p> <p>3.4.3 identify the types of costs e.g. total cost, average cost, marginal cost and relate them to production in the short- run and long-run.</p> <p>3.4.4 show how the curves TC, AC and MC are related to one another.</p> <p>3.4.5 calculate the various types of costs from a given data.</p> <p>3.4.6 explain the term revenue as used in production analysis.</p> <p>3.4.7 explain total revenue (TR), average revenue (AR) and marginal revenue (MR)</p> <p>3.4.8 calculate TR, AR and MR from a given data.</p>



TOPICS	BEHAVIOURAL OBJECTIVES
Unit 2 Elasticity of demand	5.2.1 define the term ‘elasticity of demand. 5.2.2 explain with the aid of diagrams types of elasticity of demand eg. (price, income and cross) and their importance to the consumer, producer and government. 5.2.3 describe how the various of elasticity of demand are measured. 5.2.4 explain the relationship between price elasticity of demand and total revenue. 5.2.5 explain the factors which influence elasticity of demand.
Unit 3 Elementary theory of supply	5.3.1 define the term ‘supply. 5.3.2 describe the types of supply ie.composite, complementary and competitive. 5.3.3 explain with illustrations how the market supply curve is derived. 5.3.4 explain the factors a supply of a commodity. 5.3.5 illustrate and explain, with the aid of schedules and diagrams the distinction between change in supply and change in quantity supplied.
Unit 4 Elasticity of supply	5.4.1 explain the term “elasticity of supply. 5.4.2 explain the types of elasticity of supply with the aid of diagrams. 5.4.3 Describe how elasticity of supply is measured. 5.4.4 List and explain the factors which determine price elasticity of supply. 5.4.5 list and explain how producers respond in the short-run, to an increase in demand for their products eg. (using spare capacity, drawing on stock, over-time working, sub-contracting). 5.4.6 explain the importance of the concept of elasticity of supply to producers and government.
Unit 5 Price determination	5.5.1 Explain the following terms:- - equilibrium price, - equilibrium quantity, - market price.

TOPICS	BEHAVIOURAL OBJECTIVES
6.0 THEORY OF CONSUMER BEHAVIOUR	<p>5.5.2 illustrate with the aid of schedules, algebraic equations and diagrams, how equilibrium price and quantity are determined in a free market.</p> <p>5.5.3. explain with the aid of schedules/ diagrams, how changes in demand and/or supply affect equilibrium price and quantity.</p> <p>5.5.4 explain the term “price control” (maximum and minimum)</p> <p>5.5.5 illustrate with the aid of schedules and diagrams the effects of price control on the Ghanaian economy.</p> <p>6.1 explain the concept of utility (total, average and marginal utility) and illustrate with simple schedules diagrams.</p> <p>6.2 explain the law of diminishing marginal utility.</p> <p>6.3 explain the conditions for equilibrium in a single commodity case.</p> <p>6.4 describe the relationship between marginal utility and the demand curve using schedules and diagrams.</p>
7.0 DISTRIBUTION	<p>7.1 describe the chain of distribution ie. producer, wholesaler, retailer and consumer.</p> <p>7.2 explain the functions of the wholesaler and the retailer in the chain of distribution.</p> <p>7.3 explain the problems associated with the distribution of goods in Ghana, and suggest possible so</p>
8.0 BUSINESS UNITS	<p>8.1 list the main types of Business Units (sole proprietorship, partnership, Joint -Stock companies, Co-operative organisations, State or Public Corporations, Joint Ventures)</p> <p>8.2 identify the main features of the various business units ie. size, ownership, control, finance etc.</p> <p>8.3 identify the various sources of finance for business units in Ghana for the short, medium and long-terms.</p> <p>8.4 distinguish between share capital and borrowed funds available to business organisations.</p> <p>8.5 explain with examples the main advantages and disadvantages of the various business units.</p> <p>8.6 explain the reasons for the failure of sole proprietorships in West Africa.</p>

TOPICS	BEHAVIOURAL OBJECTIVES
9.0 MARKET STRUCTURES	<p>8.7 give reasons for the establishment of public/state enterprises.</p> <p>8.8 give reasons for privatization and commercialisation of state- owned enterprises (SOEs)</p> <p>8.9 differentiate between indigenisation and nationalisation.</p> <p>*8.10 explain the operations of Public Private Partnerships; merits and demerits.</p> <p>9.1 explain the term ‘Market’</p> <p>9.2 identify and describe with the aid of diagrams the main features of perfect competition, imperfect /monopolistic competition and monopoly.</p> <p>9.3 explain the main advantages and disadvantages of perfect competition, imperfect competition and pure monopoly</p> <p>* 9.4 explain the term ‘Price Discrimination” and conditions that make it</p> <p style="padding-left: 40px;">(i) possible                      (ii) profitable.</p> <p>9.5 explain the methods used by government to deal with the problems associated with monopoly.</p>
10. MONEY	<p>10.1 explain the meaning and functions of money.</p> <p>10.2 explain how the use of money has helped to overcome the difficulties associated with the barter system.</p> <p>10.3 describe the types of money and state the qualities of money.</p> <p>10.4 explain the term “demand for money” and give reasons for the demand for money (precautionary, speculative, transactions</p> <p>* 10.5 explain the term “supply of money” and the factors affecting it.</p> <p>10.6 explain the value of money and its relationship with the price level.</p>

TOPICS	BEHAVIOURAL OBJECTIVES
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<p>11. INFLATION</p>	<p>11.1 explain the term inflation and identify its various types.</p> <p>11.2 explain the causes of inflation in Ghana.</p> <p>11.3 describe the effects of inflation on the Ghanaian economy.</p> <p>11.4 outline the measures that can be adopted by government to control inflation.</p> <p>11.5 explain the term deflation and identify its causes.</p>
<p>12.0 FINANCIAL INSTITUTIONS</p> <p>Unit 1 Types Financial Institutions</p> <p>Unit 2 Bank</p> <p>Unit 3 Commercial Banks and other Financial Institutions</p>	<p>12.1.1 identify the various types of financial institutions: central bank, commercial bank, development bank, mortgage bank, merchant bank, insurance companies, building societies etc.</p> <p>12.2.1 list and explain the main functions of the Central Bank of Ghana.</p> <p>12.2.2 list and explain the instruments employed by the Bank of Ghana to control the commercial banks and the supply of money.</p> <p><b>NB: Teacher should explain monetary policy.</b></p> <p>12.3.1 explain the functions of the following financial institutions and how they help promote economic activities in Ghana. Commercial Banks eg. Ghana Commercial Bank Development Banks eg. Agricultural Development Bank - Unit banks eg. Rural Banks - Mortgage banks eg. Home Finance Company, Insurance Companies, eg. SIC. - Merchant banks eg. Cal Merchant bank - Building Societies eg. First Ghana Building Society - Stock Exchange Market.</p>

TOPIC	BEHAVIOURAL OBJECTIVES
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<p>14.0 AGRICULTURE</p>	<p>who are seeking jobs but are unable to obtain paid employment. / (forms of unemployment)</p> <p>13.2.6 explain the term “under - employment”</p> <p>13.2.7 explain the causes of unemployment and under-employment.</p> <p>13.2.8 discuss possible solutions to unemployment and under- employment in Ghana</p> <p>14.1 differentiate between the features of small-scale and large-scale agriculture in Ghana.</p> <p>14.2 describe the various systems of agriculture ie subsistence, peasant and commercial.</p> <p>14.3 identify the various types of agriculture production eg. Food crops, export crops, livestock, fisheries.</p> <p>14.4 explain the importance of agriculture to the national economy.</p> <p>14.5 describe how agricultural products are marketed in the economy, eg, cash crops, the commodity boards, food crops middlemen and market queens.</p> <p>14.6 explain the reasons for the fluctuating incomes of farmers in Ghana.</p> <p>14.7 explain the role of government in the development of agriculture eg. determining the minimum prices for agricultural products training of extension officers and supply of agricultural inputs.</p> <p>14.8 describe the problems of agriculture and their remedies.</p>
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TOPICS	BEHAVIOURAL OBJECTIVES
15.0 INDUSTRIALISATION	<p>15.1 explain the term “industrialization” and identify the various types.</p> <p>15.2 explain the terms “location of industry” and “localization of industry” and the factors that influence them.</p> <p>15.3 discuss the role of industrialization in the economic development of your country.</p> <p>15.4 explain the various strategies of industrialization eg. export promotion, import-substitution.</p> <p>15.5 outline the various problems of industrialization and their remedies.</p> <p>15.6 explain the role of government in industrial development eg. indigenisation policy, tax policy, capital allowance and business assistance fund.</p> <p>* 15.7 discuss the role of industrialization in the agricultural development of your country.</p>
16.0 NATIONAL INCOME	<p>16.1 explain the term “National Income”.</p> <p>16.2 explain the following national income concepts:-</p> <ul style="list-style-type: none"> <li>- Gross National Product. (GNP)</li> <li>- Gross Domestic Product. (GDP)</li> <li>- Net National Product. (NNP)</li> </ul> <p>16.3 explain the relationship between GDP, GNP and NNP.</p> <p>16.4 explain the various methods of measuring the national income ie. income, product and expenditure approaches and the problems associated with each method.</p> <p>16.5 explain the uses of national income data and the limitations.</p> <p>16.6 describe the trends and structure or components of national income.</p>

TOPICS	BEHAVIOURAL OBJECTIVES
17.0 PUBLIC FINANCE	17.1 explain the term” Fiscal Policy” and

<p>18.0 ECONOMIC PLANNING AND DEVELOPMENT</p>	<p>outline the objectives of public finance.</p> <p>17.2 describe the main sources of Government revenue.</p> <p>17.3 identify the categories of government expenditure (capital and recurrent)</p> <p>17.4 explain the uses of government revenue and its effects.</p> <p>17.5 explain with examples direct and indirect taxation; their merits and demerits</p> <p>17.6 explain the objectives of direct and indirect taxes.</p> <p>* 17.8 explain the Rate of Taxation and Principles/Canons of taxation.</p> <p>17.9 explain the effects of government expenditure on the economy.</p> <p>17.10 explain the term 'budget', identifying budget surplus, budget deficit and balanced budget.</p> <p>17.11 describe the sources of government borrowing (internal and external</p> <p>18.1 explain the terms "Economic Growth" and "Economic Development" noting the differences between them.</p> <p>18.2 explain the features of developing countries</p> <p>18.3 discuss the problems of developing countries and suggest solutions to them.</p> <p>18.4 describe the types of development plans eg. Centralised, Capitalist and Mixed planning.</p> <p>18.5 describe the features of development plans eg. time frame - (short, medium and long-term), Goals/ Objectives, Strategies and Review.</p>
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TOPICS	BEHAVIOURAL OBJECTIVES
	18.6 describe the various sources of financing





22. MAJOR NATURAL RESOURCES	- West African Clearing House (WACH) - Organisation of Petroleum Exporting Countries (OPEC)
	22.1 discuss the contributions of natural resources to West African economies.  22.2. explain the problems associated with the exploitation and processing of these natural resources.

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHERS</b>
JERRY PRICE	Basic Economics	PENGUIN
J. L. HANSON	A Textbook of Economics	MACDONALD (EVANS)
C. F. STANLAKE	Introductory Economics	LONGMAN
TERIBA	School Certificate Economics	LONGMAN
J. HARVEY & JOHNSON	Modern Economics	MACMILLAN
G. L. THIRKETILE	Basic Economics	M & E
J. HARVEY	Elementary Economics	MACMILLAN
DAVID ANDERSON	Economics of West Africa	-
R. PAISELY & J. QUILLFELD	GSCE Economics	LONGMAN ELBS-OXFORD
R. C. LIPSEY	An Introduction to Positive Economics	UNIVERSITY PRESS
A. ABUDU	Useful Microeconomics	MACMILLAN
TONY KILLICK	Development Economics in	HEINEMANN

Action (A study of Economic  
Policies in Ghana) Vol. 1

W.A. MCEARCHERN	Microeconomics - A Contemporary introduction	S. WESTERNS PUBLICATION
P. SAMUELSON	Economics	HOUGHTOBN
C.R.MCCONNEL & S.L. BRUE	Economics: Principles, Problems and Policies	MIFFLIN CO. MACGRAW HILL

### **NOTES FOR GUIDANCE**

#### 1. **OBJECTIVES**

The syllabus has been written in behavioural terms, i.e. in terms of what the student is expected to do. This approach serves two major purposes:

- (1) to convey to the teacher and candidate precisely what is expected of them,
- (2) to indicate the requirements to the examiners.

The syllabus uses words such as define, explain, construct, describe, and list. This approach is to make the requirements of the syllabus quite clear.

#### 2. **SOURCES OF STATISTICAL INFORMATION**

A number of textbooks and other reading materials have been recommended. The textbooks will provide the main information for the syllabus. However, it is expected that candidates should have a good knowledge of their own country's economic environment as well as that of the West African sub-region. Journals, bulletins, occasional publications from financial, business and government institutions are excellent sources of statistical information.

#### 3. **NOTES FOR GUIDANCE IN RESPECT OF THE SYLLABUS**

#### **HEADINGS**

This section should be read in conjunction with the syllabus.

#### **Syllabus Topic 1.0**

The use of production possibility curve to explain the concept of opportunity cost is essential.

### **Syllabus Topic 2.0**

Understanding of the basic tools of economic analysis is essential. Candidates should be able to calculate or interpret simple data.

### **Syllabus Topic 3.0**

Due importance should be given to the various types of production, cost and revenue.

### **Syllabus Topic 4.0**

A knowledge of the types of economies of scale and diseconomies of scale is essential.

### **Syllabus Topic 5.0**

The use of simultaneous equations is essential. Due importance must be given to illustrations, interpretations and the relationship existing between change in price, income, demand and supply.

### **Syllabus Topic 6.0**

A knowledge of indifference curve analysis is not essential

### **Syllabus Topic 7.0**

Students should be familiar with the chain of distribution in the country, noting the problems associated with it.

### **Syllabus Topic 8.0**

Knowledge on privatisation and commercialisation of state-owned enterprises and the various sources of funds for business units in Ghana is essential.

### **Syllabus 9.0**

A knowledge of different market structures e.g. (perfect competition, monopoly and monopolistic competition) is required and candidates are expected to know their features.

### **Syllabus Topic 10.0**

This section requires a knowledge of demand for money and value of money and its relationship with the price level.

**Syllabus 11.0**

Candidates are expected to know the general causes of inflation and deflation, effects of inflation and the attempt by the government to control inflation.

**Syllabus 12.0**

An understanding of the operations of the various types of financial institutions is essential.

**Syllabus 13.0**

The relationship between population and labour market should be stressed. The role of the government, trade unions and other institutions in determining the general wage level in the economy is essential.

**Syllabus 14.0**

The contribution of agriculture to economic development should be emphasised. The role of the government in the development of agriculture is also essential.

**Syllabus 15.0**

The role of the government in industrialization is essential. Emphasis should also be placed upon the role of industrialization in economic development.

**Syllabus Topic 16.0**

This section requires knowledge of the various methods used in measuring national income, uses of national income data and their limitations.

**Syllabus 17.0**

The objectives of public finance, the main source of government revenue and the structure of government expenditure should be emphasised.

**Syllabus 18.0**

Distinction between economic growth and economic development is essential. There should be knowledge on the types of development plans, reasons for undertaking development plans and the problems encountered in implementing development plans.

**Syllabus 19.0**

Knowledge of the components of balance of payments is essential as basis for understanding balance of payments problems. Candidates are expected to show an understanding of the measures available to the government for solving balance of payments problems.

**Syllabus Topic 20.0**

Knowledge of relevant international economic organisations to the economies of West African states is essential.

### **Syllabus 21.0**

This section requires some understanding of the contributions of natural resources to the economies of West African states.

## **ENGLISH LANGUAGE**

### **1. AIMS**

The examination aims at assessing candidates' ability to

- (i) communicate effectively in English.
- (ii) use the Language competently as a tool for further education.
- (iii) express ideas on a wide range of subjects using the appropriate register.

### **2. TARGET POPULATION**

The syllabus is designed for:

- (i) Business students who want to pursue a course of study in a recognized institution or study on their own.
- (ii) Individuals already in employment who wish to upgrade their knowledge of the English Language

### **3. FORM OF EXAMINATION**

The examination will consist of three papers, all of which must be taken.

#### **PAPER**

This will be a three-hour paper consisting of four sections: A, B, C and D and will carry 125 marks as follows:

#### **Section A**: Essay - General

This section will consist of five questions. Candidates will be required to answer one question in 450 words for 50 marks.

**Section B:** Comprehension

This section will consist of one prose passage of between 400 and 450 words. Candidates will be required to answer all the questions for 20 marks.

**Section C:** Summary

The section will consist of one prose passage of between 400 and 450 words. Candidates will be required to answer all the questions for 30 marks.

**Section D:** Business Correspondence

This will comprise three (3) questions based on different forms of business correspondence. Candidates will be required to answer only one for 25 marks.

**PAPER 2:**

This will be a one-hour objective test made up of 80 multiple-choice questions in two parts- A and B.

**PART A:** Lexis and Structure (60 questions)

**PART B:** Basic Business Terminology (20 questions). Both parts should be answered in 1 hour for 40 marks.

**PAPER 3:**

Oral English (Listening Comprehension). This paper will consist of 50 multiple-choice objective questions. Candidates will be required to answer all the questions in 30 minutes for 25 marks.

**4** **DURATION OF STUDY**

A minimum period of three post-basic school years comprising four contact hours per week.

**5** **DETAILED SYLLABUS**

**PAPER 1**

This paper comprises four sections: A, B, C, and D and tests candidates' reading and writing skills.

**Section A:** Essay- General

This is a test of candidates' ability to write different types of essays using the appropriate registers. These include: narrative; descriptive, argumentative, debate, imaginative, expository, speech, letters, etc.

**Section B:** Comprehension

This is a test of candidates' ability to read and understand different types of passages of between 400 and 450 words.

**Areas to be tested are:**

- (a) Words and their contextual meanings,
- (b) Use of idioms/idiomatic expressions and figures of speech,
- (c) the candidates' ability to process factual information.'
- (d) the ability to make inferences from given information.'
- (e) the ability to identify mood/emotion inherent in the description of events or actions.
- (f) Identification of grammatical structures and their functions.

**Section C:** Summary

This is to test the candidates' ability to extract relevant pieces of information from a passage and present them in clear and concise language based on the summary task(s). Candidates should avoid

- (1) lifting material from given passages;
- (2) repetition of ideas;
- (3) using extraneous materials.

**Section D:** Business Correspondence

This is a test of candidates' ability to demonstrate familiarity with various types of business correspondence and their features.

**Areas to be tested include:**

- (a) Formal Letters
  - 1. Acknowledgement
  - 2. Application
  - 3. Apology
  - 4. Confirmation
  - 5. Complaint
  - 6. Enquiry
  - 7. Introduction
  - 8. Request, etc.
- (b) Memoranda
- (c) Reports

- (d) Circulars
- (e) Minutes
- (f) Notice of Meeting and Agenda
- (g) Invitations
- (h) Advertisements
- (i) Rejoinders
- (j) Curriculum Vitae
- (k) Programme Writing etc.

## **PAPER 2**

### **PART A**

#### **(i) LEXIS**

In addition to items testing knowledge of the vocabulary of everyday usage e.g. synonyms, antonyms, figurative language, idioms, idiomatic expressions etc, questions will be set to test candidates' ability in the use of appropriate register associated with the following topics/areas:

- (a) Advertising
- (b) Finance
- (c) Commerce
- (d) Environment
- (e) Energy
- (f) Cinema Industry
- (g) Printing/Electronic Media
- (h) Natural Resources
- (i) Agriculture
- (j) Manufacturing Industry
- (k) Religion
- (l) Social issues e.g. population, crime etc.
- (m) Law
- (n) Science and Technology
- (o) Communication
- (p) Politics and International Relations
- (q) Transportation: sea, road, rail and air
- (r) Military
- (s) Information and Communication Technology (ICT),
- (t) Sports, Games etc.

#### **(ii) STRUCTURE;**

This will test candidates' ability to identify parts of speech, construct, as well as interpret phrases and sentences. Areas to be tested include:

- (1) Nominal Phrases - Nouns, pronouns, word order,

determiners etc.

(2) Verb Phrases - Tenses, auxiliaries, phrasal verbs, finite and non-finite verbs, active and passive forms etc.

(3) Adjectives and Adjectival phrases

(4) Adverbs/Adverbial phrases: Intensifiers, Comparative forms, etc.

(5) Prepositions/prepositional phrases

(6) Concord: Subject/Verb Agreement

(7) Question Tags

(8) Conjunctions

(9) Interpretation

(10) Interjections

## **PART B**

### **BASIC BUSINESS TERMINOLOGIES**

There will be 20 questions which will test candidates' familiarity with language used in business transactions. Areas to be covered include: banking, advertising, broadcasting and communication.

## **PAPER 3**

### **Oral English (Listening Comprehension)**

This will be a test of candidates' ability to speak as fluently and as intelligibly as possible. It is a test of candidates' ability to distinguish different sounds (e.g. clusters in isolated words) as well as interpret the meaning of utterances based on intonation and stress.

#### **The areas to be tested are:**

Test 1: Vowel quality in isolated words.

Test 2: Word final voiced-voiceless consonant contrast in isolated words mainly, but other features such as consonant clusters may also be tested.

Test 3: Vowel quality and Consonant contrasts in isolated words.

Test 4: One of the two alternatives below will be tested in different years:

(i) vowel and/or consonant contrasts in sentence contexts;

(ii) vowel and consonant contrasts in isolated words to be selected from a list of four word contrasts.

Test 5: Rhyming

Test 6: Comprehension of emphatic stress

Test 7: Understanding of intonation and stress through short dialogues.

Test 8: Understanding of the content of longer dialogues and/or narratives.

Note:1. Tape recorders/CD players will be used for the administration of this Listening Comprehension Test.

2. Features to be tested:

(i) **CONSONANTS**

(a) **Single Consonants**- Candidates should be able to recognize and produce all the significant sound contrasts in the consonantal system of English. For the guidance of candidates, a few examples of such contrasts are given below.

<b>INITIAL</b>	<b>MEDIAL</b>	<b>FINAL</b>
they – day	buzzes – buses	boat - both
ship – chip	parcel – partial	breathe - breed
fan – van	sopping – sobbing	wash - watch
pit-fit	written – ridden	leaf-leave
pit-bit	faces – phases	cart - card
tuck – duck	prices – prizes	cup - cub
card – guard	anger - anchor	
gear-jeer		

(b) **Consonant Clusters** - Candidates should be able to produce and recognize consonant clusters which may occur both initially and finally in a syllable. They should also be able to recognize and produce the consonant sounds in a consonant cluster in the right order. For the guidance of candidates, a few examples are given below:

<b>INITIAL</b>	<b>FINAL</b>
play - pray	rains - range
sting - string	felt - felled
scheme - scream	sent - send
crime - climb	nest - next
flee - free	ask - axe
three - tree	lift - lived
true - drew	missed - mixed
blight - bright	seats - seeds
tread - thread	hens - hence
drift-thrift	lisp-lips
glade - grade	coast - coats
marks – masks	

**(ii) VOWELS**

- (a) Pure Vowels
- (b) Diphthongs

Candidates should be able to recognize and produce all the significant sound contrasts in the vowel system of English. For the guidance of candidates, a few examples of such contrasts are given below.

seat	-	sit					
sit	-	set					
peck	-	pack					
pack	-	park					
cart	-	cat					
load	-	lord					
pair	-	purr					
hard	-	heard					
word	-	ward					
let	-	late					
cheer	-	chair					
pet	-	pat					
hat	-	heart	-	part	-	pate	
part	-	port	-	height	-	hate	- hut
caught	-	cot	-	pot	-	pat	
pool	-	pull	-	cut	-	curt	
bird	-	bed	-	pole			
but	-	bat	-	bared			

**(iii) STRESS**

- (a) **Word Stress** - Candidates should be able to contrast stressed and unstressed syllables in words which are not otherwise distinguished.

In addition, they should be aware of the possibility of shifting stress from one syllable to another in different derivations of the same word with consequent change in vowel quality. For the guidance of candidates, a few examples of changing word stress are given below.

‘increase (noun) in’crease (verb)

‘import “im’port “

‘rebel “re’bel “

‘convict “con’vict “

‘extract “ex’tract “

‘record “re’cord “

‘subject “sub’ject “

- (b) **Sentence Stress** - Candidates should be aware that stress in sentences in English tends to occur at regular intervals in time. English is therefore

called a stress-timed language. They should also be aware that in most sentences, unless some sort of emphasis is introduced, only nouns, main verbs (not auxiliaries), adjectives and adverbs are stressed. Final pronouns should not be stressed, unless some kind of contrast is intended; relative pronouns should not be stressed, nor should possessive pronouns. Thus, for example, the following sentences should be stressed as indicated:

He 'went to the 'town and 'bought some 'oranges.  
I 'told him to 'go to the 'station to 'ask when the 'train would 'leave.  
Did you 'ask him?

I 'read it but I didn't understand it.  
They arr'ived 'yesterday.  
The 'man who 'came.  
I 'fetched his 'book.

**NOTE:** There are a few words in English that are pronounced differently depending on whether or not they are stressed in the sentence. These are usually called strong and weak forms.

**(c) Emphatic stress** - Candidates should be aware of the use of emphatic stress, most commonly to indicate a contrast, which is realized partly as a change in pitch within the intonation pattern. The falling pitch illustrated below is one of the common ways of indicating this:

He borrowed "my newspaper (i.e. not hers)  
He "borrowed my newspaper (i.e. he did not steal it)  
He borrowed my "newspaper (i.e. not my book)  
"He borrowed my newspaper (i.e. not someone else)

**(iv) INTONATION**

Candidates should be made aware of the different forms English intonation takes in relation to the grammar of the language and the attitudes conveyed by the speaker. There are two basic intonation patterns or tunes: the falling and rising patterns. They should also realize that whereas the normal place for the changing pitch in an intonation pattern is on the last stressed syllable of the utterance (as indicated below), placing the changing pitch elsewhere implies a contrast to the item on which this changing pitch falls. For example:

- (a) **Falling Pattern**
- |                        |   |           |
|------------------------|---|-----------|
| They ar' rived to' day | - | Statement |
| 'Where did he 'go?     | - | Question  |
| Come 'here!            | - | Command   |

(b) **Rising Pattern**

- |                             |   |                 |
|-----------------------------|---|-----------------|
| Did he' see the 'principal? | - | Yes/No question |
| When the 'train arrived     | - | Incomplete      |
| They arrived to' day?       | - | Question        |

Note that (1) the two patterns indicated above may be combined in longer sentences, e.g. When the 'train ar' rived, the passengers were on the platform.

- (2) in addition, any unstressed syllable following the last stressed syllable of the sentence is said on a low level pitch when the pattern is falling but continues the rise if the pattern is rising. The same rule applies to tags following quoted speech.

**RECOMMENDED READING LIST**

- |      |                                   |   |  |
|------|-----------------------------------|---|--|
| (1)  | Millie Pincott                    | - | <u>English for Business Student</u>                          |
| (2)  | L. Gartside                       | - | <u>Modern Business Correspondence</u>                        |
| (3)  | Adam J. H.                        | - | <u>Longman Dictionary of Business English</u>                |
| (4)  | Ashley A.                         | - | <u>Business English Practice</u>                             |
| (5)  | Ashley A.                         | - | <u>Basic English for Commercial Practice</u>                 |
| (6)  | Ashley A                          | - | <u>Basic Commercial English</u>                              |
| (7)  | D'Arcy, Adrauan                   | - | <u>English for Commercial Schools Vallence</u>               |
| (8)  | Starfon A, J.                     | - | <u>Longman Commercial Communication and Intermediate</u>     |
|      | <u>Course</u>                     |   | <u>in English for Commercial Correspondence and Practice</u> |
| (9)  | John Wiredu                       | - | <u>Organised English Grammar</u>                             |
| (10) | “                                 | - | <u>Organised English Structure</u>                           |
| (11) | Peter Little                      | - | <u>Communication in Business</u>                             |
| (12) | David Whitehead &                 | - | <u>English for Business</u> Geogrey Whitehead                |
| (13) | Naa Afarley Sackeyfio-            |   | <u>A Touch of Class in Senior English</u>                    |
| (14) | “                                 | - | <u>Comprehension Plus</u>                                    |
| (15) | “                                 | - | <u>Summarizing English with a Smile</u>                      |
| (16) | Raymond Lesikar &-                |   | <u>Business Communication</u> John Petit                     |
| (17) | R. Chappel & W.                   | - | <u>Business Communication</u> Read                           |
| (18) | CIM: Study Text                   | - | <u>Business Communication Certificate Paper 3</u>            |
| (19) | Sekyi Baidoo Yaw-                 |   | <u>Reading and Communication</u>                             |
| (20) | <u>B.B.C English Dictionary</u>   |   |  |
| (21) | Books, Periodicals and Newspapers |   |  |
| (22) | Dolphyne Florence Abena -         |   | <u>A Course in Oral English (with sample tests')</u>         |

## **NOTES FOR GUIDANCE**

Some of the essential qualities and features of the kinds of writing candidates are required to produce are:

(1) Narrative

This involves giving an account of incidents, events, episodes, experiences etc. It is the art of telling a story in a clear, vivid and imaginative manner. Choice of vocabulary should be appropriate.

(2) Descriptive

This type of writing can be compared to painting. A clear and concise picture of an activity, a person, an incident or a process is expected. The art of narration and imagination are vital processes. The choice of vocabulary should reflect needed details to bring the essay to life in the reader's mind.

(3) Expository

This involves explaining processes and occurrences on various aspects of life in precise details using vocabulary appropriate to the situation.

It must be noted that these genres in essay writing are interrelated and cannot therefore be strictly treated as separate entities.

## **ASSESSMENT**

The candidate is expected to pay particular attention to the following points that the questions will demand:

- |   |   |   |
|---|---|---|
| Content                                     | - | How well the subject matter or theme has been treated.  |
| Organization<br>paragraphing,<br>Expression | - | Presentation of the essay taking into account the format, coherence and general sentence structure.   |
|   | - | The choice of vocabulary, registers and their appropriate usage in given contexts of the language. It also refers to the correct usage of idioms, collocations, figurative expressions etc. |
| Mechanical Accuracy                         | - | Correct grammatical usage of the language e.g. tenses, concord, capitalization, punctuation, spelling, etc.   |

## **FINANCIAL ACCOUNTING**

1. **AIMS**

The aims of the syllabus are to

- (a) help candidates develop an understanding of accounting principles and the role of accounting in recording business transactions.
- (b) lay a good foundation for higher studies in Accountancy as a profession.
- (c) prepare candidates for employment as Accounts Officers.

2. **TARGET POPULATION**

This syllabus is designed to help candidates wishing to acquire basic knowledge in accounting with the view of developing a career in Accountancy profession.

3. **FORM OF EXAMINATION**

The Examination will consist of two papers, 1 and 2 both of which must be taken.

**Paper 1-** This will be of 2½ hour duration and will be made up of two sections, A and B.

SECTION A - Theory of Financial Accounting: Candidates will be required to answer two out of four questions for 30% of the total marks for the subject.

SECTION B - Financial Accounting Practice:  
Candidates will be required to answer three out of five question for 45% of the total marks of the subject.

**Paper 2 -** This will be of 1 hour duration, comprising 50 multiple - choice/objective questions, all of which must be answered. This paper will carry 25% of the total marks.

4. **DURATION OF STUDY**

A minimum period of four hours per week for two years will be adequate to cover the syllabus fully.

5. **DETAILED SYLLABUS**

TOPIC	COURSE OBJECTIVES
1. CONCEPTUAL FRAMEWORK	<p>At the end of these units of work the candidates must be able to:</p> <p>1.1 understand the historical development of accountancy and explain the purpose and scope of accounting..</p> <p>1.2 appreciate the role of accountants in an organisation.</p> <p>1.3 explain the role of accounting in recording, presenting and interpreting financial information.</p> <p>1.4 explain the inter-relationships between accountancy disciplines such as financial accounting, management accounting, auditing, taxation and financial management.</p> <p>1.5 distinguish between book-keeping and accounting.</p> <p>1.6 identify the users of accounting information and their information needs.</p> <p>1.7 understand the characteristics of useful accounting information – relevance, timeliness, reliability, comparability etc.</p> <p>1.8 explain the limitations of accounting information in business decision making.</p>
2. CLASSIFICATION OF ACCOUNTS AND THE PRINCIPLE OF DOUBLE ENTRY	<p>2.1 identify and differentiate between Personal and Impersonal Account</p> <p>2.2 identify and differentiate between Real and Nominal Accounts.</p> <p>2.3 select the appropriate class of accounts (assets, liabilities, capital) to be debited and credited according to the nature of the transaction.</p>
TOPIC	COURSE OBJECTIVES
3. BOOK OF ACCOUNTS	<p>3.1 identify and explain the source documents upon which accounting records are based e.g. invoices, credit notes, debit notes, cheques, receipts and other vouchers.</p> <p>3.2 explain and prepare books of original entry: subsidiary books and the Journal.</p> <p>3.3 understand the divisions of ledger and type of entries in the ledger</p> <p>3.4 prepare the cash book, the analytical cash book including the petty cash book and also demonstrate an understanding of the operation of the imprest system.</p>
4. BANK RECONCILIATION STATEMENT	<p>4.1 state the purpose of bank reconciliation statement</p> <p>4.2 identify items that cause differences between the cash book and bank statement balances</p> <p>4.3 update the cash book</p> <p>4.4 prepare a bank reconciliation statement.</p>

5. CAPITAL AND REVENUE RECEIPTS AND EXPENDITURE	5.1 distinguish between capital and revenue items. 5.2 identify capital and revenue items and their treatment in the financial statements
6. CONTROL ACCOUNTS	6.1 explain control account. 6.2 explain their usefulness in recording business transactions. 6.3 prepare purchases and sales ledger control accounts and reconcile them with debtors and creditors. 6.4 demonstrate how control accounts are used to find missing figures in incomplete record.
7. THE TRIAL BALANCE AND SUSPENSE ACCOUNTS	7.1 extract a trial balance from a set of account balances. 7.2 state the errors that affect the trial balance e.g. incomplete entries, additions, single entry etc. 7.3 state the errors which would not affect the trial balance e.g. errors of omission, commission and principle. 7.4 correct errors by means of journal entries. 7.5 prepare suspense account 7.6 show the effect of errors on gross profit and net profit

TOPIC	COURSE OBJECTIVES
8. CLOSING AND ADJUSTING ENTRIES IN THE LEDGERS -	8.1 identify the nature of the balances appearing in the ledgers. 8.2 explain the need for making adjustments. 8.3 identify and explain accruals and prepayments 8.4 make adjustments for accrual and prepayments in the accounts.

ACCRUALS AND PREPAYMENTS	
9 PROVISIONS	<p>9.0.1 define provisions as allowances made to meet losses which cannot be calculated or quantified immediately.</p> <p>9.0.2 explain why provisions are made eg. to present a true and fair view of state of assets in the balance sheet.</p> <p>9.0.3 appreciate that these provisions are book entries and do not represent actual sums invested outside the business.</p>
9.1 BAD AND DOUBTFUL DEBTS	<p>9.1.1 explain the need for and how to make provision for doubtful debts.</p> <p>9.1.2 make entries for bad debts and provision for doubtful debts.</p> <p>9.1.3 make entries for recovery of debts previously written off.</p>
9.2 DEPRECIATION	<p>9.2.1 explain depreciation and the need for its use.</p> <p>9.2.2 calculate depreciation by Fixed Instalment/Straight Line Method and Reducing/Diminishing Balance Method.</p> <p>9.2.3 explain the advantages and disadvantages of using the methods in 9.2.2.</p> <p>9.2.4 make entries in the journal and ledger for the provision for depreciation.</p> <p>9.2.5 record entries in asset, disposal, depreciation and Profit and Loss Accounts on the disposal of fixed assets.</p>
10. FINAL ACCOUNTS OF A SOLE PROPRIETOR	<p>10.1 identify items of revenue and expenditure of a defined period and match it against revenue for the same period</p> <p>10.2 prepare the income statement showing cost of sales, gross profit and net profit after making the necessary adjustments.</p> <p>10.3 identify assets, liabilities and capital and their classification in the balance sheet.</p> <p>10.4 prepare a balance sheet according to modern practice in vertical form for a sole trader.</p>
11. ACCOUNTS OF NOT-FOR-PROFIT ORGANIZATIONS	<p>11.1 explain that the receipts and payments account serves the purpose of a cash book.</p> <p>11.2 identify the sources of income for not-for-profit organisation.</p> <p>11.3 prepare separate revenue accounts for specific income generating activities - e.g. bar dance, games etc.</p> <p>11.4 appreciate that the Income and Expenditure Account serves the same purpose as the Profit and Loss account in trading organisations.</p>

TOPIC	COURSE OBJECTIVES
	<p>11.5 prepare income and expenditure account making adjustment for prepayment and accruals, including subscriptions.</p> <p>11.6 calculate the Accumulated Fund.</p> <p>11.7 prepare a balance sheet or statement of financial position.</p>
<p>12. INCOMPLETE RECORDS AND SINGLE ENTRY</p>	<p>12.1 appreciate that many businesses in Ghana (eg.Makola Trader) do not record the dual aspects of each business transaction and that they mainly rely only on business documents.</p> <p>12.2prepare Statements of Affairsat the beginning and end of the year showing the capital as the difference between assets and liabilities.</p> <p>12.3 prepare a statement of profit orloss showing the capital at the beginning and end of the year after adjustment for drawings and additional capital introduced.</p>
<p>12. INCOMPLETE RECORDS AND SINGLE ENTRY</p>	<p>12.4 prepare a cash/bank account to find missing items at the accounting dates.</p> <p>12.5 prepare a total debtors account to find sales or any other item of information which is missing - cash received, discount allowed, bad debts written off debtors at the end of the accounting period.</p> <p>12.6 prepare a total creditors account to find purchases or any other items of information which is missing –cashpaid, discount received, creditors at the end of the accounting period</p> <p>12.7 re-construct the trading and profitand loss accounts, using simple ratios, margin and mark up frompercentages, sales or cost of sales and/or rate of stock turnover</p> <p>12.8 prepare final accounts fromascertained information.</p>
<p>13. ACCOUNTS OF MANUFACTURING ORGANISATIONS</p>	<p>13.1 identify the main items of cost: material, labour and expenses,</p> <p>13.2 distinguish between direct and indirect costs, prime cost and overheads, conversion cost and production cost.</p> <p>13.3 prepare a manufacturing account showing the treatment of work-in-progress (partly manufactured goods)</p> <p>13.4make adjustments for accruals and prepayments.</p> <p>13.5 prepare trading and profit and loss accounts showing the cost of goods transferred either at cost or market value.</p> <p>13.6 prepare a balance sheet.</p>

TOPIC	COURSE OBJECTIVES
14. ACCOUNTING CONCEPTS AND ASSUMPTIONS	14.1 explain the concepts underlying the preparation of financial statements e.g. historical cost, money measurement, going concern, accrual and consistency. 14.2 explain prudence, substance over form and materiality and accounting policies.
15. PARTNERSHIP ACCOUNTS	15.1 identify the characteristics of partnerships 15.2 explain the law governing the formation of partnership 15.3 explain the rules applicable to a partnership in the absence of an agreement. 15.4 prepare capital and current accounts. 15.5 calculate interest on partner's capital and drawings. 15.6 prepare the profit and loss and appropriation accounts. 15.7 distinguish between fixed and fluctuating capital accounts. 15.8 prepare the balance sheet in vertical form. 15.9 prepare accounts for the admission of new partners.
16. COMPANY ACCOUNTS	16.1 identify the characteristics of companies. 16.2 explain the law governing the formation of companies. 16.3 state the contents of company regulations. 16.4 differentiate between private and public companies, limited and unlimited companies, companies limited by guarantee and companies limited by shares. 16.5 distinguish between shares and debentures/loan notes. 16.6 distinguish between equity shares and preference shares, shares of par value and shares of no par value. 16.7 explain the components of the capital of a company; stated capital, share deals, capital, surplus and income surplus. 16.8 prepare profit and loss account, income surplus account/statement of changes in equity and a balance sheet of a company in a vertical form.
17. DEPARTMENTAL ACCOUNTS	17.1 prepare departmental profit and loss account to ascertain departmental and total profits. 17.2 record inter-departmental transactions. 17.3 prepare a balance sheet.

TOPIC	COURSE OBJECTIVES
18.INTERPRETATION OF FINANCIAL STATEMENTS	18.1 compute basic ratios e.g. Profitability-gross profit margin, net profit margin,ROCE; liquidity- current ratio, acid test ratio. Activity - rate of stock turnover, debtors collection period and creditors payment period. 18.2 explain the uses and limitations of accounting ratios.

### RECOMMENDED TEXT BOOKS

1. Business Accounting Volume 1 & 2 - Frank Wood and Alan Sangster
3. Foundation Accounting -A.H Millichamp
3. Accounting for Senior Secondary School -S.C Malhorta,P.K Botchweyand P. A. Amankwah
5. Financial Accounting for SHS - Eric Oduro
6. Accounting for U - Barnabas Dadzie
7. Ghana Companies Code 1963, Act 179
8. Incorporated Private Partnership Act 1962, Act (152)

### NOTES FOR GUIDANCE

#### TOPIC 1

The treatment of the topic should be limited to the learning objectives stated in the syllabus.

#### TOPIC 2

Emphasis should be laid on the types of accounts and the rules for recording transactions in the various types of accounts.

#### TOPIC 3

Candidates should have an in-depth knowledge of the source documents and their uses.

#### **TOPIC 4**

Candidates should be familiar with the causes of the differences between cash book balance and the balance per bank statement.

#### **TOPIC 5**

Candidates should be able to identify, on individual merit, whether an item of expenditure is capital or revenue. For example, they would be expected to be aware that a motor car in the accounts of a car dealer will not be classified as capital item but a trading item.

#### **TOPIC 6**

Teachers are to highlight the importance of control accounts to a business. Set-offs are to be explained and their entries in both Sales and Purchases Ledger Control Accounts stressed. It must be pointed out to candidates that cash sales and purchases are not to be recorded in the control accounts.

#### **TOPIC 7**

The balancing of the ledger accounts and extraction of the trial balance should be emphasised. This topic also requires candidates to understand that the errors which need not be corrected through a suspense account may nevertheless have an effect on the profit and an adjustment is necessary.

#### **TOPIC 8**

Detailed treatment of accruals and prepayments in the trading and profit and loss account and the balance sheet is required.

#### **TOPIC 9**

Both teachers and candidates should note that while this section requires knowledge of the procedure necessary for the creation of doubtful debt account, it does not require knowledge of the procedure for the recovery of bad debts. However, treatment of accounting for bad debt recovered is required.

Again only the methods of depreciation indicated in the syllabus will be examined and candidates will not be required to compute the percentage rates at which the Reducing/Diminishing Balance Method will be written off

#### **TOPIC 10**

Detailed treatment of the final account of a sole proprietorship is required. The “accrual concept” must be emphasised, and candidates need to fully understand that the expenditure for a given period is to be treated against the revenue of the same period in order that the accounting profit can be calculated.

#### **TOPIC 11**

Candidates should note that where the organisation is engaged in income generating activities, a trading account be prepared and only the profit/loss transferred to the Income and Expenditure Account. Emphasis should be laid on the treatment of capital and revenue expenditure of these organisations. Detailed treatment of subscriptions is required.

## **TOPIC 12**

The ascertainment of credit sales and credit purchases from debtors and creditors control accounts respectively should be stressed. Computation of total sales and total purchases should be well explained.

## **TOPIC 13**

Candidates should be conversant with the distinction between direct and indirect costs. In the preparation of manufacturing accounts particular attention should be paid to the requirements of 13.3 and 13.6.

## **TOPIC 14**

Candidates will be required to have a good knowledge of the concepts and assumptions underlying the preparation of financial statements.

## **TOPIC 15**

Relevant sections of the Incorporated Private Partnership Act 1962 (Act 152) should apply. The preparation of Profit and Loss Appropriation accounts should be emphasised. Candidates should be conversant with the treatment of goodwill and revaluation of assets on the admission of new partners. Questions involving dissolution would not be set.

## **TOPIC 16**

Relevant sections of the Companies Code 1963, Act 179 should apply. Accordingly, candidates must be aware that shares in Ghana are of no par value i.e no nominal value is attached to the shares. Paid up capital is replaced by "stated capital". Questions regarding the accounting procedures in respect of the issue of shares and accounts for publication will not be set.

## **TOPIC 17**

Examples of firms within Ghana that prepare departmental accounts should be cited. The presentation of the accounts should be in columnar form showing results for each department and the firm as a whole.

## **TOPIC 18**

Questions will be restricted to ratios outlined in the learning objectives. Candidates should be conversant with how the ratios are expressed.

## INFORMATION TECHNOLOGY

### 1. AIMS

The aims of the syllabus are to:

- (1) test candidates' knowledge and understanding of Information Technology principles and their applications in both the private and public sectors of the economy.
- (2) afford candidates an opportunity to acquire a good foundation for higher studies in Information Technology.

### 2 TARGET POPULATION

The syllabus is designed for persons who have passed the Basic Education Certificate Examination (BECE) or its equivalent and,

- (1) wish to acquire a working knowledge in Information Technology.
- (2) wish to acquire Professional/Academic qualification in Information Technology.

### 3 DURATION OF STUDY

A period of **six** to **twelve** months of three to **four** hours per week of theory and practical work will be sufficient to cover the syllabus fully. Candidates are therefore strongly advised to complete the syllabus before attempting the examination.

### 4 SCHEME OF EXAMINATION

The examination will consist of **three** papers: 1, 2 and 3. Papers 1 and 2 will be taken as a composite paper.

- (1) Paper 1 - This will be forty (40) compulsory multiple-choice questions for 45 minutes for forty (40) marks. This will carry 20% of the total marks for the paper.
- (2) Paper 2 - This will be a two-hour theory paper of **five** questions out of which candidates will be expected to answer **four** for 40 marks. This will carry 30% of the total marks for the paper.
- (3) Paper 3 - This will be a two-hour practical test of **three** compulsory questions and will attract a total of 60 marks. This will carry 50% of the total marks for the paper.

Candidates will be expected to demonstrate ability to solve problems using computer application programs/software

(Word Processing –OpenOffice Writer / MS Word,  
Spreadsheet – OpenOffice Calc / MS-Excel and Database  
Management – OpenOffice Base / MS-Access).

Candidates will also have:

(I) **ten** minutes to read through the question paper before the start of the examination.

(II) additional **five** minutes to copy their solutions onto compact disc recordable (**CD-R**).  
During this period **NO OTHER ACTIVITY IS ALLOWED**.

## 5 DETAILED SYLLABUS

TOPIC	COURSE OBJECTIVE
<p>1. INTRODUCTION TO COMPUTERS</p> <p>2. HANDLING OF COMPUTERS</p> <p>2.1 Starting the Computer</p> <p>2.2 General Care of Computers</p> <p>3. SYSTEM SOFTWARE</p>	<p>At the end of the course candidates should be able to:</p> <p>1.1 give a brief overview of the history of computers.</p> <p>1.2 identify types of computer and their areas of contribution to society.</p> <p>1.3 explain basic Information Technology terms.</p> <p>1.4 identify the general functions of Information Technology personnel.</p> <p>2.1.1 identify the components of a computer system.</p> <p>2.1.2 mount and set up the basic components of the computer system.</p> <p>2.2.1 appreciate the importance of protecting the computer and its user.</p> <p>2.2.2 state some precautionary measures in handling a computer.</p> <p>3.1 identify the types of system software.</p> <p>3.2 identify the types of operating systems.</p>

TOPIC	COURSE OBJECTIVE
<p>4. APPLICATION SOFTWARE</p> <p>4.1 <b>Word Processing</b></p> <p>4.1.1 Keying and Editing</p> <p>4.1.2 Formatting</p> <p>4.1.3 Inserting</p> <p>4.1.4 File Management</p>	<p>3.3 explain the functions of operating systems.</p> <p>3.4 format a disk.</p> <p>3.5 list files in a directory/folder</p> <p>3.6 create directories/folders.</p> <p>3.7 rename files</p> <p>3.8 copy files</p> <p>3.9 delete files</p> <p>3.10 remove directories/folders</p> <p>3.11 set date and time.</p> <p>4.1.1.1 load appropriate word processing package.</p> <p>4.1.1.2 recognise and respond to simple error messages and prompts.</p> <p>4.1.1.3 use appropriate tools to move about in text.</p> <p>4.1.1.4 use the appropriate tools to scroll text horizontally and vertically.</p> <p>4.1.1.5 proof-read and edit documents on the screen using the appropriate tools.</p> <p>4.1.2.1 design the page and layout of text.</p> <p>4.1.2.2 use formatting styles.</p> <p>4.1.3.1 use tables.</p> <p>4.1.3.2 work with images.</p> <p>4.1.3.3 add shapes.</p> <p>4.1.3.4 import objects.</p> <p>4.1.3.5 create mail merge.</p> <p>4.1.4.1 save a document on an appropriate medium.</p> <p>4.1.4.2 retrieve a stored document.</p>

TOPIC	COURSE OBJECTIVE
4.1.5 Printing documents	4.1.5.1 insert paper into the printer and make it ready. 4.1.5.2 produce a printed copy of a document.
<b>4.2 Spreadsheet</b> 4.2.1 Creating a data file	4.2.1.1 load a spreadsheet package. 4.2.1.2 use available tools. 4.2.1.3 identify data types. 4.2.1.4 enter data.
4.2.2 Editing and Formatting	4.2.2.1 select cells. 4.2.2.2 create formulae and use basic functions. 4.2.2.3 replace existing data in a cell. 4.2.2.4 save an edited file under an existing file name. 4.2.2.5 save an edited file under a new file name. 4.2.2.6 retrieve a specific spreadsheet data file.
4.2.3 Printing	4.2.3.1 print out a worksheet.
<b>4.3 Database</b> 4.3.1 Concept of database	4.3.1.1 define database. 4.3.1.2 explain basic database terms – data type, table, record, field, primary key, etc.
4.3.2 Planning and Designing Databases.	4.3.2.1 determine the purpose of the database. 4.3.2.2 determine the tables needed in the database. 4.3.2.3 determine the fields needed in the tables. 4.3.2.4 identify fields with unique values. 4.3.2.5 determine the relationship between tables.

TOPIC	COURSE OBJECTIVE
4.3.3 Creation of database	4.3.3.1 load database application package. 4.3.3.2 create a database. 4.3.3.3 create table structure. 4.3.3.4 set field properties. 4.3.3.5 modify tables. 4.3.3.6 enter data. 4.3.3.7 manipulate table. 4.3.3.8 create form.
4.3.4 Manipulating and Retrieval of Data	4.3.4.1 retrieve a specific database file for immediate access. 4.3.4.2 create queries. 4.3.4.3 modify queries. 4.3.4.4 sort data. 4.3.4.5 filter data. 4.3.4.6 create report. 4.3.4.7 modify report 4.3.4.8 display, edit and print selected fields. 4.3.4.9 save database objects. 4.3.4.10 save file on an appropriate medium.
5. THE INTERNET AND THE WORLD WIDE WEB	5.1 define the Internet. 5.2 explain the basic Internet terms. E.g. browser, search engine, address bar, cookies, etc. 5.3 explain what an internet address is and give examples. 5.4 describe a web page. 5.5 describe a website and give examples. 5.6 define an internet service provider. 5.7 describe email and its terminologies. 5.8 explain the impact of the Internet on the society.

## NOTES FOR GUIDANCE

### TOPIC 1

Candidates should be exposed to the generation of computers. A computer may be analogue or digital. Computers may also be classified as supercomputer, mainframe, minicomputer and microcomputer. Definition of hardware, software and operating system will be required. Candidates should know about input, output and storage media.

### TOPIC 2

The aim of this section is to enable candidates understand how to mount, setup a computer system and start up the computer. Candidates should appreciate the functions of the components of the computer. They should also appreciate that there is physical protection and software protection and be aware of health implication of using computers.

### TOPIC 3

Candidates should be able to explain system software, types and functions. They should be conversant with file management in a graphical user interface, as well as, disk operating system internal and external commands (e.g. cmd, dir, del, cd, date, tree, etc.) and their functions. Candidates will be expected to give examples of disk operating system.

### TOPIC 4.1

Candidates should be able to explain what a word processing package is. They should be able to explain, with relevant examples, the advantages and disadvantages of word processing and be able to identify the applications that are suitable for word processing, e.g memo, reports, letters, etc.

### TOPIC 4.2

Candidates should be able to explain the terms used in spreadsheets such as cell, label, numeric, formulae, active cell, range, etc. and their relevance. The appropriate response to program prompts and the creation of appropriate row and column titles should also be mastered.

### TOPIC 4.3

Candidates will be expected to explain the meaning of the term database. They should be able to develop the skills to create and use databases, and give instances where it is advantageous to use database.

### TOPIC 5

Candidates should be exposed to basic networking terms. They should also acquire the fundamental knowledge of the Internet, its usage and e-mailing.

## ESSENTIAL KNOWLEDGE FOR PRACTICAL TEST

A candidate should be able to:

- (1) *Create a folder on the default computer hard disk drive (i.e. drive C:)*
- (2) *Save created documents with the **exact** given file names in the created folder.*
- (3) *Label a CD.*
- (4) Write onto a CD using any of the following burning programs:
  - ❖ *CDBurnerXP*  
(Website: <https://www.cdburnerxp.se/en/download>)
  - ❖ *Express Burn Disc Burning Software*  
(Website: <http://www.nch.com.au/burn/>)
  - ❖ *Desktop burning gadgets (default burning software on the operating system.)*

### READING LIST

- |     |   |   |                                |
|-----|---|---|--------------------------------|
| (1) | Using Information Technology            | - | Brian Williams & C. Sawyer     |
| (2) | Teach Yourself The Internet in 24 Hours | - | (SAM)                          |
| (3) | Computing Essentials                    | - | Timothy O’Leary, Linda O’Leary |
| (4) | Microsoft Office XP Expanded            | - | Stephen Haag et al             |
| (5) | Home Networking Bible                   | - | Sue Plumley                    |

## **INTEGRATED SCIENCE**

### **1. PREAMBLE**

This syllabus was evolved from the teaching syllabus for the Senior High School Integrated Science issued by the Ghana Education Service in September, 2010. Integrated Science seeks to equip the individual with the integrated body of scientific knowledge and raise the level of scientific literacy of the individuals with comprehensive scientific skills that enable them to function in the present technological era.

Education in science also provides opportunity for the development of positive attitudes and values.

### **2. AIMS AND OBJECTIVES OF THE SYLLABUS**

This syllabus seeks to among other things, enable students to:

- (1) acquire the skill to solve basic problems within their immediate environment through analysis and experimentation;
- (2) keep a proper balance of the diversity of the living and non-living things based on their interconnectedness and repeated patterns of change;
- (3) adopt sustainable habits for managing the natural environment for humankind and society;
- (4) use appliances and gadgets effectively with clear understanding of their basic operations and underlying principles.
- (5) explore, conserve and optimise the use of energy as an important resource for the living world;
- (6) adopt a scientific way of life based on pragmatic observation and investigation of phenomena;
- (7) search for solutions to problems of life recognizing the interaction of science, technology and other disciplines.

### **3. REQUIREMENTS**

It is presumed that candidates taking the examination must have:

- (1) carried out activities relating to rearing of at least one of the following groups of animals:
  - (i) chickens/ducks/turkeys
  - (ii) goats/sheep/cattle
  - (iii) guinea pigs, rabbits

- (2) paid visits to well established farms, and institutions related to agriculture/research/manufacturing to observe scientific work and application of science;
- (3) kept practical notebooks on records of individual laboratory and field activities performed.

#### 4. SCHEME OF EXAMINATION

##### SCHEME OF EXAMINATION

The external examination will consist of two (2) papers: Paper 1 and 2, both of which must be taken.

**PAPER 1:** will be 2½hours theory. It will consist of two sections: A and B  
Section A: will be an objective test. It will consist of 50 multiple-choice questions, all of which should be answered within 1 hour for 50 marks.

Section B: will consist of six (6) essay –type questions. Candidates will be required to answer any four(4) questions within 1½ hours. Each question will carry 20 marks.

**PAPER 2:** will consist of four (4) questions on alternative to practical, all of which should be answered within 2 hours for 60 marks.

#### 5. DETAILED SYLLABUS

Questions will be asked on the topics set out in the column headed “CONTENTS”. The “NOTES” are intended to indicate the scope of the questions but they are not to be considered as an exhaustive list of limitations and illustrations.

NOTE: The S.I units will be used for all calculations. However, multiples or sub-multiples of the units may also be used.

## DETAILED SYLLABUS

TOPIC	OBJECTIVES
<p><b><u>DIVERSITY OF MATTER</u></b></p> <p>1. Introduction to Integrated Science</p> <p>1.1 Concept of Integrated Science</p> <p>1.2 The scientific method</p> <p>1.3 Safety precautions in the laboratory</p> <p>2. Measurement</p> <p>2.1 Basic quantities, derived quantities and their units.</p> <p>2.2 Measuring instruments</p> <p>2.3 Measurement of density and relative density</p> <p>3. Diversity of living and non-living things</p> <p>3.1 Characteristics of living things</p>	<p>Explanation of Science as an interrelated body of knowledge. Careers in science and technology.</p> <p>Identification of the problem hypothesis formulation, experimentation, data collection. Analysis and conclusion.</p> <p>Safety measures taken in the laboratory and reasons for them.</p> <p>Basic quantities and units of scientific measurement: Length (m), Mass (kg), Time (s), Temperature (K), Current (A), Light intensity (cd), Amount of substance (mol). Derived quantities and their units: Volume (m<sup>3</sup>), Density (kgm<sup>-3</sup>), Velocity (ms<sup>-1</sup>), Force (N), Work and Energy (J), Quantity of charge (C), Electric resistance, Potential difference (V), Power (W).</p> <p>Identification and use of measuring instruments such as ruler, balances, stop watch, thermometer, measuring cylinder, callipers, hydrometer, pipette and burette to measure in various units. Necessity for measurement. Sources of error.</p> <p>Experiments to determine the density of equal volumes of water and salt solution. Comparison of densities of water and salt solution. Simple experiments of density of regular and irregular objects.</p> <p>Differences between living and non-living things based on the life processes: movement, nutrition, growth, respiration, excretion, reproduction, irritability should be considered. Detailed treatment of the life processes <b>not</b> required. Explanation of biodiversity</p>

TOPIC	OBJECTIVES
3.2 Classification schemes of living and non-living things.	Importance of classification. Contribution of Aristotle, Linnaeus, and Mendeleev. Treatment to include the following levels or ranks: Living things- kingdom, division/ phylum, class, order, family, genus and species.
Elements- metals and non-metals	(1 <sup>st</sup> to 20 <sup>th</sup> elements in the periodic table).
4. Matter	Atoms, molecules, ions, atomic structure.
4.1 Particulate nature of matter	
4.2 Elements, compounds, and Mixtures	Differences between elements, compounds and mixtures.
4.3 Ionic and covalent compounds	Ionic and covalent bond formation. Characteristic properties of ionic and covalent compounds.
IUPAC names of common compounds.	
4.4 Atomic number, mass number, isotopes and relative atomic mass of given elements	Relative atomic masses should be explained using the periodic table. Carbon-12 isotope should be mentioned as reference scale.
4.5 Mole, molar mass and formula mass	The mole as unit of the physical quantity; amount of substance. Mention should be made of Avogadro's number. Calculation of formula mass and molar mass using relative atomic masses. Calculation of amount of substance in moles given its mass.
4.6 Preparation of solutions	Preparation of standard solution of NaOH, HCl, NaCl and sugar. Dilution of standard solution.
5. Cells	Structure and function of plant and animal cells. Drawing and labelling required.
5.1 Plant and animal cells	
5.2 Types of plant and animal cells (Specialized cells)	Red blood cell, nerve cell, leaf epidermal cell, sperm cell, leaf palisade cells, lymphocyte and phagocyte. Functions of cell organelles required.

TOPIC	OBJECTIVES
<p>6. Rocks</p> <p>6.1 Types, formation and characteristics of rocks.</p> <p>6.2 Weathering of rocks</p> <p>7. Acids, bases, and salts</p> <p>7.1 Simple definition of acids, bases, salts</p> <p>7.2 Physical and chemical properties of acids, bases and salts</p> <p>7.3 Examples of chemical substances classified as acids, bases or salts</p> <p>7.4 Methods of preparation of salts</p> <p>7.5 Acid-base indicators</p> <p>7.6 Determination of pH of a given solutions.</p> <p>8. Soil conservation</p> <p>8.1 Principles of soil and water conservation</p> <p>8.2 Classification of soil nutrients</p>	<p>Formation of igneous, sedimentary and metamorphic rocks and their characteristics.</p> <p>Physical, biological and chemical weathering of rocks. Explanation of the effect of hydration, hydrolysis, carbonation and oxidation on rocks is required.</p> <p>Definition of acids and bases in terms of proton transfer (Bronsted- Lowry concept).</p> <p>Properties and uses of acids, bases and salts. Description of laboratory preparation of hydrogen, carbon dioxide and ammonia gases. Test for hydrogen, carbon dioxide and ammonia gases.</p> <p>Simple chemical tests to classify chemical substances as acids, bases, or salts.</p> <p>Preparation of salts using the following methods: neutralization, precipitation, acid + salt, and acid + metal.</p> <p>Description of the colours developed by phenolphthalein, litmus and methyl orange in dilute acids and dilute bases.</p> <p>The nature and use of the universal indicator and pH metre. Determination of soil pH is required.</p> <p>Explanation of the concept of soil conservation. Description of activities to conserve soil water and maintain soil fertility; irrigation, mulching, addition of organic matter or crop rotation.</p> <p>Macro (major) nutrients; nitrogen (N), potassium (K), phosphorus (P), calcium (Ca), magnesium (Mg), sulphur (S). Micro (minor) nutrients: boron (B), zinc (Zn), molybdenum (Mo), manganese (Mn), copper (Cu), chlorine (Cl), iron (Fe).</p>

TOPIC	OBJECTIVES
8.3 Functions and deficiency symptoms of nutrients	Description of the deficiency symptoms of the following nutrients in plants: nitrogen, potassium, phosphorus, manganese and iron.
8.4 Maintenance of soil fertility	Application of organic and inorganic manures/ fertilizers, crop rotation, cover cropping, liming, and green manuring.
8.5 Organic and inorganic fertilizers	Identification and classification of organic and inorganic fertilizers. Methods of applying fertilizers.
8.6 Depletion of soil resources	Factors which lead to the depletion of soil resources: erosion, overgrazing, poor farming methods, dumping of non-biodegradable waste on land, improper irrigation and drainage practices, surface mining and quarrying, deforestation, and excessive use of fertilizer.
9. Water	
9.1 Physical and chemical properties of water	Experiments to determine/ demonstrate: (i) boiling point of water. (ii) the solvent action of water on a variety of substances. (iii) presence of dissolved substances (iv) polar nature of water.
9.2 Hardness and softness of water.	Uses of water.
9.3 Treatment of water for public consumption	Advantages and disadvantages of hard and soft water. Causes of hardness of water ( $\text{Ca}^{++}$ , $\text{Mg}^{++}$ , $\text{Fe}^{++}$ ions). Softening hard water (addition of washing soda, ion exchange, boiling and distillation).
10. Metals and non-metals	Steps involved in the treatment of water for public consumption.
10.1 Classification of materials	Classification of materials into metals, semi-metals (metalloids), and non-metals.
	Physical properties of metals, semi-metals and non-metals under conductivity, lustre, malleability, ductility, sonority, density, melting point and tensile strength.

TOPIC	OBJECTIVES
10.2 Uses of metals,semi-metals and non-metals	Uses of the following elements: Al, Cu, Fe, Au, C, O <sub>2</sub> , N <sub>2</sub> . Application of semi-metals.
10.3 Alloys	Examples of alloys and their constituent elements (steel, bronze, brass).Uses of alloys. Advantages of alloys in the manufacture of certain household items.
11. Exploitation of minerals	Exploitation of the following minerals in Ghana: Bauxite, diamond, gold, crude oil and kaolin. Negative impact of exploitation of minerals mentioned and how to minimize the effect.
12. Rusting	Conditions necessary for rusting. Experiments to show that air and water are necessary for rusting. Experiments to show that salt, dilute acid, dilute base and heat affect the rate of rusting in iron.
12.1 Process of rusting	
12.2 Prevention of rusting	Methods of preventing rusting: oiling/ greasing, painting, galvanizing, tin-coating, electroplating, cathode protection and keeping the metal dry. Effectiveness of the various methods of preventing rusting. Items in the home that undergo rusting.
13. Organic and inorganic Compounds	Hydrocarbons (first four members in each group), alkanols (methanol, ethanol, propanol), alkanolic acids (first two members), alkanoates (first two members), fats and oils. Functional groups, properties and uses of organic compounds.
13.1 Classification of chemicals as organic and inorganic	Differences between organic and inorganic compounds. Importance of organic chemistry in industrialization.
13.2 Neutralization and esterterification	Differences between neutralization and esterification. Equations representing neutralization and esterification reactions.

TOPIC	OBJECTIVES
<p>13.3 Petrochemicals</p> <p><b>B. <u>CYCLES</u></b></p> <p>1. Air movement</p> <p>1.1 Land and sea breeze</p> <p>    1.2 Types of air masses and their movement</p> <p>1.3 Effect of moving air masses</p> <p>2. Nitrogen cycle</p> <p>2.1 Importance</p> <p>3. Hydrological cycle</p> <p>    3.1 Distribution of earth's water</p> <p>    3.2 Hydrological cycle</p> <p>3.3 Sources of water contamination</p>	<p>Sources, application and effects of petrochemicals on the environment. The refining of crude oil. Uses of petrochemicals such as plastics, pharmaceuticals and agrochemicals.</p> <p>Explanation of formation of land and sea breezes. Demonstration of convectional currents using smoke-box and heated water with crystals of <math>KMnO_4</math>.</p> <p>Trade winds: Easterlies and Westerlies. Description of the direction of movement of major air masses on the earth's surface.</p> <p>Differences between air masses and storm. Effect of moving air masses: spread of pollutants and effect on climate. Precautions against effects of storms. Use of the future's wheel to trace effects of spread of pollutants by air masses required. Tornadoes, hurricanes, typhoons should be mentioned.</p> <p>Drawing and description of the nitrogen cycle</p> <p>Importance of the nitrogen cycle to plants and animals.</p> <p>Location of earth's water (groundwater and surface water) and how much of it is available for human use. Percentage distribution of water on the earth's surface to be mentioned.</p> <p>Processes involved in the hydrological cycle using appropriate diagrams. Relevance of hydrological cycle to plants and animals. Main sources of water contamination: domestic waste, trade waste, industrial waste, radioactive waste, and 'special' waste such as waste from hospital.</p>

TOPIC	OBJECTIVES
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<p>3.4 Effects of water contamination 3.5 Water conservation methods</p> <p>4. Life cycles of pests and parasites 4.1 Types of pests and parasites</p> <p>4.2 Life cycles of some pests and parasites of human, plants and farm animals</p> <p>5. Crop production 5.1 General principles of crop production 5.2 Production of crops</p> <p>6. General principles of farm animal production: 6.1 Main activities involved in farm animal production</p>	<p>Water-washed, water-based and insect-based carrier diseases</p> <p>Household water treatment, waste water treatment, safe water storage, modern and traditional rainwater harvesting systems.</p> <p>Distinguish between pests and parasites. Common pests of humans and farm animals (cockroach, housefly, tsetsefly, and mosquito) common endoparasites, tapeworm, liver fluke and round worm), common ectoparasites (tick, bed bugs, louse, flea, mite). Common pests and parasites of plants (rice and maize weevils, mistletoe, dodder and cassytha beetle and stem borers.</p> <p>Life cycles of the following: an endoparasite (tape worm, and guinea worm), pest of humans [Anopheles mosquito] malaria parasite (<i>Plasmodium</i>), a crop pest (weevil). Control methods of the pests and parasites are required.</p> <p>Selection of appropriate varieties, site selection and land preparation, methods of propagation and planting methods, cultural practices, pest and disease control, harvesting, processing, storage and marketing.</p> <p>Application of all crop production mentioned in 5.1 to produce a crop, harvest, generate new planting materials, keep records and market. Precautions against postharvest losses. Production should be limited to the following crops: vegetables (okra/lettuce/carrot); cereals (maize/millet); legumes (cowpea/groundnut); root crop (cassava); stem tuber (yam).</p> <p>Selection of suitable breeds, choice of management system, breeding systems and care of the young, management practices including animal health care and feeding, finishing, processing and marketing of produce</p>
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TOPIC	OBJECTIVES
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<p>6.2 Ruminant production</p> <p>6.3 Production of non-ruminant</p>	<p>Types of breeds and their characteristics, management practices, breeding systems, common pests and diseases and marketing of products. Production should be limited to cattle, goats and sheep.</p> <p>Main activities outlined in 6.1 to produce a non-ruminant farm animal. Production limited to poultry, pigs and rabbits.</p>
<p><b>C. <u>SYSTEMS</u></b></p>	
<p>1. Skeletal system 1.1 The mammalian skeleton</p>	<p>Major parts and functions of the mammalian skeleton. Axial skeleton: skull and vertebral column. Appendicular skeleton: limbs and the limb girdles. Types of joints. Detailed treatment of the individual bones not required.</p>
<p>2. Reproduction and growth in plants 2.1 Structure of flowers</p>	<p>Parts of a flower and variation in flower structure. Examination of complete flower and half flower with free parts. Bi-sexual flower (Flamboyant or Pride of Barbados or <i>Hibiscus sp.</i>). Uni-sexual flower with free parts (water melon, gourd and pawpaw). Drawing and labelling of complete and half flower required.</p>
<p>2.2 Pollination and fertilization</p>	<p>Processes of pollination and fertilization. Adaptations of flowers for pollination required. Formation of fruits and seeds.</p>
<p>2.3 Fruits</p>	<p>Classification of fruits into dry fruits and fleshy or succulent fruits.</p>
<p>2.4 Seeds</p>	<p>Seed structure: endospermous (monocotyledon) and non- endospermous (dicotyledon) seeds. Functions of parts of seeds.</p>
<p>2.5 Seeds and fruits dispersal</p>	<p>Structure of seeds/ fruits and how they are adapted to their mode of dispersal. Agents of dispersal. Explosive mechanism in fruits of Balsam and Pride of Barbados. Advantages and disadvantages of seed and fruit dispersal.</p>

TOPIC	OBJECTIVES
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2.6 Seed germination	The process and conditions for germination. Types of germination: hypogeal and epigeal.
2.7 Vegetative (Asexual) reproduction in plants	Formation of new plants from corms, bulbs, setts, rhizomes, cuttings, stolons, runners. Distinction between budding and grafting. Importance of the methods of vegetative propagation.
3. Respiratory system	Explanation of respiration and how energy is released from food substances for living organisms. Importance of respiration to living organisms.
3.1 Aerobic and anaerobic respiration	Distinction between aerobic and anaerobic respiration.
3.2 Structure and functions of the respiratory system in mammals	Identification of the respiratory organs of the respiratory system. Functions of the trachea, lungs, ribs, intercostal muscles and diaphragm.
3.3 Inhalation and exhalation	Mechanisms of inhalation and exhalation.
3.4 Problems and disorders of the respiratory system	Lung cancer, asthma, tuberculosis, whooping cough and pneumonia. Prevention and control of these problems and disorders.
3.5 Exchange of respiratory gases in plants.	Description of how respiratory gases (oxygen and carbon (IV)oxide) are taken in and out of plants. Importance of cell (tissue) respiration. Glycolysis and Krebs's cycle <b>not</b> required.
4. Food and nutrition 4.1 Classes of food and food substances	Classes of food and food substance and their importance: carbohydrates, proteins, lipids, vitamins, mineral salts and water. Importance of balanced diet. Food test for starch protein and lipids.

TOPIC	OBJECTIVES
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4.2 Malnutrition	Explanation of malnutrition and its effects.
4.3 Food fortification and enrichment	Relationship between diet and certain diseases – night blindness, high blood pressure, diabetes, obesity, lactose intolerance, and Kwashiorkor. Importance of roughage.
4.4 Health benefits of water	The essence of food fortification and enrichment. Determination of body mass index (BMI)
5. Dentition, feeding and digestion in mammals	The importance of water to the human body.
5.1 Structure of different types of teeth in relation to their functions	Structure and functions of the teeth. Drawing and labelling of a vertical section of a typical tooth. Differences in dentition in humans and other mammals in relation to diet.
5.2 Care of teeth in humans	Proper ways of caring for the teeth to prevent dental problems.
5.3 Digestive system of human	Structure and functions of digestive systems in humans.
6. Transport: Diffusion, osmosis and plasmolysis.	Explanation of diffusion, osmosis, and plasmolysis. Simple experiments to demonstrate diffusion in air and in liquids; osmosis in living tissue and in non-living tissue. Examples of diffusion and osmosis in nature.
7. Excretory system	Explanation of excretion. Distinction between excretion and egestion.
7.1 Excretory organs	Excretory organs (lungs, skin, liver and kidney). Elimination of products from the body. Structure of the skin and the kidneys.

TOPIC	OBJECTIVES
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7.2 Disorders of urinary systems in humans	Bed wetting, urine retention, kidney stone prostate and their remedies.
8. Reproductive system and growth in mammals	
8.1 Mammalian reproductive system	Structure and function of male and female reproductive systems.
8.2 Male and female Circumcision	Advantages and disadvantages of circumcision.
8.3 Fertilization, development of the zygote and birth in humans.	The process of fertilization, development of zygote (pregnancy) and birth. Formation of twins: identical, fraternal, and siamese. Details of cell division and anatomy of the embryo <b>not</b> required.
8.4 The process of birth and care for the young	The process of birth in mammals, including pre-natal, post-natal and parental care.
8.5 Problems associated with reproduction in humans	Causes and effects of miscarriage, ectopic pregnancy, infertility, impotence, fibroid, disease infections and ovarian cyst.
8.6 Sexually transmitted infections (STI's)	Types: HIV/ AIDS, gonorrhoea, syphilis, candidiasis, herpes, chlamydia and their mode of transmission. Effects of STIs on the health and reproduction in humans.
8.7 Phases of growth and development	Physical and behavioral changes associated with each phase of human development: losing milk teeth and development of permanent teeth, increase in mass, height, development of secondary sexual characters, e.g. menstruation in girls (pre-menstrual syndrome in some women- accompanied by violent moods or depression), wet dreams in boys. Changes in old age should include menopause and its associated problems.

TOPIC	OBJECTIVES
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<p>9. The circulatory system</p> <p>9.1 The structure and functions of the circulatory system of humans</p> <p>9.2 Composition and functions of blood</p> <p>9.3 Disorders associated with the blood and the blood circulatory system</p> <p>10. Nervous system</p> <p>10.1 Structure and the function of the nervous system</p> <p>10.2 Causes and effects of damage to the central nervous system</p> <p>10.3 Voluntary and involuntary actions</p> <p>10.4 Endocrine system and its functions</p>	<p>The flow of blood through the heart, the lungs and the body of humans. Functions of the heart, the veins and the arteries in the circulatory system. Detailed structure of cellular components of the blood vessels <b>not</b> required.</p> <p>The structure of blood cells. Functions of blood and blood circulatory system.</p> <p>High blood pressure, low blood pressure and hole-in- heart, leukemia, anaemia.</p> <p>Parts of the brain and their functions: fore-brain (cerebrum), mid-brain (cerebellum), hind-brain (medulla oblongata). The spinal cord as part of the central nervous system. Details of electrical and chemical nature of impulse transmission not required.</p> <p>Accidents, diseases, drug abuse and depression.</p> <p>Distinction between voluntary and involuntary actions. Importance of reflex action. The reflex arc.</p> <p>Glands producing hormones, normal functions of hormones and their effects of overproduction and underproduction. The role of thyroxin, adrenaline, testosterone, oestrogen and insulin. Importance of iodated salt.</p>
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TOPIC	OBJECTIVES
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<p><b>D. ENERGY</b></p> <p>1. Forms of energy and energy transformation</p> <p>1.1 Conservation of energy and efficiency of energy conversion</p> <p>2. Solar energy</p> <p>2.1 Uses of solar energy</p> <p>2.2 Application of solar energy</p> <p>3. Photosynthesis</p> <p>3.1 The process of photosynthesis</p>	<p>Illustrations with flow charts to show the following energy transformations: solar energy to chemical in photosynthesis, Chemical energy to electrical energy in voltaic cells, solar energy to electrical energy in solar cells, chemical energy in fossil fuel into thermal energy/ electrical energy, potential energy to kinetic energy in falling object, electrical energy to light energy in bulbs, chemical energy is released from glucose during cellular respiration.</p> <p>Explanation of the principle of conservation of energy. Demonstration of the principle of transformation by considering the transformation of potential energy to kinetic energy using a falling object.</p> <p>Explanation of efficiency using the expression:</p> $E = \frac{\text{energy output}}{\text{energy input}} \times 100\%$ <p>The main applications of solar energy: generating electricity, drying materials and heating substances.</p> <p>Practical activities to demonstrate the application of solar energy to: dry clothes, heat water for bathing, dry crops for preservation, cook (boil an egg). Advantages of solar energy over the use of fossil fuels as source of energy.</p> <p>Conditions for photosynthesis: light, chlorophyll, carbon dioxide and water. Experiments to show the necessity of light, chlorophyll and carbon dioxide for photosynthesis.</p>
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TOPIC	OBJECTIVES
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3.2 Conversion of light energy to chemical energy	Equations to show how light energy is trapped during the process of photosynthesis and converted to glucose. Test for starch in food and leaf.
4. Electronics	Test for starch in food and leaf.
4.1 Classification of solid materials into conductors, semiconductors and insulators	Classify solid materials into conductors, semiconductors and insulators. P-type and N-type semiconductors. Behaviour of P-N junction diode in a d.c and a.c electronic circuit. Explanation of rectification.
4.2 Behaviour of discrete electronic components	A simple electronic circuit comprising a.c and d.c. source, a resistor and a Light Emitting Diode ( <i>LED</i> ) in series. Behaviour of the <i>LED</i> when: the switch is closed, switch is opened, resistor is replaced with capacitor, capacitor is replaced with inductor or coil. Repetition of experiment by replacing the d.c. source with an a.c. source.
4.3 Transistor and its uses	Observe an N-P-N or P-N-P Transistor and identify the emitter, the base and the collector. The use of transistor as a switch. Behaviour of <i>N-P-N</i> transistor in circuit with the base at the junction of two resistors, its collector at the battery and an <i>LED</i> connected to the emitter.
4.4 Amplifier	Application of transistor as an amplifier.
5. Electrical energy	Explanation of the formation of lightning based on electrostatics. Protection of buildings and installations with lightning arrestors. Sources of static and current electricity. Difference between a.c and d.c and their limitations.
5.1 Nature and source of static and current electricity	Explanation of the formation of lightning based on electrostatics. Protection of buildings and installations with lightning arrestors. Sources of static and current electricity. Difference between a.c and d.c and their limitations.
5.2 Electric circuits	Drawing of electric circuit and the functions of each component. Advantages and disadvantages of the components of circuits in series and parallel.

TOPIC	OBJECTIVES
5.3 Resistance(R), current (I), potential difference (V), and power (P).	Simple calculation of resistance, current, potential difference using the Ohm's law. Simple calculation for electric power. Importance of power ratings and power rationing. Efficient use of electric appliances.
5.4 Electric power generation	Sources of electric power generation: Hydro, thermal, nuclear, solar, wind, tidal and biogas. Basic principles underlying the production of electricity e.g. relative motion between a coil and a magnet.
5.5 Power transmission	The gadgets and processes involved in the transmission of power: step-up and step-down transformers, wiring a plug, household wiring, stabilizers, fuses and earthing.
6. Sound energy 6.1 Sources of sound	Production of sound from different Instruments (pipes, rods or strings and percussions). Nature of sound: velocity, reflection and refraction. Differences in velocity of sound in different media (gas, liquid, solid, and vacuum). Formation of echoes. Determination of the velocity of sound is <b>not</b> required.
6.2 Musical notes and noise	Classification of different sounds as noise or musical notes (Distinction between musical notes and noise). Explanation of pitch, loudness and quality of musical notes.
6.3 The human ear	Identification of parts of the human ear and description of their functions. The importance of ear muffs.

TOPIC	OBJECTIVES
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<p>7. Light energy</p> <p>7.1 Reflection and refraction of light</p> <p>7.2 The mammalian eye</p> <p>7.3 Dispersion of light</p> <p>7.4 Primary and secondary colours</p> <p>7.5 Electromagnetic spectrum</p>	<p>Explanation of reflection and refraction of light. Characteristics of images formed by plane mirror.</p> <p>Structure and functions of the parts of the mammalian eye. Eye defects, causes and their correction using the appropriate lenses.</p> <p>Explanation of dispersion of light. Formation of rainbow.</p> <p>Distinction between primary (red, green, blue) and secondary (yellow, violet, indigo, orange) colours. Demonstration of the behaviour of objects under different coloured lights.</p> <p>Explanation of electromagnetic spectrum. Application of each component in the spectrum. Calculation and detailed treatment <b>not</b> required.</p>
<p>8. Heat energy</p> <p>8.1 Nature and sources of heat energy</p> <p>8.2 Modes of heat transfer</p>	<p>Explanation of why heat is a form of energy. Sources of heat energy.</p> <p>Demonstration of the rate of flow of heat in a metal bar of different materials. Applications of conduction, convection, and radiation (e.g. vacuum flask and ventilation).</p>

TOPIC	OBJECTIVES
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8.3 Temperature	<p>Definition of temperature. Concept of thermal equilibrium between bodies.</p> <p>Units: degree Celsius(<math>^{\circ}\text{C}</math>) and kelvin(K) in which temperature is expressed. Fahrenheit should be mentioned. Uses and limitations of different types of thermometers e.g. liquid-in-glass (alcohol and mercury), gas, resistance thermometers. Advantages and disadvantages of mercury and alcohol as thermometric liquids. Clinical thermometer. Thermostat and how it works.</p>
8.4 Thermal expansion	<p>The ball and ring experiment to show that a body expands when heated. Applications of expansion e.g. thermostats, sagging of electric cable, bursting of inflated hot lorry tyres.</p>
8.5 Change of state of matter	<p>Explanation of how heat causes change of state of matter. Latent heat. Distinction between latent heat of fusion and latent heat of vaporization. Evaporation. Application of principles of evaporation in heat reduction e.g. regulation of body temperature by the skin, and cooling of water in local clay water pots.</p>
9. Nuclear energy	
9.1 Radioactivity	<p>Causes of nuclear instability and how they emit radiation to become stable. Types of radiation (alpha and beta particles, and gamma rays).</p>
9.2 Radioisotopes	<p>The nature, production and use of radioisotopes: food preservation, sterilization of equipment, treatment of diseases, pest control and crop improvement.</p>
9.3 Uses of nuclear energy	<p>Uses of nuclear energy e.g. in the production of electricity.</p>

TOPIC	OBJECTIVES
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<p>9.4 Protection from the effects of radioactivity</p>	<p>Harmful effects of radioactivity and how to protect people from the effects e.g. atomic bombs.</p>
<p>9.5 Nuclear waste disposal</p>	<p>Problems associated with the disposal of nuclear waste.</p>
<p><b><u>E. INTERACTIONS OF MATTER</u></b></p>	
<p>1. Ecosystem</p>	
<p>1.1 Basic ecological terms</p>	<p>Explanation of ecological terms: ecosystem, species, population, ecology, ecosphere and community.</p>
<p>1.2 Types of ecosystem and their components</p>	<p>Natural ecosystem: fresh water, marine, estuarine, lake, rainforest, savanna and desert. Artificial ecosystem: farmland, man-made lake, roads. Components of ecosystem: biotic/ living (plants and animals) and abiotic/ non-living (soil, air, and water). Effects of the components on each other. Ecological factors: biotic (predation and competition) and abiotic (climatic factors, salinity, altitude and slope of land) Appropriateness of instruments used to measure abiotic factors.</p>
<p>1.3 Food chain and food web</p>	<p>Explanation of food chain and food web. Identification of components of food chain and food web: producers (green plants), primary consumers (herbivores), secondary consumers (carnivores). Decomposers should be mentioned.</p>
<p>2. Atmosphere and climate change</p>	
<p>2.1 Regions of atmosphere</p>	<p>Layers of the atmosphere: troposphere, stratosphere, mesosphere, and thermosphere. Description of the characteristics of each layer in terms of thickness, temperature, air quality and composition, pressure and support for human activities.</p>

TOPIC	OBJECTIVES
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2.2 Human activities and their effects on the atmosphere	Effects of human activities on the atmosphere: air transport, defence, industrialization and agriculture.
2.3 Atmospheric pollutants	
2.4 Greenhouse effect	Sources and effects of the following major pollutants: oxides of lead, nitrogen and sulphur; ozone, halons (carbon and halogen compounds).
2.5 Ozone layer	Explanation of 'greenhouse' and its effect: Global warming and climate change. Possible factors to address the problem of global warming. Greenhouse gases e.g. carbon (IV)oxide and methane.
2.6 Acid rain	Ozone layer and how it protects living organisms. Causes and effects of the depletion of the ozone layer. Sources and effects of CFCs on the ozone layer.
3. Infection and diseases	Identification of acidic pollutants which cause acid rain. The effects of acid rain on the environment (damage to buildings, paints forests etc.).
3.1 Causes of diseases	
3.2 Common diseases	Pathogenic: bacteria, virus, fungi, protozoa and rickettsia. Non-pathogenic: nutritional, genetic, stress conditions, and poor sanitation.
4. Magnetism	Modes of transmission, symptoms, methods of prevention and control of common diseases (air borne, water related, insect borne, food contaminated, nutrition, sexually transmitted, communicable, zoonotic diseases).
4.1 Magnetic and non-magnetic materials	Classification of various kinds of materials as magnetic and non-magnetic. Permanent and temporary magnets. The use of magnetism in the following gadgets: telephone earpiece, loudspeakers, microphones, magnetic compass, generation of electricity, fridge doors, etc.

TOPIC	OBJECTIVES
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4.2 Magnetic field	Explanation of magnetic field. Demonstration of magnetic fields around a bar magnet using compass or iron filings.
4.3 Magnetization and demagnetization	Processes of magnetization and demagnetization. The production and use of electromagnets. Complete demagnetization of permanent magnet.
5. Force, motion, and pressure 5.1 Force	Explanation of the various types of forces: frictional, viscous, gravitational, weight, electrostatic, magnetic, upthrust, tension and push / pull.
5.2 Archimedes Principle and law of flotation	Explanation of the Archimedes Principle and law of flotation. Explanation of the following phenomena: the flight of birds and flotation of boats.
5.3 Distance, displacement, speed, velocity, momentum, acceleration	Definition of the terms: distance, displacement, speed, velocity, acceleration, and momentum. Simple calculations required
5.5 Stability of objects	Explanation of centre of gravity. Determination of centre of gravity of rectangular, triangular, and irregular shaped cardboards using the knife edge. Types of equilibrium: stable, unstable, neutral equilibria. Stability based on the following activities: Demonstration of the three types of stability using a cone on a flat surface. Effect of loading a vehicle on the top carrier or on the base carrier on the stability of the vehicle.
5.6 Pressure	Definition of pressure. Effects of pressure in solids, in liquids and in gases (use of bicycle pump, hydraulics, siphons and water pumps).

TOPIC	OBJECTIVES
6. Safety in the community	
6.1 Safe use of appliances in the home	<p>Proper use and handling of household appliances to prevent accidents at home: avoidance of overloading of electric sockets, extreme care in using the heating coil in metal/ plastic containers, use of gloves. Precautionary measures in preventing accidents in the home.</p>
6.2 First aid methods	<p>Demonstration of the following using models: mouth-to-mouth resuscitation method, methods of extinguishing different fires, treatment of burns, cuts and electric shocks.</p>
6.3 Hazardous substances	<p>Possible hazards that can occur in working environment e.g. dust, fumes, toxic substances, corrosive substances, fire, food contamination, harmful radiation (X-rays), poisonous substances from heated or frozen plastics. Effects of hazardous substances on human body, e.g. blindness, burns, nausea, vomiting, and allergies.</p> <p>Appraisal of the adequacy of the various hazards, warning labels on containers and other places. Techniques involved in preventing fire due to electrical and chemical causes, and bush fires.</p>
6.4 Common hazards in the community	<p>Community hazards: diseases, pests and parasites outbreak, insanitary conditions, traffic problems in towns and cities, pollution problems and waste generation.</p>
6.5 Roles of health service organizations (WHO, FAO, UNICEF, Foods and Drugs Authority, Ghana Health Service, Red Cross, Red Crescent, EPA, Ghana Standards Authority, UNPFA.) Blue Cross	<p>Functions of health organizations such as public health and sanitation, public health education, proper siting of refuse dumps, provision of waste disposal facilities, and provision of public toilets. Factors that promote public health. Importance of proper sanitation in diseases control. Efficient town planning and village planning systems, places of garbage disposal, good roads and street connections.</p>



TOPIC	OBJECTIVES
8.2 Simple machines	Identification of simple machines such as levers, pulleys, wheels and axle and inclined planes. Classes of levers should be mentioned. Explanation of mechanical advantage, velocity ratio and efficiency of machines. Simple calculations required.
8.3 Friction	Definition of friction, effects of friction and methods of reducing friction. Advantages and disadvantages of friction.
9. Endogenous Technology	Explanation of endogenous technology. Effects of modern technology on the development of endogenous technology. Inter-dependence of science and technology. Distinction between science and technology. Significance of science and technology to the development of society.
9.1 Small scale industries	Small scale industries: raw materials and equipment. Scientific principles underlying the following small scale industries: soap production, salt making, palm oil production, bread making, and yoghurt production.
10. Biotechnology	Explanation of biotechnology. Examples of industries based on biotechnology.
10.1 Genetic engineering	Explanation of genetic engineering. Application in medicine, agriculture, food processing.
10.2 Tissue culture	Explanation of tissue culture. Importance of tissue culture in agriculture.

## **TOPICS**

### **A. DIVERSITY OF MATTER**

1. Introduction of Integrated Science
2. General characteristics of matter
3. Plants and Animals
4. Measurement
5. Density
6. Soil
7. Hazards
8. Elements, Compounds and Mixtures
9. Chemical compounds
10. Metals and Non-Metals
11. Acids, Bases and Salts
12. Mixtures
13. Water

### **B. CYCLES**

1. Flowering Plants
2. Vegetative Crop Production
3. Animal Production
4. Fish Culture
5. Carbon Cycle
6. Climate
7. Life Cycle of a Mosquito

### **C. SYSTEMS**

1. Respiratory Systems of Humans
2. Farming Systems
3. Reproduction and Growth in Humans
4. Heredity
5. Diffusion and Osmosis
6. Circulatory System in Humans
7. The Solar System
8. Dentition in Humans
9. Digestion in Animals

### **D. ENERGY**

1. Sources and Forms of Energy
2. Basic Electronics
3. Light
4. Electrical Energy
5. Heat
6. Photosynthesis
7. Food and Nutrition

**E. INTERACTIONS OF MATTER**

1. Ecosystem
2. Physical and Chemical changes
3. Infections and Diseases
4. Pests and Parasites
5. Force and Pressure
6. Machines
7. Magnetism
8. Technology and Development
9. Machinery
10. Entrepreneurship

**MARKETING**

1. **AIMS**

The aims of this syllabus are to:

- (a) enable candidates lay a firm foundation for higher studies in Marketing;
- (b) equip candidates with the basic Marketing knowledge and skills required to operate a private venture;
- (c) enable candidates enter industry, commerce and the public sector as junior marketing personnel.

## 2. **TARGET POPULATION**

The syllabus is designed for:

- (a) candidates pursuing business programmes in commercial, secondary and vocational/technical institutions.
- (b) It is also designed for personnel already in industry, commerce and the public sector who wish to upgrade their knowledge in Marketing.

## 3. **FORM OF THE EXAMINATION**

The Examination will consist of two papers as follows:

Paper 1 -This will consist of eight essay questions out of which candidates will be required to answer any four in 2 hours. This paper will carry 50% of the total mark for the subject.

Paper 2- This will be made up of two sections, A and B.

Section A: This will consist of 50 compulsory multiple-choice questions to be answered within 50 minutes for 20% of the total mark for the subject.

Section B: This will be a compulsory mini case study to be answered within 1 hour 10 minutes for 30% of the total mark for the subject.

## 4. **DURATION OF STUDY**

A minimum of one year of four contact hours per week will be sufficient to cover the syllabus fully.

## 5. **DETAILED SYLLABUS**

TOPIC	OBJECTIVES
<p><b>1. INTRODUCTION TO MARKETING</b></p> <p>1.1 Basic Marketing Terms</p> <p>1.2 Roles and Functions of Marketing in Society</p> <p>1.3 The Marketing Process</p> <p>1.4 The Evolution of the Marketing Concept</p> <p>    1.4.1 Production Concept</p> <p>    1.4.2 Product Concept</p> <p>    1.4.3 Selling Concept</p> <p>    1.4.4 Marketing Concept/Societal Marketing Concept</p> <p><b>2. INTRODUCTORY MARKETING INFORMATION SYSTEMS (MKIS)</b></p> <p>2.1 Importance and Role of Marketing Information Systems.</p> <p>2.2 Elements of Marketing Information System (MKIS)</p> <ul style="list-style-type: none"> <li>• Internal Record/ Accounting Systems</li> <li>• Marketing Research</li> <li>• Marketing Intelligence Systems</li> <li>• Marketing Decision Support System</li> </ul>	<p>Candidates should be able to:</p> <p>1.1.1 explain basic terms used in marketing such as need, want, satisfaction, exchange, demand and value.</p> <p>1.1.2 define Marketing as the management process of anticipating, identifying, and satisfying consumer needs profitably.</p> <p>1.1.3 distinguish between marketing and selling.</p> <p>12.1 identify and explain the roles and functions of marketing in society, as well as the advantages and disadvantages of marketing.</p> <p>1.3.1 mention and explain the marketing process.</p> <p>1.3.2 distinguish between marketing and markets.</p> <p>1.3.3 identify types of markets.</p> <p>1.4.1 explain the evolution of the marketing concept.</p> <p>1.4.2 explain the concepts as the belief behind a company's marketing strategies and distinguish between the various concepts.</p> <p>1.4.3 identify and explain the various assumptions and reasons why the concepts thrived in those eras.</p> <p>2.1.1 explain the role and importance of marketing information about customers, competitors and the marketing environment.</p> <p>2.2.1 explain Marketing Information System as the people, equipment and procedures to gather, sort and analyze, evaluate and distribute needed, timely and accurate information for marketing decision makers .</p> <p>2.2.2 identify and explain each of the elements of the MKIS and how they are used by companies to make better decisions.</p>
TOPIC	OBJECTIVES

<p><b>3. THE MARKETING ENVIRONMENT</b></p> <p>3.1 Understanding the Marketing Environment</p> <p>3.2 Structure of the Environment</p> <ul style="list-style-type: none"> <li>• Internal (Micro) <ul style="list-style-type: none"> <li>- The company</li> <li>- customers</li> <li>- competitors</li> <li>- suppliers</li> <li>- marketing intermediaries</li> <li>- publics</li> </ul> </li> <li>• External (Macro) <ul style="list-style-type: none"> <li>- Political</li> <li>- Economic</li> <li>- Socio-cultural</li> <li>- Technological</li> <li>- Environmental/ Natural</li> <li>- Legal</li> <li>- Ethical</li> </ul> </li> </ul> <p>3.3 Marketing Audit</p> <ul style="list-style-type: none"> <li>• Definition and Purpose of a Marketing Audit</li> <li>• Marketing Audit using: <ul style="list-style-type: none"> <li>- SWOT Analysis</li> <li>- 5 Ms</li> </ul> </li> </ul> <p>3.4 Elements of Marketing Plans</p> <ul style="list-style-type: none"> <li>- Situational analysis</li> <li>- Objectives</li> <li>- Strategies</li> <li>- Tactics</li> <li>- Actions</li> </ul> <p>- Control</p>	<p>Candidates should be able to:</p> <p>3.1.1 explain the marketing environment.</p> <p>3.1.2 state the role and importance of the marketing environment.</p> <p>3.2.1 distinguish between internal (micro) and external environmental forces (macro).</p> <p>3.2.2 identify and describe how the various environmental actors and forces affect the company's ability to serve customers.</p> <p>3.2.3 explain that the company includes top management and all departments (marketing finance, purchasing, research and development, accounts, manufacturing, etc), goal and objectives, culture of the organization, financial resources/ assets etc.</p> <p>3.2.4 explain how these factors affect the marketing operations of organizations.</p> <p>3.2.5 identify and explain the elements of the external environment.</p> <p>3.2.5 state the factors of each and describe how they affect the company's marketing plans.</p> <p>3.3.1 explain marketing audit as a comprehensive, systematic, independent and periodic examination of a company's environment.</p> <p>3.3.2 explain the purpose, role and functions of a marketing audit.</p> <p>3.2.3 identify and explain tools SWOT analysis and 5Ms as marketing audit tools.</p> <p>3.2.4 Prepare a marketing audit for any given organization using the SWOT analysis or the 5Ms.</p> <p>3.4.1 explain marketing plan and its importance.</p> <p>3.4.2 use the acronym SOSTAC as a marketing planning tool.</p>
<b>TOPIC</b>	<b>OBJECTIVES</b>

<p><b>4. MARKETING MIX</b></p> <p>4.1 Definition of Marketing Mix</p> <p>4.2 The 4Ps and the 7Ps of the Marketing Mix</p> <p><b>5. PRODUCT/SERVICES</b></p> <p>5.1 Product Attributes</p> <ul style="list-style-type: none"> <li>- features</li> <li>- quality</li> <li>- design</li> </ul> <p>5.2 Nature/Characteristics and Types of Services</p> <p>5.3 Levels of Products Levels – core, actual (extended) augmented</p> <p>5.4 Classification of Products</p> <ul style="list-style-type: none"> <li>• Consumer Products</li> <li>• Industrial Products</li> </ul> <p>5.5 Branding</p> <p>5.6 Brand name and trademark</p>	<p>4.1.1 explain the marketing mix and identify its importance.</p> <p>4.1.2 distinguish between marketing and Marketing mix</p> <p>4.2.1 identify and explain the elements of the marketing mix (4Ps and 7Ps)</p> <p>4.2.2 state and explain the importance of each variable in the marketing mix for a product/service.</p> <p>5.1.1 identify and explain the differences between a product and a service.</p> <p>5.1.2 state and explain the factors that form the attributes of a product.</p> <p>5.1.3 distinguish between features and benefits of a product.</p> <p>5.2.1 identify the nature/characteristics and types of services with examples.</p> <p>5.3.1 identify and explain the levels of a product.</p> <p>5.4.1 distinguish between consumer products and industrial products.</p> <p>5.4.2 identify and explain the various classifications of consumer and industrial products with examples.</p> <p>5.5.1 explain the term branding and distinguish between a brand and branding</p> <p>5.5.2 identify the role and importance of branding and state the reasons why organizations brand their products.</p> <p>5.5.3 explain the advantages of branding to the buyer, supplier and consumer/society</p> <p>5.5.4 state the qualities of a good brand name.</p> <p>5.6.1 distinguish between a brand name and a trademark and identify the importance of each.</p>
<b>TOPIC</b>	<b>OBJECTIVES</b>

<p>5.7 Packaging and Labelling</p>	<p>5.7.1 distinguish between packaging and labelling and state the importance of each. 5.7.2 identify the functions of labels and the requirements of a label.</p>
<p>5.8 Product Lifecycle Concept (PLC)</p>	<p>5.8.1 explain the product lifecycle concept and identify its importance to marketers 5.8.2 describe the stages of the product lifecycle and identify the characteristics (sales, costs, profits, customers and competitors) and marketing objectives of each stage. 5.8.3 advantages and disadvantages associated with the product lifecycle concept.</p>
<p>5.9 New Product Development</p>	<p>5.9.1 explain new product development and its importance/role in marketing. 5.9.2 identify and explain the types of new products – existing, new, imitative, innovative, etc. 5.9.3 list and explain the steps in the new product development process. 5.9.4 identify and explain the sources of new product ideas. 5.9.5 state reasons why new products fail.</p>
<p><b>6. PRICING</b></p>	
<p>6.1 Pricing Objectives</p>	<p>6.1.1 state and explain the various pricing objectives.</p>
<p>6.2 Factors influencing pricing decisions 6.2.1 internal 6.2.2 external</p>	<p>6.2.1 identify and explain the internal and external factors that affect/influence pricing decisions.</p>
<p>6.3 Pricing Methods - Mark-up pricing - target return pricing - perceived value pricing - going-rate pricing - sealed bid pricing</p>	<p>6.3.1 explain the various pricing methods and state the advantages and disadvantages of each method.</p>
<p><b>TOPIC</b></p>	<p><b>OBJECTIVES</b></p>



TOPIC	COURSE OBJECTIVES
8.2 Advertising	8.2.1 explain advertising and its importance in the promotion mix. 8.2.2 describe the various types of advertising media 8.2.3 identify the factors that influence/affect the choice of advertising media. 8.2.4 state the advantages and disadvantages of each medium.
8.3 Personal Selling	8.3.1 explain personal selling and its importance/role in the promotion mix. 8.3.2 state the advantages and disadvantages of personal selling as a promotional tool. 8.3.3 explain sales person/sales force and identify the functions of the sales force. 8.3.4 identify the duties and essential qualities of sales persons. 8.3.4 state and explain the steps in the selling process.
8.4 Sales Promotion	8.4.1 explain sales promotion and its importance in the promotion mix. 8.4.2 give reasons why organizations undertake sales promotion. 8.4.3 identify and explain the various sales promotion tools that organizations use. 8.4.4 state the advantages and disadvantages of using sales promotion tools.
8.5 Public relations and Publicity	8.5.1 distinguish between public relations and publicity and state their importance in the promotion mix. 8.5.2 identify reason why organizations use publicity and public relations. 8.5.3 identify and explain the tools used for public relations and publicity. 8.5.4 state the advantages and disadvantages of using public relations and publicity.

TOPIC	COURSE OBJECTIVES
<p>8.6 Direct Marketing</p>	<p>8.5.4 explain direct marketing and its importance to marketers  8.6.1 identify the activities used for direct marketing.  8.6.2 state the advantages and disadvantages of direct marketing.</p>
<p><b>9. UNDERSTANDING CUSTOMERS</b></p>	
<p>9.1 Definitions</p>	<p>9.1.1 distinguish between users/consumers and buyers/customers.  9.1.2 identify the role of customers in the marketing process.  9.1.3 explain the importance of understanding customers.</p>
<p>9.2 Consumer Behaviour</p>	<p>9.2.1 explain consumer behaviour and identify the factors affecting consumer behavior.</p>
<p>9.3 Customer service and customer service programmes</p> <ul style="list-style-type: none"> <li>- After sales service</li> <li>- Warranty</li> <li>- Public awareness education</li> <li>- Monitoring and evaluation</li> <li>- Feedback systems</li> <li>- Relationship marketing</li> </ul>	<p>9.3.1 explain the role and importance of customer service.  9.3.2 identify and explain ways of improving customer service.</p>

## **SUGGESTED READING LIST**

1. Kotler, P. and Armstrong, G. (2014) **Principles of Marketing**, Pearson Higher Education, New York
2. Lancaster, G. (2010) **Essentials of Marketing** Taylor and Francis, AbinadonUk
3. Boakye, E. and Marfo-Yiadom, E (2015) **Principles and Practice of Marketing** Accra: Adwinsa Publishers
4. Boachie-Mensah, F. O. (2009) **Essentials of Marketing** Accra: Excellent Pulishers and Printing Services
5. Blythe, J. (2006) **Principles and Practice of Marketing**Hamphine: South Western (Engage Learning)
6. Palmer, A. (2009) **Introduction to Marketing Theory and Practice**: Oxford University Press
7. Perrault, W. D. and McCarthy, J. **Basic Marketing – A Global Managerial Approach** New York: McGraw-Hill

## **NOTES FOR GUIDANCE**

### **TOPIC 1INTRODUCTION TO MARKETING**

Candidates should appreciate that Marketing involves the anticipation, identification and satisfaction of consumer needs and wants at a profit. The marketing concept can be differentiated from product orientation, production orientation and selling orientation. It can be practiced in both “not-for-profit” and “not for profit” organisations. An introductory treatment of basic marketing terms is essential.

### **TOPIC 2INTRODUCTORY MARKETING INFORMATION SYSTEMS**

An introductory treatment of marketing information systems is needed. Candidates should know why organizations need information about their various stakeholders as well as the marketing environment. They should be able to explain roles the various elements of marketing information system and how each helps the marketer to perform better.

### **TOPIC 3 THE MARKETING ENVIRONMENT**

Emphasis should be placed on the fact that marketing is not carried out in a vacuum; it is influenced by internal and external factors. The internal factors are controllable while the external factors are not. Candidates should be able to identify the various elements in each factor and explain how they affect marketing. They should also be able to explain what a marketing audit is, purpose and types. SOSTAC as a marketing planning tool should be well explained.

#### **TOPIC 4MARKETING MIX**

Candidates should appreciate that the Marketing Mix refers to the variables which must be effectively combined to achieve an organisation's marketing objectives. The marketing mix for Products (4Ps) and that for services(7Ps) should be extensively discussed.

#### **TOPIC 5PRODUCT**

Candidates should be able to distinguish between products and services. Product attributes and levels of products must be treated as well as the classification of products. Characteristics of services and its effect on marketing must be well explained. The importance of packaging, labelling, branding, Product Name, Trade Mark etc. should be stressed. Candidates need to understand the product life cycle concept especially the characteristics (sales, cost profit, customers and competitors) and marketing objectives at each stage. The stages of the Product life cycle are Introduction, Growth, Maturity and Decline. Candidates are expected to treat new product development, types of new products and why new products fail. An introductory treatment of new product development process is needed.

#### **TOPIC 6 PRICING**

An explanation of various pricing objectives and factors influencing pricing decisions will be required. Pricing methods and new product pricing should be treated.

#### **TOPIC 7 PLACE**

Candidates should be able to explain distribution/marketing channels and their roles in marketing. Types and factors affecting the choice of distribution channels should be treated as well as the role various channel members play. The importance, types and functions of transportation and warehouses in distribution should be stressed.

#### **TOPIC 8PROMOTION**

Candidates should appreciate that promotion mix consists of personal selling, advertising, publicity, sales promotion and direct marketing. Candidates should treat importance, advantages and disadvantages of all the five elements. The tools and activities used under each element should be well treated.

#### **TOPIC 9UNDERSTANDINGCUSTOMERS**

Candidates should appreciate that marketing is carried out with the objective of achieving customer satisfaction at a profit. Candidates should be able to explain factors affecting consumer behavior as well as ways of improving customer service to aid in customer retention and loyalty.

# MATHEMATICS

## 1. PREAMBLE

Mathematics and Statistical table published for the WAEC should be used in the examination room. However, the use of non-programmable, silent and cordless calculator is allowed. The calculator must not have a paper print out **nor be capable of receiving/sending any information. Phones with or without calculators are not allowed. Where the degree of accuracy is not stated in a question, the degree of accuracy expected will be to four decimal places.**

Candidates should bring rulers, pair of compasses, protractors, set squares etc. for all papers. They will not be allowed to borrow such instruments and any other material from other candidates in the examination hall. It should be noted that some questions may prohibit the use of tables/calculators.

Graph papers ruled in 2mm squares will be provided for any paper in which it is required.

## 2. UNITS

Candidates should be familiar with the following units and their symbols:

### (1) Length

1000 millimetres (mm) = 100 centimetres (cm) = 1 metre (m)

1000 metres = 1 kilometre (km)

### (2) Area

10,000 square metres (m<sup>2</sup>) = 1 hectare (ha)

### (3) Capacity

10,000 cubic centimetres (cm<sup>3</sup>) = 1 litre (l)

### (4) Mass

1000 milligrammes (mg) = 1 gramme (g)

1000 grammes (g) = 1 kilograme (kg)

1000 kilogrames (kg) = 1 tonne

**(5) Currencies**

The Gambia	-	100 bututs (b) = 1 Dalasi (D)
Ghana	-	100 Ghana pesewas (Gp) = 1 Ghana Cedi (GH¢)
Liberia	-	100 cents (c) = 1 Liberian Dollar (LD)
Nigeria	-	100 kobo (k) = 1 Naira (N)
Sierra Leone	-	100 cents (c) = 1 Leone (Le)
UK	-	100 pence (p) = 1 pound (£)
USA	-	100 cents (c) = 1 dollar (\$)
French Speaking territories	-	100 centimes (c) = 1 Franc (fr)

Any other units used will be defined.

**3. AIMS OF SYLLABUS**

The syllabus is not intended to be used as a teaching syllabus. Teachers are advised to use the designed teaching syllabus. The aims of the syllabus are to test candidates’:

- (1) mathematical competency and computational skills;
- (2) understanding of mathematical concepts and their relationship to the acquisition of entrepreneurial skills for everyday living in the global world;
- (3) ability to translate problems into mathematical language and solve them using appropriate methods;
- (4) ability to be accurate to a degree relevant to the problem at hand;
- (5) logical, abstract and precise thinking.

**4. EXAMINATION SCHEME**

There will be two papers both of which must be taken.

**PAPER 1 (Objective) -  $1\frac{1}{2}$  hours:** This paper will comprise of 50 multiple choice questions testing the whole syllabus. Candidates are expected to attempt all the questions. The paper will carry 50 marks.

**PAPER 2 (Essay) -  $2\frac{1}{2}$  hours:** This paper will consist of two parts, I and II. The paper will carry 100 marks.

PART I (40 marks) will contain **five (5)** compulsory questions which are elementary in nature.

PART II (60 marks) will contain **eight (8)** questions of greater length and difficulty. Candidates will be expected to answer **five (5)** of the **eight (8)** questions.

**5. DURATION OF STUDY**

A minimum period of three (3) academic years of about four (4) hours per week should be adequate to cover the syllabus.

**6. DETAILED SYLLABUS**

The topics, contents and notes are intended to indicate the scope of the questions which will be set. The notes are not to be considered as an exhaustive list of illustrations/limitations.

## MATHEMATICS

TOPICS	CONTENTS	NOTES
<p><b>A. NUMBER AND NUMERATION</b> (a) Number bases.</p>	<p>(i) conversion of numbers from one base to another.</p> <p>(ii) Basic operations on number Bases.</p>	<p>Conversion from one base to base 10 and vice versa.</p> <p>Conversion from one base to another base, and its application.</p> <p>Addition, subtraction and multiplication of number bases.</p>
<p>(b) Modular Arithmetic.</p>	<p>(i) Concept of Modulo Arithmetic; addition, subtraction and multiplication in a given modulo.</p> <p>(ii) Application to daily life.</p>	<p>Interpretation of modulo arithmetic e.g.  <math>6 + 4 = k(\text{mod}7)</math>  <math>3 \times 5 = b(\text{mod}6)</math>  <math>m = 2(\text{mod} 3)</math> including construction of tables and related problems.</p> <p>Relate to market days, clock, shift duty, etc.</p>

TOPICS	CONTENTS	NOTES
(c) Fractions, Decimals and Approximations.	(i) Basic operations on fractions and decimals.  (ii) Conversion.  (iii) Approximations to a number of decimal places, significant figures, and nearest whole number, etc.	Convert fractions to decimal and vice versa  Approximations should be realistic e.g. a road is not measured and corrected to the nearest cm.
(d) Indices.	(i) Laws of indices  (ii) Application of indices  (iii) Numbers in standard form (scientific notation)	e.g. $a^x \times a^y = a^{x+y}$ , $a^x \div a^y = a^{x-y}$ , $(a^x)^y = a^{xy}$ , etc. where $x, y$ are real numbers and $a \neq 0$ . Include simple examples of negative and fractional indices.  Solving exponential equations.  Expression of large and small numbers in standard form e.g. $375300000 = 3.753 \times 10^8$ $0.00000035 = 3.5 \times 10^{-7}$  Use of tables of squares, square roots and reciprocals is accepted.
(e) Logarithms	(i) Relationship between indices and logarithms. e.g. $y = 10^k$ implies $\log_{10}y = k$ .	

	<p>(ii) Basic rules laws of logarithms e.g.</p> $\text{Log}_n(pq) = \text{log}_n p + \text{log}_n q$ $\text{Log}_n(p/q) = \text{log}_n p - \text{log}_n q$ $\text{Log}_n p^m = m \text{log}_n p.$ $\text{log}_n n = 1 \text{ and } \text{log}_n 1 = 0$ <p>(iii) Use of tables of logarithms and antilogarithms</p>	<p>Calculations involving multiplication, division, powers and roots.</p>
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TOPICS	CONTENTS	NOTES
(f) Sequence and Series.	(i) Patterns of sequences.  (ii) Arithmetic progression (A.P.) Geometric Progression (G.P.)	Determine any term of a given sequence. The notation $U_n$ = the nth term of a sequence may be used.  Simple cases only, including word problems. (consider sum for A.P. only)
(g) Sets.	(i) Idea of sets, universal sets, finite and infinite sets, subsets, empty sets and disjoint sets.  Idea of and notation for union, intersection and complement of sets.  (ii) Solution of practical problems involving classification using Venn diagrams.	Notations: $\mu, \mathcal{E}, \subset, \cup, \cap, \in, \{ \}, \emptyset, P^I$ (the compliment of P).  properties e.g. commutative, associative and distributive.  Use of Venn diagrams restricted to at most 3 sets.  Use of formulae e.g. ${}_n(A \cup B \cup C) = {}_n(A) + {}_n(B) + {}_n(C) - {}_n(A \cap B) - {}_n(A \cap C) - {}_n(B \cap C) + {}_n(A \cap B \cap C)$ ${}_n(A \cup B) = {}_n(A) + {}_n(B) - {}_n(A \cap B)$
(h) Logical Reasoning.	Simple statements. Negation of statements, implications and validity of arguments.  Application to everyday life.	True and false statements  Use of symbols: $\Rightarrow, \Leftarrow$ , use of Venn diagrams and chain rule.
(i) Real number system.	The four basic operations on real numbers.	Match rational numbers with points on the number line.

		Notation: Natural numbers (N), Integers (Z), Rational numbers (Q and real numbers (R).
(j) Surds (Radicals)	Simplification, rationalization and evaluation of simple surds.	<p>Surds of the form <math>\frac{a}{\sqrt{b}}</math>, <math>a\sqrt{b}</math>, and <math>a \pm \sqrt{b}</math> where a is a rational number and b is a positive integer.</p> <p>Basic operations on surds (exclude surd of the form <math>\frac{a}{b+c\sqrt{d}}</math>).</p>

TOPICS	CONTENTS	NOTES
(k) Ratio, Proportions and Rates.	<p>Ratio between two similar quantities.</p> <p>Proportion between two or more similar quantities.</p> <p>Financial partnerships, rates of work, costs, taxes – direct tax e.g. corporate and income tax based on PAYE, foreign exchange, insurance, density (e.g. population), mass, distance, time and speed.</p>	<p>Relate to real life situations. e.g. mixing two or more liquid of different grades and determining selling price to make a given profit. (Pre-mix fuel for motor boats used by fishermen).</p> <p>Include average rates, taxes e.g. VAT, Withholding tax, property rates, water and electricity bills, basic rates, premium, insured value, indemnity, customs and excise duty.</p>
(l) Percentages.	<p>(i)Conversion.</p> <p>(ii)Simple interest and compound interest, hire purchase, commission, profit and loss, mark up , margin, mark down on goods and percentage error.</p>	<p>Reduce a percentage to a decimal and vice versa, increase or decrease a quantity by a given percentage.</p> <p>Find simple interest, principal, rate, time and amount.</p> <p>Calculate compound interest on year by year basis and using formula (knowledge of fraction of time is desirable). Solving problems involving hire purchase, commission, profit and loss, margin, mark up, mark down on goods and percentage error should be considered.</p>



TOPICS	CONTENTS	NOTES
(n) Variation.	Direct, inverse, partial and joint variations.	<p>Expression of various types of variation in mathematical symbols e.g. direct (<math>z \propto n</math>), inverse (<math>z \propto \frac{1}{n}</math>), etc.</p> <p>Application to simple practical problems.</p>
<b>B. ALGEBRAIC PROCESSES</b> (a) Algebraic expressions.	(i) Formulating algebraic expressions from given situations. (ii) Evaluation of algebraic Expressions.	<p>e.g. find an expression for the cost ₦ of 4 pens at <math>x</math> Naira each and 3 oranges at <math>y</math> Naira each.</p> <p>Solution: <math>C = 4x + 3y</math>.</p> <p>e.g. If <math>x = ₦ 60.00</math> and <math>y = ₦ 20.00</math> find <math>C</math>.</p> <p><math>C = 4(60) + 3(20) = ₦ 300.00</math> naira.</p>
(b) Simple operations on algebraic expressions.	(i) Expansion. (ii) Factorization. (iii) Binary Operations	<p>e.g. <math>(a + b)(c + d)</math>,  <math>(a + 3)(c - 4)</math>, etc.</p> <p>Factorization of expressions of the form <math>ax + ay</math>,  <math>a(b + c) + d(b + c)</math>, <math>a^2 - b^2</math>,  <math>ax^2 + bx + c</math> where <math>a, b, c</math> are integers.</p> <p>Application of difference of two squares e.g. <math>49^2 - 47^2 =</math>  <math>(49 + 47)(49 - 47) = 96 \times 2 = 192</math>.</p> <p>Carry out binary operations on real numbers such as: <math>a * b = 2a + b - ab</math>, etc.</p>

TOPICS	CONTENTS	NOTES
(c) Solution of Linear Equations.	(i) Linear equations in one variable  (ii) Simultaneous linear equations in two variables.	Solving/finding the truth set (solution set) for linear equations in one variable.  Solving/finding the truth set of simultaneous equations in two variables by elimination, substitution and graphical methods. Word problems involving one or two variables.
(d) Change of Subject of a Formula/Relation.	(i) Change of subject of a formula/relation  (ii) Evaluation.	e.g. if $\frac{1}{f} = \frac{1}{u} + \frac{1}{v}$ , make $v$ the subject of the relation.  Finding the value of a variable e.g. evaluating $v$ given the values of $u$ and $f$ .
(e) Quadratic Equations.	(i) Solution of quadratic equations.  (ii) Forming quadratic equation with given roots	Using factorization i.e. $ab = 0 \Rightarrow$ either $a = 0$ or $b = 0$ .  Simple rational roots only e.g. forming a quadratic equation whose roots are $-3$ and $\frac{5}{2} \Rightarrow (x+3)(x-\frac{5}{2})=0$ .
(f) Graphs of Linear and Quadratic functions.	(i) Interpretation of graphs, coordinate of points, table of values, drawing quadratic graphs and obtaining roots from graphs.	Finding; (i) the coordinates of maximum and minimum points on the graph. (ii) intercepts on the axes, identifying axis of symmetry, answering questions on linear and quadratic graphs.

	<p>(ii) Graphical solution of a pair of equations of the form: <math>y = ax^2 + bx + c</math> and <math>y = mx + k</math></p>	<p>Use of quadratic graphs to solve related equations e.g. graph of <math>y = x^2 + 5x - 6</math> to solve <math>x^2 + 5x + 4 = 0</math>.</p>
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TOPICS	CONTENTS	NOTES
(g) Linear Inequalities.	(i) Solution of linear inequalities in one variable and representation on the number line.	Truth set is also required. Simple practical problems.
(h) Algebraic Fractions.	<p>Operations on algebraic fractions with;</p> <p>(i) Monomial denominators,</p> <p>(ii) Binomial denominators.</p>	<p>Simple cases only e.g. <math>\frac{1}{x} + \frac{1}{y} = \frac{x+y}{xy}</math>, (<math>x \neq 0, y \neq 0</math>)</p> <p>Simple cases only e.g. <math>\frac{1}{x-a} + \frac{1}{x-b} = \frac{2x-a-b}{(x-a)(x-b)}</math> where a and b are constants and <math>x \neq a</math> or b. Values for which a fraction is undefined e.g. <math>\frac{1}{x+3}</math> is not defined for <math>x = -3</math>.</p>
(i) Relations and Functions.	Types of Functions.	<p>One-to-one, one-to-many, many-to-one, many-to-many.</p> <p>Functions as mappings, determination of the rule of a given mapping/function.</p>

TOPICS	CONTENTS	NOTES
<p><b>C. MENSURATION</b></p> <p>(a) Lengths and Perimeters.</p>	<p>(i) Use of Pythagoras theorem to determine lengths and distances.</p> <p>(ii) Circles, sectors and segments of circles.</p> <p>(iii) Latitudes and Longitudes.</p>	<p>No formal proofs of the theorem and rules are required.</p> <p>Distances along latitudes and Longitudes and their corresponding angles.</p>

TOPICS	CONTENTS	NOTES
(b) Areas.	(i) Triangles and special quadrilaterals – rectangles, parallelograms and trapeziums. (ii) Circles, sectors and segments of circles. (iii) Surface areas of cubes, cuboids, cylinders, pyramids, right triangular prisms, cones and spheres. (iv) Applications to everyday life.	Areas of similar figures. Include area of triangle = $\frac{1}{2}$ base x height and $\frac{1}{2} ab \sin C$ . Relationship between the sector of a circle and the surface area of a cone. Areas of compound solids. Finding the cost of wall papering, laying of tiles and carpets.
(c) Volumes.	(i) Volumes of cubes, cuboids, cylinders, cones, right pyramids and spheres (ii) Volumes of similar solids.	Include volumes of compound shapes.
<b>D. PLANE GEOMETRY</b>		
(a) Angles.	(i) Angles at a point add up to $360^\circ$ . (ii) Adjacent angles on a straight line are supplementary. (iii) Vertically opposite angles are equal.	The degree as a unit of measure. Consider acute, obtuse, reflex angles, etc.
(b) Angles and intercepts on parallel lines.	(i) Alternate angles are equal. (ii) Corresponding angles are equal. (iii) Interior opposite angles are supplementary.	

TOPICS	CONTENTS	NOTES
(c) Polygons.	<p>(i) The sum of the angles of a triangle is 2 right angles. That is <math>180^\circ</math></p> <p>(ii) The exterior angle of a triangle equals the sum of the two interior opposite angles.</p> <p>(iii) Congruent triangles.</p> <p>(iv) Properties of special triangles – Isosceles, equilateral, right-angled etc.</p> <p>(v) Properties of special quadrilaterals parallelogram, rhombus, square, rectangle, trapezium.</p> <p>(vi) Properties of similar triangles.</p> <p>(vii) The sum of the interior angles of a polygon</p> <p>(viii) Property of exterior angles of a polygon.</p>	<p>Conditions to be known but proofs not required e.g. SSS, SAS, etc.</p> <p>Use symmetry where applicable</p> <p>Equiangular properties and ratio of sides and areas.</p> <p>Sum of interior angles = <math>(n - 2)180^\circ</math> or <math>(2n - 4)</math> right angles, where n is the number of sides.</p> <p>Sum of exterior angles of a polygon = <math>360^\circ</math>. Therefore an exterior angle of a polygon = <math>\frac{360^\circ}{n}</math>, where n is the number of sides.</p>

TOPICS	CONTENTS	NOTES
(d) Circles.	<ul style="list-style-type: none"> <li>(i) Chords.</li> <li>(ii) The angle which an arc of a circle subtends at the centre of the circle is twice that which it subtends at any point on the remaining part of the circumference.</li> <li>(iii) angles in the same segment are equal</li> <li>(iv) Any angle subtended at the circumference by a diameter is a right angle.</li> <li>(v) Opposite angles of a cyclic quadrilateral are supplementary.</li> <li>(vi) Perpendicularity of tangent and radius.</li> <li>(vii) If a tangent is drawn to a circle and from the point of contact a chord is drawn, each angle which this chord makes with the tangent is equal to the angle in the alternate segment.</li> </ul>	<p>Angles subtended by chords in a circle and at the centre. Perpendicular bisectors of chords.</p> <p>The proofs of the circle theorems are not required.</p>
(e) Construction.	<ul style="list-style-type: none"> <li>(i) Bisectors of angles and line segments.</li> <li>(ii) Line parallel or perpendicular to a given line.</li> <li>(iii) Angles e.g. <math>90^\circ</math>, <math>60^\circ</math>, <math>45^\circ</math>, <math>30^\circ</math>, and an angle equal to a given angle.</li> <li>(iv) Triangles and quadrilaterals from sufficient data.</li> </ul>	<p>Include combination of these angles e.g. <math>75^\circ</math>, <math>105^\circ</math>, <math>135^\circ</math>, etc.</p>

TOPICS	CONTENTS	NOTES
(f) Loci.	<p>Knowledge of the loci listed below and their intersections in two dimension.</p> <p>(i) Points at a given distance from a given point.</p> <p>(ii) Points equidistant from two given points.</p> <p>(iii) Points equidistant from two given straight lines.</p> <p>(iv) Points at a given distance from a given straight line.</p>	<p>Consider parallel and intersecting lines.</p> <p>Application to real life situations.</p>
<b>E. CO-ORDINATE GEOMETRY OF STRAIGHT LINES</b>	<p>(i) Concept of the x-y plane.</p> <p>(ii) Coordinates of points in the x-y plane.</p> <p>(iii) travel graph and its Interpretation.</p>	<p>Midpoint of two points i.e. <math>M(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2})</math>, distance between two points i.e. <math> PQ  = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}</math></p> <p>Where <math>P(x_1, y_1)</math> and <math>Q(x_2, y_2)</math>, are coordinates. Gradient (slope) of a line <math>m = \frac{y_2 - y_1}{x_2 - x_1}</math>,</p> <p>equation of a line is in the form <math>y = mx + c</math> or <math>y - y_1 = m(x - x_1)</math>, where <math>m</math> is the gradient (slope) and <math>c</math> is a constant.</p> <p>Also equation of a straight line in the form <math>ax + by + c = 0</math>, where <math>a</math>, <math>b</math>, and <math>c</math> are constants.</p>

<b>F. TRIGONOMETRY</b>		
(a) Sine, Cosine and Tangent of an angle.	<ul style="list-style-type: none"> <li>(i) Sine, cosine and Tangent of acute angles.</li> <li>(ii) Use of tables of trigonometric ratios.</li> <li>(iii) Trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math>.</li> </ul>	<p>Use of right angled triangles.</p> <p>Without using tables, but in surd form.</p>
(b) Angles of elevation and Depression.	<ul style="list-style-type: none"> <li>(i) Calculating angles of elevation and depression.</li> <li>(ii) Application to heights and distances.</li> </ul>	<p>Simple problems only.</p>

TOPICS	CONTENTS	NOTES
<p><b>G. STATISTICS AND PROBABILITY.</b></p> <p>(a) Statistics</p>	<p>(i) Introduction to Statistics.</p> <p>(ii) Frequency distribution</p> <p>(iii) Pie charts, bar charts, histograms and frequency polygons</p> <p>(iv) Mean, median and mode for both discrete and grouped data.</p> <p>(v) Cumulative frequency curve (Ogive)</p> <p>(v) Measures of Dispersion: range, semi inter-quartile/inter-quartile range, variance, mean deviation and standard deviation.</p>	<p>Distinguish between sample and population.</p> <p>Methods of data collection e.g. observation, interviews, questionnaire, etc.</p> <p>Construction of frequency distribution tables, concept of class intervals, class mark and class boundary.</p> <p>Reading and drawing simple inference from graphs, interpretation of data in histograms.</p> <p>Exclude unequal class interval.</p> <p>Calculating the mean (use of an assumed mean is acceptable but not required).</p> <p>For grouped data, the mode should be estimated from the histogram while the median, quartiles and percentiles are estimated from the cumulative frequency curve.</p> <p>Application of the cumulative frequency curve to everyday life.</p> <p>Concept of range, variance, standard deviation, inter-quartile range. Note that mean deviation is the mean of the absolute deviations from the mean and variance is the square of the standard deviation. Problems on range, variance, standard deviation etc. should be considered.</p>

TOPICS	CONTENTS	NOTES
(b) Probability	<ul style="list-style-type: none"> <li data-bbox="539 324 965 398">(i) Experimental and theoretical probability.</li> <li data-bbox="539 459 949 571">(ii) Addition of probabilities for mutually exclusive and independent events.</li> <li data-bbox="539 616 970 689">(ii) Multiplication of probabilities for independent events.</li> </ul>	<p data-bbox="1034 324 1497 474">Include equally likely events e.g. probability of throwing a six with a fair die or a head when tossing a fair coin.</p> <p data-bbox="1034 504 1268 533">With replacement.</p> <p data-bbox="1034 616 1471 728">Simple practical problems only. Interpretation of “and” and “or” in probability.</p>

## **OFFICE PRACTICE**

### **1 AIMS**

The aims of the syllabus are to

- (a) equip students with the knowledge, understanding and application of the principles and procedures for the performance of clerical duties in an office.
- (b) equip students with the ability to use the different procedures, methods and equipment in the office.
- (c) equip students with effective communication skills.
- (d) prepare students for further studies in office principles and procedures.

### **2 TARGET POPULATION**

The syllabus is designed for

- (a) holders of Basic Education Certificate Examinations (BECE) who want to further their education.
- (b) people already in employment who may wish either to improve upon or acquire some academic qualification.
- (c) candidates pursuing courses of study in recognised institutions or individuals studying on their own.

### **3 DURATION OF STUDY**

A period of three school years with a minimum of four hours a week would be required to cover this syllabus fully.

### **4 FORM OF THE EXAMINATION**

There will be two papers, 1 and 2 both of which must be taken.

**PAPER 1:** This will consist of eight essay questions covering the entire syllabus out of which candidates will be required to answer five questions. The questions will be answered within 2<sup>1</sup>/<sub>2</sub> hours for a total of 100 marks.

**PAPER 2:** This paper will have two sections, A and B.

SECTION A: This will be made up of 50 compulsory multiple-choice question covering the entire syllabus. It will carry 50 marks and last for one hour.

SECTION B: Candidates will be required to answer questions on a simple case study which carries 50 marks and will last for one hour. The case study will be based on problem situations in the office and candidates will be required to show understanding of the problem.

## 5 DETAILED SYLLABUS

TOPIC	COURSE OBJECTIVES
<p><b>1. BUSINESS ORGANISATIONS</b></p> <p>1.1 Introduction to Business Units</p> <p style="padding-left: 40px;">(i) Sole Trader (ii) Partnership (iii) Public and Private Limited Liability Companies (iv) Co-operative Societies (v) Credit Unions (vi) State Enterprises/ Public Corporations (vii) Civil Service</p> <p>1.2 Main Functions of Business Organisations</p> <p style="padding-left: 40px;">(i) Purchasing (ii) Marketing/Sales (iii) Accounting (iv) Production/Provision of Goods and Services (v) Office Services/ Administration (vi) Planning and Research (vii) Legal (including the work of the company secretary) (ix) Personnel (x) Transport</p>	<p>At the end of the course candidates should be able to:</p> <p>1.1.1 state and explain the reasons for the existence of different units. 1.1.2 identify and compare the features of various types of business units. 1.1.3 State advantages and disadvantages of the various units.</p> <p>1.2.1 state and describe the main functions of the departments within the organization. 1.2.2 describe the various levels of key personnel, their roles, responsibilities and inter-relationships in a typical organisation. 1.2.3 draw a vertical organisation chart to show the departments and their inter-relationships.</p>

TOPIC	COURSE OBJECTIVES
<p><b>2. THE OFFICE</b></p> <p>2.1 The functions of the Office: giving, receiving, processing, storing, distributing information, etc.</p> <p>2.2 The duties and responsibilities of office staff.</p> <p>2.3 Principles of Organisation (i) Unity of Objective (ii) Span of Control (iii) Responsibility and delegation (iv) Unity of Command (v) Unit of Functions</p> <p><b>3. TRADING DOCUMENTS</b></p> <p>3.1 Documents used in Buying and Selling: (i) Catalogues (ii) Price Lists (iii) Quotations (iv) Purchase requisition</p>	<p>2.1.1 explain the functions of the office and their use in controlling business activities.</p> <p>2.2.1 state the duties of office staff in business organisations.</p> <p>2.2.2 explain the importance of the duties of receptionist/telephonist in business organisations.</p> <p>2.2.3 complete reception register.</p> <p>2.2.4 state the qualities and skills of an efficient office personnel e.g. telephonist/receptionist.</p> <p>3.1.1 use given information to make entries on documents used in buying and selling accurately.</p> <p>3.1.2 state the sequence in which selected documents are used in normal transactions.</p> <p>3.1.3 state the purpose of the documents listed.</p>

TOPIC	COURSE OBJECTIVES
<p>(v) Order (including local purchase orders)</p> <p>(vi) Waybills/Delivery notes</p> <p>(vii) Credit and debit notes</p> <p>(viii) Proforma invoice/Statements of account</p> <p>(x) Receipts</p> <p>3.2 The terms in common use:</p> <p>(i) Trade Discount</p> <p>(ii) Cash Discount</p> <p>(iii) Terms net</p> <p>(iv) Carriage Forward</p> <p>(v) Ex-works, etc.</p> <p>3.3 Bank Services and Documents</p> <p>(i) Services: Accepting Deposits, Overdrafts, ATM, etc.</p> <p>(ii) Documents: Bank statement, paying-in-slip, cheque, etc.</p> <p>(iii) Methods of Payment</p> <p>(a) Cheque</p> <p>(b) Cash</p> <p>(c) Credit Transfer</p> <p>(d) Standing Order</p> <p>(e) Payment Order</p> <p>(f) Bank Draft</p> <p>3.4 Non-bank financial institutions.</p>	<p>3.2.1 use and explain terms and abbreviations commonly used in buying and selling.</p> <p>3.3.1 explain the purpose of the documents and services and describe how they are used in business.</p> <p>3.3.2 complete entries on the documents accurately.</p> <p>3.3.3 differentiate between</p> <p>(a) types of cheques</p> <p>(b) types of crossings on cheques and their effects.</p> <p>3.3.4 compare the advantages and disadvantages of the different methods of payment.</p> <p>3.4.1 explain the operations of non-bank financial institutions.</p>

TOPIC	COURSE OBJECTIVES
<p><b>4 FUNCTIONS OF THE POST OFFICE</b></p> <p>4.1 Remittances: Postal Orders, Instant Money Transfer (IMT)</p> <p>4.2 Postal Services: Express Delivery, Registered Delivery, Courier etc.</p> <p>4.3 Agency Services: TV license, sale of passport forms, payment of electricity and water bills etc.</p> <p><b>5. TELECOMMUNICATION SERVICES</b></p> <p>5.1 Telephone Services: Telex, Fax, STD,IDD</p> <p>5.2 Internet Services: E-mail, etc.</p> <p><b>6. PETTY CASH</b> The imprest system, petty cash book and petty cash voucher</p> <p><b>7. STOCK CONTROL</b></p> <p>(i) Stock records: Stock record cards, stock requisition, tally/bin cards.</p> <p>(ii) Types of Stock-taking: periodic, annual.</p>	<p>4.1.1 explain the uses of the postal order and Instant Money Transfer (IMT) and how they are completed.</p> <p>4.1.2 state their advantages and disadvantages.</p> <p>4.2.1 explain the services listed in 4.2 and their usefulness to business organisations.</p> <p>4.3.1 identify various agency services performed by the post office.</p> <p>5.1.1 identify the various telecommunication services and their uses.</p> <p>5.1.2 draft simple messages for transmission by telex</p> <p>5.1.3 identify the Telephone Services Providers in Ghana.</p> <p>5.2.1 identify internet services and service providers in Ghana.</p> <p>6.1 explain why petty cash is used in business organisations.</p> <p>6.2 complete petty cash vouchers and prepare petty cash accounts.</p> <p>6.3 correct errors in the petty cash account.</p> <p>7.1 define stock control and explain its importance to business.</p> <p>7.2 state the purpose of stock control documents and explain terms associated with them.</p> <p>7.3 give examples of good stock control practices and procedures for receiving and issuing stock.</p>

TOPIC	COURSE OBJECTIVES
<p><b>8. WAGES AND SALARIES ADMINISTRATION</b></p> <p>8.1 Forms of payment and the documents to used e.g. Time cards, individual pay records (pay slips and pay advice) etc.</p> <p>8.2 Methods of Paying wages and salaries</p> <p>8.3 Terms used i.e. piece rate, time rate, overtime, commission, etc.</p> <p><b>9. STORAGE OF INFORMATION</b></p> <p>9.1 Filing Classification (alphabetical, numerical, chronological, alpha-numerical subject and geographical)</p> <p>9.2 Types of Filing: centralised and decentralized filing</p> <p>9.3 The Methods of Filing: Vertical, lateral, horizontal or Flat</p> <p>9.4 Electronic Filing</p> <p>9.5 Storage devices: e.g: computers, cabinets, shelves, microfilming, pen drive</p>	<p>8.1.1 define wages and salaries.</p> <p>8.1.2 explain procedures for calculation of wages and salaries and the documents used.</p> <p>8.1.3 differentiate between payslips and pay advice.</p> <p>8.1.4 interpret entries on payslips.</p> <p>8.2.1 identify appropriate methods of paying wages and salaries and the documents used.</p> <p>8.3.1 explain the various terms used during wages and salaries administration.</p> <p>9.1.1 clearly define filing and explain reasons for filing.</p> <p>9.1.2 select appropriate filing classification.</p> <p>9.1.3 describe methods for controlling and recording the movement and use of files including confidential files.</p> <p>9.2.1 identify the types of filing and state their advantages and disadvantages.</p> <p>9.3.1 describe the various methods of filing or forms of arranging files in a cabinet.</p> <p>9.4.1 explain electronic filing.</p> <p>9.4.2 identify the various forms of electronic filing e.g. diskette, pen drive, CD-ROM, computers, tapes etc.</p> <p>9.5.1 identify the devices used to store information.</p>

TOPIC	COURSE OBJECTIVES
<p><b>10. COMMUNICATION</b></p> <p>10.1 Written Messages letters, notices, memos, minutes, invitations, etc.</p> <p>10.2 Report Writing</p> <p>10.3 Meetings: Purpose and types i.e annual, general, extraordinary.</p> <p>10.4 Committees: Adhoc, Sub-committee; Standing; Joint-consultative committee.</p> <p>10.5 Documents, Procedures and Terms associated with meetings</p> <p>10.6 The Role of the chairman and secretary</p> <p>10.7 Verbal/Oral Communication:</p> <p>10.8 Visual Aids: e.g Line graph, bar graph, pie charts, and visual control boards.</p>	<p>10.1.1 state the purpose of business letters, memos etc. and compose letters, memos, notices, invitations, application letters and CVs.</p> <p>10.1.2 select the most appropriate form of written communication in particular office situation.</p> <p>10.1.3 use notes supplied to compose appropriate written communication for a given situation.</p> <p>10.2.1 write short formal reports.</p> <p>10.3.1 state the purpose of meetings in general and the purpose of particular meetings.</p> <p>10.3.2 differentiate between formal and informal meetings.</p> <p>10.4.1 differentiate between various types of committees.</p> <p>10.5.1 list and explain the main documents commonly used for meetings i.e. notice, agenda, minutes, chairman's agenda and standing order.</p> <p>10.5.2 define terms used at meetings.</p> <p>10.6.1 outline the preparation of the chairman and the secretary before, during and after holding a meeting.</p> <p>10.6.2 state the role played by the chairman and the secretary during and after a meeting.</p> <p>10.7.1 make and receive calls appropriately in an office i.e. using mobile and fixed lines.</p> <p>10.7.2 distinguish between trunk and local calls.</p> <p>10.7.3 use telephone message forms to record messages, Accurately.</p> <p>10.7.4 use telephone cards.</p> <p>10.8.1 construct line graphs, pie and bar charts from given information.</p> <p>10.8.2 extract information from data given in chart or graph.</p> <p>10.8.3 state advantages and disadvantages of these Visual Aids.</p>

TOPIC	COURSE OBJECTIVES
<p><b>11. PRE-EMPLOYMENT PROCEDURES</b></p> <p><b>12. OFFICE EQUIPMENT</b>  12.1 Typewriters  (manual, electric, electronic),  Duplicators- (ink, spirit, offset litho),  Office copiers, Add-listing, listing machines,  Mailroom equipment,  Accounting machines, Word  processors, computers,  Scanners, etc.</p> <p><b>13. HEALTH AND SAFETY IN THE OFFICE</b></p> <p><b>14. REFERENCE BOOKS AND SOURCES OF INFORMATION</b>  Gazette, Dictionary,  Hansard, Post  Office Guide,  Telephone Directory,  Roget's Thesaurus,  Reckoners, Who is  Who, Encyclopedia, etc.</p>	<p>11.1 write application letters and prepare CVs.</p> <p>12.1.1 state and explain the uses of office equipment.</p> <p>13.1 identify safety hazards in the office.  13.2 explain precautions to be taken to prevent accidents in the office.</p> <p>14.1 identify the various reference books.  14.2 state the type of information to be obtained from them.</p>

## **SUGGESTED READING LIST**

1. Hall,L. Business Administration,  
New York, MacGraw-Hill
2. Harrison Secretarial Studies, London,  
Pitman Publishing Company
3. Mills G. & Others Modern Office Management,  
Pitman Publishing Company
4. Whitehead G. & Pitman Business Correspondence,  
Whitehead D. London Pitman Publishing Company
5. Companies Code (1963), Act 179
6. Fosegan J. S. Ginn, M. L. Business Records Control, South  
& Goodman D.G. (1995). Western Publishing Co.
7. Tomkins,S (1991) The Secretary's Survival Manual,  
Kogan Page.
8. Canning, B.W. (1979) Teaching office skills, Pitman
9. O'neil, S. L. (1990)Office Information Systems: concepts  
and applications, Glencoe
10. Harrison J. (1991) Practical Office Procedures, Pitman

## **NOTES FOR GUIDANCE**

### **TOPIC 1**      **BUSINESS UNITS**

Candidates will be required to know the existence and the formation of various business organisations including Local Governments, the Civil and Public Services and Credit Unions. It will also be necessary to know how they are funded and their functions. Candidates must be able to compare the various business units vis-a-vis their formation, winding up procedures, ownership and control.

Candidates will also be required to draw organisation charts to show the various levels of key personnel within the organisation. Emphasis should be laid on various relationships that exist in the organisation. i.e Line, Functional, Staff relationships.

### **TOPIC 2**      **THE OFFICE**

Candidates will be required to explain the functions of the Office, namely giving, receiving, processing, storing and distribution of information. Also, candidates will be required to state the skills and qualities necessary for an office staff to carry out duties and responsibilities in the most efficient manner.

Candidates must in addition be abreast with the principles of organisation. These include unity of objectives, delegation of powers, authority (where it should emanate), span of control, unity of function and unity of command.

### **TOPIC 3**      **TRADING DOCUMENTS**

Candidates would be required to know the procedure and the documents used in buying and selling. A practical knowledge of such documents like catalogues, price lists, quotations, requisitions, orders, proforma invoice, statements of account and receipts would be required.

Candidates would be required to complete from given information entries on documents used in buying and selling. Candidates would also be required to state the sequence in which selected documents are used in normal transactions and explain the purpose of particular documents.

It is quite important that candidates should know the terms associated with buying and selling. These may include trade discount, cash discount, terms net, gross, ex-works, carriage forward, etc.

#### **Bank Services**

Candidates should know the various services rendered by commercial banks e.g savings account, current accounts and deposit accounts. In addition, candidates would be required to use documents necessary for depositing and withdrawal of cash from the banks.

When treating cheques, the various reasons for banks' refusal to honour cheques must be known. Candidates would also be required to identify different kinds of cheques and their effects as well as different types of crossings and their effects.

Candidates should be able to complete entries on cheques accurately. In addition, candidates would be required to know the operations of Non-Bank Financial Institutions like Susuorganisations.

#### **TOPIC 4                      FUNCTIONS OF THE POST OFFICE**

##### **(1) Remittances and Transfers**

Candidates are expected to know how to complete the documents relating to remittances and transfer of money and how they can be cashed at the Post Office.

##### **(2) Postal Services**

- |                           |   |     |
|---------------------------|---|-----|
| A. Express Delivery       | Candidates should know what Express Delivery is and when it is used.  |     |
| B. Registered Letter      | Candidates should know the reasons why letters are registered and the advantages in case of loss.                                 |     |
| C. Recorded Delivery      | Candidates should know what Recorded Delivery is and its significance.  |     |
| D. Parcel Service         | Candidates will be asked to explain when to use Parcel Service.   |     |
| E. Certificate of Posting | Candidates should know why certificate of posting is important.   |     |
| F. Poste Restante         | Candidates will be asked to explain when this service can be used and the rules governing its usage.                              |     |
| G. Courier Service        | Candidates are expected to have knowledge about the operations of various courier service providers (i.e. aside the post office). | the |

(3) **Agency Services:**

Candidates should be able to identify the various agency services offered by the Post Office. E.g. Sale of Passport, Collection of TV licence fee, etc.

**TOPIC 5**                      **TELECOMMUNICATIONS**

Telex                              Candidates should know the functions of the telex and some of its advantages and disadvantages.

Facsimile (FAX)      Candidates should know the functions and operations of the fax machine.

Telephone                      Candidates should be familiar with the use of telephones, e-mail and other services.

**TOPIC 6**                      **PETTY CASH**

The Imprest System      Candidates will be required to explain what the imprest system is and why organisations use this system.

Petty Cash Book      Candidates should be able to reproduce a specimen ruling of the petty cash book, record given information and balance it at the end of a given period.

**TOPIC 7**                      **STOCK CONTROL**

Candidates will be required to define stock control and state its importance. An appreciation of the following will be required of them:

Stock Record                      candidates will be asked to explain the uses of Stock Records.

Stock Record Cards      candidates will be expected to explain the need for these cards and how to complete them.

Stock Requisition      candidates should know the reason why stock requisition is needed.

Stock Taking      candidates will be asked to explain the necessity of taking stock and the types of stock taking e.g. Periodic, Perpetual and Annual Stock Taking.

## **TOPIC 8 WAGES AND SALARIES ADMINISTRATION**

Candidates must be able to define wages and salaries. They will be asked to explain the procedure for calculating wages and salaries and to identify the documents involved. Candidates should also know what Piece Rate, Time Rate, Overtime and Commission are and when they are to be used.

## **TOPIC 9 STORAGE OF INFORMATION**

Candidates should know how to store information manually and electronically. Candidates should be able to write notes on the following classifications:

Alphabetical, Subject, Geographical, Numerical, Chronological, Alpha-Numerical and Subject-Numeric.

Candidates should be familiar with the types of filing (centralized and decentralized) and methods used in filing e.g. vertical, horizontal etc. The advantages and disadvantages of filing should also be known. Candidates should know what filing is and reasons for filing. Candidates will be answering questions on movement of files, guide cards, etc.

## **TOPIC 10**

Candidates should know the purpose of written, oral and visual forms of communication and be able to select the most appropriate one to use in particular office situations. Candidates should also know how to use the documents, terms and procedures of meetings.

## **TOPIC 11 PRE-EMPLOYMENT PROCEDURES**

Candidates should be able to write application letters and CVs for employment.

## **TOPIC 12 OFFICE EQUIPMENT**

Candidates are required to know the uses of the equipment listed in the syllabus. They must also be able to state their advantages and limitations.

## **TOPIC 13 HEALTH AND SAFETY IN THE OFFICE**

Candidates should be able to identify health and safety hazards in the office and state the precautions to be taken to avoid them. They should also be able to state the precautions to be taken when using electrically operated machines in the office so as to prevent accidents.

## **TOPIC 14 REFERENCE BOOKS AND SOURCES OF INFORMATION**

Information obtainable in all the reference books listed in the syllabus must be known. In addition, candidates are expected to know where certain items and pieces of information could be obtained. For example visa, license to charge VAT, information about foreign exchange rates and foreign currency etc.

## **SALESMANSHIP**

### 1. **AIMS**

The aims of this syllabus are to:

- (a) enable candidates lay a firm foundation for higher studies in Salesmanship;
- (b) equip candidates with the basic sales knowledge and skills required to operate a private venture;
- (c) enable candidates enter industry, commerce and the public sector as junior sales personnel.

### 2. **TARGET POPULATION**

The syllabus is designed for candidates pursuing business programmes in commercial, secondary and vocational/technical institutions. It is also designed for personnel already in industry, commerce and the public sector who wish to upgrade their knowledge in Selling.

### 3. **FORM OF THE EXAMINATION**

The Examination will consist of two papers as follows:

Paper 1 - This will consist of eight essay questions out of which candidates will be required to answer any four in 2 hours. This paper will carry 50% of the total marks for the subject.

Paper 2 - This will be made up of two sections, A and B.

Section A: This will consist of 50 compulsory multiple-choice questions to be answered within 50 minutes for 20% of the total mark for the subject.

Section B: This will be a compulsory mini case study to be answered within 1 hour 10 minutes for 30% of the total mark for the subject.

### 4. **DURATION OF STUDY**

A minimum of one year of four contact hours per week will be sufficient to cover the syllabus fully.

## 5. DETAILED SYLLABUS

TOPIC	COURSE OBJECTIVES
<p><b>1. PRINCIPLES OF SALESMANSHIP</b></p> <p>1.1 Introduction of Selling</p> <p>1.2 Background of Selling</p> <p>1.3 Types of selling</p> <p>1.4 Types of Salesman</p> <p>1.5 Concept of Salesmanship</p> <p>1.6 Duties of a Salesman</p> <p>1.7 Characteristics and Skills of a Salesman</p> <p>1.8 Selling and Marketing</p>	<p>Candidates should be able to:</p> <p>1.1.1 explain salesmanship/selling.</p> <p>1.1.2 explain the nature and role of selling</p> <p>1.2.1 explain the history of salesmanship in Ghana.</p> <p>1.3.1 explain the various types of selling, giving examples:</p> <ul style="list-style-type: none"> <li>• order takers</li> <li>• order getters</li> <li>• order creators</li> </ul> <p>1.4.1 state the different types of salesman</p> <p>1.4.2 explain the relevance of salesmanship as a course of study.</p> <p>1.5.1 explain basic concepts in salesmanship, for example, selling, consumer satisfaction, profit maximization, etc.</p> <p>1.6.1 explain the duties of the salesman to the:</p> <ul style="list-style-type: none"> <li>• Company;</li> <li>• Customer;</li> <li>• Public/environment.</li> </ul> <p>1.7.1 explain the basic characteristics of a salesman such as friendliness, confidence, persuasiveness, politeness, etc.</p> <p>1.7.2 identify and explain the various skill needed by a salesman to be successful.</p> <p>1.8.1 compare selling and marketing, bringing out their similarities and differences.</p>

TOPIC	COURSE OBJECTIVES
<p><b>2. BUYING BEHAVIOUR</b></p> <p>2.1 Basic Concepts</p> <p>2.2 Consumer Buying Behaviour</p> <p>2.3 Decision Making Unit</p> <p>2.4 Buyer Decision Process</p> <p>2.5 Organization/Business Buying Behaviour</p> <p>2.6 Organizational/Business Buying Process</p>	<p>2.1.1 explain the following concepts:</p> <ul style="list-style-type: none"> <li>• consumer markets;</li> <li>• consumer behaviour;</li> <li>• organizational/business markets</li> </ul> <p>2.2.1 explain consumer buying behaviour.</p> <p>2.2.2 Explain the relationships between buyers and sellers</p> <p>2.2.3 explain the factors that affect consumer behaviour:</p> <ul style="list-style-type: none"> <li>• cultural factors</li> <li>• social factors</li> <li>• personal factors</li> <li>• psychological factors</li> </ul> <p>2.2.4 identify and explain the elements of each of the factors.</p> <p>2.3.1 explain decision making unit.</p> <p>2.3.2 identify and explain members of the consumer decision making unit.</p> <p>2.4.1 identify and explain the stages in the buyer decision making process.</p> <p>2.4.2 identify and explain the stages in the adoption process, that is, the buyer decision process for new products.</p> <p>2.5.1 identify and explain the characteristics of business markets.</p> <p>2.6.1 explain buying centre (individuals in the business buying process)</p> <p>2.6.2 identify and explain the members of the buying centre.</p> <p>2.6.2 identify and explain the stages in the business buying process.</p>

TOPIC	OBJECTIVES
<p><b>3. SELLING SITUATIONS</b></p> <p>3.1 Types of selling</p> <p>3.2 Business to business(B2B) selling</p> <p>3.3 Business to Customer(B2C) selling</p> <p>3.4 Contract Selling/Business to Government selling</p> <p>3.5 Selling to Non-Profit-Making Organization</p> <p>3.6 Customer-to-Customer selling</p> <p>3.7 Relationship Selling</p>	<p>3.1.1 distinguish between the various types of selling:</p> <ul style="list-style-type: none"> <li>• consumer selling</li> <li>• organizational selling</li> </ul> <p>3.2.1 explain selling by business-to-business.</p> <p>3.2.2 describe the methods of selling business to business, to industrial decision making units.</p> <p>3.3.1 explain selling by business to customer.</p> <p>3.3.2 explain selling to customers by traditional methods, the internet and call centres.</p> <p>3.4.1 explain contract selling that is business to government.</p> <p>3.4.2 outline the main features of selling by contract.</p> <p>3.5.1 understand selling to non-profit making organizations.</p> <p>3.5.2 describe selling to non-profit making organisations: charities, hospitals, schools, colleges and universities.</p> <p>3.6.1 explain selling by customer to customer.</p> <p>3.6.2 explain private person to person selling methods through local advertising, group selling and use of eBay.</p> <p>3.7.1 explain relationship selling.</p> <p>3.8.1 describe reverse selling</p> <p>3.8.2 outline the importance of effective customer relations.</p>

3.8 Reverse Selling	<b>OBJECTIVES</b>
<b>TOPIC</b>	4.1.1 explain the selling environment.
	4.1.2 identify and explain the external and internal environment.
<b>4.0 SALES ENVIRONMENT</b>	
4.1 Definition and Composition of the Selling Environment	4.2.1 explain MOST selling objectives – sales mission, objectives, strategies and tactics.
4.2 Selling Objectives	4.2.2. state the salesman’s selling objectives in the environment.  4.2.3. outline strategies that are necessary to achieve the objectives of the salesman in an environment.
4.3 Researching the Selling Environment	4.3.1 state tools used in analyzing the selling environment  4.3.2 explain SWOT and STEEPLE as tools for analyzing the selling environment
4.4 Market Survey	4.4.1 explain the meaning and importance of market surveys to sales persons.  5.1.1 explain the meaning and roles of communication in the selling process.
<b>5.0 COMMUNICATION</b>	
5.1. Communication Process	5.1.2 identify and explain the communication process.  5.1.3 explain the types of communication.
5.2 Non-Verbal Communication	5.2.1 explain what is meant by non-verbal communication.  5.2.2 explain the roles/importance of non-verbal communication in the selling process.
	5.2.3 explain the types of non-verbal communication.
	5.3.1 identify and explain how a salesperson

<p>5.3 Listening Skills</p>	<p>can develop and improve listening skills.</p> <p style="text-align: center;"><b>OBJECTIVES</b></p> <p>5.4.1 identify the obstacles which mitigate against effective communication.</p>
<p style="text-align: center;"><b>TOPIC</b></p>	<p>5.4.2 explain how communication can be made effective.</p>
<p>5.4 Barriers to Communication</p> <p><b>6.0. MARKETING MIX AND SELLING</b></p> <p>6.1 Definition of the Marketing Mix</p> <p><b>7.0ROLE OF SELLING IN THE PROMOTION MIX</b></p> <p>7.1 Definition of Promotion Mix</p>	<p>6.1.1 explain the marketing mix.</p> <p>6.1.2 identify and explain the elements of the marketing mix (4Ps).</p> <p>6.1.3 state and explain the importance of each variable in the marketing mix.</p> <p>6.1.4 explain how each element affects the operation of sales persons</p> <p>7.1.1 define promotion mix and explain the importance of promotion mix.</p> <p>7.1.2 identify the elements of the promotion mix(Advertising, Public Relations/ Publicity, Sales Promotion, Personal Selling and Direct marketing).</p> <p>7.1.3 explain each of the elements in the promotion mix and identify how they affect the performance of sales persons.</p> <p>7.2.1 explain the objectives and importance of sales promotion.</p> <p>7.2.2 identify and explain the various sales promotion tools used for the:</p> <ul style="list-style-type: none"> <li>• customer</li> <li>• salesmen</li> <li>• retailers</li> </ul> <p>7.3.1 explain the advantages and</p>



<p>9.1 Definition of Sales Management</p> <p>9.2 Sales Decision</p> <p>9.3 Sales forecast methods</p> <p>9.4 Tactical Sales Plans</p>	<p style="text-align: center;"><b>OBJECTIVES</b></p> <p>10.1.1 explain distribution and the channels of distribution.</p> <p>10.1.2 outline the advantage and disadvantages of using channels of distribution.</p> <p>10.1.3 state the factors affecting the choice of channels of distribution.</p>
<p style="text-align: center;"><b>TOPIC</b></p>	<p>10.2.1 explain the term retailer and state the functions of a retailer.</p>
<p><b>10.0 DISTRIBUTION</b></p> <p>10.1 Distribution Channels</p> <p>10.2 The Retailer</p> <p>10.3 The Wholesaler</p> <p>10.4 Warehousing</p> <p><b>11.0 INTERNATIONAL SELLING</b></p> <p>11.1 Introduction</p>	<p>10.3.1 explain the term wholesaler and state the functions of the wholesaler.</p> <p>10.4.1 state the types of warehouses.</p> <p>10.4.2 consumer co-operative</p> <p>11.1.1 explain international selling</p> <p>11.1.2 define basic selling concepts and documents used in international selling.</p> <p>11.1.3 state the roles of the salesman in import and export.</p> <p>11.2.1 explain the nature and types of overseas trade.</p> <p>11.3.1 explain the effects of the various environmental factors on international selling.</p> <p>11.4.1 explain the advantages and disadvantages of international selling.</p> <p>11.5.1 outline the various barriers which mitigate against successful international selling.</p>

11.2 Types of International Selling

11.3 International Selling Environment

11.4 Merits and Demerits of International Selling

11.5 Barriers in International Selling

## **SUGGESTED READING LIST**

1. Kotler, P et al. (2014) **Principles of Marketing:** Prentice Hall
2. Scott, G. G. (2007) **Effective Selling and Salesmanagement** :iUniverse.com
3. Johnston, M. W. **Relationship selling and Sales Management:** McGraw Hill  
Higher Education
4. Lancaster, G. and Jobber, D. (2009) **Relationship selling and Sales Management:**  
7<sup>th</sup> Edition Financial Times/Prentice Hall
5. Blackwell, Engel, Miniard **Consumer Behaviour:** South-Western Division of Thomp  
10<sup>th</sup> Edition Learning:

## **NOTES FOR GUI DANCE**

### **TOPIC 1 PRINCIPLES OF SALESMANSHIP**

Candidates are expected to be able to explain selling/salesmanship and the nature and role of selling in the economy and as a course of study. Types of selling and salesmen as well the duties of salesmen should be adequately treated. Candidates should be able to explain the characteristics and skills of salesmen.

### **TOPIC 2 BUYING BEHAVIOUR**

Candidates should be able to describe the relationships between buyers and sellers. Factors that affect consumer behavior must be well treated as well as the stages in the buyer decision making process. Candidates must appreciate the fact that the characteristics and stages in the buying process for consumers and businesses are different. The adoption process must also be well treated. Candidates must be able to explain the Jobber and Lancaster format – unawareness, awareness, comprehension, purchase and Kotler format – need recognition, information gathering, evaluation of alternatives, purchase decision, post purchase.

### **TOPIC 3 SELLING SITUATIONS**

Candidates must be able to explain the difference between consumer and organisational selling.

They must understand that there are various selling situations such as B2B, B2C, B2G, selling to non-profit-making organizations and C2C. For each of their buying situations, salesmen must adjust their presentation and mode of operation. Relationship selling and reverse selling must also be treated. Relationship selling involves how to design and implement effective customer relations, total quality management (TQM) – quality products and services, and just-





## **SHORTHAND**

### 1. **AIMS**

The aims of the syllabus are to

- (1) test candidates' ability to record and transcribe dictation of general business material as well as literary material at 80 words per minute for employment as stenographers or shorthand typists.
- (2) lay the foundation on which students can pursue further professional courses or enter tertiary institutions.

### 2. **TARGET POPULATION**

The syllabus is intended for

- (1) any person who holds the BECE Certificate.
- (2) typists/clerks who wish to become stenographers or shorthand typists.
- (3) any candidate who qualifies for the WASSCE.

### 3. **DURATION OF STUDY**

Candidates taking this examination must have had a minimum of 450 hours (5 hours a week) of instruction.

### 4. **FORM OF EXAMINATION**

- (1) The examination will consist of two passages. Each passage will be read at 80 words per minute for two minutes. There will be an interval of two minutes after each passage.
- (2) Candidates will be required to transcribe the two passages within 60 minutes on a typewriter.
  - (3) The examination passages will be based on syllabic intensities averaging 1.25 overall. (Each half minute will be within the range of 1.20 to 1.30 syllabic intensity.)
  - (4) No marks will be allocated to Shorthand notes, but the notes will be verified to be in consonance with the transcript.
  - (5) Transcription must not commence until after all the passages have been dictated.
  - (6) At the commencement of the examination, a Preliminary Passage, supplied by the Council in the examination paper, will be read at 80 words per minutes for 1 minute as practice, and for candidates to become familiar with the reader's voice. The preliminary passage will be followed

by an interval of 2 minutes. No transcription of this passage is required but the Shorthand Notes must be cancelled and returned to the Council with the notes of the examination passages. The two examination passages will be read, with a two-minute interval after each passage.

(7) The format of the examination is as follows:

Preliminary passage	-	1 minute
Interval	-	2 minutes
Passage 1	-	2 minutes
Interval	-	2 minutes
Passage II	-	2 minutes
Interval	-	2 minutes
Transcription	-	60 minutes
		<u>71 minutes</u>

(8) Candidates will be penalised for wrong spelling.

(9) Faulty punctuation, that is, punctuation which distorts the original meaning, will also be penalised (full stops, question marks, exclamation marks etc).

(10) The use of an English and English-Shorthand Dictionary during the examinations is allowed.

## (5) DETAILED CONTENT

<b>TOPIC</b>	<b>BEHAVIOURAL OBJECTIVES</b>
(1) Theory (2) Phrases (3) Speed Development (4) Transcription	Candidates are expected to master Shorthand theories so as to be able to represent words in Shorthand acquire the ability to phrase correctly as an aid to increasing the speed of writing Shorthand attain a testing speed of at least 80 words per minute 4.1 develop a transcription speed of 6 words per minute on the typewriter. 4.2 produce transcription which is clean, neat, uncreased and legible. 4.3 spell and punctuate correctly.
(5) Business Matter * Letter * Memoranda * Reports * Other related topics (6) Literary Matter	be able to write passages relating to business. e.g. business letters, officememoranda, business reports, etc. be able to write literary passages which shall not be technical in nature or controversial.

6. **REFERENCE BOOKS**

Pitman New Course (New Era Edition)  
 First Course - Pitman 2000  
 First Course Review - Pitman 2000  
 Pitman 2000 Phrase Book  
 First Dictionary - Pitman 2000 Shorthand  
 700 Common Words - Pitman 2000 Shorthand  
 Office Skills Magazines  
 Shorthand Journals  
 Speed Development - Pitman 2000  
 Speed - Bryan Coombs  
 New Phonographic Phrase Book  
 Dictation Practice - Pitman 2000  
 Pitman Shorthand Dictionary

**NOTES FOR GUIDANCE**

**1. Introduction**

The upsurge of interest shown in Shorthand has come from several quarters which indicated that Shorthand is still the most appropriate means of taking down the spoken language in an office for further processing.

## 2 **Aim**

The aim of the examination is to test the ability of candidates to record dictation at 80 words per minute and transcribe at the rate of 6 words per minute on the typewriter.

The examination also aims at providing a solid foundation in shorthand for further training. These notes give teachers and students information as to how to implement the syllabus.

## 3. **Suggestions for Teachers and Students**

### **3.1 Penmanship**

Penmanship is the art of writing outlines of correct size and thickness with a controlled hand movement so that outlines are easily recognizable.

A pen or pencil should be used. However, where pencils are used, provision should be made for at least three well-sharpened pencils. Notebooks containing good quality paper should be used for note taking.

The grip on the pen should be firm, but not so hard as to hinder hand movement on the surface of the paper.

Careful attention should be paid to punctuation during the note-taking and the insertion of essential punctuation. This can be determined by the dictator's modulation of the voice, and pauses.

Correct posture is important. The weight of the body should lean lightly on the non-writing hand, and the feet firmly placed on the floor, with one slightly ahead of the other. This enables the students to write for longer periods.

### **3.2 Speed building**

Timed drills are recommended for speed building. These should comprise

- 3.2.1 short speed dictation material for a quarter of a minute and above.
- 3.2.2 one outline or phrase may be given in a short time, e.g a quarter of a minute, to see how many times the outline can be written.
- 3.2.3 reading of printed shorthand and students' own shorthand notes.

### **3.3 Transcription**

- 3.3.1 read shorthand notes immediately after dictation and make the necessary corrections.
- 3.3.2 transcribe straight from the shorthand notes

3.3.3 check spelling

3.3.4 any form of correction used must be neatly done

3.3.5 proofread the typed material while comparing it with the

4. **Progress Chart**

In order that students may know their progress during the speed development stage, teachers should prepare progress charts for their speed classes. A student should pass at a particular speed three times before being allowed to transcribe at the next higher speed.

5. **Material for Class Use**

A wide variety of material should be used to extend the vocabulary range of students. The level of difficulty should be gauged by checking the syllabic intensity of each passage. Class work material at higher syllabic intensities will serve to prepare candidates to cope with examination material with confidence.

## **SOCIAL STUDIES**

### **PREAMBLE**

Social Studies involves the study of human beings and their interaction with the physical and social environments. It is a multi- disciplinary subject that takes its sources from geography, history, sociology, psychology, economics and governments, among others.

Essential elements of these disciplines are integrated into a subject that stands on its own.

The General Business Certificate Examination syllabus for Social Studies is based on the Ghana Education Service Senior High School Teaching syllabus (2010) for WASSCE which is intended to help students understand the way of life of their society as well as a broad perspective of Ghana and the world in general, to enable them function effectively. It also equips them with the relevant knowledge, skills, values and attitudes to help them solve their personal and societal problems. The subject lays emphasis on developing the totality of the individual in order to help him /her live a healthy, positive, responsible and meaningful life. Effective study of Social Studies at the secondary level also requires students to have knowledge and understanding of citizenship education.

### **EXAMINATION OBJECTIVES**

The syllabus is aimed at making students

1. Understand the importance of the positive attitudes and values towards individual and social issues.
2. Understand the importance of democratic values and how these foster and national unity.
3. Understand the institution of marriage and family and their importance to society.
4. Understand positive self-concept for the development of the individual, good inter-personal relationships and social harmony.
5. Aware of socialization agents and agencies and their roles.
6. Understand the physical and social environments and the need to preserve them.
7. Aware of socio-economic problems in Ghana and how to solve them for sustainable development.
8. Able to identify and solve personal and societal problems.

### **3. SCHEME OF EXAMINATION**

The examination will consist of two papers 1 and 2 both of which must be taken.

PAPER 1 : There will be **fifty** objective items, all of which must be answered within 50 minutes for 50 marks.

PAPER 2 : Will be a 3 hour paper consisting of three sections:

Section A : The Environment.

Section B : Governance, Politics and Stability.

Section C : Social & Economic Development.

**Ten** essay-type questions will be set in all, four on Section A and three each on Sections B and C. Some of the questions will be structured. Candidates will be required to answer **five** questions in all choosing at least, one from each section.

Each question will carry 20 marks. The paper will carry a total of 100 marks.

## **DETAILED SYLLABUS**

### **SECTION A. THE ENVIRONMENT**

#### 1.0 Self-Identity

- 1.1 Explanation of *self* and *capabilities*
- 1.2 Developing one's capabilities
- 1.3 Self-confidence: its meaning and development
- 1.4 False identity and its implications
- 1.5 Explanation of the concepts needs and wants
- 1.6 Maslow's Hierarchy of Needs Theory- its usefulness to the individual

#### 2.0 Adolescent Reproductive Health

- 2.1 Explanation of the terms adolescence, adolescent reproductive health and reproductive rights.
- 2.2 Characteristics of adolescence.
- 2.3 Irresponsible adolescent behavior and its implications.
- 2.4 Chastity: meaning and benefits.
- 2.5 Fostering good gender relations.

#### 3.0 Our Culture and National Identity

- 3.1 Explanation of culture and national identity
- 3.2 Explanation and identification of socio-cultural practices in Ghana.
- 3.3 Socio-cultural practices: positive and negative effects and development
- 3.4 The need and processes of changing outmoded customs
- 3.5 Elements of Ghanaian culture that bind us

- 3.6 Symbols of national integration and their importance
- 3.7 The role of Ghanaian cultural values and traits in promoting national integration.
- 4.0 The Institution of Marriage
  - 4.1 Explanation of ‘courtship’ and ‘marriage’
  - 4.2 Purposes of marriage.
  - 4.3 Preparation towards marriage.
  - 4.4 Types of marriage in Ghana- process and residence.
  - 4.5 Challenges in marriage/causes of broken marriages
  - 4.6 Effects of broken marriages
  - 4.7 Ways of sustaining marriages
- 5.0 Responsible Parenting
  - 5.1 Differences between parenting and parenthood.
  - 5.2 Responsibilities of parents.
  - 5.3 Irresponsible parenting.
  - 5.4 Consequences of irresponsible parenting.
  - 5.5 Preventing and managing parent-child conflicts.
- 6.0 Socialization
  - 6.1 Explanation of socialization; agencies of socialization and agents of socialization.
  - 6.2 The roles of agents and agencies of socialization.
- 7.0 Individual obligations in the family
  - 7.1 Explanation of family and types.
  - 7.2 Functions and importance of the nuclear and extended families.
  - 7.3 The roles of individual members of the family.
  - 7.4 Systems of inheritance.
- 8.0 Education and societal change
  - 8.1 Explanation of education, its forms and purposes.
  - 8.2 Explanation of societal change.
  - 8.3 The role of education in societal change in Ghana.
  - 8.4 The impact of education on national development.
- 9.0 Our Physical Environment and Environmental challenges
  - 9.1 Explanation of the concepts; physical environment and environmental challenges.
  - 9.2 How human activities in Ghana are influenced by the physical environment.
  - 9.3 Activities of man that upset the environment and their effects.
  - 9.4 Measures for protecting the physical environment.
  - 9.5 Improper use of the environment and their solutions.
  - 9.6 How man adapts the physical environment to his needs.
- 10.0 Population Growth and Development

- 10.1 Explanation of the terms population growth and development.
- 10.2 The structure of Ghana's population and its socio-economic implications.
- 10.3 Measures for breaking the vicious cycle of the Ghana's population growth.

**SECTION B**  
**GOVERNANCE, POLITICS AND STABILITY**

- 11.0 National Independence and Self-Reliance
  - 11.1 Explanation of political independence and self-reliance.
  - 11.2 Challenges/responsibilities of political independence.
  - 11.3 How to overcome the challenges of political independence in Ghana.
- 12.0 Peace Building and Conflict Resolution
  - 12.1 Explanation of the concepts, peace-building and conflict resolution.
  - 12.2 Sources of conflicts and their effects.
  - 12.3 Conditions for peace-building.
  - 12.4 Processes of peace-building.
- 13.0 Our Constitution, Democracy and Nation-Building
  - 13.1 Explanation of constitution, democracy and nation-building.
  - 13.2 Meaning of convention, rule of law constitutional rule, etc.
  - 13.3 Features of democracy.
  - 13.4 Importance of the constitution in nation building.
  - 13.5 The role of democracy in nation-building.
- 14.0 Leadership and Followership
  - 14.1 Explanation of leadership and followership.
  - 14.2 Levels of leadership
  - 14.3 Qualities of a leader and a follower.
  - 14.4 Leadership styles; characteristics, advantages and disadvantages.
  - 14.5 The role of a leader and follower in nation-building.
- 15.0 Rights and Responsibilities of the Individual
  - 15.1 Explanation of rights and responsibilities.
  - 15.2 Types of rights and responsibilities.
  - 15.3 The possible conflicts in the exercise of rights and responsibilities.
  - 15.4 Reasons for curtailment of rights.
  - 15.5 The need for citizens to perform their responsibilities.
- 16.0 Ghana and the International Community
  - 16.1 Explanation of globalization and international community.
  - 16.2 Forms of co-operation Ghana has with other nations and bodies; ECOWAS, AU, UN, Common Wealth.

- 16.3 Origin and objectives of New Partnership for Africa's Development (NEPAD)
- 16.4 Benefits of NEPAD to Ghana.

**SECTION C**  
**SOCIAL AND ECONOMIC DEVELOPMENT**

- 17.0 The Youth and National Development
  - 17.1 Explanation of the concept youth.
  - 17.2 Challenges facing the youth in their effort to contribute to national development.
  - 17.3 Equipping the youth to contribute to national development.
  - 17.4 Avenues by which the youth can get employment.
  - 17.5 Benefits of financial security to the individual.
  - 17.6 Planning sustainable financial security.
  - 17.7 The role of the youth in national development.
- 18.0 Sustainable Development
  - 18.1 Explanation of sustainable development and maintenance culture.
  - 18.2 Factors hindering sustainability of growth and development in Ghana.
  - 18.3 Measures to sustain growth and development.
  - 18.4 Benefits of sustained development.
  - 18.5 Ways of ensuring sustainability in a person's life.
  - 18.6 How to avoid incurring unmanageable debts.
  - 18.7 How to avoid falling victim to financial fraudsters.
- 19.0 Resource Development and Utilization in Ghana
  - 19.1 Explanation of resource development and utilization.
  - 19.2 Types of resources and the relationship among them in production.
  - 19.3 Measures for developing human resources.
  - 19.4 How human resource and other resources contribute to national development.
- 20.0 Science and Technology
  - 20.1 Differences between science and technology.
  - 20.2 The role of science and technology in national development.
  - 20.3 The factors that inhibit the development of science and technology in Ghana.

20.4 Measures for promoting science and technology in Ghana.

21.0 Promoting National Socio- Economic Development

21.1 Explanation of the concept development.

21.2 Identification and explanation of the loose links among the sectors of the economy.

21.3 Characteristics of a buoyant economy.

21.4 Sources of development problems in Ghana.

21.5 Contribution of the individual to national economic life.

21.6 Ways of improving the standard of living in Ghana.

22.0 The World of Work and Entrepreneurship

22.1 Explanation of work, productivity and entrepreneurship.

22.2 Negative attitudes to work and their effects on productivity.

22.3 Positive work attitudes expected of workers and their implications.

22.4 Qualities of an entrepreneur.

22.5 Types of enterprises and their contribution to national development.

22.6 Basic requirement for starting a business.

22.7 Sustaining business enterprises.

**READING LIST**

1. Agyei Paul (2012) - Contemporary Social Studies for Senior High Schools, Contemporary Business Ent. Accra.
2. Ayertey Isaac (2009) - Mastering social studies for Snr. High Schools. Excellent Publishers Accra.
3. Boateng Philomena (2009) - Social Studies for Snr. High Sch. Akiola Publication, Accra.
4. Aketewa Michael (2007) - Social Studies for West African Snr. High School, Suhaws printing press Accra

**TEXT PROCESSING**

**1. AIMS**

The aims of this syllabus are to:

- (a) produce a well displayed document with minimum errors at a speed of 40 wpm;
- (b) provide candidates with a general knowledge in computing;
- (c) equip candidates with knowledge, skills and abilities to demonstrate simple production work;
- (d) equip candidates with the required competencies to type accurately;
- (e) lay a solid foundation for candidates to establish their own business after completion of the course; and
- (f) provide candidates with the requisite competencies to function as secretaries in organisations.

## **2. TARGET POPULATION**

The syllabus is designed for:

- (a) personnel already in employment who may wish to either improve upon their skills or acquire formal qualifications in text processing;
- (b) students pursuing a course of study in a recognised institution;
- (c) individuals studying on their own; and
- (d) personnel already in industry, commerce and the public sector who wish to acquire formal qualification in text processing.

## **3. FORM OF THE EXAMINATION**

- (a) The Examination will consist of two papers as follows:

Paper 1 - This will consist of 50 compulsory multiple-choice questions to be answered within 50 minutes for 30% of the total marks for the subject.

Paper 2 - Production Test

- (i) the total time allowed for the examination is 2 hours 40 minutes.
- (ii) 10 minutes for reading through the test paper during which time candidates should make notes and calculations on the question paper but must not start typing.
- (iii) 5 minutes for “warming up” on material supplied by the Council in the test paper to be typed by all candidates. The time taken for typing the preliminary passage will not be included in the time for the examination.
- (iv) 5 minutes for Speed and Accuracy Test for 40 wpm to be typed by ALL candidates and to be printed out on A4 paper.
- (v) 2 hours 25 minutes for production tasks.

- (b) Candidates should also note the following:

- (i) The Speed and Accuracy Test will be set at 40 wpm and will carry 10 per cent of the total marks.
- (ii) The syllabic intensity of the passage will range between 1.35 and 1.40

- (iii) The production test will consist of 4 or 5 tasks and will start immediately after the speed test.
- (iv) The total standard words for the examination (both Production and Speed and Accuracy Test) will range between 1350 and 1450.
- (v) The total number of instructions attracting penalty will range between 40 and 50.

#### 4. DURATION OF STUDY

- (a) At least 2 years of about 6 hours a week will be required to cover the syllabus fully.

TOPIC	OBJECTIVE
1.0 INTRODUCTION TO TEXT PROCESSING 1.1 Definition  1.2 History	<b>At the end of the study of these units, candidates must be able to:</b>  1.1.1 define and explain text processing  1.1.2 identify other terminologies assigned to text processing 1.1.3 differentiate between text processing, word processing and data processing 1.2.1 provide a historical perspective of text processing
2.0 INTRODUCTION TO COMPUTERS 2.1 Types  2.2 Set up  2.3 Hardware and Software 2.4 Accessories 2.5 Input and output Devices 2.6 System Unit  2.7 Storage devices	2.1.1 provide a definition for computer 2.1.2 identify the components of a computer 2.1.3 identify and explain the various types of computers 2.1.4 explain the advantages and disadvantages of the various types of computers and when it is appropriate to use each of them 2.2.1 identify the positioning of the computer system and printer in a typical work environment 2.3.1 explain hardware and software and differentiate between the two 2.4.1 identify the various types of computer peripherals and accessories 2.5.1 identify and describe the various input and output devices 2.6.1 describe the system unit and its main components  2.7.1 define storage devices and the main types of storage media including hard disks, flash memory, memory card and optical discs.

	<p>2.7.2 explain how they work and the various devices that use them</p> <p>2.7.3 have basic understanding of cloud storage</p>
3.0 COMPUTER SOFTWARE	<p>3.1 define computer software/program</p> <p>3.2 differentiate between system software and application software.</p> <p>3.3 define the types of productivity software (word processing software, spreadsheet programs, database management systems, presentation programs and E-mail)</p>
4.0 INTRODUCTION TO MICROSOFT OFFICE 2010 PROGRAMS AND SUITES	<p>4.1 obtain knowledge of the various Microsoft Office 2010 programs such as Word, Excel, PowerPoint, Access, Outlook and Publishers</p>
5.0 INTRODUCTION TO MICROSOFT WORD	<p>5.1 acquire general knowledge of operations of the Word Document Windows and all the elements common to the office program (including ribbon, scroll bar, status bar, mini toolbar etc.)</p> <p>5.2 demonstrate how the Microsoft Word functions</p>
6.0 TEXT CREATION	
6.1 Formatting	<p>6.1.1 identify the tasks involved in formatting texts</p>
6.2 Figuring	<p>6.2.1 create tables for different tasks</p>
6.3 Control	<p>6.3.1 identify and explain the basic tools/mechanisms for automatic control and transformation of texts</p>
6.4 Editing	<p>6.4.1 identify and apply the basic tools or techniques of text <b>editing and processes</b>, how they work and their characteristics</p>
6.5 Storage and Storage Devices	<p>6.5.1 explain how to create folders, store data, delete, copy, rename and search for files</p> <p>6.5.2 identify and explain the various storage devices (e.g CD Rom, flash etc)</p>
6.6 Printing	<p>6.6.1 print documents from a computer</p>



INCOMPUTING	and the measures to remedy them
11.1 SAFETY	11.2.1 identify crimes in computing and the measures to prevent them
11.2 CRIME AND PROTECTION	11.2.2 identify the various protection mechanisms and devices for data.
11.3 PRIVACY	11.3.1 identify and explain the various threats to information/data security (refer notes)
11.4 ETHICAL ISSUES	11.1.4 acquire basic knowledge in data protection and ethics (refer notes for details)

## NOTES FOR GUIDANCE

### Topic one

Candidates are expected to gain familiarity with the definition of text processing and be conversant with terminologies associated with text processing as well as exhibit basic knowledge in the historical perspectives of text processing.

### Topic two

Candidates would be examined on the description of the primary components of a computer including input devices, the processor, memory, output devices, storage and devices.

Candidates would be assessed on the basic knowledge of the various types of computers such as supercomputers, mainframe, minicomputers and microcomputers (including workstations, desktops, laptops/notebooks, mobile devices).

Candidates would be examined on the components of the system unit including the processor, memory, video card, power supply and

### Topic three

Candidates would be thoroughly examined on word processing. However, they are alerted that only introduction to the other types of the productivity software would be examined.

### Topic four

Candidates are reminded that they would be examined on the basic knowledge in Excel, PowerPoint, Access, Outlook and Publisher.

### Topic five

Candidates would be required to demonstrate a practical application of the Word Document Windows.

### **Topic six**

Candidates would be required to apply their knowledge in how to create and store data on storage devices to be printed for subsequent usage. The rules of formatting must be applied in the document creation process.

The concept of what-you-see-is-what-you-get (wysiwyg) must be applied. Candidates are also reminded that when a document is typed, it must be formatted. To format a page, for example, one must define the text area by setting a top, bottom, left and right margins and adjust the lines as a document is typed so that they are all approximately of the same length. To separate paragraphs, one must include a blank line or an indent. All these principles must be learned and applied in the documentation process.

### **Topic seven**

Designing business documents is the most critical function of a modern office secretary hence candidates are required to develop their skills in creating business documents.

Candidates are also reminded that letters and memoranda have two main formats namely fully and semi blocked styles and they must develop their knowledge and skills in the creation of these two. It should however be noted that emphasis would be placed on the fully blocked format since it would be a recurring topic in the business documentation process in the section B of the examination.

Candidates are alerted that they would only be assessed on the introductory aspect of spreadsheets and would not be required to design the document.

### **Topic eight**

Candidates would be required to apply their computing skills in designing basic business documents such as letters, memoranda, reports, circulars, minutes, notice of meeting and agenda, curriculum vitae, requisition forms, invitation cards, flyers, leaflets, ,.....

### **Topic nine**

Candidates are reminded of the significance of this topic and are advised to develop their skills in proofreading and the application of the proofreading marks since it would be a recurring theme/topic in the examination. They are also required to be conversant with the following proofreading marks and apply them. Refer.

# Copy-Editing Marks

{Conversion} = {Chart}

Mark	Meaning	Mark	Meaning
^	Insert <sup>word</sup> into the text	=	Add a hyphen (go <u>s</u> etter)
○	Close a space	⋮	Add em dash (—)
⊗	Close and delete space	⋮	Add en dash (–)
⌋	Take <sup>out</sup> a word or letter	⌋	Add a comma or period
~	Change <sup>order</sup> the of words	✓	Add an apostrophe (')
○	Spell out a <sup>word</sup> or <sup>abbr</sup> (abbrev)	⌋	Don't create paragraph
⌋	Make CAPITALS lowercase	¶	Start a new paragraph
#	Insert <sup>space</sup>	⌋	Justify right
⌋	Move word or letter <sup>to</sup>	⌋	Justify left
≡	capitalize lowercase letters	⊗	Spelling mistake
—	Italicize a word ( <i>ital</i> )	**	Bad word choice
~	Beleface a word ( <b>bold</b> )	⊗	Ignore copy edits
---	Remove an <sup>underline</sup>		

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## Topic ten

The application of telecommunication systems to computer technology is enhancing efficient workflow of modern organisations and for this reason candidates are advised to gain familiarity with the operations of the Intranet and the Internet. Terminologies such as local area network, wide area network, peer-to-peer computing as well as network typologies (bus, star and ring) should be studied as they would be a recurring theme in the section A of the examination.

Candidates are also advised to be abreast with E-mails as a means of modern business communication.

## Topic eleven

Advancement in computer and telecommunications technology has resulted to the emergence of health-related issues as well as misuse of computer systems. Issues such as choosing the right chair, stress injuries, eye protection as well as electromagnetic fields have become a concern to computer users hence the adoption of remedial actions to facilitate safe usage of the equipment.

Basic knowledge on the measures to prevent computer crimes as well as data protection would be required (such measures include intrusion detection software, password, encryption).

Data protection issues have also emerged as a concern for computer users. A basic knowledge on the components of the Data Protection Act would be required.

For information on Data Protection Issues refer to Data Protection Act 2012 (Act 843)

## **RECOMMENDED TEXT BOOKS**

1. Gary B. Shelly and Misty Vermaat (2010) Microsoft Office 2010, Introductory  
Cengage Learning
2. Norton P. Introduction to Computers
3. Guffey M, E, Essentials of Business Communication  
Thompson South – Western
4. Merriam Webster’s Secretarial Handbook

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