

**SCHEME OF WORK**

NAME OF SCHOOL:\_\_\_\_\_ TEACHER'S NAME:\_\_\_\_\_ CLASS: FORM ONE SUBJECT: BUSINESS STUDIES TERM: 1<sup>ST</sup> & 2<sup>ND</sup> YEAR: 2025

| MAIN<br>COMPETENCE | SPECIFIC<br>COMPETENCES | LEARNING<br>ACTIVITIES | SPECIFIC<br>ACTIVITIES | M<br>O<br>N<br>T<br>H | W<br>E<br>E<br>K | NUMBER<br>OF<br>PERIODS | TEACHING<br>AND<br>LEARNING<br>METHODS | TEACHING<br>AND<br>LEARNING<br>RESOURCES | ASSESSMENT<br>TOOLS | REFERENCES | REMARKS |
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TEACHER'S NAME: \_\_\_\_\_

**CLASS: FORM ONE**

**SUBJECT: BUSINESS STUDIES**

**TERM: 1<sup>ST</sup> & 2<sup>ND</sup>**

YEAR: 2025

|                                           |                                                                                        |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                              |                                                                                                                                         |   |                                                                                                       |                                                                                                             |                                                                                                                                                                     |                                                                                                                                                                       |  |
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| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE |                                                                                        | ORIENTATION COURSE                                                                                   | ORIENTATION COURSE                                                                                                                                                                                                                                                                                                                                                                                           | J<br>A<br>N<br>U<br>A<br>R<br>Y<br>&<br>F<br>E<br>B<br>R<br>U<br>A<br>R<br>Y | 3 <sup>RD</sup><br>-<br>4 <sup>TH</sup><br>-<br>1 <sup>ST</sup><br>-<br>2 <sup>ND</sup><br>-<br>3 <sup>RD</sup><br>-<br>4 <sup>TH</sup> |   |                                                                                                       |                                                                                                             |                                                                                                                                                                     |                                                                                                                                                                       |  |
|                                           | 1.0 DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | 1.1. DESCRIBE THE CONCEPT AND SCOPE OF BUSINESS STUDIES, AND ITS RELATIONSHIP WITH OTHER DISCIPLINES | <p>In manageable groups, To provide a scenario showing various activities involved in the production, distribution and consumption of a product.</p> <p>To guide students to explain the meaning of business studies</p> <p>To lead students to elaborate terminologies used in business studies</p> <p>To guide students through jigsaw, to explore relationship of business studies and other subjects</p> | M<br>A<br>R<br>C<br>H                                                        | 1 <sup>ST</sup><br>-<br>2 <sup>ND</sup>                                                                                                 | 6 | <p>Group discussion</p> <p>Brain storming</p> <p>Scenario</p> <p>Jigsaw</p> <p>Resourceful person</p> | <p>Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities</p> | Through Quizzes, Group assignments and Oral Questions and Answers and Class presentation to check if the concept and scope of business studies is clearly described | <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> |  |

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|                                           | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND SCOPE OF BUSINESS STUDIES, AND ITS RELATIONSHIP WITH OTHER DISCIPLINES | To guide students to brainstorm on the importance of business studies in the community.<br><br>To relate their responses to the importance of business studies                                                                                                                                                                                                                                                                                            | MARCH       | 3 <sup>RD</sup> - 4 <sup>TH</sup>                     | 6 | Brainstorming<br><br>Group discussion<br><br>Presentation<br><br>Project activity                          |                                                                                                      | Through Oral questions and answer, Observation, Exercises, Quizzes, Individual assignments, Class works, Group tests to check if the concept and scope of business studies is clearly described |                                                                             |  |
|                                           |                                                                                    |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | APRIL       | 1 <sup>ST</sup>                                       |   | MID-TERM ASSESSMENT                                                                                        |                                                                                                      |                                                                                                                                                                                                 |                                                                             |  |
|                                           |                                                                                    |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | APRIL       | 2 <sup>ND</sup> MID-TERM BREAK                        |   |                                                                                                            |                                                                                                      |                                                                                                                                                                                                 |                                                                             |  |
| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND SCOPE OF BUSINESS STUDIES, AND ITS RELATIONSHIP WITH OTHER DISCIPLINES | To organise students in manageable groups to identify various clubs that existin schools.<br><br>To relate their responses to the concept of a school business club, its meaning, importance and how it works.<br><br>To provide students with the business club guidelines and milestones. To ask each group to work on one component of the simple constitution of a club such as membership, leadership, finance, disputes, and dissolution. and share | APRIL & MAY | 3 <sup>RD</sup> - 4 <sup>TH</sup> - 1 <sup>ST</sup> - | 9 | Group discussion<br><br>Presentation<br><br>Thin-In-Pair<br><br><br>Skills lab<br><br><br>Project activity | Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities | Through Quizzes, Group assignments And Individual assignments to test if The concept and scope of business studies is clearly described                                                         | TIE (2023) Business Studies for Secondary schools, Student's Book, Form one |  |

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| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND SCOPE OF BUSINESS STUDIES, AND ITS RELATIONSHIP WITH OTHER DISCIPLINES | To task students to compile all the components (developed in the skills lab) into one document.<br><br>To guide students to make several amendments into a club constitution and use it to formulate the business club | M<br>A<br>Y                                         | 2 <sup>ND</sup><br>-<br>3 <sup>RD</sup><br>-<br>4 <sup>TH</sup> | 9 | Group discussion<br><br>Presentation<br><br>Brainstorming                   | Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities | Through Quizzes, Tests, Project work, Observation, Group assignments and Individual assignments to check if the concept and scope of business studies is clearly described | TIE (2023) Business Studies for Secondary schools, Student's Book, Form one |  |
|                                           |                                                                                    |                                                                                                 |                                                                                                                                                                                                                        | J<br>U<br>N<br>E                                    | 1 <sup>ST</sup>                                                 |   |                                                                             |                                                                                                      |                                                                                                                                                                            |                                                                             |  |
|                                           |                                                                                    |                                                                                                 |                                                                                                                                                                                                                        | J<br>U<br>N<br>E                                    |                                                                 |   |                                                                             |                                                                                                      |                                                                                                                                                                            |                                                                             |  |
| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND SCOPE OF BUSINESS STUDIES, AND ITS RELATIONSHIP WITH OTHER DISCIPLINES | To let students, reflect on what mindsets and skills they had to use to create the constitution and how they might use those skills in the future as entrepreneurs or business owners                                  | J<br>U<br>L<br>Y<br>&<br>A<br>U<br>G<br>U<br>S<br>T | 2 <sup>ND</sup><br>-<br>3 <sup>RD</sup>                         | 6 | Brainstorming<br><br>Think-in-Pair<br><br>Presentation<br><br>Demonstration | Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities | Through Quizzes, Tests Project work, Observation, Group assignments and Individual assignments to check if the concept and scope of business studies is clearly described  | TIE (2023) Business Studies for Secondary schools, Student's Book, Form one |  |

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| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | 1.2. DESCRIBE THE CONCEPT AND THEORIES OF ENTREPRENEURSHIP (MEANING, CHARACTERISTICS, SKILLS AND IMPORTANCE) | <p>To organise students in manageable groups to generate a list of different activities performed in their community.</p> <p>Then, discuss what it takes to do those activities and be successful.</p> <p>To relate the discussion to the meaning and characteristics of a good entrepreneur, based on their discussions</p> | J<br>U<br>L<br>Y<br>&<br>A<br>U<br>G<br>U<br>S<br>T | 4 <sup>TH</sup><br>-<br>1 <sup>ST</sup><br>-<br>2 <sup>ND</sup><br>-<br>3 <sup>RD</sup> | 12              | <p>Group discussion</p> <p>Brainstorm</p> <p>Presentation</p> <p>Roleplay/ simulation</p> | <p>Online/ Offline Sources And Video Clips Showing Various Business Activities</p> | <p>Through Oral questions and answer, Observation, Exercises, Quizzes, Individual assignments, Class works</p> <p>To test if the concept and theories of entrepreneurship are well described</p> | <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> |  |
|                                           |                                                                                    |                                                                                                              |                                                                                                                                                                                                                                                                                                                              |                                                     | A<br>U<br>G<br>U<br>S<br>T                                                              | 4 <sup>TH</sup> | MID-TERM ASSESSMENT                                                                       |                                                                                    |                                                                                                                                                                                                  |                                                                                                                                                                       |  |
|                                           |                                                                                    |                                                                                                              |                                                                                                                                                                                                                                                                                                                              |                                                     | S<br>E<br>P<br>T<br>E<br>M<br>B<br>E<br>R                                               |                 | MID-TERM BREAK                                                                            |                                                                                    |                                                                                                                                                                                                  |                                                                                                                                                                       |  |

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| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND THEORIES OF ENTREPRENEURS HIP ( <i>MEANING, CHARACTERISTICS, SKILLS AND IMPORTANCE</i> ) | To assign students in manageable groups to visit nearby businesses to explore the importance of their activities to the community and the skills they might need to become successful entrepreneurs.                                                                                                                                                                                                                                                                                                  | S<br>E<br>P<br>T<br>E<br>M<br>B<br>E<br>R<br>&<br>O<br>C<br>T<br>O<br>B<br>E<br>R | 3 <sup>RD</sup><br>-<br>4 <sup>TH</sup><br>-<br>1 <sup>ST</sup> | 9 | Group discussion<br><br>Presentation<br><br>Field trip<br><br>Follow-up on project activity                    | Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities | Through Quizzes, Tests Project work, Observation, Group assignments and Individual assignments to test if the concept and theories of entrepreneurship are well described | TIE (2023) Business Studies for Secondary schools, Student's Book, Form one |  |
|                                           | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | DESCRIBE THE CONCEPT AND THEORIES OF ENTREPRENEURS HIP ( <i>MEANING, CHARACTERISTICS, SKILLS AND IMPORTANCE</i> ) | <p>To let groups, share their findings with the rest of the class through presentations</p> <p>To assign students in manageable groups to prepare the simulation game on various theories and approaches to entrepreneurship by choosing a theme that is relevant to a particular theory (<i>innovation theory, economic theory, sociological theory, opportunity and resource-based theory</i>)</p> <p>To let students, discuss lessons learnt from the simulation.</p> <p>To relate their ideas</p> |                                                                                   | 2 <sup>ND</sup><br>-<br>3 <sup>RD</sup>                         | 6 | <p>Group discussion</p> <p>Presentation</p> <p>Demonstration</p> <p>Roleplay/ simulation</p> <p>Field trip</p> | Online/Offline Sources, Business Club Guidelines And Video Clips Showing Various Business Activities | Through Quizzes, Group assignments and Questions and Answers and Class presentation To test if the concept and theories of entrepreneurship are well described            | TIE (2023) Business Studies for Secondary schools, Student's Book, Form one |  |

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|                                           |                                                                                    |                                                                                                  | with the theories of entrepreneurship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                              |                                                                 |   |                                                             |                                                                                     |                                                                                                                                                      |                                                                                                                                                                       |  |
|                                           |                                                                                    |                                                                                                  | To synthesise what students have presented and make a conclusion on the intended lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                              |                                                                 |   |                                                             |                                                                                     |                                                                                                                                                      |                                                                                                                                                                       |  |
| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION | 1.3. DESCRIBE SOLE PROPRIETORSHIP (MEANING, FEATURES, ADVANTAGES AND DISADVANTAGES AND START-UP) | <p>To guide students to brainstorm on the businesses found in their surroundings and their owners</p> <p>To guide them to explain why they think some businesses are owned by one person and others by more than one person.</p> <p>To relate their findings to the meaning and features of sole proprietorship legal form of business</p> <p>To invite a sole proprietor to the school to share with students on his or her experience on advantages and disadvantages of being a sole proprietor.</p> <p>To let students summarise what they have learnt</p> | O<br>C<br>T<br>O<br>B<br>E<br>R<br>&<br>N<br>O<br>V<br>E<br>M<br>B<br>E<br>R | 4 <sup>TH</sup><br>-<br>1 <sup>ST</sup><br>-<br>2 <sup>ND</sup> | 9 | <p>Brainstorm</p> <p>Presentation</p> <p>Guest speaking</p> | Online/ Offline Sources From Business Registration And Lincensing Authority (BRELA) | Through Quizzes, Tests, Project work, Observation, Group assignments and Individual assignments to check if Sole proprietorship is clearly described | <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> <p>TIE (2023) Business Studies for Secondary schools, Student's Book, Form one</p> |  |

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| DEMONSTRATE MASTERY OF BUSINESS KNOWLEDGE | DEMONSTRATE MASTERY OF THE CONCEPTS, THEORIES AND PRINCIPLES OF BUSINESS EDUCATION |  | To ask students in a group(s) to write a simple report/presentation on how to register a sole proprietorship in Tanzania                                                      | N<br>O<br>V<br>E<br>M<br>B<br>E<br>R | 3 <sup>RD</sup><br>-<br>4 <sup>TH</sup> | 6 | Demonstration<br><br>Case study<br><br>Group discussion<br><br>Project activity | Online/<br>Offline<br>Sources From<br>Business<br>Registration<br>And<br>Lincesing<br>Authority<br>(BRELA) | Through Oral questions and answer, Observation, Exercises, Quizzes, Individual assignments, Class works<br>To test if Sole proprietorship is clearly described | TIE (2023)<br>Business Studies for Secondary schools, Student's Book, Form one |  |
|                                           |                                                                                    |  | To provide case studies on sole proprietor business start-up processes of a real person (from capital acquisition, the business idea, resources needed, customers and market) |                                      |                                         |   |                                                                                 |                                                                                                            |                                                                                                                                                                |                                                                                |  |
|                                           |                                                                                    |  | To guide students in pairs to discuss and share some things they would consider when starting up their own businesses                                                         |                                      |                                         |   |                                                                                 |                                                                                                            |                                                                                                                                                                |                                                                                |  |

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|  |  | NOV<br>EMB<br>ER &<br>DEC<br>EMB<br>ER |  |  | ANNUAL ASSESSMENT AND END YEAR BREAK |
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