

# MINISTRY OF EDUCATION



Republic of Ghana

## TEACHING SYLLABUS FOR ECONOMICS (SENIOR HIGH SCHOOL 1- 3)

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September, 2010

## **RATIONALE FOR TEACHING ECONOMICS**

People, as well as, countries have the need for more and better quality goods and services such as better food, clothing, housing, schooling, hospital care and entertainment. These goods and services can only be obtained by the use of resources such as Land, Labour, Capital and Entrepreneurship which are scarce relative to the demand for them, and which, therefore, need to be managed. Economics, indeed, is the study of the management of relatively scarce resources for satisfying the needs of individuals, organizations and countries.

As a practical subject, Economics helps to provide an effective framework for individuals, firms and governments to identify their basic economic problems, and make necessary decisions and policies for raising the living standards of people and societies. Indeed, the study of Economics helps the individual to develop skills for managing his/her economic resources efficiently both in the family and in business. The course further equips students with the basic tools required for further studies in the subject.

## **GENERAL AIMS**

The syllabus is designed to help students to:

1. Acquire basic economic concepts, principles and tools for economic analysis.
2. Acquire greater understanding of the roles of consumers, businesses and governments in economic development.
3. Develop the ability to analyze the structure, and functions of commercial, agricultural, industrial and financial institutions.
4. Appreciate the economic development policies and strategies of the government and their inherent problems.
5. Understand the relationship between the Ghanaian economy and external economies in respect of trade and integration.

## **SCOPE OF CONTENT**

The course covers the concepts and general principles of Economics at both the micro and macro levels. It provides adequate knowledge for economic deliberations and analysis of economic issues by students who will terminate their education at the SHS level. It also provides sound foundation for those who will wish to further their studies in Economics.

## **PRE-REQUISITE SKILLS AND ALLIED SUBJECTS**

Core Mathematics is a necessary pre-requisite for the study of Economics. For students who will undertake advanced studies, Elective Mathematics will be very useful. Also, subjects such as Geography, Agriculture and Social Studies enhance the study of Economics and they provide a useful background and deeper insights.

## **ORGANIZATION OF THE SYLLABUS**

The syllabus has been designed to cover three years of Senior High Secondary School Programme. Each year's work is divided into a number of sections and a number of units for each section.

The syllabus has been structured into a total of 18 main sections as follows:

**YEAR 1**

- SECTIONS
- 1: Fundamental Concepts of Economics.
  - 2: Factors of Production (Kinds of Resources or Inputs).
  - 3: Economic Systems (Economies).
  - 4: Price Theory (Demand).
  - 5: Price Theory (Supply).

**YEAR 2**

- SECTIONS
- 1: The Theory of Production
  - 2: Prices of Factors of Production.
  - 3: The Theory of Costs and Revenue.
  - 4: Distributive Trade.
  - 5: The Theory of Consumer Behaviour.
  - 6: The National Income Accounting and Determination.
  - 7: Agriculture and Industry.

**YEAR 3**

- SECTIONS
- 1: Money and Financial Institutions.
  - 2: Public Finance.
  - 3: International Trade and Economic Development.
  - 4: Economic Cooperation.
  - 5: Economic Development Planning
  - 6: Contemporary Economic Issues

The Sections and Unit Topics for the three-year course are as follows:

**STRUCTURE AND ORGANIZATION OF THE SYLLABUS**

YEAR 1	YEAR 2	YEAR 3
<p><b>SECTION 1: FUNDAMENTAL CONCEPTS IN ECONOMICS</b></p> <p>Unit 1: Introductory Concepts in Economics            Unit 2: Scope of Economic Activity            Unit 3: Tools of Economic Analysis</p>	<p><b>SECTION 1: THE THEORY OF PRODUCTION</b></p> <p>Unit 1: Production and Productivity            Unit 2: Time Periods in Production; Returns to an Input; Returns to Scale            Unit 3: Location and Localisation (Concentration) of Industries            Unit 4: Specialization and Division of Labour            Unit 5: Labour Intensive &amp; Capital Intensive Methods of Production            Unit 6: The Concept of Appropriate Technology in the LDCs</p>	<p><b>SECTION 1: MONEY AND FINANCIAL INSTITUTIONS</b></p> <p>Unit 1: Money            Unit 2: Characteristics of Good Money; Functions and Forms on Money in a Modern Economy            Unit 3: Supply of and Demand for Money; Meaning and Determinants            Unit 4: The Value of Money            Unit 5: Financial Institutions            Unit 6: Banking Institutions            Unit 7: Inflation-Meaning; Types; Causes and Control.</p>
<p><b>SECTION 2: FACTORS OF PRODUCTION (KINDS OF RESOURCES OR INPUTS)</b></p> <p>Unit 1: Land            Unit 2: Labour            Unit 3: Trade Unions and Other Related Concepts.            Unit 4: Population            Unit 5: Capital            Unit 6: Entrepreneurship / Enterprise</p>	<p><b>SECTION 2: PRICES OF FACTORS OF PRODUCTION</b></p> <p>Unit 1: Factors Determining Demand for a Factor of Production            Unit 2: Factors Determining Supply of a Factor of Production</p>	<p><b>SECTION 2: PUBLIC FINANCE</b></p> <p>Unit 1: Government Activities            Unit 2: Categories of Government Expenditures            Unit 3: Effects of Government Expenditure            Unit 4: Public/Government Revenue            Unit 5: Taxation            Unit 6: The National Budget            Unit 7: The National Debt</p>

YEAR 1	YEAR 2	YEAR 3
<p><b>SECTION 3: ECONOMIC SYSTEMS (ECONOMIES)</b></p> <p>Unit 1: Types; Functions; Advantages and Disadvantages Unit 2: Unemployment</p>	<p><b>SECTION 3: THE THEORY OF COSTS AND REVENUE</b></p> <p>Unit 1: The Concept of Cost of Production Unit 2: Cost Concepts in Production Unit 3: Economies and Diseconomies of Scale Unit 4: Revenue Concepts Unit 5: The Concept of a Market and Market Structures Unit 6: Objectives of Firms and the Concepts of an Equilibrium of a firm and of an Industry Unit 7: Price Discrimination</p>	<p><b>SECTION 3: INTERNATIONAL TRADE AND ECONOMIC DEVELOPMENT</b></p> <p>Unit 1: Domestic Trade and International Trade: Differences Unit 2: Reasons for International Trade Unit 3: Some Concepts of International Trade Unit 4: Problems of the LDCs and Their Solutions Unit 5: Arguments Against and For Free Trade Unit 6: Composition and Direction of External Trade of West African Countries Unit 7: Exchange Rates and their Determinants</p>
<p><b>SECTION 4: PRICE THEORY (DEMAND)</b></p> <p>Unit 1: The Concept of Price and Importance of Prices Unit 2: The Concept of Demand and the Law of Demand Unit 3: Types of Demand Unit 4: Factors Determining Demand Unit 5: The Concept and Types of Elasticity of Demand Unit 6: Factors Affecting Own Price Elasticity of Demand</p>	<p><b>SECTION 4: DISTRIBUTIVE TRADE</b></p> <p>Unit 1: Methods of Distribution Unit 2: Agencies and Channels of Distribution Unit 3: Problems of Internal Distribution</p>	<p><b>SECTION 4: ECONOMIC COOPERATION</b></p> <p>Unit 1: Different Forms of Economic Cooperation Unit 2: International Economic Organisations</p>
<p><b>SECTION 5: PRICE THEORY (SUPPLY)</b></p> <p>Unit 1: The Concept of Supply and the Law of Supply Unit 2: Types of Supply Unit 3: Factors Determining Supply Unit 4: The Concept of Elasticity of Supply and its Importance Unit 5: The Concept of an Equilibrium Price (price Determination) Unit 6: Introduction to Algebraic Equations of Demand and Supply and their solutions Unit 7: Price Controls ( Price Regulations)</p>	<p><b>SECTION 5: THE THEORY OF CONSUMER BEHAVIOUR</b></p> <p>Unit 1: Utility Concepts and the Law of Diminishing Marginal Utility Unit 2: The Equilibrium of a Consumer Unit 3: Substitution and Income Effects</p>	<p><b>SECTION 5: ECONOMIC DEVELOPMENT PLANNING</b></p> <p>Unit 1: Economic Development Planning</p>

YEAR 1	YEAR 2	YEAR 3
	<p><b>SECTION 6: THE NATIONAL INCOME ACCOUNTING AND DETERMINATION</b></p> <p>Unit 1: Concept and Measurement  Unit 2: Related Concepts of National Income  Unit 3: Level of Living and Standard of Living  Unit 4: Uses and Limitations of National Income  Unit 5: Aggregate Expenditure  Unit 6: Aggregate Expenditure Cont'd  Unit 7: The Multiplier Concept and Measurement  Unit 8: The Concept of Economic Growth and Economic Development</p> <p><b>SECTION 7: AGRICULTURE AND INDUSTRY</b></p> <p>Unit 1: Agriculture  Unit 2: Industrialisation</p>	<p><b>SECTION 6: CONTEMPORARY ECONOMIC ISSUES</b></p> <p>Unit 1: African Growth And Opportunity Act (AGOA)  Unit 2: New Partnership For Africa's Development (NEPAD)  Unit 3: Petroleum Economics</p>

### TIME ALLOCATION

Economics is allocated 6 periods a week, with 40 minutes for each period. Extra time should, however, be made available to adequately complete the syllabus in good time.

### SUGGESTIONS FOR TEACHING THE SYLLABUS

This syllabus is designed to embody concepts, principles and their applications in Economics. Teachers' attention is drawn to the quantitative aspects of the syllabus and the inclusion of new topics on contemporary economic issues.

#### General Objectives

General Objectives (learning outcomes) have been listed at the beginning of each section. The general objectives specify the skills and objectives students should acquire as a result of instruction in the units of a section. Read the general objectives very carefully before you plan teaching the sections. After teaching all the units of a section go back and read the general objectives again to be sure you have covered all the objectives adequately in the course of your teaching.

### Sections and Units

The syllabus has been planned in Sections and Units. Each year's work has been divided into sections and within each section are a number of units. A unit consists of a more related and homogeneous body of knowledge and skills.

Each section is structured into five columns: i) Units, ii) Specific Objectives, iii) Content, iv) Teaching and Learning Activities and v) Evaluation. A description of the contents of each column is as follows:

#### Column 1: Units

The units of column 1 are divisions of the major topics of the section. Teachers are advised to follow the unit topics sequentially as presented in the syllabus. However, teachers have the option to skip to another unit before coming back to the unit in the sequence if that encourages effective teaching and learning.

#### Column 2: Specific Objectives

Column 2 shows the specific objectives for each unit. The Specific Objectives are numbered with three digits such as 1.1.2. These numbers are referred to as "Syllabus Reference Numbers" (SRN's). The first digit refers to the Section; the second digit refers to the Unit, while the third digit refers to the rank order of the specific objective.

The specific objectives which are student-oriented indicate what the student will achieve at the end of each unit.

#### Column 3: Content

The content in column 3 presents a selected body of information that you will need to use in teaching the particular unit.

#### Column 4: Teaching and Learning Activities (T/LA)

Teaching and Learning Activities (T/LA) that will ensure maximum student participation in the lessons are presented in Column 4. The teacher must emphasize participatory teaching and learning. This implies that students should be encouraged to acquire the habit of analytical thinking, problem-solving attitudes and the capacity for applying their knowledge in dealing with economic issues both in and out of school.

The teacher is also encouraged to adopt other teaching and learning activities that will optimize student learning.

#### Column 5: Evaluation

Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises take the form of oral questions, quizzes, class assignments, essays, structured questions, data-response questions, project work, terminal tests, etc.

### **PROFILE DIMENSIONS**

A 'dimension' is a psychological unit for describing a particular learning behavior. More than one dimension constitutes a profile of dimensions. A specific objective such as follows: "The student will be able to describe....." etc., contains an action verb "describe" that indicates what the student will be able to do after teaching has taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. You will note that each of the specific objectives in this syllabus contains an "action verb" that describes the behavior the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis, etc. The importance of learning is to enable the student to apply knowledge, develop analytical skills and use knowledge in a variety of ways. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

In Economics the two profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	45%
Application of Knowledge	55%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. The focus of this syllabus is to get students not only to acquire knowledge but also to understand what they have learnt and apply them practically.

The explanation and key words involved in each of the dimensions are as follows:

### **Knowledge and Understanding (KU)**

- Knowledge**            The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
- Understanding**      The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

### **Application of Knowledge (AK)**

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behavior levels. These levels include application, analysis, creativity or innovation, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

- Application**        The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.
- Analysis**            The ability to break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc. Analytical ability underlies discriminatory thinking.
- Innovation/Creativity**    The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
- Evaluation**         The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

## FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, home work, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows an examination consisting of two papers, Paper 1 and Paper 2. School Based Assessment (SBA) has been added to the structure. Paper 1 will usually be an objective-type paper; Paper 2 will consist of data-response questions and structured questions; and the SBA will consist of an aggregation of marks over a number of assignments. The distribution of marks for the objective test items and the essay type questions in the two papers should be in line with the weights of the profile dimensions already indicated and as shown in the last column of the table below.

The West African Examinations Council (WAEC) generally sets about 50 objective test items at the WASSCE. Emulate this by developing an objective test paper that consists of 50 items. Paper 2 could consist of some data-response questions, and structured questions. In general, let students answer one of the data-questions (questions 1 and 2) in Paper 2A and four questions from a list of 3 – 10 questions in Paper 2B.

In the sample assessment structure presented on the next page, Paper 1 is marked out of 50; Paper 2A is marked out of 20 and Paper 2B is marked out of 80. The SBA is marked out of 65. The total marks for the examination is 215. Depending on the school’s examination and marking system, you could use a total mark convenient to the teacher and the school. Bear in mind of course, that using a different total mark will change the mark allocations for the test papers, etc.

The last row shows the weight of the marks allocated to each of the three test components. The two papers and the SBA are weighted differently. Paper 1, the objective test paper has a weight of 23% in the examination. Paper 2 is a more intellectually demanding paper and the two sections A and B are together weighted 46% of the total marks. Paper 2 especially Section B is designed to test more of “Application of knowledge”. The SBA is weighted 30% as required.

**DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS**

Dimensions	Paper 1 (Objective Paper)	Paper 2		SBA	Total Marks	% Weight of Dimensions
		Section A: Data Response	Section B: Essays			
Knowledge and Understanding	30	20	20	25	95	45
Application of Knowledge	20	-	60	40	120	55
<b>Total Marks</b>	<b>50</b>	<b>20</b>	<b>80</b>	<b>65</b>	<b>215</b>	-
<b>% Contribution of Exam Papers and SBA</b>	23	9	37	30	-	100

The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective papers.

The last but one column shows the total marks allocated to each of the dimensions. The numbers in this column are additions of the numbers in the cells and they agree with the profile dimension weights indicated in the last column. Of the total marks of 215, the 95 marks for Knowledge and Understanding is approximately equal to the profile dimension weight of 45%. The 120 marks for “Application of knowledge” is approximately to 55% of the total marks and the profile dimension weight.

### Item Bank

Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item bank. The term “item bank” is a general term for a pool of objective items, a pool of essay structured questions and data-response questions. As you teach the subject, try to write objective test items, structured questions and data-response questions to fit selected specific objectives which you consider important to be tested. Randomly select from the item bank to compose the test papers. Select with replacement. This means, as items/ questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items already needed in examinations may also be modified and stored in the item bank.

An important issue in the preparation for a major examination such as the WASSSCE, is the issue of test wiseness. To be testwise, means that the student knows the mechanics for taking a test. These mechanics include writing your index number and other particulars accurately and quickly on the answer paper; reading all questions before selecting the best questions to answer; apportioning equal time to each question or spending more time on questions that carry more marks; making notes on each question attempted before writing the answer, leaving extra time to read over one’s work; finally checking to see that the personal particulars supplied on the answer sheet are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the mechanics of test taking; because they are not test wise. Take your final year students through these necessary mechanics so that their performance in major examinations may not be flawed by the slightest weakness in test taking.

## **GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)**

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers’ marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. Projects may comprise the following:
  - i. Case Study
  - ii. Practical work

2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

## GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

## **LIST OF MAIN TOPICS ARRANGED YEAR BY YEAR**

### **YEAR 1**

#### **SECTION 1**

##### **FUNDAMENTAL CONCEPTS IN ECONOMICS**

UNIT 1: Introductory Concepts: Scarcity; Choice; Including Scale of Preference and Opportunity Cost; Definition of Economics.

UNIT 2: Scope of Economic Activity – Production and Distribution

- Classification of Economic Activity – Primary; Secondary; Tertiary and Their Inter-relationships.
- Contribution of the Sectors in Terms of Output/Income; Employment; Savings and Foreign Exchange.

UNIT 3: Tools of Economic Analysis – Tables; Graphs and Charts (Bar, Line and Pie Charts and Pictograms)

- Some Basic Statistical Measures: Arithmetic Mean; Median and Mode.

#### **SECTION 2**

##### **FACTORS OF PRODUCTION (KINDS OF RESOURCES OR INPUTS)**

UNIT 1: Land - Meaning; Characteristics; Importance and Problems of Land.

UNIT 2: Labour - Meaning (Mental and Physical Effort); Types (Skilled and Unskilled); Difference between the Labour Force and Supply of Labour; Factors Affecting Supply of Labour; Efficiency of Labour and Its Determinants.

UNIT 3: Trade Unions and Other Related Concepts:- Employers Associations, Government Policies and Their Effects on Labour Efficiency and Wage Rates; Mobility of Labour (Geographical and Occupational Mobility – Meaning and Factors)

UNIT 4: Population – Size and Measurement of Population (Census); Purposes and Problems of a Census; The Growth of Population (Birth Rate, Death Rate and Natural Growth Rate, Net Migration) Demographic Transition Theory; Meaning of Youthful and Ageing Population; Causes and Effects on the Economy. Malthusian Principle of Population Growth; Under population, Optimum Population and Overpopulation. Structure of Population (Age, Sex and Occupational Structure; Geographical Distribution of Population); Internal Migration (Rural-Urban, Rural – Rural, Urban – Urban, Urban – Rural); Causes, Problems and Remedies.

UNIT 5: Capital – Meaning, Types; Importance and Characteristics of Capital Assets; Sources of Capital: Internal:- Personal Savings, Government Savings; Business Savings, Loans. External:- Foreign Aid (Grants, Loans, Technical Aid); Portfolio Investments; Direct Investments; Joint Ventures and Loans. Reasons for Shortage of Capital in Less Developed Countries (LDCs).

UNIT 6: Entrepreneurship/Enterprise - Meaning; Importance (i.e. Functions); Reasons for the Shortage of Entrepreneurship in the LDCs; Reasons for Government Entrepreneurship; Problems of Government as an Entrepreneur in the LDCs. Types of Business Units for Mobilizing Resources (Sole Proprietorship; Partnership etc.); Features; Advantages and Disadvantages. Reasons for the Establishment and Failure of SOEs; Solutions to Their Problems; Including Privatization (Divestiture) and Commercialisation; Indigenisation and Nationalisation.

**SECTION 3**  
**ECONOMIC SYSTEMS (ECONOMIES)**

UNIT 1: Meaning; Criteria for Identifying Economic Systems; Types; Functions of Economic Systems (What to Produce; How to Produce etc); How the Functions are Performed Under the Various Economic Systems. Advantages and Disadvantages of the Various Economic Systems.

UNIT 2: Unemployment and Underemployment – Meanings; Types of Unemployment (Structural; Frictional Seasonal; etc); Causes and Remedies.

**SECTION 4**  
**PRICE THEORY (DEMAND)**

UNIT 1: i) Definition of Price; Importance of Prices to Producers and Consumers in Decision Making; ii) Other Methods of Determining Prices – Bargaining/Haggling/Higgling, Auctioning; Tender; iii) Determination of Prices of Goods and Services Under Free and Regulated Markets.

UNIT 2: Demand: Meaning of Demand and the Law of Demand; Demand Schedule and Curve;

UNIT 3: Types of Demand: Derived Demand; Composite Demand; Joint/Complementary Demand; Competitive Demand.

UNIT 4: Factors Determining the Demand for Goods and Services:-

(i) Price, (ii) Demand Conditions - (Prices of Other Commodities; Income; Tastes; Price Expectations etc.). The Difference Between a Change in Demand and a Change in Quantity Demanded; Exceptional Demand Curves; Reasons for Exceptional Demand Curves.

UNIT 5: The Concept of Elasticity of Demand. Types of Elasticity of Demand and Their Measurements: i) Price Elasticity of Demand, ii) Income Elasticity of Demand, iii) Cross Elasticity of Demand

UNIT 6: Factors Affecting Own Price Elasticity of Demand. Importance of the Various Types of Elasticity to Consumers, Producers and the Government.

**SECTION 5**  
**PRICE THEORY (SUPPLY)**

UNIT 1: Supply: Meaning of Supply and the Law of Supply; Supply Schedule and Curves; Exceptional Supply Curves; Reasons for Exceptional Supply Curves.

UNIT 2: Types of Supply – Composite, Complementary/Joint, Competitive.

UNIT 3: Factors Determining Supply: i) Price; ii) Conditions of Supply; (Input Prices, Technology; Prices of Other Commodities; Climatic Factors etc.) The Difference Between a Change In Supply and a Change in Quantity Supplied.

UNIT 4: Elasticity of Supply; Concept and Measurement; Factors Affecting Price Elasticity of Supply. Importance of Price Elasticity of Supply to Producers and Governments.

UNIT 5: Determination of Prices and Quantities and Changes in Them

UNIT 6: Introduction to Algebraic Equations on Demand and Supply and Their Solutions.

UNIT 7: Price Controls: (a) Maximum Price Control – Meaning and Problems (b) Minimum Price Control – Meaning and Problems.

**YEAR 2**  
**SECTION 1**  
**THE THEORY OF PRODUCTION**

UNIT 1: The Concept of Production and Productivity: – Meaning of Total Product (TP), Average Product (AP) and Marginal Product (MP); Factors Affecting Productivity in Agriculture and Industry.

UNIT 2: Time Periods in Production: – The Market Period; Short run, Long Run and the Longer Run (Secular Period). The Law of Diminishing Returns (the Law of Variable Proportions) Associated with the Short Run. Relationship Between MP, TP and AP. Economic and Uneconomic Stages of Production.

UNIT 3: The Scale of Production:- Meaning; Returns to Scale: – Increasing, Constant and Decreasing (Associated with the Long Run).

UNIT 4: Location of Industries: - Meaning; Factors Affecting Location of Industries; Reasons why Industries Tend to be Sited in Urban Areas; Reasons why Industries should be Sited in the Rural Areas. Localization (Concentration) of Industries: Meaning; Advantages and Disadvantages of Localization of Industries (External Economics and Diseconomies of Scale).

UNIT 5: Specialization and Division of Labour – Meanings, Advantages and Disadvantages.

UNIT 6: Labour Intensive and Capital Intensive Methods of Production (Choice Depends on Input Productivities and Prices)

UNIT 7: The Concept of Appropriate Technology in the LDCs.

**SECTION 2**  
**PRICES OF FACTORS OF PRODUCTION**

UNIT 1: (a) Factors Determining the Demand for a Factor of Production:

(i) Price of the Factor (ii) Demand Conditions of the Factor – Marginal Revenue Productivity (the Price of the Output and the Marginal Physical Product of the Factor). A Change in the Demand for a Factor of Production: Meaning; Graphical Representation.

UNIT 2: (b) Factors Determining the Supply of a Factor of Production;

(i) The Price of the Factor (ii) Supply Conditions (e.g. Conditions of Service; Period of Education); A Change in the Supply of a Factor of Production: Meaning; Graphical Representation.

**SECTION 3**  
**THE THEORY OF COSTS AND REVENUE**

UNIT 1: The Concept of Cost of Production:– Meaning; Difference between Private/Accounting Cost Including Explicit and Implicit Cost and Social/Opportunity Cost.

UNIT 2: Cost Concepts in Production – (a) Short-Run Costs – Fixed Cost, Variable Cost; Total Cost; Average Cost; Average Fixed Cost; Average Variable Cost and Marginal Cost. The Relationship between Them; Long-Run Costs; Internal Economies and Diseconomies in Agriculture and Industry (Technical, Managerial etc); Factors Determining the Size of Firms (e.g. Size of Market, Availability of Capital).

UNIT 3: Revenue Concepts – Average Revenue; Marginal Revenue and Total Revenue; Relationship between Them.

UNIT 4: Concept of a Market; Market Structures: - Characteristics of the Various Market Structures – (a) Perfect Competition (b) Monopoly (c) Imperfect Competition (Monopolistic Competition;). Their Advantages and Disadvantages. Sources of Monopoly Power; Control of Monopoly.

UNIT 5: Objectives of Firms (e.g. Profit Maximization; Increase in Size of Firm). Concept of the Equilibrium of a Firm. Short Run Equilibrium of the Firm Under the Various Market Structures. The Loss Minimising Firm. The Concept of an Equilibrium of an Industry.

UNIT 6: Price Discrimination – Meaning; Possibility; Profitability.

**SECTION 4**  
**DISTRIBUTIVE TRADE**

UNIT 1: Methods of Distribution: – Price System and Rationing and Their Problems.

UNIT 2: Agencies of Distribution: – Private; Government; Co-operatives. Channels of Distribution: – Producer; Wholesaler; Retailer. Functions of the Wholesaler to the Manufacturer and to the Retailer. Functions of the Retailer to the Consumer and the Wholesaler.

UNIT 3: Problems of Internal Distribution of Agricultural Produce and Industrial Products in Ghana and their Remedies.

**SECTION 5**  
**THE THEORY OF CONSUMER BEHAVIOUR**

UNIT 1: The Utility Concepts and the Law of Diminishing marginal Utility: – Marginal Utility; Average Utility and Total Utility and Their Relationships.

UNIT 2: The Concept of an Equilibrium of a Consumer. The Conditions for the Equilibrium of the Consumer:  
(a) The Case of a Single Commodity (Assumptions that (i) Utility is Measured in Utils (ii) Utility is Measured in Money Terms) (b) The Case of Two Commodities. The Paradox of Value. The Effect of a Change in Price on the Equilibrium of a Consumer. Why a Consumer Will Normally Buy More at a Lower Price. The Concept of Consumer Surplus – Use Marginal Utility Curve and the Demand Curve.

UNIT 3: The Concept of a Substitution Effect and an Income Effect of a Change in Price. (The Analysis of The Effects of a Change in Price on Consumer Equilibrium). Use Indifference Curves. (Note: The Properties of Indifference Curves need not be taught).

**SECTION 6**  
**THE NATIONAL INCOME ACCOUNTING AND DETERMINATION**

- UNIT 1: Concept of National Income; The Circular Flow of National Income; Measurement of National Income: Output/Product; Income and Expenditure Approaches and their Problems.
- UNIT 2: Gross Domestic Product (GDP) And Related Concepts; Gross National Product (GNP); Net National Product (NNP) and Their Relationships. Conversion of Nominal Income into Real Income (Deflating).
- UNIT 3: The Concept of the Level of Living and the Standard of Living. The Concept of Per Capita Income.
- UNIT 4: Use and Limitations of National Income Data as Basis for Inter-Temporal and International Comparison of Levels of Living. Other Uses of National Income Data.
- UNIT 5: Meaning And Importance, The Components of Total Expenditure, Consumption, The Consumption Function, The Shape of The Consumption Function, The Marginal Propensity to Consume (MPC), The savings function, The Shape of the savings function, The Marginal Propensity to Save (MPS)
- UNIT 6: Aggregate Expenditure Cont'd: Investment: Meaning; Autonomous and Induced and Their its Functions; (ii) Government Expenditure (iv) Net Exports: Meaning; Equilibrium National Income: Meaning; Graphical Representation (a) Total Income/total Expenditure Approach (b) Savings and Investment Approach. Changes in the Components of Aggregate Expenditure and Their Effects on Equilibrium National Income and Employment.
- UNIT 7: The Multiplier: Concept and Measurement. The Multiplier in Open and Closed Economies (with and Without Government Taxation).
- UNIT 8: The Concepts of Economic Growth and Economic Development; Features of the LDC's. Why some Countries Have Higher National Incomes than Others. Why Some Countries Have Higher National Income Growth Rates than Others.

**SECTION 7**  
**AGRICULTURE AND INDUSTRY**

- UNIT 1: Agriculture: Systems of Agriculture (Peasant; Commercial) and Their Relative Contribution to Food; Industrial Raw Materials; Employment; Foreign Exchange. Types of Agricultural Production in Ghana; e.g. Food Crops; Export Crops; Problems of Agriculture - e.g. i) Supply Problem, Such As Lack of Credit Facilities; ii) Demand Problem, Such As Transportation and Storage; Remedies. Importance of Agriculture to contribution to National Income, Foreign Exchange, Government Revenue, Industry and Food Supply.
- UNIT 2: Industrialisation: The Concept of Industrialisation; Meaning; Types - Cottage industries, Light Industries, Heavy Industries; Strategies of Industrialisation (Processing, Import Substitution, Export-led); Importance of Industrialisation (Contribution to National Income; Employment etc.) Problems i) Supply – e.g. Inadequate Capital and Raw Materials etc. ii) Demand – e.g. Low Income and Competition from Cheap Imports etc. (iii) Others: Political Instability and Bad Government Policies); Solutions. Ways / Methods of Encouraging Industrialization in Ghana (Protecting Infant Industries; Creating Industrial Estates etc.) The Link between Agricultural and Industrial Development; Public Policy Towards Agricultural and Industrial Development in Ghana.

**YEAR 3**  
**SECTION 1**  
**MONEY AND FINANCIAL INSTITUTIONS**

UNIT 1: Money: Definition; Historical Development of Money;

UNIT 2: Characteristics of Good Money; Functions of Money;

UNIT 3: Supply of Money: Meaning; Forms of Money in a Modern Economy ( $M_0$ ,  $M_1$ ,  $M_2$ ); Determinants of Supply of Money. Demand for Money: Meaning; Motives for Holding Money and Their Determinants.

UNIT 4: The Value of Money: Meaning; Determinants; Measurement of Changes in The Value of Money.

UNIT 5: Financial Institutions: Money Markets:– Meaning; Capital Markets:– Meaning.

UNIT 6: Banking Institutions: Commercial Banks; Their Functions and Roles in Economic Development; How Commercial Banks Create Credit; Micro Finance Institutions; Traditional Institutions (“Susu”) Central Bank; Their Functions, including Roles in Economic Development.

UNIT 7: Inflation: Meaning; Types; Causes of Inflation in LDCs; Effects of Inflation; Control of Inflation.

**SECTION 2**  
**PUBLIC FINANCE**

UNIT 1: Government Activities: The Need for Government Activities (Objectives of Public Finance e.g. (i) Protection of Life and Property (ii) Stabilizing The Economy; (ii) Improving Economic Efficiency).

UNIT 2: Categories of Government Expenditure (Central and Local Governments) – Composition or Structure ((i) General Administration e.g. Civil Service; Armed Forces; (ii) Economic Services e.g. Agriculture and Industry; (iii) Social Services e.g. Infrastructural Facilities; Education; (iv) Transfer Services e.g. Servicing of Public Debt, Payment to Pensioners)

UNIT 3: Effects of Government Expenditure on (i) Level of National Income and Employment (ii) Distribution of Income (iii) Allocation of Resources

UNIT 4: Public/Government Revenue: Sources – (a) Recurrent/Regular Sources e.g. Taxation, Royalties, Income from Government Activities etc. (b) Capital Sources e.g. Loans and Grants

UNIT 5: Taxation: - Types (Direct and Indirect); Objectives of Direct and Indirect Taxes; Merits and Demerits of Direct and Indirect Taxes; Incidence of Taxes; the effects of price elasticity of demand on the incidence of taxes; Rates of Taxation (Proportional; Progressive; Regressive); Principles/Canons of Taxation.

UNIT 6: The National Budget: Definition; Concept of Budget Balance – Budget Surplus; Budget Deficit; Balanced Budget; Purpose (e.g. Control Inflation, Check a Deflation etc.); Division of Government Expenditure into recurrent and capital expenditure; Importance of Recurrent and Capital Expenditures.

UNIT 7: The National Debt: (i) Internal Debt and (ii) External Debt; Their Meanings; Types of Public Debts (Short and Long Term).

Reasons Why Governments Borrow From Internal and External Sources. Sources of (i) Internal Borrowing e.g. Banks and The Public (ii) External Borrowing; e.g. Foreign Government; International Financial Organisations, Such As The World Bank and The IMF. Effects of The National Debt (Internal and External); Debt Servicing: Meaning;

UNIT 8: Fiscal Policies: Meaning; Tools and Effect on Income and Employment.

### **SECTION 3 INTERNATIONAL TRADE**

UNIT 1: Differences Between Domestic (Internal) Trade and International (Foreign) Trade.

UNIT 2: Reasons for International Trade e.g. Uneven Distribution of Natural Resources, Differences in Efficient Use of Resources (The Law of Comparative Costs/Advantage); Advantages and Disadvantages of International Trade.

UNIT 3: Some Concepts: (i) Terms of Trade (Commodity Terms of Trade) Changes in The Terms of Trade (ii) Balance of Trade (iii) Balance of Payments (Current, Capital, Including Balancing Items; Total) Accounts; Financing a Deficit and Using a Surplus; Correcting of Balance of Payments Deficit and Surplus.

UNIT 4: Problems Faced by LDCs in International Trade; Marketing Boards and Their Problems.

UNIT 5: Arguments Against Free Trade (Arguments for Protection) e.g. Protection of Infant Industries, Generate Revenue. Arguments for Free Trade (Trade Liberalization)

UNIT 6: Composition and Direction of the External Trade of West African Countries.

UNIT 7: Exchange Rate: Meaning; Determinants of The Exchange Rate; Exchange Rate Regimes.

### **SECTION 4 ECONOMIC CO-OPERATION**

UNIT 1: Different Forms of Economic Cooperation: e.g. Free Trade Area; Customs Union; Common Market; Economic Union; Economic Integration. Advantages and Problems of The Various Forms of Economic Co-operation.

UNIT 2: International Economic Organisations: E.g. i) OPEC; ii) EEC; iii) ECA; iv) UNCTAD; v) AfDB; vi) World Bank; vii) IMF. Advantages and Disadvantages of the various International Organisations to the LDC's.

### **SECTION 5 ECONOMIC DEVELOPMENT PLANNING**

UNIT 1: Economic Development Planning: Meaning; Objectives or Reasons for Economic Development Planning; (e.g. to Increase the Level of Income and Employment; Provision of Infrastructure); Time Periods in Economic Development Planning; Stages in Development Planning; The Necessity of Development planning; Problems of Development Planning.

**SECTION 6:**  
**CONTEMPORARY ECONOMIC ISSUES**

Unit 1: African Growth And Opportunity Act (AGOA): Meaning; Features and Conditionalities; Benefits.

Unit 2: New Partnership For Africa's Development (NEPAD); Operations And Objectives.

Unit 3: Petroleum Economics: Historical Background of Petroleum in Ghana; The Role of the Ghana National Petroleum Corporation (GNPC); Some Concepts in Petroleum Economics; The Contribution of Petroleum To the Economy of Ghana; Problems and Prospects of Petroleum in Ghana; The Organisation of Petroleum Exporting Countries (OPEC).