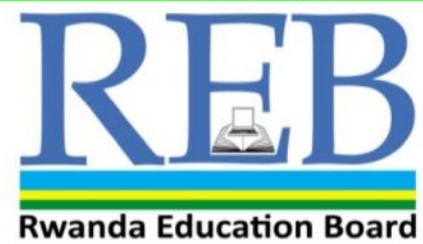


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



**ECONOMICS SYLLABUS FOR
ADVANCED LEVEL**

Kigali, 2015

ECONOMICS SYLLABUS FOR ADVANCED LEVEL (4, 5 and 6)

© 2015 Rwanda Education Board
All rights reserved

This syllabus is the property of Rwanda Education Board.
Credit must be provided to the author and source of the document when the content is quoted.

FOREWORD

The Rwanda Education Board is honoured to provide syllabuses that serve as official documents and as a guide to competency-based teaching and learning. These syllabuses ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of the relevant knowledge, skills and appropriate attitudes and to prepare them to be well integrated into society and to take advantage of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda has emphasised the importance of aligning the syllabus, teaching and learning, and assessment approaches to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn, and the competencies they acquire. Among these are the relevance of the syllabus, the quality of pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competency based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly Rwanda Education Board (REB) and its staff who organised the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise. Any comment or contribution would be welcome for the improvement of this syllabus.

Mr GASANA I. Janvier
Director General, REB

ACKNOWLEDGMENT

I wish to sincerely extend my special appreciation to the people who played a major role in development of this syllabus. It would not have been successful without the participation of a range of different education stakeholders and the financial support from different donors. For this I would like to express my deep gratitude.

My thanks first goes to the Rwanda Education Board staff who were involved in the conception and writing of the syllabus. I wish to extend my appreciation to the valuable efforts from teachers from pre primary to university level during the conception of this syllabus

I owe gratitude to the different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations including CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unit and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN, and local and international consultants. Their respective initiative, cooperation and support were responsible for the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

Dr. Joyce MUSABE,
Head of Curriculum and Pedagogical Material Production Department.

THE LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS

Rwanda Education Board Staff

Dr. Joyce MUSABE: Head of Curriculum Pedagogical Material Department.

Augustin GATERA: Director of Languages and Humanities.

Anicet KIBIRIGA: Senior Advisor to Director General REB.

Meschac BIZIMANA NT: Economics Specialist.

Nehemiah BACUMUWENDA: Pedagogical Norms.

Lecturers and Teachers

Emmanuel BUTERA: Head Teacher of G.S MUYANGE.

Anna ATWONGYEIRE BAGUMA: Teacher Kayonza Modern Secondary School.

Marc KAHINDO: Teacher GSO Butare.

Table of Contents

FOREWORD	iv
ACKNOWLEDGMENT	v
THE LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS	vi
1 INTRODUCTION	1
1.1 Background of economics syllabus review	1
1.2 Rationale of teaching and learning economics	1
1.2.1 Economics and the society	1
1.2.2 Economics and the learner.....	2
1.2.3 .Competencies.....	3
2 PEDAGOGICAL APPROACHES	5
2.1 The role of the teacher	5
2.2 The Role of Learners	6
2.3. Special needs education and inclusive approach	7
3 ASSESSMENT APPROACH	7
3.1 Types of assessment	8
4 RESOURCES	12
4.1 List of materials /equipment needed	12
4.2 Human resource	12
5 SYLLABUS UNITS	13
5.1 Presentation structure of the economics syllabus unit	13
5.2 Syllabus units for senior four	15
5.2.1 Key competences at the end of senior four	15
5.2.2 Unit contents.....	16
5.3 Syllabus units for senior five	39
5.3.1 Key competences at the end of senior five	39
5.3.2 Unit contents.....	40
5.4 Syllabus units for senior six	61

5.4.1	Key competences at the end of senior six	61
5.4.2	Unit contents.....	62
6	REFERENCES.....	84
7.	APPENDICES: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL.....	85

1 INTRODUCTION

1.1 Background of economics syllabus review

The purpose of this competency based curriculum is to improve the learning of economics in upper secondary schools in Rwanda and to provide learners with up to date knowledge and adequate skills to meet day to day economic issues. The curriculum is focused on a more extended and rational teaching/learning of economics, which is an essential part of the high school curriculum.

Economics as a social science empowers learners with the knowledge, skills and attitudes for managing scarce resources in an environment characterised by unlimited wants. It also makes the learner realise that we as human beings are dependent upon one another for our daily needs and introduces the concept of rational consumption with balanced thinking. It also facilitates students to grasp the economic and social problems that the country and the fast changing world are facing.

It is no wonder that the subject has been sometimes considered dry, and surprisingly its principles have been thought to be beyond the level of high school students. This revised economics curriculum will therefore focus on effective methodologies which will make it more practical and real through suggested participatory teaching/learning activities. Thus, there is a trend of shifting the paradigm from knowledge based to competence based learning.

1.2 Rationale of teaching and learning economics

1.2.1 Economics and the society

Economics is concerned with the study of how scarce resources are allocated, given the unlimited wants of a society. Economic decisions crucially influence the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them improve their quality of life.

1.2.2 Economics and the learner

Economics prepares students for the real world of work through career paths like entrepreneurship, management, business, accounting and finance, marketing, tourism, statistics, international economics and policies, agriculture economics, environmental studies, and development studies. It also gives students the critical knowledge and skills to communicate ideas using the language and tools of the discipline of economics. Furthermore it provides a useful foundation not only for further study in economics but also for study in other social science subjects, including history, politics and international relations.

This syllabus will contribute to the development of the ideal Rwandan student with transferrable soft skills and enable them to apply economics in employment and in their general life as articulated by the Vision 2020, EDPRS II and ESSP. It will build learner's skills knowledge and values in areas including, but not limited to, the following:

- Awareness of the importance of living in harmony with the environment. Has a strong appreciation of community cohesion and moral issues including responsibility for and accountability to self and community.
- Demonstrates multiple literacy, independent and critical thinking, questions the beliefs and practices of the past and present, and brings this to bear through the innovative application of science and technology to problem solving.
- Demonstrates a positive work attitude.
- Values and displays creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres and in all other areas of life.

Also, in keeping with the UNESCO Pillars of Learning, on completion of economics study, students will learn to know, learn to do, learn to be, and learn to live together having been exposed to the values implicit within human rights and democratic principles.

In summary, the syllabus seeks to equip students with the basic tools necessary for an understanding and interpretation of economic phenomena experienced by Rwandan people and for communicating, intelligently and effectively on economic issues in the region and the wider international community.

1.2.3 .Competencies

A competency is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. Basic competencies are addressed in the stated broad subject competences and in the objectives highlighted on a year on year basis and in each of units of learning. The generic competencies and basic competencies that must be emphasised and reflected in the learning process, are briefly described below. Teachers will ensure that learners are exposed to tasks that help them acquire the appropriate skills.

Generic competencies

Critical and problem solving skills: The acquisition of these skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of these skills will help learners take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and use it to explain phenomena from the information gathered.

Communication: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, inter personal management, and life skills: This will help learners to cooperate as a team in whatever task is assigned and to practice positive ethical moral values, while respecting the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also learn to advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad economics competencies

During and at the end of the learning process, learners should be able to:

- Identify and use basic concepts and principles used in economic analysis.
- Evaluate economic issues that affect their lives as workers, consumers and citizens.
- Contribute to discussions on current economic issues and decisions that should be made to shape and strengthen local, national and regional institutions.
- Analyse critically economic decisions made by policy makers.
- Demonstrate an awareness.

Economics and developing competencies.

The study of economics allows students to develop knowledge and understanding, skills, attitudes, and values using subject matter and methodologies that suit their interests. Economic study benefits students as they pursue further education and training, employment and active participation as citizens.

This syllabus, alongside the basic competencies, contributes to the generic competencies including communication in official languages, cooperation, interpersonal management and life skills, research, creativity and innovation, critical thinking and problem solving, and lifelong learning. It also develops skills in the interpretation of economic phenomenon, and reading and writing and public speaking. These generic competencies advocate for experiential learning, self-reliance, flexibility, development of vision, responsibility and ownership as well as approaches which are result oriented, proactive and adaptive.

2 PEDAGOGICAL APPROACHES

The pedagogical approaches used in this economics curriculum are based on a range of teaching/learning activities. The method employed is learner centred, where the learner is the main actor and the teacher is expected to apply a series of interactive active learning approaches. Teachers are advised to use any other approaches that are relevant and applicable to the learner's environment. The exact mix of what teaching methods to use will largely depend on the topics being handled, the learner's learning or comprehension capacities, and the resources available for use in the learning/teaching process.

2.1 The role of the teacher

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of the syllabus:

- Discussions on surveys of living conditions reports by the UNDP, World Bank and NISR on the Rwandan economy.
- Group discussions and debates on different topic areas.

- Lectures by resource persons with expertise on aspects of the syllabus.
- Teaching learners how to use textbooks and other resource materials in different ways.
- Field studies on different aspects of the syllabus.

Therefore, teachers need to equip themselves with appropriate methodological skills and knowledge when using learner centred approaches. In an attempt to instil students with the knowledge and understanding, skills, attitudes and values, teachers should:

- Prepare the class for change by establishing working groups.
- Provide a variety of materials and resources to facilitate student's investigations.
- Pose thoughtful open ended questions and help students to do the same.
- Avoid telling students what they ought to know.
- Encourage dialogue among students and with the teacher.
- Keep learner's natural curiosity alive and as a teacher, remain a curious, lifelong learner.
- Continue to evaluate approaches and make changes accordingly.

2.2 The Role of Learners

Learner's activities are organised in such a way that they are encouraged to construct the knowledge and understanding, skills, attitudes and values either individually or in groups in an active way. These activities should be engaging and interactive while incorporating sharing, trust, teambuilding, reflecting, helping, and coaching. Learner's activities may include the following:

- Documentary research.
- Discovery/inquiry.
- Debates.
- Group discussion.

- Brainstorming.
- Role play simulation.
- Demonstration.
- Case-based learning.
- Question and answer.
- Homework.
- Exercises.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. It follows from this that all citizens benefit from the same menu of educational programmes, including those with special educational needs. The critical issue is that we have persons/learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectually learning challenged, traditionally known as slow learners.

These learners equally have the right to benefit from the free and compulsory basic education in public schools. Therefore, the schools' role is to integrate them and provide relevant education for them. The teacher therefore is requested to consider each learner's needs during the learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided in the guidance for teachers.

3 ASSESSMENT APPROACH

Assessment evaluates the teaching and learning processes through the collection and interpretation of evidence of and individual learner's progress in learning. It also makes a judgment about a learner's achievements measured against defined standards.

Assessment is an integral part of the teaching learning process. In the new competence based curriculum assessment must also be competence based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment will be organized at the following levels: School Based Assessment, District Examinations, National Assessment (LARS) and National Examinations.

3.1 Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for the performance and behavioural changes at the beginning of the unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner mastered both the subject and the generic competencies described in the syllabus, and from this the teacher will gain a picture of the all round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or the performance of a learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. It can also be used for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

Summative assessment can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade and will be progressively increased. Districts will be supported to continue their initiatives to organise a common test per class for all their schools to evaluate the performance and the achievement level of learners across individual schools. External summative assessment will be done at the end of Senior 6.

3.2. Record keeping

Record keeping is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against a set criteria or standard. Whatever assessment procedures used, they shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio. These scores will contribute to remedial actions, for alternative instructional strategy, for feed back to the learner and to parents to check on the learning progress and to advise accordingly, or for the final assessment of learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as an evaluation of the strengths and weaknesses of a learner's work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of A level. It will also serve as a verification tool for each learner that they attended the whole learning before they undergo the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be produced to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy, and the marks allocation for each question. In a competency based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only, but test for the broad competencies as stated in the syllabus.

3.4 Structure and format of the examination:

At the end of the course, one paper of two sections will be set. Section A will contain six to ten (6-10) questions and section B will contain two (2) questions. Candidates will answer two (2) questions, i.e one from each section.

Section A: General

Paper A will be based on the basic principles of economics.

Six-ten (6-10) questions will be set to give candidates the opportunity to read extensively and formulate informed, critical, creative and relevant responses to issues relating to the broad competencies of Economics. Questions will not necessarily be set on every topic area or be in any

particular order. They will be general in nature and will require candidates to draw on their knowledge from across topic areas, sub-topic areas and units while demonstrating awareness of current significant issues. The ability to convey a sustained and well thought through argument will be credited.

Section B: Comprehension

Paper B will consist of applications of the basic principles of economics. Emphasis will be placed on the mastering of economics phenomenon, the understanding of concepts and the ability to function in various situations within each domain of economics.

One or two passages of continuous prose will be provided to allow for comparative analysis. Then on the passage text(s), a range of questions will be set requiring candidates to demonstrate their ability to comprehend, explain, infer, evaluate and summarise. Candidates will also be required to synthesise information and respond to concepts. They will formulate their responses based on their understanding and interpretation of the text(s) as a whole, in relationship to a task derived from the text(s).

3.5 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learner's progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful way of reporting is to share what students are doing well and where they need to improve. A simple scale of meeting expectations very well, meeting expectations, and not meeting expectations for each of knowledge/understanding, subject skill and competencies in a subject will convey more than a single mark. For school based assessments these scores do not need to be added up.

4 RESOURCES

4.1 List of materials /equipment needed

The learner centred approach to curriculum delivery emphasises the need to use a variety of teaching and learning resources, including those improvised or collected by the teacher and learners from the surrounding environment.

Among the materials needed are the following:

- Textbooks and supplementary materials.
- Internet connection.
- Magazines and journals.
- Visual and audio media.

4.2 Human resource

For the successful and smooth teaching of economics, the teacher must have excellent subject knowledge and an ability to model the application of this knowledge to the challenges and problems in the economy from a local to a global level. The teacher must be able to inspire learners and be a role model as an enthusiastic economist and lifelong learner.

Some strategies to address special needs for learners with difficulties or disabilities

Special needs students may be identified as learners with learning difficulties or disabilities in hearing, writing, seeing, talking etc. In this case, for inclusive learning a teacher can use some of the following strategies:

- Break learning tasks into small steps.
- Present information visually and verbally.
- Use diagrams, graphics and pictures to support instruction.
- Provide independent practice.
- Use adaptive equipment if appropriate (books on tape, laptop computers, etc.).

- Use an overhead projector with an outline of the lesson or unit of the day.
- Frequently verbalize what is being written on the board.
- Give assignments both in written and oral form.
- Have students underline key words or directions on activity sheets (then review the sheets with them).
- Write legibly, use large type, and do not clutter the board.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, while maintaining the same or similar learning objectives.
- Provide a peer tutor or assign the student to a study group.

5 SYLLABUS UNITS

5.1 Presentation structure of the economics syllabus unit

The economics subject is taught and learnt in upper secondary education as a core subject, i.e. in S4, S5 and S6 respectively. At every grade, the syllabus is structured in Topic Areas, Sub-topic Areas where applicable, and then further broken down into Units. The Units have the following features and characteristics:

- Unit is aligned with the Number of Lessons.
- Each Unit has a Key Unit Competency whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
- Each Unit Key Competency is broken into three types of Learning Objectives as follows:
 - *Type I*: Learning Objectives relating to Knowledge and Understanding (*Type I* Learning Objectives are also known as Lower Order Thinking Skills or LOTS).

- *Type II and Type III*: These Learning Objectives relate to acquisition of Skills, Attitudes and Values (*Type II and Type III* Learning Objectives are also known as Higher Order Thinking Skills or HOTS). These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
- Each Unit has a Content which indicates the scope of coverage of what a teacher should teach and learners should learn aligned with the stated Learning Objectives.
- Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centred and participatory approach).
- Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

The economics syllabus has been organised in such way that it makes it easy for use by both learners and teachers. It is subdivided into five topic areas (General introduction to economics, Microeconomics, Macroeconomics, International economics, and Development economics). There are sixteen subtopic areas and forty units (15 units in S4, 12 units in S5 and 13 units in S6).

	S4	S5	S6
Topics areas	2	2	2
Sub-topic areas	4	7	6
Units	15	12	13

5.2 Economics Syllabus for senior four

5.2.1 Key competences at the end of senior four

At the end of senior 4, the learner will be able to:

- Use the concepts and basic principles of economics in daily life.
- Describe economic phenomenon using mathematical tools.
- Analyse the role of price in resource allocation.
- Discuss the role of utility in allocation of consumer spending.
- Examine the relationship between inputs and outputs for profit maximisation.

5.2.2 Unit contents

TOPIC AREA 1: GENERAL INTRODUCTION TO ECONOMICS			SUB-TOPIC AREA: 1.1 BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Year Group & Subject S.4 Economics	Unit 1: Basic economic concepts and the importance of economics.		No. of lessons:10	
Unit Competency: Learners will be able to use the basic concepts of economics appropriately and appreciate the role of economics in society.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the origin and importance of studying economics. - Explain the basic terms used in economics. - Distinguish between needs and wants, and goods and services. - Explain an economic system. - Identify the various forms and 	<ul style="list-style-type: none"> - Describe the importance of studying economics. - Use economic terms appropriately when describing the importance of economics. - Use examples to differentiate between needs and wants, and between goods and services. - Analyse the various types of economic systems. - Describe the tasks performed by an economic system. - Justify the economic system under which the 	<ul style="list-style-type: none"> - Appreciate the power of economics in describing and influencing aspects of society. - Appreciate that different people have different perspectives on needs and wants. - Be aware of the operation and role of different economic systems in resource allocation and be able to advocate for the one appropriate 	<p>Introduction</p> <ul style="list-style-type: none"> - Meaning and origin of economics. - Importance of studying economics. <p>Basic terms used in economics:</p> <ul style="list-style-type: none"> - Price, commodities, goods (meaning and types), services, wealth (meaning, forms and characteristics), welfare, needs and wants, resources, economic agents (house hold, firm, government and foreign sector) economic activities, and economic 	<ul style="list-style-type: none"> - In groups, undertake documentary research on the origin, importance and basic terms of economics and make a presentation of the findings (e.g. poster and oral presentation). - Based on their research, learners in small groups explain various economics terms. - In small groups and using case studies (list of goods and services, and needs and wants), learners, differentiate between needs and wants and between goods and services in a variety of contexts. - Through debates, learners explain the types, advantages

characteristics of economic systems.	Rwandan economy operates.	for their country.	systems (meaning, roles, types, characteristics, advantages and disadvantages).	and disadvantages of different economic systems.
Links to other subjects: <i>Entrepreneurship: business activity and market study. Geography: economic activities, factors of production and population.</i>				
Assessment criteria: <i>Learners can use the basic concepts of economics appropriately and appreciate the role of economics in society.</i>				
Materials: <i>Newspapers, journals, internet access and, visual and audio media.</i>				

TOPIC AREA 1: GENERAL INTRODUCTION TO ECONOMICS			SUB-TOPIC AREA 1.1: BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Year Group & Subject S.4 Economics	Unit 2: Fundamental principles of economics.		No. of lessons: 9	
Unit Competency: Learners will be able to demonstrate a good understanding of the fundamental economic principles and their applicability to daily life.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the fundamental principles of economics. - Explain the relationship between the fundamental principles of economics using the Possibility Production Frontier (PPF). - Explain why the PPF curve shifts. - State the basic economic questions (what, where, why, when, who and how?). 	<ul style="list-style-type: none"> - Describe the applicability of the fundamental principles of economics in the economic world. - Illustrate the fundamental principles of economics using the PPF. - Assess the influence of the fundamental principles of economics on the performance of societies, companies and nations. - Analyse the implication of shifts in the PPF on economic growth. - Analyse the applicability of basic economic questions in the economic world. 	<ul style="list-style-type: none"> - Appreciate the option of choice in terms of resources and make good use of available resources. 	<ul style="list-style-type: none"> - Definition, relationship and illustration of: scarcity, choice and opportunity cost, order of preference by using the production possibility frontier (PPF), and shifts in the PPF and its relevance. - Economic questions (what, how, for whom, where and when to produce). 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research to explain the fundamental economic principles. - By use of case studies (use of scale of preference), learners explain and illustrate the relationship between the fundamental principles of economics. - Through documentary research of various economic systems, learners state and analyse the applicability of the basic economic questions in the economic world.

Links to other subjects: *Mathematics: functions and graphs.*

Assessment criteria: *Learners can show a good understanding of the fundamental principles of economics and their applicability to daily life.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 1: GENERAL INTRODUCTION TO ECONOMICS			SUB-TOPIC AREA 1.1: BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Year Group & Subject S.4 Economics	Unit 3: Nature and scope of economics.			No. of lessons: 5
Unit Competency: Learners will be able to describe the nature and scope of economics as applied in various domains.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the nature of economics as a science or an art. - Distinguish between normative and positive economics. - Distinguish between endogenous and exogenous variables. - Distinguish between microeconomics and macroeconomics. 	<ul style="list-style-type: none"> - Describe the nature of economics with respect to other sciences. - Analyse the importance of economic variables in describing economic phenomenon. - Compare and contrast microeconomics and macroeconomics and their relevancy in an economy. 	<ul style="list-style-type: none"> - Appreciate the nature of economics as a science or an art and show concern for society and the entire economy. 	<ul style="list-style-type: none"> - Economics as: a science or art, and normative and positive economics (“what is” as opposed to “what ought to be”). - Economic variables: endogenous and exogenous. - Branches of Economics: microeconomics and macroeconomics. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on the nature and scope of economics and distinguish between economics as a science and an art, normative and positive economics, and endogenous and exogenous variables. Learners then make presentation of what they have learnt. - Through group discussion, learners brainstorm the difference between microeconomics and macroeconomics (e.g. using examples of prices of individual commodities and prices of general commodities.).
Links to other subjects:				
Assessment criteria: Be able to describe the nature and scope of economics as applied in various domains.				
Materials: Newspapers, magazines, textbooks, journals, internet access and audio media.				

TOPIC AREA 1: GENERAL INTRODUCTION TO ECONOMICS			SUB-TOPIC AREA 1.2: PRINCIPLE TOOLS OF ECONOMIC ANALYSIS	
Year Group & Subject S.4 Economics	4 Unit: Equations and fractions in economic models.		No. of lessons: 20	
Unit Competency: Learners will be able to describe economic phenomenon using mathematical tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Solve linear, nonlinear, simultaneous and differential equations as applied in economics - Sketch economic graphs using linear, nonlinear, simultaneous and differential equations. - Solve economic problems using fractions. 	<ul style="list-style-type: none"> - Apply linear, nonlinear, simultaneous and differential equations to economic phenomenon. - Illustrate economic graphs using linear, nonlinear, simultaneous and differential equations - Use fractions to analyse economic phenomenon /situations. 	<ul style="list-style-type: none"> - Adopt mathematical tools in solving economic problems in real life. 	<p>Equations in economics</p> <ul style="list-style-type: none"> - Linear, nonlinear, simultaneous, differential equations, and graphs. <p>Fractions in economics</p> <ul style="list-style-type: none"> - Ratios, proportions, percentages, reciprocals, averages and index numbers and absolute values. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research to solve linear, nonlinear, and simultaneous and differentiation equations, and sketch economics graphs. Learners then present to the class. - In small groups, learners solve fractions, interpret economic phenomenon and make a presentation to the class.
Links to other subjects: <i>Mathematics: equations and graphs.</i>				
Assessment criteria: <i>Able to solve economic problems by using mathematical tools.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics		Unit 5: Theory of demand.		No. of lessons: 26
Unit Competency: Learners will be able to determine their consumption habits in the market.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different types of prices and markets. - Explain how prices of commodities are determined in the market. - Explain the concept of demand. - State the law of demand, explain the types of demand, and describe the shape of the demand curve. - Identify possible determining factors of demand. - Distinguish between normal and abnormal demand curves and between change in demand and quantity demanded. 	<ul style="list-style-type: none"> - Analyse the factors that determine prices in the market. - Examine the factors determining demand. Use the demand curve to illustrate the law of demand and the relationship between the price and quantity demanded. - Analyse the factors that may lead to violation of the law of demand. 	<ul style="list-style-type: none"> - Appreciate that demand is a relationship between price and quantity and that demand is sensitive to changes in the determining factors. 	<p>Introduction to price theory</p> <ul style="list-style-type: none"> - Meaning and types of price, meaning and types of market, and factors determining prices in the market. <p>Demand:</p> <ul style="list-style-type: none"> - Meaning, determining factors, law, demand schedule and shape of the demand curve. - Individual and market demand curves. - Types of demand, abnormal demand curves, change in demand and change in quantity demanded. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research and, explain how prices of commodities are determined in markets. - Present learners with a case study (e.g. effect of price change of petroleum on demand of commodities in Rwanda). Learners then explain the relationship between demand and the determining factors. - In small groups, learners distinguish between individual and market demand schedules, and curves. Learners then illustrate them. - Through documentary research, learners discuss the types of demand, and change in demand and change in quantity demanded. Learners then present to the class. - In small groups, learners discuss and illustrate the various types of abnormal demand curves.

Links to other subjects: *Mathematics: functions and equations. Entrepreneurship: market research.*

Assessment criteria: *Able to determine consumption habits in markets.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics	Unit 6: Theory of supply.		No. of lessons: 24	
Unit Competency: Learners will be able to analyse the determinants of supply in the market.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the concept of market supply. - State the law of supply and explain it using supply schedules and curves. - Identify factors that determine the quantity supplied in the market. - Distinguish between normal and abnormal supply curves and change in supply and quantity supplied. 	<ul style="list-style-type: none"> - Evaluate the determinants of the quantity supplied in the market. - Use the supply curve to illustrate the relationship between price and quantity supplied. - Analyse what factors may lead to the violation of the law of supply. 	<ul style="list-style-type: none"> - Adjust the supply of commodities based on variations in determinants of supply in the market. 	<p>Supply</p> <ul style="list-style-type: none"> - Meaning, determining factors, law, schedule and market supply curves. - Abnormal supply curves, change in supply and change in quantity supplied, and types of supply. 	<ul style="list-style-type: none"> - Through a case study (e.g. effect of a price change for petroleum on the supply of commodities in Rwanda) learners explain the relationship between supply and its determinants. - In small groups, learners distinguish between individual and market supply schedules and curves. Learners illustrate them and make presentation. - Through documentary research, learners discuss the types of supply, changes in supply and changes in quantity supplied. Learners present their findings to the class. - In small groups learners discuss and illustrate the various abnormal supply curves.
Links to other subjects: <i>Mathematics: functions and equations. Entrepreneurship: market research.</i>				
Assessment criteria: <i>Able to analyse the determinants of supply in the market.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics		Unit 7: Equilibrium and price determination.		No. of lessons: 11
Unit Competency: Learners will be able to determine the equilibrium position in the market.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State the equilibrium condition of markets. - Identify the equilibrium position using schedules and curves. - Solve equilibrium equations. - Explain the effect of changes in demand and supply on the equilibrium position. 	<ul style="list-style-type: none"> - Illustrate the equilibrium point and the effect of changes in demand and supply on the equilibrium. - Calculate and interpret equilibrium equations. - Analyse the effects of changes in demand and supply on the equilibrium point. 	<ul style="list-style-type: none"> - Supply goods with respect to the market demand. 	<ul style="list-style-type: none"> - Meaning of equilibrium price and quantity - Deriving market equilibrium using joint demand and supply schedule and curves. - Equilibrium conditions and equilibrium equations. - Effects of changes in demand and supply on equilibrium (illustrations and explanations.). 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on equilibrium price determination and explain how equilibrium price and quantity are determined. - In small groups, using case a study (e.g. effect of a change in the demand for Irish potatoes on its their supply and the equilibrium on markets in Rwanda), learners analyse the effects of changes in demand and supply on the equilibrium position using illustrations.
Links to other subjects: <i>Mathematics: functions and equations. Entrepreneurship: market study.</i>				
Assessment criteria: <i>Able to determine the equilibrium position in the market.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics		Unit 8: Elasticity		No. of lessons: 20
Unit Competency: Learners will be able to interpret the variations in percentages of quantity demanded and supplied due to changes in their determinants.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the concept of elasticity and the different types. - Identify the different types of elasticity of demand and the interpretations. - Explain the determinants of the elasticity of demand. - Identify the factors that influence the elasticity of supply. 	<ul style="list-style-type: none"> - Discuss the different types of elasticity of demand. - Calculate and interpret the different types of elasticity of demand. - Calculate and interpret elasticity of supply. 	<ul style="list-style-type: none"> - Purchase commodities based on variations in their determinants. - Supply commodities based on variations in their determinants. 	<p>Elasticity</p> <ul style="list-style-type: none"> - Meaning and types of elasticity. <p>Elasticity of demand</p> <ul style="list-style-type: none"> - Meaning, types (price, income and cross elasticity), interpretation and determinants of elasticity of demand. <p>Elasticity of supply:</p> <ul style="list-style-type: none"> - Meaning, price elasticity of supply, categories, interpretation and determinants of elasticity of supply. 	<ul style="list-style-type: none"> - Through documentary research, learners explain the concept of elasticity and the different types. - In small group discussions, learners compute and interpret types of elasticity of demand and supply. - Learners brainstorm and then explain the determining factors of elasticity of demand and supply.
Links to other subjects: <i>Mathematics: statistics.</i>				
Assessment criteria: <i>Able to calculate and interpret the variations in percentages of quantity demanded and supplied due to changes in their determinants.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics		Unit 9: Consumer theory.		No. of lessons: 22
Unit Competency: Learners will be able to discuss the concept of utility and how it influences consumer's choice in the allocation of their spending.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between total utility and marginal utility. - Explore the various types of utility. - Describe the factors influencing utility. - State the law of diminishing marginal utility and the marginal rate of substitution. - State the assumptions of a budget line and indifference curves. - Determine the optimal consumption level using a budget line and indifference curves. - Distinguish between consumer and producer surplus. 	<ul style="list-style-type: none"> - Illustrate the law of diminishing marginal utility and the marginal rate of substitution. - Determine and illustrate the slope of a budget line. - Illustrate consumer equilibrium (optimal) and consumption levels by using a budget line and indifference curves. - Calculate and illustrate 	<ul style="list-style-type: none"> - Appreciate the relationship between utility and consumer's spending habits. 	<p>Utility</p> <ul style="list-style-type: none"> - Meaning of consumer, utility, total utility, marginal utility, types of utility, factors influencing utility, the law of diminishing marginal utility and the marginal rate of substitution. <p>Budget line</p> <ul style="list-style-type: none"> - Meaning, assumption, equation, budget constraint, calculation, slope, and illustration. <p>Indifference curves</p> <ul style="list-style-type: none"> - Meaning, assumption, characteristics of indifference curves, illustration, and indifference maps. <p>Consumer equilibrium</p> <ul style="list-style-type: none"> - Meaning, equation and illustration, equilibrium (optimal) consumption, and the indifference curve approach. <p>Consumer surplus and producer</p>	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on consumer theory and explain the assumptions of budget lines and indifference curves, the law of diminishing marginal utility, and consumer surplus and producer surplus. - In small groups, learners determine and illustrate the slope of a budget line. - In small groups, learners calculate and illustrate consumer and producer surplus. - Using a case study (two different commodities and a given consumer's income), learners illustrate the level of consumer equilibrium using

<ul style="list-style-type: none"> - Explain the relationship between consumer surplus, utility and price. 	<p>consumer and producer surplus.</p> <ul style="list-style-type: none"> - Illustrate income, substitution, and price effect. 		<p>surplus</p> <ul style="list-style-type: none"> - Meaning, calculations and illustrations. - Relationship between consumer surplus, utility and price. - Income, substitution and price effect. 	<p>the indifference curve approach.</p> <ul style="list-style-type: none"> - In small groups, learners discuss the relationship between consumer surplus, utility and price, and illustrate income, substitution and price effects.
<p>Links to other subjects: <i>Mathematics: functions and graphs.</i></p>				
<p>Assessment criteria: <i>Able to make spending decisions using the concept of utility.</i></p>				
<p>Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i></p>				

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.1: PRICE THEORY	
Year Group & Subject S.4 Economics	Unit 10: Price mechanism.		No. of lessons: 11	
Unit Competency: Learners will be able to analyse the role of price mechanism in the allocation of resources.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain how price mechanism operates. - Identify the advantages and disadvantages of price mechanism. - Explain the causes and effects of price fluctuations. - Explain the methods and effects of price control. - State the objectives of the International Commodity Agreement (ICA). 	<ul style="list-style-type: none"> - Describe the operation of the price mechanism in the allocation of resources. - Analyse the impact of price fluctuations in an economy. - Justify government interference in price mechanisms. - Use illustrations to justify the various methods of price controls. - Examine the effects of various price controls in Rwanda. - Assess the roles and problems of the ICA. 	<ul style="list-style-type: none"> - Advocate for government interference in the allocation of resources. 	<p>Price mechanism</p> <ul style="list-style-type: none"> - Meaning, operation, advantages and disadvantages of the price mechanism and reasons for government intervention in the operation of the price mechanism. <p>Price fluctuations:</p> <ul style="list-style-type: none"> - Meaning, cob web theorem, causes of price fluctuations of agricultural products, and effects and measures to control price fluctuations. <p>Price controls</p> <ul style="list-style-type: none"> - Meaning, methods (price ceilings and price floors) and effects. <p>International Commodity Agreement</p> <ul style="list-style-type: none"> - Objectives, roles and problems. 	<ul style="list-style-type: none"> - Through documentary research on price mechanism, learners describe the operation, advantages and disadvantages of price mechanism. - Using a case study on the prices of agricultural products, learners discuss the causes and effects of price fluctuations and price controls. Learners present their findings to the class. - Through debates, learners discuss the effects of price controls in an economy. - Through documentary research on the International Commodity Agreement, learners describe the objectives, role and problems of the ICA. -

Links to other subjects: *Mathematics: graphs.*

Assessment criteria: *Able to analyse the role of price mechanism in the allocation of resources.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 2: MICROECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.4 Economics	Unit 11: Introduction to the theory of production.			No. of lessons: 20
Unit Competency: Learners will be able to assess the role of the factors of production in the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the purpose of production. - Explain the types and levels of production. - Identify the factors of production. - Identify the characteristics, rewards and role of each factor of production. - Explain the advantages and disadvantages of specialisation and division of labour. 	<ul style="list-style-type: none"> - Describe the types and levels of production. - Analyse the role of the factors of production in the production process. - Examine the role of specialisation in resource utilisation for efficiency in production. - Examine the factors that influence capital accumulation in Rwanda. - Account for the limited supply of entrepreneurs in Rwanda. 	<ul style="list-style-type: none"> - Acknowledge the levels through which production passes and specialise accordingly. - Appreciate the importance of the factors of production in the production process and use them efficiently. 	<p>Introduction</p> <ul style="list-style-type: none"> - Meaning, purpose, types and levels of production. <p>Factors of production:</p> <ul style="list-style-type: none"> - Land: meaning, characteristics, reward, rent determination and the role of land. - Labour: meaning, characteristics of labour force, reward, labour mobility, labour efficiency, division of labour and specialisation (meaning, forms, advantages and disadvantages). - Capital: meaning, forms, supply and its determining factors, reward, role, and capital accumulation (meaning, determining factors and limitations). - Entrepreneur: meaning, characteristics, functions, reward, entrepreneur supply, and limitations. - Adam Smith's Law of specialisation 	<ul style="list-style-type: none"> - In small groups, learners discuss and explain the concept of production and identify the types and levels. - Using a case study (production of bread) learners analyse the role of each factor of production. Learners present their findings to the class. - Through debate, learners explain the advantages and disadvantages of specialisation. - Through documentary research on the factors of production, learners discuss the factors that influence capital accumulation and the supply of entrepreneurs in Rwanda.

Links to other subjects: *Geography: production. Entrepreneurship: agribusiness.*

Assessment criteria: *Able to assess the roles of the factors of production in the economy.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 2: MICRO ECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.4 Economics:	Unit 12: Input-output relationship/production function.		No. of lessons: 11	
Unit Competency: Learners will be able to describe and illustrate the production function				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the relationship between inputs and outputs both in the short run and long run. - Identify the characteristics of short run and long run planning periods. - Explain how production varies with planning periods. - State the law of diminishing marginal returns and returns to scale and their assumptions. - Differentiate between isocost and isoquant. 	<ul style="list-style-type: none"> - Analyse the relationship between inputs and outputs both in the short run and long run. - Illustrate the production function and products of a firm both in the short run and long run. - Calculate total product (TP), average product (AP) and marginal product (MP) both in short run and long run. - Use illustrations to distinguish between isocost and isoquant. 	<ul style="list-style-type: none"> - Be aware of the relationship between inputs and outputs both in the short run and long run and plan to produce accordingly for profit maximisation. 	<p>Production function</p> <ul style="list-style-type: none"> - Meaning, function, planning periods (short run and long run), product of the firm (TP, AP and MP), law of diminishing marginal returns and assumptions, and returns to scale and the law of returns to scale and the assumptions. <p>Isocost and isoquant:</p> <ul style="list-style-type: none"> - Meaning, equation and graph. 	<ul style="list-style-type: none"> - Through documentary research on the production function learners explain and illustrate the relationship between inputs and outputs, both in the short run and long run. - In small groups using a case study (input-output ratios of a firm), learners calculate the products of the firm (TP, AP and MP) both in the short run and long run, and state the law of diminishing returns and returns to scale. Learners then illustrate them and make a presentation. - In small groups, learners use illustrations to distinguish between isocost and isoquant.

Links to other subjects: *Mathematics and geography: graphs and statistics.*

Assessment criteria: *Able to describe and illustrate the production function.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 2: MICRO ECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.4 Economics	Unit 13: Theory of the firm.		No. of lessons: 11	
Unit Competency: Learners will be able to assess the impact of location and localisation of firms in an area.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between a firm, plant and an industry. - State the objectives and factors influencing the long term decisions of a firm. - Distinguish between the location and localisation of firms in an area. - Explain the factors influencing location and localisation of firms in an area. - Explain the merits and problems of localisation of firms in an area. - Explain why small scale firms survive alongside large scale firms. 	<ul style="list-style-type: none"> - Analyse the factors that influence location and localisation of firms in an area. - Assess the impact of localisation of firms in an area. - Examine the factors influencing the long term decisions of a firm. 	<ul style="list-style-type: none"> - Support the need for location and localisation of firms in an area. 	<ul style="list-style-type: none"> - Meaning of a firm, industry and a plant, objectives, and factors influencing long term decisions of the firm. <p>Location and localization of firms</p> <ul style="list-style-type: none"> - Meaning, factors, merits and demerits of localisation, and survival of small scale firms. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on the theory of the firm and explain the concept of the firm and discuss factors for location of firms in an area and make a presentation. - Through debates learners assess the impact of localisation of firms in an area. - In small groups, learners discuss the survival of small scale firms alongside large scale firms.
Links to other subjects: <i>Geography: industrialisation.</i>				
Assessment criteria: <i>Able to assess the impact of location and localisation of firms in an area</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 2: MICRO ECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.4 Economics		Unit 14: Theory of the cost.		No. of lessons: 29
Unit Competency: Learners will be able to describe production costs of the firm in the short run and long run.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the meaning of the concept cost. - Identify different types of costs. - Explain the variations of costs in the short run and long run. - Explain how firms grow. - Explain the forms, and advantages and disadvantages of the amalgamation of firms. - Distinguish between economies and diseconomies of scale. 	<ul style="list-style-type: none"> - Describe the different types of costs. - Illustrate the relationship between costs: total cost (TC), total variable cost(TVC) total fixe cost (TFC) and marginal cost (MC) in the short run and long run. - Analyse how firms grow and the benefits and dangers. - Use illustrations to differentiate between economies and diseconomies of scale. 	<ul style="list-style-type: none"> - Acknowledge the importance of minimising costs in the production process. - Advocate for the growth of firms in an area to enjoy economies of large scale production. 	<p>Costs</p> <ul style="list-style-type: none"> - Meaning and types of Costs. - Short run and long run costs of the firm. - Relationship between TC, TVC, TFC and MC. - Long run average costs. <p>Scale of production</p> <ul style="list-style-type: none"> - Growth of firms: meaning and forms (natural and external). - External growth/mergers or amalgamation: meaning, forms, and advantages and disadvantages. Economies and diseconomies of scale (meaning and forms). 	<ul style="list-style-type: none"> - In small groups learners undertake documentary research on the theory of cost, and discuss the relationship between different types of costs in the short run and long run and make a presentation. - In group discussion, learners interpret the trend of costs both in the short run and long run. - Using a case study (tea industry in Rwanda), learners discuss why firms merge and the likely effects.

Links to other subjects: *Mathematics and geography: graphs and statistics.*

Assessment criteria: *Able to describe the production costs of the firm in the short run and long run.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

TOPIC AREA 2: MICRO ECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.4 Economics		Unit 15: Revenues and profits of a firm.		No. of lessons: 20
Unit Competency: Learners will be able to discuss a firm's revenues and profit maximisation process.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different forms of revenue. - Calculate the different forms of revenue (Total Revenues (TR), Average Revenue (AR) and Marginal Revenue (MR)). - Explain the relationship between total, average and marginal revenue. - Distinguish between normal and abnormal profits of a firm. - Identify the profit maximisation position of a firm. 	<ul style="list-style-type: none"> - Calculate and differentiate between the different forms of revenue under different firms. - Illustrate the relationship between Total Revenues (TR), Average Revenue (AR) and Marginal Revenue (MR) of different firms. - Calculate and interpret a firm's profit maximisation. 	<ul style="list-style-type: none"> - Be aware of the necessary condition for profit maximisation of a firm and make decisions based on it. 	<p>Revenues:</p> <ul style="list-style-type: none"> - Meaning, forms and calculations of revenue (TR, AR and MR). - Relationship between TR, AR and MR. <p>Profits:</p> <ul style="list-style-type: none"> - Meaning, forms (normal and abnormal) and profit maximisation of a firm. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on revenues and profits of firms, to calculate and demonstrate the relationship between TR, AR and MR of a firm and make a presentation. - In small groups, learners distinguish between normal and abnormal profits and illustrate a firm's profit maximization position and make presentation.
Links to other subjects: <i>Graphs and Statistics in Mathematics and Geography</i>				
Assessment criteria: <i>able to discuss the Firms' Revenues and profit maximization process.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

5.3 *Economics* Syllabus for senior five

5.3.1 Key competences at the end of senior five

At the end of senior 5, the learner will be able to:

- Explain the operation of various market structures and their influence in resource allocation.
- Analyse the importance of measuring national income in an economy.
- Describe the role of money and financial institutions in the economy.
- Describe the impact of inflation to an economy.
- Analyse the impact of unemployment on economic development.
- Analyse the role of public finance on economic development.
- Analyse the impact of population growth on the economic development.
- Discuss the impact of labour mobility on the economy.

5.3.2 Unit contents

TOPIC AREA 2: MICRO ECONOMICS			SUB-TOPIC AREA 2.2: PRODUCTION THEORY	
Year Group & Subject S.5 Economics		Unit 1: Market structures.		No. of lessons: 32
Unit Competency: Learners will be able to analyse the operation of firms under different market structures.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different categories of market structures. - Identify the characteristics of each market structure. - Explain the process of profit maximisation of firms under different markets in both the short run and long run. - Explain the advantages and disadvantages of firms under different market structures. - Explain why firms continue to produce even when they are making losses. 	<ul style="list-style-type: none"> - Describe the conditions under which different market structures operate. - Analyse the operation of firms under different markets in both the short run and long run. - Illustrate the process of profit maximisation of firms under different markets in both the short run and long run. - Illustrate the breakeven and shut 	<ul style="list-style-type: none"> - Appreciate the conditions under which market structures operate and choose the appropriate one. 	<ul style="list-style-type: none"> - Meaning and categories of market structures (perfect and imperfect markets). Perfect markets Perfect competition: - Meaning, features, demand and cost curves, relationship between average revenue (AR), marginal revenue (MR), price and demand, SR profit maximisation, short run (SR) and long run (LR) equilibrium, losses and loss minimisation, breakeven and shut down point, why firms continue to produce even when they are making losses, supply curve, and advantages and disadvantages. Imperfect markets: - Monopoly: meaning, characteristics, sources, price and output determination, equilibrium and profit maximisation, 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on market structures and discuss the characteristics, advantages and disadvantages of different market structures. Learners present their findings to the class. - In small groups, learners illustrate the short run and long run profit

<ul style="list-style-type: none"> - Explain the conditions for successful price discrimination under monopoly conditions and the different forms - Identify the different forms of product differentiation under monopolistic competition. - Explain how prices are determined under oligopoly firms. 	<p>down point under perfect competition.</p> <ul style="list-style-type: none"> - Analyse how firms under oligopoly win markets without price wars. - Illustrate the kinked demand curve under an oligopoly. - Make a comparison between different market structures. 		<p>advantages and disadvantages, price discrimination (meaning, conditions, forms, advantages and disadvantages) and control of a monopoly.</p> <ul style="list-style-type: none"> - Monopolistic competition: meaning, characteristics, SR and LR equilibrium, product differentiation, and advantages and disadvantages. - Oligopoly: meaning, features, forms, kinked demand curve, price determination, non-price competition, equilibrium determination, and advantages and disadvantages. - Comparison of different market structures. 	<p>maximisation process under different market structures.</p> <ul style="list-style-type: none"> - In small groups, learners discuss the comparative characteristics of different market structures.
<p>Links to other subjects: <i>Mathematics: graphs and equations.</i></p>				
<p>Assessment criteria: <i>Able to analyse the operation of firms under different market structures.</i></p>				
<p>Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i></p>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.1: NATIONAL INCOME	
Year Group & Subject S.5 Economics	Unit 2: Measuring national income.		No. of lessons: 30	
Unit Competency: Learners will be able to analyse the importance of measuring national income in an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the different key terms used in national income. - Explain the approaches of measuring national income. - Identify the determining factors of national income levels in an economy. - Explain the importance of measuring national income and the 	<ul style="list-style-type: none"> - Use the key concepts of national income when analysing economic phenomenon. - Examine the approaches for measuring national income. - Discuss the determining factors of national income in Rwanda. - Assess the importance of measuring national income and the difficulties met in Rwanda. - Illustrate the circular flow of income and the equilibrium level of national income. - Illustrate and explain the business cycle. 	<ul style="list-style-type: none"> - Appreciate the importance of measuring national income and participate willingly in promoting the level of national income. - Show concern for low income earners and act to improve their standard of living. - Be aware of the fluctuations in national income and adapt to those changes. 	<p>National income</p> <ul style="list-style-type: none"> - Meaning of national income and key concepts, Gross Domestic Product (GDP), Gross national income (GNI) approaches/methods, circular flow of income in closed and open economies, factor cost and market price, nominal and real, determining factors, and importance and difficulties. <p>National income equilibrium Approaches</p> <ul style="list-style-type: none"> - Injections and leakages, and aggregate demand and aggregate supply (inflationary gap and deflationary gap). <p>Fluctuations in national income</p> <ul style="list-style-type: none"> - Business cycle: meaning, phases and their characteristics, effects, and illustration. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on national income and explain the approaches, circular flow of income, determining factors, and the importance and difficulties of measuring national income in Rwanda. Learners present their findings to the class. - In small groups, based on their research, learners distinguish between injections and leakages, aggregate demand and aggregate supply, and inflationary and deflationary gaps. Learners then illustrate them and make a presentation to the class. In small groups using a case study (per capita income figures for Rwanda between periods and

<p>difficulties met in an economy.</p> <ul style="list-style-type: none"> - Explain the national income equilibrium level. - Identify characteristics of different phases of the business cycle. - Identify the causes and effects of income inequality. 	<ul style="list-style-type: none"> - Use per capita income figures of different periods and countries to compare standards of living in a country and between countries. - Examine the causes and impact of income inequality on standards of living in Rwanda. - Show income distribution amongst the population using the Lorenz curve and Gini coefficient. 		<p>National income and standards of living</p> <p>Income per capita</p> <ul style="list-style-type: none"> - Meaning, calculations, comparing per capita income between periods in a country and between countries, and causes of low per capita income in Rwanda. <p>Income inequalities</p> <ul style="list-style-type: none"> - Meaning, types, causes, the Lorenz curve and Gini coefficient, arguments for and against uneven distribution of income, and measures to control income distribution in Rwanda. 	<p>of different countries) learners discuss the relationship between national income levels and standards of living in an economy and between countries. In small groups through a case study (economic activities e.g. coffee production) learners explain the characteristics and effects of business cycle patterns on national income.</p> <ul style="list-style-type: none"> - In small groups, learners brainstorm the cause and effects of income inequality in Rwanda and suggest possible solutions to reduce this.
<p>Links to other subjects: <i>Mathematics: graphs and equations.</i></p>				
<p>Assessment criteria: <i>Able to analyse the importance of measuring national income in an economy.</i></p>				
<p>Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i></p>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.1: NATIONAL INCOME	
Year Group & Subject S.5 Economics		Unit 3: Price indices.		No. of lessons: 8
Unit Competency: Learners will be able to analyse the effects of prices changes in an economy over time.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the types of indices and the steps of compiling price indices for various periods. - Explain the uses of price index numbers. - Explain the problems with compiling price indices in an economy. 	<ul style="list-style-type: none"> - Compute and interpret price indices for various periods. - Assess the importance of computing price indices and the problems involved. 	<ul style="list-style-type: none"> - Appreciate the importance of compiling price indices and advocate for the improvement of the standard of living for people. 	<ul style="list-style-type: none"> - Meaning, types, steps, computation, uses, and problems of compiling price indices. 	<p>Through documentary research on price indices, learners explain the importance and problems with compiling price indices.</p> <p>Using a case study (prices of different periods in an economy) learners describe the process of compiling price indices and make a presentation to the class.</p> <ul style="list-style-type: none"> - In small groups, learners compute and interpret price indices for various periods and make a presentation to the class.
Links to other subjects: <i>Mathematics: equations.</i>				
Assessment criteria: <i>Able to analyse the effects of prices changes in an economy over time.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.1: NATIONAL INCOME	
Year Group & Subject S.5 Economics	Unit 4: Consumption, saving, investment and multipliers.		No. of lessons: 14	
Unit Competency: Learners will be able to evaluate the impact of consumption, saving and investment on national income.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between consumption, savings and investment. - Identify the factors that determine consumption, saving and investment. - Distinguish between average propensity to consume (APC) and average propensity to save APS, and marginal propensity to save MPC and MPS. - Explain the limitations and the ways of improving investment levels in Rwanda. - Explain various types of multipliers and their effect on the national income. - Distinguish between the multiplier and accelerator 	<ul style="list-style-type: none"> - Discuss the factors determining consumption, savings and investment levels. - Calculate and illustrate the consumption function. - Calculate APC, APS, MPC and MPS and explain how they influence national income levels. - Analyse the effect of multipliers on the national income. - Examine the limiting factors to the investment multiplier in Rwanda. 	<ul style="list-style-type: none"> - Adjust their consumption, savings and investment behaviours to increase the national income levels. - Show concern for promoting the investment multiplier in Rwanda. 	<p>Consumption</p> <ul style="list-style-type: none"> - Meaning, consumption function, determining factors, average propensity to consume (APC) measures to raise the APC and the marginal propensity to consume (MPC). <p>Saving</p> <ul style="list-style-type: none"> - Meaning, determining factors, average propensity to save (APS) and marginal propensity to save (MPS). <p>Investment</p> <ul style="list-style-type: none"> - Meaning and determining factors, limitations, and ways of improving investment levels in Rwanda. <p>Multiplier and accelerator principle</p> <ul style="list-style-type: none"> - Meaning, types of 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on national income and discuss factors influencing consumption, savings and investment and make presentation to the class. - Using a case study (on multipliers) learners analyse the effect of the multiplier concept on national income levels and make a presentation to the class. - In small groups, learners brainstorm the limiting factors and ways of improving the investment multiplier in Rwanda. - In small groups learners, calculate and interpret the consumption function.

principles.	- Compute and interpret different multipliers.		multipliers, calculations and their interpretations, limitations of the investment multiplier in Rwanda and the accelerator principle.	- In small groups, learners calculate and interpret APC, APS, MPC, MPS and multipliers and make a presentation to the class.
Links to other subjects: <i>Mathematics: graphs and equations.</i>				
Assessment criteria: <i>Able to evaluate the impact of consumption, saving and investment on national income.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.2: MONEY AND FINANCIAL INSTITUTIONS	
Year Group & Subject S.5 Economics	Unit 5: Money.		No. of lessons: 25	
Unit Competency: Learners will be able to describe the role of money in an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the steps in the evolution of money. - Identify the advantages and disadvantages of barter trade. - Identify the various types of money. - Explain the qualities and functions of money. - Explain the motives of holding money according to Keynes. - State and solve Fisher's equation of exchange. - Distinguish between M1, M2 and M3. - Identify factors 	<ul style="list-style-type: none"> - Assess the impact of barter trade in an economy. - Analyse the functions of money in an economy. - Compare and contrast the barter economy and the monetary economy. - Describe with illustrations the motives for holding money according to Keynes. - Examine the applicability of Fisher's equation of exchange in Least Developed Countries (LDCs). - Describe the 	<ul style="list-style-type: none"> - Advocate for the regulation of demand and supply of money to maintain its purchasing power/value and stability in an economy. - Choose the best type of interest rate to be used. 	<ul style="list-style-type: none"> - Meaning, evolution, barter trade (meaning, conditions for barter trade, advantages and disadvantages), types of money, qualities, and functions. <p>Money demand Keynesian theory of demand for money</p> <ul style="list-style-type: none"> - Motives for holding money. <p>Quantity theory of money</p> <ul style="list-style-type: none"> - Fisher's equation, applicability and shortcomings. - The value of money and its determinants. <p>Money supply:</p> <ul style="list-style-type: none"> - Meaning, M1, M2, and M3, and determining factors 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on money, and explain the evolution, types, qualities and functions of money. Learners present their findings to the class. Through debates, learners discuss the conditions for barter trade, and the advantages and disadvantages. - Using a case study (demand for money), learners discuss the motives of holding money according to Keynes, state Fisher's equation of exchange, and explain the applicability of Fisher's equation of exchange. - Through documentary research on money supply, learners distinguish between M1, M2 and M3 and describe the determining factors of money supply in Rwanda. - In small groups using a case study

determining money supply. - Identify the types and factors that influence interest rate.	determining factors of money supply in Rwanda. - Calculate interest rates and discuss factors that influence interest rates.		(endogenous and exogenous). Interest rate determination - Type and factors that influence the interest rate.	(loaning in banks), learners determine the types of interest rates and identify the factors that influence lending and savings rates of interest.
Links to other subjects: <i>Entrepreneurship: money.</i>				
Assessment criteria: <i>Able to describe the role of money in in an economy.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.2: MONEY AND FINANCIAL INSTITUTIONS	
Year Group & Subject S5	Unit 6: Financial institutions.		No. of lessons: 27	
Unit Competency: Learners will able to describe the role of financial institutions in economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between banking and nonbanking financial institutions. - Identify the different types of bank accounts and how commercial banks reconcile liquidity and profitability security. - Distinguish between assets and liabilities of commercial banks. - Explain the functions, role and limitations of commercial banks in Rwanda. - Identify the role of foreign commercial banks in Rwanda. 	<ul style="list-style-type: none"> - Assess the role of the different types of financial institutions in an economy. - Examine the conflicting ideas of profitability and liquidity for commercial banks. - Describe the process of credit creation in commercial banks. - Examine the applicability of monetary policy tools in Rwanda. - Describe the 	<ul style="list-style-type: none"> - Recognise the role of financial institutions in economic development and be a responsible citizen in relation to financial matters. 	<ul style="list-style-type: none"> - Meaning of financial institutions. - Types of financial institutions (banking and nonbanking financial institutions). <p>Banking financial institutions</p> <p>Commercial banks</p> <ul style="list-style-type: none"> - Meaning, functions, types of accounts, reconciling liquidity and profitability security, assets and liabilities, credit creation (meaning assumptions, calculations, influencing factors, limitations), and the role and limitations of commercial banks in Rwanda. - The role of foreign commercial banks in Rwanda. <p>Central banks</p> <ul style="list-style-type: none"> - Functions, role and monetary policy (meaning, objectives, tools, applicability and limitations in Rwanda). <p>Nonbanking financial institutions</p> <ul style="list-style-type: none"> - Meaning, examples, functions, and challenges of nonbanking financial institutions in Rwanda. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on financial institutions, and discuss the role of different types of financial institutions and their limitations. Learners present their findings to the class. - Learners undertake documentary research on commercial banks and discuss the different types of accounts and how commercial banks reconcile liquidity and profitability security. - In small groups using a case study on monetary policy (e.g. minimum legal reserve requirement, bank rate, etc.), learners describe the

<ul style="list-style-type: none"> - State the functions of the Central Bank of Rwanda. - Explain the objectives and tools of monetary policy. - Give examples of nonbanking financial institutions in Rwanda. 	<p>operation of financial markets in Rwanda.</p>		<p>Financial markets</p> <ul style="list-style-type: none"> - Meaning, types (money and capital markets), - Terms used in money markets (bank overdraft, short term loan, promissory note, bill of exchange, trade credit, government treasury bills, bankers, and certificate of deposit and advances). - Terms used in capital market (equity/stocks, bonds/debentures, balanced schemes, and collective investment schemes). - Functions, and limitations in Rwanda. 	<p>objectives, tools, and the applicability and limitations of monetary policies used by the Central Bank to regulate the level of economic activity.</p> <ul style="list-style-type: none"> - Learners debate financial markets (e.g. Capital Markets Advisory Council (CMAC)), and assess the role of financial markets in an economy (individually, locally, nationally and internationally).
<p>Links to other subjects: <i>Entrepreneurship: banks and financial markets.</i></p>				
<p>Assessment criteria: <i>Able to describe the role of financial institutions in economic development.</i></p>				
<p>Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i></p>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.3: INFLATION	
Year Group & Subject S.5	Unit 7: Inflation.		No. of lessons: 16	
Unit Competency: Learners will be able to describe the impact of inflation on an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the states, types and causes of inflation. - Explain the effects of inflation and measures to control it by central banks. - Explain the relationship between inflation and unemployment using the Philips curve. 	<ul style="list-style-type: none"> - Examine the causes and effects of inflation on the Rwandan economy. - Analyse measures to control inflation in Rwanda. - Use the Philips curve to illustrate the relationship between inflation and unemployment. 	<ul style="list-style-type: none"> - Be aware of the effects of inflation in an economy and advocate for appropriate measures to control it. 	<ul style="list-style-type: none"> - Meaning, terms used, degree/states, types according to cause, causes, effects, and policy measures of inflation. - Trend of inflation in Rwanda. <p>Relationship between inflation and unemployment (Philips curve).</p>	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on inflation, and explain the states, types, causes, effects, and measures to control inflation. Learners present their findings to the class. - In small groups using a case study (Philips curve), learners explain the relationship between inflation and unemployment and make a presentation to the class.
Links to other subjects: <i>Mathematics: graphs.</i>				
Assessment criteria: <i>Able to describe the impact of inflation on an economy</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.4: UNEMPLOYMENT	
Year Group & Subject S.5	Unit 8: Unemployment.		No. of lessons: 21	
Unit Competency: Learners will be able to analyse the impact of unemployment on economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between voluntary and involuntary unemployment. - Explain the types, causes, effects and solutions of unemployment. - Distinguish between under and full employment. - Explain the measures to attain full employment in Rwanda. - Explain the Keynesian theory of unemployment. - State the causes and effects of rural urban migration. - Calculate the employment multiplier. - Explain Okun's Law with the aid of an illustration. 	<ul style="list-style-type: none"> - Assess the causes and effects of unemployment in the Rwandan economy. - Analyse the factors that may lead to full employment in an economy. - Analyse the reasons why it's difficult to attain full employment in Rwanda. - Use illustrations to analyse the applicability of the Keynesian theory of unemployment. - Examine the causes, effects and measures to control rural urban migration in Rwanda. - Calculate and 	<ul style="list-style-type: none"> - Be aware of the effects of unemployment in an economy and advocate for measures to control unemployment. - Take part in job creation. 	<p>Unemployment</p> <ul style="list-style-type: none"> - Meaning, nature (voluntary and involuntary), types, causes, effects and solutions of unemployment. <p>Under and full employment</p> <ul style="list-style-type: none"> - Meaning, how to attain full employment, and why it's difficult to attain full employment in Rwanda. <p>Theories of unemployment</p> <ul style="list-style-type: none"> - Keynesian theory: illustration, applicability and limitations in Least Developed Countries (LDCs). <p>Rural urban migration</p> <ul style="list-style-type: none"> - Meaning, causes, effects, and measures to control rural urban migration. <p>Employment multiplier</p> <ul style="list-style-type: none"> - Meaning, calculation and interpretation. - Okun's Law (statement and 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on unemployment, and explain the nature, types, causes and measures to control unemployment. Learners present their findings to the class. - In small groups, learners brainstorm ways to attain full employment, and explain why it's difficult to attain full employment in Rwanda. - In small groups, using a case study (Keynesian theory and Okun's Law) learners illustrate the relationship between unemployment and economic growth and make a presentation to the class. - Learners debate and discuss the causes, effects and

	interpret the employment multiplier.		illustration.)	measures to control rural urban migration in an economy.
Links to other subjects: <i>Mathematics: graphs and equations.</i>				
Assessment criteria: <i>Able to analyse the impact of unemployment on economic development.</i>				
Materials: <i>Newspapers, magazines, textbooks, journals, internet access and audio media.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.5: PUBLIC FINANCE AND FISCAL POLICY	
Year Group & Subject S.5	Unit 9: Public finance 1.			No. of lessons: 16
Unit Competency: Learners will be able to analyse the role of public finance in economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the branches and sources of government revenue. - Explain the objectives, types of budgets and the problems of budgeting in Least Developed Countries (LDCs). - Explain why governments incur debt. - Explain the different types and purpose of government expenditure. 	<ul style="list-style-type: none"> - Analyse the sources of government revenue. - Describe the role of budgeting in an economy. - Examine the effects of public debt on an economy. - Assess the impact of government expenditure on economic development. 	<ul style="list-style-type: none"> - Appreciate the role of budgeting and public expenditure in an economy. - Appreciate the need for a government to spend. 	<p>Public finance</p> <ul style="list-style-type: none"> - Meaning and branches of public finance. - Government and the economy. - Sources of government revenue, and methods of expanding sources of government revenue. <p>National budget</p> <ul style="list-style-type: none"> - Meaning, objectives and the types of budgets (balanced and unbalanced budget, recurrent, and development budget) and problems with budgeting. <p>Public debt (borrowing)</p> <ul style="list-style-type: none"> - Meaning, types, causes, consequences, and the burden of public debt. <p>Public expenditure</p> <ul style="list-style-type: none"> - Meaning, purpose and types of government expenditure. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on public finance, and identify sources of government revenue, the objectives, types of budgets, and explain why governments budget. Learners present their findings to the class. - In small groups, learners brainstorm the problems of budgeting in Rwanda. - In groups, learners debate and assess the impact of public debt and government expenditure on an economy.
Links to other subjects: <i>Mathematics and geography: statistics. Entrepreneurship: budgeting.</i>				
Assessment criteria: <i>Able to analyse the role of public finance in economic development.</i>				
Materials: <i>Internet access, magazines, newspapers, and economics journals.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.5: PUBLIC FINANCE AND FISCAL POLICY.	
Year Group & Subject S.5	Unit 10: Public finance 2.		No. of lessons: 25	
Unit Competency: Learners will be able to analyse the role of public finance in economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the common terminologies used in taxation. - Explain the principles and role of taxation. - Identify the problems encountered in collecting taxes and policies to improve tax collection in LDCs. - Explain the functions, tools and forms of fiscal policy. 	<ul style="list-style-type: none"> - Analyse the role of taxation in Rwanda. - Describe the types and the classification of taxes. - Analyse the effects of taxation on individuals and on the level of economic activity in Rwanda. - Examine the problems encountered when assessing and collecting taxes in Rwanda. - Analyse the policy measures taken to improve tax assessment and collection in Rwanda. - Compare and contrast debt financing and taxation financing. - Discuss the functions, tools and forms of fiscal policy. 	<ul style="list-style-type: none"> - Appreciate the role of taxation in government revenue and advocate for tax assessment and collection improvement. - Acknowledge the role of fiscal policy in regulating the level of economic activity 	<p>Taxation</p> <ul style="list-style-type: none"> - Meaning, common terminologies in taxation, roles, principles, types and classification of taxes, and effects of taxation. - Problems encountered in collecting taxes and policies to improve tax collection in LDCs. - Debt financing against taxation financing. <p>Fiscal policy</p> <ul style="list-style-type: none"> - Meaning, functions, tools and forms. 	<ul style="list-style-type: none"> - In small groups, learners carry out research (internet and text book) on taxation and discuss the principles, types and classification of taxes, the effects of taxation, the problems encountered in assessing and collecting taxes and the policies to improve tax collection in Rwanda. - In groups, learners debate and assess the impact of taxes in an economy and analyse debt financing against taxation financing. - In small groups using documentary research on fiscal policy, learners discuss the functions, tools and forms of fiscal policy.

Links to other subjects: *Mathematics: graphs. Entrepreneurship: taxation.*

Assessment criteria: *Able to analyse the role of public finance in economic development.*

Materials: *Internet access, magazines, newspapers, and economics journals.*

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.6: POPULATION, LABOUR AND WAGES	
Year Group & Subject: S.5 Economics	Unit 11: Population.		No. of lessons: 16	
Unit Competency: Learners will be able to analyse the impact of population growth on economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the terms used in relation to population. - Identify the reasons why the population census is carried out and the difficulties encountered. Explain population structures and the population pyramid. - Explain the factors and impacts of population growth. - Explain the assumptions of Malthusian population theory and the limitations. - Distinguish between under, over and 	<ul style="list-style-type: none"> - Illustrate population structures using pyramids. - Describe the population distribution. - Calculate population density and population growth. - Analyse the impact of population growth on an economy - Assess the relevance of population control measures. - Illustrate and analyse the relevance of Malthusian population growth theory in LDCs. - Discuss with the aid of illustration the stages of demographic transition 	<ul style="list-style-type: none"> - Be aware of the impact of population growth in an economy and advocate for population control measures. 	<p>Population</p> <ul style="list-style-type: none"> - Meaning and terms used in relation to population. - Population census (meaning, reasons and difficulties). - Population density (meaning and calculation). - Population structure, trend and distribution, and impact. <p>Population growth (increase and decrease)</p> <ul style="list-style-type: none"> - Meaning, factors, calculation, effects, and measures to control population growth. <p>Population theories</p> <p>Malthusian population theory</p> <ul style="list-style-type: none"> - Assumptions, illustration, applicability, and limitations. <p>Demographic transition theory</p> <ul style="list-style-type: none"> - Stages, illustration, and limitations. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on population, and describe the impact of the population structure, trend, and distribution of Rwanda. - Learners brainstorm and discuss why countries carry out population census and the problems with this. - In small groups, learners use a case study (population statistics of Rwanda and elsewhere) to discuss the factors and impact of population growth in an economy, how to calculate the population growth based on given statistics, and suggest possible population control measures. - Learners undertake documentary

optimum population.	theory and its limitations. - Use illustrations to explain the causes and effects of under population and over population.		Theory of optimum population - Meaning, population and resources, (under population, overpopulation and optimum population), and causes and effects of under population and over population.	research on population theories and analyse the applicability of population theories in LDCs. - In small groups, learners discuss the causes and effects of under population and over population.
Links to other subjects: <i>Mathematics: statistics. Geography: population.</i>				
Assessment criteria: <i>Able to analyse the impact of population growth on the economic development.</i>				
Materials: <i>Internet access, magazines, newspapers, and economic journals.</i>				

TOPIC AREA 3: MACROECONOMICS			SUB-TOPIC AREA 3.6: POPULATION, LABOUR AND WAGES	
Year Group & Subject S.5 Economics		Unit 12: Labour and wages.		No. of lessons: 22
Unit Competency: Learners will be able to explain the impact of labour mobility on the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify categories of labour and characteristics of the labour force in LDCs. - Explain the factors influencing labour demand, supply, efficiency, and mobility. - Identify manpower problems in LDCs. - Explain the methods of determining wages in an economy. - Identify the causes of wage differentials in an economy. - Explain the forms of wage control in an economy. 	<ul style="list-style-type: none"> - Analyse the impact of labour mobility in an economy. - Discuss the methods used to determine wages in Rwanda. - Examine the applicability of wage theories including the backward bending supply curve in LDCs. - Describe the effects and measures to reduce wage differentials in Rwanda. - Justify the need for government control of wages and its effect on an economy. - Describe the 	<ul style="list-style-type: none"> - Acknowledge the role of labour mobility in solving manpower problems in LDCs. - Appreciate the role of trade unions in bridging wage gaps in LDCs. 	<p>Labour</p> <ul style="list-style-type: none"> - Meaning, categories of labour, labour force, and labour demand and supply (meaning, determining factors, backward bending supply curve). - Labour efficiency (meaning, determining factors) and mobility (meaning, determining factors types, effects and limitations), and manpower problems (meaning, causes, effects and solutions) in LDCs <p>Wages</p> <ul style="list-style-type: none"> - Meaning, forms, and methods of wage determination. <p>Wage theories</p> <ul style="list-style-type: none"> - Marginal productivity, wage funds, bargaining, iron law of wages, and residual claimant theories (applicability and limitations). <p>Wage differentials</p> <ul style="list-style-type: none"> - Meaning, causes, effects, and measures of 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on labour in LDCs and discuss categories of labour, characteristics of the labour force, factors influencing labour demand, supply, efficiency and mobility, and causes of manpower problems in LDCs. Learners present their findings to the class. - In small groups, learners undertake documentary research on wages and explain the methods of determining wages, the applicability of wage theories, and the causes of wage differentials in an economy. - In small groups learners discuss the forms of wage

<ul style="list-style-type: none"> - Explain the objectives, types, tools, benefits, disadvantages, and weaknesses of trade unions in LDCs. 	<p>operation of trade unions in an economy.</p> <ul style="list-style-type: none"> - Assess the impact of trade unions on the efficiency of labour. 		<p>wage differentials.</p> <p>Wage controls</p> <ul style="list-style-type: none"> - Meaning, forms (minimum and maximum) illustrations, rationale, and effects. <p>Trade Unions</p> <ul style="list-style-type: none"> - Meaning, objectives, types, tools, benefits, disadvantages, and weaknesses in LDCs. 	<p>control and their effects.</p> <ul style="list-style-type: none"> - Using a case study on trade unions (East African region) learners discuss the objectives, types, tools, benefits, disadvantages, and how trade unions bridge wage gaps.
<p>Links to other subjects: <i>Mathematics: statistics. Geography: population.</i></p>				
<p>Assessment criteria: <i>Able to explain the impact of labour mobility on the economy.</i></p>				
<p>Materials: <i>Internet access, economic magazines, newspapers, and journals.</i></p>				

5.4 Economics Syllabus for senior six

5.4.1 Key competences at the end of senior six

- Analyse the importance of international trade to the development of the economy.
- Analyse the impact of globalisation on developing countries.
- Analyse the determinants and indicators of economic growth and development in an economy.
- Analyse the contribution of development strategies on an economy.
- Examine the importance of economic planning.
- Describe the structure of the Rwandan economy.

5.4.2 Unit contents

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics		Unit 1: International trade theories.		No. of lessons: 21
Unit Competency: Learners will be able to analyse the importance of international trade to the development of the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between bilateral and multilateral trade. - Explain the different terminologies used in international trade. - Explain the advantages and disadvantages of international trade and its limitations. - Differentiate between absolute advantage and comparative advantage theories of international trade. - State the assumptions of comparative advantage theory. - Identify the determining factors of comparative advantage. 	<ul style="list-style-type: none"> - Assess the gains from international trade based on its forms. - Discuss the advantages and disadvantages of international trade and its limitations. - Analyse the determining factors of comparative advantage theory. - Use calculations from a production schedule to explain the theory of comparative advantage. 	<ul style="list-style-type: none"> - Advocate for the efficient use of available resources to increase gains from the international trade. 	<p>International trade</p> <ul style="list-style-type: none"> - Meaning, forms (bilateral and multilateral), terminologies used, advantages, disadvantages and limitations of international trade. <p>Theories of international trade</p> <ul style="list-style-type: none"> - Absolute advantage and comparative advantage theories (meaning, assumptions, production schedule and calculation, determining factors, applicability, and limitations). 	<ul style="list-style-type: none"> - Learners undertake documentary research on international trade and discuss the gains from international trade based on the various forms. - Learners debate and discuss the advantages, disadvantages and limitations of international trade. - In small groups, learners research the two theories of international trade (using the internet and text books) and produce posters comparing and contrasting the key ideas of the two theories. - Provide small groups of students with production schedules for different countries including Rwanda. Select a pair of countries and use the theories to identify possible commodities to trade.

	- Analyse the applicability of the comparative advantage theory in LDCs/Rwanda.			- Role play (two districts producing two commodities). Learners discuss the determinants of comparative advantage and identify which commodity is appropriate for a certain district.
Links to other subjects: <i>Mathematics and geography: statistics.</i>				
Assessment criteria: <i>Can analyse the importance of international trade to the development of the economy.</i>				
Materials: <i>Newspapers, journals, magazines, audio media, and internet access.</i>				

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics		Unit 2: Terms of trade.		No. of lessons: 11
Unit Competency: Learners will be able to describe the terms of trade in LDCs.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Differentiate between income and barter terms of trade. - Differentiate between Terms of Trade (TOT) and Balance Of Trade (BOT). - Explain the nature of terms of trade in LDCs. - Identify factors for improving the terms of trade in LDCs. 	<ul style="list-style-type: none"> - Demonstrate the terms of trade and balance of trade in LDCs through calculations and interpret the results. - Describe the nature of the terms of trade in LDCs. - Analyse the ways of improving the terms of trade in LDCs. - Assess the causes and consequences of changes in the terms of trade. 	<ul style="list-style-type: none"> - Take part in improving the terms of trade in LDCs/Rwanda. 	<p>Terms of trade:</p> <ul style="list-style-type: none"> - Meaning, forms (income terms of trade and barter terms of trade), and the nature of the terms of trade in LDCs. - Improving the terms of trade in LDCs. - Balance of trade (meaning and calculation). - Causes of changes in the terms of trade. - Consequences of changes in the TOT for the balance of trade. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on the terms of trade and distinguish between income and barter terms of trade, and calculate and interpret the terms of trade for Rwanda. - Through a case study (import and export prices in Rwanda for various periods), learners describe the nature of the terms of trade in Rwanda and suggest possible measures to improve the terms of trade.
Links to other subjects: <i>Mathematics: equations.</i>				
Assessment criteria: <i>Can describe the terms of trade in LDCs.</i>				
Materials: <i>Internet access, magazines, newspapers, and audio media.</i>				

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics		Unit 3: Free trade and trade protectionism.		No. of lessons: 11
Unit Competency: Learners will be able to analyse the impact of free trade and trade protectionism in an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between free trade and trade protectionism. - Discuss the impact of free trade and trade protectionism on an economy. - Identify the reasons and tools of trade protectionism. - Identify the objectives of commercial policy. 	<ul style="list-style-type: none"> - Evaluate the impact of free trade. - Analyse the need for trade protectionism and the likely dangers. - Assess the tools of trade protectionism. - Examine the tools of commercial policy in Rwanda. 	<ul style="list-style-type: none"> - Choose the appropriate trade system for economic development. 	<p>Free trade</p> <ul style="list-style-type: none"> - Meaning, advantages and disadvantages. <p>Trade protectionism</p> <ul style="list-style-type: none"> - Meaning, reasons, tools (tariffs, taxes, quotas, and subsidies), and dangers of trade protectionism. <p>Commercial policy:</p> <ul style="list-style-type: none"> - Meaning, objectives, and tools. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on international trade and distinguish between free trade and trade protectionism and explain their advantages and disadvantages. - In groups learners discuss and examine the tools of trade protectionism and commercial policy in Rwanda.
Links to other subjects:				
Assessment criteria: <i>Can analyse the impact of free trade and trade restrictions.</i>				
Materials: <i>Chalkboards, chalk, textbooks, markers, rulers, flipcharts, and a computer and projector.</i>				

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics	Unit4: Balance of payment (BOP).			No. of lessons: 11
Unit Competency: Learners will be able to analyse the balance of payment position of LDCs.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the terminologies used in BOP. - Distinguish between BOP equilibrium and disequilibrium. - Describe the structure of BOP accounts. - Explain the causes of BOP deficits in LDCs. - Identify the causes of BOP problems in Rwanda. 	<ul style="list-style-type: none"> - Design BOP accounts. - Analyse the causes of BOP problems in LDCs. - Discuss the measures to offset BOP deficit/surplus on BOP accounts. - Suggest possible solutions to BOP problems in Rwanda. 	<ul style="list-style-type: none"> - Show continual desire to control BOP problems in LDCs. 	<p>Balance of payment</p> <ul style="list-style-type: none"> - Meaning, terminologies used, equilibrium and disequilibrium, structure of BOP accounts, how to offset BOP deficit or surplus, causes and effects of BOP deficits, and possible solutions to BOP deficits in LDCs. <p>A case study of Rwanda</p> <ul style="list-style-type: none"> - Causes, effects, and policy measures to overcome BOP problems. 	<ul style="list-style-type: none"> - In small groups, learners undertake documentary research on BOP and illustrate the components of BOP accounts and explain the causes of BOP deficits. - Through a case study (BOP accounts data for Rwanda in different periods) learners determine the BOP position of Rwanda in a given period and suggest possible solutions to combat BOP problems. In small groups, learners discuss the causes and effects of BOP problems in Rwanda.
Links to other subjects: <i>Mathematics and geography: statistics.</i>				
Assessment criteria: <i>Can analyse the BOP position of Rwanda.</i>				
Materials: <i>Internet access, newspapers, magazines, and audio media.</i>				

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics		Unit 5: Exchange rates.		No. of lessons: 15
Unit Competency: Learners will be able to analyse the various forms of exchange rate determination and their impact on economic development.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various forms of exchange rate systems. - Identify the factors influencing the exchange rate. - Explain the impact of each exchange rate system on the economy. - Explain the reasons and necessary conditions for successful devaluation. - Identify the effects and limitations of successful devaluation in LDCs. 	<ul style="list-style-type: none"> - Make comparison between the various exchange rate systems. - Analyse the effects of the exchange rate on the prices of commodities in the market in Rwanda. - Use the conditions for devaluation to achieve economic stability. 	<ul style="list-style-type: none"> - Justify the choice of the appropriate exchange rate system for economic development. - Appreciate the exchange rate of Rwandan currency in terms of other currencies. - Advocate for devaluation to increase the level of economic activities. 	<p>Exchange rate</p> <ul style="list-style-type: none"> - Meaning, terms used, forms, factors influencing, and advantages and disadvantages of each exchange rate system. - Exchange rate regime (floating versus fixed exchange rates). <p>Devaluation</p> <ul style="list-style-type: none"> - Meaning, reasons, conditions for successful devaluation, the Marshall- Lerner devaluation condition, and effects of devaluation. - Success of devaluation policy in LDCs. 	<ul style="list-style-type: none"> - In small groups, learners undertake research on exchange rate, and discuss the various forms, factors, advantages and disadvantages of exchange rate determination. - Through a case study (Rwandan exchange rate against US dollars exchange rate), learners determine the value of their country's currency. - In small groups, learners discuss the necessary conditions for successful devaluation, consequences, and the reasons for the failure of devaluation in LDCs.

Links to other subjects.

Assessment criteria: *Can analyse the various forms of exchange rate determination and their impact on economic development.*

Materials: *Newspapers, journals, magazines, audio media, and internet access.*

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.1: INTERNATIONAL TRADE	
Year Group & Subject S.6 Economics		Unit 6: Economic integration.		No. of lessons: 26
Unit Competency: Learners will be able to explain the importance of economic integration on the development of the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the reasons why countries integrate and the likely disadvantages. - Identify the steps, necessary conditions, and obstacles to economic integration. - Identify the different economic groupings to which Rwanda belongs. 	<ul style="list-style-type: none"> - Analyse the conditions for successful economic integration. - Discuss the advantages, disadvantages and the problems of economic integration. - Analyse the contribution of economic groupings on the Rwandan economy. 	<ul style="list-style-type: none"> - Acknowledge the importance of economic integration in economic development and participate willingly in the integration process. 	<p>Economic integration</p> <ul style="list-style-type: none"> - Meaning, reasons/rationale, conditions, steps, advantages and disadvantages, and obstacles. <p>Case studies</p> <ul style="list-style-type: none"> - East African Community (EAC), - Common Market for Eastern and Southern Africa (COMESA), and - Communauté Economique des pays des Grand Lacs <p>“Economic Community of the Great Lakes Countries”(CEPGL). Historic background, objectives, achievements and challenges</p>	<ul style="list-style-type: none"> - In small groups, learners undertake research (the internet and text books) to assess the reasons why countries integrate and identify the steps and conditions for successful integration. Learners should also identify the likely benefits and challenges. - Provide small groups of students with case studies of different economic groupings (EAC, COMESA, and CEPGL). Learners then describe the objectives, steps, achievements and challenges of those economic integrations.
Links to other subjects: <i>Geography: regional integration. Entrepreneurship: economic integration.</i>				
Assessment criteria: <i>Can explain the importance of economic integration for economic development.</i>				
Materials: <i>Newspapers, journals, magazines, audio media, internet access, and map extracts.</i>				

TOPIC AREA 4: INTERNATIONAL ECONOMICS			SUB-TOPIC AREA 4.2: GLOBALISATION	
Year Group & Subject S.6 Economics		Unit 7: Globalisation.		No. of lessons: 21
Unit Competency: Learners will be able to analyse the impact of globalisation on the Rwandan economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the characteristics, causes and effects of globalisation. - Explain the impact of MNCs and FDIs on economic development. - Describe the origin of the Breton Woods conference and the operation of the IMF and WB. - Identify SAPs conditionality to Rwanda from the IMF and WB. 	<ul style="list-style-type: none"> - Analyse the impacts of globalisation on the economy (local, national and international). - Extract key principles of globalisation by looking at specific examples of MNCs and FDIs. - Assess the operation of the Breton Woods institutions. - Practice SAPs conditionality from the IMF and WB to attain economic growth. 	<ul style="list-style-type: none"> - Appreciate the implication of globalisation on the economy of Rwanda. 	<p>Global business organization</p> <ul style="list-style-type: none"> - Meaning, characteristics, and causes and effects of globalisation. - Multinational corporations (MNCs). - Foreign direct investment (FDIs), meaning, examples, and advantages and disadvantages. <p>Global financial systems</p> <ul style="list-style-type: none"> - Breton Woods conference. - International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (IBRD) currently the World Bank (WB). Objectives, criticisms, and functions. - Structural Adjustment Programmes (SAPs), meaning, objectives, applicability, and criticisms. 	<ul style="list-style-type: none"> - In small groups, learners undertake research (internet, newspapers, magazines, and textbooks) on globalisation and identify the characteristics and causes, and assess its contribution to the economic development both internationally and locally. Present findings to the class. - In small groups research and brainstorm the effects of MNCs and DFIs on economic development. - In small groups, research and describe the operation of the Breton Woods institutions. - Provide small groups of students with case studies on different projects financed by the IMF and WB in Rwanda. Learners assess the contribution of the Breton Woods institutions on their economy.

Links to other subjects: *Entrepreneurship: globalisation.*

Assessment criteria: *Learners can analyse the impact of globalisation on the Rwandan economy.*

Materials: *Newspapers, journals, magazines, audio media, internet access, and map extracts.*

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.1: ECONOMIC GROWTH AND DEVELOPMENT	
Year Group & Subject S.6 Economics	Unit 8: Economic growth, and economic development and underdevelopment.		No. of lessons: 37	
Unit Competency: Learners will be able to analyse the determinants and indicators of economic growth and development for an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the determining factors, costs and benefits of economic growth. - Identify the stages of growth according to W.W. Rostow. - Explain the advantages and disadvantages of different growth theories. - Compare and contrast economic growth and development. - Identify the indicators of economic development and 	<ul style="list-style-type: none"> - Discuss the determining factors and indicators of economic growth, and economic development and under development. - Calculate economic growth. - Design possible measures for the economic development of Rwanda. - Assess the applicability of growth theories in Rwanda. 	<ul style="list-style-type: none"> - Be aware of the indicators of economic development and advocate for the sustainable development of Rwanda. - Show concern for the poor and advocate for their improved standards of living. 	<p>Economic growth</p> <ul style="list-style-type: none"> - Meaning, determining factors, costs, benefits of growth, and calculation. <p>Theories of growth:</p> <ul style="list-style-type: none"> - W.W. Rostow’s theory (stages, application in LDCs and limitations). - Balanced growth theory: meaning, advantages and disadvantages, limitations, and application in Rwanda. - Unbalanced growth theory: meaning, advantages and disadvantages, limitations, and application in Rwanda. - Big push theory: meaning, advantages and disadvantages, limitations, and application in Rwanda. <p>Economic development</p> <ul style="list-style-type: none"> - Meaning, comparison between economic growth and development, and development indicators <p>Underdevelopment</p>	<ul style="list-style-type: none"> - In small groups, learners undertake research (internet, newspapers, magazines, textbooks and map extracts) on economic growth and development and discuss the determining factors of economic growth and development. Learners should also calculate economic growth and explain the relevant theories of economic growth. - In small groups, learners brainstorm from their research the

<p>under development.</p> <ul style="list-style-type: none"> - Identify the types of poverty and the characteristics of the poor. 	<ul style="list-style-type: none"> - Examine measures to reduce poverty in Rwanda. - With the aid of illustration explain the vicious poverty cycle. 		<ul style="list-style-type: none"> - Meaning, characteristics, causes and policy measures. - Poverty: meaning, characteristics of the poor, types of poverty, measures to reduce poverty, and vicious cycle poverty. 	<p>indicators of development and under development and use illustrations to explain the vicious circle of poverty.</p>
<p>Links to other subjects: <i>Entrepreneurship: social responsibility and development. Geography: development.</i></p>				
<p>Assessment criteria: <i>Learners can analyse the determinants and indicators of economic growth and development for an economy.</i></p>				
<p>Materials: <i>Newspapers, journals, magazines, audio media, internet access, and map extracts.</i></p>				

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.2: DEVELOPMENT PROCESS AND STRATEGIES	
Year Group & Subject S.6 Economics		Unit 9: Agricultural development.		No. of lessons: 26
Unit Competency: Learners will be able to analyse the contribution of development strategies on the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State the goals of development strategies. - Identify the merits and demerits of agricultural development. - Explain the different approaches of agricultural development. - Explain how land is owned and used in Rwanda. 	<ul style="list-style-type: none"> - Analyse the goals and strategies of development in the economy. - Assess the merits and demerits of agricultural development in Rwanda. - Analyse the applicability of agricultural development approaches in Rwanda. 	<ul style="list-style-type: none"> - Acknowledge the goals of development strategies in the economy and support the development strategies adopted by the country. - Contribute to agricultural development in the Rwandan economy. - Appreciate the contribution of land reforms in the development of agriculture in Rwanda. 	<p>Development process and strategies</p> <ul style="list-style-type: none"> - Meaning of development process and strategies, and the goals of development strategies. <p>Agricultural development strategy</p> <ul style="list-style-type: none"> - Meaning, and merits and demerits of agricultural development. <p>Approaches to agriculture development</p> <ul style="list-style-type: none"> - Transformation and modernisation (benefits and criticisms). - Small scale subsistence production and large scale commercial production (benefits and criticisms). - Agricultural specialisation and diversification of agriculture (benefits and criticisms). - Extensive and intensive techniques (benefits and criticisms). - Mechanisation of agriculture (benefits, disadvantages, and limitations). - Commercialisation of agriculture (benefits disadvantages, and limitations). 	<ul style="list-style-type: none"> - In small groups, learners undertake research on goals and development strategies (the internet and text books) and discuss the goals and strategies of development. Learners present their findings to the class. - In small groups, learners discuss the approaches of agricultural development in Rwanda. - Provide small groups of students with case studies on agricultural practices. Learners then brainstorm the importance and

			<ul style="list-style-type: none"> - Agriculture cooperatives (roles and problems). - Agriculture research and extension services (roles and limitations). - Landownership (forms of land ownership and land reforms in Rwanda). 	disadvantages of agricultural development and land reforms on the economic development of Rwanda.
Links to other subjects: <i>Entrepreneurship: development. Geography: agriculture.</i>				
Assessment criteria: <i>Learners can analyse the contribution of development strategies to the economy.</i>				
Materials: <i>Newspapers, journals, magazines, audio media, and internet access.</i>				

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.2: DEVELOPMENT PROCESS AND STRATEGIES	
Year Group & Subject S.6 Economics	Unit 10: Industrial development.			No. of lessons: 26
Unit Competency: Learners will be able to analyse the contribution of development strategies on the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the advantages and disadvantages of industrial development. - Identify the approaches of industrial development. - Describe the limitations of industrial development in Rwanda. - Distinguish between capital and labour intensive technology. 	<ul style="list-style-type: none"> - Analyse the advantages and disadvantages of industrial development. - Examine the applicability of industrial development approaches in Rwanda. - Describe the problems of industrial development in Rwanda. - Use illustrations to distinguish between capital and labour intensive technology. 	<ul style="list-style-type: none"> - Acknowledge industrial development strategies in the economy and choose the appropriate approach for their development in Rwanda. - Contribute to industrial development in the Rwandan economy. 	<p>Industrial development strategy</p> <ul style="list-style-type: none"> - Meaning, advantages, disadvantages, and limitations of industrial development in Rwanda. <p>Industrial development approaches</p> <ul style="list-style-type: none"> - Capital intensive technology and labour intensive technology: (meaning, illustration, merits, demerits, and limitations). - Intermediate and appropriate technology: (meaning, features, advantages, disadvantages, and limitations). - Technological transfer and technological development: (meaning, advantages, disadvantages, and limitations). 	<ul style="list-style-type: none"> - In small groups, learners undertake research on industrial development strategies in Rwanda (the internet and text books) and discuss the advantages, disadvantages, and limitations of industrial development. Learners present their findings to the class. - In small groups, using their research, learners compare and contrast the applicability of the different industrial development approaches to Rwanda. - Provide small groups of students with case studies on industrial practices in

<ul style="list-style-type: none"> - Identify the features, advantages, disadvantages, and limitations of appropriate technology. 	<ul style="list-style-type: none"> - Suggest the appropriate technology based on the socioeconomic conditions of Rwanda. 		<ul style="list-style-type: none"> - Small scale industries and large scale industries: (meaning, features, advantages and disadvantages, and limitations). - Import substitution and export promotion: (meaning, advantages, disadvantages, and limitations). 	<p>Rwanda. Learners brainstorm the importance of industrialisation to the economic development of Rwanda.</p>
<p>Links to other subjects: <i>Geography: industrialisation.</i></p>				
<p>Assessment criteria: <i>Learners can analyse the contribution of development strategies on the economy.</i></p>				
<p>Materials: <i>Newspapers, journals, magazines, audio media, internet access, and map extracts.</i></p>				

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.2: DEVELOPMENT PROCESS AND STRATEGIES	
Year Group & Subject S.6 Economics		Unit 11: Development strategies.		No. of lessons: 15
Unit Competency: Learners will be able to analyse the contribution of development strategies on the economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between education as an investment and consumer good. - Identify the need for education in an economy. - Explain the need for foreign aid in an economy. - Identify the role of infrastructure on the economic development of Rwanda. 	<ul style="list-style-type: none"> - Examine the role and challenges of education in Rwanda. - Suggest ways of improving efficiency in education. - Assess the contribution of foreign aid to the development of Rwanda. - Examine the problems of overdependence on foreign aid in the development of a country. - Analyse the role of infrastructure in economic development. 	<ul style="list-style-type: none"> - Advocate for measures that promote education for economic development in Rwanda. - Acknowledge the importance of reducing over reliance on foreign aid in development. - Appreciate the contribution of infrastructure in the development process for Rwanda. 	<p>Education and development</p> <ul style="list-style-type: none"> - Meaning of education, - Education as an investment and consumer good - Need for education. - Role, challenges, and measures of promoting education in Rwanda. <p>Foreign aid and economic development</p> <ul style="list-style-type: none"> - Meaning of foreign aid. - Types and forms of foreign aid. Need for foreign aid. - Why donors give aid? - Utilisation of aid. - Problems of foreign aid. 	<ul style="list-style-type: none"> - Through individual documentary research on education in Rwanda, learners discuss in small groups the contribution of education to the economic development of Rwanda. Learners present their findings to the class. - In small groups, learners discuss the appropriate measures to promote greater efficiency in education in Rwanda. - Through debate, learners assess the dangers of over relying on foreign aid in the development process of their country. - Provide small groups of students with case studies on

			Infrastructure and economic development <ul style="list-style-type: none"> - Meaning and examples of social economic infrastructure. - Role of infrastructure in economic development. 	different forms of infrastructure in Rwanda. Learners then brainstorm the role of infrastructure on economic development.
Links to other subjects: <i>Entrepreneurship and geography: development.</i>				
Assessment criteria: <i>Learners can analyse the contribution of development strategies on the economy.</i>				
Materials: <i>Newspapers, journals, magazines, audio media, internet access, and map extracts.</i>				

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.3: ECONOMIC DEVELOPMENT PLANNING	
Year Group & Subject S.6 Economics		Unit 12: Planning.		No. of lessons: 16
Unit Competency: Learners will be able to analyse the need for economic planning of an economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State the rationale of economic planning. - Identify the different types and principles of economic planning. - Differentiate between planning under various economic systems. - Explain the qualities of a good plan as well as obstacles to planning. - Explain the objectives and pillars of 	<ul style="list-style-type: none"> - Assess the need for economic planning in an economy. - Discuss the advantages and disadvantages of different types of plans. - Describe the qualities and principles of a good plan. - Compare and contrast planning under different economic systems. - Analyse the contribution of vision 2020 and EDPRS programmes in the economic development of Rwanda. 	<ul style="list-style-type: none"> - Advocate for the need for economic planning in the development process. - Support vision 2020 and EDPRS programmes to promote development in Rwanda. - Acknowledge the contribution of vision 2020 and EDPRS in the development process of 	<p>Economic Planning</p> <ul style="list-style-type: none"> - Meaning, rationale, principles, qualities of a good plan, and obstacles to planning. <p>Types of plans</p> <ul style="list-style-type: none"> - Partial, comprehensive, short term, and perspective plans (meaning, advantages, and disadvantages). <p>Planning under different economic systems</p> <ul style="list-style-type: none"> - Centralised and decentralised (advantages and disadvantages). <p>Current development plans in Rwanda</p> <p>VISION 2020</p> <ul style="list-style-type: none"> - Background, pillars, cross cutting priorities, objectives, and challenges. <p>Economic Development and Poverty Reduction Strategies (EDPRS)</p>	<ul style="list-style-type: none"> - Using individual documentary research on economic planning, learners discuss in small groups the rationale, types, and principles of planning under different economic systems including the qualities of a good plan and the obstacles to economic planning. Learners present their findings to the class. - Through individual documentary research on vision 2020 and EDPRS programmes, learners discuss in small groups the objectives, pillars and cross cutting issues of Vision 2020 and EDPRS. Learners present their findings to the class. - In small groups, learners

vision2020 and the Economic Development and Poverty Reduction Strategy (EDPRS).	- Assess the achievements and challenges of vision 2020 and EDPRS programs in Rwanda.	Rwanda.	- Background, objectives, strategies, achievements, and challenges.	discuss the strategies, contribution and challenges of vision 2020 and EDPRS in Rwanda. Learners present their findings to the class.
Links to other subjects: <i>Entrepreneurship: social responsibility, business plan, and financial planning.</i>				
Assessment criteria: <i>Ability to analyse the importance of planning.</i>				
Materials: <i>Internet access, economic magazines, newspapers and journals.</i>				

TOPIC AREA 5: DEVELOPMENT ECONOMICS			SUB-TOPIC AREA 5.4: STRUCTURE OF RWANDA'S ECONOMY	
Year Group & Subject S.6 Economics	Unit 13: Sectors of the Rwandan economy.		No. of lessons: 16	
Unit Competency: Learners will be able to describe the role of various sectors of Rwandan economy.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various sectors of the economy. - Explain the advantages and disadvantages of various sectors of the economy. - Explain the forms of economic dependence and dualism. - Identify the objectives of the public sector in Rwanda. - State the characteristics and role of the private sector in Rwanda. - Explain the 	<ul style="list-style-type: none"> - Examine the contribution of different sectors of the economy to GDP. - Discuss the causes and impact of economic dependence and dualism in an economy. - Justify the need for private sectors in an economy. - Examine the achievements, weaknesses, and challenges of the private 	<ul style="list-style-type: none"> - Acknowledge the role of different sectors of the economy. - Advocate for the privatisation drive in the economy. 	<p>Sectors of Rwandan economy</p> <p>Informal sector</p> <ul style="list-style-type: none"> - Meaning, advantages and disadvantages. <p>Subsistence sector</p> <ul style="list-style-type: none"> - Meaning, advantages and disadvantages. <p>Economic dependence sectors</p> <ul style="list-style-type: none"> - Meaning, forms, causes, advantages and disadvantages. <p>Dualism</p> <ul style="list-style-type: none"> - Meaning, forms, advantages and disadvantages. <p>Public sectors</p> <ul style="list-style-type: none"> - Meaning, role, objectives, and justifications for the public sector. <p>Private sectors</p> <ul style="list-style-type: none"> - Meaning, characteristics, role, challenges, achievements, 	<ul style="list-style-type: none"> - Through individual documentary research on the sectors of the Rwandan economy, learners discuss in small groups, the advantages and disadvantages of the informal and subsistence sectors of economy. Learners present their findings to the class. Through their research, learners brainstorm the forms, advantages, and disadvantages of economic dependence and economic dualism and explain the various causes of economic dependence in Rwanda. - In small groups, based on their research, learners discuss the role and objectives of the public and private sector and make comparisons between the two. Learners present their findings to the class.

<p>advantages and disadvantages of privatisation.</p> <ul style="list-style-type: none"> - Explain the advantages and disadvantages of economic liberalisation. 	<p>sector in Rwanda.</p> <ul style="list-style-type: none"> - Analyse the impact of privatisation in development. - Examine the obstacles of the privatisation process in Rwanda. 		<p>weaknesses, and policy measures to boost private sector in Rwanda.</p> <p>Privatisation</p> <ul style="list-style-type: none"> - Meaning, rationale, forms, advantages, disadvantages, and limitations. <p>Economic liberalisation</p> <ul style="list-style-type: none"> - Meaning, merits, demerits, and limitations 	<ul style="list-style-type: none"> - Learners debate and discuss the challenges, achievements, weaknesses, and policy measures to boost the private sector in Rwanda. - Using a case study on privatised companies in Rwanda or elsewhere, learners discuss in small groups the need and impact of privatisation on an economy. Learners present their findings to the class.
<p>Links to other subjects: <i>Entrepreneurship: social responsibility and development.</i></p>				
<p>Assessment criteria: <i>Ability to describe the role of the various sectors of the Rwandan economy.</i></p>				
<p>Materials: <i>Internet access, economic magazines, newspapers, and journals.</i></p>				

6 REFERENCES

1. Alain, A. (2008). *Economics, fifth edition*. Pearson Education.
2. Asiimwe, H.M. (2009). *Fundamental Economics*. East Africa Edition.
3. Asiimwe. H.M (2013), *Senior Secondary Economics student books 4,5 and 6* MK Publishers Ltd
4. Chrisdom M.A. (2006). *Economics for advanced level, Paper one and Professional Studies*. Published by The General Publishing House LTD.
5. Chrisdom M. A. (2006). *Economics for advanced level, Paper one and Professional Studies*. Published by The General Publishing House LTD.
6. Eleazar, C.I., Turner, P.H., and Turner, D. (1993). *Economics for Senior Secondary School in East Africa*. Published by The Macmillan Press LTD.
7. Grant, S.G., and Stanlake. (2000). *Introductory Economics*. 7th Edition. Pearson Education Limited.
8. Harvey.J., and Jowsey, E. (2007) *Modern Economics*. 8th edition 2007. Published by Palgrave Macmillan.
9. Lipsey and Chrystal. (2007). *Economics*. Eleventh Edition. Oxford University Press.
10. Lipsey, R.G., and Harbour, C. (1992). *First Principles of Economics*. Second Edition. Oxford University Press.
11. Maunder, P., Myers, D., Wall, N., and Miller, R.L. (2000). *Economics Explained*. HarperCollins Publishers Limited.
12. Tayebwa, B. M.B. (2007). *Basic Economics*. Published by Genuine Researcher and Publishers (GRP).

7. APPENDICES: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL

Subjects in Secondary 4-6		Number of periods per week (1 period = 40 min.)		
Core subjects		S4	S5	S6
1. Mathematics		7	7	7
2. Physics		7	7	7
3. Computer Science		7	7	7
4. Chemistry		7	7	7
5. Biology		7	7	7
6. Geography		7	7	7
7. History		7	7	7
8. Economics		7	7	7
9. Literature in English		7	7	7
10. Kinyarwanda major		7	7	7
11. Kiswahili major		7	7	7
12. French major		7	7	7
13. Religion major		7	7	7
14. Entrepreneurship		6	6	6
15. General Studies and Communication		3	3	3
16. Subsidiary Mathematics		3	3	3
Electives Subjects	17. English minor	4	4	4
	18. French minor	4	4	4
	19. Kinyarwanda minor	4	4	4
	20. Kiswahili minor	4	4	4
Co-curricular Activities	Religious activities	2	2	2
	Sports/ Clubs	2	2	2
	Computer/library	2	2	2