



GENERAL PAPER

ADVANCED LEVEL SYLLABUS



REVISED EDITION - 2020



GENERAL PAPER

ADVANCED LEVEL SYLLABUS



REVISED EDITION - 2020



A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

Revised 2020

National Curriculum Development Centre

P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN: 978-9970-898-16-9

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder

Contents

Foreword.....	v
Acknowledgements.....	vi
SECTION 1.....	1
Introduction.....	1
Objectives of Teaching General Paper.....	1
Contribution of General Paper to the Broad Aims of Education.....	1
Target.....	2
Time Allocation.....	2
Assessment of General Paper.....	3
The End of Cycle Examination Format.....	3
General Guidance on the Teaching and Learning of General Paper.....	4
SECTION 2.....	5
Detailed Syllabus.....	5
Section A.....	5
Topic: Human Rights.....	5
Topic: Education.....	5
Topic: Culture.....	6
Topic: Social.....	6
Topic: Historical.....	7
Topic: Politics.....	7
Topic: Economics.....	7
Topic: Globalisation.....	8
Topic: Challenges of Developing Countries.....	9
Topic: Minority and Pressure Group.....	9
Topic: Science and Its Different Aspects.....	9
Topic: Agriculture.....	10
Topic: Language and Literature.....	10
Topic: Communication.....	11
Guidance to the Teacher for Section A.....	11
Section B.....	13
Guidance to the Teacher for Section B.....	13
Suggested Methodology.....	15
Reference Materials.....	16

Foreword

NCDC has revised the Syllabus for General Paper. The subject content in the syllabus has been made simple and clear using appropriate specific objectives. Something to note, the content in the syllabus has remained largely the same but has been updated by removing obsolete and/or irrelevant information. This therefore, enable the learner to understand the global perspective easily.

Suitable guidelines, teaching and learning methodology have been suggested for the teacher. However, the suggestions should not limit the teacher's rich professional approaches that he/she may opt to use to deliver knowledge, to develop understanding, skills, values and attitudes. Reference materials have also been provided.

This Syllabus will guide the teacher towards successful planning and delivery of meaningful learning experiences.



Hon. Janet K. Museveni
First Lady and Minister of Education and Sports

Acknowledgements

The national Curriculum Development Centre (NCDC) would like to thank everyone who worked tirelessly towards the review of the Uganda Advanced Level Education (UACE) General Paper Syllabus.

Special thanks go to the Ministry of Education and Sports for supporting the work. NCDC would also like to thank the Secondary schools and Uganda National Examination Board for their input.

NCDC would like to thank all those who worked behind the scenes to finalise this Syllabus.

NCDC takes full responsibility for any errors and omissions in the document and welcomes suggestions to address them.



Grace K. Baguma
Director
National Curriculum Development Centre

SECTION 1

Introduction

General Paper is compulsory for all students who enrol for the Advanced Level of education in Uganda and a multi-disciplinary subject which draws its content from all the subjects across the curriculum. This syllabus, therefore, is vast and has no itemized resource list of its own. The subject helps the learner to explore and appraise social, cultural, economic, philosophical, scientific and technological issues.

Objectives of Teaching General Paper

The objectives of teaching General Paper are to enable the learner to:

1. communicate information, ideas and opinions in a clear, concise, logical and appropriate manner.
2. present views and ideas with reasoned consideration.
3. have a broad understanding of the world and current issues like climate change, voter education, animal welfare and scientific discoveries.
4. express thoughts creatively.
5. evaluate and determine information, ideas and opinions in a thoughtful and logical manner.
6. apply knowledge and understanding through analysis of specific tasks. This can be done by drawing inferences, providing explanations, constructing and developing arguments or understanding the implications of suggested courses of action and conclusions.

Contribution of General Paper to the Broad Aims of Education

General Paper as a subject at the Advanced Level is designed to help in achieving the following broad aims of education:

1. Promotion of an understanding and appreciation of the value of national unity, patriotism and cultural heritage with due consideration of inter-relations and beneficial inter-dependence.
2. Inculcation of moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
3. Inculcation of a sense of service, duty, responsibility and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. Promotion of scientific, technical and cultural knowledge, skills and attitudes needed to promote development.
5. Eradication of illiteracy and to equip the individual with the basic skills and knowledge to exploit the environment for self-development as well as national development for better health, nutrition and family life and capability for continued learning.
6. Contribution to the building of an integrated, self-sustaining and independent national economy.

Target

General Paper can be taught by any teacher at A level who is knowledgeable and has the initiative to search for information so that he/she initiates and steers discussions among the learners. The teacher should be current and keep abreast with contemporary issues to inculcate interest in the learners to read widely. Teachers who teach General Paper should be drawn from across all subjects in the Advanced Level to enable the learners get vast information about the different subjects.

Time Allocation

General Paper is allocated three periods (120 minutes) per week. There should be opportunities to teach the different topics in the syllabus every week so that the learners get information across the different subjects on the curriculum.

Assessment of General Paper

Assessment of General Paper will be both formative and school based and summative at the end of cycle. The assessment should focus on assessing learners in the following areas:

- Knowledge and understanding in relation to the specific topic areas
- The ability to identify, select and interpret, with reasoned consideration, material appropriate to a specific task
- The ability to analyse and apply knowledge in relation to a specific task.
- The ability to evaluate and determine information, ideas and opinions in order to formulate a supported conclusion.
- The ability to communicate information, ideas and opinions in a clear, concise, logical and appropriate manner.

The End of Cycle Examination Format

The duration for the General Paper examination is 2 hours and 40 minutes. Its examination paper comprises two sections, **A** and **B**. Section A contains **four** questions and the answers to questions in this section should normally be between 500 and 800 words in length.

Section B contains **two** questions where candidates are expected to answer **two** questions, **one** from **each** sub-section. The questions asked are general in nature, but demand discussion and evaluation where the candidates are expected to:

- i) use their specialised knowledge to answer the questions on any of the subjects offered at this level curriculum.
- ii) discuss general topics which are not directly related to the subjects offered on the Advanced level curriculum.
- iii) use English language appropriate to the advanced level.
- iv) apply functional writing skills.

A pass in General Paper ranges between a Distinction 1 and a Credit 6, which is recorded as a subsidiary pass.

General Guidance on the Teaching and Learning of General Paper

The learners need to be made aware right from the beginning, that their work, both in class and examination, will be assessed in relation to the correct use of English and the relevance to topic as follows:

1. English Use

- Fluency in the use of the English language
- Effective use of expressions
- Correct and appropriate use of vocabulary
- Faultless grammar
- Sentence structure and organization of the paragraphs
- The number of errors which occur in the work
- Spelling errors and proper use of punctuation marks

2. Relevance to the topic

- Comprehensive coverage, clear perception, with strong analytical and focused arguments
- Coherent and engaging discussions with a display of sensitivity, awareness and maturity of thought
- Use of thoughtful, enlightening illustrations from the local, national and international perspectives
- Well-structured presentation of the ideas

SECTION 2

Detailed Syllabus

Section A

This section is about extended essay writing based on broad areas picked across the various fields of life. The broad areas are education, culture, historical, social, economic, politics, philosophy, biology, environment, evolution and technology.

Topic: Human Rights

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • define what human rights and freedoms are. • explain the extent to which human rights have been observed. 	<ul style="list-style-type: none"> • Meaning and examples of rights, freedoms, responsibilities and privileges. • Children's rights and freedoms. • Violation of human rights/infringement. • Organisations that guarantee the enjoyment and observance of human rights.

Topic: Education

Specific Objectives	Content
The learner should be able to: <ul style="list-style-type: none"> • define what education is. • give the different forms of education. • identify challenges and suggest ways of making education relevant to national development. 	<ul style="list-style-type: none"> • Education systems of education • Purpose of education • Challenges in education reforms and interventions • Types of education • Relevance of education • Educational assessment.

Topic: Culture

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define what culture is; identify the several aspects of culture; • describe the cultural conflicts with emerging sub-cultures; • show how culture defines and determines the lifestyle of people; • explain the role of art and craft in preservation and transmission of culture. 	<ul style="list-style-type: none"> • Social roles • Language • Music, dance and drama • Art and craft, sports • Games, leisure • Beauty contests • Customs and traditions like values • Beliefs and practices • Architecture • Creativity • Tourism • National heritage • Sculptures

Topic: Social

Specific Objectives	Content
<p>The learner should be able to identify the different groups and their role in society.</p>	<ul style="list-style-type: none"> • The roles and duties of an individual in society with associated challenges • The family and family systems • Role of individuals in marriage • Peer pressure and challenges of growing up • Social classes • Ways of addressing social challenges • Drug abuse • Sexual pervasions • Child trafficking • Human migration and population dynamics • Street children • Juvenile delinquency

Topic: Historical

Specific Objectives	Content
The learner should be able to explain the importance of history in determining and shaping the lives of people.	<ul style="list-style-type: none"> • The key national and international historical events like independence • World wars, liberation wars, scramble, coups and partition of Africa • Impact of historical events on society like refuge crisis, genocide, holocaust, internal displacement.

Topic: Politics

Specific Objectives	Content
The learner should be able to identify and explain the various political systems with merits and demerits.	<ul style="list-style-type: none"> • Governance and political systems with strengths and weaknesses • Multiparty, federalism, feudalism, communism, autocracy, democratic, militarism, single-party, decentralisation • Indirect rule, direct rule • Political organisations • Organs of governance like legislature • Constitution • Security • National and international conflicts with resolutions • Political activism.

Topic: Economics

Specific Objectives	Content
The learner should be able to identify the different economic threats and measures to combat them.	<ul style="list-style-type: none"> • Foreign aid • Unemployment • Brain-drain • Taxation • Budgeting • Privatisation

Specific Objectives	Content
	<ul style="list-style-type: none">• Poverty• Strategies towards economic development• Liberalisation• Investment and productivity• Economic policies• Economic dependence• Uneven distribution of wealth• Inflation

Topic: Globalisation

Specific Objective	Content
The learner should be able to define and mention the merits and demerits of globalisation.	<ul style="list-style-type: none">• The four basic aspects of globalization: trade and transactions, capital and investment movements• Migration and movement of people including refugees• The dissemination of knowledge including accessibility, social media and transparency• Spread of technology• Credit crunch• Culture and lifestyle• Global citizenship

Topic: Challenges of Developing Counties

Specific Objectives	Content
The learner should be able to identify challenges and make suggestions to address challenges of the developing countries.	<ul style="list-style-type: none"> • Technology and its appropriateness • Diseases • Illiteracy • Family planning • Under exploitation of natural resources • Hunger • Insecurity and conflicts • Land use.

Topic: Minority and Pressure Group

Specific Objectives	Content
The learner should be able to identify the different groups and their role in society.	<ul style="list-style-type: none"> • National Union of Disabled Persons in Uganda • Trade Unions • Women in Development • Religious Institutions

Topic: Science and Its Different Aspects

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define science and its associated theories and applications. • identify branches and benefits of science. • mention the dangers and solutions to the use of science. • use and apply mathematical skills in everyday life. • mention ways of conserving the natural resources. • determine values and show the relationships to the use 	<ul style="list-style-type: none"> • Science and its different aspects (theories and application) • Modern Atomic theory, the Hubble's law of Cosmology, the Einstein's theory of Relativity, the theory of Evolution, the theory of Gravity, Cell theory, Plate Tectonic theory • Physical and natural science • Medicine • Architecture • Bios-system engineering • Agricultural mechanisation • How science operates • Benefits and application of science • Food and nutrition

Specific Objectives	Content
of maths.	<ul style="list-style-type: none"> • Space science • Demography – population structure, statistics, composition, census, size growth • Challenges involved in science • Relevance of mathematics

Topic: Agriculture

Specific Objectives	Content
The learner should be able to define agriculture and its associated theories, identify challenges and solutions to agriculture.	<ul style="list-style-type: none"> • Agriculture (various practices, traditional versus modern practices, modern techniques of farming for better yield, challenges and solutions, types of farming)

Topic: Language and Literature

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define language and literature. • assess the role of language. • identify the different forms of literature. • explain the importance of literature to society. 	<ul style="list-style-type: none"> • Meaning of language • Forms of language – verbal and non-verbal • Categories of languages – indigenous/mother tongue, area language, national language, official language, language of instruction, first and second language, foreign language • The case for a national language • Language and education • Language as a tool of communication • The language policy • The different forms of literature – drama/performing arts, poetry, prose – biographies, novel; oral literature – riddles, tongue-twisters, folklore, songs, storytelling

Specific Objectives	Content
	<ul style="list-style-type: none"> • The case for writing in the indigenous or the foreign language • Literature as a tool for social reform and cultural preservation and transmission.

Topic: Communication

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define communication. • mention and explain different forms of communication. • explain the purpose for effective communication. • give the different skills of communication. 	<ul style="list-style-type: none"> • Definition of communication • Forms of communication – verbal, written/print, electronic, music, sign/body language • Computer language • Purpose of communication – facts, opinion, feelings, emotions, information, warning • Skills of communication • The role of the press in society

Guidance to the Teacher for Section A

1. Learners should always be guided to present ideas in a way reflecting maturity of thought. The key types of prose writing in General Paper include expository, informative, argumentative/discursive (*appealing to emotions and reason*) and persuasive.
2. In this section awarding marks is based on the presentation of well substantiated relevant points.
3. Learners need to be guided through correct question interpretation by identifying the main task in the given question.
4. The effective question approach includes identifying and interpreting the question words (like discuss, to what extent, justify and assess) to use correct skills in answering. Then identifying key terms and exhaustively defining them. After which, relevant points should be identified and then a discussion is presented in paragraph form. It is important to remind learners that each paragraph represents a complete idea and the first paragraph is always a definition of the key terms.

5. Learners should be given guidance on the qualities of a good essay which include:
- exhaustive coverage of points.
 - meeting the demands (relevant to) of the question.
 - written in the tense of the question.
 - having formal and appropriate language.
 - having adequate and appropriate illustrations.
 - systematic presentation of ideas showing introduction, the body and conclusion.
 - showing originality of ideas by relating ideas with the question.
 - citing factual evidence.
 - being objective, discursive and at the same time persuasive.
 - using appropriate connectors to show coherence of ideas.
 - abiding by the correct rules of spelling, punctuation, grammar and expression (SPGE).

Section B

This section provides information in form of statistical data and a prose passage. The learner is expected to read, understand and interpret information given. The learner is expected to re-express, represent and rearrange information given. He/she responds to the tasks in the questions given which are based on the information given in the data and passage. This section covers information given in the form of notes, statistics, diagrams and prose passage. It tests one's comprehension, logical reasoning, critical thinking and problem solving.

Specific Objectives	Content
<p>The learner should be able to:</p> <ul style="list-style-type: none"> • read for specific information. • express information and draw logical conclusions based on information given 	<ul style="list-style-type: none"> • Knowledge of mathematical and statistical concepts (computation, mensuration, tabulation, conversions, percentile, graphical presentation) • Logical and scientific reasoning • Comprehension and general understanding of the passage (identification of facts, understanding of the subject matter, summary writing, contextual explanation of words, identifying evidence in a passage, establishing the writer's attitude) • Language competency (grammar, spelling, punctuation, expression, good sentence structure, paragraph organisation, meanings, approach, instructional words)

Guidance to the Teacher for Section B

- i) You need to select a variety of passages including expository, argumentative, discursive and narrative. They should also be of varying levels of difficulty.
- ii) It is suggested that learners can best be guided in comprehension by applying effective methods based on the three levels of comprehension which are reading the lines (*literal meaning*), reading

between (*implied meaning*) the lines and reading beyond the text (*relating information to real life experiences*).

- iii) Learners should be guided to use discriminative reading by skimming and scanning for specific information that is required.
- iv) Close tests enable learners to develop their comprehension of grammar and vocabulary.
- v) Learners should be guided to carry out reflective reading through paraphrasing.
- vi) Issues discussed should be addressing gender, social status and cross-cutting ideas.
- vii) Mathematical concepts to be discussed should be varied from simple to complex and should require application of common/basic knowledge.
- viii) Students should be encouraged to be original in their work and avoid plagiarism.
- ix) You need to be very resourceful and network with the community to get resource persons to support whatever it is that you share with your students on a given topic.
- x) Passages on scientific research studies are very useful in teaching general paper because they provide facts.
- xi) Learners should be subjected to logical and scientific reasoning.
- xii) Learners will be guided to understand logic by exposing them to the basic concepts of mathematics and statistics. In General Paper, mathematical calculations are limited to the four operations, i.e. addition, multiplication, subtraction and division.
- xiii) You need to always demonstrate and illustrate to learners and make use of peer teaching.
- xiv) General Paper is a generic-skills subject that requires learners to be taught skills to be applied in life after school. These skills such as functional writing which include letter writing, CV writing, writing minutes in a meeting, writing reports, filling forms and writing speeches should be taught, much as they were handled in English Language at O level.

Suggested Methodology

The following are some of the methods that a teacher may use to teach General Paper. The teacher should however select the best methods according to the objectives of the topic and the content to be covered.

- Research, both library and the Internet
- Guided discussion
- Brainstorming
- Tutorials
- Peer teaching
- Team teaching
- Presentation
- Project
- Role play
- Discovery
- Silent and loud reading
- Think-pair-share
- Question and answer
- Demonstration
- Field trips
- Extended reading
- Cross-referencing
- Talk show
- Mock debate
- Simulation
- Exposure

Reference Materials

The following are some of the reference materials that may be used to solicit for information for the areas of study given in the syllabus. You are advised to encourage your students to read these reference materials so that they get as much first-hand information as they can.

- i) Magazines
- ii) Newspapers
- iii) Textbooks
- iv) Autobiographies
- v) Biographies
- vi) Newsletters
- vii) Relevant Internet websites
- viii) Electronic encyclopaedia (like Encarta, Britannica), eBooks
- ix) Broadcast media like television and radio
- x) Other forms of media like documentary videos and audio tapes
- xi) Constitution of the Republic of Uganda
- xii) Ministry/ Departmental reports or reviews
- xiii) Statistical abstracts (from Bank of Uganda, Ministry of Finance, Uganda Bureau of Statistics, etc.)
- xiv) NEMA State of the Environment Report
- xv) Almanacs
- xvi) Policy documents





National Curriculum
Development Centre,
P.O. Box 7002,
Kampala.

www.ncdc.go.ug