



THE REPUBLIC OF UGANDA  
Ministry of Education and Sports

# ADVANCED LEVEL SECONDARY CURRICULUM



## GENERAL PAPER SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

**2025**



# **ADVANCED LEVEL**

## **SECONDARY CURRICULUM**

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# **GENERAL PAPER**

## **SYLLABUS**

**2025**



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National Curriculum Development Centre  
P.O. Box 7002,  
Kampala- Uganda  
[www.ncdc.co.ug](http://www.ncdc.co.ug)

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## FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), has adapted the Advanced Level (A level) Curriculum by aligning it with the Lower Secondary Curriculum (LSC). This General Paper syllabus is part of the adapted A level Curriculum that is designed to prepare learners for skills development, career, and livelihood and enable them to make a positive contribution to the development of our motherland Uganda and the world at large.

The adapted A level Curriculum is intended to offer continuity to learners who have graduated from the LSC in terms of teaching, learning and assessment approaches. This curriculum, therefore, is competency-based and provides for continuity from the Lower Secondary. The curriculum provides learners with the opportunity to enhance the development of 21st-century skills and generic skills that were acquired at Lower Secondary. It prepares learners to advance in the application of what has been learnt, to address the social-economic challenges of the day. That is why the curriculum emphasises community participation as an integral part of learning.

This General Paper syllabus encourages learners to engage with their local community, applying the knowledge and skills they acquire to gather, process, and utilize information. This enables them to make informed decisions for community growth and national development. It promotes the acquisition of Higher-order Thinking Skills (HOTS), such as inquiry, creativity and innovation, decision-making, critical thinking and problem-solving. It calls for the use of learner-centred pedagogies with hands-on experience by the learners in real-life situations while acknowledging different learner abilities and learning styles.

I, therefore, endorse this syllabus as the official document for the teaching and learning of General Paper at the Advanced Level of Secondary Education in Uganda.



Hon. Janet Kataaha Museveni

**First Lady and Minister of Education & Sports**

## ACKNOWLEDGMENTS

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Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum, the Curriculum Task Force of the Ministry of Education and Sports for the oversight role and making timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping this curriculum.

NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable. NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)



Dr Grace K. Baguma

**Director**

**National Curriculum Development Centre**





## 1.0 INTRODUCTION

The Advanced Level Secondary Curriculum has been reorganised to align with the Lower Secondary Competency-based model for ease of progression of learners from Lower to Advanced Secondary Level. The alignment is a result of the analysis of the existing Advanced Level Curriculum published in 2013, to determine whether the content is:

- i) appropriate.
- ii) high-pitched or overloaded.
- iii) covered at lower secondary.
- iv) obsolete.
- v) repeated in different topics and/ or redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for contemporary society and the 21<sup>st</sup> Century, leading to content overloads.

### 1.1 Changes in the Curriculum

The alignment of the existing A level Curriculum to that of Lower Secondary made changes in the pedagogies of learning from a Knowledge and Objective-based Approach, to an Integrated and Learner-centred Competency-based Approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or, are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies, to match with the Advanced Level. The learning process has been stipulated in the scope and sequence chart, recognising the progression of learning derived from the learning outcomes, with corresponding assessment strategies. The detailed syllabus page unfolds the learning experiences and achievement expectations as a process, rather than an event.

This **General Paper** syllabus is part of the Adapted A level Curriculum published for S.5 intake for learners who have studied under the New Lower Secondary Curriculum. It is important to read the whole syllabus before planning a teaching programme since some topics have been upgraded. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, and high-pitched, as well as content overlaps and overloads.

## 1.2 Classroom-based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcome requirements. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in **General Paper** will focus on the acquisition of knowledge and skills through the performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product for the acquisition of the desired knowledge, skills, values, and attitudes. **(See detailed syllabus page).**

## 1.3 Learners with Special Education Needs

The Adapted A level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities, while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

## 1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

**The key generic skills include:**

**1**

### Critical thinking and problem-solving

- i) Planning and carrying out investigations
- ii) Sorting and analysing information
- iii) Identifying problems and proposing solutions
- iv) Predicting outcomes and making reasoned decisions
- v) Evaluating different solutions

### Co-operation and Self-Directed Learning

- i) Working effectively in diverse teams
- ii) Interacting effectively with others
- iii) Taking responsibility for own learning
- iv) Working independently with persistence
- v) Managing goals and time

**2****3**

### Creativity and Innovation

- i) Using imaginations to explore possibilities
- ii) Working with others to generate ideas
- iii) Suggesting and developing new solutions
- iv) Experimenting with innovative alternatives
- v) Looking for patterns and making generalisation

### Communication

- i) Listening attentively and with comprehension
- ii) Talking confidently and explaining ideas/opinions clearly
- iii) Reading accurately and fluently
- iv) Writing and presenting information coherently
- v) Using a range of media to communicate ideas

**4****5**

### Mathematical Computation

- i) Using numbers and measurements accurately
- ii) Interpreting and interrogating mathematical data
- iii) Using mathematics to justify and support decisions

### Information and Communication Technology (ICT) Proficiency

- i) Using technology to create, manipulate and process information
- ii) Using technology to collaborate, communicate and refine work

**6****7**

### Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Respectfully responding to people of all cultures
- iii) Respecting positive cultural practices
- iv) Appreciating ethnicity as a cradle for creativity and innovation



### 1.5 Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject, but are studied across subjects. These issues help learners develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

These are a concern to all humankind, irrespective of their areas of specialty. They are infused with the different learning outcomes of the different subjects.

### 1.6 Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

- i) Respect for humanity and the environment
- ii) Honesty, uphold and defend the truth at all times
- iii) Justice and dealing with others
- iv) Hard work for self-reliance
- v) Integrity, moral uprightness, and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

These values are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated into some learning outcomes and are developed as learners progress.

### 1.7 Information and Communication Technology (ICT) Integration

The use of Information and Communication Technology (ICT) tools in teaching and learning while implementing this adapted curriculum is highly encouraged. The use of technology in teaching and learning is essential for the implementation of any Competency-based Curriculum because it encourages high levels of learner engagement, creativity, and lifelong learning. Teachers are encouraged to use ICT tools to generate interactive content, such as digital simulations and videos that will bring abstract topics to life. Blended learning methodologies can be used with ICT platforms such as Google Classroom, Zoom, Microsoft Teams, or Google Docs, to enhance collaboration and deliver customised feedback. Using ICT for teaching and learning will not only enhance the learning experience but also provide learners with critical digital skills for the 21<sup>st</sup> Century.

## 1.8 Projects

Projects and project-based learning are part and parcel of learning in the 21<sup>st</sup> century. In General Paper, the learner will be required to prepare an Extended Essay as the project in this subject. This project will introduce the learner to academic research and the development of writing skills on a topic of the learner's choice. Teachers are encouraged to guide learners to engage in projects that can easily be linked to what is happening in their local environment. The projects should be introduced at the onset and should be done under the listed research topics in the General Paper, tailored towards any discipline of the learners' choice. Writing an Extended Essay will allow the learner to engage in personal research using locally available materials, under the guidance of the teacher, through which they can present a coherent, reasoned, and well-structured write-up that communicates their ideas and findings.

## 1.9 The Aims of Secondary Education

The aims of Secondary Education in Uganda are to:

- i) instil and promote national unity, an understanding of social and civic responsibilities, strong love and care for others, and respect for public property, as well as an appreciation of international relations and beneficial international cooperation;
- ii) promote an appreciation and understanding of the cultural heritage of Uganda, including its languages;
- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility, and initiative;
- iv) enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda;
- vi) enable individuals to develop basic scientific, technological, technical, agricultural, and commercial skills required for self-employment;
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, and self-improvement through learning and development of social, physical, and leadership skills, such as are obtained through games, sports, societies, and clubs;
- viii) lay the foundation for further education;
- ix) enable the individual to apply acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;
- x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and
- xi) develop a positive attitude towards learning as a lifelong process.



## 1.10 Aims of the A level Curriculum

- i) To adopt a Competency-based Learning Approach.
- ii) To develop holistic education for personal and national development based on clear-shared values.
- iii) To develop key skills which are essential to work and life, and promote life-long learning.
- iv) To adopt an integrated approach to learning that develops the ability of learners to apply learning.
- v) To improve on the assessment by incorporating school-based Assessment into end-of-cycle assessment.
- vi) To emphasise learners' participation through engagement with the community.
- vii) To prepare for further education.

## 1.11 Subject Overview

The areas of study have been reorganised within the syllabus, to come up with the adapted version. The adapted General Paper Syllabus has three major sections that are interconnected.

**Communication:** The syllabus emphasises strengthening the learner's communication skills to enable them to express their thoughts clearly and organise ideas logically in both verbal and non-verbal communication. The teaching and learning approaches are practical and engaging to the learner; to enable them to build their writing skills, confidence in public speaking, ability to express themselves, and the art of adjusting their communication to suit different audiences, purposes, and contexts.

**Logic and Data Interpretation:** The section on developing the learners' logical thinking, reasoning, data, and information analysis has been retained, but presented differently to link the different sections of the syllabus. These skills are integrated in all the topics. All the skills in the taught topics will be helpful to the learner for carrying out their individual project.

**Extended Essay:** The approach to writing an extended essay, which previously was in section A of the syllabus, has been changed to using a Project-based Learning Approach. Learners will be introduced to a step-by-step procedure of writing an extended essay that is based on a societal need. The knowledge and skills acquired from this process are what the learner will use to do his/her project. The learner will be expected to do one individual project that will be part of the End-of-Cycle Assessment based on any of the following topics:

- |                  |                                       |
|------------------|---------------------------------------|
| 1. Human Rights  | 7. Challenges of Developing Countries |
| 2. Education     | 8. Science and its Different Aspects  |
| 3. Culture       | 9. Agriculture                        |
| 4. Social Issues | 10. Historical Perspective            |
| 5. Economics     | 11. Politics and Governance           |
| 6. Globalisation |                                       |

### 1.12 Rationale for Teaching General Paper at Advanced Level

The Advanced-level General Paper Syllabus aims to enable the learner:

- i) develop the ability to express ideas clearly and adapt logical and effective communication to various audiences and contexts;
- ii) present views, thoughts, and ideas logically with reasoned consideration;
- iii) evaluate and determine information, ideas, and opinions thoughtfully and logically; and
- iv) apply knowledge and understanding through analysis of what happens in society. This can be done by drawing inferences, providing explanations, constructing and developing arguments, or understanding the implications of suggested courses of action and conclusions.

### 1.13 Time Allocation

The learners shall be engaged for three (3) periods per week from Senior Five to Senior Six. And this should not be on a Friday because there are usually many activities on that day.

### 1.14 Suggested Approaches to Teaching General Paper

The suggested approaches enhance learning and empower teachers to support learners as they prepare for assessments. This will necessitate teachers to work alongside learners to guide, direct, support, and supervise them as they progress through the research process. These approaches include:

- i) **Inquiry-based Learning:** Learners are encouraged to investigate through research, directed by their area of interest, and solve problems through a series of questions and scenarios enhancing critical thinking, communication, and research skills.
- ii) **Experiential Learning:** Learners actively participate in hands-on experiences during research and learn through reflecting upon what they are doing, which leads to the development of reflective skills.
- iii) **Problem and Project-based Learning:** Learners find solutions to problems through their experience in research and projects. This leads to the development of critical thinking, social, and research skills.
- iv) **Case-based Learning:** Learners refer to real-world scenarios to discuss and analyse them, which enables them to develop critical thinking, analytical, and research skills.
- v) **Discovery Learning:** Learners construct their own knowledge through active participation, exploration, and inquiry, which encourages them to critically think, ask questions and hypothesise through research.

## 1.15 Programme Planner

Class/Term	Topic	Sub-topic		Periods
Senior 5 Term 1	1. Communication	1.1	Course outline The Purpose of Communication	6
		1.2	Forms of Communication (Written, Verbal and Non-verbal)	9
		1.3	Effective Skills in Communication (Listening, Speaking, Reading and Writing)	6
		1.4	Role of Media in Communication	6
		1.5	Communicating in Context, based on the Target Audience	6
Sub-total				33
Senior 5 Term 2	2. Language and Literature	2.1	Language Categories: a. Indigenous/mother tongue b. Area Language c. First and Second Language d. Foreign Language	6
		2.2	Language as a Tool of Communication (Style, Diction, Register/Jargon)	6
		2.3	Literature Forms Written Literature of: a. Short stories(Prose) b. Skits c. Poems d. Songs The case for writing in the indigenous or foreign language	9
		2.4	Language Policy a. Official Language b. National Language c. Language in Education/Medium of Instruction	6
	3. Extended Essay Writing	3.1	Structure of the Extended Essay Formulating Extended Essay topics	9
Sub-total				36
Senior 5 Term 3	Extended Essay Writing	3.2	Preparatory reading and referencing Formulating guiding questions Writing samples of the Extended Essay	18



	<b>Data Collection and Analysis</b>	3.3	Data collection methods Developing sample data collection tools	6
		3.4	Understanding of mathematical and statistical concepts used to present data	6
		3.5	Data collection, analysis and presentation, tabulation and graphical presentation of data	6
<b>Sub-total</b>				<b>36</b>
<b>Senior 6 Term 1</b>	<b>4. Individual Project</b>	4.1	Learner-led writing of the Extended Essay based on a societal need.	36
<b>Sub-total</b>				<b>36</b>
<b>Senior 6 Term 2</b>	<b>Individual Project</b>	4.2	Learner-led writing of the Extended Essay based on a societal need.	36
<b>Sub-total</b>				<b>36</b>
<b>Senior 6 Term 3</b>	<b>Individual Project</b>	4.3	Presentation of Extended Essay and addressing concerns raised after presentation.	9
		4.4	Writing and presentation of a reflection note	9
<b>Sub-total</b>				<b>18</b>

**The areas (core topics) from which to do an individual project**

Area/Core Topic	Description / Areas of Emphasis
<b>1. Social Issues</b>	a. Understanding society b. Types of social groups c. Individuals: their social roles and responsibilities d. Challenges and impact of social groups (human migration, child trafficking, street children, juvenile delinquency) e. Ways of addressing social group challenges f. Peer pressure and growing up g. Health: medicine, personal hygiene, mental health, drugs and addictions, managing stress and relationships
<b>2. Culture</b>	a. Exploring culture b. Aspects of culture (music, dance and drama, sports, games and leisure) c. Appreciate culture and its impact on character formation (customs, traditions, values) d. Language and culture e. Cultural artefacts (art and craft, architecture) f. Development of cultural creativity and tourism (beauty contests, sculpture, national heritage)
<b>3. Education</b>	a. Meaning of education b. Types of education and their relevance c. Purpose of education d. Relevance of education to national development e. Challenges in education reforms and interventions f. Assessment in education
<b>4. Human Rights</b>	a. The meaning of human rights b. Fundamental human rights c. Violation of human rights and repercussions d. Activists and organisations that advocate enjoyment and observance of human rights in Uganda
<b>5. Challenges of Developing Countries</b>	a. Resources in developing countries (land, human resource, technology and its appropriateness) b. Obstacles of growth in developing countries (illiteracy, hunger, insecurity and conflicts)
<b>6. Economics</b>	a. Economic policies (taxation, inflation) b. Economic development (investment, economic dependence) c. Wealth creation and distribution (poverty, unemployment, brain drain)
<b>7. Globalisation</b>	a. Aspects of globalisation (cultural, economic, political, social) b. Causes and effects of globalisation
<b>8. Agriculture</b>	a. Agricultural practices: traditional versus modern practices b. Types of farming: modern farming techniques, challenges and their solutions
<b>9. Science and Technology</b>	a. Physical and natural science b. Architecture



	c. Bio-system engineering d. Benefits and application of science e. Food and nutrition f. Challenges involved in science and technology g. Relevance of mathematics in society
<b>10. Historical Perspective</b>	a. National and international historical events: scramble and partition of Africa, indirect rule, coups, liberation wars, independence struggles b. Impact of historical events on society
<b>11. Politics and Governance</b>	a. Types and components of political systems: Multipartyism, Federalism, Feudalism, Communism, Autocracy, Democratic Governance, Militarism b. Single-party governance, decentralisation c. Strengths and weaknesses of the political systems d. Organs of governance: the legislature, the judiciary, the executive e. Political activism and conflict resolution

### 1.16 Note to Users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some letters such as; <b>k, u, s, gs, and v/a</b> for emphasis to the teacher on what to consider during the lesson.	The sort of hands and minds on engagements, enable the learners to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply, and Analyse ( <b>DEAA</b> ) as they participate in knowledge construction.	Opportunities for assessment within the learning process that is, during the lesson.

The learning activities and assessment strategies in the syllabus are “suggested” and “samples” respectively and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and learners with Special Educational Needs (SEN).

## 2.0 DETAILED SYLLABUS

### SENIOR FIVE TERM 1

#### TOPIC 1: COMMUNICATION

**DURATION: 33 Periods**

**Competency:** The learner communicates effectively using appropriate media for different target audiences to be understood.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) convey relevant information effectively by applying it to a given scenario. (s, gs)	a) Learners share their experiences about communication and note down. b) Learners discuss the purpose of effective communication and share in plenary. c) Learners, in groups, select a scenario and write a speech, poem, skit, or story in prose form or song. d) Learners present their speeches, poems, skits, or stories in prose form or songs as other groups critique, focusing on the following features: i) Non-verbal ii) Verbal - register - jargon - style - context	a) Observe learners as they discuss communication and look out for: i) How they convey ideas. ii) Their ability to listen to one another. iii) Their ability to appreciate contributions from one another. b) Interact with learners as they discuss to ensure that they focus on and properly bring out the following: i) Non-verbal ii) Verbal • register • jargon • style • context c) Assess the speeches, poems, skits, or stories in prose form, or songs made by learners in the different groups and check the learners' ability to express themselves effectively, focusing on: i) Non-verbal ii) Verbal • register • jargon • style • context

<p>b) analyse the value of media in promoting effective communication in contemporary society. (u, s, gs)</p>	<p>a) Learners research the different types of media used to communicate in contemporary society and, in groups, share their findings.</p> <p>b) Learners, in groups, discuss and note down the value of media in society.</p> <p>c) Learners, in a plenary, expound on the role of media in society.</p>	<p>a) Observe learners as they share about the different types of media used in contemporary society.</p> <p>b) Relate with the learners as they share about the value and role of media in society and take note of the use of vocabulary and expression.</p> <p>c) Assess the learners as they present the role of media in society and take note of how the register/diction and style resonate with the context.</p>
<p>c) apply skills of communication and relevant content to argue cases in given contexts. (s, gs)</p>	<p>a) Learners, in groups, come up with motions from the different research topics in the syllabus and search for information to be used for debate.</p> <p>b) Learners, individually, prepare texts targeting specific audiences and, present them to the rest of the class.</p>	<p>a) Observe learners as they present the different motions from the different research topics in the syllabus.</p> <p>b) Dialogue with the learners as they discuss and use arguments in debates to check on effective communication.</p> <p>c) Assess the learners' texts as regards register, diction, style, jargon, and context.</p>

## SENIOR FIVE TERM 2

### TOPIC 2: LANGUAGE AND LITERATURE

**DURATION: 27 Periods**

**Competency:** The learner demonstrates appreciation of different language categories, policies, and different literature forms in the local community by applying them to come up with write-ups using appropriate styles.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) understand the area, indigenous, first, second, and foreign language as used in their community. (k, u)	b) Learners, in groups, search from library/online/resource persons about the following language categories: i) Area ii) Indigenous iii) first iv) Second v) Foreign c) Learners, in their groups, analyse the differences between: i) Area ii) Indigenous iii) First iv) Second v) Foreign language d) Learners, in a plenary, present their findings and critique each other's work on: i) Area ii) Indigenous iii) First iv) Second v) Foreign language e) Learners, individually, write an essay on the differences in: i) Area ii) Indigenous iii) First iv) Second v) Foreign language	a) Observe learners' ability to retrieve and share information on the characteristics of area, first, indigenous, second and foreign languages. b) Probe learners to gauge their ability to differentiate between area, first, indigenous, second and foreign languages. c) Critique the learners' presentations and essays in relation to the meaning of: i) Area ii) Indigenous iii) First iv) Second v) Foreign language



<p>b). appreciate the different forms of literature (in the indigenous and foreign languages) used in specific circumstances. (u, s, gs)</p>	<p>a) Learners research and share the different forms of literature used in specified circumstances.</p> <p>b) Learners, in groups, read texts on different forms of literature as they analyse the circumstances under which each form is written and used.</p> <p>c) Learners debate on the best form of literature that can be used for a specific purpose.</p>	<p>a) Observe learners to ascertain their ability to interact and use evaluative questions to discuss the different forms of literature.</p> <p>b) Probe learners to contribute during the discussion and to critique each other's views.</p> <p>c) Assess the debate for the arguments put forward in regard to:</p> <ul style="list-style-type: none"> <li>i) choice of genre</li> <li>ii) suitability of text for the circumstance</li> <li>iii) presentation skills</li> </ul>
<p>c). apply different styles and diction in a given context. (u, s, gs)</p>	<p>a) Learners, in groups, deliberate on:</p> <ul style="list-style-type: none"> <li>i) different styles used in writing.</li> <li>ii) how they can be achieved.</li> <li>iii) factors influencing style in writing.</li> <li>iv) register.</li> </ul> <p><b>b)</b> Learners, in groups, use chosen texts to discuss different aspects of style in each text as they note down:</p> <ul style="list-style-type: none"> <li>i) factors influencing style in writing.</li> <li>ii) effectiveness of the style used in the given text.</li> <li>iii) register/diction.</li> </ul> <p>c) Learners present their findings to the entire class as the rest write down their observations and use them to critique the presentations.</p>	<p>a) Observe learners as they discuss and document the various aspects of the style used in writing, focusing on: genre, diction, context.</p> <p>b) Interact with learners to ensure that they focus their discussions on the chosen aspects of style.</p> <p>c) Evaluate the presentations in relation to the chosen aspects of style in writing.</p>



d) understand language policies on official, national language, and language in education used within our country. (k, u, s, v).	a) Learners form pairs, and examine the tenets of: <ul style="list-style-type: none"> <li>i) official language.</li> <li>ii) national language.</li> <li>iii) language used in education as one of them writes down their responses.</li> </ul> b) Learners, in groups, debate on official, national language and language in education, as the group secretary writes down the summary of their points for presentation.	a) Observe learners to ascertain their ability to work together and come up with the difference in the language categories. b) Interact with the learners to generate more responses as they critique each other's views. c) Assess the learners' presentations with emphasis on: <ul style="list-style-type: none"> <li>i) criteria of choice for official and national language.</li> <li>ii) language in education.</li> </ul>
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### TOPIC 3: EXTENDED ESSAY WRITING

**DURATION: 27 Periods**

**Competency:** The learner produces an extended essay in relation to a given situation identified in their immediate community by applying relevant knowledge to address community challenges.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) comprehend the structure of an Extended Essay and the purpose. (u, s)	a) Learners discuss what an Extended Essay is and its structure (main sections of the Extended Essay). b) In groups, learners prepare a brief write-up, highlighting the significance of each of the sections of the Extended Essay. c) In small groups, learners discuss each other's write-ups on the sections of the Extended Essay, and the importance of each section. d) Learners provide constructive feedback to each other's presentations.	a) Observe learners' ability to identify the three main sections of an Extended Essay; introduction, body, and conclusion. b) Guide learners to put their ideas in writing for the understanding of whoever reads their submission. c) Observe learners' ability to provide constructive feedback to their peers' work.

<p>b) generate topic ideas from a scenario that can be addressed through Extended Essay writing. (u, s, gs, v)</p>	<p>a) In groups, learners discuss the challenges faced by their immediate society that could become potential topics for their Extended Essay writing. The topics can fall into any of the categories (human rights, education, economics, globalisation, agriculture, science and technology, historical perspective, politics, and governance).</p> <p>b) Learners discuss as a class, the problems that affect their immediate society, and make notes.</p> <p>c) Learners, in groups, discuss the problems identified in their society, categorise them based on the topical areas in the syllabus, and present them to the rest of the class for feedback.</p> <p>d) Learners, individually, write a preliminary topic idea and present their ideas in the plenary or share with classmates for feedback and refining.</p> <p>e) In small groups, learners discuss each other's topic ideas and provide constructive feedback.</p>	<p>a) Observe learners as they discuss problems that affect society, to ascertain their ability to identify the actual problem.</p> <p>b) Probe the learners about:</p> <ul style="list-style-type: none"> <li>i) problems that affect society in general.</li> <li>ii) their areas of interest.</li> <li>iii) problems that emanate from topics to be covered according to the syllabus.</li> <li>iv) correctness of the facts.</li> <li>v) how the work will benefit the community.</li> </ul> <p>c) Assess the learners' ideas and their ability to provide and receive positive feedback about their work.</p>
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<p>c) comprehend information relevant to their topic. (u, s, gs)</p>	<p>a) Learners, in groups, search and generate sources that have relevant information for their topics and make notes.</p> <p>b) Learners, individually, read a variety of texts about their topics, extract the relevant information, and summarise it for presentation to their group members.</p>	<p>a) Observe learners as they scrutinise the various sources of information, paying attention to how they locate sources that will yield relevant information for different topics, including:</p> <ul style="list-style-type: none"> <li>• books.</li> <li>• websites.</li> <li>• experts.</li> </ul> <p>b) Converse with learners as they respond to each other's presentation, focusing on:</p> <ul style="list-style-type: none"> <li>• the correctness of the retrieved information.</li> <li>• whether the information resonates with their guiding questions.</li> <li>• correct construction of references and bibliographies.</li> <li>• the sample tools developed by the groups.</li> <li>• tools selected by individual learners.</li> </ul>
<p>d) apply relevant literature appropriately into their work. (u, s, gs)</p>	<p>a) Learners, in groups, analyse different texts to establish how literature is directly quoted or paraphrased to be integrated into writing (as would be used in their essays).</p> <p>b) Learners, in groups, construct sample references and bibliographies for some of the quoted sources according to the version of the referencing system (APA, MLA) chosen.</p>	<p>a) Observe learners' ability to identify credible sources of academic information from those that are not.</p> <p>b) Assess the submissions for:</p> <ol style="list-style-type: none"> <li>relevance of the sources identified.</li> <li>detailed information garnered for their topics.</li> <li>the correctness of the references and bibliographies they have constructed.</li> </ol>

<p>e) demonstrate an understanding of research questions for their essay, based on existing information. (k, u, s, v/a)</p>	<p>a) Through a case study, guide learners to analyse a sample Extended Essay to identify its research question and how it was developed.</p> <p>b) Guide learners to carry out preparatory reading about their chosen topic to enable them draft research questions based on their selected topic.</p> <p>c) In groups or individually, learners draft their research questions based on their chosen topics.</p> <p>d) Learners present their research questions to their classmates for discussion and feedback for further improvement.</p>	<p>a) During conversations with the learners, guide them to make their research questions more focused and specific.</p> <p>b) During presentations, emphasise the need to give positive feedback on each other's work, and guide one another on how best to improve their work.</p>
<p>f) develop an introduction, body, and conclusion related to their research questions. (k, u, s, v/a).</p>	<p>a) Guide learners to write an introduction, body, and conclusion with an argument and evidence (citation).</p> <p>b) In pairs or small groups, give learners a task to collaboratively write sample introduction, body, and conclusion sections for each other's research questions.</p> <p>c) Learners, individually, compile reference and bibliography lists of the sources used in their work for submission.</p> <p>d) Allow the learners to present different sections to the rest of the class for discussion and feedback.</p>	<p>a) Observe how learners are collaborating and supporting one another to write the introduction, body and conclusion sections based on their respective research questions.</p> <p>b) Observe the learners' ability to express their ideas clearly through writing and oral presentation, with a clear logical presentation of reasoning (argument).</p> <p>c) Assess the learners' presentation for; clarity and ability to sustain coherency between the sections of the essay, and keep focused on the research question.</p>



## SENIOR FIVE TERM 3

### TOPIC 4: DATA COLLECTION AND ANALYSIS

**DURATION: 18 Periods**

**Competency:** The learner supports evidence-based decision making through collecting, analysing, interpreting and communicating data using a range of media to solve societal problems.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) analyse appropriate methods for data collection in relation to their area of research. (u, s, gs)	a) Learners, in groups, discuss and generate methods of collecting data such as: <ul style="list-style-type: none"> <li>i) questionnaires.</li> <li>ii) interviews.</li> <li>iii) focused group discussions.</li> </ul> b) Learners, individually, research about the best methods that can be used to collect data from the field for their topics and make notes justifying their choices.           c) Learners, in a plenary, share their group findings as they evaluate each other's selected methods.	a) Observe the learners as they interact and share the methods of data collection.           b) Probe the learners on the most appropriate methods that they can use for particular research.           c) Assess the submissions for appropriateness of the: <ul style="list-style-type: none"> <li>i) selected methods of data collection.</li> <li>ii) sample tools developed by the groups.</li> <li>iii) methods of data presentation to be used in their Extended Essays.</li> </ul>
b) develop sample tools for data collection in their area of research. (k, u, s, gs)	a) Learners, in groups, construct sample tools for the established methods of data collection.           b) Learners, individually, choose tools for their selected methods of data collection.	
c) establish how best they can present data for their topics. (u, s, gs)	a) Learners, in a plenary, share about the various ways of presenting data in their extended essays.           b) Learners, in groups, categorise data presentations for different topics.           c) Learners, individually, choose the most appropriate methods of data presentation that they will use in their extended essays.	



d) understand mathematical and statistical concepts used in data presentation. (u, s, gs, v, a)	<p>a) Learners, in groups, research on mathematical and statistical concepts focusing on:</p> <ul style="list-style-type: none"> <li>i) computation</li> <li>ii) mensuration</li> <li>iii) conversions</li> <li>iv) tabulation</li> <li>v) percentile</li> </ul> <p>b) Learners, in groups, categorise data presentations for the different types of studies.</p> <p>c) Learners, individually, choose the most appropriate methods for data presentation that they will use in their extended essay.</p>	<p>a) Observe learners as they research the selected mathematical and statistical concepts.</p> <p>b) Interact with the learners as they categorise data presentations for the different types of study using:</p> <ul style="list-style-type: none"> <li>i) computation</li> <li>ii) mensuration</li> <li>iii) conversions</li> <li>iv) tabulation</li> <li>v) percentile</li> </ul> <p>c) Assess their choices of the most appropriate methods of presentations for different types of studies.</p>
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## SENIOR SIX

### TOPIC 5: INDIVIDUAL PROJECT

**DURATION:** 90 Periods

**Competency:** The learner devises innovative ways of solving societal problems through carrying out an independent investigation and proposing feasible solutions in order to improve community wellbeing.

Learning Outcome	Suggested Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) carry out individual research projects on a societal challenge and present findings in an Extended Essay between 3,000-4,000 words. (k, u, s, v/a)	<p>a) Learners, individually, do preparatory reading about the topics.</p> <p>b) Learners, in groups, discuss the available topics to guide their research activities.</p> <p>c) Learners, in groups, formulate research questions under different fields.</p> <p>d) Learners, individually, collect and analyse data where applicable.</p> <p>e) Learners, individually, write the Extended Essay and a reflective journal.</p> <p>f) Learners, individually, present their Extended Essays in a plenary.</p>	<p>a) This is a learner-led project, with support from the teacher. Guide the learners to properly document what they have gone through during the process of their individual project.</p> <p>b) Provide opportunities for learners to share progress being made on their project for additional guidance and support.</p>

**Guidelines for the Individual Project (Extended Essay)** An Extended Essay is a form of guided mini research project through which students conduct a simple study on a topic of interest and share their findings with others in writing. It should include the following sections:

### **1. Title Page/Cover Page**

The title page is the first page of the Extended Essay.

Every essay must have a title page, which should clearly show the:

- i) subject.
- ii) topic of the study.
- iii) Name, school and the registration number of the candidate.
- iv) year of study.

### **2. The topic**

This is decided on after critically thinking about a selected society to identify the problems that are affecting the people. The learner identifies a problem to work with and at the end writes an Extended Essay.

### **3. The contents page/table of contents**

This is the roadmap for the learner's extended essay. It includes the topics, sub-topics and the pages where the named information is found.

### **4. The introduction and /or background**

The introduction is the opening segment of the Extended Essay, serving as a guide for the readers into the subject that the learner is exploring. It should give a hint about the topic that the learner is working on. This is written as a result of critical thinking about society to identify what problems exist.

### **5. Research guiding questions (or hypothesis)**

These questions are formulated to help the learner to internalise the topic and they are to guide in garnering the right information and data for the essay.

### **6. Body of the Essay**

This is the main part of the extended essay. It should include some:

- i) literature that informed/enlightened the learner about the topic.
- ii) methods used to collect the data for the essay.
- iii) how the data was analysed.

### **7. Conclusion**

This gives some of the conclusions the learner draws from the internalisation of the problem.

## 8. Reflection

This will be the conclusion from the reflection journal that the learner has had, from the time that he/she started the research. It will include some of the challenges and changes that she/he encountered.

## Recommendations

These are given as suggestions emanating from the study that could help to alleviate the problem.

## 9. References & bibliography

These are references and bibliography sources. They should be well-written according to the selected referencing system and version.



## 3.0 ASSESSMENT

### 3.1 Assessing General Paper

The adapted curriculum sets new expectations for learning, with a shift from objectives to learning outcomes, that focus mainly on application of knowledge and deeper learning, which leads to acquisition of skills. These learning outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s, v & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills, because they are more personal and variable and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They, too, can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time, through observing and having interactions with the learner.

So, this guidance section focuses on knowledge, skills and understanding. Each has its implications for learning and assessment.

To assess knowledge and its application, understanding and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

### 3.2 Formative Assessment

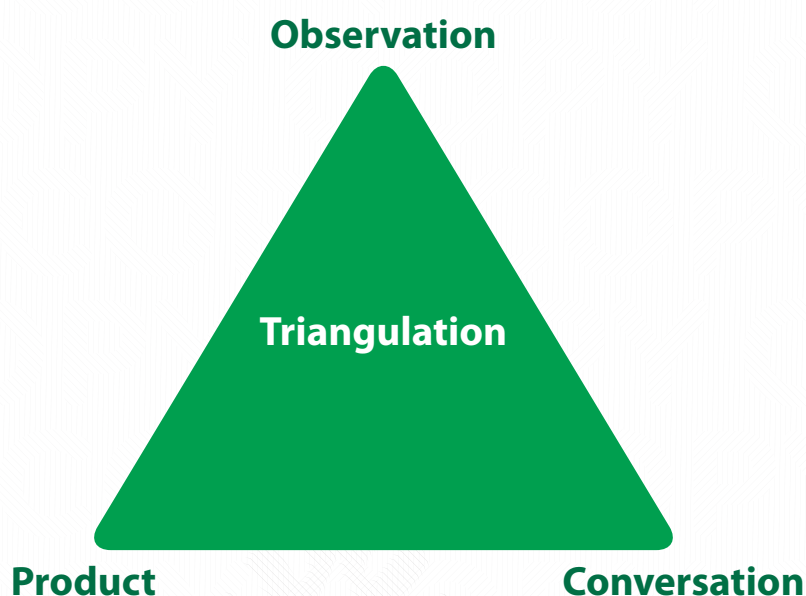
In this aligned curriculum, the teacher’s assessment role is not to write tests for learners, but to make professional judgements and guide learners’ learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgements, the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms:

- i) **Observation** – watching learners working (good for assessing skills, values and attitudes).
- ii) **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding).
- iii) **Product** – appraising the learner’s work. In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says. The main product for General Paper is the Extended Essay which will contribute to the end of cycle assessment. This product is realised through different stages of development.



When all three are used, the information from any one of them can be checked against the other two forms of assessment opportunity (e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “Triangulation”



### 3.3 Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is, therefore, not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

### 3.4 Values/Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills, because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examinations. However, values and attitudes can be assessed over a long period of time through observation and interactions.

### 3.5 Examinations

There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of ongoing teacher assessments made in the context of learning, through Activities of Integration assessment. The learners will also be subjected to End of Cycle Assessment for certification. Details on the End of Cycle Assessment are provided in the assessment guidelines document.

### 3.6 Record Keeping

In Competency-based Learning, accurate and comprehensive record-keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school must keep accurate records of learners' achievement, especially during the Extended Essay writing in Senior Six.

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses, and areas for improvement. The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.



## GLOSSARY OF KEY TERMS

Term	Definition
<b>competency curriculum</b>	A curriculum through which learners develop the ability to apply their learning with confidence in a range of situations.
<b>differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
<b>formative assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, to gauge progress and inform subsequent learning steps.
<b>generic skills</b>	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and life.
<b>inclusion</b>	An approach to planning learning experiences which allows each learner to feel confident, respected, safe and equipped to learn at his or her full potential.
<b>learning outcome</b>	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
<b>process skill</b>	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
<b>sample assessment strategy</b>	An activity which allows a learner to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process and not something extra at the end of a topic.
<b>suggested learning activity</b>	An aspect of the normal teaching and learning process that will enable formative assessment to be made.









## CONTACT US:



National Curriculum Development Centre  
Plot M838, Kyambogo.  
P.O.Box 7002 Kampala, Uganda  
+256-393-112-088  
[www.ncdc.go.ug](http://www.ncdc.go.ug)



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