THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY
CURRICULUM

ENTREPRENEURSHIP EDUCATION
SYLLABUS

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

2025

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Contents

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 Entrepreneurship Education syllabus: promotes learners' abilities to acquire entrepreneurship skills and become competitive in the world of work; enables learners to develop independent thinking and living among learners while helping them identify opportunities, map resources, create jobs, and reduce unemployment; allows them to apply knowledge, skills, values, and attitudes to meet and solve emerging societal and economic challenges; promotes critical awareness of the benefits of responsible and effective resource utilisation through exploring business opportunities in the environment; equips learners with up-to-date knowledge in theoretical and practical aspects of innovative and modern management methods in enterprises; enables learners to initiate and manage profitable business activities effectively.

This adapted Entrepreneurship Education syllabus also promotes the acquisition of Higher-Order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making, and problem-solving. It calls for learner-centred pedagogies with hands-on experience by the learners in real-life situations while acknowledging different learner abilities and learning styles.

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

Hon. Janet Kataaha Museveni
First Lady and Minister of Education & Sports

ACKNOWLEDGMENTS

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 Adapted A level 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 or on the Website: www.ncdc.go.ug

Dr Grace K. Baguma
Director
National Curriculum Development Centre

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 and 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 Entrepreneurship Education syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus 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 Entrepreneurship Education 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 learners' abilities and interests, including those with Special Educational Needs (SEN), 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 emphasizes 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 Special Education needs. The teacher should also make consideration of 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 and proposing solutions
iv) Predicting outcomes and making reasoned decisions
v) Evaluating different solutions

2

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

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

4

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

5

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

6

Information and Communication Technology (ICT) Proficiency
i) Using technology to create, manipulate and process information
ii) Using technology to collaborate, communicate and refine work

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 that young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners 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 specialty. They are infused within the different 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 develop these values as citizens of Uganda. These values are derived from Uganda's National Ethical Values Policy (2013). They are;

i)   Respect for humanity and the environment
ii)   Honesty, upholding and defending 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 not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated into 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 A-level adapted 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 the 21st-century education. The 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, make effort to keep aligned to the competency and learning outcomes of the topic.

1.9. The Aims of Secondary Education in Uganda

The Upper Secondary Curriculum has been designed to fit into the aims of secondary education listed hereunder:

i)   instilling and promoting national unity and an understanding of social and civic responsibilities.

ii)   promoting an appreciation and understanding of the cultural heritage of Uganda including its languages.

iii) imparting and promoting a sense of self-discipline, ethical and spiritual values, personal and responsibility, and initiative.

iv) enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy.

v)   providing 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) enabling 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.

vii) laying the foundation for further education.

viii) enabling the individual to apply acquired skills in solving problems of the community.

ix) instilling positive attitudes towards productive work.

1.10. Aims of the Advanced Secondary Curriculum

i)   To adopt a competency-based learning approach.

ii)   To develop holistic education for personal and national development based on clear shared values.

iii) To develop key skills which are essential to work and life and promote lifelong learning.

iv) To adopt an integrated learning approach that enhances learners' ability of to apply learning.

v)   To improve assessment methods by incorporating school-based assessment into End-of-Cycle Assessment.

vi) To enhance learner participation through active community engagement.

vii) To prepare learners for further education

Entrepreneurship Education syllabus has been designed to meet the above aims.

1.11. The Rationale for the Entrepreneurship Education Curriculum at Advanced Level

The aims of teaching Entrepreneurship Education are:

i) To prepare learners to acquire entrepreneurship skills and become competitive in business and the world of work.

ii) To develop independent thinking and living among learners while helping them identify opportunities, map resources, create jobs, and reduce unemployment.

iii) To help the learner apply knowledge, skills, values, and attitudes to meet and solve emerging societal and economic challenges.

iv) To promote critical awareness of the benefits of responsible and effective resource utilisation through exploring business opportunities in the environment.

v) To equip learners with up-to-date knowledge in theoretical and practical aspects of innovative and modern management methods in enterprises.

vi) To enable learners to initiate and manage profitable business activities effectively.

1.12. Subject Overview

Entrepreneurship should enable the learner to start and manage an enterprise sustainably by scanning the environment, exploring business ideas and opportunities, mobilising resources and utilising them for self-reliance and national 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 Entrepreneurship Education

The suggested approaches 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;

i) **Inquiry-based learning**: Learners are encouraged to investigate the Biblical, traditional, and contemporary ethical guidelines through research directed by their interest and solve problems through a series of questions and scenarios enhancing critical thinking, communication, and research skills.

ii) **Experiential learning**: Learners actively participate in hands-on experiences during research and learn through reflecting upon what they are doing which leads to the development of reflective skills.

iii) **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.

iv) **Case-based learning**: Learners refer to real-world scenarios to discuss and analyse them in reference to Biblical and traditional African scenarios which enable them to develop critical thinking, analytical, and research skills.

v) **Discovery learning:** Learners construct their own knowledge through active participation, exploration, and inquiry which encourages them to critically think, ask questions, and hypothesize through research.

1.15. Programme Planner

SN	TOPICS	PERIODS
	SENIOR FIVE TERM 1	
1	Introduction to Entrepreneurship Education	56
2	The Entrepreneurial Environment	40
	TOTAL	**96**
	SENIOR FIVE TERM 2	
3	Business Ideas and Opportunities	20
4	Business Planning	30
5	Production in an Enterprise	46
	TOTAL	**96**
	SENIOR FIVE TERM 3	
6	Marketing in an Enterprise	50
7	Social Entrepreneurship	46
	TOTAL	**96**
	SENIOR SIX TERM 1	
8	Small and Medium enterprises	46
9	Insurance in Business	30
10	Capital Markets	20
	TOTAL	**96**
	SENIOR SIX TERM 2	
11	Human Resource in an Enterprise	56
12	Finance in an Enterprise	40
	TOTAL	**96**
	SENIOR SIX TERM 3	
13	Taxation	56
14	Business Competition	40
	TOTAL	**96**

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 these as **k, u, s, gs, and v/a** for emphasis to the teacher on what to consider during the lesson.	The sort of hands and minds on engagements that 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 (**DEAA**) 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 1

TOPIC 1: Introduction to Entrepreneurship Education

DURATION: 56 Periods

Competency: The learner appreciates the role of entrepreneurship through the application of entrepreneurial skills and building a unique personal brand for the benefit of self and society.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the role of entrepreneurship in economic development reflecting on the benefits and challenges of self-employment and paid employment in Uganda. (u, gs, v)	a) Learners brainstorm the: i) meaning of entrepreneurship. ii) role of entrepreneurship in the economic development of a country. Analyse real-world examples of entrepreneurs who have significantly contributed to economic development. They present their findings to the class for discussion. b) In groups learners: i) read a case study on the benefits and challenges of self and paid employment with examples relevant to Uganda. ii) participate in a debating session, to discuss whether to opt for self or paid employment. Learners share their work with the class and take note of key points during the sessions.	a) Observe the learners as they brainstorm to assess their ability to: i) use logical reasoning and develop ideas. ii) speak confidently and explain ideas clearly. iii) work independently with persistence iv) exhibit honesty, uphold and defend the truth at all times. b) Engage learners in a dialogue, asking probing questions to assess their level of understanding of the role of entrepreneurship in economic development reflecting on the benefits and challenges of self-employment and paid employment. c) Assess the learners' output of the case study analysis and make comments for improvement.

b) demonstrate entrepreneurial skills used in business operations. (s, gs, v)	In groups learners:
	
	a) use library resources and ICT tools to search and discuss entrepreneurial skills listed below showing how relevant each one is in business:
	  i) Coping with change
	  ii) Creativity skills
	  iii) Innovation skills
	  iv) Entrepreneurial motivation
	  v) Communication skills
	  vi) Negotiation skills
	b) Write an essay on the listed entrepreneurial skills and their relevance in business, and present it to the class for peer critiquing.
		a) Observe learners as they search and discuss entrepreneurial skills, focusing on their ability to:
		  i) use ICT to create, manipulate, and process information on entrepreneurial skills
		  ii) work with others to generate ideas on the meaning and relevance of each skill in business
		  iii) use imaginations to explore possibilities on the different entrepreneurial skills
		  iv) talk confidently and explain opinions clearly
		b) Converse with the learners while asking probing questions to assess their level of understanding of the different entrepreneurial skills.
		c) Assess learners' essays on entrepreneurial skills and how relevant they are in business, and give feedback for improvement.

c) create a unique personal brand; the importance of developing a personal brand; guidelines on personal branding for a selected business. (s, gs, v)	In groups learners:
	
	a) use guided discovery, to explore and discuss the:
	i) meaning of personal branding.
	ii) the importance of developing a personal brand.
	iii) guidelines on personal branding.
	iv) Present their work to the plenary.
		a) Observe learners discuss the meaning, importance, and guidelines of personal branding, focusing on their ability to:
		  i) take responsibility for their learning.
		  ii) interact with each other.
		  iii) talk confidently and explain ideas clearly.
		  iv) exhibit honesty, and uphold and defend the truth at all times.

		b) Converse with learners to assess their conceptualisation of personal branding. c) Assess learners' presentation of the meaning, importance, and guidelines of personal branding and make comments for improvement.

	b) develop a unique personal brand for a selected business.
	
	   Let learners display their work in class for a gallery walk and peer critiquing.
		a) Observe learners develop a unique personal brand and assess their ability to:
		   i) work with others to generate ideas.
		   ii) use imaginations to explore possibilities.
		   iii) speak confidently and explain opinions clearly.
		   iv) demonstrate integrity, moral uprightness, and sound character.
		b) Converse with learners while asking probing questions on their understanding of personal branding.
		c) Assess learners' unique personal brands and give feedback for improvement.

TOPIC 2: The Entrepreneurial Environment

DURATION: 40 periods

Competency: The learner analyses the political, economic, social, demographic, and global environment to undertake opportunities, and manage and sustain an enterprise for self and community benefit.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the factors that influence different types; characteristics of entrepreneurial environments and organisations supporting Entrepreneurship in Uganda. (k, u, gs, v)	In groups, learners:
	
	a) use textbook extracts on entrepreneurship and ICT resources to search and discuss the following:
	   i) the meaning and types of entrepreneurial environments
	   ii) characteristics of entrepreneurial environments.
	   iii) organisations supporting Entrepreneurship in Uganda.
	
	Let them present the work to the plenary.
		a) Observe learners as they discuss and present the meaning, types, characteristics and factors that influence the different types of entrepreneurial environments while focusing on their ability to:
		   i) demonstrate ICT proficiency through searching their work
		   ii) exhibit fluency and clarity.
		   iii) interact effectively with others as they discuss
		   iv) plan and carry out investigations
		   v) exhibit respect for one another
		b) In a conversation with learners, ask probing questions to assess their ability to evaluate different solutions as they present their work on the types, characteristics and organisations supporting entrepreneurship in Uganda.
		c) Evaluate the learners' output on the entrepreneurial environment and give feedback for improvement.

	b) visit a nearby business community to establish the social, economic, political, and demographic factors that influence the start-up process, growth, and sustainability of a business. Let them prepare a report on the findings and present it to the class.	d) Observe learners as they interact with the business community to establish the social, economic, political, and demographic factors that influence the start-up process, growth, and sustainability of a business. Assess their ability to:

		i) interact with the. business community. ii) speak confidently and explain ideas clearly. iii) respect humanity and the environment. e) Converse with learners while asking probing questions on the social, economic, political, and demographic factors that influence the start-up process, growth, and sustainability of a business, to assess their level of understanding of the above. f) Assess learners' field reports on social, economic, political, and demographic factors that influence the start-up process, growth, and sustainability of a business and make comments for improvement.

SENIOR FIVE TERM 2

TOPIC 3: Business Ideas and Opportunities

DURATION: 20 periods

Competency: The learner scans the environment, generates ideas, and selects viable business opportunities for self and community benefit.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) generate and evaluate business ideas from different sources. (s, gs, v)	Learners in groups:
	
	a) discuss the reasons for generating business ideas and the factors considered when evaluating business ideas
	
	b) visit a nearby community and conduct a transect walk to generate and evaluate profitable business ideas.
	
	c) prepare a report about the findings and present it to the class.
		a) Observe learners as they interact with the business community to generate business ideas. Assess their ability to:
		  i) identify problems and ways forward.
		  ii) interact effectively with others.
		  iii) speak confidently and explain ideas clearly.
		  iv) respect humanity and the environment.
		b) Converse with learners and assess their understanding of the rationale for generating business ideas and the factors considered when evaluating business ideas.
		c) Assess learners' field reports on business ideas and make comments for improvement.

b) evaluate and select a profitable business opportunity. (s, gs, v)	In groups, learners:
	
	a) use library resources and ICT resources to search and discuss:
	  i) the types of business opportunities
	  ii) characteristics of a good business opportunity
	
	  iii) procedures followed when evaluating the profitability of a potential business opportunity.
		a) Observe learners as they search and discuss:
		  i) the steps followed when turning a business idea into a business opportunity.
		  ii) the types, characteristics of a good business opportunity, and procedures followed when evaluating the profitability of a potential business opportunity.

	iv) steps followed when turning a business idea into a business opportunity. Guide them to make a report on the findings and present it to the class.	Evaluate their ability to: i) sort and analyse information on the types, characteristics, and procedures followed when evaluating the profitability of a potential business opportunity. ii) develop ideas by considering different perspectives. iii) collaborate. iv) exhibit social responsibility. b) In a conversation with learners, ask probing questions to assess the learners' critical thinking skills on the types of business opportunities, characteristics of a good business, and steps followed when turning a business idea into a business opportunity. c) Evaluate learners' reports on the selection of a profitable business opportunity and give feedback for improvement.

TOPIC 4: Business Planning

DURATION: 30 Periods

Competency: The learner follows the correct steps of preparing a business plan, and designs a workable business plan for the benefit of self and society.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the rationale for writing a business plan, the steps followed when preparing a business plan, and the challenges for its implementation. (k, s, gs, v)	In groups, learners: a) use textbook and ICT resources on business planning to search and discuss the: i) meaning of a business plan. ii) rationale for writing a business plan. iii) steps followed when preparing a business plan.	a) Observe learners as they discuss and take note of how they: i) use technology to create, manipulate, and process information on business planning ii) work effectively in diverse teams iii) manage goals and time iv) write and present the rationale and steps

	iv) challenges of implementing a business plan b) Present their work to the class for peer critiquing.	followed when preparing a business plan. v) exhibit honesty, uphold and defend the truth at all times. b) In a conversation with the learners, ask probing questions to assess their understanding of the meaning of a business plan, the rationale for preparing a business plan, and the challenges of implementing a business plan. c) Evaluate the learners' presentations and make comments for improvement.	
b) analyse the structure of a business plan. (k, s, gs, v)	a. use the jigsaw method to search the following components of a business plan: i) executive summary ii) general description iii) production plan iv) marketing plan v) financial plan vi) human resource plan/ management plan vii) action plan Let them make a report on their findings and present it to the class.	a) Observe learners as they Jig saw and present the components of the business plan and take note of their: i) active participation ii) management of goals and time iii) self-expression iv) fluency and clarity v) ability to predict outcomes and make reasoned decisions vi) respect for humanity and the environment b) Converse with learners while asking probing questions on the components of the business plan. c) Evaluate the learners' reports on the components of a business plan and comment for improvement.	
c) prepare a workable business plan for a selected business. (s, gs, v)	In groups learners: a) use ICT devices and the internet to search for the structure of different business plans, and use	a) Observe the learners as they design the business plans, and critique each other. Evaluate their ability to:	

	them to prepare a business plan for a selected business. b) share their copies of business plans with other groups in class for peer critiquing.	i) sort and analyse information. ii) predict outcomes and make reasoned decisions. iii) work effectively in diverse teams. iv) suggest and develop new solutions. v) exhibit national consciousness and patriotism. b. Converse with learners as they prepare business plans and assess their accuracy. c. Evaluate learners on the designs of their business plan and give comments for improvement.

TOPIC 5: Production in an Enterprise   **DURATION:** 46 Periods

Competency: The learner produces quality products by using appropriate inputs and technology to minimise production costs and satisfy customer needs in the community.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the production process of a selected product and the factors affecting production decisions in a business. (u s, gs, v)	In groups learners:
	
	a) read textbook extracts on production in business or visit a local manufacturing business and discuss:
	   i) the types of products produced by businesses
	   ii) the production process of a selected product.
	   iii) Factors affecting production decisions in business
		a) Observe learners as they read and discuss the textbook extracts on the production process and factors affecting production decisions to assess how they:
		   i) read accurately and fluently
		   ii) sort and analyse information
		   iii) develop ideas by considering different perspectives.
		   iv) exhibit hard work for self-reliance
		b) Converse with learners while asking probing questions to establish their understanding of the production process and factors affecting production decisions.

	Have them make a presentation to the class on the production process and factors affecting production decisions in an enterprise	Evaluate learners' presentations on the production process and factors affecting production decisions, and make comments for improvement.

b) design and use relevant documents for purchasing business inputs and apply appropriate tools for inventory management in business. (s, gs, v)	Learners:
	
	a) use library resources and the ICT tools to search and discuss the following:
	  i) the concept of purchasing business requirements
	
	  ii) factors to be considered when purchasing raw materials
	
	  iii) steps to be followed in purchasing business goods and services
	  iv) inventory management
	Task them to make a write-up on their findings and present it to the class.
		a) Observe learners as they discuss. Evaluate their ability to:
		  i) read accurately and fluently.
		  ii) use technology to collaborate, communicate, and refine work.
		  iii) work effectively in diverse teams.
		  iv) exhibit integrity, moral uprightness, and sound character.
		b) Converse with learners as they search for information to establish their mastery of purchasing skills and inventory management.
		c) Evaluate learners' write-up on purchasing business requirements and inventory management, and make comments for improvement.

	a) Visit the nearby trading centre or school canteen to identify, record, and design documents used when purchasing business inputs.
	
	Let them display their work in class for gallery walks and peer critiquing.
		a) Observe learners as they interact with the business community to identify the purchasing documents for a business. Assess their ability to:
		  i) plan and carry out investigations.
		  ii) interact effectively with others.
		  iii) talk confidently and explain ideas clearly.
		  iv) exhibit respect for humanity and the environment.

		b) Evaluate the purchasing documents designed by learners and make comments for improvement.

c) examine the appropriate technology including
  i) the concept of technology, types of technology,
  ii) characteristics of appropriate technology,
  iii) factors that influence the choice of technology in business to be used by an enterprise. (u, gs, v)
	a) In a guided group discussion, learners explore:
	  i) the concept of technology.
	  ii) types of technology.
	  iii) characteristics of appropriate technology.
	  iv) factors that influence the choice of technology in business.
	
	Task them to present their work to the class for peer critiquing.
		a) Observe learners as they discuss and assess their ability to:
		  i) use logical reasoning.
		  ii) take responsibility for their learning.
		  iii) talk confidently and explain ideas clearly.
		  iv) exhibit respect for humanity and the environment.
		b) Converse with learners while asking probing questions to assess their level of understanding of the different aspects of technology in business.
		c) Assess learners' output during the presentation and make comments for improvement.

	a. Learners use think-pair-share to discuss:
	  i) factors considered when selecting machinery, equipment, and tools for a business.
	  ii) ways of ensuring proper machine use, maintenance, and handling in a business.
	Let them share their findings in a class discussion.
		a. In a conversation with learners, ask probing questions to assess their understanding of:
		  i) factors considered when selecting machinery, equipment, and tools for the business.
		  ii) ways of ensuring proper machine handling, use, and safety in a business.
		d) Evaluate learners' presentations and give comments for improvement.

d) examine quality management strategies including Mechanisms for controlling business assets,	In groups learners: a) Learners use library resources and the ICT tools to search and discuss the following:	a) Observe learners as they search and discuss mechanisms for controlling business assets and quality management in an enterprise, taking note of their ability to:

Ways of ensuring the production of quality products in business in a selected business. (s, gs, v)	i) Mechanisms for controlling business assets ii) Ways of ensuring the production of quality products in business Task them to present their work to the class for peer critiquing.	i) read accurately and fluently. ii) take responsibility for their learning. iii) work independently with persistence. iv) exhibit respect for one another. b) Converse with learners to assess their conceptualisation of mechanisms for controlling business assets and quality control in a business. c) Evaluate learners' presentations on mechanisms for controlling business assets and quality control in business, and give comments for improvement.
e) apply effective time management skills in business covering the indicators of poor time management in business. i) advantages of good time management and disadvantages/costs of poor time management. ii) ways of ensuring effective time management in business. (s, gs, v)	In groups learners: a) role-play the indicators of poor time management in business Take note of the indicators of poor time management. b) use guided discovery to explore and discuss the: i) advantages of good time management and disadvantages/costs of poor time management. ii) ways of ensuring effective time management in business. Let them display their work in class for a gallery walk and peer critiquing.	a) Observe learners as they role-play time management in business and assess their ability to: i) talk confidently and explain ideas clearly. ii) try out innovative alternatives during the role-play on time management. iii) take responsibility for their own learning. iv) work with others to generate ideas on effective time management in business. v) exhibit integrity, moral uprightness, and sound character. b) Converse with learners while asking probing questions to evaluate their conceptualisation of effective time management during the role-play and discussion. c) Assess learners' role-play and discussion on effective time management in business and make comments for improvement.

f) estimate production costs for the requirements of producing a given product and suggest measures to minimise them in an enterprise. (s, gs, v)	a) Using the inquiry-based method, learners: i) identify the production requirements and costs for a selected product and prepare a production budget. ii) suggest measures to minimise production costs. Let them present the findings to the class.	a) Observe learners as they identify the requirements and costs of production for a selected product, and prepare a production budget. Assess their ability to exhibit: i) numerical strength when preparing a production budget. ii) integrity and honesty with costs. b) Converse with learners while asking probing questions on production costs and the budget to establish integrity and honesty with costs. c) Assess learners' production budget and provide feedback for improvement.
g) Produce a quality product, use appropriate packaging material and design an appropriate label for an enterprise. (s, gs, v)	a) In groups learners: i) select and produce a quality product of their own choice. ii) identify the different types of packaging materials and select an appropriate one for their business product. iii) design a label to be used on the packaging material. Let them display their work in class for a gallery walk and peer critiquing.	a) Observe learners' creative skills as they produce a quality product, design a unique label, use appropriate packaging materials for the product, and assess whether they: i) use imagination to explore and design an appropriate packaging material. ii) produce unique packaging material. iii) respect humanity and the environment. b) Ask learners probing questions on how they are designing the label to be used on the packaging materials to trigger critical thinking. c) Ask learners to comment on the labels and packaging materials of other groups and harmonise their comments.

SENIOR FIVE TERM 3

TOPIC 6: Marketing in an Enterprise

DURATION: 50 Periods

Competency: The learner demonstrates proficiency in marketing products to customers by conducting thorough market research and utilising effective promotional strategies to maintain competitiveness in business.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) explore the components of a marketing mix; characteristics potential customers; market segmentation and creative selling process in an enterprise. (k, u, gs, v)	In groups, learners: a) use think-pair-share to discuss the: i) meaning of marketing, target market population, marketing mix and factors determining the target market population ii) characteristics of potential customers iii) components of marketing mix Let them share the responses with the class and take note of the important aspects.	a) Observe learners as they discuss the concept of marketing, elements of marketing mix, target market population and the characteristics of potential customers while taking note of their ability to: i) interact with each other. ii) talk confidently and explain ideas clearly. iii) exhibit respect for humanity and the environment. a) Converse with learners as they prepare their reports to assess their understanding of the target market population, marketing mix and characteristics of potential customers in the community. b) Assess learners' reports on the target market population, marketing mix and potential customers, give comments for improvement.
	a) Learners use library resources and the ICT tools to search and discuss the following: i) meaning of market segmentation. ii) objectives of market segmentation. iii) basis of market segmentation.	a) Observe learners discuss the meaning, objectives and basis of market segmentation and creative selling, taking note of their ability to: i) use ICT to search for work. ii) work effectively in diverse teams.

	iv) meaning of creative selling and the process of creative selling. Guide them to write an essay on their findings and present to the class.	iii) exhibit integrity, moral uprightness and sound character. b) Converse with learners to establish their mastery of knowledge about market segmentation and creative selling c) Evaluate learners' essay on market segmentation and creative selling and make comments for improvement.
b) evaluate various sales promotion methods; types of advertising media and factors influencing the choice of the most effective medium of advertising used by the business community. (u, s, gs, v)	In groups, learners: a) conduct a field study in the business community to establish the: i) sales promotion methods used by the business community. ii) types of advertising media used by the business community. iii) factors influencing the choice of advertising media. Task them to prepare a report on their findings and present it to the class b) Select a product and design an attractive advert to create awareness among the public and display them in class for a gallery walk and critiquing.	a) Observe learners as they interact with the business community to establish the sales promotion methods, advertising media and design attractive adverts for a selected product while taking note of their ability to: i) interact effectively with the business community. ii) listen attentively to the business community with comprehension. iii) exhibit respect for humanity and the environment. iv) use imaginations to explore and design attractive adverts for selected products. v) develop unique designs by considering different perspectives b. Converse with the learners as they prepare their reports from the field to assess their understanding of the sales promotion methods, types of advertising media, factors influencing the choice of advertising media and the accuracy of their designed adverts c. Assess learners' outputs and make comments for improvement.

c) evaluate and select the most appropriate distribution channel considering the factors considered when selecting the appropriate distribution channel for selected business products. (s, gs, v)	In groups learners:
	
	a) conduct a field study in the business community to establish the distribution channels used and factors that influence their selection.
	
	Make learners write a report about their findings on the distribution channels used and factors that influence their selection and present it to the class.
		a) Observe learners as they interact with the business community to establish the distribution channels they use, take note of their ability to:
		  i) work with others to generate ideas.
		  ii) talk confidently and explain ideas.
		  iii) demonstrate hard work for self-reliance.
		b) Converse with the learners as they prepare their reports from the field to assess their understanding on the distribution channels used by the business community.
		c) Assess learners' field reports and comment for improvement.

d) develop a market survey tool and conduct market research to establish the customers of a selected product. (s, gs, v)	In groups, learners: a) use think-pair-share to discuss the meaning and tools of market research. Let learners present their responses to the class. b) design a market research tool such as questionnaire or interview guide to use when collecting market information of a selected business. Task learners to display their designed market research tools in class for peer critiquing.	a) Converse with learners as they discuss the meaning and tools of market research, develop a questionnaire or an interview guide on a selected product and evaluate the quality of: i) their questionnaires or interview guides. ii) their questions based on the 5Ps of marketing mix (product, price, promotion, place, people). iii) the information obtained from the target respondents in terms of relevance, accuracy and coherence. b) Observe learners as they discuss the meaning and tools for market research and design a market research tool. Assess whether they: i) Work effectively with others to generate ideas. ii) Identify problems and propose appropriate solutions.

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iii) exhibit social harmony and engagement with the community.

c) Evaluate the learners' output related to market research and provide feedback for improvement. Assessment should focus on the:

i) clarity and relevance of the research tool design.

ii) depth of analysis in identifying market research needs.

iii) nature of feedback provided to peers during discussions.

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TOPIC 7: Social Entrepreneurship   **DURATION:** 46 periods

Competency: The learner identifies social challenges within the community and develops innovative, sustainable enterprises that address these challenges, contributing to community development and environmental conservation.

Learning Outcomes The learner should be able to**:**	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) evaluate the characteristics; types and importance of social entrepreneurship; the steps followed to become a social entrepreneur; the negative (PEDVU) and positive (CHEWS) opportunities in the community. (u, gs, v)	In groups, learners:
	
	a) read textbook and newspaper extracts on social entrepreneurship, and discuss the meaning, characteristics, types, importance, and steps followed to become a social entrepreneur.
	
	Let learners present their work in a plenary.
		a) Observe learners as they discuss and analyse different aspects of social entrepreneurship. Assess their ability to:
		   i) analyse the characteristics of social entrepreneurship.
		   ii) exhibit respect for humanity and the environment.
		b) In a conversation with learners, ask probing questions to assess their conceptualisation of the different aspects of social entrepreneurship.
		c) Evaluate learners' presentation on the different aspects of social entrepreneurship and give feedback for improvement.

	a) use think-pair-share to Identify negative opportunities (PEDVU) and positive opportunities (CHEWS) in the community. Make them present their findings to the class.	a) In a conversation with learners, ask probing questions to assess their understanding of negative and positive opportunities and the structure of social enterprise plan. b) Evaluate learners' output on positive and negative opportunities and give feedback for improvement.

b) evaluate the social enterprise plan; theory of change; the opportunity; the innovation; management and operations and sustainability in the community. (u, s, gs, v)	Learners: a) identify a social problem in the community and use the GEPIC structure to role-play how the problem can be solved.	a) Observe learners as they role-play the GEPIC structure and assess their ability to: i) work effectively in diverse teams. ii) exhibit advocacy skills. iii) exhibit respect for humanity and the environment. b) In a conversation with learners assess whether they can identify a social problem in the community and solve it using the GEPIC structure. c) Assess learners as they role-play using the GEPIC structure to address a societal problem, providing constructive feedback to enhance their solutions and approach.
	a) use jigsaw method on the components of the social enterprise plan: i) introduction ii) theory of change iii) the opportunity iv) the innovation v) management and operations vi) sustainability vii) indicators of community and environmental impact assessment. Make learners present their work in class for peer critiquing.	a) Observe learners as they Jig saw and present the components of the social enterprise plan. Assess their ability to: i) speak confidently and explain opinions clearly. ii) predict outcomes and make reasoned decisions. iii) work with others to generate ideas. iv) exhibit justice and fairness when dealing with others. b) Converse with learners while asking probing questions to establish their conceptualisation of the components of a social

		enterprise plan and starting a social enterprise. c) Evaluate learners' output on the components of a social enterprise plan and make comments for improvement.
a) investigate the threats businesses have on the natural environment and the strategies taken to manage these environmental threats in the community. (u, gs, v)	a) in groups, Learners visit a nearby community to identify the negative effects of businesses on the natural environment and investigate the strategies businesses have implemented to manage these environmental threats. Task learners to compile a report based on their findings and present it to the class for discussion and feedback.	a) Observe learners as they interact with the community to assess the impact of businesses on the natural environment. Evaluate their ability to: i) exhibit respect of humanity and environment. ii) exhibit social responsibility to the community. iii) interact effectively with others. iv) identify environmental threats and generate strategies to manage them. b) Converse with learners and assess their understanding of the negative effects of businesses to the natural environment and their solutions. c) Assess the learners' field report findings on the negative effects of businesses to the natural environment and their solutions. Give feedback for improvement.

Senior Six Term 1

TOPIC 8: Small and Medium Enterprises (SMEs)   DURATION: 46 Periods

Competency: The learner appreciates the importance of engaging in family business and recognizing gender partnership in the operation of a business for self and community development.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) explore the role of small and medium enterprises; reasons for SMEs' high rate of failures in Uganda and solutions; and the need for sustainable growth. (u, gs, v)	In groups learners: a) use the jig saw method on: i) concepts of small and medium enterprises. ii) role of small and medium enterprises in development. iii) reasons for SMEs' high rate of failures in Uganda and solutions. b) read a case study highlighting the best practices and strategies for the growth of small and medium enterprises. Let learners prepare and present the findings to the class.	a) Observe learners' presentations on the concepts and role of SMEs, reasons for their high rate of failure, and solutions to establish whether they; i) demonstrate active participation ii) suggest and develop new solutions iii) exhibit hard work for self-reliance b) Converse with learners while asking probing questions to allow them to explore their critical thinking and problem-solving skills in small and medium enterprises (SMEs) in Uganda. c) Evaluate the learners' presentations on small and medium enterprises (SMEs) in Uganda and give feedback for improvement.
b) examine the importance of family businesses; challenges associated with family businesses and solutions to overcome the challenges associated with family businesses in Uganda. (u, gs, v)	In groups learners: a) Visit the nearby community and inquire about the following: i) Identify businesses run by family ii) importance of family businesses.	a) Observe learners visit the nearby community to collect information on family business to establish whether they: i) plan and carry out investigations ii) work effectively in diverse teams

	iii) challenges associated with family businesses. iv) solutions to overcome challenges associated with family businesses. Task learners to prepare a report on their findings and make a presentation to the class.	iii) evaluate different solutions iv) exhibit integrity, moral uprightness, and sound character a) Converse with learners as they present their findings from the field while asking probing questions to establish their understanding of family business b) Assess the learners' reports on family business and make comments for improvement

c) examine the factors that enhance gender partnership; barriers to women's participation in entrepreneurship and solutions to the barriers to women's participation in entrepreneurship. (u, gs, v)	In groups learners:
	
	a) use library resources and ICT gadgets to search and discuss the:
	
	   i) Factors enhancing gender partnership.
	
	   ii) Barriers to women's participation in entrepreneurship.
	
	   iii) Solutions to barriers to women's participation in entrepreneurship.
	
	Guide learners to present their work to the class.
		a) Observe learners discuss gender partnership in business and take note of how they:
		
		   i) read accurately and fluently
		
		   ii) use ICT to search for information.
		
		   iii) Appreciate culture diversity
		
		   iv) Exhibit justice and fairness when dealing with others
		
		b) Converse with learners while asking probing questions to establish their understanding of gender partnership in entrepreneurship.
		
		c) Assess the learners' presentation on gender partnership and make comments for improvement.

TOPIC 9: Insurance in Business

DURATION: 30 Periods

Competency: The learner utilises insurance services to safeguard businesses against risks that may result in financial losses to ensure sustainability.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the concept of insurance including meaning; common terms used; types and classes of insurance and principles governing the operation of insurance in the community. (k, u, gs, v)	In groups learners:
	
	a) use library resources and ICT gadgets to search about insurance and discuss the:
	  i) meaning of insurance
	  ii) common terms used in insurance
	  iii) types and classes of insurance
	  iv) principles of insurance
	
	Let learners share the findings with the class.
		a) Observe learners as they search and discuss about insurance and take note of how they:
		  i) talk confidently and explain ideas clearly.
		  ii) listen attentively to one another
		  iii) exhibit honesty, and uphold and defend the truth at all times.
		b) Converse with the learners to evaluate their understanding of insurance concepts.
		c) Assess the learners' output during the brainstorming session to critique their responses.

b) analyse the importance of insurance; insurance documentation; steps followed when processing an insurance contract/policy; challenges faced by the insurance business and the solutions for sustainability. (k, s, g)	In groups learners:
	
	a) use library resources and ICT gadgets to search the:
	  i) importance of insurance
	  ii) insurance documentation
	  iii) steps followed when processing an insurance contract.
	  iv) challenges facing the insurance industry in Uganda
	  v) solutions to the challenges.
	
	Task learners to write and present a report about their findings to the class.
		a) Observe the learners as they search and discuss and take note of how they:
		  i) use ICT to search for information.
		  ii) talk confidently and explain opinions clearly.
		  iii) Write and present their reports coherently
		b) Converse with learners and explore the extent to which they recognize insurance documentation, contract, importance, challenges, and solutions.
		c) Evaluate the learners' reports on insurance in business and give comments for improvement.

a) Listen to the presentation of an insurance expert on:
   i) the importance of insurance to the business community
   ii) principles and policies of insurance
   iii) challenges faced by the insurance industry and solutions to the challenges.
b) Take note of the above key aspects from the presentation of the insurance expert
 	
Guide them to write and present a report to the class from the guest speakers' presentation.
	a) Observe learners as they interact with the insurance expert and assess their:
	   i) ability to attentively listen to the Guest Speaker.
	   ii) ability to use logical reasoning when asking relevant questions to the guest speaker
	   iii) ability to write reports and present them coherently to the class
	b) Converse with learners to assess their conceptualisation of insurance in business.
	c) Evaluate the learners' reports on insurance in Uganda and make comments for improvement

TOPIC 10: Capital Markets

DURATION: 20 periods

Competency: The learner applies knowledge of Capital Markets by exploiting capital-raising opportunities and undertaking investments for self and national development.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the role of Capital Markets: terms used; key players; and their laws and regulations in the economic development of Uganda. (k, u, gs)	In groups learners: a) read textbook extracts on capital markets and/or navigate the Capital Markets Authority Website (www.cmauganda.co.ug), to search and discuss: i) the concept of capital markets. ii) terms used in capital markets. iii) key players in capital markets. iv) laws and regulations governing capital markets in Uganda. v) the role of Capital Markets and Capital Markets Authority (CMA). in the Financial Sector. Task learners to write a report on the findings and present it to the class for peer critiquing.	a) Observe learners as they search and discuss terms used; key players; their laws and regulations and their role in the economic development of Uganda. ascertain whether they; i) use ICT to search on capital markets. ii) work collaboratively in teams to generate ideas on capital markets. b) Converse with learners by probing them on capital markets to establish their critical thinking skills. c) Evaluate the learners' report on capital markets in Uganda and give feedback for improvement.
b) explore the process followed to access investment products in capital markets, utilise them for the benefit of self and society. (k, u, gs)	In groups learners: a) use textbook extracts on capital markets in Uganda to search and discuss: i) investment products in capital markets of Uganda. ii) benefits of engaging in investment products.	a) Observe the learners as they search and discuss investment products, benefits of engaging in investment products and process followed to access investment products. Assess how they: i) read accurately and fluently. ii) develop ideas by considering different perspectives on investment products in capital markets. iii) exhibit hard work for self-reliance

	iii) Process followed to access investment products in Capital Markets. Let learners display their work in class for a gallery walk and peer critiquing.	b) Converse with learners to assess their conceptualisation of investment products in capital markets by asking them probing questions. c) Assess the learners' output on investment products in capital markets in Uganda and make comments for improvement.

c) utilise the different business financing opportunities in Uganda's securities exchange, process and benefits of listing a company and capital raising options for business growth within the Capital Markets of Uganda. (k, u, gs)	In groups learners:
	a) read a case study on financing opportunities for issuers in capital markets and discuss:
	  i) examples of issuers of financing opportunities in private and public companies.
	  ii) the process and benefits of listing a company on a Ugandan securities exchange.
	  iii) capital raising options for businesses which include:
	    • Government bonds
	    • Corporate bonds
	    • Sale of private/public equity
	
	Make learners share their findings with the class.
		a) Observe learners as they read and discuss financing opportunities for issuers in capital markets and take note of their ability to:
		  i) use logical reasoning.
		  ii) speak confidently and explain ideas clearly.
		  iii) work independently with persistence.
		  iv) exhibit honesty, and uphold and defend the truth at all times.
		b) Engage learners in a dialogue while asking probing questions to assess their level of understanding of financing opportunities for issuers in capital markets.
		c) Assess the learners' output from the case study and make comments for improvement.

SENIOR SIX TERM 2

TOPIC 11: Human Resources in an Enterprise

DURATION: 56 Periods

Competency: The learner applies human resource recruitment skills and motivation principles to enhance effective employee performance for the success of the enterprise.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) explore the labour requirements and procedures followed when recruiting employees for an enterprise to increase productivity. (s, gs, v)	In groups learners:
	a) use text materials on human resource management or ICT gadgets to search and discuss the:
	  i) meaning of human resource management
	  ii) elements of human resource management
	Make learners present their work to the class for peer critiquing.
		a) Observe the learners as they search and discuss the meaning and elements of human resource management and take note of their ability to:
		i) use ICT to create, manipulate and process information.
		ii) take responsibility for their learning.
		iii) talk confidently and explain ideas clearly.
		iv) exhibit respect for one another.
		b) Converse with the learners by asking probing questions to establish their understanding and maturity in reasoning as they discuss the meaning and elements of human resource management.
		c) Assess the learners' write up on the meaning and elements of human resource management and make comments for improvement.

	b) use textbook extracts on human resource management to search and discuss the: i) factors considered when deciding on the type and number of employees. ii) sources of recruiting employees. iii) procedures of recruiting employees in an enterprise. Guide learners to write an essay about their findings and present it to the class	a) Observe learners discuss the factors considered when deciding the type and number of employees, sources of recruitment and procedures of recruitment to assess their ability to: i) Use ICT to search for information. ii) exhibit honesty, and uphold and defend the truth all the time. b) Converse with learners while asking probing questions to evaluate their understanding of the factors considered when deciding the type and number of employees, sources of

		recruitment and procedures of recruiting labour in an enterprise. c) Assess learners' output on factors considered when deciding the type and number of employees, sources of recruitment and procedures of recruiting labour and make comments for improvement.

b) evaluate the effectiveness of motivation strategies and remuneration for enhancing employee performance in an enterprise. (k, u, gs, v)	In groups learners:
	
	a) Use guided discovery to explore and discuss the:
	   i) methods of paying workers and factors that determine workers' payments in an enterprise.
	   ii) employee motivation strategies in an enterprise.
	
	Task learners to present their work to the class for further guidance.
		a) Observe learners as they discuss the employee motivation strategies and workers' payments in an enterprise to ascertain whether they:
		   i) work with others collaboratively.
		   ii) take responsibility for their learning.
		   iii) exhibit integrity, moral uprightness and sound character.
		b) Converse with learners to assess their conceptualization of employee motivation strategies and remuneration in an enterprise.
		c) Assess the learners' presentation on employee motivation strategies and remuneration in an enterprise, give comments for improvements.

	a) Read a case study on employee training for a selected enterprise in Uganda and discuss the:
	   i) Meaning of training
	   ii) Rationale for training employees in an enterprise
	   iii) Process of training employees in an enterprise
		a) Observe the learners as they read the case study on employee training discuss and present, and take note of how they:
		i) read accurately and fluently.
		ii) Suggest and develop new solutions.
		b) Converse with learners while asking probing questions to establish their conceptualization of employee training in an enterprise.

	iv) Employee Training methods in an enterprise Make learners write an essay on their findings and present it to the class	c) Evaluate learners' essays on employee training in an enterprise and make comments for improvement.
c) design strategies for managing labour turnover in an enterprise. (u, s, gs v)	In groups learners: a) Conduct a field study in the nearby business community to establish the possible causes of labour turnover, its costs to the business and strategies for reducing it. Guide learners to write a report on their findings and present it to the class.	a) Observe learners as they interact with the business community to establish causes of labour turnover and its costs to the business while taking note of their ability to: i) Interact effectively with others ii) talk confidently and explain ideas clearly iii) respect for humanity and the environment b) Converse with the learners and assess their understanding on the causes, costs of labour turnover in an enterprise and strategies of managing it. c) Evaluate the learners' field reports on the causes, costs of labour turnover in business and strategies of managing it. Give feedback for improvement.

TOPIC 12: Finance in an Enterprise

DURATION: 40 Periods

Competency: The learner generates and interprets financial statements for the purpose of determining the profitability and financial position of an enterprise in order to make appropriate financial decisions for the benefit of self and the community.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) estimate the financial requirements for a selected business and effectively manage the flow of funds in an enterprise. (u, gs, v)	In groups learners:
	
	a) brainstorm and discuss the financial requirements for an enterprise
	
	Task them to share their findings with the class.
		a) Observe learners brainstorm and discuss the financial requirements to assess how they:
		  i) talk confidently and explain ideas clearly.
		  ii) work independently with persistence.
		  iii) exhibit honesty, and uphold and defend the truth at all times.
		b) Converse with the learners to evaluate their understanding of the financial requirements needed to start a selected enterprise
		c) Assess the learners' output during the brainstorming session, and critique their responses for improvement.

	a) Use textbook extracts on financial management in the business, search and discuss the controls used to manage the inflow and outflow of funds in an enterprise.
	b) Read a case study containing cash inflows and outflows of a given business and prepare the cash flow statement.
	
	Guide them to make a presentation of their work to the class.
		a) Observe the learners as they research and discuss the controls used to manage the inflow and outflow of funds in a business and take note of how they:
		  i) talk confidently and explain ideas clearly.
		  ii) predict outcomes and make reasoned decisions.
		  iii) exhibit honesty, and uphold and defend the truth at all times.
		b) In a conversation with the learners establish their understanding and reasoning on the controls used to manage the inflow and outflow of funds in a business.
		c) Evaluate the learners write up on the controls used to manage the inflow and outflow of funds in a business.

b) prepare and interpret financial statements in	In groups learners: a) study the financial records of their school business club or a selected	a) Observe the learners prepare financial statements for their school business club or a selected business, and ascertain whether they: i) use inductive and deductive logic.

an enterprise. (s, gs, v)	business to prepare financial statements and determine: i) the profitability of the business. ii) the financial position of the business. Task them to display their statements in class for a gallery walk and peer critiquing.	ii) use numbers and measurements accurately. iii) exhibit integrity, moral uprightness and sound character b) Converse with the learners while asking probing questions to establish their conceptualisation of financial statements in a business to encourage critical thinking skills. **c)** Evaluate the learners' output on financial statements in an enterprise and make comments for improvement.

	In groups learners:
	
	a) Study the financial statements of a given enterprise to compute and interpret the;
	    i) Profitability Ratios
	    ii) Efficiency Ratios
	    iii) Liquidity Ratios
	    iv) Solvency Ratios
	
	Make them display their work for peer critiquing in a gallery walk.
		a) Observe the learners' computation skills as they analyse, calculate and interpret financial statements using ratios of an enterprise, take note of their ability to:
		i) use numbers and measurements accurately.
		ii) analyse mathematical data to make predictions and justify decisions.
		iii) work out and solve mathematical problems.
		iv) exhibit integrity, moral uprightness and sound character when dealing with mathematical data.
		
		b) Converse with the learners by asking probing questions to establish their accuracy in analysing and interpreting financial ratios, establish whether they have the:
		i) correct formulae.
		ii) correct substitutions.
		iii) correct ratios.
		iv) correct interpretations.
		
		c) Evaluate the learners' output on the interpretation of financial statements of an enterprise and give feedback for improvement.

SENIOR SIX TERM 3

TOPIC 13: Taxation

DURATION: 56 periods

Competency: The learner complies with tax laws and guidelines in Uganda to become tax compliant and contribute to community and national development.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the role of taxation in the economic development of the country. (k, s, gs, v)	In groups Learners; a) brainstorm the meaning of taxation and terminologies used in taxation. b) Participate in a debating session on the role of taxation in the economic development of Uganda.	c) Observe learners brainstorm the meaning of taxation and terminologies used in taxation and debate on the role of taxation in the economic development of Uganda. Assess their ability to: i) talk confidently and explain ideas clearly. ii) exhibit honesty, uphold and defend the truth at all times a) Converse with the learners to establish their accuracy in responding to the concept of taxation and terminologies used in taxation. b) Evaluate the learners' output during the debating session on taxation. Critique their responses for improvement.
	a) Use URA text materials or web portal or ICT devices to search and discuss the: i) principles/canons of a good tax system. ii) types of taxes. Let learners present their work to the class.	a) Observe the learners as they search and discuss the canons of taxation, and types of taxes and take note of whether they: i) use ICT to create, manipulate and process information. ii) take responsibility for their learning. b) Converse with the learners to establish their understanding and maturity in reasoning on the canons of taxation, types of taxes c) Evaluate the learners' write-up on taxation and make comments for improvement.

b) comply with tax laws including factors influencing and factors limiting tax compliance in a country with reference to Uganda. (u, s, gs, v).	In groups Learners;
	
	a) visit URA web portal or text materials to search and discuss the following:
	  i) The concept and elements of tax compliance
	  ii) Factors influencing tax compliance
	  iii) Factors limiting tax compliance in Uganda
	
	Select group representatives to present the findings to the class for peer critiquing.
		a) Observe the learners as they search and discuss the concept of tax compliance, factors influencing and limiting tax compliance and take note of their ability to:
		
		  i) use ICT to collaborate, communicate and refine work.
		  ii) talk confidently and explain opinions clearly.
		  iii) show respect for one another.
		  iv) write and present their work coherently.
		
		b) Converse with the learners to establish their understanding and maturity in reasoning as they discuss the concept of tax compliance, factors influencing and limiting tax compliance.
		
		c) Evaluate the learners' presentations on the concept of tax compliance, factors influencing and limiting tax compliance and make comments for improvement.

	a) Use URA text materials/web portal or ICT devices to search and discuss the:
	  i) forms and effects of non-tax compliance.
	  ii) benefits of tax compliance.
	  iii) strategies for improving tax compliance in Uganda.
	
	Make them present their work to the class for peer critiquing
		a) Observe learners as they search and discuss the forms, benefits and ways of improving tax compliance establish whether they:
		  i) exhibit active participation.
		  ii) work collaboratively in diverse teams.
		  iii) exhibit honesty, and uphold and defend the truth at all times.
		b) Converse with the learners to establish their understanding of the forms, effects, benefits and strategies of improving tax compliance in Uganda.
		c) evaluate the learners' presentations on the forms, effects, benefits and ways of improving tax compliance in Uganda, make comments for improvement.

c) demonstrate computation of different taxes paid in Uganda. (u, s, gs, v)	In groups learners;
	
	a) use text materials or URA manuals on tax computations, discuss and calculate the following domestic taxes:
	  i) Corporation Tax
	  ii) Individual Income Tax
	  iii) Employment Income Tax (PAYE)
	  iv) Presumptive Tax
	  v) Rental Income Tax
	  vi) Withholding Tax
	  vii) Value Added Tax (VAT)
	
	Let learners demonstrate their work to the class for peer critiquing.
		a) Observe the learners as they calculate different taxes and establish whether they:
		  i) use numbers and tax rates accurately.
		  ii) use mathematics to justify and support decisions.
		  iii) exhibit integrity and honesty on taxes.
		
		b) Converse with the learners by asking probing questions to establish their accuracy in calculating taxes, and establish whether they have the:
		  i) correct formulae
		  ii) correct substitution
		  iii) correct answers
		
		c) Evaluate the learners' output on tax computations and give feedback for improvement.

	b) Use text materials or URA manuals on tax computations, discuss and calculate the following international trade taxes:
	  i) Import Tax
	  ii) Excise Duty
	  iii) Value Added Tax (VAT)
	  iv) Withholding Tax
	  v) Environmental levy
	  vi) Infrastructure Levy
	
	Make learners demonstrate their work to the class for peer critiquing.
		a) Observe the learners calculate different taxes to ascertain whether they:
		  i) use numbers and tax rates accurately.
		  ii) use mathematics to justify and support decisions
		  iii) interpret and interrogate mathematical data correctly
		  iv) exhibit integrity, moral uprightness and sound character
		
		b) Converse with the learners by asking probing questions to establish their accuracy in calculating taxes, and establish whether they have the:
		  i) Correct formulae
		  ii) Correct Substitution
		  iii) Correct answers
		
		c) Evaluate the learners' output on tax computations and give feedback for improvement.

TOPIC 14: Business Competition

Duration: 40 Periods

Competency: The learner manages and sustains a business in a competitive environment.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) evaluate and manage business competition in an enterprise. (u, gs, v)	In groups learners: a) Use Think-Pair-Share to discuss the: i) meaning of business competition. ii) types of competition in business. Let learners share their findings with the class for peer critiquing.	a) Observe learners as they discuss and critique each other on the meaning of business competition and its types, and establish whether they: i) talk confidently and explain ideas clearly ii) respect one another b) Converse with learners while asking probing questions to evaluate their understanding of the meaning of business competition and its types. c) Assess the learners' output on the meaning of business competition and its types and make comments for improvement.
	b) Read textbook extracts on business competition and discuss: i) factors a business should consider when analysing business competition. ii) ways of maintaining a competitive advantage in business. iii) effects of competition in business. Make learners present their work to the plenary.	a) Observe learners as they discuss business competition and establish whether they: i) work with others to generate ideas ii) read accurately and fluently b) Converse with learners while asking probing questions to establish their understanding of the: i) factors a business should consider when analysing business competition. ii) ways of maintaining a competitive advantage in business. iii) effects of competition in business. c) Evaluate the learners' output on business competition and give feedback for improvement.

3.0 ASSESSMENT

This 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 the acquisition of skills. These Learning Outcomes require a different approach to assessment. The "Learning Outcomes" in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is abbreviated by the letters k, u, s v & a.

It is not possible 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 too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

To assess knowledge and its application, understanding, and skills, we need to look for different things. 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 becomes much more important. This section focuses on knowledge, understanding, and skills.

3.2 Formative Assessment

In this curriculum, the teacher's role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner's learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is 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 etc). In this context, a "product" is seen as something physical that the teacher can keep and look at.

When all three are used, the information from anyone can be checked against the other two forms of assessment opportunity (e.g. evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation.

Observation

Triangulation

Product   **Conversation**
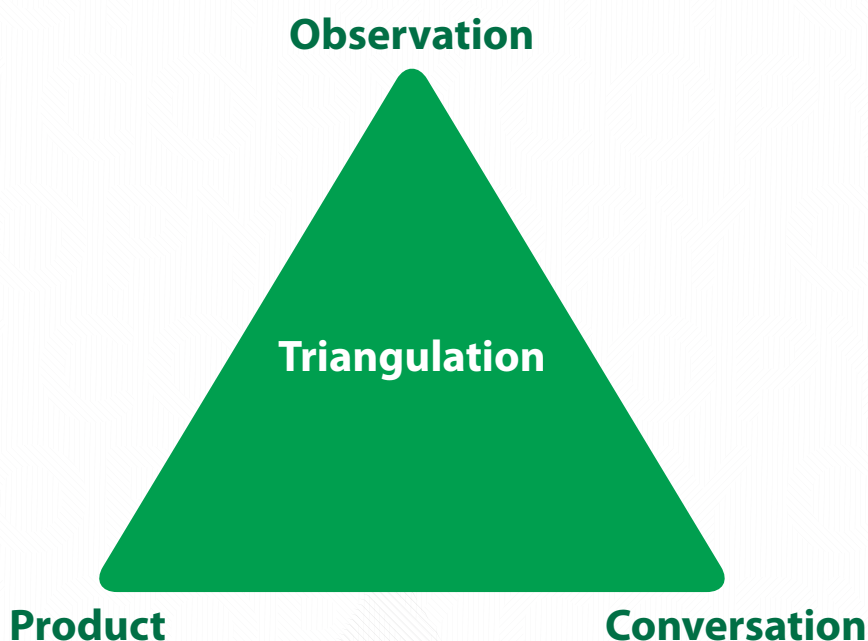
3.3 Assessing Generic Skills

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 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 examinations. 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.

Project-based learning is assessed using a rubric and an observation checklist.

3.6 Summative Assessment

School-Based Summative Assessment

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

External Summative Assessment

The external assessment is conducted by the Uganda National Examinations Board (UNEB) at the end of Senior Six. Entrepreneurship Education is assessed as a principal subject.

3.7 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 of learners' achievements.

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 learners' strengths, weaknesses, and areas for improvement. The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.

GLOSSARY OF KEY TERMS

Term	Definition
competency curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
formative assessment	The process of judging a learner's performance, by interpreting the responses to tasks, to gauge progress and inform subsequent learning steps.
generic skills	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and life.
inclusion	An approach to planning learning experiences which allows each student to feel confident, respected safe and equipped to learn at his or her full potential.
learning outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
process skill	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.
sample assessment activity	An activity which 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.
suggested learning activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.