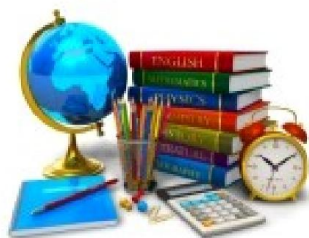


**MINISTRY OF SECONDARY EDUCATION**  
*MINISTERE DES ENSEIGNEMENTS SECONDAIRES*

**INSPECTORATE GENERAL OF EDUCATION**  
*INSPECTION GENERALE DES ENSEIGNEMENTS*

**SUBJECT SYLLABUS: ECONOMICS SYLLABUS**  
***SECONDARY GENERAL EDUCATION: FORMS 3, 4 & 5 CLASSES***



*Observing the environment in order to make informed choices on training options for a successful future*

**INSPECTORATE OF PEDAGOGY FOR THE SOCIAL SCIENCES**  
*INSPECTION DE PEDAGOGIE CHARGEE DE L'ENSEIGNEMENT DES SCIENCES HUMAINES*

**December 2014**

REPUBLIQUE DU CAMEROUN

*Paix - Travail – Patrie*

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MINISTERE DES ENSEIGNEMENTS  
SECONDAIRES

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INSPECTION GENERALE DES ENSEIGNEMENTS  
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REPUBLIC OF CAMEROON

*Peace -Work – Fatherland*

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MINISTRY OF SECONDARY EDUCATION

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INSPECTORATE GENERAL OF EDUCATION  
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Order N° 419/14 /MINESEC/ IGE ..... *9 DEC 2014*

To outline the syllabuses for Form III, Form IV and Form V of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of the Law N° 98/004 of 14 April 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N°2011/408 of 9 December 2011 to reorganise the Government;

Mindful of Decree N°2011/410 of 9 December 2011 to form the Government;

Mindful of Decree N°2012/267 of 11 June 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

Article 1: The syllabuses for Form III, Form IV and Form V of Secondary General Education shall be outlined as follows:

## PREFACE

## SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school, prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **“The competence based approach with an entry through real life situations”**.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.



The Minister of Secondary Education  
*Louis Bapes Bapes*

## FIRST CYCLE SYLLABUS REVIEW

### A PARTICIPATORY AND INNOVATIVE APPROACH

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper(DSCE) .

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- A shift from a skill based approach to a competence based approach through real life situations;
- A shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities ;
- A shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.

The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

| Areas of learning             | Disciplines   |
|-------------------------------|---|
| 1- Languages and Literature   | <ul style="list-style-type: none"> <li>- French</li> <li>- English</li> <li>- Living Languages II</li> <li>- Ancient Languages</li> <li>- Literature(in English and in French)</li> </ul> |
| 2- Science and Technology     | <ul style="list-style-type: none"> <li>- Mathematics</li> <li>- The Sciences( Physics, Chemistry, Technology, Life and Earth Sciences)</li> <li>- Computer Science</li> </ul>             |
| 3- Social Sciences/Humanities | <ul style="list-style-type: none"> <li>- Citizenship Education</li> <li>- History</li> <li>- Geography</li> <li>- Economics</li> </ul>  |
| 4- Personal Development       | <ul style="list-style-type: none"> <li>- Sports and Physical Education</li> <li>- Manual Labour</li> </ul>  |



For 4<sup>ème</sup> and 3<sup>ème</sup> (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (35 h) are displayed in the table below:

| Domaines d'apprentissage    | Volume horaire | Quota  |
|-----------------------------|----------------|--------|
| Langues et Littérature      | 11 heures      | 31,42% |
| Sciences et Technologies    | 11 heures      | 31,42% |
| Sciences Humaines           | 06 heures      | 17,14% |
| Arts et cultures nationales | 03 heures      | 08,57% |
| Développement personnel     | 03 heures      | 08,57% |

For the Anglophone sub-system of education (Form III, Form IV and Form V) the same information is summarized in the table below:

| Areas of learning                    | Weekly workload | Quota  |
|--------------------------------------|-----------------|--------|
| Languages et Literature              | 11 hours        | 31,42% |
| Sciences et Technology               | 11 hours        | 31,42% |
| Social Sciences                      | 06 hours        | 17,14% |
| Art, national languages and cultures | 03 hours        | 08,57% |
| Personal development                 | 03 hours        | 08,57% |



L'Inspecteur Général des Enseignements

Dr Evelyne MPOUDI NGOLLE

### END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected , after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

| N° | Domains/Areas of life               | Families of situations to be treated in the 1 <sup>st</sup> cycle   |
|----|-------------------------------------|---|
| 1  | Family and social life              | <ul style="list-style-type: none"> <li>• Participation in family life</li> <li>• Healthy professional relationships</li> <li>• Social integration</li> </ul>  |
| 2  | Economic life                       | <ul style="list-style-type: none"> <li>• Discovery of income generating activities</li> <li>• Discovery of the job market, social roles, jobs and professions</li> <li>• Self-confidence, aspirations, talents, self-potential</li> <li>• Practising healthy eating habits</li> </ul> |
| 3  | Environment , health and well being | <ul style="list-style-type: none"> <li>• Preservation of the Environment</li> <li>• Quest for a healthy life style</li> <li>• Choosing and practising a healthy life style</li> </ul>   |
| 4  | Citizenship                         | <ul style="list-style-type: none"> <li>• Mastery of rules and regulations governing the Cameroonian society</li> <li>• Discovery of cultural values and customs of the Cameroonian society</li> </ul>   |
| 5  | Media and Communications            | <ul style="list-style-type: none"> <li>• Discovery of the media world</li> <li>• Discovery of Information and Communication Technologies</li> </ul>   |

In order to achieve these objectives, the learner should be able to mobilise, within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know-how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1<sup>st</sup> cycle.

| Areas of Learning          | Disciplines   | Expected outcomes at the end of the 1 <sup>st</sup> cycles  |
|----------------------------|---|---|
| 1-Languages and Literature | <b>Living languages:</b><br>English,<br>French ,<br>German,<br>Italian,<br>Spanish,<br>Chinese,<br>Etc. | <b>French and English , L1</b><br>Receptive skills: reading and listening<br>Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus;<br>Listen and understand various texts related to the above mentioned areas of life<br>Productive skills: speaking and writing<br>Produce various types of texts , of average length related to these areas of life;<br>Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;            |
|                            | English to Francophone learners<br><br>French to Anglophone learners                                    | Communicate accurately and fluently using all four basic skills in language learning;<br>Be able to transfer knowledge learnt in class to real life situations out of the classroom;<br>Be able to cope and survive in problem solving situations;  |
|                            |   | <b>Living languages II</b><br>Receptive skills: reading and listening<br>Read and understand simple texts on social life, citizenship, the environment, well-being and health, media etc..<br>Listen and get oral information in order to simply interact during communication situations related the various domains of life.<br>Productive skills: speaking and writing<br>Sing, recite, dramatise , orally answer questions related to the various domains of life as defined in the syllabus;<br>Write short passages on various familiar topics. |



| Areas of Learning              | Disciplines  | Expected outcomes at the end of the 1 <sup>st</sup> cycles  |
|--------------------------------|--|---|
|                                | <b>Ancient languages:</b><br>Latin,<br>Greek<br><b>National languages Literature</b><br>Cameroon Literature;<br>French Literature;<br>Francophone Literature;<br>Other literatures | Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery;<br>Carry out elementary tasks in translation.   |
| 2-Science and Technology       | Mathematics,<br>The Sciences<br>Computer Science   | Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life;<br>Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).   |
|                                |  | <b>The Sciences:</b><br>Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment;<br>Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs;<br>Demonstrate attitudes to protect his/her health and environment.  |
|                                |  | <b>Computer Science :</b><br>Master the basics of Information and Communication Technologies;<br>Exploit and use ICTs to learn.   |
| 3- Social Sciences /Humanities | <b>Citizenship Education</b><br><br><b>History</b><br><br><b>Geography</b><br><br><b>Economics</b>   | Possess cultural references to better locate events in time and space within a democratic system and become a responsible citizen.<br><b>Citizenship Education:</b><br>Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.<br><b>History:</b><br>Acquire a common culture ; be aware of heritage from the past and current challenges;<br><b>Geography :</b><br>Develop one's curiosity and knowledge of the world;<br>Get acquainted with landmarks to find your way and fit in the world.<br><b>Economics:</b><br>Develop an understanding of economic theory and the how to contribute in solving the basic economic problem<br>Be aware of actions taken to solve some major economic issues at the national and global scale. |

| Areas of Learning  | Disciplines  | Expected outcomes at the end of the 1 <sup>st</sup> cycles  |
|--|--|---|
| <b>4- Personal Development</b>   | <b>Moral Education;</b><br><b>Home Economics;</b><br><b>Sports and Physical Education</b><br><b>Health Education</b> | Develop his / her physical abilities/skills ;<br>Get ready for physical challenges , save and regain energy after physical efforts;<br>Identify risk factors; possess basic knowledge and principles in hygiene and health education;<br>Demonstrate a sense of self control and appreciate the effect of physical activities.<br>Conceive and draw up sports and cultural animation projects;<br>Acquire methods and develop a high sense of efforts;<br>Conceive, draw up and implement projects that will enable one to project his/her image and feel the well-being inspired by self-confidence.   |
| <b>5- Arts and National Cultures</b>   | <b>Arts/Artistic Education;</b><br><b>National Cultures</b>  | <b>Artistic Education:</b><br>Observe and appreciate works of art;<br>Carry out an artistic activity;<br>Gradually acquire the love for personal expression and creativity;<br>Possess a mastery of creativity in music, plastic arts and the performing arts.<br>Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society;<br>Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.<br><b>National languages and Cultures</b><br>Demonstrate a mastery of Cameroon cultures;<br>Visit the various cultural areas of the country in order to discover their characteristics;<br>Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages;<br>Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts. |
| Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning. |  |   |

| Areas of Learning                      | Disciplines                             | Expected outcomes at the end of the 1 <sup>st</sup> cycles   |
|--|---|--|
| <b>6- Cross curricular competences</b> | Intellectual and Methodological domains | Solve Problem in a given situation;<br>Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life;<br>With confidence, find useful information to solve problems he/she is faced with;<br>Give his/her opinion ;<br>Support his/her opinion with strong arguments ;<br>Assess him/herself with a view to remediation;<br>Demonstrate basic knowledge in note taking ;<br>Conceive and realise individual projects;<br>Analyse and summarise information, give feedback and report orally or in writing.<br>Develop problem solving approaches;<br>Exploit and use ICTs in his/her activities. |
|  | <b>Social and Personal Domains</b>      | Interact positively and assert his/her personality while respecting that of other people;<br>Join team work, fit in a common initiative project /group;<br>Demonstrate interest in cultural activities ;<br>Develop a sense of effort, love for work, perseverance in tasks or activities carried out ;<br>Understand and accept others in intercultural activities;<br>Accept group assessment.   |

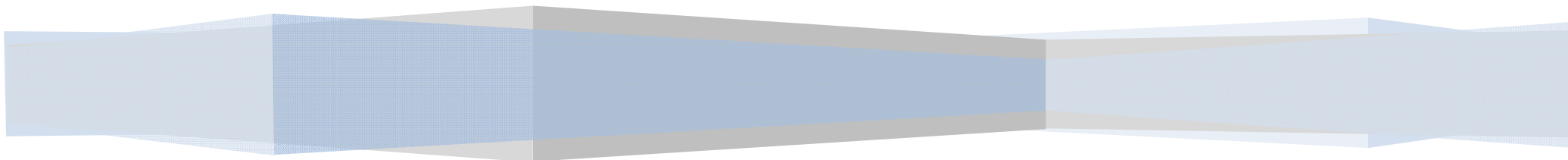
The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extra-curricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self-reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and become a responsible citizen.

***LEARNING AREA : SOCIAL SCIENCES/HUMANITIES***  
***FORMS 3, 4 and 5***

**SUBJECT SYLLABUS: ECONOMICS SYLLABUS**  
**SECONDARY GENERAL EDUCATION: FORMS 3, 4 & 5 CLASSES**



***USER'S GUIDE***  
***FOR THE SYLLABUSES OF***  
***CITIZENSHIP EDUCATION, HISTORY, GEOGRAPHY & ECONOMICS***



# **TERMINOLOGY (GLOSSARY)**

**Curriculum:** All the courses of study offered by an educational institution or a group of related courses, often in a special field of study. It includes a statement that regroups the aims, the activities and the steps of training and teaching, the didactic material, the modality and means of the assessment as well as the human resources and the time frame.

**Curricula Aim:** stated principles that orient a curriculum

**Curricula Goals:** General objectives of the curriculum.

**Module:** A unit of instruction (main topic) based on the resources that enable the development of particular competences. In the syllabus, it corresponds to a theme.

**Chapter:** A group of related topics.

**Lesson:** All teaching-learning activities covering a portion of the syllabus carried out during a clearly defined period. It can also be considered as a well determined period during which a portion of the syllabus is covered through the teaching-learning activities.

**Notion/concept:** This is a word or expression that enables the understanding of the lesson. This is a word or expression that underlies a lesson or which covers a major aspect of the lesson. Each notion or concept has sub-conceptions linked to it. Notions are therefore the references for the preparation of a lesson.

**Area of Living:** An aspect of life of a community (society) to which is attributed a social role. For example, family health and wellbeing, the working world, citizenship etc.

**Social Role:** This is a function that an individual accomplishes in a community. For example, a citizen of Cameroon and the world, manufacturer of goods and services.

**Contextual Framework:** Family (group) of situations and examples of situations which the syllabus intends to train the learner in.

**Life Situations:** The totality of circumstances that confront a person. For example, pollution.

**Family of situations:** All life situations sharing at least a common characteristic (property). For example, the environment and management of natural resources and waste.

**Competent Functioning (Acting):** All actions deployed by an individual in order to improve on a situation.

**Action:** This is what makes an individual competent in handling a life situation successfully. It is an action made by a person to demonstrate competency. For example: sort waste, recycle waste.

**Category of Actions:** These are all actions having at least a common characteristic. For example, developing friendly ecological behaviour (ecocentric). In the approach of starting (entry) with situations, competence refers to competent functioning, that is, the category of actions and the actions.

**Resources:** Means used by an individual to solve a situation. There are **internal resources** (essential knowledge, skills and attitudes/values) and **external resources** (personnel and instructional materials).

**Essential knowledge:** Knowledge from disciplines.

**Skills/Aptitudes:** Abilities/competences to be developed from a discipline for handling situations.

**Attitudes/Values:** Behaviour expected from a learner in the face of situations.

**Method:** Manner of doing something or reacting/ technique used by a teacher (instruction) to conduct appropriately teaching-learning activities.

**Further Study (Extension):** A group of documents on a topic which enables the completion and enriching of a lesson, chapter or module. It is virtually an analysis of all relevant documents that add more knowledge to the topic.

**Practical Work:** An exercise that permits the learner to plough back in a concrete and active manner the theoretical knowledge from the lesson.

**Guided (Directed) Work:** All exercises prepared, followed up and supervised by the teachers which are intended to reinforce skills, methods and knowledge of the discipline in the learner

**Evaluation (Assessment):** The act of considering or examining learners in order to judge the value, quality, importance, extent of understanding, or conditions of instructions (teaching). The act of measuring the knowledge of a learner or the quality of an instruction, guided by set criteria.

**Diagnostic Evaluation:** An assessment of knowledge which permits the measuring of the actual level of knowledge of the learners in relation to their class in a bid to make remedy if judged inadequate.

**Formative Evaluation:** An assessment of the level of acquisition of resources (knowledge, skills and attitudes) and the ability to make use of them.

**Summative Evaluation:** An assessment which enables the teacher to verify through a questionnaire or series of exercises the difference between targeted (expected) and obtained results. This is always indicated by a score or mark.

**Certificate Evaluation:** This is an assessment that enables an appreciation of the level of instruction acquired by a learner at the end of a cycle of study. It is accompanied by a Diploma (Certificate).

**Competence:** This is the capacity to react with efficiency in any given situation or the capacity to mobilise relevant resources to resolve problems in a given situation.

**Syllabus (Programme of Study):** A subject or discipline (History, Citizenship Education, Philosophy, Geography, Economics, etc.) organised in modules.

**Area (Field) Learning:** This is the syllabuses of all subject areas with some linkages. For example, language field (English, French...), Humanities and Social sciences field (History, Citizenship Education, Philosophy, Geography, Economics, etc.).

**Teaching-Learning Situation:** These are all the activities conceived by a teacher that enable a learner to mobilise (acquire) the resources necessary for the development of competencies.

**Observation Sub-cycle:** This is the segment of Secondary Education comprising of the classes of Levels (Forms) 1 and 2.



# **INTERPRETATION AND UTILISATION OF THE SYLLABUS GRID**

The syllabus grid is a summary table of the rubric (headings) following the sequence suggested by the Competency Based Approach (CBA), with entry by situations.

## 1. How to interpret the syllabus grid

**Step 1: Reading horizontally:** It goes from the **Contextual Framework**, through **Competent Acting** to **Resources**.

**Step 2: Reading vertically:** It introduces the teachers to the content of each rubric (heading).

❖ **The families of situations and the categories of have been prescribed and must not undergo any modification.**

+ On the contrary, the situations and the actions indicated in the grid are only examples. The contextualisation of teaching compels the teacher to give preference to situations and actions in his immediate environment.

❖ **Each module corresponds to a topic and every topic is divided into chapters and then into lessons. However, there are some chapters that form but a single lesson.** In some cases, lessons are proposed for the choice of the teachers. Examples are found in the History Syllabus for Form 2.

❖ **Notions** are major concepts about the lesson and parts of the lesson.

❖ **Further Study (Extensions), practical work and Guided (Directed) Work accompany some lessons and are obligatory.**

+ Each lesson, Further Study (Extensions), practical work and Guided (Directed) Work has a determined timeframe (duration).

+ Further Study (Extensions), practical work and Guided (Directed) Work are complete didactic sequences (lessons) on their own. As such, they must follow the same procedure of lesson preparation (Notes of Lesson).

❖ The rubric "**others resources**" refers to the external resources (instructional materials and human resources).

## 2. How to utilise the syllabus grid

❖ The teacher first consults the contextual framework and Competent Functioning. From these he/she identifies the family (group) of situations, and category of action. Subsequently he/she identifies the situations relevant to his/her immediate environment. Conversely, he/she looks for situations that conform to their immediate environment, or he/she sticks to the situations and actions listed in the grid. He/she then prepares his/her lesson but making sure that the teaching-learning activities should always be in line with the families of situations and the categories of actions.

# METHODOLOGICAL APPROACH

Just as teaching by objectives, the competency based approach of learning leans on the use of active methods or teaching techniques which place the learner (Student) at the centre of Instruction. The teaching/Learning techniques we are going to discuss are:

- **Discussion/debate**
- **Brainstorming**
- **Role play/Simulation**
- **Group work**
- **Lecture and analysis of documents**
- **Presentation**
- **Interviews**
- **Enquiries/Excursions/Field work**
- **Practical Work**

### **I-Discussion/Debate**

Discussion method or debates are aimed at encouraging an active and balanced participation of learner (Students) in class. During discussions, all the students or small groups share their thoughts on a topic or given subject. Meanwhile, debates take place between two groups of students defending contrary views on a given topic.

**HOW TO CARRY OUT DISCUSSION IN CLASS**

| <b>Objectives</b>   | <b>Preliminary Steps</b>   | <b>Leading the discussion/debate</b>  |
|---|--|---|
| -Find out what learners know about a topic<br><br>-Develop discussion skills such as humility tolerance, patience, giving an opinion. | -Set the following rules from the start- <ul style="list-style-type: none"> <li>• Listen carefully to others and wait until they have finished before you talk.</li> <li>• Feel free to disagree with others' views but</li> </ul> Show- them respect and their views.<br>2)Manage well the debate by putting on the board <ul style="list-style-type: none"> <li>-The debate topic</li> <li>-The objective of the debate</li> <li>-The desired results or outcome.</li> </ul> | -Allowing time for students to reflect on the topic/subject and if necessary let them pen down their thoughts.<br>-Acknowledge the contribution of each student. It is helpful to write the key points on the chalk board to permit subsequent summary and analysis'<br>-Encourage students to participate in the discussion by inviting them to add further views or in asking them if they agreed/disagreed with the points of the others<br>-Encourage the students to talk to each other rather than directing all comments to the teacher. |

**DEALING WITH DIFFICULTIES**

| <b>Difficulties</b>   | <b>Remediation</b>  |
|---|---|
| Inaccurate information given by the learner   | <ul style="list-style-type: none"> <li>- Consider if the mistake/error is significant. If yes, ask the other students to give their opinion/intervene in a manner that will not discourage the original speaker.</li> <li>- Decide when to correct the misunderstanding yourself</li> </ul>   |
| When the students are reticent or reluctant to speak  | <ul style="list-style-type: none"> <li>- Remind them the objective is to explore ideas and points of view not to find the correct answer.</li> </ul>  |
| When discussion becomes disorderly  | <ul style="list-style-type: none"> <li>- Remind the students of the two rules set at the beginning or start of the discussion</li> </ul>  |
| When the talking is monopolized by a few students of a group  | <ul style="list-style-type: none"> <li>- Incite the other students to participate through questions</li> <li>- Ask those that have remained silent to read what they have written down</li> </ul>   |
| When discussions turn off to sensitive political issues, religious convictions/practice or cultural beliefs | <ul style="list-style-type: none"> <li>- If the discussion is relevant to the syllabus, give more time in class for further exploration of the topic. Encourage the students to carry out research independently.</li> <li>- If not pertinent, the question or issue might be discussed out of the class to help the student concerned. Suggest that the student carries out individual research on the topic.</li> </ul> |



## II- BRAINSTORMING

Brainstorming is a technique that encourages thinking by creating an atmosphere of suspended judgement. The students are given the opportunity to give as many ideas as possible in a given period of time.

### HOW TO CARRY OUT BRAINSTORMING IN CLASS

| Objectives  | Steps to take  | How to guide the discussion  |
|---|--|--|
| <ul style="list-style-type: none"> <li>- Compile the original ideas to feed the discussion or respond to a question</li> <li>- Encourage spontaneity</li> </ul> | <ul style="list-style-type: none"> <li>- Inform the students that you want to collect as many ideas as possible from them.</li> <li>- Give the following instructions               <ul style="list-style-type: none"> <li>• Be spontaneous (avoid evaluating them with others)</li> <li>• Be receptive to the comment of others.<br/>Don't contradict or mock others</li> <li>• Add new ideas to those given by others</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Clearly formulate a question and repeat it if necessary.</li> <li>- Take down, all contributions</li> <li>- If the exercise seems to lag, restate the question to stimulate new responses</li> <li>- At the end of the brainstorming exercise summarise the information and give a general response/answer</li> </ul> |

### DEALING WITH DIFFICULTIES

| Difficulties   | Remediation  |
|--|--|
| <ul style="list-style-type: none"> <li>- The Students answers are unrelated to the topic</li> <li>- The students lack knowledge of the topic and therefore reluctant to share ideas</li> </ul> | <ul style="list-style-type: none"> <li>- Redefine the topic more clearly before resuming</li> <li>- Provide same guiding responses to stimulate reflection and participation.</li> </ul> |

**III- ROLE PLAYING****HOW TO CARRY OUT ROLE PLAYING IN CLASS**

| <b>Objectives</b>   | <b>Preliminary steps</b>  | <b>How to lead the class</b>  |
|---|---|---|
| Permit the students to have multiple points of view of in a given situation | <ul style="list-style-type: none"> <li>- Explain the situation in order that each student participant will understand what each role requires or entails</li> <li>- Give the context: place, time circumstances and some other background information, in order to help them place themselves in the situation</li> <li>- Ask questions to help the students define each role</li> <li>- What does this want and why? What goal does he/she wish to obtain/achieve?</li> <li>- Leave some time for the preparation, the role play proper and the discussion.</li> </ul> | <p>For the role play to be effective follow the following 4 steps;</p> <ol style="list-style-type: none"> <li>1) Preparation-present the story (topic, situation, what decision are those concerned going to take)</li> <li>2) Rehearse-with the teacher as the stage director or facilitator;</li> <li>3) Perform: - give the audience an assignment: to concentrate on the story or setting rather than the actors.</li> <li>4) Conclusion: Discussion and feedback. – encourage the students to comment on the issues raised.</li> </ol> <ul style="list-style-type: none"> <li>- Teacher, can conclude with remarks that bring the students back to the objective of the exercise.</li> </ul> |

**DEALING WITH DIFFICULTIES**

| <b>Difficulties</b>  | <b>Remediation</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>- The seriousness of issues treated are made obscure by the entertaining nature of role playing</li> <li>- Class becomes noisy</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher may need to remind the students of the main topic/subject of the activity.</li> <li>- Control the laughter and maintain discipline.</li> </ul> |

#### IV- INTERVIEWING

This is the act of inviting someone to talk about his or her experiences by answering questions from students on a given topic.

##### HOW TO CARRY OUT INTERVIEWS IN CLASS

| Objectives   | Preliminary steps  | How to lead the group  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- to gather information from a first –person experience (report)</li> <li>- to develop interviewing skills</li> </ul> | <ul style="list-style-type: none"> <li>- Contact a resource person and invite him/her to your school</li> <li>- Prepare a questionnaire with the student (learners) and if necessary give it in advance to the resource person.</li> <li>- Select students who will conduct the interview</li> <li>- Select one of the members of the group who will usher and present the visitor.</li> <li>- Select another member of the group to thank the visitor at the end of the interview.</li> </ul> | <ul style="list-style-type: none"> <li>- Welcome and present the visitor.</li> <li>- Set the context and the amount of time for the interview</li> <li>- Outline the procedure the interview will follow.</li> <li>- Have the students ask the questions they have prepared;</li> <li>- Moderate the interview exchange when necessary</li> <li>- Let one of the students chosen, thank the visitor at the end of the interview</li> </ul> |

##### DEALING WITH DIFFICULTIES

| Difficulty  | Remediation  |
|---|--|
| The visitor talks for long and out of the subject (topic) | <ul style="list-style-type: none"> <li>- Refocus the conversation and suggest that the visitor answers questions asked by the students.</li> </ul> |

## V- SMALL GROUPS

Working in small groups helps students to share ideas and to develop skills such as listening, humility; sharing/team spirit etc. The teacher can maintain the same group in carrying out a number of activities or vary the composition from one activity to another.

### HOW TO CARRY OUT SMALL GROUPS IN CLASS

| Objectives   | Preliminary steps  | Leading the group   |
|--|--|---|
| <ul style="list-style-type: none"> <li>- Have every student participate in the discussion and search for solutions</li> <li>- Develop initiative and cooperation skills (common research of solutions to problems)</li> <li>- Share and expand ideas</li> <li>- Experience teamwork</li> <li>- Assume leadership and responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>- Successful, small group work depends on three factors.               <ol style="list-style-type: none"> <li>1) Clear instructions on the task to be accomplished</li> <li>2) Time available</li> <li>3) Imaginative and effective presentations to the large group</li> </ol> </li> <li>- Form small groups of students following different criteria: by the goals to attain, by the experiences they bring to the particular activity, by gender, by whether they sit next to each other, by ability etc.</li> <li>- Tell the students first of all to write down their ideas before sharing them with the group. That will help them to formulate their own ideas before listening to those of others (co-construction).</li> </ul> | <ul style="list-style-type: none"> <li>- State clearly the task and the results expected.</li> <li>- Fix a time limit for the task to be accomplished</li> <li>- Ask the members of the group to assign responsibilities: moderator, time-keeper, reporter</li> <li>- Explain the task of the moderator and the reporter and help the students to fulfil their role</li> <li>- Determine how the group will report the work of the small-groups oral presentation, role play etc.</li> <li>- Circulate within the groups; ask questions and follow-up the evolution of the work in groups.</li> </ul> |

### DEALING WITH DIFFICULTIES

| Difficulties   | Remediation  |
|--|--|
| <ul style="list-style-type: none"> <li>- Student may not concentrate on the task or understand the instructions</li> <li>- The members of the group are not able to reconcile their differences</li> <li>- Some members may want to dominate the groups.</li> <li>- Cases where all the groups are working on the same topic</li> <li>- Non-participation of some members</li> </ul> | <ul style="list-style-type: none"> <li>- Identify the cause of the disturbance and restate the objective or ask the student to do that and write it on the chalk board.</li> <li>- Work with the group to come to a consensus.</li> <li>- Remind them of the objectives of small group work and the importance of the contributions of each member in accomplishing the task.</li> <li>- Ask only one group to present the work, then the other groups will complete with what had not been said;</li> <li>- Redistribute the tasks or responsibilities to those not participating, proceed to co-construction.</li> </ul> |

## VI-ANALYSING DOCUMENTS

Documents are at the centre of instruction in social sciences.

### a) TYPES OF DOCUMENTS

These are grouped in three (03) main categories: written documents, picture/photographs and other documents.

| Written documents  | Icons (images)  | Other documents   |
|--|---|---|
| <ul style="list-style-type: none"> <li>- Newspaper articles “headlines, tracts”.</li> <li>- Speeches and declarations.</li> <li>- Letters</li> <li>- Official texts (laws, decrees treaties)</li> <li>- Literature (novels, memoirs, biography, autobiography, historical essays, political essays etc.</li> </ul> | <ul style="list-style-type: none"> <li>- Adverts (art, propaganda, cinema)</li> <li>- Postcards</li> <li>- Photographs</li> <li>- Paintings, drawings, cartoons etc.</li> </ul> | <ul style="list-style-type: none"> <li>- Maps (topographical, geological, climatic, thematic )</li> <li>- Diagrams, sketches</li> <li>- Table of statistics</li> <li>- Graphs (pie-chart, histogram pyramids, bar charts</li> <li>- Audio-visual</li> <li>- Observations in the field.</li> </ul> |

### HOW TO CARRY OUT AN ANALYSIS OF DOCUMENTS IN CLASS

| Objectives  | Preliminary steps   | Leading the group  |
|---|---|--|
| <ul style="list-style-type: none"> <li>- Equip yourself with knowledge</li> <li>- Develop competences (skills), in students               <ul style="list-style-type: none"> <li>• The ability to observe, situate, locate, identify, spot, name, link, compare</li> <li>• The ability to extract information from a document, classify, distribute, describe, regroup, differentiate, characterize, device etc.</li> <li>• The ability to explain, comment, interpret, give your point of view, separate information by bringing out importance, summarize, generalize, bring out the consequences</li> <li>• Draw conclusions etc.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Familiarise the students (learner) identify essential elements at the start, in the form of questions as follows:               <ul style="list-style-type: none"> <li>- What is it all about? (main idea)</li> <li>- Whom (author/source)</li> </ul> </li> <li>When (context, surrounding, circumstances, date of publication, edition               <ul style="list-style-type: none"> <li>- For who (user)</li> <li>- The title, scale, key, name</li> <li>- Classify the document</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- If the lesson is introduced with the study of a document(s), after having acquired the document, ask the students to answer the following questions:               <ul style="list-style-type: none"> <li>- For who?</li> <li>- What is it about</li> <li>- What for?</li> <li>- When?</li> </ul> </li> </ul> |



**HOW TO CARRY OUT AN ANALYSIS OF DOCUMENTS IN CLASS (Continued)**

| Objectives  | Preliminary steps   | Leading the group  |
|---|---|--|
| <ul style="list-style-type: none"> <li>The ability to establish the link between many documents, detect, regroup, classify in a logical manner similar information, select and organize the main points in relation to the topic studied, explain, appreciate and complete the information</li> </ul> | <ul style="list-style-type: none"> <li>Let the students read or observe the document in order to get to know the content and have enough time to discuss it.</li> <li>Present the photographs by explaining their purpose and the context.</li> <li>Prepare the students for a video-presentation with an introduction and questions, the answers of which they should be looking for as they watch the video.</li> </ul> | <p>Then, use questions relative to the topic of the lesson</p> <ul style="list-style-type: none"> <li>With a blank document in front of the students let them react describe the scene or even complete it. From a case study, an opportunity is given to students to work through debates, discussion, writing and group work.</li> </ul> |

**VII. INQUIRIES**

To inquire: Search for testimonies/ analysis of information on a given topic/ process of resolution of problems from experiences. There are two categories of inquiries-**directed and free inquiries**

**HOW TO CARRY INQUIRIES IN CLASS**

| Objectives   | Preliminary steps  | Leading the group   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Encourage the students to identify the event/phenomenon and assemble the information by using external sources in class (idea, books, experiences related to the family and members of the community as well as folktales.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate/state the topic</li> <li>Define the objectives of the inquiry</li> <li>Have the questionnaire elaborated</li> <li>Determine/choose the resource person or the public targeted and place</li> <li>Choose the student responsible for the inquiry.</li> <li>Discuss with the students on the stages and the right attitude to display.</li> </ul> | <ul style="list-style-type: none"> <li>Present yourself in front of the resource person</li> <li>Invite the students to ask prepared questions to conduct the inquiry.</li> <li>Moderate the interview if necessary</li> <li>Thank the resource person at the end of the session</li> <li>Sort out and analyse the result</li> <li>Restore in the form of presentation and/ or an album</li> <li>Exploit the information</li> </ul> |

Finally classroom practice calls of a combination of methods/techniques. It is important to lead the student to write down pertinent points while the different methods re being used.

# **DIRECTIVES ON EVALUATION**

## I- DEFINITION OF EVALUATION (*See the section on TERMINOLOGY*)

The evaluation of skills (competences) is a three phase process:

- ❖ The possession of resources to be evaluated
- ❖ The mobilisation of resources in context or situation
- ❖ Reflexive feed-back of the resources (or re-investment). That is, ability to use them in other situations.

## II- TYPES OF EVALUATION

Three types of evaluation have been chosen:

### 1- Diagnostic Evaluation:

It is administered before instruction (in a new class or level) in order to assess the level of the student's previous knowledge. The purpose is to anticipate potential learning difficulties and remediation exercises before going into the new level of instructions. It is carried out systematically therefore at the start of the school year on first contact with the class. The remediation exercises can be done either immediately or progressively.

### 2- Formative Evaluation:

This permits the assessment of the degree of acquisition and/or mobilisation of resources at the end of each teaching-learning sequence and each lesson. It therefore provides feedback on how well students are acquiring the skills in each lesson during the process of instruction.

### 3- Summative Evaluation:

This is for grading purposes, for it is sanctioned by a mark. It could be either a written or oral test. It is carried out during or at the end of the administrative sequence (6 weeks).

### III- EVALUATION PROCEDURE (CRITICAL THINKING EXERCISES)

#### 1- Diagnostic Evaluation

❖ **Conditions:** Teachers should master the syllabus of the previous year and that of the current year (skills and resources)

❖ **Content:**

- The family and school environment of the learners (what they think of their school and the discipline)
- The subject knowledge of the learners
- Their know-how (skills or aptitudes)
- The verification of the material by the teacher

❖ **Modalities**

- Get the students' attention
- Evaluate using appropriate test items or close questions as Multiple Choice Questions (MCQs)
- Correction and exploitation (take note of the results and especially the recurrent errors)
- Carry out remedies based on these recurrent errors.

#### 2- Formative evaluation

❖ **Condition**

- The questions must be prepared.
- It must be done at the end of each stage of instruction
- It should be based on the resources acquired by the learner in the course of the learning activities or complex situation at the end of the chapter.

❖ **Content:** It must comprise of Knowledge, Know-how (skills) and complex situation at the end of the module.

❖ **Modalities:** Formative evaluation is basically oral and is better to be done in groups.

## **General Presentation of the Syllabus**

Economics is the study of the efficient use of scarce resources in the production of goods and services to achieve the maximum satisfaction of economic wants. It enables the learner to develop a clear understanding of the main principles of economic theory and basic economic problem of allocating resources. It equally permits the learner to acquire the skills to apply economic principles in seeking solutions to economic and social problems within his/her locality, Cameroon and the world.

## **Place of the Syllabus in the Curriculum**

The Economics syllabus is designed to help the learners to understand the principles essential for identifying the basic economic problem, specific economic issues and the policy alternatives. It permits the learner to grasp and use the fundamental tools of economic reasoning enabling him/her to adopt rational economic practises that can promote the attainment of economic policy objectives.

## **Contribution of the Teaching Syllabus to the Broad Area (Field) - of – Learning**

Economics as a social science contributes to the study of economic and social phenomena in the society. It analyses situations by identifying the various factors involved in them and the interrelationships between the factors. This permits the learner to reason accurately and objectively about economic and social matters.

## **Contribution of the Teaching Syllabus to One or More Areas-of-Living**

This syllabus handles issues related mainly to economic life as the broad areas of living. It promotes a lasting learner's interest in economics and economics related issues. It also develops in the learner awareness of some major issues of economic policy within his/her locality, the national economy and the world.

### Presentation of the Families of Situations Covered by the Syllabus

| N° | Families of situations                 | Areas-of-Living |
|----|--|-----------------|
| 1  | Management of resources                | Economic life   |
| 2  | Management of distribution             |                 |
| 3  | Development of business units          |                 |
| 4  | Changes in population                  |                 |
| 5  | The market                             |                 |
| 6  | Management of finances                 |                 |
| 7  | National income                        |                 |
| 8  | Interaction with the rest of the world |                 |
| 9  | Poverty                                |                 |

### Summary Table of Content of the Different Modules

| CYCLE       | CLASS  | TITLES OF MODULES (UNITS)                                | STATUS     | DURATION(PERIODS) |
|-------------|--------|--|------------|-------------------|
| First Cycle | Form 3 | Economics and Resource allocation                        | COMPULSORY | 13                |
|             |        | Contribution of resources in the process of production   |            | 24                |
|             |        | Enhance proper distribution of goods and services        |            | 7                 |
|             | Form 4 | The setting of Business units                            |            | 23                |
|             |        | Managing population growth and available resources       |            | 15                |
|             |        | Interaction in the market                                |            | 19                |
|             |        | Competition in the market                                |            | 5                 |
|             | Form 5 | Easing financial operations                              |            | 20                |
|             |        | Management of Public finance                             |            | 10                |
|             |        | Promotion of international trade and cooperation         |            | 15                |
|             |        | National income accounting                               |            | 6                 |
|             |        | Fight against poverty, underdevelopment and unemployment |            | 16                |

# PROGRAMME OF STUDY (SYLLABUS): ECONOMICS

**Total Number of Periods: 240 Periods**

| <b>CLASS</b> | <b>Teaching-Learning Periods</b> | <b>Evaluation-Correction- Remediation<br/>Periods</b> | <b>Number of Periods<br/>per Week</b> | <b>Coefficient</b> |
|--------------|----------------------------------|---|---------------------------------------|--------------------|
| FORM 3       | 45                               | 15  | 2                                     | 2                  |
| FORM 4       | 65                               | 25  | 3                                     | 3                  |
| FORM 5       | 70                               | 20  | 3                                     | 3                  |
| <b>TOTAL</b> | <b>180</b>                       | <b>60</b>   |                                       |                    |

## FORM THREE CLASS

## MODULE 1

**TITLE OF MODULE:** Economics and Resource Allocation

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 13

**PRESENTATION OF THE MODULE:** This module introduces learners to Economics as a discipline. It equally introduces them to the different ways resources are allocated in an Economy.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to have a clear understanding of basic economic concepts and principles as well as the basic economic problem of allocating resources.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** It helps the learner to adopt a rational behaviour in the allocation of his/her resources to various uses.

**DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class**

2 Periods

| Contextual Framework    |                                    | Competent Acting (Functioning)      |  | Resources                     |            |  |   |   |  |  |  | Duration (Periods) |
|-------------------------|------------------------------------|-------------------------------------|--|-------------------------------|------------|--|---|---|--|--|--|--------------------|
| Family of Situations    | Examples of situations             | Category of Actions                 | Examples of Actions                        | Topic                         | Sub-topics | Essential Knowledge Lessons  | Notions/ Concepts   | Skills (Aptitude)   | Values & Attitudes   | Other Resources  | Methods & Techniques   |                    |
| Management of resources | -Scarcity of resources             | Sustainable management of resources | -Rank priorities                           | Nature and Scope of Economics |            | <b>1-Meaning of Economics:</b><br>-Definition of ends, scarce means, alternative uses<br>-Reasons for studying Economics<br>-Economics as a social science<br>-Distinction between micro and macro economics   | -Economics<br>-Social science<br>-Micro and macro economics<br>-Economic activity<br>-Economy<br>-Consumer<br>-Producer | -Give the meaning of something<br>-Describe a human behaviour<br>-Explain<br>-Differentiate | -Curiosity<br>-Patience<br>-Tolerance<br>-Prudence   | -Pictures<br>-Charts<br>-Extracts<br>-Audio-visual materials<br>-Newspapers<br>-Other disciplines<br>-Internet | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates - | 2                  |
|                         | -Difficulty of making a choice     |                                     | -Satisfy the most pressing wants first     |                               |            | <b>2-Basic Economic concepts:</b><br>-Wants/needs, scarcity/shortage, choice, scale of preference (definition and illustration)<br>opportunity cost, utility   | Wants<br>Scarcity<br>choice,<br>scale of<br>preference,<br>opportunity<br>cost, utility                                 | -Define<br>-Differentiate<br>-Classify<br>-Explain<br>-Identify                             | - Curiosity<br>- Sense of Observation<br>-Team spirit<br>-Humility<br>-Respect<br>-Vigilance |  |  | 1                  |
|                         | -Unlimited wants                   |                                     | -Encourage mobility of available resources |                               |            | <b>Practical work 1:</b> Tools of economic analysis-Graphs and charts<br><b>-Theoretical basis:</b> Meaning and uses<br><b>-Practical exercises:</b> From data provided, identify the axes, plot points and draw simple Straight line graphs, simple linear chart, frequency distribution, simple pie and bar charts.  |   |   |  |  |  | 2                  |
|                         | -Immobility of available resources |                                     |  |                               |            | <b>Practical work 2: Measures of central tendency and dispersion</b><br><b>-Theoretical basis:</b> Recall meaning and formulae of measures of central tendency(mean, mode ,median) and dispersion( mean deviation, range, variance, standard deviation )<br><b>-Practical exercises:</b> From data provided, calculate and determine mean, mode, median mean deviation, range, variance, standard deviation. |   |   |  |  |  | 2                  |
|                         | -Finite resources                  |                                     |  |                               |            |  |   |   |  |  |  |                    |



## FORM THREE CLASS

| Contextual Framework    |   | Competent Acting (Functioning)      |  | Resources                     |                   |  |  |   |  |                           |                           | Duration (Periods) |
|-------------------------|---|-------------------------------------|--|-------------------------------|-------------------|--|--|---|--|---------------------------|---------------------------|--------------------|
| Family of Situations    | Examples of situations  | Category of Actions                 | Examples of Actions  | Topic                         | Sub-topics        | Essential Knowledge  |  | Skills (Aptitudes)  | Values & Attitudes                                 | Other Resources           | Methods & Techniques      |                    |
|                         |   |                                     |  |                               |                   | Lessons  | Notions/ Concepts                                      |   |  |                           |                           |                    |
| Management of resources | -Scarcity of resources<br><br>-Difficulty of making a choice<br><br>-Unlimited wants<br><br>-Immobility of available resources<br>-Finite resources | Sustainable management of resources | -Rank priorities<br><br>-Satisfy the most pressing wants first<br><br>-Encourage mobility of available resources | Nature and Scope of Economics | Economics Systems | <b>Practical work 3:Utility concepts</b><br>- <b>Theoretical basis:</b> Recall definition of utility, total and marginal utility, formula<br>- <b>Practical exercises:</b> Calculate and fill the MU column for a table<br>-Plot and draw TU and MU from table<br>-Derive the Law of diminishing marginal utility from the MU column |  |   |  |                           | 1                         |                    |
|                         |   |                                     |  |                               |                   | <b>3-Basic economic problem:</b><br>-The question of: What, how and for whom to produce<br>-Nature of goods: free goods, economic goods, private, merit and public goods   |  | -Identify the basic economic problem<br>-Identify, define, illustrate and classify the types of goods   | - Curiosity<br>- Sense of observation              | Same as for other lessons | Same as for other lessons | 1                  |
|                         |   |                                     |  |                               |                   | <b>4-Meaning and functions of Economic systems:</b><br>-Definition and types<br>-The traditional economic system:- meaning, examples characteristics, advantages and disadvantages   | Economic system<br>Traditional economy                 | -Define<br>-Identify<br>-Give examples<br>-Differentiate between the various types of Economic systems<br>-Explain the advantages and disadvantages of each | -Group spirit<br>-Team work<br>-Sense of judgement |                           |                           | 1                  |
|                         |   |                                     |  |                               |                   | <b>5-Market economic system:</b><br>Definition, examples, alternative names, characteristics, advantages and disadvantages   | Laissez-faire<br>Consumer sovereignty<br>Self interest |   |  |                           |                           | 1                  |
|                         |   |                                     |  |                               |                   | <b>6-Planned economic system:</b><br>Definition, examples, alternative names, characteristics, advantages and disadvantages  | Regulation<br>Bureaucracy<br>Social benefits           |   |  |                           |                           | 1                  |
|                         |   |                                     |  |                               |                   | <b>7-Mixed economic system:</b><br>Definition, examples, characteristics, advantages<br>-The role of the government in an economy  | Mixed economy  |   |  |                           |                           | 1                  |

## FORM THREE CLASS

## MODULE 2

**TITLE OF MODULE:** Contribution of resources in the process of production

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 24**

**PRESENTATION OF THE MODULE:** This module presents the various factors of production as well as the relationship between the different combination of factors and output.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to have an understanding of the different factors of production and effects of the different combinations of these factors and output.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module permits the learner to participate actively in the process of production.

| Contextual Framework    |  | Competent Acting (Functioning)      |   | Resources  |   |   |   |  |   |  |   | Duration (Periods) |
|-------------------------|--|-------------------------------------|---|------------|---|---|---|--|---|--|---|--------------------|
| Family of Situations    | Examples of situations   | Category of Actions                 | Examples of Actions   | Topic      | Sub-topics  | Essential Knowledge   |   | Skills (Aptitudes)   | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
|                         |  |                                     |   |            |   | Lessons   | Notions/ Concepts   |  |   |  |   |                    |
| Management of resources | -Scarcity of resources   | Sustainable management of resources | - Introduce rational methods of Production<br><br>-Encourage mobility of available resources<br><br>-Increase the scale of production | Production |   | <b>8-Definition of Production:</b><br>-Definition<br>-Types of Production<br>-Stages of Production<br>- Types of output-Consumer goods(durable and non-durable),producer goods and services | -Production<br>-Consumer goods<br>-Producer goods   | -Define<br>-Classify the types of production<br>-Differentiate the stages<br>-classify types of output | - Sense of observation<br><br>- Curiosity<br><br>-Sense of creativity | -Pictures<br>-Charts<br>-Extracts<br><br>- Audio-visual Materials<br><br>-Newspapers<br>-Other disciplines | brainstorming<br><br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br><br>- Enquiry<br>-Debates | 2                  |
|                         | <b>9-Definition of wealth:</b><br>-Meaning of wealth and characteristics<br>-Types of wealth<br>-Wealth and money<br>-Wealth and welfare |                                     |   |            |   | -Wealth<br>-Welfare   | -Define wealth and give its characteristics<br>-Identify the types of wealth<br>-Distinguish wealth from money<br>-Compare wealth and welfare   | 1  |   |  |   |                    |
|                         | Factors of production  |                                     |   |            | <b>10-Factors of production:</b><br>-Meaning of factors of production<br>Classification of factors of production(Land , labour, capital and Entrepreneur)<br>-Land as a factor of production ( meaning, illustration, Characteristics)<br>-Labour as a factor of production(meaning, characteristics, productive and unproductive labour) | Land<br>-labour<br>-Capital<br>-Entrepreneur  | -Define<br>-Identify and classify factors of production<br>-Identify the characteristics of land and labour as factors of production<br>-Distinguish productive labour from unproductive labour | 3  |   |  |   |                    |

## FORM THREE CLASS

| Contextual Framework    |   | Competent Acting (Functioning)      |  | Resources  |                       |   |  |   |   |  |   |   | Duration (Periods) |
|-------------------------|---|-------------------------------------|--|------------|-----------------------|---|--|---|---|--|---|---|--------------------|
| Family of Situations    | Examples of situations                    | Category of Actions                 | Examples of Actions                        | Topic      | Sub-topics            | Essential Knowledge   | Notions/ Concepts  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |   |                    |
|                         |   |                                     |  |            |                       | Lessons   |  |   |   |  |   |   |                    |
| Management of resources |   | Sustainable management of resources |  | Production | Factors of production | <b>11-The Supply and efficiency of labour:</b><br>-Supply of labour-meaning and determinants<br>-Efficiency of labour<br>-meaning and determinants  | -Efficiency  | -Define supply and efficiency of labour<br>-Identify the determinants of supply and efficiency of labour  | - Sense of observation<br>- Curiosity<br>-Sense of creativity | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual Materials<br>-Newspapers<br>-Other disciplines | Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1 |                    |
|                         | -Scarcity of resources                    |                                     | - Introduce rational methods of Production |            |                       | <b>12-Mobility of labour:</b><br>-Meaning and types(Occupational and Geographical)<br>-Occupational mobility of labour(meaning and barriers )<br>-Geographical mobility of labour (meaning and barriers )<br>-Effects of immobility of labour | - Mobility<br>Occupational mobility<br>Geographical mobility | -Define<br>-Differentiate the types of mobility<br>- Identify barriers to mobility<br>-Identify effects of labour immobility                              |   |  |   | 2 |                    |
|                         | -Immobility of available resources        |                                     | -Encourage mobility of available resources |            |                       | <b>Guided work1:Mobility of labour in Cameroon</b><br>-Identify the different types of mobility of labour.<br>-Inquiry on the different barriers to mobility of labour<br>- Identify the measures taken to promote mobility of labour.        |  |   |   |  |   | 1 |                    |
|                         | -Differences in the efficiency of factors |                                     | -Increase the scale of production          |            |                       | <b>13-Division of labour:</b><br>-Meaning and illustration<br>-Advantages and disadvantages of division of labour<br>-Limitations of division of labour   | -Division of labour<br>Specialisation                        | -Define<br>-Illustrate division of labour in a production process<br>-Give the advantages and disadvantages<br>-Identify the limits of division of labour | Same as for other lessons                                     | Same as for other lessons  | Same as for other lessons   | 1 |                    |
|                         | -Resource misallocation                   |                                     |  |            |                       | <b>14-Capital as a factor of production:-</b> Meaning, characteristics, types<br>-Capital formation and consumption(meaning and illustration)<br>-Mobility of capital   | -Capital<br>- Capital formation<br>- Capital consumption     | -Define<br>-Identify and classify the different types of capital<br>-Describe the process of Capital formation and consumption                            |   |  |   | 1 |                    |

## FORM THREE CLASS

| Contextual Framework    |   | Competent Acting (Functioning)      |  | Resources  |                       |   |   |   |   |  |   |   | Duration (Periods) |  |  |
|-------------------------|---|-------------------------------------|--|------------|-----------------------|---|---|---|---|--|---|---|--------------------|--|--|
| Family of Situations    | Examples of situations                      | Category of Actions                 | Examples of Actions                        | Topic      | Sub-topics            | Lessons   | Notions/ Concepts   | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |   |                    |  |  |
| Management of resources | -Scarcity of resources                      | Sustainable management of resources | - Introduce rational methods of Production | Production | Factors of production | <b>15-Entrepreneur:</b><br>Meaning and functions<br>-Difference between entrepreneur and labour<br>-Specific and non-specific factors of production   | -Entrepreneur<br>-Specific<br>-Non specific   | -Define<br>-Identify the functions of entrepreneur<br>-Differentiate entrepreneur from labour<br>-Distinguish Specific from non-specific factors of production  | - Sense of observation<br>- Curiosity<br>-Entrepreneurialship<br>-Sense of creativity | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual Materials<br>-Newspapers<br>-Other disciplines | Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1 |                    |  |  |
|                         | -Immobility of available resources          |                                     | -Encourage mobility of available resources |            |                       | <b>16-Rewards to factors of production:</b><br>-Meaning<br>-Types of rewards<br>+Rents(meaning, types)<br>+Wages(meaning, methods of wage payments, wage differentials<br>+Interest(meaning, functions)<br>+Profits(meaning, types, functions)  | -Economic rents<br>-Rent of ability<br>-Transfer earnings<br>-wage differentials<br>-Normal profits<br>-Supernormal profits | -Define and identify the types of rewards<br>-Distinguish between the different types of rents, profits<br>- Describe the different methods of wage determination<br>-List the function of interest and profits |   |  |   | 2 |                    |  |  |
|                         | -Differences in the efficiency of resources |                                     | -Increase the scale of production          |            |                       | <b>Further studies1: Trade unions and wage payments</b> (meaning ,types and functions of trade union)   |   |   |   |  |   | 1 |                    |  |  |
|                         | -Resource misallocation                     |                                     |  |            |                       | <b>Practical work 4: law of diminishing returns and returns to scale</b><br><b>A: law of diminishing returns</b><br>- <b>Theoretical basis:-</b> Establish the relationship between the combination of factors of production and output or productivity in the short run.<br>-Recall ;meaning of total, average and marginal products ;formulae of AP and MP<br>- <b>Practical exercises:</b> Calculate and fill the AP and MP columns of a given table showing TP and number of workers.<br>-Plot and draw TP and MP curves from table<br>-Describe the shape of the TP and MP curves<br>-Derive the Law of diminishing returns using the table or graphs<br>-Give the importance of the Law of diminishing returns<br><b>B: Returns to scale</b><br>- <b>Theoretical basis:-</b> Recall meaning of returns to scale and formula of percentage changes<br>- <b>Practical exercises:</b> Calculate and fill the percentage change of scale and output columns of a table<br>-Describe the relationship between percentage change of scale and percentage change of output |   |   |   |  |   | 3 |                    |  |  |

## FORM THREE CLASS

| Contextual Framework    |   | Competent Acting (Functioning)      |   | Resources  |   |   |                        |   |   |  |  | Duration (Periods) |  |   |
|-------------------------|---|-------------------------------------|---|------------|---|---|------------------------|---|---|--|--|--------------------|--|---|
| Family of Situations    | Examples of situations                      | Category of Actions                 | Examples of Actions   | Topic      | Sub-topics                              | Essential Knowledge   |                        | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques   |                    |  |   |
|                         |   |                                     |   |            |   | Lessons   | Notions/ Concepts      |   |   |  |  |                    |  |   |
| Management of resources | -Scarcity of resources                      | Sustainable management of resources | - Introduce rational methods of Production<br><br>-Encourage mobility of available resources<br><br>-Increase the scale of production | Production | Economies and diseconomies of scale     | <b>17-Economies of scale:</b><br>-Meaning and types<br>-Internal economies of scale: meaning and types<br>-External economies of scale: meaning and types   | -Economies of scale    | -Define<br>-Differentiate internal economies from external economies<br>-Identify the different economies of scale.         | - Sense of observation<br>- Curiosity<br>-Sense of creativity | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual materials<br>-Newspapers<br>-Other disciplines | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |  |   |
|                         | -Immobility of available resources          |                                     |   |            |   | <b>18-Diseconomies of scale:</b><br><b>-meaning and types</b><br>--Internal diseconomies of scale: meaning and types<br>-External diseconomies of scale: meaning and types  | -Diseconomies of scale | Define<br>-Differentiate internal diseconomies from external diseconomies<br>-Identify the different diseconomies of scale. |   |  |  | 1                  |  |   |
|                         | -Differences in the efficiency of resources |                                     |   |            | Costs of Production and revenue concept | <b>Practical work 5:Costs of Production</b><br><b>-Theoretical basis:</b> Recall of definitions (private cost ,social cost, implicit and explicit costs)<br>-Classification of costs:TFC,TVC,TC,ATC,AFC,AVC and MC(meaning and formula)<br><b>-Practical exercises:</b> Calculate and fill the TVC,ATC,AFC,AVC and MC columns of a table<br>-Plot and draw the TFC,TVC,TC,ATC,AFC,AVC and MC from table<br>- Describe the relationship between (i) TFC,TVC and TC (ii) AFC,AVC and MC |                        |   |   |  |  |                    |  | 2 |
|                         | -Resource misallocation                     |                                     |   |            |   | <b>Practical work 6:Revenue concept</b><br><b>-Theoretical basis:</b> Recall of definition of revenue<br>-Classification of revenue :TR,AR and MR (meaning and formula)<br><b>-Practical exercises:</b> Calculate and fill the AR and MR columns of a table<br>-Plot and draw TR,AR and MR from table<br>- Describe the relationship between TR,AR and MR   |                        |   |   |  |  |                    |  | 1 |

## FORM THREE CLASS

## MODULE 3

**TITLE OF MODULE:** Enhance proper distribution of goods and services

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 7**

**PRESENTATION OF THE MODULE:** This module presents the main actors of the different distribution channels and retail outlets of goods and services.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to appreciate the role of the different actors involve in the distribution of goods and services.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** It helps the learner to identify and to explore the different market outlets in his/her locality.

| Contextual Framework       |  | Competent Acting (Functioning) |   | Resources                          |            |   |   |  |   |   |  | Duration (Periods) |
|----------------------------|--|--------------------------------|---|------------------------------------|------------|---|---|--|---|---|--|--------------------|
| Family of Situations       | Examples of situations   | Category of Actions            | Examples of Actions   | Topic                              | Sub-topics | Lessons   | Notions/ Concepts                                     | Skills (Aptitudes)   | Values & Attitudes  | Other Resources   | Methods & Techniques   |                    |
| Management of distribution | -Lack of information<br><br>-Long distribution channels<br><br>-Inability to know each agent's functions | Improvement of distribution    | -Develop channels of distribution<br><br>-Acquire and diffuse market information or programmes on TV/radio, print media<br><br>-Advertising<br>-Organise and participate in trade fairs | Distribution of goods and services |            | <b>19-Definition of channel of distribution:</b><br>-Definition, types, examples<br>-Reasons for producer's choice of a distributive channel<br>- The wholesaler and the retailer(meaning and functions of each)  | -Channel of distribution<br>-Whole-saler<br>-Retailer | -Define<br>-Describe the types of channels with examples<br>-Identify the reasons for producer's choice of a distributive channel<br>-Define and identify the functions of wholesalers and retailers | -Sense of observation<br>- Curiosity<br>-Vigilance<br>-Sense of marketing | -Charts<br>-Iconographic documents<br>- Extracts<br>-Pictures | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 3                  |
|                            |  |                                |   |                                    |            | <b>20-Retail outlets:</b><br>-Types (small and large scale retails units) with examples<br>-Advantages and disadvantages of each  | -Retail outlets                                       | -Classify the types<br>-Give the advantages and disadvantages of the different retail outlets  |   |   |  | 2                  |
|                            |  |                                |   |                                    |            | <b>21-Middle man:</b><br>-Meaning, functions, consequences<br>-Conditions for by passing the middleman(direct dealing)  | -Direct dealing                                       | -Define<br>-Identify the functions and consequences<br>- Give the conditions for by passing the middleman  |   |   |  | 1                  |
|                            |  |                                |   |                                    |            | <b>Guided work2:Distribution of goods and services</b><br>-Using a given product within your locality, determine the channel of distribution that will move the product from the place of production to the final consumer.<br>-Identify the factors that have influence the choice of the channel<br>-What are the different methods open to producers to encourage the sale of the product.<br>(FORMATION OF PEER GROUPS,DISCUSSIONS AND RESTITUTION) |   |  |   |   |  | 1                  |

## FORM FOUR CLASS

## MODULE 1

**TITLE OF MODULE:** The Setting of Business units

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) Periods:** 23

**PRESENTATION OF THE MODULE:** This module permits the learner to understand the basic features of the firm and its environment.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module develops the spirit of entrepreneurial ship in the learner.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module builds in the learners the skills and attitudes to enable him/her participate in the economic life of his/her locality.

**DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class**

2 Periods

| Contextual Framework          |   | Competent Acting (Functioning)     |   | Resources      |                         |   |   |   |   |   |   | Duration (Periods) |
|-------------------------------|---|------------------------------------|---|----------------|-------------------------|---|---|---|---|---|---|--------------------|
| Family of Situations          | Examples of situations  | Category of Actions                | Examples of Actions   | Topic          | Sub-topics              | Lessons   | Notions/ Concepts   | Skills (Aptitudes)  | Values & Attitudes  | Other Resources   | Methods & Techniques  |                    |
| Development of business units | -Unregulated business units   | Create and organise business units | -Follow legal procedure for creating business units   | Business units | Types of business units | <b>1-Sole proprietor:</b><br>Meaning, objectives, sources of capital, advantages and disadvantages  | Sole proprietor   | -Define<br>- Identify the objectives and sources of capital<br>-Identify the advantages and disadvantages   | - Sense of observation<br>- Curiosity<br>-Sense of enterprise | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual materials<br>-News-papers<br>-Other disciplines | Brainstorming<br>- Analysis of iconographic documents and Extracts and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |
|                               | -Poorly managed businesses  |                                    | -Acquire training in business management  |                |                         | <b>2-Partnership:</b><br>-Meaning,examples,types<br>-Deed of partnership<br>-Sources of finance<br>-Advantages, disadvantages,<br>-Differences between sole proprietor and partnership  | -Partnership<br>-Deed of partnership  | -Define<br>- Identify the types of partnership<br>-Identify the constituted items of deed of partnership<br>-Give sources of finance<br>-Identify the advantages and disadvantages<br>-Distinguish sole proprietor from partnership                     |   |   |   | 2                  |
|                               | -Inadequate/ insufficient capital<br>-High cost of Production<br>-Problem of sustainability/ Continuity of businesses<br>-Poor feasibility studies for businesses<br>-Problem of identifying successful location for businesses |                                    | -Use local resources<br>-Establish partnerships or joint ventures<br>-Create mergers<br>-Use local resources<br>-Promote the creation of small firms<br>-Determine a good location for the business<br>-Acquire sufficient funds for business financing |                |                         | <b>3-Joint stock or limited liability companies:</b><br>-Meaning,types, features<br>-Formation of a joint stock company( documents/ procedure)<br>- Advantages and disadvantages of private and limited liability companies<br>-Similarities and dissimilarities between private and public companies | -Joint stock company<br>-Limited liability company<br>-Certificate of incorporation | -Define<br>- Identify the types and their characteristics<br>-Identify and describe the documents required in the formation of companies<br>-Give advantages and disadvantages of private and public companies<br>-Compare private and public companies |   |   |   | 3                  |



## FORM FOUR CLASS

| Contextual Framework                                       |  | Competent Acting (Functioning)     |   | Resources           |                         |  |   |  |                           |   |   | Duration (Periods) |
|--|--|------------------------------------|---|---------------------|-------------------------|--|---|--|---------------------------|---|---|--------------------|
| Family of Situations                                       | Examples of situations                               | Category of Actions                | Examples of Actions                                 | Essential Knowledge |                         |  |   | Skills (Aptitudes)   | Values & Attitudes        | Other Resources   | Methods & Techniques  |                    |
|  |  |                                    |   | Topic               | Sub-topics              | Lessons  | Notions/ Concepts   |  |                           |   |   |                    |
| Development of business units                              | -Unregulated business units                          | Create and organise business units | -Follow legal procedure for creating business units | Business units      | Types of business units | <b>4- Capital structure of companies:</b><br>-Share and loan capital(meaning and types)<br>-Gearing of a company: Definition and calculation   | -Share<br>-Ordinary shares<br>-Preferential shares<br>-Debentures<br>-Gearing ratio | -Identify, define and classify the capital structure<br>-Define and calculate the gearing ratio of a company<br>-Interpret the gearing situation of a company  | Same as for other lessons | Same as for other lessons   | Same as for other lessons   | 1                  |
|  | -Poorly managed businesses                           |                                    | -Acquire training in business management            |                     |                         | <b>Directed ( Guided ) Work 1:Formation of a business units in a given locality</b><br>NB: Enquiry on the procedure of creation of a given type of business units, problems encountered in the process and possible solutions (Restitution in class, discussion, and harmonisation ) |   |  |                           |   |   | 1                  |
|  | -Inadequate/insufficient capital                     |                                    | -Establish partnerships or joint ventures           |                     |                         | <b>5-Public Corporation or Public enterprises:</b><br>-Meaning , formation and types<br>-Advantages and disadvantages<br>-Differences between a public company and a public corporation  | -Public corporation<br>-Nationalised industries<br>-Parastatal                      | -Define<br>-Identify ways of formation<br>- Identify the types<br>-Give advantages and disadvantages<br>-Distinguish a public company from a public corporation  | - Sense of observation    | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual materials<br>-News-papers<br>-Other disciplines | - Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |
|  | -High cost of Production                             |                                    | -Create mergers                                     |                     |                         | <b>6-Cooperative societies:</b><br>-Meaning, principles, characteristics and sources of finance<br>-Types of cooperatives ( Producer, consumer, marketing, thrift and loans)<br>-Advantages and disadvantages<br>-Differences between cooperatives and Joint stock companies         | -Cooperative  | -Define<br>-Identify the principle and characteristics<br>-Identify the sources of finance<br>-Give the types of cooperatives<br>- Present the advantages and disadvantages<br>- Distinguish cooperatives from Joint stock companies |                           |   |   | 2                  |
|  | -Problem of sustainability/ Continuity of businesses |                                    | -Promote the creation of small firms                |                     |                         | <b>Further Study 1 : Cooperative societies in Cameroon</b><br>Problems faced, measures by government to promote and reasons for its promotion  |   |  |                           |   |   | 1                  |
| -Poor feasibility studies for businesses                   | -Determine a good location for the business          |                                    |   |                     |                         |  |   |  |                           |   |   |                    |
| -Problem of identifying successful location for businesses | -Acquire sufficient funds for business financing     |                                    |   |                     |                         |  |   |  |                           |   |   |                    |



## FORM FOUR CLASS

| Contextual Framework                                       |   | Competent Acting (Functioning)     |   | Resources      |   |  |  |   |                                       |  |   | Duration (Periods) |   |
|--|---|------------------------------------|---|----------------|---|--|--|---|---------------------------------------|--|---|--------------------|---|
| Family of Situations                                       | Examples of situations  | Category of Actions                | Examples of Actions                                 | Topic          | Sub-topics                                | Essential Knowledge  |  | Skills (Aptitudes)  | Values & Attitudes                    | Other Resources  | Methods & Techniques  |                    |   |
|  |   |                                    |   |                |   | Lessons  | Notions/ Concepts  |   |                                       |  |   |                    |   |
| Development of business units                              | -Unregulated business units   | Create and organise business units | -Follow legal procedure for creating business units | Business units | Nationalisation and Privatisation         | <b>7-Nationalisation of industries:</b><br>-Meaning ,reasons and examples<br>-Arguments for and against                              | Nationalization  | -Define<br>-Explain the reasons for nationalization and examples<br>-Present arguments for and against  | - Sense of observation<br>- Curiosity | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual materials<br>-Newspapers<br>-Other disciplines | - Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |   |
|  | -Poorly managed businesses  |                                    | -Acquire training in business management            |                |   | <b>8-Privatisation of industries:</b><br>-Meaning, reasons methods, examples<br>- Arguments for and against<br>-Problems encountered | - Privatisation<br>-Contracting out<br>-Deregulation<br>-Denationalisation | -Define<br>-Explain the reasons for privatisation<br>-Identify the methods and examples of examples ofprivatisation<br>-Present arguments for and against<br>-Identify the problems encountered |                                       |  |   | 1                  |   |
|  | -Inadequate/insufficient capital  |                                    | -Use local resources                                |                | -Establish partnerships or joint ventures |  |  |   |                                       |  |   |                    |   |
| -High cost of Production                                   | -Create mergers   |                                    |   |                |   |  |  |   |                                       |  |   |                    |   |
| -Problem of sustainability/ Continuity of businesses       | -Use local resources  |                                    |   |                | Business financing                        | <b>9-Business financing:</b><br>-Sources of finance(internal and external)<br>-Reasons forbusiness financing                         | Plough back<br>-Hire purchase<br>-leasing                                  | -Identify and classify the sources of finance<br>-Give reasons forbusiness financing  |                                       |  |   |                    | 1 |
| -Poor feasibility studies for businesses                   | -Promote the creation of small firms  |                                    |   |                |   |  |  |   |                                       |  |   |                    |   |
| -Problem of identifying successful location for businesses | -Determine a good location for the business<br><br>-Acquire sufficient funds for business financing |                                    |   |                |   |  |  |   |                                       |  |   |                    |   |

## FORM FOUR CLASS

| Contextual Framework                                |  | Competent Acting (Functioning)  |   | Resources      |                        |  |  |   |   |  |   | Duration (Periods) |
|---|--|---|---|----------------|------------------------|--|--|---|---|--|---|--------------------|
| Family of Situations                                | Examples of situations                                     | Category of Actions   | Examples of Actions   | Topic          | Sub-topics             | Essential Knowledge  |  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
|   |  |   |   |                |                        | Lessons  | Notions/ Concepts  |   |   |  |   |                    |
| Development of business units                       | -Unregulated business units                                | Create and organise business units  | -Follow legal procedure for creating business units   | Business units | Growth of firms        | <b>10-Growth of firms:</b><br>-Reasons/motives for growth<br>-Methods of growth<br>-Internal growth (Meaning and methods)<br>- External growth (Meaning and methods)<br>+ Borrowing and share-subscription<br>+Integration/Merger : Horizontal, vertical, lateral and conglomerates) | -Integration<br><br>Conglomerates  | -Identify reasons for growth<br>-Identify, classify, and describe the methods of growth<br>-List the advantages and disadvantages | - Sense of observation<br><br>- Curiosity<br><br>-Sense of enterprise<br><br>-Sense of judgement/evaluation   | -Pictures<br>-Charts<br>-Extracts<br>- Audio-visual materials<br>-Newspapers<br>-Other disciplines | - Brainstorming<br>- Analysis of iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 3                  |
|   | -Poorly managed businesses                                 |   | -Acquire training in business management  |                |                        | <b>11-Small firms:</b><br>-Meaning, advantages and disadvantages<br>-Survival of small firms: reasons and examples   | -Small firms   | -Define<br>-Identify the advantages and disadvantages of small firms<br>-Give reasons and examples for their survival             |   |  |   | 1                  |
|   | -Prevalence of small firms                                 |   | -Use local resources  |                |                        |  |  |   |   |  |   |                    |
|   | -Inadequate/insufficient capital                           |   | -Establish partnerships or joint ventures   |                |                        |  |  |   |   |  |   |                    |
|   | -High cost of Production                                   |   | -Create mergers   |                | Location of industries | -Use local resources   | <b>12-Location of industries:</b><br>-Meaning<br>-Factors affecting location of industries<br>-Examples of some industries in Cameroon and factors affecting their location<br>- Government intervention in the location of industries(reasons, methods and effects) | Industrial Location   | -Define<br>-Identify the factors affecting location of industries<br>-Situate some industries a factors affecting their location<br>-Give reasons for government intervention<br>-Identify the methods and effects of government intervention |  |   | 2                  |
| -Problem of sustainability/Continuity of businesses | -Promote the creation of small firms                       | <b>Guided work 2: Location of an industry in a given region</b><br>-Identify an industry in your area<br>-Give reasons for its location.<br>-Outline the importance and the effects of the location of the industry to the society.<br>-Prescribe some measures to be taken in order to encourage the location of other industries in the region. |   |                |                        |  |  |   |   | 1  |   |                    |
| -Poor feasibility studies for businesses            | -Determine a good location for the business                | -Acquire sufficient funds for business financing  | <b>13-Localisation of industries:</b><br>-Meaning<br>-Factors affecting localization of industries<br>-Advantages and disadvantages | -Concentration |                        | Define<br>-Identify the factors affecting localisation of industries<br>- Give the advantages and disadvantages  | Same as for other lessons  | Same as for other lessons   | Same as for other lessons   | 1  |   |                    |
|   | -Problem of identifying successful location for businesses |   |   |                |                        |  |  |   |   |  |   |                    |

## FORM FOUR CLASS

## MODULE 2

**TITLE OF MODULE:** Managing population growth and available resources

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 15

**PRESENTATION OF THE MODULE:** This module presents the factors affecting changes in population in relation to the resources available.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to develop an understanding of the economic and social implications of changes in population.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** It helps the learner to better adapt him/herself and to contribute in the improvement of the standard of living in a given environment.

| Contextual Framework  |   | Competent Acting (Functioning)                   |  | Resources  |                 |   |  |   |   |  |   | Duration (Periods) |
|-----------------------|---|--|--|------------|-----------------|---|--|---|---|--|---|--------------------|
| Family of Situations  | Examples of situations  | Category of Actions                              | Examples of Actions  | Topic      | Sub-topics      | Essential Knowledge   |  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
|                       |   |  |  |            |                 | Topic   | Sub-topics   |   |   |  |   | Lessons            |
| Changes in population | -Youthful population<br><br>-Ageing population<br><br>-Population explosion<br><br>-Migration<br><br>-Under and over population | Match population growth with available resources | -Control the population growth rate and migration (family planning, improve medical facilities etc)<br>-Develop efficient methods of production<br>-Discovery & development of other resources | Population | Population size | <b>14-Population census:</b><br>-Meaning, types, importance, problems encountered   | -Population census   | -Define<br>-Identify the types of population census<br>-Give its importance<br>-Identify the problems encountered   | - Sense of Observation<br>- Curiosity<br>Sense of responsibility<br>- Sense of carefulness<br>- Respect of life | Charts<br>Iconographic documents<br>- Extracts<br>- Pictures | -Brain-storming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |
|                       |   |  |  |            |                 | <b>15-Population size:</b><br>-Meaning<br>-Factor affecting the size of the population<br>+ Birth rate( meaning, formula, and determinants)<br>+Death rate(meaning, formula and determinants)<br>+natural growth rate(meaning, formula)<br>+ Netmigration(meaning, formula)   | -Birth rate<br>- Death rate<br>-Natural growth rate<br>-Migration<br>-Immigration<br>-Emigration | -Define<br>-Identify the determinants ( birth rate, death rate and migration)<br>-Calculate birth rate, death rate ,natural growth rate and net migration |   |  | 3   |                    |
|                       |   |  |  |            |                 | <b>Practical work 1:Population growth rate</b><br><b>-Theoretical basis:</b> Recall of definitions and formula of birth rate, death rate, natural growth rate and net migration<br><b>-Practical exercises&amp; Contextualisation with life situations:</b> Calculation of Birth rates, death rates ,natural growth rate, net migration and population growth rate with concrete data of Cameroon |  |   |   |  |   | 1                  |

## FORM FOUR CLASS

| Contextual Framework  |   | Competent Acting (Functioning)                   |  | Resources           |                      |  |  |   |   |  |   | Duration (Periods) |
|-----------------------|---|--|--|---------------------|----------------------|--|--|---|---|--|---|--------------------|
| Family of Situations  | Examples of situations  | Category of Actions                              | Examples of Actions  | Essential Knowledge |                      |  |  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
|                       |   |  |  | Topic               | Sub-topics           | Lessons  | Notions/ Concepts  |   |   |  |   |                    |
| Changes in population | -Youthful population<br><br>-Ageing population<br><br>-Population explosion<br><br>-Migration<br><br><br>-Under and over population   | Match population growth with available resources | -Control the population growth rate and migration (family planning, improve medical facilities etc)<br><br>-Develop efficient methods of production<br><br>-Discovery & development of other resources | Population          | Population structure | <b>16-Population structure:</b><br>-Meaning<br>-Age and sex distribution<br>+Meaning<br>+Population pyramids<br>+ Growing and declining population(meaning, causes, Effects)<br>+Dependency ratio<br>+Rate of activity<br>- Occupational and geographical distribution<br>+Meaning<br>+ Factors affecting occupational and geographical distribution,<br>+Population density | - Population pyramid<br>- Dependency ratio<br>- Rate of activity<br>- Population density | -Define<br>-Describe the different population pyramids<br>-Identify causes and effects of a growing and declining population<br>- Calculate dependency ratio and rate of activity<br>- Identify the factors affecting occupational and geographical distribution<br>-Identify areas of the different population concentration<br>- Calculate population density | - Sense of Observation<br>- Curiosity<br>- Sense of responsibility<br>- Sense of carefulness<br>- Respect of life | -Charts<br>-Iconographic documents<br>- Extracts<br>-Pictures<br>-maps | Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 4                  |
|                       | <b>Practical work 2:Population distribution</b><br><b>-Theoretical basis:</b> Recall of definitions and formulae of dependency ratio, rate of activity and population density<br><b>-Practical exercises&amp; Contextualisation with life situations:</b> Calculation of indices (dependency ratio, rate of activity and population density) with concrete data of Cameroon |  |  |                     |                      |  | 1  |   |   |  |   |                    |

## FORM FOUR CLASS

| Contextual Framework  |   | Competent Acting (Functioning)                   |   | Resources           |   |  |  |   |   |  |   | Duration (Periods) |
|-----------------------|---|--|---|---------------------|---|--|--|---|---|--|---|--------------------|
| Family of Situations  | Examples of situations  | Category of Actions                              | Examples of Actions   | Essential Knowledge |   |  |  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
|                       |   |  |   | Topic               | Sub-topics  | Lessons  | Notions/ Concepts  |   |   |  |   |                    |
| Changes in population | -Youthful population<br><br>-Ageing population<br><br>-Population explosion<br><br>-Migration<br><br>-Under and over population | Match population growth with available resources | -Control the population growth rate and migration (family planning, improve medical facilities etc.)<br><br>-Develop efficient methods of production<br><br>-Discovery & development of other resources | Population          | Population and resources  | <b>17-Population and resources:</b><br>-Optimum population (definition, illustration)<br>-Factors affecting the size of optimum population<br>-Under and over population(illustration and Consequences | -Optimum population<br>- Under population<br>- Over population | -Define<br>-Use the values of per capita income to identify from table or curve the optimum ,under and over population<br>-Identify the characteristics of each | - Sense of Observation<br>- Curiosity<br>- Sense of responsibility<br>- Sense of carefulness<br>- Respect of life | -Charts<br>-Iconographic documents<br>- Extracts<br>-Pictures<br>-maps | Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry<br>-Debates | 1                  |
|                       |   |  |   |                     | Population theories   | <b>18-Population theories:</b><br>- Malthusian population theory ( meaning, illustration, weakness, relevance)<br>- Esther Boserup's population theory (meaning, methods, weakness and relevance       | -Arithmetic progression<br>-Geometric progression              | -Define<br>-Illustrate the link between population growth rate and food production<br>-Identify the limits and the relevance of the different theories          |   |  |   | 2                  |
|                       |   |  |   |                     | Migration   | <b>19-Migration(geographic al mobility of population):</b><br>-Meaning, and types<br>+Internal and external (causes and effects)   | Geographical mobility  | Define<br>-Identify types causes and effects of geographical mobility of population   |   |  |   | 1                  |
|                       |   |  |   |                     | <b>Further studies 2: Rural-urban migration drift in Cameroon</b><br>-Causes and effects<br>-How can countrysides be made more attractive (Discussion in class) |  |  |   |   |  |   | 1                  |

## FORM FOUR CLASS

## MODULE 3

**TITLE OF MODULE:** Interaction in the market

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 19

**PRESENTATION OF THE MODULE:** This module permits the understanding of the principle of demand and supply in the determination of market price.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module helps to develop in learner the ability to utilize the principle of demand and supply in the determination of the prices of goods and services.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** It enables the learners to adopt rational behaviour in his/her transactions in the market.

| Contextual Framework |   | Competent Acting (Functioning)    |   | Resources        |                      |   |   |  |  |  |  | Duration (Periods) |
|----------------------|---|-----------------------------------|---|------------------|----------------------|---|---|--|--|--|--|--------------------|
| Family of Situations | Examples of situations  | Category of Actions               | Examples of Actions   | Topic            | Sub-topics           | Essential Knowledge Lessons   | Notions/ Concepts                                     | Skills (Aptitudes)   | Values & Attitudes                                       | Other Resources  | Methods & Techniques   |                    |
| The market           | -Exchange between sellers and buyers (bargaining)   | Organisation of market structures | - Determine price and quantity<br>- Price control<br>- Denounce speculation<br>- Creation of consumers and producers cooperatives<br>- Be informed on regulated prices<br>- Respond to prices changes | The price theory | The theory of demand | <b>20-Definition of demand:</b><br>-Meaning of demand<br>-Individual and market demand schedules<br>-The first law of demand and supply   | -Demand<br>-Effective demand                          | -Define<br>-Establish the individual and market demand schedules for a good<br>-Interpret the relationship between price and quantity demanded<br>-Formulate the law of demand       | Sense of Observation<br>Curiosity<br>Sense of enterprise | -Charts<br>-Iconographic documents<br>-Extracts<br>-Pictures | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1                  |
|                      | -Fluctuation in prices of goods & services<br>-Artificial scarcity<br>-Hoarding<br>-Speculation<br>-Unsold stocks (Surpluses)<br>-Black market<br>-Abnormal demand and supply |                                   |   |                  |                      | <b>21-The demand curve:</b><br>-Plotting of demand curve<br>-Shape of a normal demand curve and reasons for the shape<br>-Exceptional demand curve various cases and illustrations                | -Normal goods<br>-Ostentatious goods<br>-Giffen goods | -Plot and describe the shape of a normal demand curve<br>-Identify and explain the reasons for its shape<br>-Identify, give examples and explain the shapes of abnormal demand curve |  |  |  | 2                  |
|                      |   |                                   |   |                  |                      | <b>22-Shifts of and movements along the demand curve:</b><br>-Change in quantity demanded ( definition, illustration)<br>-Change in demand (definition, illustration)<br>- Determinants of demand |   | -Define<br>-Use diagrams to differentiate between change in quantity demanded and change in demand<br>-Identify and explain the factors affecting demand                             |  |  |  | 1                  |

## FORM FOUR CLASS

| Contextual Framework |  | Competent Acting (Functioning)    |  | Resources            |                      |  |  |   |   |  |   | Duration (Periods) |
|----------------------|--|-----------------------------------|--|----------------------|----------------------|--|--|---|---|--|---|--------------------|
| Family of Situations | Examples of situations   | Category of Actions               | Examples of Actions  | Topic                | Sub-topics           | Lessons  | Notions/ Concepts  | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  |                    |
| The market           | -Exchange between sellers and buyers(bargaining)<br>-Fluctuation in prices of goods & services<br>-Artificial scarcity<br>-Hoarding<br>-Speculation<br>-Unsold stocks (Surpluses)<br>-Black market | Organisation of market structures | - Determine price and quantity<br>-Price control<br>-Denounce speculation<br>-Creation of consumers and producers cooperatives<br>-Be informed on regulated prices<br>-Respond to prices changes | The price theory     | The theory of demand | <b>23-Types of demand:</b><br>Joint, competitive, composite and derived(meaning examples and illustration)<br>- Joint demand<br>- Competitive demand<br>-Composite demand<br>-Derived demand       | -Define<br>-Give examples and explain the different types of demand<br>-Show the relationship between the demand for two goods | -Sense of Observation<br>-Curiosity<br>-Sense of enterprise   | -Sense of Observation<br>-Curiosity<br>-Sense of enterprise | -Charts<br>-Iconographic documents<br>-Extracts<br>-Pictures | -Brainstorming<br>-Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 2                  |
|                      |  |                                   |  |                      |                      | <b>24- Definition of supply:</b><br>-Meaning of supply<br>-Individual and market supply schedules<br>-The second law of demand and supply  | -Supply<br>-Stock  | -Define<br>-Establish the individual and market supply schedules for a good<br>-Interpret the relation between price and quantity supplied<br>-Formulate the law of supply            |   |  |   | 1                  |
|                      |  |                                   |  | The theory of supply |                      | <b>25-The supply curve:</b><br>-Plotting of supply curve<br>-Shape of a normal supply curve and reasons for the shape<br>-Exceptional supply curve (define, and illustrations)                     | - Individual supply of labour  | -Sketch and describe the shape of a normal supply curve<br>-Identify and explain the reasons for its shape<br>-Identify, give example and explain the shapes of abnormal supply curve |   |  |   | 1                  |
|                      |  |                                   |  |                      |                      | <b>26-Shifts of and movements along the supply curve:</b><br>-Change in quantity supplied ( definition, illustration)<br>-Change in demand (definition, illustration)<br>-Factors affecting supply |  | -Define<br>-Use diagrams to differentiate between change in quantity supplied and change in supply<br>-Identify and explain the factors affecting supply                              |   |  |   | 1                  |



## FORM FOUR CLASS

| Contextual Framework |   | Competent Acting (Functioning)    |  | Resources        |   |   |                                  |   |                                       |   |   | Duration (Periods) |
|----------------------|---|-----------------------------------|--|------------------|---|---|----------------------------------|---|---------------------------------------|---|---|--------------------|
| Family of Situations | Examples of situations  | Category of Actions               | Examples of Actions  | Topic            | Sub-topics  | Lessons   | Notions/ Concepts                | Skills (Aptitudes)  | Values & Attitudes                    | Other Resources   | Methods & Techniques  |                    |
|                      |   |                                   |  |                  |   |   |                                  |   |                                       |   |   |                    |
| The market           | -Exchange between sellers and buyers (bargaining)<br><br>-Fluctuation in prices of goods & services<br><br>-Artificial scarcity<br><br>-Hoarding<br><br>-Speculation<br><br>-Unsold stocks (Surpluses)<br><br>-Black market | Organisation of market structures | - Determine price and quantity<br>-Price control<br>-Denounce speculation<br>-Creation of consumers and producers cooperatives<br>-Be informed on regulated prices<br>-Respond to prices changes | The price theory | The theory of supply  | 27-Types of supply: Joint, competitive and composite (meaning examples and illustration)  |                                  | -Define<br>-Give examples and explain the different types of supply<br>-Show the relationship between the supply of two goods   | - Sense of Observation<br>- Curiosity | -Charts<br>-Iconographic documents<br>- Extracts<br>-Pictures | Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1                  |
|                      |   |                                   |  |                  | Elasticity of demand and supply   | 28- Elasticity of demand:<br>-Meaning and types + Price elasticity of demand: (Meaning, formulae, various aspects, determinants and importance)<br>+ Income elasticity of demand(definition, formulae various aspects of income elasticity of demand)<br>+ Cross elasticity of demand (meaning, formulae, nature) | -Elasticity<br>-Cross elasticity | -Define<br>-Identify the types and different formulas for calculating elasticity of demand<br>-Identify and illustrate the various aspects of price, income and cross elasticity of demand<br>-Give and explain the determinants of price elasticity of demand<br>-Explain the importance of price elasticity of demand to the government and the businessman |                                       |   |   | 3                  |
|                      |   |                                   |  |                  | Practical work 3 :Elasticity of demand for some selected goods<br>-Theoretical basis: Recall of definition and formula of price elasticity of demand<br>-Practical exercises& Contextualisation with life situations: Calculations of price elasticity of demand for some selected goods in a region and interpretation of calculated values. |   |                                  |   |                                       |   |   | 1                  |



## FORM FOUR CLASS

| Contextual Framework |  | Competent Acting (Functioning)    |  | Resources        |                                 |  |                                      |   |   |  |   |                    |
|----------------------|--|-----------------------------------|--|------------------|---------------------------------|--|--------------------------------------|---|---|--|---|--------------------|
| Family of Situations | Examples of situations   | Category of Actions               | Examples of Actions  | Topic            | Sub-topics                      | Lessons  | Notions/ Concepts                    | Skills (Aptitudes)  | Values & Attitudes  | Other Resources  | Methods & Techniques  | Duration (Periods) |
|                      |  |                                   |  |                  |                                 |  |                                      |   |   |  |   |                    |
| The market           | -Exchange between sellers and buyers (bargaining)<br><br>-Fluctuation in prices of good & services<br><br>-Artificial scarcity<br><br>-Hoarding<br><br>-Speculation<br><br>-Unsold stocks (Surpluses)<br><br>-Black market | Organisation of market structures | - Determine price and quantity<br><br>-Price control<br><br>-Denounce speculation<br><br>-Creation of consumers and producers cooperatives<br><br>-Be informed on regulated prices<br><br>-Respond to prices changes | The price theory | Elasticity of demand and supply | 29-Elasticity of supply:<br>-Meaning, formula, calculation, graphical illustration<br>-Factors affecting the elasticity of supply  |                                      | -Define<br>-Use formula to calculate the elasticity of supply<br>-Identify and illustrate the various aspects of elasticity of supply<br>-Give and explain the determinants of elasticity of supply | - Sense of Observation<br><br>- Curiosity<br><br>-Sense of enterprise | -Charts<br><br>-Iconographic documents<br><br>-Extracts<br><br>-Pictures | - Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1                  |
|                      |  |                                   |  |                  | Market price                    | 30-The market price:<br>-Equilibrium price and quantity(define and illustrate)<br>-The effects of changes in demand and supply on the equilibrium price(explain and illustrate)<br>-The price system(meaning, functions,advantages and disadvantage)   | -Equilibrium price<br>-Price control | -Define<br>-Situate the equilibrium price<br>-Identify and explain the effects of changes in demand and supply on the equilibrium price   |   |  |   | 2                  |
|                      |  |                                   |  |                  |                                 | 31-Price controls :<br>-Meaning and types<br>+Minimum pricing (objectives, illustrations and effects)<br>+Maximum pricing ( objectives, illustrations and effects)   | -Minimum pricing<br>-Maximum pricing | -Define<br>-Give reasons for minimum and maximum pricing<br>-Situate the type of price controls<br>-Identify the effects of price controls  |   |  |   | 1                  |
|                      |  |                                   |  |                  |                                 | Directed ( Guided ) Work 3 : Price control in Cameroon<br>-Identify those goods/services on which the government has set<br>i) a minimum price<br>ii) a maximum price<br>-Give the minimum price/ maximum price of each of the goods/services.<br>-Describe the effects of the price control<br>-Prescribe measures to enforce the price controls<br>NB: THE METHOD SHOULD BE ENQUIRY & RESTITUTION IN CLASS |                                      |   |   |  |   |                    |

## FORM FOUR CLASS

## MODULE 4

TITLE OF MODULE: Competition in the market

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 5

PRESENTATION OF THE MODULE: This module introduces the learner into the various forms of competition in the market.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module permits the learner to develop an understanding to the functioning of the different market forms.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: It enables the learner to better adapt in a given market situation.

| Contextual Framework |   | Competent Acting (Functioning)    |   | Resources         |            |  |  |  |   |   |   | Duration (Periods) |
|----------------------|---|-----------------------------------|---|-------------------|------------|--|--|--|---|---|---|--------------------|
| Family of Situations | Examples of situations                            | Category of Actions               | Examples of Actions   | Topic             | Sub-topics | Essential Knowledge Lessons  | Notions/ Concepts  | Skills (Aptitudes)   | Values & Attitudes  | Other Resources   | Methods & Techniques  |                    |
| The market           | -Difficulty of price and output determination     | Organisation of market structures | <ul style="list-style-type: none"> <li>- Determine equilibrium price and quantity</li> <li>-Price control</li> <li>-Denounce speculation</li> <li>-Creation of consumers and producers cooperatives</li> <li>-Be informed on regulated prices</li> <li>-Control monopoly practices</li> </ul> | Market structures |            | <b>32-Definition of Market:</b> <ul style="list-style-type: none"> <li>-Meaning</li> <li>-Types/forms of Markets</li> <li>-Different market structures (Perfect and imperfect markets)</li> </ul>  | <ul style="list-style-type: none"> <li>-Perfect market</li> <li>-Imperfect market</li> </ul> | <ul style="list-style-type: none"> <li>-Define market</li> <li>-Identify different types of markets</li> <li>-Identify and classify the different market structures</li> </ul>   | <ul style="list-style-type: none"> <li>- Sense of Observation</li> <li>- Curiosity</li> <li>-Sense of enterprise</li> </ul> | <ul style="list-style-type: none"> <li>-Charts</li> <li>-Iconographic documents</li> <li>- Extracts</li> <li>-Pictures</li> </ul> | <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Analysis of Iconographic documents and Extracts</li> <li>-Reading and analysis of other documents</li> <li>- Enquiry</li> </ul> | 1                  |
|                      | -Exchange between sellers and buyers (bargaining) |                                   |   |                   |            | <b>33-Perfect Competition</b> <ul style="list-style-type: none"> <li>-Meaning</li> <li>-Characteristics</li> <li>-Price and output determination</li> </ul>  |  | <ul style="list-style-type: none"> <li>-Define</li> <li>-Give the characteristics</li> <li>-Situate the equilibrium output</li> </ul>  |   |   |   | 1                  |
|                      | -Fluctuation in prices of good & services         |                                   |   |                   |            | <b>34-Imperfect competition</b> <ul style="list-style-type: none"> <li>-Meaning</li> <li>-Characteristics</li> <li>-Forms of imperfect competition</li> <li>+ Monopolistic competition meaning, examples, features</li> <li>+Oligopoly-meaning, characteristics and types</li> <li>+Monopsony, duopoly, bilateral monopoly-definitions and examples</li> </ul> |  | <ul style="list-style-type: none"> <li>-Define</li> <li>-Give the characteristics of imperfect competition</li> <li>-Define, give examples and characteristics of each form of imperfect competition</li> </ul>  |   |   |   | 2                  |
|                      | -Artificial scarcity                              |                                   |   |                   |            | <b>35-Monopoly:</b> <ul style="list-style-type: none"> <li>-Meaning, examples, sources</li> <li>-Advantages and disadvantages</li> <li>-Control of monopoly</li> </ul>   | <ul style="list-style-type: none"> <li>-Monopoly power</li> </ul>                            | <ul style="list-style-type: none"> <li>-Define</li> <li>-Give examples and identify the sources of power</li> <li>- List the advantages and disadvantages</li> <li>-Explain with examples the measures through which monopoly practices can be controlled</li> </ul> |   |   |   | 1                  |

## FORM FIVE CLASS

## MODULE 1

**TITLE OF MODULE:** Easing financial operations

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 20

**PRESENTATION OF THE MODULE:** This module presents the main functions of money and the role of financial institutions in regulating economic activities. **CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to have an understanding

of the attributes of money and functioning of financial institutions in the economic life of Cameroon.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module enables the learner to be able to carry out the exchange of goods and services within and out of the country.

**DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class**

2 Periods

| Contextual Framework   |  | Competent Acting (Functioning) |   | Resources         |            |  |  |  |                                     |  |  | Duration (Periods) |
|------------------------|--|--------------------------------|---|-------------------|------------|--|--|--|-------------------------------------|--|--|--------------------|
| Family of Situations   | Examples of Situations   | Category of Actions            | Examples of Actions   | Topic             | Sub-topics | Lessons  | Notions/ Concepts  | Skills (Aptitudes)   | Values & Attitudes                  | Other Resources  | Methods & Techniques   |                    |
| Management of finances | -Money hoarding<br>-Counterfeiting (money laundering)<br>-The demand for money<br>-High cost of living<br>-Saving<br>-Capital flight | -Better management of finances | -Restructure and control financial institutions<br>-Use new forms of money<br>-Denounce counterfeiting (money laundering) | Money and Banking | Money      | <b>1-The historical evolution of money:</b><br>-Definition of money<br>-The barter systems of trade and its drawbacks<br>-The development of money   | -Barter system   | -Define money<br>-Describe the barter system and identify its drawbacks<br>-Trace the historical evolution of money                        | -Sense of Observation<br>-Curiosity | -Charts<br>-Iconographic documents<br>-Extracts<br>-Pictures | -Brainstorming<br>-Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>-Enquiry | 1                  |
|                        |  |                                |   |                   |            | <b>2-Qualities, forms and function of money:</b><br>-Qualities of money<br>-forms of money-coins, paper money, fiduciary issue, etc.<br>-The functions of money                                      | -Fiduciary issue<br>-Fiat money<br>-Legal tender<br>-Token money | -Identify the qualities of good money<br>-Identify the various forms of money<br>-Describe the functions of money                          |                                     |  |  | 1                  |
|                        |  |                                |   |                   |            | <b>3-The demands for and supply of money:</b><br>-The demand for money- definition and reasons why people hold cash balances<br>-The supply of money- definition and forms of money supply(Mo,M1,M2) | -Liquidity preference  | -Define demand for money<br>-Identify and explain the reasons why people hold cash balances<br>-Define money supply and identify its forms |                                     |  |  | 1                  |

## FORM FIVE CLASS

| Contextual Framework   |   | Competent Acting (Functioning) |   | Resources         |            |  |  |  |  |                          |                          | Duration (Periods) |
|------------------------|---|--------------------------------|---|-------------------|------------|--|--|--|--|--------------------------|--------------------------|--------------------|
| Family of Situations   | Examples of Situations  | Category of Actions            | Examples of Actions   | Topic             | Sub-topics | Essential Knowledge  |  | Skills (Aptitudes)   | Values & Attitudes   | Other Resources          | Methods & Techniques     |                    |
|                        |   |                                |   |                   |            | Lessons  | Notions/ Concepts  |  |  |                          |                          |                    |
| Management of finances | -Money hoarding<br>-Counterfeiting (money laundering)<br>-High cost of living<br>-Saving for the future<br>-Changes in the value of money | -Better management of finances | -Restructure and control financial institutions<br>-Use new forms of money<br>- Denounce counterfeiting (money laundering)<br>-Anticipate inflation/deflation | Money and Banking |            | <b>Practical work 1:The value of money</b><br><b>-Theoretical basis:</b> Recall of value of money. Explain the relationship between value of money and price level<br>Recall notions of index number, weighted price index (assumptions and formula)<br><b>-Practical exercises&amp; Contextualisation with life situations:</b> Calculations and interpretation of weighted price index with concrete data of Cameroon.<br>-Identify the difficulties encountered in calculating the retail price index<br>-Give the importance of the retail price index |  |  |  |                          |                          | 2                  |
|                        |   |                                |   |                   |            | <b>Further studies 1: Money laundering in Cameroon</b><br>Identify forms, effects and propose measures to fight against money laundering.  |  |  |  |                          |                          | 1                  |
|                        |   |                                |   |                   | Inflation  | <b>4-Inflation:</b><br>-Meaning ,types(hyper, creeping, suppressed, stagflation ),causes of inflation<br>-Effects and control of inflation   | - Hyper inflation<br>- Creeping inflation<br>- Suppressed inflation<br>- Stagflation | -Define<br>-Distinguish the types of inflation<br>- Identify and explain the causes and effects of inflation<br>-Identify the measures used to control each type | - Sense of Observation<br>- Curiosity<br>-Respect<br>-Humility | Same as in other Lessons | Same as in other Lessons | 2                  |
|                        |   |                                |   |                   | Deflation  | <b>5-Deflation:</b><br>-Meaning,causes,effects and control<br>-Standard and cost of living   | Deflation  | -Define<br>-Identify and explain the causes and effects of deflation<br>-Differentiate standard of living from cost of living                                    | -Understanding<br>-Patriotism                                  |                          |                          | 1                  |

## FORM FIVE CLASS

| Contextual Framework   |   | Competent Acting (Functioning) |  | Resources         |            |  |   |  |  |  |   | Duration (Periods) |  |  |  |  |   |
|------------------------|---|--------------------------------|--|-------------------|------------|--|---|--|--|--|---|--------------------|--|--|--|--|---|
| Family of Situations   | Examples of Situations  | Category of Actions            | Examples of Actions  | Topic             | Sub-topics | Essential Knowledge  |   | Skills (Aptitudes)   | Values & Attitudes                     | Other Resources  | Methods & Techniques  |                    |  |  |  |  |   |
|                        |   |                                |  |                   |            | Lessons  | Notions/ Concepts   |  |  |  |   |                    |  |  |  |  |   |
| Management of finances | -Money hoarding<br>-Counterfeiting (money laundering)<br>-High cost of living<br>-Saving for the future | -Better management of finances | -Restructure and control financial institutions<br>-Use new forms of money<br>- Denounce counterfeiting (money laundering) | Money and Banking | Banking    | <b>6-Definition of Banking:</b><br>-Meaning of banking and a bank<br>-Characteristics and functions of different types of banks-Merchant banks, development banks etc.   | -Banking  | -Define<br>-Identify and classify the different types of banks<br>-Give their characteristics and functions  | Sense of Observation<br><br>-Curiosity | -Charts<br>-Iconographic documents<br>-Extracts<br>-Pictures | -Brainstorming<br>- Analysis of Iconographic documents and Extracts | 1                  |  |  |  |  |   |
|                        |   |                                |  |                   |            | <b>7-Commercial Banks:</b><br>-Definition of commercial banks, with local examples<br>-Characteristics of commercial banks<br>-Functions of commercial banks   | -Commercial bank<br>-Current account<br>-Saving account<br>-Bank deposits | -Define<br>-Give local examples<br>-Identify the characteristics and functions of commercial banks<br>-Identify the problems faced by commercial banks in Cameroon   |  |  | -Reading and analysis of other documents<br>- Enquiry               | 1                  |  |  |  |  |   |
|                        |   |                                |  |                   |            | <b>Practical work 2 :Cheques</b><br><b>Theoretical basis:</b> Recall of definition and types of cheque for a commercial bank<br><b>Practical Exercise:</b> Identify from samples ,the parties to a bank cheque<br>-State the measures taken while issuing a cheque<br>-Complete and endorse a bank cheque<br><b>Contextualisation with life situations:</b> Give the advantages and disadvantages of using a bank cheque in Cameroon |   |  |  |  |   |                    |  |  |  |  | 1 |
|                        |   |                                |  |                   |            | <b>8-The balance sheet of a commercial bank:</b><br>-Definition ,components and illustration<br>-The conflicting objectives of liquidity, security and profitability<br>-How they are solved by the commercial bank balance sheet.   | -Balance sheet  | -Define<br>-Identify, classify and categorise the various components<br>-Draw a balance sheet<br>-Identify and explain the conflicting objectives of liquidity, security and profitability<br>-Describe how the bank reconciles the conflicting objectives | Same as in other Lessons               | Same as in other Lessons                                     | Same as in other Lessons  | 2                  |  |  |  |  |   |

## FORM FIVE CLASS

| Contextual Framework   |  | Competent Acting (Functioning) |  | Resources         |            |  |                   |   |                          |                          |                          | Duration (Periods) |
|------------------------|--|--------------------------------|--|-------------------|------------|--|-------------------|---|--------------------------|--------------------------|--------------------------|--------------------|
| Family of Situations   | Examples of Situations   | Category of Actions            | Examples of Actions  | Topic             | Sub-topics | Essential Knowledge  |                   | Skills (Aptitudes)  | Values & Attitudes       | Other Resources          | Methods & Techniques     |                    |
|                        |  |                                |  |                   |            | Lessons  | Notions/ Concepts |   |                          |                          |                          |                    |
| Management of finances | -Money hoarding<br>-Counterfeiting (money laundering)<br>-High cost of living<br>-Foreign reserves | -Better management of finances | -Restructure and control financial institutions<br>-Use new forms of money<br>- Denounce counterfeiting<br>- Encourage consumption of home-made products | Money and Banking | Banking    | <b>Practical work 3:Credit creation by commercial banks in Cameroon</b><br>- <b>Theoretical basis:</b> Recall of definition and formulae of cash ratio and liquidity ratio.<br>Identify the ways by which commercial banks create credit<br>- <b>Practical exercises&amp; Contextualisation with life situations:</b> Illustrate the credit creation process by commercial banks using concrete data of Cameroon.<br>- Limitations of commercial banks to create credit<br><b>NB:</b> Debate on the problems faced by commercial banks in Cameroon |                   |   |                          |                          |                          | 2                  |
|                        |  |                                |  |                   |            | <b>9-The central bank:</b><br>-Definition, characteristics and functions<br>-Instruments and reasons for the control of money supply by the central bank   | -Central bank     | -Define<br>-Identify the characteristics and functions of a central bank<br>-Explain the reasons for the control of money supply by the central bank<br>-Identify and describe the instruments of monetary policy | Same as in other Lessons | Same as in other Lessons | Same as in other Lessons | 2                  |
|                        |  |                                |  |                   |            | <b>Guided work 1:</b> Case study of BEAC as a central bank<br><b>NB:</b> Enquiry on the organisational structure, functions, regulatory and control organs of BEAC.<br>Restitution in class, debates and harmonisation   |                   |   |                          |                          |                          | 1                  |
|                        |  |                                |  |                   |            | <b>Further studies 2: Other financial institutions in Cameroon</b><br>-Micro financial institutions(Credit unions, or Cooperative banks)<br>-Building societies(Credit Foncier or Housing loan fund)<br>-The stock exchange (Douala Stock exchange)<br>Present the aims, mode of functioning and importance  |                   |   |                          |                          |                          | 1                  |

## FORM FIVE CLASS

## MODULE 2

**TITLE OF MODULE:** Management of public finance

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 10

**PRESENTATION OF THE MODULE:** This module presents the sources of public revenue and the various ways the government spends her revenue.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module initiates the learner to the use of the budget as a management tool of the economy.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module contributes to a rational use of resources in the development of his/her locality.

| Contextual Framework   |  | Competent Acting (Functioning) |   | Resources      |            |   |                              |   |   |  |  | Duration (Periods) |
|------------------------|--|--------------------------------|---|----------------|------------|---|------------------------------|---|---|--|--|--------------------|
| Family of Situations   | Examples of situations   | Category of Actions            | Examples of Actions   | Topic          | Sub-topics | Lessons   | Notions/ Concepts            | Skills (Aptitudes)  | Values & Attitudes                              | Other Resources  | Methods & Techniques   |                    |
| Management of finances | -Income inequality<br>-Deadweight investments<br>-Tax evasion<br>-Tax avoidance<br>-Poor budgeting<br>-Embezzlement<br>-Indebtedness<br>-Fraud<br>-Narrow tax base<br>-High tax rate | Better management of finances  | -Pay taxes regularly<br>-Control public expenditures<br>-Introduce an efficient tax system<br>-Fight embezzlement and fraud | Public finance |            | <b>10-Definition of public finance:</b><br>-Definition<br>-Sources of government revenue<br>-Components of government expenditure<br>-Objectives of the government expenditure  | -Public finance              | -Define<br>-Identify the sources of government revenue<br>-Identify the components of government expenditure<br>-Explain the reasons for government expenditure                       | Sense of Observation<br>Curiosity<br>Patriotism | -Charts<br>-Iconographic Documents<br>-Extracts<br>-Pictures | -Brainstorming<br>-Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>-Enquiry | 1                  |
|                        |  |                                |   |                | The budget | <b>11-The budget:</b><br>-Definition<br>-Types of budget<br>-Reasons for adopting the various types of budget(fiscal policy)  | -Budget                      | -Define<br>-Identify types of budget<br>-Explain the reasons for adopting the various types of budget   |   |  |  | 1                  |
|                        |  |                                |   |                | Taxation   | <b>12- Definition of taxation:</b><br>-Definition of a tax, tax base and tax rate<br>-Reasons for taxation<br>-Qualities(cannons) of a good tax   | -Taxation                    | -Define<br>-Explain the reasons for taxation<br>-Identify qualities of a good tax   |   |  |  | 1                  |
|                        |  |                                |   |                |            | <b>13- Types of taxes:</b><br>-Direct taxes(Definition, examples, reasons why government imposes direct taxes, advantages and disadvantages)<br>- Indirect taxes(Definition, examples, reasons why government imposes indirect taxes, advantages and disadvantages) | -Direct tax<br>-Indirect tax | -Define direct and indirect taxes giving examples of each<br>-Explain the reasons for imposing the different types of taxes<br>-Present the advantages and disadvantages of each type |   |  |  | 2                  |



## FORM FIVE CLASS

| Contextual Framework   |  | Competent Acting (Functioning) |   | Resources      |               |   |  |  |                          |                          |                          | Duration (Periods) |
|------------------------|--|--------------------------------|---|----------------|---------------|---|--|--|--------------------------|--------------------------|--------------------------|--------------------|
| Family of Situations   | Examples of situations   | Category of Actions            | Examples of Actions   | Topic          | Sub-topics    | Essential Knowledge   |  | Skills (Aptitudes)   | Values & Attitudes       | Other Resources          | Methods & Techniques     |                    |
|                        |  |                                |   |                |               | Lessons   | Notions/ Concepts                          |  |                          |                          |                          |                    |
| Management of finances | -Income inequality<br>-Deadweight investments<br>-Tax evasion<br>-Tax avoidance<br>-Poor budgeting<br>-Embezzlement<br>-Indebtedness<br>-Fraud | Better management of finances  | -Pay taxes regularly<br>-Control public expenditures<br>-Introduce an efficient tax system<br>-Fight embezzlement and fraud | Public finance | Taxation      | <b>Practical work 4: The structure of taxation</b><br>- <b>Theoretical basis:</b> Recall of definition and formula of tax rate<br>-Define progressive, regressive and proportional tax<br>- <b>Practical exercises:</b> From data provided on the different taxation structure, calculate the various tax rates and represent them graphically.<br><b>Contextualisation with life situations:</b> Give examples of the different taxation structures practiced in Cameroon<br>Discuss on the advantages and disadvantages of each taxation structure. |  |  |                          |                          |                          | 2                  |
|                        |  |                                |   |                |               | <b>14-The effects of taxation:</b><br>-The positive and negative consequences of taxation<br>-The impact and incidence of a tax   | -Impact of a tax<br>- Incidence of a tax   | -Identify the positive and negative effects of taxation<br>-Distinguish between the impact of a tax and the incidence of a tax   | Same as in other Lessons | Same as in other Lessons | Same as in other Lessons | 1                  |
|                        |  |                                |   |                |               | <b>Further studies 3: Problems of Budgetary realisation in Cameroon</b><br>Identify problems encountered, consequences and solutions  |  |  |                          |                          |                          | 1                  |
|                        |  |                                |   |                | National debt | <b>15-The Public(or National) debt:</b><br>-Definition<br>-Components of national debt<br>-Reasons why government borrows<br>-The burden of national debt   | -National debt<br>-Burden of national debt | -Define<br>-Identify the components of national debt<br>-Distinguish between internal and external debt<br>-Explain the reasons why government borrows<br>- Define the burden of national debt and identify the factors influencing it | Same as in other Lessons | Same as in other Lessons | Same as in other Lessons | 1                  |



## FORM FIVE CLASS

## MODULE 3

**TITLE OF MODULE:** Promotion of international trade and cooperation

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 15

**PRESENTATION OF THE MODULE:** This module presents the principles of international trade and role of international economic institutions and regional groupings.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module builds in the learner the aptitudes and attitudes to adopt in the face of the global economy.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module permits the learner to be able to contribute in enhancing the competitiveness of the Cameroon economy.

| Contextual Framework                   |  | Competent Acting (Functioning)   |   | Resources           |   |   |  |   |                          |  |   | Duration (Periods) |
|--|--|--|---|---------------------|---|---|--|---|--------------------------|--|---|--------------------|
| Family of Situations                   | Examples of situations   | Category of Actions  | Examples of Actions   | Topic               | Sub-topics                                  | Lessons   | Notions/ Concepts  | Skills (Aptitudes)  | Values & Attitudes       | Other Resources  | Methods & Techniques  |                    |
| Interaction with the rest of the world | -Low export earnings<br>-Influx of foreign goods<br>-Capital flight<br>-Smuggling<br>-Dumping<br>- Globalization<br>-Artificial international division of labour | -Enhance the competitiveness of Cameroon economy<br>-Promote economic cooperation with other international institutions and regional groupings | -Encourage transformation of raw material before exportation<br>-Consume home produce goods<br>-Fight against capital flight<br>-Fight against the importation of contraband goods.<br>-Participate in international trade fairs<br>-Protect the home economy<br>-Join regional and international groupings | International trade | Definition of international trade           | <b>16-Definition of international trade:</b><br>-Meaning<br>-Differences between internal and external trade<br>-Types-Bilateral and multilateral trade<br>-Reasons for international trade   | - International trade<br>- Bilateral trade<br>- Multilateral trade | -Define<br>-Distinguish between internal and external trade<br>-Identify the types of international trade<br>-Explain the reasons for international trade | -Sense of<br>-Curiosity  | -Charts<br>-Iconographic Documents<br>-Extracts<br>-Pictures | -Brainstorming<br>- Analysis of iconographic documents and Extracts<br>-Reading and analysis of other documents | 1                  |
|  |  |  |   |                     | Why countries engage in international trade | <b>Practical work 5: Theories of international trade</b><br><b>-Theoretical basis:-</b> Recall the concept of specialization and calculation of domestic opportunity cost ratio<br><b>-State assumptions;</b><br><b>-Practical exercises:</b><br><b>A- Absolute cost advantages</b><br>-Use tables to present output of countries before and after specialisation<br>-Derive the law of absolute advantage<br><b>B- Comparative cost advantage</b><br>-Use tables to present output of countries before ,complete and partial specialisation<br>-Derive the law of comparative advantage<br>- Advantages and disadvantages of international trade |  |   |                          |  |   | 3                  |
|  |  |  |   |                     |   | <b>17-International trade restrictions:</b><br>-Forms of restriction on international trade<br>-Arguments for and against trade restriction   | Trade  | -Identify the forms of restriction on international trade<br>-Present arguments for and against trade restriction   | Same as in other Lessons | Same as in other Lessons                                     | Same as in other Lessons  | 1                  |

## FORM FIVE CLASS

| Contextual Framework                   |   | Competent Acting (Functioning)   |   | Resources           |   |   |   |  |                          |                          |                          | Duration (Periods) |
|--|---|--|---|---------------------|---|---|---|--|--------------------------|--------------------------|--------------------------|--------------------|
| Family of Situations                   | Examples of situations  | Category of Actions  | Examples of Actions   | Topic               | Sub-topics                                  | Lessons   | Notions/ Concepts   | Skills (Aptitudes)   | Values & Attitudes       | Other Resources          | Methods & Techniques     |                    |
| Interaction with the rest of the world | -Low export earnings<br>-Influx of foreign goods<br>-Capital flight<br>-Smuggling<br>-Dumping<br>-Globalization | -Enhance the competitiveness of Cameroon economy<br>-Promote economic cooperation with other international institutions and regional groupings | -Encourage transformation of raw materials before exportation<br>-Consume home produce goods<br>-Flight against capital flight<br>-Fight against the importation of contraband goods.<br>-Participate in international trade fairs<br>-Protect the home economy<br>-Join regional and international groupings | International trade | Why countries engage in international trade | <b>Practical work 6: Terms of trade</b><br><b>-Theoretical basis:-</b> Recall of definition and formula<br><b>- Practical exercises&amp; contextualisation with life situations:</b> Calculate terms of trade with concrete data of Cameroon.<br>-Distinguish between favourable,balanced and unfavourable terms of trade<br>-Identify the causes of a change in terms of trade |   |  |                          |                          |                          | 1                  |
|  |   |  |   |                     | Balance of payments                         | <b>18-Structure of the balance of payments:</b><br>-Definition of Balance of payments<br>-Components(Current account, capital account and official financing)<br>-Balance for official financing and its interpretation   | -Visible balance<br>-Invisible balance<br>-Current account balance<br>-Balancing item | -Define<br>-Identify, classify and explain the different components of BOP<br>-Interpret values of balance for official financing  | Same as in other Lessons | Same as in other Lessons | Same as in other Lessons | 1                  |
|  |   |  |   |                     |   | <b>Practical work 7 : Balance of payments</b><br><b>-Theoretical basis:-</b> Recall of definition (balance of trade, current account balance, capital balance, balancing item)<br><b>Practical exercises&amp; contextualisation with life situations:</b> Calculate BOP with concrete data of Cameroon.   |   |  |                          |                          |                          | 1                  |
|  |   |  |   |                     |   | <b>19- Disequilibrium in the Balance of payments:</b><br>-Balance of payments deficit<br>-meaning,causes,effects and measures to correct BOP deficit<br>-Balance of payments surplus-<br>meaning,causes,effects and measures to correct BOP surplus   | -Devaluation<br>-Revaluation  | -Define balance of payments deficit and surplus<br>- Identify the causes and effects of BOP deficit and surplus<br>-Identify and explain the measures to correct BOP deficit and surplus | Same as in other Lessons | Same as in other Lessons | Same as in other Lessons | 1                  |
|  |   |  |   |                     |   | <b>Further studies 4: Improving Cameroon's Balance of payments position</b><br>Identify problems encountered, consequences and solutions  |   |  |                          |                          |                          | 1                  |

## FORM FIVE CLASS

| Contextual Framework                   |   | Competent Acting (Functioning)   |   | Resources           |                |   |   |   |                                       |   |   | Duration (Periods)  |
|--|---|--|---|---------------------|----------------|---|---|---|---------------------------------------|---|---|---|
| Family of Situations                   | Examples of situations  | Category of Actions  | Examples of Actions   | Topic               | Sub-topics     | Lessons   | Notions/ Concepts   | Skills (Aptitudes)  | Values & Attitudes                    | Other Resources   | Methods & Techniques  |   |
|  |   |  |   |                     |                |   |   |   |                                       |   |   |   |
| Interaction with the rest of the world | -Low export earnings<br>-Influx of foreign goods<br>-Capital flight<br>-Smuggling<br>-Dumping<br>-Globalization<br>-Fluctuations in exchange rate | -Enhance the competitiveness of Cameroon economy<br>-Promote economic cooperation with other international institutions and regional groupings | -Encourage transformation of raw materials before exportation<br>-Consume home produce goods<br>-Flight against capital flight<br>-Fight against the importation of contraband goods.<br>-Participate in international trade fairs<br>-Protect the home economy<br>-Join regional and international groupings | International trade | Exchange Rates | <b>20-Definition of exchange rate:</b><br>-Meaning<br>-Types of exchange rate- fixed, flexible and managed exchange rates<br>-Advantages and disadvantages of each    | -Exchange rate  | -Define<br>-Identify and explain the different types of exchange rate regime<br>-Present the advantages and disadvantages of each | - Sense of Observation<br>- Curiosity | -Charts<br>-Iconographic Documents<br>- Extracts<br>-Pictures   | - Brainstorming<br>- Analysis of iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1   |
|  |   |  |   |                     |                | <b>21-Adjusting the exchange rate in a fixed exchange rate regime:</b><br>-Devaluation of a currency<br>-Revaluation of a currency (definitions, reasons and effects) |   | -Define, explain the reasons and identify the effects of devaluation and revaluation  |                                       |   |   | 1   |
|  |   |  |   |                     |                | International economic Institutions and regional groupings  | <b>22-International economic Institutions and regional groupings:</b><br>-CEMAC,ECCAS, ECOWAS, IMF,World Bank, Franc Zone, World Trade Organisation (Meaning,members, function) | -Regional groupings   |                                       |   |   | -Define<br>-Identify the members and describe the functions of eachinternatio<br>nal economic institution and regional grouping |
|  |   |  |   |                     |                |   |   |   | Globalisation                         | <b>Further studies 5: Globalisation</b><br>Manifestations ,participation/adaptation, advantages and disadvantages |   |   |

## FORM FIVE CLASS

## MODULE 4

**TITLE OF MODULE:** National income accounting

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:** 6

**PRESENTATION OF THE MODULE:** This module introduces the learner to the different methods of national income measurement and to the circular flow of income.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to have an understanding of the various ways of measuring the level of economic activity and the challenges encountered.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** It helps the learner to understand the importance of presenting reliable statistics on economic activities carried out within his/her locality.

| Contextual Framework          |  | Competent Acting (Functioning)         |   | Resources       |   |   |                   |   |                                     |  |  | Duration (Periods) |
|-------------------------------|--|--|---|-----------------|---|---|-------------------|---|-------------------------------------|--|--|--------------------|
| Family of Situations          | Examples of situations   | Category of Actions                    | Examples of Actions   | Topic           | Sub-topics                                  | Lessons   | Notions/ Concepts | Skills (Aptitudes)  | Values & Attitudes                  | Other Resources  | Methods & Techniques   |                    |
| Management of National income | -Low national income<br>-Black economy<br>- Disparities in National income<br>-Problems of measuring and comparing living standards<br>-Low living standards | -Increase the level of national income | -Denounce underground activities<br>- Promote investments<br>-Regulate underground activities<br>-Redistribute income | National Income | Definition of national income               | <b>23-Definition of national income:</b><br>-Meaning of national income<br>-Components of national income(GDP,GNP and NNP)<br>-Measurement of national income-Output, Income and expenditure approaches<br>- Factors determining national income  | -National income  | -Define<br>-Identify the components of national income<br>-Present the different ways of measuring national income<br>-Identify and explain the factors determining national income | -Sense of Observation<br>-Curiosity | -Charts<br>-Iconographic Documents<br>-Extracts<br>-Pictures | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 2                  |
|                               |  |  |   |                 |   | <b>Practical work 8 :Measurement of national income</b><br><b>-Theoretical basis:</b> Recall of the different methods of measuring national income<br><b>-Practical exercises&amp; Contextualisation with life situations:</b> Calculations of national income using the three methods with concrete data of Cameroon.  |                   |   |                                     |  |  | 1                  |
|                               |  |  |   |                 |   | <b>Directed ( Guided ) Work 2: Problems of measuring national income</b><br>-Identify and explain with examples the problems encountered in measuring national income.<br>-Prescribe measures to be taken to render national income statistics more reliable<br>- Identify the uses of national income statistics.<br>NB: THE METHOD SHOULD BE ENQUIRY & RESTITUTION IN CLASS |                   |   |                                     |  |  | 1                  |
|                               |  |  |   |                 | Introduction to the circular flow of income | <b>24-Introduction to the circular flow of income:</b><br>-Definition of consumption, saving and investment<br>-A simplified form of the economic circuit   | -Circular flow    | -Define consumption, saving and investment<br>-Sketch and describe a simplified form of the economic circuit  | Same as in other Lessons            | Same as in other Lessons                                     | Same as in other Lessons   | 2                  |

## FORM FIVE CLASS

## MODULE 5

**TITLE OF MODULE:** Fight against underdevelopment and unemployment

**NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 16**

**PRESENTATION OF THE MODULE:** This module presents the economic and social consequences underdevelopment and unemployment. It also presents the role and challenges of agriculture and industrialisation in Cameroon as well as the reasons and forms of state intervention in the economy.

**CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module develops in the learner the ability to identify the causes of underdevelopment and unemployment and the measures taken to fight against them.

**CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module contributes to the promotion of employment, economic growth and development of Cameroon.

| Contextual Framework |   | Competent Acting (Functioning) |   | Resources                       |                      |   |   |   |                                       |   |  | Duration (Periods) |
|----------------------|---|--------------------------------|---|---------------------------------|----------------------|---|---|---|---------------------------------------|---|--|--------------------|
| Family of Situations | Examples of situations  | Category of Actions            | Examples of Actions   | Topic                           | Sub-topics           | Lessons   | Notions/ Concepts   | Skills (Aptitudes)  | Values & Attitudes                    | Other Resources   | Methods & Techniques   |                    |
| Poverty              | -Low Economic growth and development<br>-High rate of unemployment<br>- Brain drain<br>-Fall in agricultural output<br>-Low industrialisation<br>- Over exploitation of the environment<br>-Exhaustion of resources | Poverty alleviation            | - Promote Economic growth and Development<br>-Fight against unemployment<br>- Develop Agriculture and industrialization | Economic development            | Economic development | <b>25-Economic development:</b><br>-Meaning<br>-Criteria for classification of economies into developed and developing ;<br>-Characteristics of developing economies<br>-Characteristics of developed economies | - Economic development<br>-Developed economies<br>-Developing economies | -Define<br>-Identify the criteria for classification<br>-Identify the characteristics of developing and developed economies   | - Sense of Observation<br>- Curiosity | -Charts<br>-Iconographic Documents<br>- Extracts<br>-Pictures | -Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1                  |
|                      |   |                                |   |                                 |                      | <b>Directed ( Guided ) Work 3:Problems of economic development in Cameroon</b><br><b>NB:</b> Enquiry on the problems of economic development in Cameroon (identification of obstacles, solutions and measures ) |   |   |                                       |   |  | 1                  |
|                      |   |                                |   | Economic development and Growth | Economic growth      | <b>26-Economic growth:</b><br>-Meaning, factors, advantages and disadvantages<br>-Distinction between Economic growth and Economic development.<br>-Economic planning in Cameroon                               | -Economic growth<br>-Production possibility curve                       | -Define<br>-Use the PPC to Illustrate Economic growth<br>-Identify the factors influencing economic growth<br>-Identify and explain the advantages and disadvantages of economic growth<br>- Distinguish between economic development and growth<br>-Explain the concept of Economic planning and relate it to Cameroon | Same as in other Lessons              | Same as in other Lessons                                      | Same as in other Lessons   | 2                  |

## FORM FIVE CLASS

| Contextual Framework |   | Competent Acting (Functioning) |   | Resources                         |            |   |                   |  |                                       |   |   | Duration (Periods) |
|----------------------|---|--------------------------------|---|-----------------------------------|------------|---|-------------------|--|---------------------------------------|---|---|--------------------|
| Family of Situations | Examples of situations  | Category of Actions            | Examples of Actions   | Topic                             | Sub-topics | Essential Knowledge   |                   | Skills (Aptitudes)   | Values & Attitudes                    | Other Resources   | Methods & Techniques  |                    |
|                      |   |                                |   |                                   |            | Lessons   | Notions/ Concepts |  |                                       |   |   |                    |
| Poverty              | -Low Economic growth and development<br>-High rate of unemployment<br>- Brain drain<br>-Fall in agricultural output<br>-Low industrialisation<br>- Over exploitation of the environment | Poverty alleviation            | - Promote Economic growth and Development<br>-Fight against unemployment<br>- Develop Agriculture and industrialization | Agriculture and Industrialisation |            | Further Study 6:Agriculture in Cameroon<br>-Meaning<br>-Structure of agriculture in Cameroon(Subsistence, plantation and small holders)<br>-Importance of Agriculture to the economy of Cameroon<br>-Problems of agriculture in Cameroon and possible solutions<br>-Government intervention in Agriculture in Cameroon  |                   |  |                                       |   | 3   |                    |
|                      |   |                                |   |                                   |            | Further Study 7: Industrialisation in Cameroon<br>(Meaning, structure and role of industrialization in Cameroon)<br>-Problems and possible solutions of industrialization in Cameroon   |                   |  |                                       |   | 2   |                    |
|                      |   |                                |   | State intervention in our society |            | 27-State intervention in the economy<br>-Reasons for state intervention<br>-Ways of state intervention (direct and indirect)<br>-Forms of direct intervention (Participation in industries, planning, regulations governing private enterprises, prices, weights and measures, minimum wage legislation, research and development, trade fairs and exhibitions, location of industries)<br>-Forms of indirect intervention ( Government policies on taxation, income distribution employment and to curb inflation) |                   | -Identify and explain the reasons for state intervention<br>-Identify and describe the various forms of direct and indirect intervention | - Sense of Observation<br>- Curiosity | -Charts<br>-Iconographic Documents<br>- Extracts<br>-Pictures | - Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 3                  |

## FORM FIVE CLASS

| Contextual Framework |   | Competent Acting (Functioning) |   | Resources   |            |   |                   |   |                                       |  |   | Duration (Periods) |
|----------------------|---|--------------------------------|---|---|------------|---|-------------------|---|---------------------------------------|--|---|--------------------|
| Family of Situations | Examples of situations  | Category of Actions            | Examples of Actions   | Essential Knowledge   |            |   | Notions/ Concepts | Skills (Aptitudes)  | Values & Attitudes                    | Other Resources  | Methods & Techniques  |                    |
|                      |   |                                |   | Topic   | Sub-topics | Lessons   |                   |   |                                       |  |   |                    |
| Poverty              | -Low Economic growth and development<br>-High rate of unemployment<br>- Brain drain<br>-Fall in agricultural output<br>-Low industrialisation<br>- Over exploitation of the environment | Poverty alleviation            | - Promote Economic growth and Development<br>-Fight against unemployment<br>- Develop Agriculture and industrialization | Economic fluctuations   |            | <b>28-Economic fluctuations:</b><br>-Meaning of trade cycle<br>-Illustration and characteristics  | -Trade cycle      | -Define<br>-Identify the phases of the trade cycle and their characteristics  | - Sense of Observation<br>- Curiosity | -Charts<br>-Iconographic Documents<br>- Extracts<br>- Pictures | - Brainstorming<br>- Analysis of Iconographic documents and Extracts<br>-Reading and analysis of other documents<br>- Enquiry | 1                  |
|                      |   |                                |   | Full employment and unemployment  |            | <b>29-Full employment and unemployment:</b><br>-Meaning of full employment<br>-Meaning of unemployment<br>-Types, causes and remedies of unemployment | -Full employment  | -Define full employment and unemployment<br>-Identify the different types of unemployment<br>- Identify the causes of each type of unemployment<br>-Propose remedies to each type of unemployment |                                       |  |   | 2                  |
|                      |   |                                |   | <b>Directed ( Guided ) Work 4:Problems of unemployment in Cameroon</b><br><b>NB:</b> Enquiry on the problems of unemployment in Cameroon(identification of causes, solutions and measures ) |            |   |                   |   |                                       |  |   | 1                  |



**Article 2:** The syllabus presented in article one here above shall be implemented as from the beginning of the 2016-2017 school year;

**Article 3:** All previous provisions repugnant hereto are hereby repealed;

**Article 4:** Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, - 9 DEC 2014

THE MINISTER OF SECONDARY EDUCATION

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