

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



ECONOMICS SYLLABUS FOR ADVANCED SECONDARY EDUCATION FORM V - VI

2023



© Tanzania Institute of Education, 2023

Published 2023

ISBN: 978-9987-09-753-1

Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P. O. Box 35094
14112 Dar es Salaam

Mobile numbers: +255 735 041 168 / 735 041 170

E-mail: director.general@tie.go.tz

Website: www.tie.go.tz

This document should be cited as: Ministry of Education, Science and Technology (2023). *Economics Syllabus for Advanced Secondary Education Form V - VI*. Tanzania Institute of Education.

All rights reserved. No part of this syllabus may be reproduced, stored in any retrieval system or transmitted in any form or by any means whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Tanzania Institute of Education.

Table of Content

List of Tables.....	iv
Acronyms.....	v
Acknowledgements.....	vi
1.0 Introduction	1
2.0 Main Objectives of Education in Tanzania.....	1
3.0 Objectives of Advanved Secondary Education	2
4.0 General Competences for Advanced Secondary Education	2
5.0 Main and Specific Competences	3
6.0 Roles of Teachers, Students, and Parents in Teaching and Learning	3
6.1 The teacher	3
6.2 The student	4
6.3 The parent.....	5
7.0 Teaching and Learning Methods	5
8.0 Teaching and Learning Resources/Materials.....	5
9.0 Assessment	6
10.0 Number of Periods.....	7
11.0 Teaching and Learning Contents	7
Form V	8
Form VI.....	17
Bibliography	28

List of Tables

Table 1:	Economics subject competences for Form V and VI.....	3
Table 2:	Contribution of Continuous Assessment and National Examination in the final score	6
Table 3:	Detailed Content for Form V	8
Table 4:	Detailed Content for Form VI.....	17

Acronyms

ICT	Information and Communication Technology
MoEST	Ministry of Education, Science and Technology
NI	National Income
TIE	Tanzania Institute of Education
UCLES	University of Cambridge Local Examinations Syndicate

Acknowledgements

The writing of the Economics Syllabus for Advanced Secondary Education Form V–VI involved various experts from Government and non-government institutions. Therefore, the Tanzania Institute of Education (TIE) would like to thank all the experts who participated in writing of this syllabus, namely, lecturers, tutors, school quality assurance officers, teachers and curriculum developers from TIE experts. The Institute is also grateful to the National Technical Committee that was formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for pre-primary, primary, secondary and teacher education. The Committee discharged its responsibilities’ professionally by ensuring that the contents of this syllabus are in line with the main objective of the 2023 curricular review, which is to ensure that the graduates acquire skills, knowledge and attitudes that will enable them to create self-employment, employ others, be employed and able to sustain themselves.

Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.



Dr Aneth A. Komba

Director-General

Tanzania Institute of Education

1.0 Introduction

Economics for Advanced Secondary Education is a compulsory subject for students who choose to join the Business Studies stream in their combination. It equips the student with knowledge and skills of poverty eradication and raising living standards, and satisfying human wants with scarcity of resources. The subject also embraces the student with modern methods of production and production at low cost, understanding the relationship between producers and consumers as well as proper budgeting and careful spending. Generally, it helps the student to understand domestic, regional and global economic issues for adopting multiple perspectives in various contexts.

The Economics syllabus is designed to guide the teaching and learning of Economics at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. It interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote student's understanding of the concepts, theories and principles used in economics and develop 21st century skills which include creativity, communication, collaboration, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Advanced Secondary Education

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the lower level of Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to a college education.

4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary secondary education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;

- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Language studies in conducting academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences For Form V-VI*

Main competences	Specific competences
1.0 Demonstrate mastery of basic concepts, theories and principles in Economics	1.1 Demonstrate an understanding of the concepts, theories and principles used in Economics 1.2 Demonstrate mastery of economic analysis
2.0 Conduct a project in Economics	2.1 Design and carry out a project in Economics

6.0 Roles of Teachers, Students, and Parents in Teaching and Learning

A good relationship between a teacher student and parents or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Economics

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Economics;

- (b) Use teaching and learning approaches that will allow student with needs and abilities to:
 - (i) develops the competencies needed in the 21st century;
 - (ii) actively participate in the teaching and learning process;
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process;

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent/guardian is expected to:

- (a) Monitor a child's academic progress in school;
- (b) Where possible, provide child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Ensure that the child is safe while at home;
- (f) Provide the child with any necessary materials required in the learning process; and
- (g) Instil in the child a sense of commitment and positive value towards education.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources/Materials

The process of teaching and learning requires different resources. In that regard, both, the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and students are expected to constantly seek for information from various sources to effectively facilitate teaching and learning. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Economics subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as presented in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
Total	100%	

10.0 Number of Periods

This syllabus provides estimates of the time that will be spent in learning and teaching, in consideration of the complexity of the specific competences and the learning activities. Ten periods of forty minutes each, have been allocated for this subject per a week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competence, learning activities, suggested methodology, assessment criteria, resources, and periods. Table 3 and 4 present all required contents in the respective forms.

Form V

Table 3: Detailed Content for Form V

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of basic concepts, theories and principles in Economics	1.1 Demonstrate an understanding of the concepts, theories and principles used in Economics	(a) Describe the concept and scope of economics (<i>meaning and origin, importance, its relationship with other subjects, basic terminologies, branches, the central economic problem and fundamental economic questions</i>)	<p>Role play: Guide students to create a list of wants and needs and use their classification rationale to relate to the concept and scope of economics</p> <p>Jigsaw: Guide students to discuss meaning and origin, importance, its relationship with other subjects, basic terminologies, branches, central economic problem and fundamental economic questions in their local perspectives</p>	The concept and scope of economics is well described	<p>Bank of Tanzania (BOT) publication and reports</p> <p>National Bureau of Statistics (NBS) reports</p> <p>Tanzania Development Vision 2025 and Five-Year Development Plans</p>	220

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			The students present their findings, and the teacher relates those findings with the concept and scope of economics			
		(b) Describe economic systems (<i>forms, features, advantages and disadvantages</i>)	<p>Project: In teams, students search for the different forms and features of economic systems, their advantages, and disadvantages</p> <p>Discussion: Students discuss their findings and the teacher relate the students' findings with the concept of economic system</p>	Economic systems are well described	<p>Sample of Government Economic Reports</p> <p>The International Monetary Fund (IMF) reports, working papers, and publications</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Explore the basic tenets of microeconomics (<i>meaning, scope and goals</i>)	<p>Field trip: Students visit the nearby community and observe the prevailing economic activities, learn the way individual consumers, households, and firms make decisions, and then write the report on their observations</p> <p>Discussion: Students share their experiences on the types, scopes and goals of the observed activities and present their findings</p> <p>Teacher relates the students' findings with the tenets of microeconomics</p> <p>Project: Students apply tenets of micro-economics to choose a project for their club</p>	Basic tenets of microeconomics are well described	<p>Journal of Economic Perspectives</p> <p>Online Lecture Notes and Tutorials</p> <p>Academic Websites and Blogs</p> <p>Academic Journals</p> <p>Video Lectures:</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Describe the price theory (<i>demand, supply, market equilibrium and elasticity</i>)	<p>Case study: Provide case studies portraying quantity demanded and quantity supplied of different commodities at different prices. Let the students discuss the questions related to demand, supply, market equilibrium, and elasticity</p> <p>The teacher relates the discussion to the price theory</p> <p>Project: Students use price theory to simulate their product/service price catalogue</p>	Price theory is well described	<p>Academic Journals and Articles</p> <p>Academic Websites and Lecture Notes</p>	
		(e) Describe the theories of production and costs (<i>factors of production,</i>	<p>Guest speaker: Invite a businessperson to explain his/her production process in relation to resources use, costs, revenue and profits</p>	Theories of production and costs are well described	Educational Videos related to production and cost	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		<i>production function, objectives and profit of firms, scale and costs of production and revenue)</i>	<p>Discussion: Students discuss their findings in relation to the factors of production, production function, objectives and profit of firms, scale and costs of production, and revenue</p> <p>The teacher relates the discussion with the theories of production and costs</p> <p>Project: Students write a one-page article/blog about the production process</p>		Real-World Examples	
		(f) Describe the concept of the market (<i>meaning, types and structures</i>)	<p>Scenario: Prepare a scenario on the different types of market structures.</p> <p>Project: Students use market concept to improve their simulated product/service price catalogue</p>	Concept of market is well described	<p>Real-World Examples</p> <p>Economic Research Institutions reports</p> <p>Local Business</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
					Publications and Reports National Bureau of Statistics (NBS) reports Government Publications and reports	
	1.2 Demonstrate mastery of economic analysis	(a) Examine the influence of the economic system on resource allocation and distribution	Scenario: Use a scenario to guide the students to examine how each economic system works in terms of resource allocation and distribution. Discussion: Students discuss the economic systems and their applications locally and globally. Teachers relate the discussions with the economic systems and their applications	Influence of economic systems on resource allocation and distribution is well examined	Academic Journals Economic News Outlets The World Bank publication, reports and policy documents	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
					related to economic development in Tanzania	
		(b) Use the price theory to explain the effects of pricing on consumer behaviour and business profits	<p>Case study: Use a case study to explore the effects of pricing on consumer behaviour and business profits</p> <p>Discussion: Let the students discuss the questions related to the effects of pricing on consumer choice decisions and business profits. Teachers relate the discussions with the price theory</p>	Effects of pricing on consumer behaviour and business profits are well examined using price theory	<p>Economic Analysis Reports</p> <p>Business Publications</p> <p>Video Lectures</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Apply production, cost and market theories to make decisions on price and output	<p>Case study: Provide a case study with information on various production, cost and revenue data of the business</p> <p>Discussion: Allow students discuss the questions related to the production cost and pricing decisions of different types market's theories</p> <p>Project: Students create a market simulation game, where they act as buyers or sellers and make pricing and production decisions based on market conditions</p>	Production, cost, and market theories are well applied to make decisions on price and output	<p>Economic News Outlets</p> <p>National Bureau of Statistics (NBS) reports</p> <p>Government Publications and reports</p> <p>Real-World Examples</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0. Conduct a project in Economics	2.1 Design and carry out a project in Economics	(a) Design and execute a research project on an appropriate economic problem	<p>Thin-ink-pair-share: Students discuss the concept of economic research</p> <p>Brainstorming: Guide students to identify and discuss economic problems that affect their surrounding communities</p> <p>Project: Guide students in manageable groups, guide the students to develop a mini- proposal on the selected one of the economic variables</p> <p>Project: Guide students to collect data on the identified economic issue and write a report</p>	<p>Economic research is well described</p> <p>A mini-research proposal on an economic issue is well designed</p> <p>Data on the identified economic issue are well collected</p>	<p>Academic Journals</p> <p>Research Proposal Guidelines</p> <p>Sample of research Projects</p>	80

Form VI

Table 4: *Detailed Content for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of basic concepts, theories and principles in Economics	1.1 Demonstrate an understanding of the concepts, theories and principles used in Economics	(a) Explore the basic tenets of macroeconomics (<i>meaning, scope and goals</i>)	Case study: Prepare a case study on the basic tenets of macroeconomics	Basic tenets of macroeconomics are well described	Bank of Tanzania (BOT) publication and reports National Bureau of Statistics (NBS) reports Tanzania Development Vision 2025 and Five- Year Development Plans	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe national income (<i>key terms, approaches of measuring, determinants, importance, effect on standard of living and determination of equilibrium</i>)	<p>Project: Allow the students to search National Income</p> <p>Students write the reports and presents their findings</p> <p>Teacher relates the students' findings with the national income</p>	National income is well described	<p>Government Publications and Central Bank Reports</p> <p>Economic Reports and Surveys</p> <p>Academic Journals and Research Papers</p> <p>Government Statistical Reports</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Describe unemployment (<i>key terms, forms, causes, effects and control measures</i>)	<p>Scenario: Use a scenario to have students discuss key terms, forms, causes of unemployment</p> <p>Have the students present their findings and teacher relates the findings with the concept of unemployment</p> <p>Discussion: Guide students to discuss the effects, and control measures of unemployment</p>	Unemployment is well described	<p>National Bureau of Statistics (NBS) reports</p> <p>Central Bank Reports and Publications</p> <p>Prime Minister's Office Labour, Youth, Employment & Persons with Disability publications and reports</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Describe money (<i>key terms, the evolution of money, functions and monetary policies</i>)	<p>Scenario: Use a scenario to have students describe the concept of money</p> <p>Teacher relates the findings from the discussion by relating with the key terms, the evolution of and functions of money, and monetary policies</p>	The Term Money is well described	<p>Classroom Activities and Discussions</p> <p>Online Videos and Educational Websites</p> <p>Government reports and Publications</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(e) Describe inflation (<i>meaning, types, causes, effects and control measures</i>)	<p>Project: In teams, students visit nearby shops and search for information on the prices of different commodities in different periods of times and write a short report on their observations</p> <p>Have the students present their reports and the teachers relate their presentation with the concept of inflation</p> <p>Group Discussion: In groups, the students discuss the factors that might have caused the increase in price levels in their areas, the effects of increase in prices to their society and the measures to control</p> <p>Have the students present their findings from the discussion</p> <p>Teachers relate their presentation with the concept of inflation</p>	Inflation is well described	<p>Local Economic News Outlets: such as newspapers, magazines, and online news platforms,</p> <p>National Bureau of Statistics (NBS) Reports</p> <p>Central Bank of Tanzania (BOT) Publications</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(f) Describe public finance (<i>key terms, government revenue and expenditure, public debt and fiscal policy</i>)	<p>Gallery walks: Guide students to explore different themes on key terms of public finance, government revenue and expenditure</p> <p>Discussion: Let the students discuss the concept of public debt and fiscal policy</p>	Public finance is well described	<p>International Monetary Fund (IMF) reports</p> <p>World Bank reports</p> <p>TRA reports</p> <p>Tax guidelines</p> <p>Tax policies</p> <p>Ministry of Finance and Planning of Tanzania reports</p> <p>Budget statements</p> <p>Policy documents related to public finance</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(g) Describe international trade (<i>meaning, advantages, disadvantages, terms of trade, balance of payments, absolute and comparative advantage and protectionism</i>)	<p>Discussion: students discuss the meaning of international trade together with its, advantages and disadvantages</p> <p>Students present their findings Teacher relates the discussions with international trade</p> <p>Project: In teams, students search for information on the terms of trade, balance of payments, absolute, and comparative advantage, and protectionism</p>	International trade well described	<p>Tanzania trade policies, regulations, and initiatives</p> <p>Tanzania Trade Development Authority (TanTrade): reports and resources on export promotion, market research and trade statistics</p> <p>United Nations Conference on Trade and Development (UNCTAD) reports and publications</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
					<p>Trade statistics</p> <p>World Trade Organization (WTO): publications, policies, agreements, statistics and reports.</p> <p>Economic and Social Research Foundation (ESRF) reports</p> <p>Tanzania Chamber of Commerce, Industry, and Agriculture (TCCIA) reports</p> <p>Export Processing Zones</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Students present their findings Teacher relates the discussions with international trade			
	1.2 Demonstrate mastery of economic analysis	(a) Apply macroeconomic theories to explain the state of national and international economies	<p>Project: Collect data on national income and international trade variables in different periods of time</p> <p>Students describe the data and interpret the findings to show the state of national and international economies</p> <p>Students present their findings Teacher relates the discussions from findings with macroeconomic theories</p>	Macroeconomic theories are well applied to explain the state of national and international economies	<p>Academic Journals</p> <p>Economic News Outlets</p> <p>The World Bank publication, reports and policy documents related to economic development</p>	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Apply macroeconomic theories to explain the levels of socio-economic development of nations	<p>Case study: Use a case study to portray the levels of socio-economic development of nations</p> <p>Have the students discuss the questions on the case studies Teacher relates the discussions with macroeconomic theories</p>	Macroeconomic theories to discuss the levels of socio-economic development of nations are well applied	<p>Journals of Development Economics</p> <p>Journals of Economic Growth</p> <p>The World Bank reports</p> <p>International Monetary Fund (IMF) reports</p>	
2.0 Conduct a project in Economics	2.1 Design and carry out a project in Economics	(a) Complete and submit a report of the project developed in Form Five	<p>Project 1: Guide students to analyse and interpret data from project developed in Form Five and present the findings</p> <p>Project 2: Guide students to write the report from project developed in Form Five</p>	Simple software to analyse data collected in Form Five is well used	<p>Academic Journals</p> <p>Research projects Guidelines</p> <p>Sample of research Projects</p>	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>Discussion: Students present and discuss their project works developed in Form Five</p> <p>Teacher relates students' discussions with the execution of research project on an appropriate economic problem in society</p> <p>Students submit their projects reports</p>			

Bibliography

Ministry of Education., & University of Cambridge Local Examinations Syndicate (UCLES). (2020). *Singapore – Cambridge general certificate of education advanced level higher 1 (2022) Economics (syllabus 8823)*. Cambridge University Press.

Tanzania Institute of Education (TIE). (2022). *Macroeconomics for advanced secondary school student's book form five and six*. Tanzania Institute of Education.

Tanzania Institute of Education (TIE). (2022). *Microeconomics for advanced secondary school student's book form five*. Tanzania Institute of Education.

University of Cambridge Local Examinations Syndicate (UCLES). (2019). *Cambridge international AS & A Level Economics 9708*. Cambridge University