

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

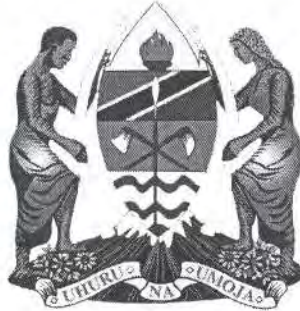


**ECONOMICS SYLLABUS FOR ADVANCED  
SECONDARY EDUCATION  
FORM V - VI**

**2010**

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THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



ECONOMICS SYLLABUS FOR  
ADVANCED LEVEL SECONDARY EDUCATION

FORM V - VI

2010



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## **1.0 Introduction**

This Economics syllabus replaces the edition which has been phased out. This syllabus has been introduced for implementation in 2009 as a response to research findings that were obtained in 2008. It is also designed to meet the demand of Secondary Education Development Plan (SEDP).

### **1.1. Rationale for the Review**

The syllabus has been reviewed for several reasons: The curriculum for Advanced level had to be reviewed to match with the recently reviewed Ordinary level curriculum. Again there is a shift of paradigm from content to competence based. A review was necessary so as to accommodate the same. There have been a lot of changes nationally and internationally. The issues of globalization are at stake.

Recently the evaluation done on A – level curriculum has revealed that the A – level graduates fail to demonstrate skills and competences which fully address local, national and global market demand and self-employment. The response casted doubts on validity and relevance of the A – level curriculum to real life contexts.

In the review of this syllabus, there are some topics and subtopics which have been removed, merged or added to cover the gaps identified in the research done in 2008. Economic system is a topic which has been removed from the syllabus for a clear reason that it is irrelevant as it covers largely historical pattern of the economy and not applicable in today's economy, although there are some contents of this topic which are found to be relevant merged as subtopics in the topic which read subject matter of Economics.

Topics and sub-topics which have been merged with others are as follows:

Price Index merged with the Theory of Money, Pricing of factors of Production merged with Production. These topics have been merged with one another for the reason that they relate each other and during the teaching and learning process, it is easy for the learner to share from either topics and make clear understanding of the latter.

Also there are topics which have been shifted from one class level to another for the reasons that; they have to be merged with the other which they relate, and to reduce a burden in one class in which there are long topics and too many topics making difficult to cover the syllabus. In this revised syllabus four topics have been shifted from form six to form five due to reasons stated above. These topics are Price Index, The theory of Employment and Unemployment, Population and Trade Cycle.

There are three new topics added in the revised syllabus, two for form five and one for form six; Privatisation is a new topic added to form five for a clear reason that it caters for the issues which are and have been taking place in the world nowadays especially in our country Tanzania.

Environmental Economics and Economic growth and development are new topics added to forms, Five and Six respectively due to the following reasons; these topics are necessary as the former addresses issues which are burning in the world today and the later builds the capacity of the learner to analyse economic issues and dealings, and these topics are taught in higher learning institutions for first time which make difficult to understand the contents found in them.

Deficiencies were also rectified in areas of globalization, communication skills, critical thinking and practical skills.

The current economics syllabus has addressed the aforementioned issues. The strategies have been developed to enhance learners learn how to learn, think globally as well as locally, networking ability, communication skills, information searching skills and orientation towards practice. The strategies advocate for experiential learning, independence minded, achievement motivated, pro-active, adaptive, designs, flexibility, development of vision, take responsibility and ownership.

## **2.0 Objectives of Education in Tanzania**

The general objectives of education in Tanzania are:

1. To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their resources and effective utilization of those resources to bring about individual development.
2. To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
3. To promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society.
4. To develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self-advancement and national development.
5. To promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy.
6. To enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
7. To promote love for work, self and wage employment and improved performance in the production and service sectors.



### **3.0 Aims and objectives of Secondary Education**

In Tanzania, secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met the requisite entry qualifications. Hence the aims and objectives of secondary education are to:

1. Consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes acquired and developed at the primary education level.
2. Enhance the development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
3. Promote linguistic ability and effective use of communication skills in Kiswahili, English and other language.
4. Prepare opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
5. Prepare students for tertiary and higher education, vocational, technical and professional training.
6. Inculcate a sense and ability for self-study, self-examination, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills
7. Prepare the students to be responsible members of the society.

### **4.0 General Competences for the Subject**

By the end of this course the students should develop ability to:

1. Communicate, competently and confidently by speaking, listening, reading and writing in economics undertaking and by using other forms of communication where appropriate.
2. Recognise and use numerical patterns and relationships confidently and competently in economics.
3. Demonstrate innovativeness, entrepreneurship character, critical and creative thinking, independent learning, social values and skills in economics.
4. Demonstrate appropriate use of technology in dealing with economic issues.
5. Work effectively, independently and cooperatively for self-learning and tasks with others as a member of a group for jointly decided actions and decisions in economics discipline.
6. Apply of economic theories in Tanzania economy.
7. Collect, analyse, organise and critically evaluate economic information; and
8. Analyse and interpret economic issues using basic economic tools.

## **5.0 General objectives for the Subject**

By the end of this course, the students should be able to:

1. Use the terminologies, language and symbolism of the subject with some precision and clarity for the purpose of effective communication of economics ideas.
2. Be innovative, use ICT and entrepreneurial skills to solve economic problems;
3. Learn independently, be creative, think critically and use personal social values and skills to deal with economics issues.
4. Apply numeracy skills to solve economic problems.
5. Apply basic economic tools in analysing economic issues.
6. Interpret economics issues arising from government and non-government policies.
7. Explain economic theories and show how they apply to the Tanzanian economy. and;
8. Analyze international economic issues and dealings.

## **6.0 Organization of the Syllabus**

The syllabus consists of two main parts. Part one contains introduction, objectives of education in Tanzania, aims and objectives of secondary education, general subject competences, and general objectives for the subject and organization of the syllabus. Part two consists of the table bearing the following information:

### **6.1 Class competences**

These are abilities that will be revealed by students after completing the respective level. In this syllabus specific level competences are found in the prelims.

### **6.2 Class objectives**

Class level objectives come immediately after the competences. They state what will be achieved by the learner after studying the content of the respective level.

### **6.3 Content matrix**

The matrix is composed of the following:

#### **6.3.1 Topics/subtopics**

This column contains main topic and its subtopics

The main topic reflects the subject content intended to be taught and learnt. These topics appear on the first column of the content matrix. Subtopics are specific unit contents derived from the main topics. They appear just below the main topics in the same column.



### **6.3.2 Specific objectives**

Specific objectives specify learning achievements for specific knowledge, content, skills and attitudes that should be developed or acquired by the learner during the period of teaching and learning a specific topic area. These are found on the second column of the content matrix.

### **6.3.3 Teaching and learning strategies**

Teaching and learning strategies are techniques and procedures of teaching and learning for achievement of a specific objective from a subtopic. The teaching and learning strategies employed in this syllabus are student centred where a student is the main actor. The teacher is expected to apply a series of active interactions to facilitate active learning of students to enable students nurture entrepreneurial competences which among others include creativity, innovation, self directing character, independence, problem solving.

Some of the teaching and learning strategies have been indicated as shown in the third column of the content matrix. You are strongly advised to use them plus any other strategies which are applicable and relevant.

### **6.3.4 Teaching and learning resources**

Teaching and learning resources are learning support materials that help learning. A closer look at the teaching and learning strategies reveals that certain specific resources have been interviewed with the strategies to facilitate the teaching and learning of specific objectives. The suggested teaching and learning resources are found in the fourth column of the content matrix. You are strongly advised to use the resources listed. Under different circumstances the teacher is advised to use other relevant and more contextualized resources.

### **6.3.5 Assessment**

Each respective specific objective has been provided with a clear statement which is intended to guide the teacher in assessing whether students have grasped and therefore achieved the intentions stipulated by the same. Assessment is found in the fifth column of the content matrix.

### **6.3.6 Number of Periods**

The column of number of periods is a proposal of duration to be used to teach given specific objective. The number of periods has taken into account the time needed to adequately cover the specific objective. Some specific objective need more time than others need.

## 7.0 Instructional Time

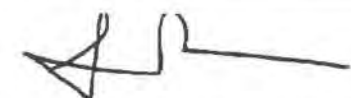
This syllabus has to be covered within two academic years of 194 days each. The number of periods per week for the subject is 10 and the length of each period is 40 minutes.

## 8.0 Assessment of the Subject

The table below shows the type of assessment and the accompanied assessment measures to be used. The assessment measures listed in the table contributes to continuous and final assessment of the student achievement. The frequency for each assessment measures has been indicated with the weight in %. You are therefore strongly advised to apply a wide selection of assessment measures in order to develop student's ability for the mastery of the subject matter during the teaching and learning process.

**Table of the Assessment of the Subject**

Type of Assessment	Assessment Measure	Frequency				Weight (%)	Total (%)
		Form V		Form VI			
		Term 1	Term 2	Term 1	Term 2		
1. Continuous assessment	1. Test	2	2	2	-	10	50
	2. Project	-	1	1	-	5	
	3. Written reports	1	1	1	-	10	
	4. Portfolio	1	1	1	-	5	
	5. Field work	-	1	1	-	5	
	6. Terminal examination	1	1	1	-	15	
2. Final examination					1	50	50
TOTAL MARKS							100



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## **FORM FIVE**

### **Competences**

By the end of this course, the student should have ability to:

1. Communicate competently and confidently by speaking, listening, reading and writing in economics undertakings and by using other forms of communication where appropriate;
2. Recognise and use numerical patterns and relationships confidently and competently in economics;
3. Demonstrate innovativeness and entrepreneurship character, critical and creative thinking, independent learning, social values and skills in economics;
4. Use of technology appropriately in dealing with economic issues; and
5. Work effectively, independently and cooperatively for self-learning and tasks with others as a member of a group for jointly decided actions and decisions in economic discipline.

### **Objectives**

By the end of Form Five, student should be able to:

1. Use the terminology, language and symbolism of the subject with some precision and clarity for the purpose of effective communication of economics ideas;
2. Be innovative, use ICT and entrepreneurial skills to solve economics problems;
3. Learn independently, be creative, think critically and use personal social values and skills to deal with economics issues; and
4. Apply numeracy skills to solve economic problems.



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.0 SUBJECT MATTER OF ECONOMICS 1.1 Economics Terminologies	By the end of this subtopic the student should be able to: a) explain the meaning of basic economic terms including production, distribution, wants, economic resources, exchange and consumption. b) give the application of basic economic terms at family and community level.	Students and Teacher to conduct plenary discussions using prepared questions, charts, pictures, diagrams, role plays, and real objects to enable students derive the meaning of Basic economic terms to include production, exchange, consumption, distribution, wants and economic resources. Students to perform group discussions, plenary presentations and excursions to deduce daily application of the basic economic terms.	<ul style="list-style-type: none"> <li>Market,</li> <li>charts,</li> <li>pictures,</li> <li>diagrams and real objects.</li> </ul>	Is the student able to explain the meaning of basic Economic terms to include production, distribution, wants, economic resources, exchange and consumption? Is the student able to give the application of basic economic terms at family and community level?	2 2
1.2 Definition of Economics	By the end of this subtopic, the student should be able to: a) define Economics according to different schools of thought; and b) justify the importance of studying Economics.	<p>(i) Teacher to lead a discussion on the meaning of Economics in terms of Wealth, Welfare and Scarcity.</p> <p>(ii) Teacher and student to organise group discussion and plenary presentations on the modern definition of Economics.</p> <p>(iii) Teacher to conduct a class discussion using charts, pictures, diagrams and models to enable students derive the application of Economics Nationally and Internationally.</p> <p>(i) Teacher to guide students' discussion on the importance of studying Economics.</p> <p>(ii) Teacher and students to organise group discussion and plenary presentation on importance of studying Economics.</p>	<ul style="list-style-type: none"> <li>Charts,</li> <li>pictures,</li> <li>diagrams,</li> <li>models,</li> <li>Library Search.</li> </ul>	Is the student able to define Economics according to different schools of thought? Is the student able to justify the importance of studying Economics?	4 2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.3 Nature of Economics	By the end of this subtopic, the student should be able to: a) explain why Economics is both a science and an art subject; and	(i) students to conduct group discussion and plenary presentation on the differences between arts and science. (ii) Students to do Internet and Library Search, on why economics is both an art and a science subjects. (iii) Students and teachers to use charts, pictures and video tapes to discuss economics as an art and science subject	<ul style="list-style-type: none"> <li>Internet,</li> <li>textbooks,</li> <li>charts,</li> <li>pictures,</li> <li>video tapes,</li> <li>television,</li> <li>screen,</li> <li>Library Search.</li> </ul>	Is the student able to explain why Economics is both a science and an art subject?	3
	b) describe the Normative and Positive Economics and its application in daily life.	(i) Students to conduct group discussions on Normative and Positive economics and application on daily life. (ii) Students and teacher to make plenary discussion and presentation on Normative and Positive Economics.	<ul style="list-style-type: none"> <li>Manila cards,</li> <li>supplementary books.</li> </ul>	Is the student able to describe the Normative and Positive Economics and its application in daily life?	2
1.4 Micro and Macro Economics	By the end of this subtopic, the student should be able to: a) differentiate between Micro-Economics and Macro-Economics and application in daily life.	(i) Students to make Library Search, Search and Internet search on the terms Macro and Micro economics and their application in daily life. (ii) Students and teacher to use charts, pictures and video tapes to discuss the terms Macro and Micro economics and application in daily life.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>pictures,</li> <li>charts,</li> <li>video tapes,</li> <li>text books,</li> <li>computers, and television.</li> </ul>	Is the student able to differentiate between Micro- Economics and Macro- Economics and application in daily life?	3
1.5 Economic Laws	By the end of this subtopic, the student should be able to: a) explain the meaning of	(i) Students to search information on the meaning of economic laws.	<ul style="list-style-type: none"> <li>Charts,</li> <li>Library Search,</li> <li>computers,</li> </ul>	Is the student able to explain the meaning of Economic Laws?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.6 Economic Problems	Economic Laws.	(ii) Students and teacher to use charts to summarise the meaning of economic laws. (iii) Students to use VIPP cards to conduct plenary discussions on economic laws.	<ul style="list-style-type: none"> <li>• text books</li> <li>• VIPP cards</li> </ul>		
	b) give types and features of Economic Laws.	(i) Students to search information on the types and features of economic laws (ii) Students and teacher to use charts to summarise on types, features of economic laws. (iii) Students to use VIPP cards to conduct plenary discussions on types and features of economic laws.	<ul style="list-style-type: none"> <li>• Internet,</li> <li>• text books,</li> <li>• VIPP cards,</li> <li>• charts,</li> <li>• Library Search,</li> </ul>	Is the student able to give types and features of Economic Laws?	2
1.6 Economic Problems	By the end of this subtopic, the student should be able to: a) describe main Economic problems and application in daily life.	(i) Students to conduct group discussions and plenary presentations on economic problems and their application in daily life.	<ul style="list-style-type: none"> <li>• Charts,</li> <li>• Library Search,</li> <li>• computers,</li> <li>• text books</li> </ul>	Is the student able to describe main Economic problems and application in daily life?	7
		(ii) Students to conduct plenary discussion on main economic problems in Tanzania.			
		(iii) Students in groups to draw and discuss the Production Possibility Curve.			
		(iv) Students to make Library Search, Search and internet search for information in the fundamental economic questions			
		(v) Students and teacher to conduct group discussion and plenary presentation on the fundamental economic questions.			



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.7 Capitalist, Command and Mixed Economy	By the end of this subtopic, the student should be able to: a) explain the meaning of Capitalist, Command and Mixed Economy;	(i) Students to make library search, search, internet and expert search on the meaning of Capitalist, Command and Mixed Economy. (ii) Students to write group report on the Library Search, Search work followed by plenary presentation	<ul style="list-style-type: none"> <li>Library Search,</li> <li>computers,</li> <li>text books,</li> <li>Subject experts</li> </ul>	Is the student able to explain the meaning of Capitalist, Command and Mixed Economy?	2
	b) Discuss features of Capitalist, Command and Mixed Economy.	(i) Students to make Library Search, Search, internet and expert search on the features of Capitalist, Command and Mixed Economy. (ii) Students to write group report on the Library Search, Search work followed by plenary presentation	<ul style="list-style-type: none"> <li>Library Search,</li> <li>computers,</li> <li>text books,</li> <li>subject experts</li> </ul>	Is the student able to give features of Capitalist, Command and Mixed Economy?	3
	c) discuss the merits and demerits of Capitalist, Command and Mixed Economy; and	(i) Students to make Library Search, Search, internet and expert search on the advantage and disadvantages of Capitalist, Command and Mixed Economy. (ii) Students to write group report on the Library Search, Search work followed by plenary presentation	<ul style="list-style-type: none"> <li>Library Search,</li> <li>computers,</li> <li>text books,</li> <li>Subject experts</li> </ul>	Is the student able to discuss the merits and demerits of Capitalist, Command and Mixed Economy?	4

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
2.0 PRODUCTION 2.1 Factors of Production	By the end of this subtopic, the student should be able to: a) discuss Production from Economics point of view;	(i) Students to make Library Search, Search research on the meaning of production from economics point of view. (ii) Students and teacher to summarise on the meaning of production.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>charts and pictures,</li> <li>text books</li> </ul>	Is the student able to discuss Production from Economics point of view?	2
	b) mention and explain the four factors of Production;	Teacher to give group assignment on description of the four factors of production.		Is the student able to mention and explain the four factors of Production?	3
	c) examine features, price and theories of the four factors of production.	(i) Students to conduct group discussions and plenary presentations on land, labour, capital and entrepreneur in terms of features, price and theories. (ii) Students to conduct plenary discussion on wage payment systems and pros and cons of each wage payment system using charts and pictures. (iii) Students and teacher to use charts and pictures to summarise the description of the four factors of production in terms of features, price and theories.	<ul style="list-style-type: none"> <li>Charts,</li> <li>pictures</li> </ul>	Is the student able to examine features, price and theories of the four factors of production?	10
2.2 Scale of Production	By the end of this subtopic, the student should be able to: a) explain the meaning of Scale of Production;	(i) Students to make Library Search, Search and internet search on the meaning of scale of production.	<ul style="list-style-type: none"> <li>Internet,</li> <li>text book,</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning of Scale of Production?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(ii) Students and teacher to make discussions on the meaning of scale of production.			
	b) differentiate Large Scale of Production from Small Scale of Production; and	(i) Students to make Library Search, Search and internet search on the meaning of large and small scale of production. (ii) Students and teacher to make group discussions on the meaning of large and small scales of production.	<ul style="list-style-type: none"> <li>Internet,</li> <li>textbook,</li> <li>Library Search.</li> </ul>	Is the student able to differentiate Large Scale of Production from Small Scale of Production?	2
	c) discuss the advantages and disadvantages of Large Scale and Small Scale of Production.	(i) Students to make Library Search, Search and internet search on the advantages and disadvantages of large and small scale of production. (ii) Students and teacher to make group discussions on the advantages and disadvantages of large and small scales of production.	<ul style="list-style-type: none"> <li>Internet,</li> <li>text book,</li> <li>Library Search.</li> </ul>	Is the student able to discuss the advantages and disadvantages of Large Scale and Small Scale of Production?	3
3.0 THEORIES OF DEMAND AND SUPPLY 3.1 The concept of Demand	By the end of this subtopic, the student should be able to: a) describe the concept of demand;	(i) Students to search for information from Library Search, Search, internet and expert on the concept of demand. (ii) Students to conduct the exercise of think pair and share on the concept of demand. (iii) Students and teacher to conduct plenary discussion on the concept of demand.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Computers,</li> <li>Textbooks,</li> <li>Subject experts.</li> </ul>	Is the student able to describe the concept of demand?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) discuss factors affecting demand;	(i) Students to search for information from Library Search, Search, internet and expert on the factors affecting demand. (ii) Students to conduct the exercise of think pair and share on the factors affecting demand. (iii) Students and teacher to conduct plenary discussion on the factors affecting demand.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Computers,</li> <li>Textbook,</li> <li>Subject experts.</li> </ul>	Is the student able to discuss factors affecting demand?	2
	c) construct demand schedule;	(i) Students to perform group assignment on how to construct demand schedule. (ii) Students and teacher to perform group presentation followed by plenary discussions on the construction of demand schedules.	<ul style="list-style-type: none"> <li>Demand schedule charts.</li> </ul>	Is the student able to construct demand schedule?	2
	d) draw demand curve; and	(i) Students to perform group assignment on how to construct demand curve. (ii) Students and teacher to perform group presentation followed by plenary discussions on the construction of demand curve.	<ul style="list-style-type: none"> <li>Demand curve charts.</li> </ul>	Is the student able to draw demand curve?	2
	e) explain demand function	(i) Students to perform group assignment on how to construct demand function. (ii) Students and teacher to perform group presentation followed by plenary discussions on the construction of demand function.	<ul style="list-style-type: none"> <li>Textbooks</li> </ul>	Is the student able to explain demand function?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.2 The Law of Demand	By the end of this subtopic, the student should be able to: a) state the law of demand and its application in daily life;	(i) Students to make Library Search, Search for information on the law of demand. (ii) Using VIPP card students to discuss the law of demand and its application in daily life.	<ul style="list-style-type: none"> <li>VIPP card,</li> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to state the law of demand and its application in daily life?	2
	b) discuss reasons for a negative slope of demand curve;	(i) Students to make Library Search, Search for information on the slope of the demand curve. (ii) Students to perform group discussion and plenary presentations on slope of demand curve. (iii) Students and teacher to summarise on the reasons for a negative slope of demand curve.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks</li> </ul>	Is the student able to discuss reasons for a negative slope of demand curve?	3
	c) explain the exceptions of the law of demand; and	(i) Students to make Library Search, Search for information on the exceptions of the law of demand. (ii) Students and teacher to conduct discussion on the exceptions of the law of demand.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks</li> </ul>	Is the student able to explain the exceptions of the law of demand?	3
	d) describe interrelated demand.	(i) Students to make Library Search, Search for information on the interrelated demand. (ii) Students to conduct plenary discussion and presentation on interrelated demand. (iii) Students and teacher to conduct discussion on the interrelated demand.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks</li> </ul>	Is the student able to describe interrelated demand?	3

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.3 Elasticity of Demand	By the end of this subtopic, the student should be able to: a) calculate the elasticity of demand in terms of Price, Income and Cross.	(i) Students to do group assignment on the meaning and calculation of elasticity of demand in terms of price, income and cross. (ii) Students to conduct group presentations and plenary discussions on the assignment done.	<ul style="list-style-type: none"> <li>Library Search, Computer,</li> <li>Charts,</li> <li>Drawings</li> <li>Textbooks</li> </ul>	Is the student able to calculate the elasticity of demand in terms of Price, Income and Cross?	5
	b) discuss economic interpretation of elasticity of demand in terms of price, income and cross.	(i) Students to search for information from Library Search, Search, internet and experts on the economic interpretation of the elasticity of demand in terms of price, income and cross. (ii) Students and teachers to use charts and drawings to conduct plenary presentations and discussions on the items done in section (i) above.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks,</li> <li>Experts,</li> <li>Charts,</li> <li>Drawings</li> </ul>	Is the student able to give economic interpretation of elasticity of demand in terms of price, income and cross?	5
3.4 Concept of Supply	By the end of this subtopic, the student should be able to: a) describe the concept of supply;	(i) Students to search for information from Library Search, Search, internet and expert on the concept of supply. (ii) Students to conduct the exercise of think pair and share on the concept of supply. (iii) Students and teachers to conduct plenary discussion on the concept of supply.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks,</li> <li>Subject experts</li> </ul>	Is the student able to describe the concept of supply?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) discuss factors affecting supply;	(i) Students to search for information from Library Search, Search, internet and expert on the factors affecting supply. (ii) Students to conduct the exercise of think pair and share on the factors affecting supply. (iii) Students and teachers to conduct plenary discussion on the factors affecting supply.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Computer,</li> <li>Drawings,</li> <li>Subject experts.</li> </ul>	Is the student able to discuss factors affecting supply?	2
	c) construct supply schedule;	(i) Students to perform group assignment on how to construct supply schedule. (ii) Students and teacher to perform group presentation followed by plenary discussion on the construction of supply schedule.	<ul style="list-style-type: none"> <li>Supply schedule charts</li> </ul>	Is the student able to construct supply schedule?	2
	d) sketch supply curve; and	(i) Students to perform group assignment on how to construct supply curve. (ii) Students and teacher to perform group presentation followed by plenary discussion on the construction of supply curve	<ul style="list-style-type: none"> <li>Supply curve charts</li> </ul>	Is the student able to sketch supply curve?	2
	e) explain supply function.	(i) Students to perform group assignment on how to construct supply function. (ii) Students and teacher to perform group presentation followed by plenary discussion on the construction of supply function.	<ul style="list-style-type: none"> <li>Supply curve charts</li> </ul>	Is the student able to explain supply function?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.5 The Law of Supply	By the end of this subtopic, the student should be able to: a) state the law of supply and its application in daily life;	(i) Students to make Library Search, Search for information on the law of supply. (ii) Using VIPP cards students to discuss the law of supply and its application in daily life. (iii) Students and teacher to conduct discussion and plenary presentation on the law of supply.	<ul style="list-style-type: none"> <li>VIPP cards,</li> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to state the law of supply and its application in daily life?	2
	b) discuss reasons for a positive slope of a supply curve; and	(i) Students to make Library Search, Search for information on the slope of supply. (ii) Students and teacher to conduct discussion and plenary presentation on the slope of supply curve.	<ul style="list-style-type: none"> <li>Library Search, Textbooks</li> </ul>	Is the student able to discuss reasons for a positive slope of a supply curve?	2
	c) describe the interrelated supply.	(i) Students to make Library Search, Search for information on the interrelated supply. (ii) Students and teacher to conduct discussion and plenary presentation on the interrelated supply.	<ul style="list-style-type: none"> <li>Library Search, Textbooks</li> </ul>	Is the student able to describe the interrelated supply?	2
3.6 Elasticity of Supply	By the end of this subtopic, the student should be able to: a) calculate the price elasticity of supply;	(i) Students to do group assignment on the meaning and calculation of price elasticity of supply. (ii) Students to conduct group presentations and plenary discussions on the assignment done.	<ul style="list-style-type: none"> <li>Price Index Table</li> </ul>	Is the student able to calculate the price elasticity of supply?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) give the economic interpretation of the elasticity of supply;	(i) Students to search for information from Library Search, Search internet and experts on the economic interpretation of the price elasticity of supply. (ii) Students and teacher to use charts and drawings to conduct plenary presentations and discussions on the items done in (i)	<ul style="list-style-type: none"> <li>• Charts,</li> <li>• Drawings,</li> <li>• Library Search,</li> <li>• Textbooks,</li> <li>• Internet,</li> <li>• Subject experts</li> </ul>	Is the student able to give the economic interpretation of the elasticity of supply?	2
	c) explain the importance of elasticity of supply; and	(i) Students to search for information from Library Search, internet and experts on the importance of elasticity of supply. (ii) Students to conduct group presentations and plenary discussions on the importance of elasticity of supply.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Internet,</li> <li>• Textbooks</li> </ul>	Is the student able to explain the importance of elasticity of supply?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) discuss the problems in calculating the elasticity of supply.	(i) Students to search for information from Library Search, Search internet and experts on the problems faced in calculating elasticity of supply. (ii) Students to conduct group presentations and plenary discussions on the problems faced in calculating price elasticity of supply.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to discuss the problems in calculating the elasticity of supply?	2
4.0 MARKET 4.1 Concept of a Market	By the end of this subtopic, the student should be able to explain the meaning of a Market.	(i) Students to make excursions to observe and study market transactions. (ii) Through think pair and share students to discuss the meaning of a market. (iii) Students and teacher to conduct plenary discussion on the meaning of a market.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks and Pictures.</li> </ul>	Is the student able to explain the meaning of a Market?	2
4.2 Classification of Market	By the end of this subtopic, the student should be able to classify Markets according to types and structures;	(i) Students to search information from Library Search, Search, internet, and experts on classification of market according to types, structures and functions of a market. (ii) Students to do group discussions and plenary presentations on items in (i) (iii). Students and teachers to conduct plenary discussion on	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Computer.</li> </ul>	Is the student able to classify Markets according to types and structures?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		classification of market according to types and structures and functions of a market.			
4.3 Price and Quantity Determination in the Market	By the end of this subtopic, the student should be able to determine the price and quantity demanded according to Market Structure.	<p>(i) Students to search information from Library Search, Search, internet and experts on how to determine price and quantity according to market structure.</p> <p>(ii) Students and teacher to conduct plenary discussion on how to determine price and quantity according to market structures i.e. Monopoly, Perfect Competitive Market and Monopolistic Competitive Market.</p>	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to determine the price and quantity according to Market Structure?	2
5.0 THEORY OF THE FIRM 5.1 Concept of the Firm	By the end of this subtopic the student should be able to: differentiate a firm from an Industry;	<p>(i) Students to make excursions to differentiate a firm and industry.</p> <p>(ii) Student to do group assignments to give characteristics of a firm and industry.</p> <p>(iii) Student and teacher to conduct group presentations and plenary discussions on characteristics of a firm and industry.</p>	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Offline materials</li> </ul>	Is the student able to differentiate a firm from an Industry?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.2 Costs of Production	By the end of this subtopic the student should be able to: a) describe Costs of Production;	(i) Students to make Library Search, Search on the meaning of the following: Costs, Fixed cost, variable cost, total cost, average fixed cost, average variable cost, average total cost and marginal cost. (ii) Students to do group assignment on the application of the terms in (i) in the daily life;	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks,</li> <li>pictures</li> </ul>	Is the student able to describe Costs of Production?	2
	b) draw curves of Costs of Production; and	(i) Students to make Library Search, Search and internet search on how to draw curves of items mentioned in (a) (i) above. (ii) Student and teacher to make plenary discussions on how to draw curves of the costs mentioned in (a) (i) above	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to draw curves of Costs of Production?	2
	c) draw and explain a curve of marginal product, average product and total product, and show their relationships (d) show relationships between Costs and Products.	(i) Using flash cards, students and teacher to discuss in plenary the relationship between costs and products. (ii) Students to do Library Search, Search assignment in groups on the following:	<ul style="list-style-type: none"> <li>Flash cards,</li> <li>Library Search,</li> <li>Textbooks,</li> <li>Manila cards</li> </ul>	Is the student able to draw and explain a curve of marginal product, average product and total product?	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		<ul style="list-style-type: none"> <li>• Draw curves of marginal product, average product and total product.</li> <li>• Explain the curves of marginal product, average product and total product.</li> <li>• Draw curves of marginal cost and marginal product and explain their relationships.</li> <li>• Show mathematical relationship between marginal cost and marginal product.</li> <li>• Draw average variable cost and average product curves and explain their relationships.</li> <li>• Show mathematical relationship between average variable cost and average product.</li> </ul> <p>(iii) Students and teacher to make plenary presentations and discussions or the assignment done.</p>			
5.3 Laws of Returns.	By the end of this subtopic the student should be able to: discuss the three Laws of Returns	(i) Students to search information from Library Search, Search internet experts and other sources on the three laws of return to scale i.e. increasing return to scale; decreasing return to scale and constant return to scale.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Internet,</li> <li>• Subject experts,</li> <li>• Textbooks</li> </ul>	Is the student able to discuss the three Laws of Returns?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(ii) Student and teacher to conduct group discussions and plenary presentation on the three laws of return to scale.			
5.4 Economies of Scale.	By the end of this subtopic the student should be able to: describe the Internal and External Economies of Scale;	(i) Through think, pair and share students to discuss the concept of the economies of scale. Using flash cards students and teacher to conduct a plenary discussion or the internal and external economies of scale. (ii)	<ul style="list-style-type: none"> <li>Flash cards,</li> <li>Internet,</li> <li>Library Search,</li> <li>Offline materials</li> </ul>	Is the student able to describe the Internal and External Economies of Scale?	2
5.5 Diseconomies of Scale	By the end of this subtopic the student should be able to: describe diseconomies of scale;	(i) Using a case study students and teacher to conduct plenary discussion on diseconomies of scale. (ii) Students to do a group assignment on diseconomies of scale and its application in daily life. (iii) Students to do plenary presentations on the assignment in (ii).	<ul style="list-style-type: none"> <li>Supplementary books,</li> <li>Internet,</li> <li>Offline materials,</li> <li>Library search</li> </ul>	Is the student able to describe diseconomies of scale?	2
5.6 Costs and Profit	By the end of this subtopic the student should be able to: a) describe Cost minimisation and Profit maximisation; and	(i) Students to make internet and Library Search, Search on information on cost minimisation and profit maximisation in monopolistic competitive market, monopoly and perfect competitive market. (ii) Students to do group discussions to analyse monopolistic competitive market, monopoly and perfect competitive market.	<ul style="list-style-type: none"> <li>Internet,</li> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to describe Cost minimisation and Profit maximisation?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) draw curves of cost minimisation and profit maximisation in Perfect Competitive market, monopoly and monopolistic competitive market.	(i) Student to search information draw curves of cost on how to minimization and profit minimisation in monopolistic competitive market monopoly and perfect competitive market. (ii) Using charts, pictures and drawings students and teacher to make plenary presentations on the description of cost minimisation and profit maximisation in monopolistic competitive market, monopoly and perfect competitive market.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to Draw curves of cost minimisation and profit maximisation in Perfect Competitive market, monopoly and monopolistic competitive market?	2
6.0 THEORY OF MONEY 6.1 Nature and functions of money	A the end of this subtopic the student should be able to: (a) explain the meaning of money;	(i) Students to search information from Library Search, Search internet and experts on the meaning of money. (ii) Using charts pictures drawings and real objects students to conduct group discussions on the meaning of money. (iii) Students and teachers to conduct group presentations and plenary discussions on the meaning of money.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks,</li> <li>Subject experts,</li> <li>Charts,</li> <li>Pictures,</li> <li>Drawings,</li> <li>Real objects.</li> </ul>	Is the student able to explain the meaning of money?	2
	(b) discuss nature and functions of money;	(i) Students to search information from Library Search, Search internet and experts on functions and nature of money. (ii) Using charts pictures drawings and real objects students to conduct group discussions on the functions and nature of money.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Subject experts,</li> <li>Charts,</li> <li>Pictures,</li> <li>Drawings,</li> <li>Real objects,</li> <li>Textbooks.</li> </ul>	Is the student able to discuss nature and functions of money?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(iii) Students and teachers to conduct group presentations and plenary discussions on the functions and nature of money.			
	(c) describe qualities of a good money; and	(i) Students to search information from Library Search, Search internet on experts on the qualities of good money. (ii) Using charts pictures drawings and real objects students to conduct group discussions on the qualities of good money. (iii) Students and teachers to conduct group presentations and plenary discussions on the qualities of good money.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Experts,</li> <li>Pictures,</li> <li>Drawings,</li> <li>Real objects,</li> <li>Textbooks</li> </ul>	Is the student able to describe qualities of good money?	2
	(d) examine the quantity theory of money.	(i) Using flash card student and teacher to discuss the quantity theory of money. (ii) Using class debates students and teachers to discuss critics and assumptions of quantity theory of money.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Samples of paper money</li> </ul>	Is the student able to examine the quantity theory of money?	2
6.2 Inflation and Deflation	By the end of this subtopic the student should be able to: (a) differentiate Inflation from Deflation;	(i) Using flash cards and concept maps students and teacher to explain the meaning of inflation and application in daily life. (ii) Using Jig saw technique students and teacher to discuss the meaning and characteristics of deflation and how they differ from those of inflation.	<ul style="list-style-type: none"> <li>Flash cards,</li> <li>Internet,</li> <li>Offline materials,</li> <li>Library search</li> </ul>	Is the student able to differentiate Inflation from Deflation?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	(b) mention and describe the different types of Inflation; and	Using flash cards and concept maps students and teacher to discuss different types of inflation	<ul style="list-style-type: none"> <li>Flash cards,</li> <li>internet,</li> <li>offline materials</li> </ul>	Is the student able to mention and describe the different types of Inflation?	2
	(c) explain the effects of Inflation and Deflation and give ways of solving Inflation;	Students to use group discussions and plenary presentations on effects of inflation and Deflation and ways of solving inflation.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Is the student able to explain the effects of Inflation and Deflation and give ways of solving Inflation?	2
6.3 Devaluation, Depreciation and Appreciation	By the end of this subtopic the student should be able to: a) differentiate the terms Devaluation, Depreciation and Appreciation;	Using VIPP cards students and teachers to discuss the terms devaluation, depreciation and appreciation and their application in daily life.	<ul style="list-style-type: none"> <li>TRA</li> <li>guidelines,</li> <li>pictures</li> </ul>	Is the student able to differentiate the terms Devaluation, Depreciation and Appreciation?	2
	b) describe how Devaluation, Depreciation and Appreciation are done; and	(i) Students to make information search on how devaluation, depreciation and appreciation are done. (ii) Students and teacher to conduct group discussions and plenary presentations on how devaluation, depreciation and appreciation are done.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>internet,</li> <li>textbooks</li> </ul>	Is the student able to describe how Devaluation, Depreciation and Appreciation are done?	2
	c) discuss pros and cons of Devaluation, Depreciation and Appreciation.	Students and teacher to conduct debates on pros and cons of Devaluation, Depreciation and Appreciation.	<ul style="list-style-type: none"> <li>TRA</li> <li>guidelines,</li> <li>Pictures</li> </ul>	Is the student able to discuss the pros and cons of Devaluation, Depreciation and Appreciation?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
6.4 Concept of Price Index	By the end of this subtopic the student should be able to: a) explain the meaning of Price and Price Index;	(i) Students to make information search on the meaning of price and price index. (ii) Students to do a group assignment on the meaning of price and price index. (iii) Students and teacher to conduct group presentations and plenary discussions on the meaning of Price and Price Index.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>internet,</li> <li>textbooks</li> </ul>	Is the student able to explain the meaning of Price Index?	2
	b) formulate procedures for calculating Price Index;	(i) Students to make information search on the procedures of calculating price index. (ii) Students and teacher to conduct group presentations and plenary discussions on the procedures for calculating Price Index.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>internet,</li> <li>textbooks</li> </ul>	Is the student able to formulate procedures for calculating Price Index?	2
	c) describe the types of Price Index.	(i) Students to make information search on the types of price index. (ii) Students and teacher to conduct group presentations and plenary discussions on the types of price Index.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>internet,</li> <li>textbooks</li> </ul>	Is the student able to describe the types of Price Index?	2
6.5 Calculation of Price Index	By the end of this subtopic the student should be able to: a) calculate different Price Indices and give economic interpretation of price Index;	(i) Students to do a group assignment to calculate different price indices. (ii) Student and teacher to conduct plenary presentations and discussions on calculations of price indices.	<ul style="list-style-type: none"> <li>Economics journals,</li> <li>internet,</li> <li>offline materials</li> </ul>	Is the student able to calculate different Price Indices and give economic interpretation of price Index?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(iii) Using concept map students and teacher to conduct plenary discussion on economic interpretation of price indices.			
	b) explain the problems in calculating Price Indices; and	Students and teacher to conduct plenary discussions on problems faced in calculating price indices.	<ul style="list-style-type: none"> <li>Economics newspapers,</li> <li>internet,</li> <li>offline materials</li> </ul>	Is the student able to explain the problems in calculating Price Indices?	2
	c) discuss the importance of Price Index and limitation of using price Index.	Students and teachers to conduct group discussions and plenary presentations on the importance of price index and limitations of using price indexes.	<ul style="list-style-type: none"> <li>Economics newspapers,</li> <li>internet,</li> <li>offline materials</li> </ul>	Is the student able to discuss the importance of Price Index and limitation of using price Index?	2
7.0 TRADE CYCLE	By the end of this subtopic the student should be able to:	Student and teacher to use concept map to discuss the meaning of trade cycle.	<ul style="list-style-type: none"> <li>Diagrams,</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning of Trade Cycle?	2
7.1 Features of Trade Cycle	(a) explain the meaning of Trade Cycle;	Students to conduct group work to describe features and phases of trade cycle.	<ul style="list-style-type: none"> <li>Library search</li> </ul>	Is the student able to describe features and phases of Trade Cycle?	2
	(b) describe features of Trade Cycle and	Student and teacher to use charts pictures and drawings to conduct plenary presentations and discussions on drawings of trade cycle.	<ul style="list-style-type: none"> <li>Charts,</li> <li>pictures,</li> <li>drawings.</li> </ul>	Is the student able to draw trade cycle curves?	2
	(c) draw Trade Cycle curve.				
7.2 Causes of Trade Cycle	By the end of this subtopic the student should be able to explain causes of trade cycle.	(i) Students to search for information on causes of trade cycle.	<ul style="list-style-type: none"> <li>Charts,</li> <li>pictures,</li> <li>drawings</li> </ul>	Is the student able to explain causes of trade cycle?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
7.3 Theories of Trade Cycle	By the end of this subtopic the student should be able to mention and explain theories of Trade Cycle.	(ii) Students to do group discussions and plenary presentations on causes of trade cycle using charts, pictures and drawings. (i) Students to seek for Library Search, Search information on theories of trade cycle. (ii) Using concept map student and teacher to conduct plenary discussion on different theories of trade cycle and their description.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>internet,</li> <li>subject experts</li> <li>peers,</li> <li>textbooks</li> </ul>	Is the student able to mention and explain the theories of Trade Cycle?	2
8.0 POPULATION 8.1 Population Terms	By the end of this subtopic the student should be able to: a) explain the meaning of population, population size, population density, population structure, life expectancy, ageing population and change in population.  b) describe factors affecting population density; and	(i) Students to search from the Library Search, Search, internet the meaning of population, population size, population density, population structure, life expectancy, ageing population and change in population. (ii) Students to make group discussions and plenary presentations on the items in (i). (iii) Students and teacher to make discussions and plenary presentations on the items in (i). (i) Students to make group discussions on the factors affecting population density. (ii) Students and teacher to make discussions and plenary presentation on the factors affecting population density.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Computer</li> <li>Text books</li> </ul>	Is the student able to explain the meaning of different population terms?	3
			<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>textbooks</li> </ul>	Is the student able to describe factors affecting population density?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
8.2 Concepts of Over, Under and Optimum Population	c) discuss the effects of high population density; and	(i) Students to search from Library Search, Search and internet the effect of high population density. (ii) Students and teacher to discuss and present the effects of high population density.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>textbooks</li> </ul>	Is the student able to discuss the effects of high population density?	2
	d) describe the components of population structure.	(i) Students to search from Library Search, Search and internet the components of population structure. (ii) Students to make group discussions followed by gallery walk and then plenary presentation on the components of population structure. (iii) Students and teacher to make discussions and presentations on the components of population structure.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>textbooks</li> </ul>	Is the student able to describe the components of population structure?	6
	By the end of this subtopic, the student should be able to: a) give the indicators of over, under and optimum population.	(i) Students to make brainstorming on the meaning and indicators of over, under and optimum population. (ii) Students and teacher to make discussions and plenary presentation on the meaning and indicators of over, under and optimum population.	<ul style="list-style-type: none"> <li>NBS fliers,</li> <li>internet,</li> <li>Library Search,</li> <li>offline materials</li> </ul>	Is the student able to give the indicators of over, under and optimum population?	4
	b) describe the causes of over, under and optimum population.	(i) Students to use VIPP cards to discuss the causes of over, under and optimum population. (ii) Students and teacher to make discussions and plenary	<ul style="list-style-type: none"> <li>VIPP cards,</li> </ul>	Is the student able to describe the causes of over, under and optimum population?	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		presentation on the causes of over, under and optimum population.			
	c) explain the effects of over, under and optimum population.	<p>(i) Students to make Library Search, Search and internet search on the effects of over, under and optimum population.</p> <p>(ii) Students to make group discussions on the effects of over, under and optimum population.</p> <p>(iii) Students and teacher to discuss and make plenary discussions on the effects of over, under and optimum population.</p>	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>textbooks</li> </ul>	Is the student able to explain the effects of over, under and optimum population?	4
8.3 Theory of Population	By the end of this subtopic the student should be able to discuss the criticisms and pertinence of Malthus theory of population.	<p>(i) Teacher to guide students to state the Malthus theory of population.</p> <p>(ii) Students to make brainstorming on the truthiness/pertinence and criticisms of the Malthus theory of population.</p> <p>(iii) Students in groups to discuss and make presentation on the Malthus theory of population.</p> <p>(iv) Students and teacher to discuss and make plenary discussions on the pertinence and criticism of the Malthus theory of population.</p>	<ul style="list-style-type: none"> <li>Internet</li> <li>Offline materials</li> <li>Library Search,</li> </ul>	Is the student able to discuss the criticisms and truthiness of Malthus theory of population?	4

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
8.4 Theory of Population	By the end of this subtopic the student should be able to: a) describe population census; and;	(i) Students to visit National Bureau of Statistics (NBS). (ii) Students and host from National Bureau of Statistics to make discussions on the meaning of population census, conditions for carrying population census, features of population census, problems of carrying population census and population trend and policies in Tanzania. (iii) Students and teacher to make a discussion and plenary presentation on the items in (ii)	<ul style="list-style-type: none"> <li>National Bureau of Statistics (NBS) documents</li> </ul>	Is the student able to describe population census?	6
	b) discuss population aspects of economic development.	(i) Students to make Library Search, Search and internet search on the population aspects of economic development. (ii) Students and teacher to make discussion and plenary presentations on the population aspects of economic development.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet</li> <li>Textbooks</li> </ul>	Is the student able to discuss population aspects of economic development?	2
9.0 EMPLOYMENT AND UNEMPLOYMENT 9.1 Unemployment	By the end of this subtopic the student should be able to a) explain the meaning of unemployment.	(i) By using prepared questions, students to discuss the meaning of unemployment. (ii) Students to make Library Search, on the meaning of unemployment. (iii) Students and teacher to make plenary discussions and presentations on the meaning of Unemployment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks,</li> <li>Internet</li> </ul>	Is the student able to explain the meaning of Unemployment?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) describe types of Unemployment; and	(i) Students to make Library Search, Search and internet search on the types of Unemployment. (ii) Students and teacher to make plenary discussion and presentation on the types of Unemployment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks,</li> <li>Internet</li> </ul>	Is the student able to describe types of Unemployment?	2
	c) discuss the causes and effects of unemployment.	(i) Students to make Library Search, Search and internet search on the causes and effects of unemployment. (ii) Students to do group discussion on the causes and effects of unemployment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Internet</li> </ul>	Is the student able to discuss the causes and effects of unemployment?	2
9.2 Employment	By the end of this subtopic the student should be able to a) explain the meaning of employment.	Students to make group discussion on the meaning of employment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Internet</li> </ul>	Is the student able to explain the meaning of employment?	1
	b) describe types of employment; and	(i) Students to make Library Search, Search and internet search on the types of employment. (ii) Students and teacher to make plenary discussion and presentation on the types of employment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Internet</li> </ul>	Is the student able to describe types of employment?	2
	c) explain factors that induce employment.	(i) Student to make Library Search, on the factors that induce employment. (ii) Students and teacher to make plenary discussion on the factors that induce employment	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to explain factors that induce employment?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) differentiate full employment from under-employment; and.	(i) Students to make excursions on the concepts of full and under-employment. (ii) Students to debate on the differences between full-employment and under-employments. (iii) Students and teacher to make plenary discussions and presentations on the differences between full-employment and under-employment.	<ul style="list-style-type: none"> <li>• Stop watch</li> <li>• Bell</li> <li>• Microphones</li> <li>• Public address</li> <li>• Transmitter</li> <li>• Speakers</li> </ul>	Is the student able to differentiate full employment from under-employment?	2
	e) discuss ways of achieving full employment.	(i) Through think pair and share students to discuss ways of achieving full employment. (ii) Students and teachers to make a plenary discussions and presentations on the ways of achieving full employment.	<ul style="list-style-type: none"> <li>• Government document</li> <li>• Internet</li> <li>• Offline materials</li> </ul>	Is the student able to discuss ways of achieving full employment?	2
10.0 PRIVATISATION 10.1 The Concept of Privatisation	By the end of this subtopic the student should be able to: a) describe the meaning and features of Privatisation; and	(i) Students to make Library Search, Search and internet search on the meaning and features of privatisation. (ii) Students to form buzz groups and make discussions on the meaning and features of privatisation. (iii) Students and teacher to make plenary discussions and presentation on the meaning, and features of privatisation.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Internet,</li> <li>• Textbooks</li> </ul>	Is the student able to describe the meaning and features of privatisation?	3

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) explain the merits and demerits of Privatisation.	(i) Students to make Library Search, Search and internet search on the merit and demerits of Privatisation. (ii) Students to make plenary discussion and presentation on the merits and demerits of Privatisation.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to explain the merits and demerits of Privatisation?	2
10.2 Types of Privatisation	By the end of this subtopic the student should be able to: a) describe the types of Privatisation; and	(i) Students to brainstorm on the types of privatisation. (ii) Students and teacher to make plenary discussions and presentations on the types of privatisation. (iii) Students to debate on the types of privatisation.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet</li> <li>Stopwatch</li> <li>Bell</li> <li>Microphone</li> <li>Public address</li> <li>Transmitter</li> <li>Speakers.</li> </ul>	Is the student able to describe the types of Privatisation?	1
	b) develop procedures for each type of Privatisation;	(i) Students to think pair and share on the procedures for each type of Privatisation. (ii) Students search in the Library Search, Search and internet on the procedures for each type of Privatisation. (iii) Students to debate on the procedures for each type of Privatisation. (iv) Students and teacher to make a plenary discussions and presentations on the procedures for each type of Privatisation.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet</li> <li>Stopwatch</li> <li>Bell</li> <li>Microphone</li> <li>Public address</li> <li>Transmitter</li> <li>Speakers</li> </ul>	Is the student able to develop procedures for each type of privatisation?	2
10.3 Privatisation in Tanzania	By the end of this subtopic the student should be able to evaluate Privatisation in Tanzania.	(i) Students to visit Tanzania Investment Centre (TIC) and discuss with the host person on privatisation in Tanzania.	<ul style="list-style-type: none"> <li>Tanzania Investment Centre, Policies of Privatisation</li> </ul>	Is the student able to evaluate privatisation in Tanzania?	3

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(ii) Students to review different policies of privatisation in Tanzania and make evaluation and analysis on the policies. (iii) Students and teacher to make evaluation and analysis of privatisation in Tanzania.			
<b>11.0 ENVIRONMENTAL ECONOMICS</b>					
11.1 The Concept of Environmental Economics	By the end of this subtopic the student should be able to: a) compose the meaning of Environmental Economics	(i) Students to make Library Search, Search and internet search on the meaning of Environmental Economics. (ii) Students to make group discussions on the meaning of Environmental Economics. (iii) Teacher to summarize on the meaning of Environmental Economics.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to compose the meaning of Environmental Economics?	2  1
11.2 Pollution	By the end of this subtopic the student should be able to: a) compose the meaning of pollution; and	(i) Students to make brainstorming on the meaning of pollution. (ii) Students to make Library Search, Search and internet search on the meaning of pollution. (iii) Students and teacher to make plenary discussion and presentation on the meaning of pollution.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>textbooks</li> </ul>	Is the student able to compose the meaning of pollution?	1
	b) discuss pollution at National level; and	(i) Students to make group discussions on the pollution at National level. (ii) Students to make Library Search, Search and internet search on the pollution at a National level.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to discuss pollution at National level?	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(iii) Students and teacher to make discussions and plenary presentation on the pollution at a National level.		.	
	c) describe methods of dealing with pollution at National level.	(i) Students to debate on the methods of dealing with pollution at a National level. (ii) Students and teacher to make a discussion and plenary presentation on the methods of dealing with pollution at a National level. (iii) Students to participate in the presentation by invited guest from environmental conservation organisation on dealing with pollution at a National level.	<ul style="list-style-type: none"> <li>• Stopwatch</li> <li>• Microphone</li> <li>• Public address</li> <li>• Transmitter</li> <li>• Speakers</li> <li>• Invited guest</li> </ul>	Is the student able to describe methods of dealing with pollution at National level?	4
11.3 Sustainable Development	By the end of this subtopic the student should be able to: a) propose the meaning of sustainable development; and b) describe application of sustainable development in Tanzanian context.	(i) Students to make brainstorming on the meaning of sustainable development. (ii) Students to make Library Search, Search and internet search on the meaning of sustainable development. (iii) Students and teacher to make plenary discussion and presentation on the meaning of sustainable development. (i) Students to make group discussion on the application of sustainable development in Tanzanian context.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Internet,</li> <li>• Textbooks</li> </ul>	Is the student able to propose the meaning of sustainable development?	1
			<ul style="list-style-type: none"> <li>• Government documents</li> <li>• Internet</li> <li>• Offline materials</li> </ul>	Is the student able to describe the application of sustainable development in	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		(ii) Students and teacher to make plenary discussions and presentation on the application of sustainable development in Tanzanian context.		Tanzanian context?	
11.4 Externalities	By the end of this subtopic the student should be able to: a) analyse the concept of externalities;	(i) Students to make Library Search, Search and internet search on the meaning of externalities. (ii) Students and teacher to make discussions and presentation on the meaning of externalities.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to analyse the concept of externalities?	2
	b) explain externalities in the global environment; and	(i) Students to make internet and Library Search, on the externalities in the global environment. (ii) Students and teacher to make discussions and plenary presentation on the externalities in the global environment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to explain externalities in the global environment?	2
	c) discuss economic importance and ways of controlling negative externalities.	(i) Students to debate on the economic importance of externalities. (ii) Students and teacher to conduct plenary discussion and presentation on the economic importance of externalities.	<ul style="list-style-type: none"> <li>Microphones</li> <li>Stopwatch</li> <li>Speakers</li> <li>Public address</li> <li>Transmitter</li> </ul>	Is the student able to discuss economic importance of externalities?	2

## FORM SIX

### **Specific Competence for Form Six**

By the end of this course, the student should develop ability to:

1. analyse and interpret economic issues using basic economic tools;
2. collect, analyse, organise and critically evaluate economic information; and
3. apply economic theories in Tanzania economy.

### **Specific objectives for Form Six**

By the end of Form Six, the student should be able to:

1. apply basic tools of economics analysis;
2. interpret economics issues arising from government and non-government policies;
3. explain economic theories and show how they apply to the Tanzanian economy; and
4. analyze international economic issues and dealings.



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
12.0 NATIONAL INCOME					
12.1 Concept of National Income	By the end of this subtopic the student should be able to: a) explain the meaning of National Income and concepts relating to National Income;	(i) Using the techniques of think, share and pair students to discuss the meaning of national income and concepts relating to National Income. (ii) Using charts students and teacher to conduct plenary discussion on the meaning of National Income and concepts relating to it.	<ul style="list-style-type: none"> <li>Charts,</li> <li>Library search</li> <li>Textbooks</li> </ul>	Is the student able to explain the meaning of National Income and concepts relating to National Income?	2
	b) describe the determinants of the size of National Income; and	(i) Students to make Library Search, Search on determinants of the size of National Income. (ii) Students and teacher to conduct group discussion and plenary presentation on determinants of the size of National Income.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to describe the determinants of the size of National Income?	2
	c) formulate the uses of National Income.	(i) Students to make Library Search, Search and internet search on the uses of National Income. (ii) Students and teacher to conduct group discussion and plenary presentation on the uses of National Income.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to formulate the uses of National Income?	2
12.2 National Income Computation	By the end of this subtopic the student should be able to: a) describe the three methods of calculating National Income to solve different problems;	Students to conduct group discussion on the three methods of calculating National Income.	<ul style="list-style-type: none"> <li>BOT fliers</li> <li>Treasurer fliers</li> <li>Supplementary books</li> </ul>	Is the student able to describe the three methods of calculating National Income?	4

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) use the three methods of calculating National Income to solve different problems;	(i) Students to do group assignment on using the three methods of calculating National Income to solve different problems. (ii) Students to conduct group presentations on the assignment done.	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Internet</li> <li>• Offline materials</li> <li>• Textbooks</li> </ul>	Is the student able to use the three methods of calculating National Income to solve different questions?	6
	c) explain the problems of calculating/computing National Income	Students and teacher to conduct plenary discussion on problems of calculating/computing National Income.	<ul style="list-style-type: none"> <li>• GDP Reports,</li> <li>• Newspapers</li> </ul>	Is the student able to explain the problems of computing National Income?	2
	d) discuss the weaknesses of using income per capita to compare Standard of living; and	(i) Students to make Library Search, Search on weaknesses of using Income per capita to compare standard of living. (ii) Using the method of think pair and share students to discuss weaknesses of using income per capita to compare standard of living. (iii) Students and teacher to conduct plenary discussion on weaknesses of using Income per capita to compare standards of living.	<ul style="list-style-type: none"> <li>• Library Search, textbooks,</li> <li>• internet</li> </ul>	Is the student able to discuss the weaknesses of using Income per capita to compare standard of living?	2
	e) relate consumption and income, multiplier, marginal propensity to save.	(i) Students to do information search from internet and Library Search, Search on the relationship of consumption and income, multiplier, marginal propensity to consume and save.	<ul style="list-style-type: none"> <li>• Internet,</li> <li>• Library Search,</li> <li>• Textbooks,</li> </ul>	Is the student able to relate consumption and income, multiplier, marginal propensity to save and consume?	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
12.3 Investment theory		(ii) Students to conduct group assignment on items in (i) followed by presentations.			
	By the end of this sub topic student should be able to:	(i) Students to make information search on Investment theory.	<ul style="list-style-type: none"> <li>Internet</li> <li>Textbooks,</li> <li>Library Search,</li> </ul>	Is the student able to explain the Investment theory?	2
	a) explain the Investment theory;	(ii) Students to do group discussion on Investment theory.			
		(iii) Students and teachers to conduct plenary presentations on Investment theory.			
12.4 Income Inequality	b) discuss the factors affecting Investment; and	(i) Students to make Library Search, Search on factors affecting Investment.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to discuss the factors affecting Investment?	2
		(ii) Students and teacher to conduct plenary discussion and presentation on factors affecting Investment.			
	c) describe the Acceleration principle	(i) Students to search information on Acceleration principle.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to describe the Acceleration principle?	2
		(ii) Students to do group discussion on the Acceleration principle.			
12.4 Income Inequality		(ii) Students and teacher to conduct plenary presentation on Acceleration principle.			
	By the end of this sub topic student should be able to:	(i) Students to brainstorm the meaning, of Income Inequality.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to explain the meaning, and discuss of Income Inequality?	6
	a) explain the meaning, and discuss of Income Inequality;	(ii) Students to make plenary presentation on causes, pros and cons of Income Inequality.			
	b) describe the forms of Income Inequality; and	(i) Students to use concept map to discuss the forms of Income Inequality.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to describe the forms of Income Inequalities?	2
		(ii) Students to make plenary			



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		presentation on the forms of Income Inequality.			
	c) describe the measures of reducing Income Inequality; and	(i) Students to search information on measures of reducing Income Inequality. (ii) Students to make plenary presentation on the measures of reducing Income Inequality.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to describe the measures of reducing Income Inequality?	2
	d) construct Lorenz curve and give the economic interpretation of the Lorenz curve.	(i) Students to do assignment on construction of Lorenz curve and the economic interpretation of the Lorenz curve. (ii) Students and teacher to construct Lorenz curve and give the economic interpretation of the Lorenz curve.	<ul style="list-style-type: none"> <li>Drawings</li> <li>Supplementary books</li> </ul>	Is the student able to construct and give economic interpretation of the Lorenz curve?	4
13.0 PUBLIC FINANCE					
13.1 The Concept of Public Finance	By the end of this subtopic the student should be able to: a) explain the meaning and role of Public finance; and b) explain the functions and objectives of any government.	(i) Using VIPP cards students to discuss the meaning and roles of Public finance. (ii) Students and teacher to summarise on the meaning and roles of Public finance. (i) Students to search information on functions of government and objectives of any government. (ii) Students to use VIPP cards to conduct plenary discussion on functions and objectives of any government.	<ul style="list-style-type: none"> <li>VIPP cards</li> <li>Pictures</li> <li>Ministry of Finance fliers</li> <li>Newspapers</li> </ul>	Is the student able to explain the meaning and role of public finance?	2
13.2 Government Revenues	By the end of this subtopic the student should be able to: a) compose a definition of Government Revenue; and	(i) Using VIPP cards students to conduct plenary discussion on the meaning of government revenue.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Is the student able to compose a definition of government revenue?	1

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) describe the two sources of Government Revenue;	(i) Students to search information on the sources of government revenue. (ii) Using concept map students and teacher to conduct plenary discussion on sources of government revenue.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet, textbooks</li> </ul>	Is the student able to describe the two sources of government revenue?	2
13.3 Taxation	By the end of this sub topic the student should be able to: a) describe taxation and the canons of a good tax;	(i) Using concept map students to discuss the meaning of taxation and canons of a good tax. (ii) Students to make Library Search, Search for canons of a good tax. (iii) Students and teacher to make plenary presentation on canons of a good tax.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to describe taxation and the canons of a good tax?	4
	b) explain the three systems of taxation;	Students to conduct group discussion on systems of taxation.		Is the student able to explain the three systems of taxation?	4
	c) classify tax according to its types;	(i) Students to conduct group discussion on classification of tax according to types. (ii) Using VIPP cards students to conduct plenary discussions on classification of tax according to its types.	<ul style="list-style-type: none"> <li>VIPP cards</li> <li>TRA fliers</li> </ul>	Is the student able to classify tax according to its types?	2
	d) describe Value Added Tax;	(i) Students to do a project on Value Added Tax (VAT). (ii) Students to make a study tour to Tanzania Revenue Authority to study on Value Added Tax.	<ul style="list-style-type: none"> <li>TRA fliers</li> <li>Sample of VAT form</li> </ul>	Is the student able to describe Value Added Tax?	6
	e) explain the Incidence of tax; and impacts of taxation; and	(i) Students to search information on the Incidence and impact of taxation.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to explain the Incidence and impact of	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students and teacher to make plenary presentation on the Incidence and impact of taxation.		taxation?	
	f) examine the economic effects of taxation.	(i) Students to make Library Search, Search on the economic effects of tax. (ii) Students to make group discussions and plenary presentation on the economic effects of taxation.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to examine the economic effects of tax?	2
13.4 Government Expenditures	By the end of this subtopic the student should be able to: a) explain the meaning of Government Expenditure;	(i) Students to make Library Search, Search on the meaning of government expenditures. (ii) Students and teacher to summarize on the meaning of government expenditure.	<ul style="list-style-type: none"> <li>Textbooks,</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning of government expenditure?	1
	b) discuss the types of Government Expenditure; and	(i) Through think pair and share students to discuss the types of government expenditure. (ii) Students and teacher to make plenary presentation on the types of government expenditure.	<ul style="list-style-type: none"> <li>Pictures</li> <li>Ministry of Finance fliers</li> </ul>	Is the student able to discuss the types of government expenditure?	2
	c) describe the objectives of Government Expenditure;	Using VIPP cards students to conduct plenary discussion and presentation on the objectives of Government expenditure.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Is the student able to describe the objectives of government expenditure?	2
13.5 National budget	By the end of this sub topic the student should be able to: a) discuss present a definition of National budget;	(i) Using concept map students to conduct a plenary discussion on the meaning of a National budget. (ii) Students and teacher to summarise on the meaning of National budget.	<ul style="list-style-type: none"> <li>Sample of National budget</li> <li>Sample of Councils budgets</li> </ul>	Is the student able to discuss a definition of a National budget?	1



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
13.6 Public Debt	b) describe the existing types of a National budget;	(i) Students to seek for information on the existing types of National budget. (ii) Students to conduct a discussion and plenary presentation on the existing types of National budget.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to describe the existing types of National budget?	2
	c) discuss the functions of a National budget; and	(i) Students to make Library Search, Search on the functions of a National budget. (ii) Students to conduct a discussion and plenary presentation on the functions of a National budget.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to discuss the functions of a National budget?	2
	d) examine different National budgets	Students in groups to make analysis on different National budgets.	<ul style="list-style-type: none"> <li>National budget document</li> </ul>	Is the student able to examine different National budgets?	4
	By the end of this subtopic the student should be able to: a) explain the meaning of a Public debt;	(i) Students to use VIPP cards to conduct a plenary discussion on the meaning of public debt. (ii) Students and teacher to summarise on the meaning of public debt.	<ul style="list-style-type: none"> <li>VIPP cards</li> <li>Textbooks</li> <li>Internet</li> </ul>	Is the student able to explain the meaning of a Public debt?	1
	b) classify public debt;	Students to make group discussion and plenary presentation on the classification of public debt.	<ul style="list-style-type: none"> <li>Sample of government reports</li> </ul>	Is the student able to classify Public debt?	2
	c) describe the causes and effects of a Public debt;	Students to conduct discussion and plenary presentation on causes and effects of public debt.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Is the student able to describe the causes and effects of a Public debt?	4
	d) explain the management of a Public debt; and	(i) Students to search information on how public debts are managed.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>textbooks,</li> <li>Internet,</li> </ul>	Is the student able to explain the management of	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Using VIPP cards students to conduct a plenary discussion on the management of public debt.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Public debt?	
14.0 FINANCIAL INSTITUTIONS	By the end of this subtopic the student should be able to:				1
14.1 The Concept of Financial Institutions	a) explain the meaning of a Financial Institutions; and	(i) Students to use buzz group to discuss the meaning of Financial Institutions. (ii) Students to make Library Search, Search and internet search on the meaning of Financial Institutions. (iii) Students and teacher to make plenary discussions and presentation on the meaning of Financial Institutions.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbooks</li> </ul>	Is the student able to explain the meaning of Financial Institutions?	
	b) discuss the roles of Financial Institutions;	(i) Students to use think pair and share to extract the roles of Financial Institutions. (ii) Students and teacher to make discussions and plenary presentation on the roles of Financial Institutions.	<ul style="list-style-type: none"> <li>Sample of fliers of Financial institutions</li> </ul>	Is the student able to discuss the role of Financial Institutions?	2
14.2 Types of Financial Institutions	By the end of this subtopic the student should be able to:				2
	a) differentiate the two types of Financial Institutions;	(i) Students in groups to use the VIPP cards to differentiate the two types of financial institutions. (ii) Students and teachers to summarize the differences of the two types of financial institutions.	<ul style="list-style-type: none"> <li>VIPP cards</li> </ul>	Is the student able to differentiate the two types Financial Institutions?	
	b) explain the roles/functions and contribution of Bank of Tanzania to economic development;	(i) Students to visit Bank of Tanzania and discuss with the host the roles/functions and contribution of Bank of	<ul style="list-style-type: none"> <li>Bank of Tanzania documents and fliers</li> </ul>	Is the student able to explain the role and contribution of Bank of Tanzania to	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		Tanzania to economic development. (ii) Students and teacher to summarize the roles/functions and contribution of Bank of Tanzania to economic development.		economic development?	
	c) explain the roles/functions of Commercial banks e.g. National Bank of Commerce and National Microfinance Bank;	(i) Students to visit National Microfinance bank and discuss with the host the roles/functions of Commercial Banks. (ii) Students and teacher to summarise the roles/functions of Commercial Banks.	<ul style="list-style-type: none"> <li>National Microfinance Bank documents and fliers</li> </ul>	Is the student able to explain the roles of commercial banks?	2
	d) explain the roles/functions of specialized banks e.g. Tanzania Investment Bank;	(i) Students to visit Tanzania Investment Bank and discuss with host the roles/functions of specialized banks e.g. Tanzania Investment Bank. (ii) Students and teachers to summarize the roles/functions of specialised bank of Tanzania Investment Bank.	<ul style="list-style-type: none"> <li>Tanzania Investment Bank documents and fliers</li> </ul>	Is the student able to explain the roles of specialised banks?	2
	c) explain the roles/functions of Non-banks e.g. Insurance Corporation and National Social Security Fund; and	(i) Students to visit National Social Security Fund and Insurance Cooperation as examples of non-banking financial institutions to discuss with the host the roles/functions of non-banking financial institutions e.g. National Social Security Fund and Insurance Cooperation. (ii) Students and teachers to	<ul style="list-style-type: none"> <li>National Social Security Fund and Insurance Cooperation guidelines.</li> </ul>	Is the student able to explain the roles of Non-banks?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		summarize the roles/functions of non-banking financial institution e.g. National Social Security Fund and Insurance Cooperation.			
	f) discuss the problems of Financial Institutions in Tanzania.	(i) Students to make group discussion on the problems of financial institutions in Tanzania. (ii) Students to make Library Search, Search on the problems of financial institutions in Tanzania. (iii) Students and teacher to make plenary discussions and presentation on the problems of financial institutions in Tanzania.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to discuss the problems of Financial Institutions in Tanzania?	2
14.3 Credit Creation	By the end of this subtopic the student should be able to: a) explain the concept of credit creation; and.	(i) Students to make Library Search, Search and internet search on the meaning of credit creation. (ii) Students and teacher to make discussion and plenary presentation on the meaning of credit creation.	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Internet,</li> <li>Library Search,</li> </ul>	Is the student able to explain the concept of credit creation?	1
	b) discuss the limitations of Credit creation.	(i) Teacher to guide students to discuss the limitations of credit creation. (ii) Teacher and students to summarize the limitations of credit creation.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to discuss the limitations of credit creation?	2
15.0 MARKETING AND DISTRIBUTION	By the end of this subtopic the student should be able to: a) discuss the meaning of Marketing and Distribution;	(i) Students to make Library Search, Search and internet search on the meaning of marketing and distribution.	<ul style="list-style-type: none"> <li>Internet</li> <li>Textbooks,</li> <li>Library Search,</li> </ul>	Is the student able to discuss the meaning of Marketing and Distribution?	1

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
15.1 Concept of Marketing and Distribution in Tanzania		(ii) Students and teacher to summarise on the meaning of marketing and distribution.			
	b) classify Cooperatives according to membership registration and services;	(i) Students to make Library Search, Search on the classification of cooperatives according to membership registration and services. (ii) Students to make group discussion on the classification of cooperatives according to membership registration and services. (iii) Students and teacher to make plenary discussions and presentation on the classification of cooperatives according to membership registration and services.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to classify cooperatives according to membership registration and services?	2
	c) mention different marketing boards and explain the roles of marketing boards;	(i) Students to brainstorm on the marketing boards present in Tanzania and the roles of marketing boards. (ii) Students and teacher to make discussion and plenary presentation on the marketing boards present in Tanzania and the roles of marketing boards.	<ul style="list-style-type: none"> <li>Sample of marketing boards documents,</li> <li>Supplementary books</li> </ul>	Is the student able to mention different marketing boards and explain the role of marketing boards?	2
	d) discuss problems of marketing boards;	(i) Students to make buzz group discuss on the problems of marketing boards. (ii) Students and teacher to summarise on the problems of marketing boards.	<ul style="list-style-type: none"> <li>Business newspapers,</li> <li>Research reports,</li> </ul>	Is the student able to discuss problems of marketing boards?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
15.2 Transport and Communication	e) describe Board of External Trade and its functions;	(i) Students to visit the Board of External Trade and discuss with the host on the companies under the board and the functions of the board. (ii) Students and teacher to make summary on the functions of the Board of External Trade.	Board of External Trade documents	Is the student able to describe Board of External Trade and its functions?	2
	f) discuss Private crop buyers and its advantages and disadvantages.	(i) Students to discuss on the meaning of private crop buyers. (ii) Students to brainstorm on the pros and cons of private crop buyers. (iii) Students and teacher to make plenary discussion and presentation on the meaning, pros and cons of private crop buyers.	<ul style="list-style-type: none"> <li>• Logo of crop buyers,</li> <li>• Government regulations</li> </ul>	Is the student able to discuss private crop buyers and its advantages and disadvantages?	2
	By the end of this subtopic the student should be able to: a) explain the concept of Transport and Communication.	(i) Students to make brainstorming on the concepts of Transport and Communication. (ii) Students and teacher to summarise on the meaning of Transport and Communication.	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Photos</li> <li>• Supplementary books</li> </ul>	Is the student able to explain the concepts of transport and communication?	1
	b) discuss the four elements of transport;	(i) Students to make Library Search and internet search on the elements of transport and its meaning. (ii) Students and teacher to make discussion and plenary presentation on the elements of transport and its meaning.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Internet,</li> <li>• Textbooks</li> </ul>	Is the student able to discuss the four elements of transport?	1
	c) describe the three types of transport and three types of communication; and	(i) Students to make group discussion on the classification of transport and communication	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Textbooks</li> </ul>	Is the student able to describe the three types of transport and	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		and the advantages and the disadvantages of each type of transport. (ii) Students to make Library Search, Search on the classification of transport and communication and the advantages and disadvantages of each type of transport. iii) Students and teacher to make discussion and plenary presentation on the types of transport and communication and the advantages and disadvantages of each type of transport.		three types of communication?	
	d) discuss problems facing transport and communication in Tanzania.	(i) Students to use think pair and share to present the problems facing transport and communication in Tanzania. (ii) Students and teacher to summarise on the problems facing transport and communication in Tanzania.	<ul style="list-style-type: none"> <li>Research reports</li> <li>Government reports</li> </ul>	Is the student able to discuss the problems facing transport and communication in Tanzania?	2
16.0 INTERNATIONAL TRADE	By the end of this subtopic the student should be able to:	(i) Students to brainstorm on the meaning of International Trade. (ii) Students and teacher to make plenary discussion and presentation on the meaning of International Trade.	<ul style="list-style-type: none"> <li>World map</li> <li>Photo of Ships</li> <li>Photo of Aeroplane</li> <li>Goods</li> <li>Rail/train</li> </ul>	Is the student able to explain the meaning of International trade?	1
16.1 Concept of International Trade	a) explain the meaning of International trade; b) discuss the pros and cons of International trade;	(i) Students to debate on the advantages and disadvantages of International Trade.	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Internet.</li> <li>Library Search.</li> </ul>	Is the student able to discuss the pros and cons of International trade?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students to make Library Search and internet search on the advantages and disadvantages of International Trade. (iii) Students to make group discussion and presentation on the advantages and disadvantages of International Trade.			
	c) describe the causes of International trade;	(i) Students to make Library Search, Search on the causes of International Trade. (ii) Students and teacher to make plenary discussion and presentation on the causes of International Trade.	<ul style="list-style-type: none"> <li>Textbooks,</li> <li>Library Search,</li> </ul>	Is the student able to describe the causes of Internal trade?	2
	d) examine the theories of absolute advantage and comparative cost in terms of criticisms and assumptions; and	(i) Students to make Library Search, Search and internet search on the theories of absolute advantage and comparative cost in terms of criticisms and assumptions. (ii) Students to make group discussion on the theories of absolute advantage and comparative cost in terms of criticisms and assumptions. (iii) Students to state and explain the theories of absolute advantage and comparative cost. (iv) Students and teacher to make plenary discussion and	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Internet,</li> <li>Library Search,</li> </ul>	Is the student able to examine the theories of absolute advantage and comparative cost?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE .	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		presentation on the theories of absolute advantage and comparative cost in terms of criticisms and assumptions.			
	e) discuss the application of the theories of absolute advantage and comparative cost.	(i) Students and teacher to make plenary discussion and presentation on the application of the theories of absolute advantage and comparative cost. (ii) Students to make internet search on the application of the theories of absolute advantage and comparative cost. (iii) Students to make group discussion and presentation on the theories of absolute advantage and comparative cost.	<ul style="list-style-type: none"> <li>Internet</li> <li>Offline materials</li> <li>Library Search,</li> <li>Supplementary books</li> </ul>	Is the student able to discuss the application of the theories of International trade?	2
16.2 Terms of Trade	By the end of this subtopic the student should be able to: a) explain the meaning of Terms of Trade;	(i) Students to make Library Search, Search on the meaning of Terms of trade. (ii) Students to make plenary discussion and presentation on the meaning of Terms of Trade.	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning of Terms of trade?	1
	b) discuss the determinants of Terms of Trade;	(i) Students to make Library Search, Search on the determinants of Terms of trade. (ii) Students to make plenary discussion and presentation on the determinants of Terms of trade.	<ul style="list-style-type: none"> <li>Search.</li> <li>textbooks</li> </ul>	Is the student able to discuss the determinants of terms of trade?	2
	c) describe the ways of measuring Terms of Trade;	(i) Students to make Library Search, Search on the ways of	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to describe the ways of	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		measuring Terms of trade. (ii) Students to make plenary discussion and presentation on the ways of measuring terms of trade.		measuring terms of trade?	
	d) calculate the Terms of Trade;	(i) Students and teacher to make calculations on the terms of trade. (ii) Students to do questions on calculations of terms of trade. (iii) Through exercise teacher to guide students on the calculation of terms of trade.	<ul style="list-style-type: none"> <li>Sample of terms of trade,</li> <li>Act guiding the trade</li> </ul>	Is the student able to calculate the terms of trade?	2
	e) explain reasons for deteriorating terms of trade in less developed countries; and	(i) Students to make Library Search, Search and internet search on the reasons for deteriorating terms of trade in less developed countries. (ii) Students and teacher to make plenary discussion and presentation on the reasons for deteriorating terms of trade in less developed countries.	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Internet,</li> <li>Library Search,</li> </ul>	Is the student able to explain reasons for deteriorating terms of trade in less developed countries?	2
	f) explain remedies for deteriorating terms of trade in less Developed countries.	(i) Students to make Library Search, Search on the remedies for deteriorating terms of trade in less developed countries. (ii) Students to debate on the remedies for deteriorating terms of trade in less developed countries.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to explain remedies of deteriorating terms of trade in less developed countries?	2
16.3 Trade Protectionism	By the end of this subtopic the student should be able to:	(i) Students to make Library Search, Search on the meaning	<ul style="list-style-type: none"> <li>Textbooks,</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning	1

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	a) explain the meaning of Trade protectionism;	(ii) of trade protectionism. Students and teacher to summarise on the meaning of trade protectionism.		of trade protectionism?	
	b) describe the forms of Trade protectionism; and	(i) By using VIPP cards students to discuss the forms of trade protectionism. (ii) Students to make Library Search, Search and internet search on the forms of trade protectionism. (iii) Students and teacher to make plenary discussion and presentation on the forms of trade protectionism.	<ul style="list-style-type: none"> <li>VIPP cards</li> <li>Textbooks</li> <li>Internet,</li> <li>Library Search,</li> </ul>	Is the student able to describe the forms of trade protectionism?	2
	c) discuss the arguments for and against Trade protectionism;	(i) Students in groups to discuss the arguments for and against trade protectionism. (ii) Students and teacher to make summary on the argument for and against trade protectionism.	<ul style="list-style-type: none"> <li>Photos,</li> <li>Internet,</li> <li>Offline materials</li> </ul>	Is the student able to discuss the argument for and against trade protectionism?	2
	d) discuss the effects of Tariffs and Quota.	(i) Students to debate on the effects of Tariffs and Quota. (ii) Students and teacher to make plenary discussion and presentation on the effects of Tariffs and Quota.	Tariffs booklets Journals	Is the student able to discuss the effects of tariffs and quota?	2
16.4 Free Trade	By the end of this subtopic the student should be able to: 1. discuss the argument for and against Free trade ;	(i) Students to make Library Search, Search on the meaning of Free trade. (ii) Students to debate on the arguments for and against Free trade.	<ul style="list-style-type: none"> <li>Textbooks,</li> <li>Library Search.</li> </ul>	Is the student able to discuss the argument for and against Free trade?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
16.5 Exchange Rate	By the end of this subtopic the student should be able to: a) explain the three types of Exchange rate; and ;	(iii) Students and teacher to make plenary discussion and presentation on the arguments for and against Free trade.  (i) Students to visit Bank of Tanzania and discuss with the host the three types of Exchange rate. (ii) Students to visit different bureau de change and discuss with the host the four types of Exchange rate. (iii) Students to make group discussion on the three types of exchange rate. (iv) Students and teacher to make plenary discussion and presentation on the three types of exchange rate.	<ul style="list-style-type: none"> <li>Bank of Tanzania and Bureau de Change documents</li> </ul>	Is the student able to explain the three types of exchange rate?	2
	b) discuss the pros and cons of each type of Exchange rate.	(i) Students to debate on the advantage and disadvantage of each type (3) of Exchange rate. (ii) Students and teacher to summarise on the advantages and disadvantages of each type of (3) Exchange rate.	Newspapers Exchange rate bulletin Internet	Is the student able to discuss the pros and cons of each type of exchange rate?	4
17.0 ECONOMIC INTERGRATION AND COOPERATION 17.1 Concept of Economic	By the end of this subtopic the student should be able to: a) explain the meaning of Economic Integration;	(i) Students to make Library Search, Search and internet on the meaning Economic Integration. (ii) Students to make group	<ul style="list-style-type: none"> <li>Textbooks,</li> <li>Internet,</li> <li>Library Search,</li> </ul>	Is the student able to explain the meaning of Economic Integration?	1



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
Integration		discussion on the meaning of Economic Integration. (iii) Students and teacher to make plenary discussion and presentation on the items in (ii).			
	b) describe the forms and importance of Economic Integration.	(i) Students to make Library Search, Search and internet on the forms and importance of Economic Integration. (ii) Students to make group discussion on the meaning forms and importance Economic Integration. (iii) Students and teacher to make plenary discussion and presentation on the items in (ii).	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> <li>internet</li> </ul>	Is the student able to describe the forms and importance of Economic Integration?	4
	c) discuss the necessary conditions for successfully Economic Integration;	(i) Students to make Library Search, Search and internet on the necessary condition for successfully Economic Integration. (ii) Students to make group discussion on the necessary condition for successful Economic Integration. (iii) Students and teacher to make plenary discussion and presentation on the items in (ii).	<ul style="list-style-type: none"> <li>Library Search</li> <li>Textbooks</li> <li>internet</li> </ul>	Is the student able to discuss the necessary conditions for successfully Economic Integration?	1
	d) explain problems facing Economic Integration;	(i) Students to discuss on the problems facing Economic Integration.	<ul style="list-style-type: none"> <li>Library Search</li> <li>Textbooks</li> </ul>	Is the student able to explain problems facing Economic	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students to make Library Search, Search on the problems facing Economic Integration. (iii) Students and teacher to summarise on the problems facing Economic Integration.		Integration?	
17.2 Economic Integration blocks	By the end of this sub topic the student should be able to: a) mention different Economic Integration blocks; b) discuss costs and benefits of Economic Integration blocks to member countries; and c) discuss objectives of each Economic Integration block.	(i) Students to mention different Economic Integration block such as East African Community, Economic Development Community, The Common Market for Eastern and Central Africa and the European Economic Community. (ii) Students to make group discussion on the objectives/aims of the economic integration blocks in (i). (iii) Students to make Library Search, Search and internet search on the costs and benefits of Economic Integration blocks to member country. (iv) Students and teacher to make plenary discussion and presentation on (ii) and (iii).	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Internet</li> </ul>	<p>Is the student able to mention different Economic Integration blocks?</p> <p>Is the student able to discuss the costs and benefits of Economic Integration blocks to member countries?</p> <p>Is the student able to discuss objectives of each Economic Integration blocks?</p>	<p>1</p> <p>1</p> <p>2</p>
17.3 Concept of Economic Cooperation	By the end of this subtopic the student should be able to: a) explain the meaning of Economic Cooperation; b) discuss the pros and cons of Economic Cooperation; and	(i) Students to make Library Search, Search and internet search on the meaning, pros and cons of Economic Cooperation. (i) Students to make group discussion on the pros and cons of Economic Cooperation.	<ul style="list-style-type: none"> <li>Supplementary books</li> <li>Internet</li> <li>Supplementary books</li> <li>Internet</li> </ul>	<p>Is the student able to explain the meaning of Economic Cooperation?</p> <p>Is the student able to discuss the pros and cons of Economic</p>	<p>1</p> <p>2</p>

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students and teacher to make plenary discussion on the pros, and cons of Economic Cooperation.		Cooperation?	
	c) mention and state objectives of different Economic Cooperation	<p>(i) Students to mention different Economic Cooperation such as Rome Convention, African Growth and Opportunity Act, World Trade Organisation, General Agreement on Tariffs and Trade, World Bank, United Nations Conference on Trade and Development the International Monetary Fund, International Labour Organisation, UN's Educational Fund, World Health Organisation and Food and Agricultural Organisation.</p> <p>(ii) Students to make group discussion on the objectives of the economic cooperation agencies in (i).</p> <p>(iii) Students to make Library Search, Search on the objectives of economic cooperation agencies in (i)</p> <p>(iv) Students and teacher to make plenary discussion and presentation on (ii).</p>	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to mention and state objectives of different Economic Cooperation?	1
18.0 ECONOMIC PLANNING 18.1 Concept of Economic Planning	By the end of this subtopic the student should be able to: a) explain the meaning and importance of Economic Planning;	<p>(i) Students to brainstorm on the meaning of Economic planning.</p> <p>(ii) Students and teachers to make plenary discussion and presentation on the meaning of Economic planning.</p>	<ul style="list-style-type: none"> <li>Economics planning fliers</li> <li>Supplementary books</li> </ul>	Is the student able to explain the meaning of Economic planning?	1



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	b) classify Economic planning according to types;	(i) Students to make Library Search, Search on the classification of Economic planning according to types. (ii) Students to make group discussion on the classification of Economic planning according to types.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to classify Economic planning according to types?	2
	c) discuss the pros and cons of Economic planning;	(i) Students to debate on the pros and cons of Economic planning. (ii) Students and teachers to summarise on the pros and cons of Economic planning.	<ul style="list-style-type: none"> <li>Economic planning fliers</li> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to discuss the pros and cons of Economic planning?	2
	d) describe features of an Economic plan;	(i) Students to make group discussion on the features of Economic plan. (ii) Students to make plenary presentation on the features of an Economic plan. (iii) Students and teacher to summarise on the features of an Economic plan.	<ul style="list-style-type: none"> <li>Economic planning fliers</li> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to describe features of an Economic plan?	2
	e) describe Economic planning in capitalist economy, command economy and mixed economy;	(i) Students to make group discussion on Economic planning position in Capitalist economy, command economy and mixed economy. (ii) Students and teacher to make plenary presentation on the position of Economic planning in Capitalist Economy, Command and economy and mixed economy.	<ul style="list-style-type: none"> <li>Economic planning fliers</li> <li>Supplementary books</li> <li>Internet</li> </ul>	Is the student able to describe economic planning in Capitalist, Command and Mixed Economy?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	f) discuss problems of planning.	(i) Students to debate on the problems of planning. (ii) Students to make Library Search, Search on the problems of planning. (iii) Students and teacher to make plenary discussion and presentation on the problem of planning.	<ul style="list-style-type: none"> <li>• Textbooks,</li> <li>• Library Search,</li> </ul>	Is the student able to discuss problems of planning?	2
<b>19.0 STRUCTURE OF TANZANIAN ECONOMY</b> 19.1 Agriculture sector in Tanzania	By the end of this subtopic the student should be able to: a) describe the evolution and roles of agriculture sector in Tanzania;	(i) Students to make Library Search, Search on the evolution and roles of agriculture sector in the economy. (ii) Students to conduct group discussions and plenary presentations on the evolution and roles of agriculture sector in the economy.	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• VIPP cards</li> </ul>	Is the student able to describe the evolution and roles of agriculture sector in Tanzania?	2
	b) discuss problems facing agriculture sector in Tanzania;	Using VIPP cards students and teacher to conduct plenary discussion on the problems facing agriculture sector in Tanzania.	VIPP Cards	Is the student able to discuss the problems facing agriculture sector in Tanzania?	2
	c) discuss the effects and causes of price fluctuations of agricultural products in Tanzania.	(i) Students to make Library Search, Search on the effects and causes of price fluctuations of agricultural products in Tanzania. (ii) Students and teacher to make plenary presentation on the effects and causes of price fluctuation of agricultural products in Tanzania.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Textbooks</li> </ul>	Is the student able to discuss the causes and effects of price fluctuations of agricultural products in Tanzania?	2
	d) explain strategies for improving agriculture sector in Tanzania; and	Using VIPP cards students to conduct plenary discussion on strategies of improving agricultural sector in Tanzania.	VIPP cards	Is the student able to explain the strategies for improving agriculture sector in Tanzania?	2



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
	e) discuss the roles of agriculture sector to the development of industrial sector;	(i) Students to do a group assignment on the roles of agriculture sector on the development of industrial sector. (ii) Students to conduct a plenary presentation on the roles of agriculture sector on the development of industrial sector.	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Agriculture reports</li> <li>• government guidelines</li> </ul>	Is the student able to discuss the role of agriculture sector to the development of industrial sector?	2
19.2 Industrial sector in Tanzania	By the end of this sub topic the student should be able to: a) describe the nature of Industrial sector in Tanzania;	(i) Students to make Library Search, Search and internet search on the nature of industrial sector in Tanzania. (ii) Students to make plenary presentation on the nature of industrial sector in Tanzania.	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Internet,</li> <li>• Library Search,</li> </ul>	Is the student able to describe the nature of Industrial sector in Tanzania?	2
	b) describe the pros and cons of import substitution industries;	Students to conduct a debate on pros and cons of import substitution industries.	<ul style="list-style-type: none"> <li>• Text-books</li> <li>• TIC documents</li> <li>• TRA documents</li> </ul>	Is the student able to describe the pros and cons of import substitution industries?	2
	c) explain the Basic Industrialisation strategy;	(i) Students to conduct group discussion and plenary presentation on the basic industrialisation strategy. (ii) Students and teacher to summarise on the basic industrialisation strategy.	<ul style="list-style-type: none"> <li>• TIC documents</li> <li>• TRA documents</li> </ul>	Is the student able to explain the basic Industrialisation strategy?	2
	d) discuss the roles of Industrial sector and agriculture sector to the economy; and;	(i) Students to make Library Search, Search on the roles of industrial sector and agriculture sector.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Textbooks</li> </ul>	Is the student able to discuss the roles of Industrial sector and agriculture sector to the economy?	4



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
19.3 Ownership Pattern of Tanzania Economy		(ii) Students and teacher to make plenary presentation on the roles of industrial sector and agriculture sector to the economy.			
	e) discuss problems facing Industrial sector in Tanzania.	Students to conduct a plenary discussion on the problems facing industrial sector in Tanzania.	<ul style="list-style-type: none"> <li>• Sample of research report</li> <li>• Journals</li> </ul>	Is the student able to discuss problems facing Industrial sector in Tanzania?	2
	By the end of this subtopic the student should be able to: a) discuss the pros and cons of public and private sector ownership;	(i) Using VIPP cards students to conduct a plenary discussion on the pros and cons of public sector and private sector ownership. (ii) Students and teacher to summarise on the pros and cons of private and public sector ownership.	<ul style="list-style-type: none"> <li>• VIPP cards</li> <li>• Textbooks</li> <li>• Journals</li> </ul>	Is the student able to discuss the pros and cons of public and private sector ownership?	2
	b) explain the functions and weaknesses of Private sector ownership;	(i) Students to do Library Search, Search on the functions and weaknesses of private sector ownership. (ii) Students to do plenary presentation on the functions and weaknesses of private sector ownership.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• Textbooks</li> </ul>	Is the student able to explain the functions and weaknesses of private sector ownership?	2
	c) describe the policies to encourage private sector ownership;	(i) Students to search information for the policies to encourage private sector ownership. (ii) Students and teacher to make plenary discussion and presentation on the policies to encourage cooperative sector ownership.	<ul style="list-style-type: none"> <li>• Library Search,</li> <li>• internet,</li> <li>• textbooks</li> </ul>	Is the student able to describe the policies to encourage private sector ownership?	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
20.0 ECONOMIC GROWTH AND DEVELOPMENT 20.1 Economic growth	d) discuss the pros and cons of cooperative sector ownership;	Students and teacher to do a plenary discussion and presentation on the pros and cons of private sector ownership.	<ul style="list-style-type: none"> <li>Government policy</li> <li>TIC documents</li> </ul>	Is the student able to discuss the pros and cons of cooperative sector ownership?	2
	e) explain the roles and features of Informal sector ownership; and;	Students to conduct a debate on the features and roles of Informal sector ownership.	<ul style="list-style-type: none"> <li>Government policy</li> <li>Internet</li> </ul>	Is the student able to explain the roles and features of Informal sector ownership?	3
	f) discuss the major Tanzania economic problems.	Students and teacher to conduct plenary discussion on major Tanzania economic problems.	<ul style="list-style-type: none"> <li>Sample of research report</li> <li>TIC reports</li> </ul>	Is the student able to discuss the major Tanzania economic problems?	2
	By the end of this subtopic the student should be able to: a) explain the meaning of Economic growth;	(i) Students to make Library Search, Search and internet search on the meaning of Economic growth. (ii) Students and teacher to summarise on the meaning of Economic growth.	<ul style="list-style-type: none"> <li>Library Search, textbooks, internet</li> </ul>	Is the student able to explain the meaning of Economic growth?	1
	b) discuss the determinants of Economic growth;	(i) Students to make group discussion on the determinants of Economic growth. (ii) Students to make Library Search, Search on the determinants of Economic growth. (iii) Students and teacher to make plenary discussion and presentation on the determinants of Economic growth.	<ul style="list-style-type: none"> <li>Library Search, Textbooks</li> </ul>	Is the student able to discuss the determinants of Economic growth?	2
	c) discuss the growth policies of Tanzania; and ;	(i) Students to review different growth policies in Tanzania.	Growth policies document	Is the student able to discuss the growth	2

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		(ii) Students to form buzz group to discuss different growth policies in Tanzania. (iii) Students comment on different growth policies in Tanzania. (iv) Students and teacher to make plenary presentation on different growth policies in Tanzania.		policies of Tanzania?	
	d) explain the effects of Economic growth;	(i) Students to make Library Search, Search and internet search on the effects of Economic growth. (ii) Students to debate on the effects of Economic growth. (iii) Students and teacher to make plenary summary on the effects of Economic growth.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>internet</li> </ul>	Is the student able to explain the effects of Economic growth?	2
20.2 Economic Development	By the end of this subtopic the student should be able to: a) explain the meaning of Economic development;	(i) Students to make Library Search, Search and internet search on the meaning of Economic development. (ii) Students and teacher to summarize on the meaning of Economic development.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Internet,</li> <li>Textbook</li> </ul>	Is the student able to explain the meaning of Economic development?	1
	b) explain the Indicators of developing countries;	(i) Students to debate on the indicators of developing and developed countries. (ii) Students and teacher to summarise on the indicators of developing and developed countries.	<ul style="list-style-type: none"> <li>Internet</li> <li>Photos</li> <li>Offline materials</li> </ul>	Is the student able to explain indicators of developing countries?	2
	c) examine the five theories of Economic development; and ;	(i) Students to make Library Search, Search and internet search on the theories of economic development i.e.	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks,</li> <li>Internet</li> </ul>	Is the student able to examine the five theories of Economic development?	6



TOPIC/SUBTOPIC	SPECIFIC OBJECTIVE	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIOD
		Classical, Marxism, Rostow's Stage, Harrod Damar and The modern theories of economic development. (ii) Students and teacher to make plenary presentation on the theories of economic development.			
	d) explain the roles of international trade and aid in the process of development.	(i) Students to make group discussion on the roles of international trade and aid in the process of development. (ii) Students to make Library Search, Search on the roles of international trade and aid in the process of development. (iii) Students and teacher to summarise on (i).	<ul style="list-style-type: none"> <li>Library Search,</li> <li>Textbooks</li> </ul>	Is the student able to explain the roles of international trade and aid in the process of development?	2



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