

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**SCHEME OF WORK**

**TEACHER'S NAME:**

**SCHOOL NAME:**

**SUBJECT: ECONOMICS**

**FORM: SIX**

**YEAR: 2024/25**

**TERM: 1<sup>st</sup> & 2<sup>nd</sup> TERM**

COMPE TENCE	GENERAL OBJECTIVES		MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REM ARKS
The ability to analyse and interpret economic issue. Using basic economic tools	<ul style="list-style-type: none"> <li>- Students should be able to explain the meaning of National income, describe det, of the size of National income.</li> <li>- Apply basic tools of economic analysis.</li> </ul>		NATIONAL INCOME	Concept of National income	10	- The teacher to guide the students to make library search on determination of the size of the National income and use of the National income.	- Using the techniques of think pair and share students to discuss the meaning of national income and concepts relating to National income describing the determinants of National income and the uses of the National income.	<ul style="list-style-type: none"> <li>- Library search</li> <li>- Text books</li> <li>- Internet.</li> </ul>	Tayeb wa Mugisha, basic economics, Kampala Uganda (1998)	- Examining to what extent the students are able to explain the meaning of National income and concepts relating to National income and ability?	

COMPE TENCE	GENERAL OBJECTIVES	N C N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REM ARK S
					National income computation		- Teacher to guide the students on the calculations and discussions on the weakness of using per capital income.	- Students to conduct group discussion on the three methods of calculating National income, income per capital and standard of living, weakness of using per capital.	- Internet - Library search - Text books.		- To describe the determinants of the size of National income plus the computation to solve different questions.	

<p>- Students should be able to discuss the weaknesses of using income per capital to compare standard of living, relate consumption, mul</p>	<p>- Apply basic tools of economic analysis.</p>					<p>- Teacher to conduct plenary discussion on weaknesses of using income per capital to compare standard of living, consumption income, multiplier mpc and mps.</p>	<p>- Students to make library search, on the weakness of using income per capital to compare standard of living.</p> <p>- Students to do information search from internet and library, search on the r/p of consumption and income, multiplier, mpc and mps.</p>	<p>- Library search</p> <p>- Text books</p>	<p>Simplified economics.</p>	<p>- Examining whether or not the students able to discuss the weakness of using income per capital to compare standard of living, to relate consumption income, multiplier, mpc and mps.</p>
		Investment theory	10	<p>- Teacher to conduct, coordinate and guide the students on investment theory, factors affecting investment and discussion on acceration principles.</p>	<p>- Students to make information search on investment theory, factors affecting investment and discussion on acceration principles.</p>	<p>- Supplementary books</p> <p>- Internet</p> <p>- Text books</p>	<p>Hanson J.A Text of economics, Pitman, London (1977)</p>	<p>- Question of students whether or not students are able to explain investment theory &amp; a factors affecting investment.</p>		
		Income in equality		<p>- Guiding on the students on discussing of income in equality causes, prons, cons and forms of income in quality.</p>	<p>- Students to brainstorm the meaning of income in equality, of income in equality, causes, prons &amp; cons of income in equality + forms of income in equality.</p>					

<p>tiplicer and maps. The students should be able to explain instrument theory &amp; factors affecting investment.</p>												
<p><b>COMPETENCE</b></p>	<p><b>GENERAL OBJECTIVES</b></p>	<p><b>NCNTH</b></p>	<p><b>WEK</b></p>	<p><b>MAIN TOPIC</b></p>	<p><b>SUB-TOPIC</b></p>	<p><b>PERIODS</b></p>	<p><b>TEACHING ACTIVITIES</b></p>	<p><b>LEARNING ACTIVITIES</b></p>	<p><b>T/L MATERIAS</b></p>	<p><b>REFERENCES</b></p>	<p><b>ASSESSMENT</b></p>	<p><b>REMARKS</b></p>

- Collect, analyze or organize and critically evaluate economic information.	- Internet economic issue arising from gvt and non gvt policies.			PUBLIC FINANCE	The concept of public finance	- Teacher to summarize on the meaning and roles of public finance.	- Students to discuss the meaning and roles of public finance, discussions on and objectives of government.	- VIPP cards - Text books	Richard , Lipsey positive economics oxford University Press (1995)	- Examining whether or not the students able to explain the fun & objectives of the gvt.	
					Government Revenue & Taxation	- Teacher to guide the student on the presentation and discussions on gvt – revenue, meaning of taxation, cannons and systems of taxation.	- Student to search information on the source of government revenue, meaning of taxation and common of good tax and systems of taxations.	- TRA - Library search		- Questions to the students to determine whether or not students able to compose defn of gvt revenue, describe taxation adn common good tax & three systems of taxation.	

COMPETENCE	GENERAL OBJECTIVES	CONTENT	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
							- Teacher to organize coordinate and summarize the discussion, held by the students; about VAT, incidence of tax, tax impacts and economic effects of taxation.	- Students to conduct group discussion on classification of tax according to types, and to do project on value added tax (VAT) by conducting study tour to TRA to study about (VAT), incidence of tax, tax impact plus economic effects of taxation.	- Library search, - Internet - Text books  - Internet - Text books	Tayebwa Mugisha , basic economics, Kampala Uganda (1998)  Simplified economics	- Assignment to the students to examine whether or not are student able to explain classify tax according to types, to describe value added tax (VAT) and ability to explain the incidence & impacts of tax plus economic effects of tax.	
					Government expenditures.		- The teacher to guide students to make library search on meaning of gvt expenditures, types and objectives of gvt expenditures.	- Students to make library search on the meaning of gvt expenditures, types and objective of government expenditure.	-		- Examining the student on the ability to describing objective of gvt exp.	
					National budget		- Teacher to guide the Students and summarize on the meaning of National budget, types and of the National budget.	- Students to conduct plenary discussion on the meaning of National budgets, types of of the National budget	- Sample of government reports. - VIPP cards - Internet - Library search	Basic economic s (1998) Simplified economic s	- Explaining whether or not are student able define National budget, and ability to explain types & fns of National budget.	
					Public debts.		- Teacher to summarize the classification of public debt, causes, effects and management of public debt.	- Students to form a group discussion on the meaning of public debts, classification of public debt, causes, effects and management of public debt.		Simplified economic s	- Questions to measure the ability of the students to classify the public debt, cause, effects and management of public debt.	

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Apply economic theories and show how they apply to the Tanzanian economy	Explain economic theories and show how they apply to the Tanzanian economy.			FINANCIAL INSTITUTION	- The concept of financial institutions		- Teacher to guide and summarize the meaning roles and types of financial institution.	- The students to use the group, to discuss the meaning financial institutions, roles of financial institutions, type of financial institutions.	- Sample of fliers of financial institutions.  - Annual report of financial institutions.	Basic economics (1998)	- Assigning questions, and checking whether or not the student can discuss the role of financial institutions, and the two types of FIs.	
					Types of financial institutions		- Teacher to organize the tour to visit to BOT, NMB and TIB, and summarize the role of commercial Banks.	- The students to visit BOT and discuss with host the roles/ and contribution of BOT to economic development, NMB and discuss with hosts the roles / of commercial banks.	- Books	Simplified economics	- To examine whether or not students able to explain the roles of commercial banks.	
							-	- Students to discuss the functions of specialized Bank and investment Bank.	-		-	
					Credit creation		- The teacher and students summarizing the roles/ of non – banking financial institution, and problems facing financial institutions.	- Students to visit national security fund and insurance cooperation as examples of non – banking financial institutions to discuss with the host the roles/functions of non banking FFs i.e NSSF and problems of financial institutions in Tanzania.	- Library search - Internet - Text books	Basic economics (1998)	- Examining the students whether or not have understood the roles of Non-banks and problems facing FIs	
							- The teacher to summarize the meaning and limitations of credit - creation.	- Student to make library search and internet search on the meaning of credit – creation, limitations of credit creation.	- Supplementary books - Text books	Simplified economics	- Questions to the students to measure whether or not can give the meaning of credit-creation and F's limitations	
<b>MID – TERM TESTS &amp; HOLIDAY</b>												



COMPETENCE	GENERAL OBJECTIVES	NCNTH	WEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
Collect analysis organize and critically evaluate economic information.	Interpret economic issues arising from government and non government policies.			MARKETING AND DISTRIBUTION	Concept of marketing and distribution in Tanzania.		<ul style="list-style-type: none"> <li>- The teacher to guide the students and giving summary on the meaning of marketing and distribution, classification of cooperating according to membership.</li> <li>- Teacher to summarize the presentation and discussion on the of the boards.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to make library search and internet search on the meaning of marketing and distributions, classification of cooperatives according to membership, pros and cons of private crop buyers.</li> <li>- Students to brainstorm on the marketing boards present in Tanzania and roles of marketing boards.</li> </ul>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Text books</li> <li>- Library search.</li> </ul>	Ambilikile C. Economics for advanced level (2006)	<ul style="list-style-type: none"> <li>- Questions to measure whether or not students are able to discuss the meaning of marketing and distribution, plus ability to classify cooperating according to membership registration on series.</li> </ul>	
						<ul style="list-style-type: none"> <li>- The teacher to coordinate, organize the tours and summarizing the presentation and discussions on boards and of the boards.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to make group discussion on the problems of marketing boards, to visit the board of external trade &amp; discuss with the host on the company's under the board &amp; of the board plus discussing the advantages and disadvantages of private crop – buyers.</li> </ul>	<ul style="list-style-type: none"> <li>- Business newspapers</li> <li>- Research</li> <li>- Reports</li> <li>- Board of external trade documents</li> <li>- Logo of crop buyers.</li> </ul>	Ambilikile C. Economics for advanced level (2006)	<ul style="list-style-type: none"> <li>- Questions to measure whether or not students are able to discuss the board of external trade, fun and advantages of each type of transport and communication in Tanzania.</li> </ul>		
					Transport and communication	<ul style="list-style-type: none"> <li>- Teacher to guide the student on discussing the concepts of transport &amp; communication plus its problems.</li> </ul>	<ul style="list-style-type: none"> <li>- The students to make brainstorming on the concepts of transport &amp; communication, elements of transport, types of transport and three types of communication and problems of transport in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>- Government regulations.</li> </ul>		<ul style="list-style-type: none"> <li>-</li> </ul>		
<b>TERMINAL EXAMS AND HOLIDAY</b>												

COMPETENCE	GENERAL OBJECTIVES	NCNTH	WEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
Apply economic theories in tanzanite economy				INTERNATIONAL TRADE	Concept of international trade		- Teacher to guide and summarize the discussions and presentations conducted by the students, on the meaning, & theories of absolute and cooperative advantage, plus its applications	- Students to brainstorm on the meaning of international trade, merits and demerits of international trade, discussing the causes and theories of cooperative advantage in terms of assumption and criticisms and application of the absolute and cooperative costs.	- Text books - Aeroplane - Rail / train - Internet	Basic economics (1998)	- Questions to the students to examine whether or not can explain the meaning of protectionism, forms argument for and against protectism.	
Able to explain economic theories and show how they apply to the Tanzanian economy.					Terms of trade & trade protection		- Teacher to summarize the discussed terms and ideas in more soft cated form.	- Students to make library search on the meaning of T.T determinants of T.T ways of measuring terms of trade – protectionism argument for and against.	- Library search - Text books	Simplifid economics.		
					Free trade & exchange		- The teacher to summarize and discuss the meaning of free trade, argument for and against the students.  - Guiding the students their tours to financial institutions.	- Students to make library search on the meaning of free trade, argument for and against free trade.  - Students to form group discussion on the meaning of exchange rate, visiting BOT and discussing with the host the types of exchange rate, and their cons and pros of each types of exchange rate.	- Newspapers - Exchange rate - Internet  - Text books - Internet - Library search	Basic economics (1998)  Simplified economics	- Questions to examine the students whether or not have ability to discuss the argument for and against free trade, and ability to explain the three types of exchange rate.	

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Analyse and interpret economic issue using basic economic tools	Analyse international economic issues and dealings.			ECONOMIC INTERGRATION & CO-OPERATION	Concept of economic integration		- To guide the students on their discussions, specifically on the meaning of integration, necessary conditions, forms and importance of economic integration.	- Students to make group discussion on the meaning of economic integration, forms importance and necessary conditions for successfully economic integration.	- Library search, text books - Internet	Tayebwa Mugisha , basic economics, Kampala Uganda (1998)	- Examining the students through questions so as to measure the ability to explain in the meaning , forms and importance of economic integration, necessary condition & for successfully ec. Integration.	
					Economic integration blocks & concept of economic cooperation		- To summarize and guide the students on the debate of prons and cons or – cooperation i.e AGOA & GATT	- Students to discuss on the problems facing economic integration.  - Students to make a library search, internet search & text books on economic integrations blocks i.e COMESSA, costs & benefits plus objectives of these books.  - To discuss the prons & cons of economic cooperation.	- Text books - Internet - Library search	Simplified economics	- Questions to the students to measure ability to mention and explain each economic International – blocks.	

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By the end of this course the students should develop ability to collect analyse, organize and critically evaluate economic information.	Interpret economic issues arising from gvt and non gvt policies.			ECONOMIC PLANNING	Concept of the economic planning	- Teacher to clarify the difficult terms to the students.	- The students to brainstorm on meaning of economic planning, library search on the classification of economic planning according to types, prons & cons, features of an economic plan.	- Economic planning fliers - Supplementary books. - Internet	Simplifi ed economics	Tayebwa Mugisha , basic economics, Kampala Uganda (1998)	- To examine whether or not the student able to give the meaning of economic planning classification of economic planning according to types, cons & probability o describe features of economic planning & the problems facing.	
						- Teacher to guide students on the prons and cons of economic and position of economic planning in capitalists, socialist & mixed economic system.	- Debating on the position of planning in capitalist, mixed economic system & socialist and discussing the problems of planning.	- Library search - Text books.				
<b>MID TERM- EXAMINATIONS &amp; HOLIDAY</b>												
Apply economic items of Tanzania economy	Apply basic tools of economically			STRUCTURE OF TANZANIA ECONOMY	Agriculture sector in Tanzania	- Teacher to guide students on the discussion evaluation & roles of agriculture sector i the economy.	- A students to make library search, on the evolution and roles of agriculture sector in the economy.	- text books - Library search,	Ambilikile C. Economics for advanced level (2006)		- Tests and quizzes to be given to the students to measure whether or not are students able to describe evolution and roles of African - Problems causes & effects of price fluctuations of agricultural products.	
						- To give a summary on the causes & affects of price fluctuation of agricultural product in Tanzania.	- Students to make group discussion and plenary presentations on the evolution and role of agriculture sector in the economy, discuss effects and causes of price fluctuations of agricultural problems.	- Internet search				

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							- To guide the students on the discussion of agricultural sector on the development of industrial sector and giving a summary on the assignment on the strategies for improving agriculture sector.	- Students to conduct a plenary presentation on roles of agriculture, sector on the development of industrial sector, and students to make group assignment on strategies for improving agriculture sector.	- Library search - Text books - photos	Tayebwa Mugisha , basic economics, Kampala Uganda (1998)	- examining whether or not students able to discuss, pros& cons of import substitution on industries, basic industrial strategy, roles of industrial sector and problems facing industrial sector.	
					Industrial sector in Tanzania.		- Teacher to summarize on the basic industrialisation in Tanzania plus prons and cons of import substitution industries.	- Students to make a library search, internet search on the native of industrial sector in Tanzania, debating on pros and cons of import substitution industries.	- Text books - Library search - Internet			
							- Teacher to classify difficult terms and giving a summary on the roles of industrial agricultural sector, plus problems facing industrial sector in Tanzania.	- Students to discuss the roles of industrial sector and agriculture sector to the economy, and discuss the problems facing industrial sector in Tanzania.	- Text books - Library search - Internet	Ambilikile C. Economics for advanced level (2006)	- Questions to measure the students whether or not able to discuss the roles of industrial sector and agricultural sector.	
					Ownership pattern of Tanzania economy		- Teacher guiding the discussion conducted by the students.	- Using VIPP cards students to conduct a plenary discussion on the pros and cons of public sector and private sector ownership, and weakness of the private sector ownership policies to encourage private sector ownership.			- Describing whether or not are the students able to discuss pros and cons or public an private sector ownership & and weakness of private sector ownership.	

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							<ul style="list-style-type: none"> <li>- Teacher to give a summary on the policies, pros and cons of private sector ownership.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to conduct a debate on the policies to encourage cooperative sector ownership cons &amp; prons of private sector ownership plus the features and roles of informal sector ownership.</li> </ul>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Text books</li> <li>- Government policy.</li> <li>- TIC documents</li> <li>- Sample of research report</li> <li>- TIC reports</li> </ul>	<ul style="list-style-type: none"> <li>Basic economics (1998)</li> <li>Ambilikile C. Economics for advanced level (2006)</li> </ul>	<ul style="list-style-type: none"> <li>- Questions to the students to measure the ability to explain cons, pros of cooperative sector ownership, roles &amp; features of informal sector plus ability to discuss the major Tanzania economic problems.</li> </ul>	
				ECONOMIC GROWTH & ECONOMIC DEVELOPMENT	Economic growth		<ul style="list-style-type: none"> <li>- The teacher to guide the students and giving a summary on the meaning of economic growth, determinants of economic growth and different growth policies.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to make library search on the meaning of economic growth, determinants of economic growth and discussing the growth policies in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Text books</li> <li>- Library search</li> <li>- Government policy.</li> </ul>	<ul style="list-style-type: none"> <li>Tayebwa Mugisha, basic economics, Kampala Uganda (1998)</li> </ul>	<ul style="list-style-type: none"> <li>- Questions to measure the meaning of economic growth, determinants of economic growth and growth policies of Tanzania.</li> </ul>	
					Economic development		<ul style="list-style-type: none"> <li>- Teacher to guide the students on the effects of economic growth</li> </ul>	<ul style="list-style-type: none"> <li>- Students to make library search on the effects of economic growth.</li> <li>- Students to make library search &amp; internet search on the meaning of economic development, debate on the indicators of developing &amp; developed countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Text books</li> <li>- Library search</li> <li>- Government policy.</li> </ul>	<ul style="list-style-type: none"> <li>Ambilikile C. Economics for advanced level (2006)</li> </ul>		

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							- The teacher to guide the students on the discussion on the theories of economic development and on the roles and aid of international trade.	- Students to discuss the theories of economic development i.e. classical, maxims, Rostomb stage, Harrods Damar and the modern theories of economic development plus the search on the roles of international trade and aid in the process of development.	- Text books - Library search - Internet		- Examining whether or not student able to discuss the theories and affects of economic growth.	
<b>ANNUAL EXAMINATIONS &amp; HOLIDAY</b>												