

# THE DETAILED SYLLABUS

## Senior Five Term 1

### Topic 1: Introduction to Economics

**Duration: 16 Periods**

**Topic competency:** The learner applies key economic concepts and fundamental economic problems in subsequent topics by 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: i) communication skills. ii) respect for one another's opinions. iii) cooperation and self-directed learning. 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	a. In pairs, learners analyse a text on the hypothetical	a. Observe learners as they study the schedule and how they illustrate the PPF taking note

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
<p>Frontier (PPF) for effective resource allocation. (s, gs, v)</p>	<p>production schedule to illustrate a PPF and display graphs in class for a gallery walk.</p>	<p>of their illustrating skills and how they critically analyse the graphs 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. Ask learners probing questions about the PPF to allow critical thinking and conceptualisation of the concept.</p> <p>c. Evaluate learners' illustrations and give feedback on the quality of shapes of curves/plotting.</p>
<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> <ul style="list-style-type: none"> <li>a. search for and discuss the major economic systems (Capitalist, Socialist, Mixed), highlighting their Characteristics and implications.</li> <li>b. make write-ups and share their findings in plenary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Observe learners as they present their findings on the Economic Systems (Capitalist, Socialist, Mixed) while taking note of their: <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) cooperation and self-directed learning.</li> </ul> </li> <li>b. Ask learners probing questions about each Economic System while taking note of how they relate the Economic Systems to Uganda.</li> <li>c. Evaluate write-ups and provide feedback.</li> </ul>

## Topic 2: Price Theory

**Duration: 80 Periods**

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

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
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)	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 from ICT devices and other resource materials, and then make presentations.	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, <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 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.           c. Assess the write-ups and provide feedback.
b. show understanding of the Theory of Demand including, types of demand, demand function, the slope of the demand curve and	b. Using ICT devices and other resource materials, in groups learners search the concept of the demand curve, types of demand, demand	a. Observe learners as they construct the demand curves including exceptional situations, taking note of their; <ul style="list-style-type: none"> <li>i) illustrative skills.</li> <li>ii) communications skills.</li> </ul> b. Converse with learners while

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
law of demand, determinants of quantity demanded, change in quantity demanded and change in demand, exceptional demand curves, market demand and its determinants, the indifference curve approach and consumer's equilibrium, deriving the equilibrium of the consumer using the indifference curve approach, the utility theory as used in a free market economy. (u,s, gs)	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. Make write-ups for pinning on the wall for a gallery walk.	guiding them on how to illustrate the demand curve and allow them to critique themselves as they take a gallery walk. c. Assess the accuracy of the demand curve and provide feedback.
c. show 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	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,	a. Observe the learners as they discuss their findings on the concepts including the law of supply while taking note of their; <ul style="list-style-type: none"> <li>i) communication skills.</li> <li>ii) ICT proficiency.</li> </ul> b. Converse with learners on how to illustrate the supply curves and allow them to critique themselves as they take a gallery walk. c. Assess the accuracy of the graphs and provide feedback.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
supplied and change in supply in a free market economy. (u, s, gs)	change in quantity supplied and change in supply in a free market economy.	
d. 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)	In groups learners; a. discuss the meaning of equilibrium price and quantity, market equilibrium, consumer's and producer's surplus b. use the hypothetical data given to illustrate market equilibrium, consumer's and producer's surplus. c. display on the wall for a gallery walk to allow critiquing from the peers.	a. Observe learners as they interact in their groups, to derive the meaning and illustration of the concepts, taking note of their; i) illustration skills. ii) communication skills. iii) cooperation and self-directed learning. b. Converse with learners by asking probing questions about the concepts to encourage critical thinking. c. Evaluate the displays and presentations, and provide feedback.
d. demonstrate an understanding of 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	a. In groups, learners use textbook extracts and 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	a. Observe learners as they study, discuss, calculate and interpret elasticity of demand considering their; i) mathematical skills. ii) ICT skills iii) cooperation and self-directed learning. iv) communication skills.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
demand and its factors, uses of income elasticity of demand, cross elasticity of demand and their respective interpretation in a market. (u, s, gs)	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. Have learners to present their work in the plenary.	b. Converse with learners as they discuss, compute and interpret the coefficients of elasticity of demand. c. Assess the learner's submissions on the calculated coefficients and provide feedback while taking note of their: <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>
e. 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)	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 and present in the plenary.	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: <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> b. Probe learners on the interpretation of coefficients of elasticity of supply and their applications to trigger their critical thinking. c. Observe the learners' presentations and provide feedback.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
f. 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)	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. Make a write-up and present it to the class.	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: <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> b. Probe the learners to clearly bring out the implications of price fluctuations and price control, for critical thinking. c. Assess learners' work and provide feedback.

## Senior Five Term 2

### Topic 3: Production and Market Structures

**Duration: 96 Periods**

**Topic 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 plenary.	a. Observe learners as they brainstorm and discuss the concepts, taking note of their; i) communication skills. ii) respect for one another's opinions. iii) cooperation and self-directed learning. b. Converses with the learners by posing probing questions encouraging learners to think of the activities in their communities in relation to production and wealth creation. c. Review each group's notes presented and provide feedback for an improvement
	b. Learners, in groups, discuss the types, levels, factors of production and their rewards, mobility of factors of production, also search on division of	a. Observe learners as they discuss the concepts listed in the activity, taking notes of the following: i) communication skills. ii) respect for one another's opinions. iii) cooperation and self-directed



<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
	labour and specialisation showing their advantages and disadvantages. Let them present their work in plenary.	learning. b. Converse with the learners by posing probing questions encouraging learners to think of the activities in their communities in relation to production and wealth creation. c. Review each group's notes presented and provide feedback for improvement.
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)	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 firm and industry including mergers, the co-existence of small scale alongside large-	a. Observe learners as they search 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 learners by asking them probing questions on the concepts, to determine their critical thinking. c. Assess the outputs produced by the learners and provide feedback.

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
	scale firms. Let them display the work for a gallery walk.	
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)	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, profits and search for information on the performance of firms in terms of economies and diseconomies of scale and present their findings to class.	a. Observe learners as they demonstrate understanding of 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 learners by asking them probing questions on the concepts. c. Assess the outputs produced by the learners, and provide feedback.
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	a. In groups learners search for information using ICT devises and print materials on types of revenue, their relationship, determination of different types of revenue, profits and losses, relationship between total revenue, average	a. Observe learners as they demonstrate their understanding of 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 learners by asking them probing questions on the

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
revenue and demand in a firm. (s, gs, v)	revenue, marginal revenue and demand in a firm. Let them present their findings to class.	concepts. <b>c.</b> Assess the outputs produced by the learners. and provide feedback for betterment.
e. classify different market structures including, Perfect competition Monopoly, Monopolistic competition and Oligopoly, while considering the dynamics of price in the market. (u, gs)	a. Learners, in groups, use text book extracts and discuss the classification of market structures and price dynamics and present their findings in class.	a. Observe learners as they discuss the concepts, taking note of their communication skills. b. Ask learners probing questions on the concepts, to allow critical thinking and problem solving skills. <b>c.</b> Assess the outputs produced by the learners, and provide feedback to the learners.
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 equilibrium, break-even, and shutdown points of	a. Learners search and discuss the characteristics or search use round robin to discuss the characteristics or salient features of different market structures, the relationship between average revenue, marginal revenue, price, demand, and present in the plenary.	a. Observe learners as they make their presentations on the concepts, taking note of their: i) communication skills. ii) respect for one another's opinions. iii) cooperation and self-directed learning. iv) accuracy in illustrations. b. Converse with learners by asking them probing questions on the concepts, taking note of their analytical, critical thinking, and presentation skills. <b>c.</b> Assess the outputs produced by the learners, and provide feedback for improvement.

<p>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>a. In groups, learners use textbook extracts to demonstrate the short and long-run equilibrium of different market structures, break-even, and shut-down 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 by asking 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 &amp; 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 by asking 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</p>	<p>a. Converse with learners by asking 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)</p>

<b>Learning Outcomes</b> The learner should be able to:	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
	make write-ups for presentation in the plenary.	produced by the learners, and provide feedback for improvement.