



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED SECONDARY CURRICULUM



## ECONOMICS SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

2025



**ADVANCED SECONDARY  
CURRICULUM**

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**ECONOMICS  
SYLLABUS**

**2025**



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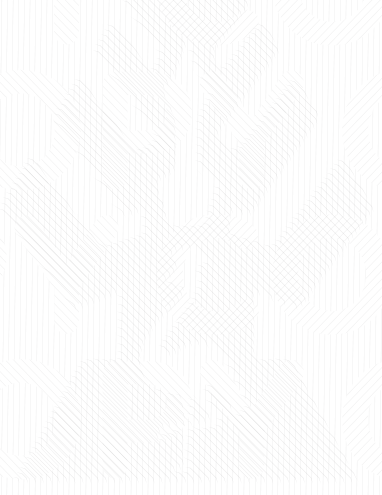
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## FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to Advanced Level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Economics syllabus develops learner's abilities to explore a variety of methods and strategies to analyse the dynamics of markets; to collect, analyse, and interpret data on production, consumption, and exchange, as well as other information to solve problems and make informed decisions; to understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation; and analyse and assess the impact of local and global institutions on the country's economy. It also promotes acquisition of Higher-order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making and problem-solving. It calls for the use of learner centred pedagogies with hands-on experience by the learners in real life situations, taking into account their diverse abilities and learning styles.

As the Minister responsible for Education and Sports, I endorse this syllabus as the official document for teaching and learning Economics at the Advanced Level of secondary education in Uganda.



Hon. Janet Kataaha Museveni

**First Lady and Minister of Education & Sports**

## ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the alignment of the Advanced Level Curriculum to Lower Secondary Curriculum in Uganda.

Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, staff of some schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Advanced Secondary Curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching learning syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



Dr Grace K. Baguma

Director

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## 1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

- i) appropriate
- ii) high-pitched or overloaded
- iii) covered at lower secondary
- iv) obsolete
- v) repeated in different topics
- vi) redundant

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that was no longer necessary for contemporary society and the 21st century.

### 1.1 Changes in the Curriculum

The alignment of the A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Economics syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before preparing the scheme of work, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

## 1.2 Classroom-Based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Economics focuses on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. **(See detailed syllabus)**

## 1.3 Learners with Special Educational Needs

The Advanced Secondary Curriculum was designed to take care of all learner's abilities and interests, including those with Special Educational Needs (SEN), to enable them to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to learning opportunities while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers. Therefore, an attempt has been made to take care of learners with SEN. The teacher should also consider these learners while developing lesson plans to ensure that they are not left behind.

## 1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life’s challenges in the 21st century.

**The key generic skills include:**

**1**

### Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

### Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

**2**

**3**

### Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

### Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading and writing fluently
- iv) Writing and presenting coherently
- v) Using a range of media to communicate ideas

**4**

**5**

### Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

### Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

**6**

**7**

### Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation



## 1.5 Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Citizenship and patriotism

These are a concern to all mankind irrespective of their areas of speciality. They are embedded in the learning outcomes of the different subjects.

## 1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to embrace these values as citizens of Uganda. The values are derived from Uganda's National Ethical Values Policy (2013). They are;

- i) Respect for humanity and environment
- ii) Honesty, uphold and defend the truth at all times
- iii) Justice and fairness in dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

These are neither taught directly in lessons, nor assessed through pen and paper. They are incorporated in some learning outcomes and developed through activities as learning progresses.

## 1.7 Information and Communication Technology Integration (ICT)

The integration of ICTs into teaching and learning is strongly encouraged in this Advanced Secondary Curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.



Teachers of ICT should endeavour to assist other teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs and gadgets
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like Math Type
Carry out academic search/research	Use the Internet, AI models, and other academic applications like “Encarta”, “Britannica”, etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

### 1.8 Projects

Project-based learning is an integral part of 21<sup>st</sup> century education. This syllabus incorporates several projects across various topics, which serve as examples. You are encouraged to develop more projects with your learners that can easily be linked to what is happening in the local environment. While doing this, keep aligned to the competency and learning outcomes of the topic.

## 1.9 The Aims of Secondary Education in Uganda

The Advanced Secondary Curriculum has been designed to fit into the aims of secondary education which are to:

- i) instil and promote national unity and an understanding of social and civic responsibilities.
- ii) promote an appreciation and understanding of the cultural heritage of Uganda including its languages.
- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and responsibility and initiative.
- iv) enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy.
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda.
- vi) enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment.
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, and self-employment through learning and development of social, physical, and leadership skills such as are obtained through games, sports, societies, and clubs.
- viii) lay the foundation for further education.
- ix) enable the individual to apply acquired skills in solving problems of the community and to develop a strong sense of constructive and beneficial belonging to that community.
- x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.
- xi) developing a positive attitude towards learning as a lifelong process.

## 1.10 The aims of the Advanced Secondary Curriculum

The aims of Advanced Secondary curriculum are to:

- i) adopt a competency-based learning approach.
- ii) develop holistic education for personal and national development based on clear shared values.
- iii) develop key skills which are essential to work and life and promote life-long learning.
- iv) adopt an integrated approach to learning that develops the ability of learners to apply what they have learned.
- v) improve on assessments by incorporating school-based assessment into End of Cycle Assessment.
- vi) emphasise the learner's participation through engagement with the community.
- vii) prepare learners for further education.

The Economics Syllabus has been designed to meet the above aims.

## 1.11 Rationale of Economics Subject at Advanced Secondary

Economics equips learners with knowledge, skills, values, and attitudes that enables them to participate in, contribute to, adapt to, and survive in a challenging economic society. It enables them to demonstrate a critical awareness of the benefits of responsible and effective resource utilisation.

Learners are able to:

- i) acquire economics vocabulary that allows them to debate and communicate the essentials of this subject.
- ii) apply, in a responsible and accountable manner, the principles that underlie basic economic processes and practices.
- iii) explore a variety of methods and strategies to analyse and explain the dynamics of markets.
- iv) collect, analyse, and interpret data on production, consumption, and exchange, as well as other information to solve problems and make informed decisions.
- v) understand human rights concerns, reflect on the wealth creation process, and engage in poverty alleviation.
- vi) analyse and assess the impact of local and global institutions on the country's economy.
- vii) further their studies in Economics, Education, Development Studies, Business Finance and Accounting, Mass Communication, Tourism, Business Administration, Agriculture Economics, Law and Statistics among others.



## 1.12 Subject Overview

Studying Economics enables the learner to appropriately allocate scarce resources among competing alternatives through effective participation in designing and implementing strategies or policies for personal and community development.

## 1.13 Time Allocation

The learners shall be engaged for nine (9) periods of 40 minutes each per week from Senior Five to Senior Six.

## 1.14 Suggested Approaches to Teaching and Learning of Economics

The approaches suggested below enhance learning and empower teachers to support learners so that they acquire planned competencies. This necessitates teachers to work alongside learners to guide, facilitate, support and supervise them as they progress through the learning process. These approaches include but not limited to:

1. **Inquiry-based learning:** Learners are encouraged to conduct research based on their interests and solve problems through a series of questions and scenarios. This approach enhances critical thinking, communication and research skills.
2. **Experiential learning:** Learners actively participate in hands-on experiences during research and learn by reflecting on their activities. This approach leads to the development of reflective skills.
3. **Problem and project-based learning:** Learners find solutions to problems through their experience in research and projects. This leads to the development of critical thinking, social and research skills.
4. **Case-based learning:** Learners discuss and analyse real world scenarios which enables them to develop critical thinking, analytical and research skills.
5. **Discovery learning:** Learners build their own knowledge through active participation, exploration and inquiry. This encourages them to think critically, ask questions and hypothesise through research.



## 1.15 Programme Planner

Topic Number	Topic Title	Periods
<b>Senior Five Term 1</b>		
1	Introduction to Economics	16
2	Price Theory	80
	<b>Total number of periods per term</b>	<b>96</b>
<b>Senior Five Term 2</b>		
3	Production and Market Structures	96
	<b>Total number of periods per term</b>	<b>96</b>
<b>Senior Five Term 3</b>		
4	National Income	50
5	Economic Growth, Economic Development and Development Theories	46
	<b>Total number of periods per term</b>	<b>96</b>
<b>Senior Six Term 1</b>		
6	Economic Development Strategies	36
7	Population, Labour, Labour Unions and Employment	60
	<b>Total number of periods per term</b>	<b>96</b>
<b>Senior Six Term 2</b>		
8	Money, Banking and Inflation	40
9	Public Finance and Fiscal Policy	56
	<b>Total number of periods per term</b>	<b>96</b>
<b>Senior Six Term Three</b>		
10	International Trade	60
11	Economic Development Planning	36
	<b>Total number of periods per term</b>	<b>96</b>

### 1.16 Note to users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning outcomes	Suggested learning activities	Sample assessment strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some of <b>these as k, u, s, gs</b> and <b>v/a</b> for emphasis to the teacher on what to consider during the lesson.	The sort of hands and minds on engagements, which enable the learner to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse ( <b>DEAA</b> ) as they participate in knowledge construction.	Opportunities for assessment within the learning process, that is, during and after the lesson.

The learning activities and assessment strategies in the syllabus are “suggested” and “samples” respectively and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and for learners with Special Educational Needs (SEN).

## 2.0 DETAILED SYLLABUS

### Senior Five Term: One

#### TOPIC 1: Introduction to Economics

**Duration:** 16 Periods

**Competency:** The learner applies key economic concepts and fundamental economic problems through analysing specific data to make proper decisions for personal and community development.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) describe the economic concepts, types of goods, economic questions and fundamental economic problems, in microeconomics. (u, gs, v)	In groups, learners read extracts/texts on economic concepts, types of goods, economic questions and fundamental economic problems and questions. They make presentations to the class.	a) Observe learners as they interact during group discussions and presentations. Take note of their: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Converse with learners by asking probing questions about economic concepts, types of goods, economic questions and fundamental economic problems to encourage critical thinking. c) Evaluate learners' presentations and provide feedback for improvement.
b) illustrate and interpret the Production Possibility Frontier (PPF) for effective resource allocation. (s, gs, v)	a) In pairs, learners analyse a text on the hypothetical production schedule to illustrate a PPF and display graphs in class for a gallery walk.	a) Observe learners as they study the schedule and how they illustrate the PPF taking note of their illustrating skills and how they critically analyse the graphs and take note of their: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Ask learners probing questions about the PPF to allow critical thinking and conceptualisation of the concept. c) Evaluate learners' illustrations and give feedback on the quality of shapes of curves/plotting.



<p>c) analyse the economic systems that determine the allocation and utilisation of resources in different countries. (u, s, gs)</p>	<p>In groups, learners:</p> <p>a) search for and discuss the major economic systems (Capitalist, Socialist, Mixed), highlighting their characteristics and implications.</p> <p>b) make write-ups and share findings in plenary.</p>	<p>a) Observe learners as they present their findings on the economic systems (Capitalist, Socialist, Mixed) while taking note of their:</p> <p>i) communication skills.</p> <p>ii) cooperation and self-directed learning.</p> <p>b) Ask learners probing questions about each economic system and take note of how they relate them to Uganda.</p> <p>c) Evaluate write-ups and provide feedback.</p>
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## TOPIC 2: Price Theory

**Duration:** 80 Periods

**Competency:** The learner supports community actors on the efficient allocation of resources, by analysing data on market behaviour and household consumption concerning community welfare.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>a) Analyse economic concepts including market and price, types of price, functions of price in the market, types and characteristics of a market in a market economy. (u, v, gs)</p>	<p>a) In groups, learners discuss market and price, types of price, functions of price in the market, types and characteristics of a market in a market economy by searching using ICT devices and other resource materials, and then make presentations.</p>	<p>a) Observe the learners as they search and make their findings on the market and price, types of price, functions of price in the market, types and characteristics of a market in a market economy while taking note of their:</p> <ul style="list-style-type: none"> <li>i) Communication skills.</li> <li>ii) Respect for one another's opinions.</li> <li>iii) Cooperation and self-directed learning.</li> </ul> <p>b) Converse with learners and ask probing questions about the concepts, of market and price, types of prices, functions of price in the market, types and characteristics of a market in a market economy.</p> <p>c) Assess the write-ups and provide feedback.</p>
<p>b) Demonstrate understanding of the theory of demand including, types of demand, demand function, the slope of the demand curve and law of demand, determinants of quantity demanded, change in quantity demanded and change in demand, exceptional demand curves, market demand and its determinants, the</p>	<p>a) Using ICT devices and other resource materials, in groups, learners search about the concept of the demand curve, types of demand, demand function, the slope of the demand curve and law of demand, determinants of quantity demanded, change in quantity demanded and change in demand,</p>	<p>a) Observe learners as they construct the demand curves including exceptional situations, taking note of their:</p> <ul style="list-style-type: none"> <li>i) Illustrative skills.</li> <li>ii) Communications skills.</li> </ul> <p>b) Converse with learners while guiding them on how to illustrate the demand curve and allow them to critique themselves as they take a gallery walk.</p> <p>c) Assess the accuracy of the demand curve and provide feedback.</p>

<p>indifference curve approach and consumer's equilibrium, deriving the equilibrium of the consumer using the indifference curve approach, and the utility theory as used in a free market economy. (u, s, gs)</p>	<p>exceptional demand curves, market</p> <p>b) demand and its determinants. Make write-ups for pinning on the wall for a gallery walk.</p>	
<p>d) Demonstrate understanding of the theory of supply, including the law of supply and deriving the normal supply curve, the supply schedule, the slope of the supply curve, factors influencing supply, aggregate supply, exceptional supply curves, interrelated supply, change in quantity supplied and change in supply in a free market economy. (u, s, gs)</p>	<p>a) In groups, learners use ICT devices and other resource materials, to search and discuss the law of supply and derive the normal supply curve, the supply schedule, the slope of the supply curve, factors influencing supply, aggregate supply, exceptional supply curves, interrelated supply, change in quantity supplied and change in supply in a free market economy.</p>	<p>a) Observe the learners as they discuss their findings on the concepts including the law of supply while taking note of their:</p> <ul style="list-style-type: none"> <li>i) Communication skills.</li> <li>ii) ICT proficiency.</li> </ul> <p>b) Converse with learners about how to illustrate the supply curves and allow them to critique themselves as they take a gallery walk.</p> <p>c) Assess the accuracy of the graphs and provide feedback.</p>
<p>e) Analyse market equilibrium including the meaning of equilibrium price and quantity, derivation of the market equilibrium, consumer's and producer's surplus. (u, s, gs)</p>	<p>In groups, learners;</p> <p>a) Discuss the meaning of equilibrium price and quantity, market equilibrium, consumer's and producer's surplus</p> <p>b) Use hypothetical data given to illustrate market equilibrium, consumer's and producer's surplus.</p> <p>c) Display the findings on the wall for a gallery walk to allow critiquing from their peers.</p>	<p>a) Observe learners as they interact in their groups, to derive the meaning and illustration of the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) Illustration skills.</li> <li>ii) Communication skills.</li> <li>iii) Cooperation and self-directed learning.</li> </ul> <p>b) Converse with learners by asking probing questions about the concepts to encourage critical thinking.</p> <p>c) Evaluate the displays and presentations, and provide feedback.</p>
<p>f) Demonstrate an understanding of</p>	<p>a) In groups, learners use textbook extracts and</p>	<p>a) Observe learners as they study, discuss, calculate and interpret</p>

<p>elasticity of demand, types of elasticity of demand, types of price elasticity of demand, determinants of price elasticity of demand, incidence of a tax and subsidy, income elasticity of demand and its factors, uses of income elasticity of demand, cross elasticity of demand and their respective interpretation in a market. (u, s, gs)</p>	<p>ICT devices to study, discuss and compute elasticity of demand, types of elasticity of demand, types of price elasticity of demand, determinants of price elasticity of demand, incidence of a tax and subsidy, income elasticity of demand and its factors, uses of income elasticity of demand, cross elasticity of demand and its interpretation in a market.</p> <p>b) Have learners present their work in the plenary.</p>	<p>elasticity of demand considering their:</p> <ul style="list-style-type: none"> <li>i) Mathematical skills.</li> <li>ii) ICT skills.</li> <li>iii) Cooperation and self-directed learning.</li> <li>iv) Communication skills.</li> </ul> <p>b) Converse with learners as they discuss, compute and interpret the coefficients of elasticity of demand.</p> <p>c) assess the learner’s submissions on the calculated coefficients and provide feedback while taking note of their:</p> <ul style="list-style-type: none"> <li>i) Critical analysis.</li> <li>ii) Correctness of computations and interpretations.</li> <li>iii) Correct illustrations of graphs.</li> </ul>
<p>g) Illustrate elasticity of supply including the meaning of elasticity of supply, types of elasticity of supply, its computation and interpretation, determinants of elasticity of supply, elasticity and incidence of tax and subsidy, and importance of elasticity of supply in the market. (u, s, gs)</p>	<p>a) In groups, learners discuss and compute the meaning of elasticity of supply, types of elasticity of supply, determinants of elasticity of supply, elasticity and incidence of tax and subsidy, and importance of elasticity of supply in the market.</p> <p>b) The learners should present their work in the plenary.</p>	<p>a) Observe learners as they discuss and compute elasticity of supply, types of elasticity of supply, determinants of elasticity of supply, incidence of tax and subsidy, and importance of elasticity of supply in the market, while taking note of their:</p> <ul style="list-style-type: none"> <li>i) Mathematical computation skills.</li> <li>ii) Cooperation and self-directed learning.</li> <li>iii) Communication skills.</li> </ul> <p>b) Probe learners on the interpretation of coefficients of elasticity of supply and their applications to trigger their critical thinking.</p> <p>c) Observe the learners’ presentations and provide feedback.</p>



<p>h) Describe price fluctuations and price control, including causes of price fluctuations of agricultural products compared to industrial products, price control, types and implications of price control in the market. (u, gs, v)</p>	<p>a) In groups, learners use ICT devices and print resources to search on price fluctuations and price control, including causes of price fluctuations of agricultural products compared to industrial products, price control, types and implications of price control in the market.</p> <p>b) Learners make a write-up and present it to the class.</p>	<p>a) Observe learners as they search, discuss and present price fluctuations and price control, including causes of price fluctuations of agricultural products compared to industrial products, price control, types and implications of price control in the market. Take note of their:</p> <ul style="list-style-type: none"> <li>i) Cooperation and self-directed learning.</li> <li>ii) Communication skills.</li> <li>iii) ICT proficiency.</li> <li>iv) Honesty and integrity in the market.</li> </ul> <p>b) Probe the learners to clearly bring out the implications of price fluctuations and price control, for critical thinking.</p> <p>c) Assess learners' work and provide feedback.</p>
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## Senior Five Term: Two

### TOPIC 3: Production and Market Structures

**Duration:** 96 Periods

**Competency:** The learner participates in evaluating local producers by analysing data from surveys to understand the dynamics of production and market settings, and applies this knowledge to efficiently operate firms that support community development.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the concepts of production, including types, forms, levels, factors, and mobility of factors, as well as division of labour and specialisation, to understand how they contribute to wealth creation in a community (u, gs, v).	a) Learners brainstorm the meaning of production, wealth, and its characteristics and thereafter outline their responses for presentation in the plenary.	a) Observe learners as they brainstorm and discuss the concepts, taking note of their: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Converse with the learners and pose probing questions to encourage learners to think of the activities in their communities in relation to production and wealth creation. c) Review each group's notes and provide feedback for improvement.
	b) Learners, in groups, discuss the types, levels and factors of production and their rewards, and mobility of factors of production. They also search on division of labour and specialisation showing their advantages and disadvantages. c) Learners present their work in plenary.	a) Observe learners as they discuss the concepts listed in the activity, taking note of the following: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Converse with the learners and pose probing questions to encourage them to think of the activities in their communities in relation to production and wealth creation. c) Review each group's notes and provide feedback for improvement.

<p>b) demonstrate an understanding of a firm, its objectives, size, input-output relationship, the law of diminishing returns, location and localisation, their merits and demerits, survival of firms, and co-existence of small-scale and large-scale firms in the production process. (s, gs, v)</p>	<p>a) In pairs, learners search about the meaning of a firm, objectives of firms, factors influencing the size of the firm and its short term and long-term decisions, input-output relationship, the law of diminishing returns and the law of returns to scale, factors leading to location and localisation of firms, merits and demerits of localisation of firms, survival of firms/ growth of firms, concepts of firms and industry including mergers, the co-existence of small scale alongside large-scale firms.</p> <p>b) Let learners display their work for a gallery walk.</p>	<p>a) Observe learners as they search the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> <p>b) Converse with learners and ask them probing questions on the concepts to determine their critical thinking.</p> <p>c) Assess the outputs produced by the learners and provide feedback.</p>
<p>c) analyse the theory of costs including types of costs in the short run, relationship between total cost, total variable cost, fixed cost and average costs, average variable costs, marginal cost, economies of scale and diseconomies of scale and performance of firms in terms of output, profits and efficiency in production. (s, gs, v)</p>	<p>a) In groups, learners demonstrate their understanding of types of costs in the short run, the relationship between total cost, variable cost, fixed cost and average costs, average variable costs, marginal cost, output and profits and search for information on the performance of firms in terms of economies and diseconomies of scale.</p> <p>b) Learners present their findings to class.</p>	<p>a) Observe learners as they demonstrate understanding of the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> <p>b) Converse with learners and ask them probing questions on the concepts.</p> <p>c) Assess the outputs produced by the learners, and provide feedback.</p>

<p>d) analyse the theory of revenue including types of revenue, their relationship, determination of different types of revenue, profits and losses, and relationship between, total revenue, average revenue, marginal revenue and demand in a firm. (s, gs, v)</p>	<p>a) In groups, learners search for information using ICT devices and print materials on types of revenue, their relationship, determination of different types of revenue, profits and losses, relationship between total revenue, average revenue, marginal revenue and demand in a firm.</p> <p>b) Learners present their findings to class.</p>	<p>a) Observe learners as they demonstrate their understanding of the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> <p>b) Converse with learners and ask them probing questions on the concepts.</p> <p>c) Assess the outputs produced by the learners and provide feedback for improvement.</p>
<p>e) classify different market structures including, Perfect competition Monopoly, Monopolistic competition and Oligopoly, while considering the dynamics of price in the market. (u, gs)</p>	<p>a) Learners, in groups, use text book extracts and discuss the classification of market structures Perfect competition Monopoly, Monopolistic competition and Oligopoly, while considering the dynamics of price in the market.</p>	<p>a) Observe learners as they discuss the concepts, taking note of their communication skills.</p> <p>b) Ask learners probing questions on the concepts, to allow critical thinking and problem solving skills.</p> <p>c) Assess the outputs produced by the learners, and provide feedback to the learners.</p>
<p>f) examine market structures including Perfect competition, Monopoly, Monopolistic competition, and Oligopoly, considering their characteristics, the relationship between average revenue, marginal revenue, price, and demand, short and long-run</p>	<p>a) Learners search, discuss or use round robin to discuss the characteristics or salient features of different market structures, the relationship between average revenue, marginal revenue, price and demand, and present in the plenary.</p>	<p>a) Observe learners as they make their presentations on the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> <li>iv) accuracy in illustrations.</li> </ul> <p>b) Converse with learners by asking them probing questions on the concepts, taking note of their analytical, critical thinking and presentation skills.</p>



<p>equilibrium, break-even, and shutdown points of a firm under perfect competition, advantages, and disadvantages, price discrimination, price determination under oligopoly and forms of non-price competition in a market situation. (u, gs, s)</p>		<p>c) Assess the outputs produced by the learners, and provide feedback for improvement.</p>
	<p>a) In groups, learners use textbook extracts to demonstrate the short- and long-run equilibrium of different market structures, break-even, and shutdown points of a firm under perfect competition and display their work for a gallery walk.</p>	<p>a) Observe learners as they illustrate the concepts, taking note of their:</p> <ul style="list-style-type: none"> <li>i) accuracy in making illustrations.</li> <li>ii) communication skills.</li> </ul> <p>b) Converse with learners and ask them probing questions on the concepts, taking note of their analytical and critical thinking skills.</p> <p>c) Assess the outputs produced by the learners.</p>
	<p>b) Using ICT devices and other resource materials, learners, in groups, assess the advantages and disadvantages of each market structure, price determination under oligopoly, and forms of non-price competition and present in class.</p>	<p>a) Observe learners as they make their group presentations on the advantages and disadvantages, price determination under oligopoly, and forms of non-price competition, taking note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) collaboration skills.</li> <li>iii) accuracy in illustrations.</li> <li>iv) ICT proficiency.</li> </ul> <p>b) Converse with learners and ask them probing questions on the concepts, taking note of their analytical, critical thinking, and presentation skills.</p> <p>c) Assess the outputs produced by the learners, and provide feedback for improvement.</p>
<p>c) In groups, learners discuss the sources and control of monopoly power, equilibrium position, and price discrimination, and make write-ups for presentation in the plenary.</p>	<p>a) Converse with learners and ask them probing questions on the sources of monopoly, equilibrium, and price determination taking note of their analytical, critical thinking, and presentation skills.</p> <p>b) Assess the write-up (output) produced by the learners, and provide feedback for improvement.</p>	



## Senior Five Term: Three

### TOPIC 4: National Income

**Duration:** 50 Periods

**Competency:** The learner assesses the impact of various income variables on community development, by collecting and analysing relevant data on macroeconomic indicators and income distribution, to inform the decisions of community actors.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse and apply key concepts related to National Income, such as Gross Domestic Product, Gross (GDP), National Product, Net National Product (NNP), per capita income, disposable income, real income, transfer payments.( u, gs, v)	a) In groups, Learners discuss the basic terms used in National Income and present the responses in class.	a) Observe learners as they brainstorm basic terms in National Income paying attention to clarity of terms and encouraging all learners to participate. b) Ask learners probing questions on the basic terms used in National Income to establish their level of understanding. c) Assess the learners' presentations on the basic terms used in National Income and give feedback.
b) analyse National Income concepts including the circular flow of income in a closed and open economy, uses of National Income statistics and the equilibrium position of National Income in Closed and Open Economies.(u, gs, v)	a) In groups, learners read extracts or texts on National Income concepts such as, the circular flow of income in a closed and open economy, uses of national income statistics and the equilibrium position of National Income in Closed and Open Economies. b) Learners discuss and present their work to the plenary.	a) Observe learners as they discuss the concepts, taking note of their: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> <li>iv) accuracy in illustrations of circular flows.</li> </ul> b) Converse with learners and ask them probing questions on the concepts, taking note of their analytical and critical thinking skills. c) Assess the outputs produced by the learners and provide feedback to them.

<p>d) estimate the National Income figures of a country using different approaches of measuring National Income, considering the problems of measuring national income, adjustment of national income, comparison of national income and per capita income over time and between countries, inflationary and deflationary gaps, the concepts of the multiplier and accelerator and factors that influence the investment multiplier in an economy, particularly of Uganda.(u, s, gs, v)</p>	<p>In groups, learners:</p> <p>a) demonstrate using different approaches to measure National Income.</p> <p>b) brainstorm the problems of measuring national income, adjustment of national income, comparison of national income and per capita income over time and between countries.</p> <p>c) use ICT devices and other resource materials to search on inflationary and deflationary gaps, the concepts of multiplier and accelerator and factors that influence the investment multiplier in an economy particularly of Uganda.</p> <p>d) Learners display work in class for a gallery walk.</p>	<p>a) Observe learners as they discuss the concepts, taking note of their:</p> <p>i) communication skills.</p> <p>ii) collaboration.</p> <p>iii) accuracy in computation national income adjustments and multipliers.</p> <p>b) Converse with learners by asking them probing questions on the concepts, taking note of their problem-solving skills.</p> <p>c) Assess the outputs produced by the learners on inflationary and deflationary gaps, the concept of multiplier and accelerator and factors that influence the investment multiplier in an economy showing applicability to Uganda.</p>
<p>e) explain national income determination including factors determining the national income of a country. (u, gs, v)</p>	<p>a) Learners, in groups, use ICT devices and other resource materials to search for national income determination including factors determining the size of national income of a country showing clearly the levels of national income in Uganda and the reasons for it.</p>	<p>a) Observe learners as they interact with search materials taking note of their teamwork and search skills.</p> <p>b) Ask learners probing questions on factors that determine the country's national income, taking note of their analytical and critical thinking skills.</p> <p>c) Assess the outputs produced by the learners on national income determination including factors determining the national income of a country showing clearly the levels of national income in Uganda and the reasons for it.</p>
<p>f) compare per capita income and welfare</p>	<p>a) .In groups, learners search using ICT</p>	<p>a) Observe learners as they discuss the concepts, taking note of their:</p>

<p>including distribution of income and wealth in East African countries, income inequality, types of income inequality and their causes, arguments for and against uneven distribution of income and wealth and low per capita incomes in developing countries drawing specific reference to Uganda. (u, s, gs, v)</p>	<p>devices the meaning of Income inequality, types of income inequality, distribution of income and wealth in East African countries giving causes of income inequality and possible remedies, arguments for and against uneven distribution of income and wealth, and low per capita incomes in developing countries, with a specific focus on Uganda, and thereafter each group presents their work to plenary.</p>	<ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> <ul style="list-style-type: none"> <li>b) Ask learners probing questions on the concepts, taking note of their problem-solving skills.</li> <li>c) Assess the outputs produced by the learners on the meaning of income inequality, types of income inequality, distribution of income and wealth in East African countries giving causes of income inequality and possible remedies, arguments for and against uneven distribution of income and wealth and low per capita incomes in developing countries, with specific reference to Uganda.</li> </ul>
<p>g) demonstrate understanding of cost and standard of living, the relationship between cost and standard of living, consumer price indices, uses and limitations in an economy. ( u, s, gs, v)</p>	<ul style="list-style-type: none"> <li>a) In groups, learners use textbook extracts to discuss cost and standard of living, the relationship between cost and standard of living, consumer price indices, its uses and limitation in an economy.</li> <li>b) Learners present their work to the plenary.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe learners as they discuss the concepts taking note of their:                         <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) respect for one another's opinions.</li> <li>iii) cooperation and self-directed learning.</li> </ul> </li> <li>b) Converse with learners and ask them probing questions on the concepts, taking note of their analytical, critical thinking and problem-solving skills.</li> <li>c) Assess the outputs produced by the learners on cost and standard of living, the relationship between national income and standard of living, consumer price indices, its uses and limitations in an economy.</li> </ul>



## TOPIC 5: Economic Growth, Economic Development and Development Theories

**Duration:** 46 Periods

**Competency:** The learner analyses and applies growth theories to develop evidence-based recommendations for community stakeholders and policymakers, promoting informed decision-making for sustainable economic growth and national development.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) evaluate economic growth emphasising the factors determining it, costs, benefits and its implication on the development of Uganda's economy. (u, s, gs)	a) In groups, learners discuss economic growth including factors determining economic growth, costs and benefits, measurements and characteristics of underdevelopment drawing relevant examples to Uganda's economy. b) Learners display their work for a gallery walk.	a) Observe learners as they discuss the concepts, taking note of their analytical, problem-solving, collaboration and communication skills. b) Converse with learners asking them probing questions on the concepts, taking note of their critical thinking. c) Assess the outputs produced by the learners and give feedback.
b) analyse economic development, its objectives and factors influencing it in a country with specific reference to Uganda. (u, s, gs)	a) In groups: i) learners take a visit around the school or nearby community to assess the state of schools, medical facilities, quality of water, housing facilities, and quality of life of the people. ii) learners compare these findings with the indicators of economic development and present in the plenary. b) Individually, learners prepare and present a report to the class on the state of economic growth and development in the community. Based on the findings, learners judge whether Uganda is experiencing economic growth or economic development.	a) Observe learners as they collect information from the field taking note of their: i) interaction with the community. ii) communication skills. iii) analytical skills. b) Converse with learners as they present in the class while asking questions that elicit concepts of economic growth and development. c) Assess learners' field reports on economic growth and economic development.
c) recommend the most appropriate	In groups, learners:	a) Observe learners as they analyse the theories of

<p>theory for economic growth and development concerning balanced growth, unbalanced growth and big push, assessing their advantages, disadvantages and limitations in the Ugandan context. (u, s, gs, va)</p>	<p>a) analyse textbook extracts on balanced, unbalanced and big push growth theories.</p> <p>b) present the findings to other groups, assessing the advantages and disadvantages of each, their limitations and applicability to Uganda, and recommend one for the country.</p>	<p>balanced, unbalanced and big push theory, taking note of their analytical, problem-solving, collaboration and communication skills.</p> <p>b) Converse with learners as you probe them on whether Uganda has achieved economic growth or economic development, taking note of their analytical and critical thinking skills.</p> <p>c) Assess learners' presentations and give feedback.</p>
<p>d) design measures to address poverty and underdevelopment in an economy, pointing out the forms, vicious cycle of poverty, and causes of poverty and underdevelopment, with reference to Uganda. (u, s, gs, va)</p>	<p>a) Learners brainstorm the meaning of poverty, underdevelopment, forms of poverty and characteristics of the poor.</p> <p>b) In groups, learners:</p> <p>i) conduct a field study in the nearby community to assess poverty and underdevelopment in that area and write a report for presentation to the plenary.</p> <p>ii) design and implement a project as an intervention to poverty in that community.</p>	<p>a) Observe learners as they brainstorm, discuss and visit the community to assess poverty levels and design projects to address it. Take note of the following analytical skills:</p> <p>i) critical thinking and problem-solving skills.</p> <p>ii) communication skills.</p> <p>b) Converse with learners to establish their conceptualisation of poverty and underdevelopment in Uganda taking note of their critical thinking skills.</p> <p>c) Assess the learners' project reports on poverty in the community and the policy measures to overcome underdevelopment in Uganda. Give feedback for improvement.</p>

## Senior Six Term: One

### TOPIC 6: Economic Development Strategies

**Duration:** 36 Periods

**Competency:** The learner models for the community and policymakers the most effective strategies for tackling local development challenges by assessing and comparing different development strategies.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) appraise labour-intensive and capital-intensive techniques of production, explain why labour-intensive techniques of production are predominant in Uganda and suggest the most appropriate technique of production for Uganda. (k, gs, v)</p>	<p>In groups, learners:</p> <p>a) brainstorm the meaning of labour-intensive and capital-intensive techniques of production.</p> <p>b) debate the advantages and disadvantages of labour-intensive and capital-intensive techniques of production and discuss why labour-intensive techniques of production are predominant in Uganda.</p>	<p>a) Observe learners as they brainstorm, debate and discuss the meaning of labour-intensive and capital-intensive techniques of production, the advantages and disadvantages of labour-intensive and capital-intensive techniques of production, why labour intensive techniques of production are predominant in Uganda and the most appropriate technique of production for Uganda. Take note of their:</p> <ul style="list-style-type: none"> <li>i) analytical skills.</li> <li>ii) critical thinking and problem-solving skills.</li> <li>iii) creativity and innovative skills.</li> <li>iv) collaborative skills.</li> </ul> <p>b) Converse with learners as you probe them on the concepts of capital-intensive and labour-intensive techniques of production.</p> <p>c) Assess the learners' write-ups on the techniques of production and their debating skills, and make comments for improvement.</p>



<p>b) compare intermediate and appropriate technology, features of intermediate technology and appropriate technology, their advantages and disadvantages in the production process relating to their applicability to Uganda. (u, gs, v)</p>	<p>a) In groups, learners discuss the meaning of intermediate technology and appropriate technology and then present in the plenary.</p>	<p>a) Observe the learners as they discuss the meaning of intermediate technology and appropriate technology, the features of intermediate technology and appropriate technology and advantages and disadvantages of each. Take note of their:</p> <ul style="list-style-type: none"> <li>i) analytical skills.</li> <li>ii) creativity and innovative skills.</li> <li>iii) teamwork skills.</li> </ul> <p>b) Converse with the learners and ask probing questions on both intermediate and appropriate technologies of production to assess their critical thinking skills.</p> <p>c) Assess how they present their work in the plenary and give feedback for improvement.</p>
<p>c) describe the role of foreign aid in the economic development of the country and the advantages and disadvantages of foreign aid to the government of Uganda. (u, gs, va)</p>	<p>a) In groups, learners use ICT devices and other resource materials to search about the meaning of foreign aid, the advantages and disadvantages of foreign aid to the government of Uganda and present their findings in plenary.</p>	<p>a) Observe learners as they present their work. Taking note of their:</p> <ul style="list-style-type: none"> <li>ii) analytical skills.</li> <li>iii) problem-solving skills.</li> <li>iv) creativity and innovative skills.</li> <li>v) collaborative skills.</li> </ul> <p>b) Converse with learners and ask probing questions on the advantages and disadvantages of foreign aid to the government of Uganda.</p> <p>c) Evaluate the learners' output on foreign aid and make comments for improvement.</p>

<p>d) analyse the roles of agriculture and industry in the development process and import substitution and export promotion strategies, specifically relating to Uganda's economy. (u, s, gs, va)</p>	<p>a) In groups, learners listen to a guest speaker (preferably from the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) and the Ministry of Trade, Industry and Cooperatives, or from Uganda National Chamber of Commerce) make a presentation on the structure and role of agriculture and industry, and the implications of import substitution and export promotion strategies in the development process.</p> <p>b) Individually, learners ask relevant questions and take note of the important aspects of the Guest Speaker's presentation.</p> <p>c) Learners write a report on the guest speaker's presentation.</p>	<p>a) Observe learners as they listen to the Guest Speaker, taking note of their:</p> <ol style="list-style-type: none"> <li>i) listening skills.</li> <li>ii) writing skills.</li> </ol> <p>b) Converse with the learners and ask probing questions on agriculture and industry and the implications of import substitution and export promotion development strategies in the country, taking note of their fluency, clarity and confidence.</p> <p>c) Evaluate the learners' reports and give feedback for improvement.</p>
<p>e) assess the role of education in the economic development process of the country, its challenges and solutions, with reference to Uganda. (u, s, gs, va)</p>	<p>a) In groups, learners use ICT devices and other resource materials to search the meaning of education, and its role in economic development, stressing the education challenges and solutions, particularly in Uganda.</p> <p>b) learners present their work in the plenary.</p>	<p>a) Observe learners as they interact with ICT search gadgets taking note of their:</p> <ol style="list-style-type: none"> <li>i) search skills.</li> <li>ii) problem-solving skills.</li> <li>iii) collaboration skills.</li> </ol> <p>b) Converse with learners while probing to determine the role of education in their lives, taking note of their analytical skills.</p> <p>c) Assess learners' presentations and give feedback.</p>

## TOPIC 7: Population, Labour, Labour Unions and Employment

**Duration:** 60 Periods

**Competency:** The learner analyses population trends, labour market dynamics, and their impact on national development and employment, using relevant statistics and graphical data to develop evidence-based policy recommendations that incorporate ethical principles and promote sustainable community and national development.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) analyse population including size, structure, trend and distribution, implications, factors that impact on population, over, under and optimum population, consequences of increasing, declining, and an ageing population, rapid population growth rate and its influence on the development process of a country paying particular attention to Uganda. (u, gs, v)	Learners: a) use think-pair-share to discuss concepts of the population (population size, structure, optimum population, overpopulation, under population). b) discuss, in groups, the consequences of increasing, declining, and an ageing population, rapid population growth rate and its influence on the development process of a country paying particular attention to Uganda. c) make a presentation to the plenary.	a) Observe the learners as they use think-pair-share on population (population size, structure, optimum population, overpopulation, population) and as they discuss consequences of increasing, declining, and ageing population, rapid population growth rate and its influence on the development process of a country paying particular attention to Uganda. Take note of their: i) communication skills. ii) cooperation and self-directed learning. b) Converse with learners by asking probing questions on the concepts of population to allow critical thinking and problem-solving. c) Assess the learner’s presentations and give feedback on their work.
b) assess the contribution of labour to community and national development	a) Use textbook extracts or ICT devices to search about the contribution of labour to community and national development including the structure of the labour force	a) Observe learners as they search for the information asked for and as they present their work. Take note of: i) communication skills. ii) ICT proficiency.



<p>including the structure of the labour force and factors that influence it, supply and demand for labour and factors determining them, theories of wage determination and methods of wage payment (piece and time rate) merits and demerits of each. (u, s, gs, va)</p>	<p>and factors that influence it, supply and demand for labour and factors determining them, theories of wage determination and methods of wage payment (piece and time rate) and the merits and demerits of each. Let learners present their work to the plenary.</p>	<p>b) Converse with learners, asking probing questions to establish their critical thinking and Problem-solving skills. c) Assess the output of the learner's search on the contribution of labour to community and national development including the structure of the labour force and factors that influence it, supply and demand for labour and factors determining them, theories of wage determination and methods of wage payment (piece and time rate) and the merits and demerits of each.</p>
<p>c) evaluate the performance of labour unions in negotiating for better conditions of work and higher wages for their members including types of labour unions, objectives of labour unions, tools used by labour unions to negotiate for wages, achievements and failures of labour unions in Uganda. (u, gs, v)</p>	<p>a) Learners use textbook extracts or ICT devices to search on the performance of labour unions in negotiating for better conditions of work and higher wages for their members including, types of labour unions, objectives of labour unions, tools used by labour unions to negotiate for wages, achievements and failures of labour unions. b) Learners present their work in the class.</p>	<p>a) Observe learners as they search for the information asked for and as they present their work. Take note of: i) cooperation and self-directed learning. ii) communications skills. iii) ICT proficiency. c) Converse with learners, asking probing questions to establish their critical thinking and problem-solving skills. d) Assess the output of the learner's search on the performance of labour unions in negotiating for better conditions of work and higher wages for their members including types of labour unions, objectives of labour unions, tools used by labour unions to negotiate for wage achievements and failures of labour unions.</p>

<p>d) design interventions to address the unemployment problem in a country including the meaning of employment, full employment, underemployment and unemployment, types of employment, nature of unemployment, types of unemployment, causes of unemployment and how they can be solved in developing countries particularly in Uganda. (u,s)</p>	<p>a) In groups, learners discuss the meaning of:</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• unemployment</li> <li>• full employment</li> <li>• underemployment</li> <li>• voluntary unemployment</li> <li>• involuntary unemployment</li> </ul> <p>b.) Learners share their findings with the class.</p>	<p>a) Observe learners as they discuss the meaning of:</p> <ul style="list-style-type: none"> <li>• employment</li> <li>• unemployment</li> <li>• full employment</li> <li>• underemployment</li> <li>• voluntary unemployment</li> <li>• involuntary unemployment</li> </ul> <p>Take note of their creativity and innovation.</p> <p>b) Converse with learners, asking probing questions to establish their critical thinking and problem-solving skills.</p> <p>c) Assess the learner’s outputs and provide feedback.</p>
	<p>a) Learners use textbook extracts and the round robin approach to discuss the types of employment, nature of unemployment, types of unemployment, causes of unemployment and how they can be solved in developing countries, specifically in Uganda.</p>	<p>a) Observe learners as they use the round robin approach, taking note of their:</p> <ul style="list-style-type: none"> <li>i) critical thinking and problem-solving skills.</li> <li>ii) creativity and innovative skills.</li> </ul> <p>b) Assess learners’ solutions to the unemployment problem, especially in Uganda.</p>

## Senior Six Term: Two

### TOPIC 8: Money, Banking and Inflation

**Duration:** 40 Periods

**Competency:** The learner demonstrates ethical financial management prowess by generating income through legitimate means, utilising financial institutions to optimise resource allocation, and developing strategies to mitigate the effects of inflation, ultimately contributing to sustainable national development.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) analyse the concept of money, including its functions, types, and supply, and explain the determinants of money supply in an open economy, the quantity theory of money, and the interrelationships between money supply, price level, and output, as well as the factors influencing demand for money and its value in an economy. (u, gs, v)	In groups, learners: a) discuss: i) the meaning of money. ii) functions of money. iii) characteristics of money. iv) types of money. b) present their work in class.	a) Observe the learners as they discuss concepts of money, taking note of their: i) cooperation and self-directed learning ii) honesty in making and handling money b) Converse with learners by probing them on the concepts of money to allow critical thinking. c) Assess the learners' work and provide feedback.
	a) use textbook extracts, ICT devices and any other resource to search and discuss the: i) supply of money (M1 and M2). ii) determinants of money supply in an open economy. iii) quantity theory of money (its applicability and shortcomings). iv) relationship between money supply, price level and output as explained by the quantity theory of money. b) Have learners present their work in the plenary.	a) Observe the learners as they discuss concepts of the: i) supply of money (M1 and M2). ii) determinants of money supply in an open economy. iii) quantity theory of money (its applicability and shortcomings). iv) relationship between money supply, price level and output as explained by the quantity theory of money. b) Have learners present their work in the plenary, taking note of their: i) creativity and innovation in generating money. ii) communication skills.



		<ul style="list-style-type: none"> <li>iii) honesty in making and handling money.</li> <li>c) Converse with learners and ask probing questions on the determinants of money supply and the quantity theory of money to enable critical thinking.</li> <li>d) Assess the learners' work and provide feedback.</li> </ul>
	<ul style="list-style-type: none"> <li>a) Learners use the jigsaw approach on demand for money and value for money in an economy giving attention to Uganda's economy.</li> <li>b) Learners present their work to the class.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe the learners as they discuss concepts of demand for money and value for money in an economy giving attention to Uganda's economy and as they make their presentation to class.</li> <li>b) Converse with learners and ask probing questions about the determinants of money demand, and value for money to enable critical thinking.</li> <li>c) Assess learners' work and provide feedback.</li> </ul>
<ul style="list-style-type: none"> <li>c) evaluate the role of the Central Bank in the economic development of a country; covering monetary policy (objectives, tools, effectiveness and performance of the monetary sector in Uganda. (u, gs)</li> </ul>	<ul style="list-style-type: none"> <li>a) In groups, learners read a case study on the Central Bank of Uganda and discuss the:                             <ul style="list-style-type: none"> <li>i) meaning of Central Bank.</li> <li>ii) monetary policy.</li> <li>iii) Objectives of monetary policy.</li> <li>iv) tools of the monetary policy.</li> <li>v) effectiveness of monetary policy.</li> <li>vi) performance of the monetary policy.</li> </ul> </li> <li>b) Learners make presentations to the class.</li> </ul>	<ul style="list-style-type: none"> <li>a) Observe the learners as they read the case study on the Central Bank of Uganda and as they make their presentations to the class.</li> <li>b) Ask probing questions about the limitations to monetary policy for purposes of encouraging critical thinking and problem-solving.</li> <li>c) Assess the learners' work and provide feedback.</li> </ul>
<ul style="list-style-type: none"> <li>d) assess the role of the commercial banks (local and foreign) in the economic development of a country, how</li> </ul>	<ul style="list-style-type: none"> <li>a) Learners use the jigsaw method on the following:                             <ul style="list-style-type: none"> <li>i) meaning of commercial banks.</li> <li>ii) types of commercial banks.</li> <li>iii) functions of commercial banks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) Observe the learners as they use the jigsaw method on the:                             <ul style="list-style-type: none"> <li>i) meaning of commercial banks.</li> <li>ii) types of commercial banks.</li> <li>iii) functions of commercial banks.</li> </ul> </li> </ul>

<p>commercial banks reconcile profitability, liquidity and security, challenges faced by commercial banks in Uganda and credit creation (assumptions, process, factors influencing, and limitations) in Uganda. (u, gs, v)</p>	<p>iv) role of foreign commercial banks. v) functions of local commercial banks. vi) credit creation. vii) process of credit creation. viii) limitations of credit creation. ix) how banks reconcile profitability, liquidity and security.</p> <p>b) Learners present their work to the class.</p>	<p>iv) role of foreign commercial banks. v) functions of local commercial banks. vi) credit creation. vii) process of credit creation. viii) limitations of credit creation. ix) how banks reconcile profitability, liquidity and security while taking note of their: i) cooperation and self-directed learning. ii) honesty in making and handling money.</p> <p>b) Ask probing questions about the process of credit creation, roles of commercial banks to encourage critical thinking and problem-solving.</p> <p>c) Assess the learners' work and provide feedback.</p>
<p>e) describe the role of the non-banking institutions (development banks, insurance companies, credit associations) in the economic development of a country including challenges faced in Uganda. (u, gs, v)</p>	<p>a) Have a Guest Speaker to present to learners on the: i) Meaning of non-banking financial intermediaries. ii) roles of development banks. iii) insurance companies. iv) credit associations.</p> <p>b) Individually, learners take notes and write a report of the presentation of the Guest Speaker and present to the class.</p>	<p>a) Observe the learners, taking note of their: i) ability to listen attentively. ii) respect towards the Guest Speaker and fellow learners during the talk. iii) classroom environment during the speakers' presentation. iv) honesty in making and handling money.</p> <p>b) Learners converse with and ask the Guest Speaker relevant questions about how to participate in banking and non-banking financial activities.</p> <p>c) Assess the reports concerning banking and non-banking products, requirements for account opening, and the benefits associated. Give the learners feedback.</p>

<p>f) design measures of controlling inflation in an economy, including meaning, degree, types, causes, effects and relationship between inflation and unemployment, giving specific reference to Uganda. (u, gs, v)</p>	<p>a) In groups, learners use ICT devices and any other relevant source of information to search for information on the:</p> <ul style="list-style-type: none"> <li>i) meaning of inflation, deflation and reflation.</li> <li>ii) degree of inflation.</li> <li>iii) Types of inflation.</li> </ul> <p>b) Learners make presentations in class.</p>	<p>a) Observe learners as they present their work to the class on the:</p> <ul style="list-style-type: none"> <li>i) meaning of inflation, deflation and reflation.</li> <li>ii) degree of inflation.</li> <li>iii) types of inflation.</li> </ul> <p>b) Ask learners probing questions about their experience of inflation in Uganda taking note of their critical thinking and problem solving skills.</p> <p>c) Assess the learners' work on the:</p> <ul style="list-style-type: none"> <li>i) meaning of inflation.</li> <li>ii) deflation and reflation.</li> <li>iii) degree of inflation.</li> <li>iv) types of inflation.</li> </ul> <p>and provide feedback for improvement.</p>
	<p>a) Use textbook extracts and UBOS reports on inflation to search and discuss the causes, effects, and relationship between inflation and unemployment and solutions to inflation with specific reference to Uganda.</p> <p>b) Write an essay and present it in class.</p>	<p>a) Observe learners as they present their work to the class on the causes, effects, and relationship between inflation and unemployment and the solutions to inflation with specific reference to Uganda.</p> <p>b) Ask learners probing questions about their solutions to inflation in Uganda to encourage problem-solving.</p> <p>c) Assess the learners' essays on the causes and effects of inflation, the relationship between inflation and the unemployment and solutions to inflation giving specific reference to Uganda and give them feedback.</p>



**TOPIC 9: Public Finance and Fiscal Policy**
**Duration: 56 Periods**

**Competency:** The learner advises the community on the sources of Public Finance and its uses, the need to have an effective Fiscal Policy for a country, the need to improve a country's tax revenue collection and the need for good public debt management practices in an economy for national development.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
a) examine public finance, branches, public revenue and its need, sources of public revenue (tax and non-tax), types of public expenditure, and reasons for the persistent increase in public expenditure in Uganda. (u, gs)	In groups, learners: <ul style="list-style-type: none"> <li>a) discuss public finance, its branches, public revenue and its need, sources of public revenue (tax and non-tax), types of public expenditure, and reasons for persistent increase in public expenditure in Uganda.</li> <li>b) make a write-up and present it to the class.</li> </ul>	a) Observe the learners as they search, discuss, and present public finance, its branches, public revenue and its need, sources of public revenue (tax and non-tax), types of public expenditure, and reasons for persistent increase in public expenditure in Uganda. Take note of their: <ul style="list-style-type: none"> <li>i) critical thinking and problem-solving skills.</li> <li>ii) communication skills.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Ask learners probing questions about the concepts of public finance and its sources to encourage problem-solving and allow for critical thinking. c) Assess the write-ups and provide feedback for improvement.
b) recommend measures to increase the country's tax revenue including the meaning of taxation, the role of taxation in the development of an economy, canons of taxation, types of taxes, the advantages and disadvantages of	a) In groups, learners use ICT devices or textbook extracts to search for the meaning of taxation, the role of taxation in the development of an economy, canons of taxation, types of taxes advantages and disadvantages of each, categories of taxes, taxes and duties collected by the Central government, taxes and duties collected by the	a) Observe the learners' participation as they search, discuss, and present concepts of taxation. Take note of their: <ul style="list-style-type: none"> <li>i) critical thinking and problem-solving skills.</li> <li>ii) communication skills.</li> <li>iii) cooperation and self-directed learning.</li> </ul> b) Converse with learners and ask probing questions about the concepts of taxation to enable

<p>each, categories of taxes, taxes and duties collected by the Central Government, taxes and duties collected by the local government, reasons for low tax revenue in Uganda, measures to increase tax revenue in Uganda, the role of taxation in the development of an economy with specific reference to Uganda. (u, gs, v)</p>	<p>local government, reasons for low tax revenue in Uganda, measures to increase tax revenue in Uganda and the role of taxation in the development of an economy.</p> <p>b) Learners make a write-up and present in the class.</p>	<p>critical thinking and problem-solving.</p> <p>c) Assess the write-ups and provide feedback to the learners for improvement.</p>
<p>c) describe tax administration and tax compliance including the role of URA in tax administration, key stakeholders in Uganda’s tax administration, elements of tax compliance, factors influencing tax compliance, benefits of tax compliance, forms of non- tax compliance, measures for enhancing tax compliance and rights and obligations of a taxpayer in a country with</p>	<p>a) Learners listen to a Guest Speaker presenting on tax administration and tax compliance including the role of URA in tax administration, key stakeholders in Uganda’s tax administration, elements of tax compliance, factors influencing tax compliance, benefits of tax compliance, forms of non-tax compliance, measures for enhancing tax compliance and rights and obligations of a taxpayer in a country with specific reference to Uganda.</p> <p>b) Let learners write reports for assessment by the teacher.</p>	<p>a) Observe learners as they listen to the Guest Speaker and take note of their, critical thinking and problem-solving skills, communication skills, cooperation and self-directed learning.</p> <p>b) Converse with learners on tax administration and tax compliance asking probing questions to encourage problem-solving.</p> <p>c) Assess the learners’ reports written based on the Guest Speaker’s presentation and provide feedback for improvement.</p>

<p>specific reference to Uganda. (u, gs)</p>		
<p>d) compute taxes payable using prevailing rates, including domestic taxes, individual tax incomes, employment income tax, presumptive tax, rental income tax, value added tax, local service tax, excise duty, import duty, corporate tax, VAT, withholding tax, infrastructural levy, and environmental levy in a country with specific reference to Uganda. (u, s, v, gs)</p>	<p>a) Individually, learners, brainstorm the meaning of domestic taxes, individual tax incomes, employment income tax, presumptive tax, rental income tax, value added tax, local service tax, excise duty, import duty, corporate tax, VAT, withholding tax, infrastructural levy, and environmental levy.</p> <p>b) In groups, learners use ICT devices to search on how to compute the following taxes:</p> <ul style="list-style-type: none"> <li>i) domestic taxes</li> <li>ii) individual tax incomes</li> <li>iii) employment income tax</li> <li>iv) presumptive tax</li> <li>v) rental income tax</li> <li>vi) value added tax</li> <li>vii) local service tax</li> <li>viii) withholding tax</li> <li>ix) excise duty</li> <li>x) import duty</li> <li>xi) corporate tax</li> <li>xii) VAT</li> <li>xiii) infrastructural levy</li> <li>xiv) environmental levy</li> </ul> <p>c) Learners compute sample taxes and present them in class.</p>	<p>a) Observe learners as they brainstorm and compute sample taxes taking note of their:</p> <ul style="list-style-type: none"> <li>i) mathematical computation skills.</li> <li>ii) ICT proficiency.</li> <li>iii) cooperation and self- directed learning.</li> <li>iv) honesty and integrity.</li> <li>v) national consciousness and patriotism.</li> </ul> <p>b) Converse with learners about the computation of different taxes taking note of their critical thinking and problem-solving skills.</p> <p>c) Assess learners' computed outputs and give feedback.</p>
<p>e) show understanding of a public debt, pointing out its meaning, classification, reasons for incurring it, strategies for effective public debt management, and its role in the</p>	<p>a) In groups, learners discuss public debt, pointing out its meaning, classification, reasons for incurring it, strategies for effective public debt management, and its role in the economic development of a country with specific reference to Uganda.</p> <p>b) Learners present their findings to the class.</p>	<p>a) Observe learners as they discuss public debt, meaning, classification, reasons for incurring it, strategies for effective public debt management, and its role in the economic development of the country. Take note of their:</p> <ul style="list-style-type: none"> <li>i) Communication skills.</li> <li>ii) critical thinking and problem-solving skills.</li> </ul> <p>b) Converse with learners about effective strategies for public debt management taking note of their creativity and innovation.</p>



<p>economic development of a country with specific reference to Uganda. (u, gs, v)</p>		<p>c) Assess the learners' presentations and give them feedback.</p>
<p>f) analyse the meaning of fiscal policy and its objectives in achieving economic stability and growth in an economy with specific reference to Uganda. (u, gs)</p>	<p>a) Learners use the think-pair-share method to discuss the meaning of fiscal policy and its objectives in achieving economic stability and growth in an economy with specific reference to Uganda.</p>	<p>b) Observe learners as they pair up and share on the meaning of fiscal policy and its objectives in achieving economic stability and growth. Take note of their cooperation and self-directed learning. c) Converse with learners about the objectives of fiscal policy in achieving economic stability and growth.</p>
<p>g) examine the national budget including the types, persistent budget deficit in Uganda, ways to minimise a deficit budget, and ways of financing a deficit budget to foster economic development in the economy of Uganda. (u, gs, v)</p>	<p>b) In groups, learners use textbook extracts and ICT devices to search on and discuss the meaning of budgeting, types, and the role of a budget as an instrument of social and economic development in an economy. c) Learners make notes and present to the plenary.</p>	<p>a) Observe learners as they search, discuss, and present the meaning of budgeting, types, and the role of a budget as an instrument of social and economic development in an economy. Take note of their: i) ICT proficiency. ii) communication skills. iii) cooperation and self-directed learning. iv) honesty, integrity, social harmony, and national consciousness and patriotism. b) Converse with learners about the role of the budget as an instrument of social and economic policy in the development of an economy, taking note of their critical thinking and problem-solving skills. c) Assess learners' presentations and notes and give them feedback.</p>

	<p>a) Individually, learners listen to the National Budget Speech and take note of key economic and social highlights and present their findings to the class.</p>	<p>a) Observe learners as they listen, discuss, and present the meaning of budgeting, types, and the role of budget as an instrument of social and economic development in an economy, while taking note of their:</p> <ul style="list-style-type: none"> <li>i) ICT proficiency.</li> <li>ii) communication skills.</li> <li>iii) cooperation and self-directed learning.</li> <li>iv) honesty, integrity, social harmony, and national consciousness and patriotism.</li> </ul> <p>b) Converse with learners about the role of the budget as an instrument of social and economic policy in the development of an economy, taking note of their, critical thinking and problem-solving skills.</p> <p>c) Assess learners' presentations and notes and give them feedback.</p>
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## Senior Six Term: Three

### TOPIC 10: International Trade

**Duration:** 60 Periods

**Competency:** The learner demonstrates knowledge, understanding, and application of the concept of International Trade in the development of an economy.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
<p>a) analyse the fundamental concepts of International Trade, including its forms and basis, benefits, the principle of comparative advantage and its implications, arguments for free trade, merits and demerits of protectionism, terms of trade, the balance of trade and balance of payment, balance of payments problems, balance of payments (causes of unfavourable balance of payments effects and solutions to overcome balance of payments problems) in an economy with specific reference to Uganda. (u, gs)</p>	<p>In groups:</p> <p>a) learners use ICT devices and any other source of information to search on the forms and basis of International Trade, benefits, the principle of comparative advantage and its implications, arguments for free trade, merits and demerits of protectionism, terms of trade, the balance of trade and balance of payment, balance of payments problems.</p> <p>b) display their write-ups in a class for a gallery walk and peer critiquing.</p>	<p>a) Observe the learners in groups as they discuss the forms and basis of international trade, the principle of comparative advantage and its implications, arguments for free trade, merits and demerits of protectionism, terms of trade, the balance of trade and balance of payment, and balance of payment problems. Take note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) critical thinking and problem-solving skills.</li> </ul> <p>b) Converse with the learners and ask guiding questions about the concepts of international trade, and the comparative advantage theory, benefits, and challenges of international trade for a country.</p> <p>c) Assess the write-ups and provide the learners with feedback.</p>



	<p>d) In groups, learners use ICT devices and any other relevant source of information to search and discuss balance of payment problems, balance of payments in Uganda (causes of unfavourable balance of payments in Uganda, effects and solutions to overcome balance of payments problems) in an economy with specific reference to Uganda.</p> <p>b) Learners write an essay about their findings and present in class.</p>	<p>a) Observe the learners as they search and discuss balance of payments problems, balance of payments in Uganda (causes of unfavourable balance of payments in Uganda, effects and solutions to overcome balance of payments problems) in an economy with specific reference to Uganda. Take note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) critical thinking and problem-solving skills.</li> <li>iii) creativity and innovation.</li> </ul> <p>b) Converse with the learners and ask probing questions as they discuss and present to determine their critical thinking.</p> <p>c) Assess the essays and provide feedback for improvement.</p>
<p>b) examine the role of foreign currency, meaning of foreign exchange, types of exchange rates in an economy, advantages, and disadvantages of each exchange rate to the economic development of a country with specific reference to Uganda. (s, gs, v)</p>	<p>a) Learners use the round robin method to get information on the:</p> <ul style="list-style-type: none"> <li>i. meaning of foreign exchange.</li> <li>ii. role of foreign currency in an economy.</li> <li>iii. types of foreign exchange rates.</li> <li>iv. advantages and disadvantages of each type of foreign exchange rate in an economy.</li> </ul> <p>b) Pin up their work and carry out a gallery walk for critiquing.</p>	<p>a) Observe learners as they use the round robin to get information on the:</p> <ul style="list-style-type: none"> <li>i) meaning of foreign exchange.</li> <li>ii) role of foreign currency in an economy.</li> <li>iii) types of foreign exchange rates.</li> <li>iv) advantages and disadvantages of each type of foreign exchange rate in an economy.</li> </ul> <p>Take note of their:</p> <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) mathematical computations.</li> </ul>

		<p>b) Converse with learners and ask probing questions about the meaning of foreign exchange, types of foreign exchange rates, advantages and disadvantages of each type of foreign exchange rate while taking note of their critical thinking skills.</p> <p>c) Evaluate the write-ups and provide feedback for improvement, considering good time management.</p>
<p>c) describe the forms benefits and challenges of economic integration including the necessary conditions for success and gains from economic integration in developing countries with reference to the East African Community (EAC). (s, gs, v)</p>	<p>a) In groups, learners read a case study and discuss the, meaning, forms (free trade area, customs union, and common market, economic union), necessary conditions for success, gains, and challenges of economic integration in developing countries with reference to the East African Community.</p> <p>b) Learners write an essay and make a presentation to the class.</p>	<p>a) Observe learners as they read a case study and discuss the meaning, forms, and necessary conditions for success, and gains of economic integration in an economy while taking note of their cooperation and self-directed learning.</p> <p>b) Ask learners probing questions on the case study about, meaning, forms, and necessary conditions for the success, gains, and costs of economic integration in an economy, to emphasise critical thinking and problem-solving.</p> <p>c) Evaluate the essays the learners write and provide feedback for improvement.</p>

**TOPIC 11: Economic Development Planning**
**Duration:** 36 Periods

**Competency:** The learner demonstrates the ability to analyse economic development plans, propose strategies to address development needs, and suggest alternative development plans for an economy.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) analyse an economic development plan for a country, taking note of, the meaning, need for, forms, principles, features, and challenges in formulation and implementation of economic development plans in Uganda. (u, gs, s)</p>	<p>In groups:</p> <p>a) learners use ICT devices and any other relevant source of information to search and discuss the meaning, need for, forms, principles, features and challenges in formulation and implementation of economic development plans in Uganda.</p> <p>b) learners make write-ups and present them in class for critiquing.</p>	<p>a) Observe the learners as they search and discuss the meaning, need for, forms, principles, features, and challenges in the formulation and implementation of economic development plans in Uganda. Take note of their:</p> <p>i) creative and innovative skills.</p> <p>ii) critical thinking and problem-solving.</p> <p>b) Converse with learners and ask probing questions as they discuss. Take note of their diversity and multicultural skills.</p> <p>c) Assess the write-ups and provide feedback, for improvement.</p>



<p>b) evaluate the current development plan in Uganda in achieving the intended goals. (s, gs)</p>	<p>a) In groups, learners use ICT devices, textbook extracts and magazines to get information to discuss the current National Development Plan (NDP) and the Parish Development Model (PDM) and evaluate their achievement of the intended goals.</p> <p>b) Present the findings to the class.</p>	<p>a) Observe the learners as they search and discuss the current National Development Plan (NDP) and the Parish Development Model (PDM), taking note of their:</p> <ul style="list-style-type: none"> <li>i) critical thinking and problem-solving skills.</li> <li>ii) ICT proficiency.</li> </ul> <p>b) Converse with learners and ask probing questions on forms, principles and challenges and take note of their critical thinking and problem-solving skills</p> <p>c) Assess the sample plans and provide feedback for improvement.</p>
	<p>a) Learners prepare a development plan for their community and present to the class for critiquing.</p>	<p>a) Observe learners as they prepare development plans for their communities and as they present them to the class.</p> <p>b) Converse with learners and ask probing questions as they present taking note of their confidence, ICT skills and critical thinking and problem-solving skills.</p> <p>c) Evaluate their plans and provide feedback.</p>

**Notes:** **u** = Understanding, **s** = Skills, **gs** = Generic Skills, **sr** = Self-Reliance, **ld** = Leadership,

**p** = Patriotism, **ll** = Long-life Learner, **MU** = Morally Upright

## 3.0 ASSESSMENT

### 3.1 Assessing Economics

The Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to skills acquisition. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabuses are outlined in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is abbreviated by the letters k, u, s, v and a.

It is impossible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal and variable, and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They can be assessed through tests and examinations. Values and attitudes can be assessed over time through observing and interacting with the learner during school-based assessment.

This section therefore focuses on knowledge, understanding and skills. Each has its own implications for learning and assessment.

To assess knowledge, understanding, skills and their application, we need to consider various factors. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment is critical.

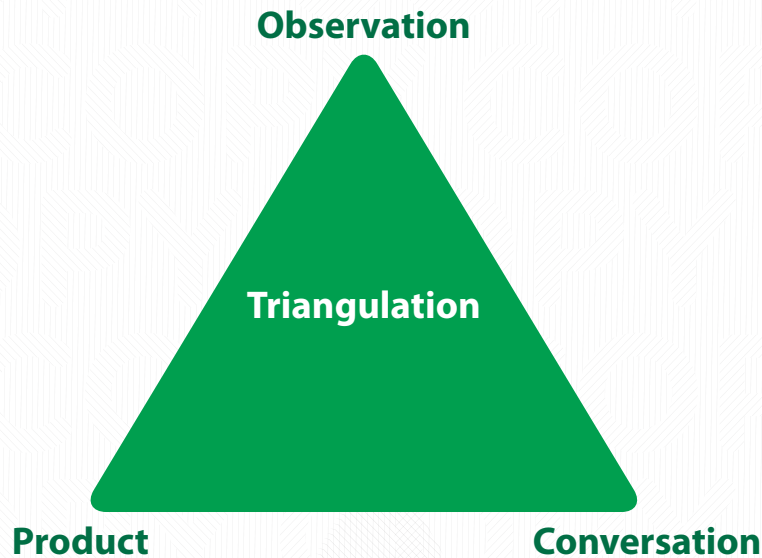
### 3.2 Formative Assessment

In this Advanced Secondary Curriculum, the teacher’s role in assessment is not only to write tests for learners, but to make professional judgements about their learning in the course of the teaching and learning process. The professional judgement is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- a) **Observation** – watching learners working (good for assessing skills, values and attitudes)
- b) **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding)
- c) **Product** – assessing the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting and so on). In this context, a “product” is seen as something physical that the teacher can keep and look at, not something theoretical.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (for instance, evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”.



### 3.3 Assessing Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes. Assessing generic skills is done with the help of an observation checklist and scoring rubric.

### 3.4 Assessing Values/Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal, innate and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observation and interactions.

### 3.5 Assessment of Project-based learning

Project-based learning is a teaching-learning method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry.



## 4.0 SUMMATIVE ASSESSMENT

### 4.1 School Based Summative Assessment

There is only one school-based summative assessment at the end of the year. There is no longer examinations or tests set at the beginning, mid and end of every term. Instead, there is a summing up of on-going teacher assessments made in the context of learning through end of topic scenario-based tasks (Activities of Integration). The learners are subjected to mock examinations in preparation for their final end of cycle assessment.

### 4.2 External Summative Assessment

The external assessment is conducted by the Uganda National Examinations Board (UNEb) at the end of Senior Six. Economics is assessed as a principle subject.

### 4.3 Record keeping

In competency-based learning, accurate and comprehensive record keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school must keep accurate records about the learners' achievement.

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of the learners' strengths, weaknesses, and areas for improvement.

The collected data and evidence from these assessments are correctly recorded and maintained in the learners' files, portfolios and anecdotal notes.

## Glossary of Key Terms

Term	Definition
<b>Competency Curriculum</b>	One in which learners develop the ability to apply their learning with confidence in a range of situations.
<b>Differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs strengths, preferences, and abilities.
<b>Formative Assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
<b>Generic Skills</b>	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
<b>Inclusion</b>	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
<b>Learning Outcome</b>	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
<b>Process Skill</b>	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
<b>Sample Assessment Activity</b>	An activity that allows a learner to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
<b>Suggested Learning Activity</b>	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.









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