

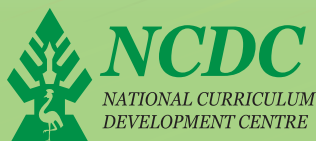


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



ARABIC ASSESSMENT GUIDELINES



2026

ADVANCED SECONDARY CURRICULUM

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2026



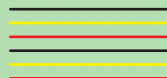
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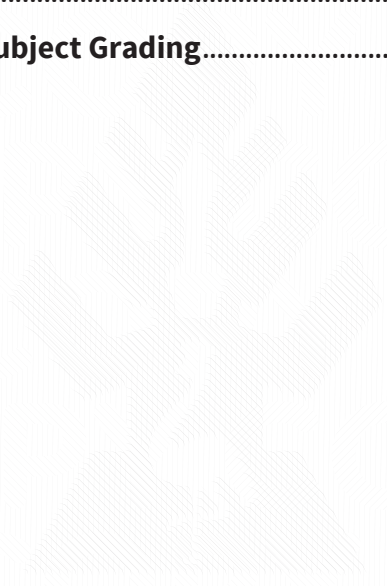
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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العربية



1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of Arabic language as a subject.

The assessment of Arabic Language will be guided by four assessment objectives drawn from the four assessment constructs. The assessment of items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within a construct to address a societal challenge or problem. The end-of-cycle assessment of Arabic language will be administered by the Uganda National Examinations Board (UNEB). Assessment of Arabic language at the school level will be formative and summative.

1.1 Assessment Objective

The end of Cycle assessment for Arabic language will be guided by two assessment objectives focusing on the learner's ability to:

A01: Write clear and purposeful texts which are both creative and functional. Engage with content in the target language (Arabic) using precise grammar, Morphology context-appropriate vocabulary, and well-structured ideas. Respond with sensitivity to tone, style, and cultural nuances. Summarize or translate information effectively for diverse audiences, promoting understanding and harmony across communities.

A02: Demonstrate effective listening and speaking skills by responding thoughtfully to spoken language, communicating clearly in everyday interactions, and applying intercultural awareness and mediation strategies to foster understanding and collaboratively solve real-world community challenges.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

The table below shows a linkage between the assessment objectives, the constructs and the topics that contribute to the construct.

Table 1:

Table showing relationship between assessment objectives, constructs and the topics in the syllabus

Assessment objectives	Construct	Construct Description	Aligned Topics
A01 & A02	Effective communication	Exchanging information and clearly expressing ideas in the target language through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding.	i) Grammar (النحو) all phases ii) Morphology (الصرف) all phases iii) Comprehension (المطالعة) all phases iv) Composition (الإنشاء) v) Arabic Literature (الأدب العربي) a) Introduction to Arabic Literature (مقدمة عن الأدب العربي) b) Prose (النثر) all eras c) Poetry (الشعر) all eras d) The play (المسرحية) e) The Novel (الرواية) vi) Summary (التلخيص) vii) Translation (الترجمة)

2. Table of Constructs

The table below details the constructs for Arabic Language i.e. the competencies/ learning outcomes that make up the construct, the expected learner abilities and what assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Competencies The learner should be able to:	Ability The learner can:	Indicators of Mastery The learner:	Level of Complexity
Effective Communication (AO1) Exchanging information and clearly expressing ideas in the target language through oral and written means, using culturally and socially relevant	i) Topic 1: master's fundamental grammar and structures in Arabic. Constructs sentences, while avoiding common grammatical errors to confidently apply essential rules. الكفاءة الموضوعية: يتقن المتعلمون القواعد والتراكيب	a) construct sentences avoiding common grammatical errors; applies essential grammatical rules correctly b) demonstrate effective use of grammatical structures in authentic communicative tasks (e.g.,	produces grammatically correct sentences, demonstrating mastery of basic Arabic syntax in both written and spoken forms.	Medium

language to facilitate meaningful interactions and mutual understanding.	الأساسية في اللغة العربية، وبناء الجمل مع تجنب الأخطاء النحوية الشائعة، لتطبيق القواعد الأساسية بثقة ii) Topic 2: effectively uses morphological patterns, rules and their applications in analysing and constructing words in Arabic. الكفاءة الموضوعية: يستخدم المتعلمون الأنماط الصرفية بفعالية، وقواعد الصرف وتطبيقاتها في تحليل وتكوين الكلمات باللغة العربية.	dialogues, descriptions, short paragraphs). a) analyse and constructs words based on Arabic morphology, applying root patterns and structures correctly b) differentiate between nominal, verbal, and adjectival forms based on morphological principles. c)	i) produces well-formed words in different contexts using derivation rules and inflection patterns correctly. ii) uses appropriate word formation techniques in both academic and practical language settings.	High
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appropriately uses Arabic language. الكفاءة الموضوعية: يكتب المتعلمون مقالات منظمة ومتناسقة حول القضايا الراهنة، موضحين حججاً واضحة وأمثلة ذات صلة، ومستخدمون اللغة العربية بشكل مناسب.	b) articulate clear arguments supported by relevant evidence and examples. c) use appropriate vocabulary, grammar, and stylistic elements to enhance clarity and precision in writing. d) engage with contemporary issues, expressing opinions and analysing perspectives critically.	supporting details using Arabic language. ii) engages critically with topics, demonstrating depth of thought. iii) applies proper writing mechanics, including punctuation, coherence, and transitions.	
iv) Topic 8: develops the ability to write concise and coherent summaries of various Arabic texts, focusing on understanding,	a) extract key ideas, restructure information logically, and present it effectively b) distil complex ideas into clear, concise summaries without altering meaning.	i) provides well-organized summaries demonstrating comprehension and clarity	High

extracting specific ideas, and presenting information clearly and effectively. الكفاءة الموضوعية: يتعلم الطلاب كيفية كتابة ملخصات موجزة ومتناسقة لمختلف النصوص العربية، مع التركيز على فهم النص، استخراج الأفكار الخاصة، وتقديم المعلومات بوضوح وفعالية	c) use appropriate language structures and transitions for clarity and coherence in summarization. d) adapts summarization techniques based on text type (literary, academic, and journalistic)	ii) produces summaries that accurately reflect the main ideas of a text. iii) produces concise and well-structured summaries without distorting meaning. iv) demonstrates proficiency in differentiating essential information from secondary details. v) uses appropriate Arabic grammar, vocabulary, and style in written summaries.
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	v) Topic 9: develops the skills necessary to translate basic texts accurately between Arabic and another language, focusing on comprehension, vocabulary, grammar, and cultural context. الكفاءة الموضوعية: يطور المتعلم المهارات اللازمة لترجمة النصوص الأساسية بدقة بين اللغة العربية واللغات أخرى، مع التركيز على الفهم، والمفردات، والقواعد اللغوية، والسياق الثقافي.	a) apply comprehension skills, precise vocabulary use, and correct grammar in translation. b) use structured translation techniques to maintain coherence and readability. c) accurately translate words and phrases while preserving meaning and nuance. d) identify and resolve common translation challenges, such as idiomatic expressions and cultural references.	i) produces translations maintaining original meaning while adapting cultural context appropriately ii) preserves the original intent and clarity of meaning in both languages. iii) demonstrates proficiency in identifying and resolving translation ambiguities. iv) applies appropriate vocabulary and sentence structures in both languages.	Medium
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vi) Topic 11: develops the ability to appreciate and use different forms of emphasis to make their spoken and written communication more effective. The learner also gains a good understanding of understanding of (exception), including its parts, tools, rules, and types. الكفاءة الموضوعية: يكتسب المتعلم القدرة على تقدير واستخدام أشكال التوكيد المختلفة لجعل تواصله الشفهي والكتابي أكثر فاعلية. كما يكتسب المتعلم فهماً جيداً لمفهوم "الاستثناء"، بما في ذلك أجزائه وأدواته وقواعده وأنواعه.	a) apply various forms of emphasis (التوكيد) in Arabic, including lexical, syntactic, and rhetorical emphasis. b) use emphasis techniques effectively to enhance clarity, persuasiveness, and emotional impact in communication. c) demonstrate foundational understanding of understanding of الاستثناء by identifying its components: المستثنى، المستثنى منه أداة الاستثناء. d) recognise and use basic exception tools such as إلا، سوى in familiar contexts.	i) produces expressive and persuasive communication using emphasis effectively. ii) demonstrates ability to adjust emphasis techniques based on context and audience. iii) differentiates between المستثنى، المستثنى منه أداة الاستثناء in examples. iv) engages in discussions and exercises showcasing proficiency in using both emphasis and exception constructs.	Medium
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Medium				
	i) constructs grammatically correct sentences using exception tools such as ما، سوى، عدا، ما خلا ii) uses appropriate rules to form correct الاستثناء structures in varied contexts. iii) integrates الاستثناء naturally in oral and written communication to express exceptions clearly.	a) apply الاستثناء structures accurately, using tools such as ما عدا، سوى، غير، إلا، ما خلا b) differentiate between types of الاستثناء: تام مثبت، تام منفي and مفرغ c) apply appropriate rules for complete, incomplete, connected, and disconnected الاستثناء d) demonstrate proficiency in using الاستثناء in both spoken and written Arabic communication.	vii) understands and applies the concept of الاستثناء (exception) in Arabic including its components, tools, rules and types. الكفاءة الموضوعية: يفهم ويطبق المتعلمون مفهوم الاستثناء في اللغة العربية بما في ذلك أركانه، وأدواته، وقواعده، وأنواعه.	

	viii) Topic 1: uses the different types of translations to translate texts from English to Arabic and vice versa. الكفاءة الموضوعية: يستخدم المتعلم أنواع الترجمة المختلفة من لترجمة النصوص من الإنجليزية إلى العربية والعكس.	a) identify various types of translation (literal, semantic, communicative, etc.) and apply them appropriately. b) utilise digital and traditional resources to refine translations. c) accurately translate sentences while preserving meaning, structure, and tone. d) resolve translation challenges such as idioms, technical jargon, and cultural references. e) use correct grammar, vocabulary, and sentence structures in both English and Arabic.	i) demonstrates accuracy in translating texts with minimal errors. ii) retains original meaning while ensuring fluency in the translated language. iii) produces translations that align with professional and academic standards. iv) maintains clarity, coherence, and readability in translated texts. v) engages in translation exercises with precision and confidence.	High
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	ix) Topic 16: identifies and uses attributive adjectives (Al-nasab) in Arabic language within various contexts. الكفاءة الموضوعية: يتعرف المتعلم على موضوع النسب في اللغة العربية ويستخدمه في سياقات مختلفة.	a) describe and recognise attributive adjectives (النسب) and their grammatical formation in Arabic. b) identify different types of النسب adjectives and their derivation from nouns and proper names. c) use attributive adjectives appropriately in spoken and written communication. d) demonstrate understanding of how attributive adjectives modify nouns to indicate origin, affiliation, or relation.	i) accurately forms and applies attributive adjectives in sentences. ii) produces grammatically sound sentences using attributive adjectives. iii) demonstrates proficiency in identifying and modifying nouns with النسب adjectives. iv) engages in exercises and discussions showcasing effective use of النسب adjectives.	Medium
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	x) Topic 17: analyses the themes, characteristics, and viewpoints of the play on the current lifestyle of Arab people to demonstrate an appreciation of its cultural and social relevance. الكفاءة الموضوعية: يفهم المتعلمون المسرحية ويحللون موضوعاتها وخصائصها وآرائها نقدياً حول نمط الحياة الحالي للشعب العربي، ليقدروا أهميتها الثقافية والاجتماعية.	a) examine key themes in the play, such as tradition, modernity, social transformation, and identity. b) analyse character development and dialogue to understand perspectives on contemporary Arab life. c) demonstrate a critical awareness of how the play reflects cultural values, struggles, and aspirations.	i) provides critical interpretations of themes, viewpoints, and dramatic elements in the play. ii) clearly articulates thematic connections between the play and real-life cultural dynamics. iii) engages in discussions or written critiques showcasing nuanced cultural appreciation. iv) uses appropriate literary and analytical techniques to evaluate dramatic works.	High
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		d) evaluate the literary characteristics of the play, including narrative structure, dialogue, symbolism, and dramatic techniques. e) compare the play's depiction of Arab life with real-world cultural and societal contexts. f) demonstrate an appreciation of the artistic and intellectual contributions of Arabic theatrical works.	v) demonstrates the ability to compare theatrical representations with lived experiences in Arab society.

Effective Communication (AO2)	xi) Topic 3: develops communication skills to comprehend and interpret a variety of Arabic texts, to improve linguistic proficiency, effective communication, and create cultural awareness.	a) identify key themes and linguistic structures. b) recognise cultural meanings in various texts. c) relate Arabic textual content to real-life experiences and broader cultural contexts. d) infer meanings from context.	i) accurately summarises key points from texts. ii) correctly identifies implied meanings and purpose. iii) provides coherent interpretations of complex Arabic readings. iv) demonstrates improved linguistic proficiency, effective communication, and cultural awareness through accurate interpretations.	Medium
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Effective Communication (AO2)

Exchanging information and clearly expressing ideas in the target language through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding.

الكفاءة الموضوعية: يكتسب المتعلمون المهارات الاتصالية اللازمة لفهم وتفسير مجموعة متنوعة من النصوص العربية، مما يظهر تحسناً في الكفاءة اللغوية، والتواصل الفعال، والوعي الثقافي

	xii) Topic 5: engages with Arabic literature to appreciate its evolution; and demonstrates an understanding of its themes, styles, and cultural significance. الكفاءة الموضوعية: يقدّر المتعلمون الأدب العربي ويتفاعلون معه بشكل نقدي، مما يظهر فهمهم لموضوعاته وأهميته الثقافية.	a) analyse texts to identify themes, styles, and historical significance. b) compare various works to understand cultural shifts and historical influences. c) interprets literary texts with reference to symbolism, figurative language, and narrative techniques.	i) accurately summarises and explains major literary themes across different Arabic texts. ii) provides critical insights into the evolution of Arabic literature through discussion or writing. iii) provides insightful interpretations of Arabic literary styles and techniques. iv) demonstrates ability to relate Arabic literary works to broader social and philosophical contexts.	High
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xiii) Topic 6: analyses and appreciates the Arabic prose of the pre-Islamic era; its themes, styles, and cultural significance. الكفاءة الموضوعية: يقدّر المتعلمون النثر العربي في العصر الجاهلي ويحللونه نقدياً، موضحين مضمون عائلته وأساليبه وأهميته الثقافية.	a) identify stylistic elements, thematic structures, and their significance in historical contexts. b) evaluate major themes, such as honour, tribal loyalty, wisdom, and philosophical reflection. c) break down complex structures for easier comprehension. recognise distinct literary styles, rhetorical devices, and linguistic features used in pre-Islamic Arabic prose.	i) provides literary analysis supported by examples from texts, recognizing cultural influences. ii) provides well-supported interpretations of themes and stylistic devices. iii) demonstrates critical thinking in assessing prose excerpts and their significance. iv) articulates connections between pre-Islamic prose and broader historical and cultural contexts.	High
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xiv) Topic 7: analyses approach to Arabic poetry of the pre-Islamic, Islamic, Abbasid and modern eras in terms of themes, styles, and cultural significance. الكفاءة الموضوعية: يحلل المتعلم مناهج الشعر العربي في العصر الجاهلي، والعصر الإسلامي، والعصر العباسي والعصر الحديث من حيث الموضوعات والأساليب والأهمية الثقافية	a) identify poetic styles, themes, and cultural expressions across time. b) examine how historical and cultural contexts influenced poetic expression. c) examine the stylistic evolution of Arabic poetry, including changes in structure, meter, and rhetorical devices. d) analyses the role of poetry in shaping Arabic literary traditions and cultural identity.	i) compares poetry across different periods, demonstrating insight into historical evolution and artistic expression ii) effectively analyses poetic texts using established literary frameworks. iii) provides critical interpretations of key poetic works and their significance. iv) articulates connections between poetry and broader historical and cultural developments.	High
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	xv) Topic 10: evaluates the Arabic poetry of the pre-Islamic, Islamic, Abbasid and modern eras in terms of themes, styles, and cultural significance. الكفاءة الموضوعية: يقيم المتعلم الشعر العربي في العصر الجاهلي والإسلامي والعباسي والحديث من حيث الموضوعات والأساليب والأهمية الثقافية.	a) examine poetic techniques, perspectives, and stylistic variations. b) identify and critique key themes in each era, such as heroism, love, spirituality, philosophy, and modern socio-political discourse. c) analyse the role of poetry in shaping cultural identity and intellectual discourse across eras.	i) produces critical analysis and structured arguments demonstrating in-depth literary appreciation ii) demonstrates an understanding of stylistic shifts over time. iii) explains thematic and stylistic shifts in Arabic poetry with historical and cultural context. iv) demonstrates proficiency in identifying major poetic techniques and their artistic impact.	High
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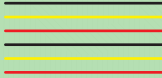
		d) critically examine how themes evolved across different poetic eras. e) demonstrate an ability to interpret and evaluate the significance of poetic works through.	a) identify key characteristics of Arabic prose from the Islamic era, including its religious, philosophical, and didactic nature. b) recognise rhetorical structures, thematic development, and cultural significance	a) accurately describes defining features and themes of Islamic-era Arabic prose. b) interprets texts accurately, demonstrating proficiency in literary analysis	Medium
xvi)	Topic 12: explains the characteristics of Arabic prose from the Islamic era, demonstrates an understanding of its themes, styles, and cultural significance.				

	الكفاءة الموضوعية: يشرح المتعلمون خصائص النثر العربي في العصر الإسلامي، موضحين فهمهم لموضوعاته وأساليبه وأهميته الثقافية.	c) analyse central themes such as faith, morality, governance, and philosophy. d) examine the impact of Islamic teachings and cultural developments on prose writing.	c) applies critical thinking to assess the significance and impact of prose. d) engages in discussions on the relevance and evolution of Arabic prose. e) demonstrates the ability to compare prose traditions and their impact on subsequent literary developments.	
xvii) Topic 13: describes the character of the authors of the Abbasid Era and explains the common		a) analyse the common themes present in Abbasid prose, including intellectualism, philosophy, social critique, and storytelling.	a) analyses prose works with reference to themes, style, and historical influence.	High

	characteristics and significance of their prose, demonstrating an understanding of their contributions to Arabic literature and cultural heritage. الكفاءة الموضوعية: يصف المتعلمون شخصية مؤلفي العصر العباسي ويشرحون الخصائص المشتركة وأهمية نثرهم، مبرزين فهمهم لإسهاماتهم (مؤلفي العصر العباسي) في الأدب العربي والتراث الثقافي.	b) analyses defining features of Abbasid prose, including rhetorical styles, philosophical depth, and literary techniques. c) explore the impact of Abbasid prose on subsequent literary movements and cultural discourse. d) demonstrate an understanding of the contributions of Abbasid prose writers to Arabic literary heritage.	b) provides comparative insights into Abbasid prose and its impact on Arabic literary heritage c) differentiates key stylistic features of Abbasid prose from other literary eras. d) engages critically with prose texts by interpreting their meanings and implications.	
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xviii) Topic 15: describes the characteristics of modern-era prose, explains its common themes, purposes, and rhetorical aspects, and demonstrates an understanding of its significance and cultural context. الكفاءة الموضوعية: يصف المتعلمون خصائص النثر في العصر الحديث، ويشرحون المواضيع الشائعة والأهداف والجوانب البلاغية، مما يوضح فهمهم لأهمية النثر وسياقه الثقافي	a) identify key characteristics of modern Arabic prose, including realism, experimentation, and narrative complexity. b) analyses common themes, rhetorical strategies, and socio-cultural context c) explain the purpose of modern prose in reflecting societal transformations and individual perspectives.	i) provides well-articulated descriptions of modern prose features with examples. ii) analyses literary works with reference to themes, purpose, and rhetorical and rhetorical techniques. iii) shows deep engagement with modern literary works, drawing connections to broader cultural and intellectual developments.	High
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		d) assess the impact of historical, social, and technological changes on the evolution of modern Arabic prose.	iv) demonstrates ability to compare modern prose styles with earlier literary traditions and contemporary global literature.	
		a) identify and examine key themes in the play, relating them to contemporary Arab society. b) analyse the characters, their motivations, and how they reflect social norms and values. c) evaluate the play's literary features, including structure, dialogue, and symbolism.	i) provides well-supported analysis of themes and characters. ii) draws connections between the play and current social and cultural issues. iii) demonstrates deep understanding through written critiques or discussions. iv) uses relevant references and contextual knowledge to	High
	xix) Topic 18: analyses the play, its themes, characteristics, and viewpoints on the current lifestyle of Arab people, demonstrates an appreciation of its cultural and social relevance. الكفاءة الموضوعية: يفهم المتعلمون المسرحية ويحللون موضوعاتها وخصائصها وآرائها نقدياً حول نمط الحياة الحالي للشعب العربي، ليقدروا أهميتها الثقافية والاجتماعية.			



			d) compare the play's perspectives with historical and modern realities of Arab culture. e) express critical interpretations of the play's relevance and impact on societal discourse.	support interpretations. v) engages in meaningful discourse, showing appreciation for cultural nuances.	
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3. Structure of the assessment Papers

Arabic language at Advanced Secondary will be assessed in two papers.

Paper, one has three sections A, B and C assessing reading, translation and writing, basing on AO1 where 5 items are set. Each candidate will respond to one item from each section. This paper will be scenario based taking 2 hours and 30 minutes

Paper two has two papers: paper **2 A** assessing listening, and paper **2B** assessing speaking. Both sections are assessed basing on AO2 where five items are set. Paper 2 A will have one compulsory item which will take 1 hour, and paper 2 B will have two parts monologue and dialogue. A learner will choose 2 items one from each part. This will take 40minutes. This paper will be scenario based taking one hour

Arabic Language

Paper I (Reading and Writing)

November 2025

Time: 2½ hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION SAMPLE EXAMINATION PAPER

ARABIC LANGUAGE

Paper 1

(READING AND WRITING)

2½ Hours

INSTRUCTIONS TO CANDIDATES

*This examination paper consists of **4** items. It has **three** sections: **A**, **B** and **C**. Respond to **three** items in all.*

Section **A** consists of **One** compulsory item. (Listening and reading)

Section **B** has **One** item compulsory item (translation)

Section **C** has **Two** items. You must attempt one item. (Writing)

الورقة الأولى: القراءة والكتابة

القسم الأول: المطالعة

المهمة

اقرأ القطعة الآتية ثم أجب عن الأسئلة بعدها.

(أ) التحديات اليومية ومهارات النجاح في الحياة.

في الحياة اليومية، يواجه الناس كثيرًا من التحديات والمشاكل، من أهمها: إدارة الوقت، والتواصل مع الآخرين، وحل الخلافات، والموازنة بين العمل والحياة الشخصية. يشعر كثير من الناس بالضيق في الحياة اليومية، ويحتاجون إلى تنظيم أوقاتهم ووضع أولويات. على سبيل المثال، قد يجد طالب صعوبة في مراجعة دروسه، والعبرة هنا أن يتعلم كيف يضع جدولًا زمنيًا للدراسة والاستراحة. من جانب آخر، يُعتبر التواصل مهارة أساسية في الحياة. فإذا حدث خلاف بين صديقين، يجب عليهما أن يتحاورا بهدوء ويحترما وجهة نظر بعضهما. إن تعلم الطالب الأدب، وقبول النقد بصدر واسع يساعدها أيضًا في حل مشاكل كثيرة. أخيرًا، إذا أراد الإنسان أن ينجح، فيجب عليه أن يتعلم كيف يدير وقته، ويوازن بين واجباته وراحته، ويبني علاقات جيدة مع الآخرين.

شرح المفهوم: في صباح يوم الأحد، شعر طالب بضيق لأنه لم يُنظم وقته للموازنة بين الدراسة والراحة، فنراكمث عليه الواجبات والمراجعات. لماذا يُعتبر تنظيم الوقت أمرًا مهمًا وضروريًا في هذه الحالة؟

تطبيق: في الصف، نسي أحد الطلاب أن يعيد كتابًا استعاره من زميله، فعضب الزميل ووقع خلاف بينهما. كيف تصرف في موقف مماثل وما الخطوات التي اتبعتها لحل المشكلة؟

تحليل عام: في نادي الطلاب، اختلف الأعضاء حول اختيار موضوع الرحلة القادمة، وكاد الخلاف أن يؤثر سلبًا على العلاقات بينهم. في رأيك، كيف تساعد مهارات التواصل في حل هذا الخلاف؟

تقييم: طالب يقضي ساعات طويلة في الدراسة والعمل، ولا يجد وقتًا للراحة أو للجلوس مع عائلته. ما رأيك في أهمية التوازن بين العمل والحياة الشخصية؟

المهمة الثانية

القسم الثاني (إجباري): التَّرجَمَةُ السِّينَايُوتُ

أَنْتِ تُسَاعِدُ مَدْرَسَتَكَ فِي إِعْدَادِ كُتَيْبٍ بِعُنْوَانِ "التَّعْلُمُ لِلْحَيَاةِ". وَتَتَحَدَّثُ إِحْدَى صَفَحَاتِهِ الْمَكْتُوبَةِ بِاللُّغَةِ الْإِنْجِلِيزِيَّةِ عَنْ مُحَارَبَةِ الْجَهْلِ وَبِنَاءِ عَالَمٍ أَفْضَلَ. طَلَبَ مِنْكَ الْمُعَلِّمُ تَرْجَمَةَ النَّصِّ الْإِنْجِلِيزِيِّ التَّالِي إِلَى اللُّغَةِ الْعَرَبِيَّةِ، لِيَفْهَمَ الطُّلَّابُ الرِّسَالَةَ. اِفْرَأِ النَّصَّ بِعِنَايَةٍ، ثُمَّ تَرْجِمُهُ إِلَى الْعَرَبِيَّةِ بِشَكْلِ وَاضِحٍ وَبَسِيطٍ.

3.1.1 Fighting Ignorance

Ignorance means not knowing something. It can be dangerous because people may believe wrong things or make bad choices. Fighting ignorance is important for a better world.

We fight ignorance by learning. Reading books, asking questions, and talking to others helps us understand more. School is a good place to start. Teachers help us learn about science, history, and other subjects. But learning does not stop at school. We can learn every day.

Sometimes, people are afraid to ask questions. They think others will laugh at them. But asking questions is smart. It shows you want to learn. No one knows everything, and that is okay.

Talking to different people also helps. People from other countries or cultures can teach us new ideas. When we listen, we grow. We become kinder and wiser.

The internet is a good tool, but we must be careful. Not everything online is true. We should check facts and think before we believe something.

Fighting ignorance takes time and effort. But it makes us better people. It helps us make good decisions and live in peace with others. Let's keep learning and help others learn too.

القسم الثالث. (الكتابة).

اختر مهمة واحدة إما الأولى أو الثانية وأجب عنها.

المهمة الأولى.

رسالة تحفيزية للمعلمين: أنت مدير مدرسة ثانوية. وتأخذ بعض المعلمين رواتب أعلى من غيرهم. وبالتالي، أصبح المعلمون الذين يأخذون رواتب أقل يائسين وحزينين ولم يعودوا يريدون العمل. اكتب رسالة لتحفيزهم وتشجيعهم.

المهمة الثانية.

الأخبار المزيّفة والمعلومات الكاذبة: أنت طالب مهتم بقراءة ومشاركة الأخبار على الإنترنت. وفي يوم من الأيام، نشرت مقالاً غريباً عنوانه: "العلماء يكتشفون أن الشوكولاتة تعالج جميع الأمراض!"، ثم أدركت بعد ذلك أن القصة كانت زائفة وكاذبة، فسخر منك أصدقاؤك وشعرت بالضيق والازعاج. اكتب مقالاً تنصح فيه الشباب حول التعامل مع الأخبار على الإنترنت.

END

Arabic Language

Paper II (Listening and Speaking)

November 2025

Time: 1 hour

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

ARABIC LANGUAGE

LISTENING AND SPEAKING (PRACTICAL EXAMINATION)

1 Hour

INSTRUCTIONS TO CANDIDATES

*This examination paper consists of **five** items. It has **two** papers: **2A** and **2B**.*

*A candidate responds to **three** items in all.*

Paper 2 **A** contains **One compulsory** item.

Paper 2 **B** has **two** parts monologue and dialogue. The candidate responds to **one** item from each part.

الورقة الثانية: الاستماع والمحادثة

القسم الأول (أ): الاستماع (يستمع الطالب/ة إلى نص مسجل)

المهمة الأولى: استمع إلى النص المسجل ثم أجب عن الأسئلة وفق ما ورد فيه.

نص الإعلان:

إعلان المطار

بعد وصول المسافرين إلى المطار، أرشدتهم الموظف بالذهاب إلى قاعة الانتظار حيث سيمعوا الإعلان التالي: أعزاًنا المسافرين، نعلن الخطوط الجوية الأوغندية عن قرب إقلاع رحلتها رقم ٣٢١ والمنجّهة إلى القاهرة على تمام الساعة الثامنة مساءً. الرجاء، وضع الأمتعة الشخصية في الحقائب اليدوية والتأكد من إحضار جواز السفر وبطاقة الصعود قبل التوجه إلى البوابة رقم ٥، استعداداً لصعود الطائرة. وستغلق بوابة الصعود قبل موعد الإقلاع بعشر دقائق. شكراً لانتباهكم ونأمل أن تستمتعوا برحلتكم مع الخطوط الجوية الأوغندية.

الأسئلة:

شرح المفهوم:

في صالة الانتظار، سمع مسافر إعلاناً يقول: "نعلن الخطوط الجوية الأوغندية عن قرب إقلاع رحلتها" ما معنى كلمة "إقلاع" في هذا السياق؟

(أ) الوصول إلى المطار

(ب) بدء رحلة الطائرة

(ج) تحميل الأمتعة

(د) تفطيش الحقائب

أنت مسافر مع أحمد على الرحلة المذكورة في الإعلان، ولم يسمع رقم الرحلة جيداً، فسألك عنه وأجبته بأن الرقم هو.

(أ) ١٢٣

(ب) ٣٢١

(ج) ١٣٢

(د) ٣١٢

أنت مسافر على الرحلة المذكورة والمنجّهة إلى _____.

بعد سماع الإعلان، توجهت أنت والمسافرون إلى بوابة الصعود رقم _____.

بعد سماع الإعلان، سأل أحد المسافرين زميله: "هل إقلاع رحلتنا على تمام الساعة الثامنة صباحاً؟" فأجابه:

ب:

(أ) نعم

(ب) لا

التطبيق:

- (أ) أَنْتَ أَحَدُ الْمُسَافِرِينَ عَلَى الرِّحْلَةِ الْمَذْكُورَةِ. مَاذَا سَتَفْعَلُ قَبْلَ الذَّهَابِ إِلَى بَوَابَةِ الصُّعُودِ.
 (ب) تَعْمَلُ مَوْظِعًا فِي الْمَطَارِ، وَجَاءَكَ أَحَدُ الْمُسَافِرِينَ يَسْأَلُ عَنِ الْإِجْرَاءَاتِ الْوَاجِبَةِ اتِّبَاعُهَا، اذْكُرْ وَاحِدًا مِنْهَا.

التحليل العام:

- (أ) مَا الْمَعْلُومَاتُ الَّتِي تُسَاعِدُ الرُّكَّابَ عَلَى عَدَمِ قَوَاتِ الرِّحْلَةِ فِي الْإِعْلَانِ؟
 (ب) كَيْفَ يَجْعَلُ الْإِعْلَانُ التَّعْلِيمَاتِ وَاصِحَةً لِجَمِيعِ الْمُسَافِرِينَ؟

التقييم:

هَلْ تَرَى أَنَّ لُغَةَ هَذَا الْإِعْلَانِ مُفِيدَةٌ لِجَمِيعِ الْمُسَافِرِينَ؟ وَضَحْ إِجَابَتَكَ.

القِسْمُ الثَّانِي (ب): الْإِنْتَاJ وَالْمَحَادَثَةُ الشَّفَوِيَّةُ

الْجُزْءُ الْأَوَّلُ: تَعْرِيفُ شَخْصِيٍّ وَتَقْدِيمُ فَرْدِيٍّ.
 اخْتَرْ سِينَارِيُوً وَاحِدًا مِنَ الْاِثْنَيْنِ الْآتِيَيْنِ ثُمَّ أَجِبْ عَنْهُ.

المهمة الثالثة: السِّينَارِيُو الْأَوَّلُ.

جَاءَكَ مُسْتَنْمِرٌ عَرَبِيٌّ فِي أَوْغْدَا، يُرِيدُ أَنْ يَسْتَنْمِرَ أَمْوَالَهُ لِكِنَّهُ لَا يَعْرِفُ فِي أَيِّ مَجَالٍ يَسْتَنْمِرُ. قَدِّمْ لَهُ نَصِيحَةً حَوْلَ هَذَا الْأَمْرِ.

المهمة الرابعة: السِّينَارِيُو الثَّانِي

تَقَدَّمَتْ إِلَيْكَ شَرَكَةُ عُمَالٍ تَأْخُذُ الْعَامِلِينَ إِلَى الْبُلْدَانِ الْعَرَبِيَّةِ لِلْعَمَلِ. وَطَلَبَتْ مِنْكَ أَنْ تُعَلِّمَهُمُ الْعَرَبِيَّةَ الْأَسَاسِيَّةَ لِيَسْهَلُ لَهُمُ الْإِنْدِمَاجُ مَعَ مُتَحَدِّثِي اللُّغَةِ الْعَرَبِيَّةِ. فَمِنْ بَيْنِكَ الْمُهْمَّةُ.

الْجُزْءُ الثَّانِي: الْحَوَارُ

اخْتَرْ سِينَارِيُوً وَاحِدًا مِنَ الْاِثْنَيْنِ الْآتِيَيْنِ ثُمَّ أَجِبْ عَنْهُ

المهمة الخامسة: السِّينَارِيُو الْأَوَّلُ

أَجْرُ جَوَارًا شَفْعِيًّا بَيْنَكَ وَبَيْنَ مُدِيرِ شَرَكَةِ قَابِلَتِهِ عَنْ كَيْفِيَّةِ اسْتِفَادَتِكَ مِنْ مَعْرِفَتِكَ بِاللُّغَةِ الْعَرَبِيَّةِ فِي تَشْكِيلِ مُسْتَقْبَلِكَ، وَعَنْ أَهْمِيَّةِ تَعَلُّمِ اللُّغَةِ فِي مَجَالِ الْعَمَلِ وَالتَّوَاصُلِ وَالتَّعَرُّفِ عَلَى تَقَافَاتٍ جَدِيدَةٍ.

المهمة السادسة: السِّينَارِيُو الثَّانِي

سَافَرْتَ إِلَى إِحْدَى الدُّوَلِ الْعَرَبِيَّةِ، وَكُنْتَ بِحَاجَةٍ إِلَى شِرَاءِ مُسْتَلْزَمَاتِكَ اليَوْمِيَّةِ. تَوَجَّهْتَ إِلَى مَتْجَرٍ قَرِيبٍ فَقَابَلْتَ بَائِعَ تِلْكَ الْمُسْتَلْزَمَاتِ. أَجْرُ جَوَارًا بَيْنَكَ وَبَيْنَهُ.

4. Assessment Rubrics

Assessment Rubric for Sample Arabic Paper I

Reading and Writing Section A: Reading Production Part I: Life Experience

Expected Output: Written answers

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Understanding of Text	Shows precise and complete understanding; interprets explicit and implicit content	Understands main ideas and some deeper meanings	Understands general content; misses implicit ideas	Limited understanding; mixes ideas or misinterprets context
Identification of Challenges	Accurately identifies all challenges and explains them with examples from the text	Identifies most challenges with appropriate detail	Mentions basic challenges; lacks depth or examples	Mentions unrelated or vague challenges
Connection to Context & Events	Clearly connects events to context with realistic and analytical insight	Explains relationships between ambition and challenges with some insight	Attempts connection but lacks clarity or depth	Struggles to connect ideas; mixes unrelated events
Suggestions & Solutions	Offers logical, well-supported solutions based on text and personal insight	Suggests useful ideas with minor gaps in reasoning	Offers basic suggestions; lacks support or realism	Suggestions are vague, unrealistic, or copied from text

Language Use & Clarity	Uses accurate, fluent Arabic with clear structure and minimal errors	Uses mostly correct language with minor phrasing issues	Language is understandable but includes errors or awkward phrasing	Frequent language errors; affects clarity and coherence
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Section B: Translation

Expected Output: Translated text.

Translation Task Rubric.

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Accuracy of Meaning	Fully conveys original meaning without distortion; precise and complete	Maintains general meaning with minor slips	Overall meaning is clear but includes literal or inaccurate phrases	Partial distortion of meaning; key ideas are unclear
Clarity & Readability	Smooth, logical flow; easy to read and understand	Mostly clear and readable; some awkward phrasing	Understandable but includes clumsy or unnatural expressions	Difficult to follow; lacks coherence
Use of Arabic Structures	Contextually appropriate grammar, syntax, and style	Generally correct structures; minor errors	Weak or Arabic-influenced structures; noticeable grammatical issues	Incorrect or inappropriate structures; affects clarity

Vocabulary & Word Choice	Natural and precise vocabulary; fits context and tone	Acceptable vocabulary; some literal or imprecise choices	Basic vocabulary; includes literal or awkward word choices	Inaccurate or contextually inappropriate vocabulary
Language Accuracy	Nearly error-free; correct spelling, punctuation, and grammar	Minor errors that do not affect comprehension	Frequent errors; message still understandable	Numerous errors affecting clarity and meaning

SECTION C: Writing.

Expected Output: Written composition.

Task 1 Rubric

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Structure & Organization	Fully logical structure with formal greeting, body, and closing; seamless flow	Most structural elements present; clear organization	Structure is uneven; some mixing of formal/informal styles	Missing key elements (e.g., greeting or closing); illogical flow
Language Accuracy	Error-free use of formal Arabic; precise vocabulary and grammar	Minor errors that do not affect meaning; generally correct language	Noticeable errors; some affect clarity or tone	Frequent errors: message is hard to follow

Content Relevance	Clear, relevant message with convincing justifications or motives	Good content with acceptable justification	Message is relevant but lacks depth or clarity	Limited relevance; vague or repetitive content
Tone & Style Appropriateness	Consistently formal and appropriate tone for official/semi-official context	Mostly formal tone with minor slips	Mixed tone; informal expressions may appear	Inappropriate tone; lacks awareness of context
Closing & Signature	Proper closing and signature used appropriately	Closing and signature present with minor errors	Closing or signature may be weak or incomplete	Missing or incorrect closing/signature

Expected Output: Written composition

Task 2 Rubric.

Bases of Assessment	Score 3	Score 3	Score 2	Score 1
Idea Development & Creativity	Highly original and engaging ideas; personal voice and creativity shine through	Clear and interesting ideas; some creative elements present	Basic ideas with limited creativity; relies on familiar or simple content	Ideas are vague or repetitive; lacks originality
Organization & Coherence	Logical and smooth sequence of ideas; excellent paragraphing and transitions	Ideas presented logically; transitions mostly clear	Partial sequencing; some abrupt shifts or unclear structure	Ambiguous or confusing order of ideas; lacks transitions
Language Accuracy	Correct use of tenses, pronouns, and vocabulary; nearly error-free	Minor grammatical or spelling errors; meaning remains clear	Frequent errors in grammar or spelling; message still understandable	Numerous errors that affect clarity and flow
Style & Expression	Rich descriptive or analytical style; personal and engaging tone	Appropriate stylistic elements; tone is mostly consistent	Simple style; limited use of descriptive or analytical language	Weak use of stylistic techniques; lacks tone or voice

Conclusion & Closure	Strong and satisfying conclusion that reinforces the message	Clear ending that wraps up the text appropriately	Basic conclusion; may feel rushed or incomplete	Weak or missing conclusion; lacks impact
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Assessment Rubrics for Sample Arabic Paper II: Listening And Speaking (Practical Examination)

SECTION A

Expected Output: Written answers

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Understanding Main Ideas	Consistently grasps main ideas in extended speech, even with some unfamiliar vocabulary.	Understands main ideas in clear speech; minor gaps in complex topics.	Understands main ideas in familiar contexts; may miss nuance.	Understands only simple, concrete ideas; needs repetition.
Understanding Specific Details	Accurately identifies key details and supporting information in varied contexts.	Recognizes most details; occasional omissions.	Picks up basic details in familiar situations.	Misses many details; relies on repetition or clarification.
Inference and Interpretation	Infers meaning, tone, and speaker intent with ease; understands implied information.	Can infer meaning in familiar contexts; some difficulty with nuance.	Occasionally infers meaning; relies on explicit cues.	Rarely infers meaning; needs direct statements to understand.

Response to Spoken Input	Responds appropriately and promptly; shows clear understanding of spoken input.	Responds well; minor delays or clarification needed.	Responds with basic accuracy; may need repetition.	Responses are delayed or off-topic; comprehension is limited.
Comprehension of Varied Accents	Understands different Arabic accents and speech rates with minimal difficulty.	Understands standard accents; some difficulty with regional variation.	Understands slow, clear speech; struggles with unfamiliar accents.	Understands only familiar accent and slow speech.
Use of Listening Strategies	Uses prediction, context clues, and note-taking effectively to aid comprehension.	Applies listening strategies with confidence; minor gaps.	Uses basic strategies; effectiveness varies.	Limited use of strategies; comprehension suffers.
Vocabulary Recognition	Recognizes a wide range of vocabulary, including idiomatic and topic-specific terms.	Recognizes most common and topic-related vocabulary.	Recognizes basic vocabulary; unfamiliar words hinder understanding .	Limited vocabulary recognition; frequent breakdowns.

PART 1

Expected Output : Monologue

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Content Organization	Ideas are logically sequenced with clear structure; uses transitions effectively.	Well-organized content; minor lapses in flow.	Basic structure present; some repetition or unclear transitions.	Content is loosely organized; lacks clear progression.
Clarity of Message	Message is clear, focused, and easy to follow; supports ideas with examples.	Message is mostly clear; occasional ambiguity.	Message is understandable; lacks elaboration.	Message is vague or hard to follow; minimal support.
Vocabulary Range	Rich and varied vocabulary; precise word choice enhances meaning.	Good range of vocabulary; occasional repetition.	Basic vocabulary used appropriately; limited variety.	Limited vocabulary; frequent repetition or gaps.
Grammar and Sentence Structure	Consistently accurate grammar; uses complex structures effectively.	Mostly accurate grammar; occasional errors.	Basic grammar used correctly; noticeable errors.	Frequent errors; affects clarity.

Pronunciation and Intonation	Clear pronunciation and expressive intonation; enhances listener engagement.	Generally clear pronunciation; intonation supports meaning.	Understandable pronunciation; intonation may be flat.	Pronunciation often unclear; intonation unnatural.
Fluency and Delivery	Speaks smoothly with natural rhythm; minimal hesitation.	Speaks fluently; occasional pauses or self-correction.	Speech is halting but manageable; frequent pauses.	Speech is slow and hesitant; disrupts flow.
Cultural Appropriateness	Demonstrates strong cultural awareness; uses idiomatic and contextually appropriate expressions.	Shows good cultural sensitivity; expressions mostly appropriate.	Basic cultural understanding; limited use of culturally relevant language.	Minimal cultural awareness; may misuse expressions.
Length and Depth of Monologue	Extended monologue with depth and elaboration; explores topic thoroughly.	Covers topic well; includes some elaboration.	Addresses topic with basic detail; lacks depth.	Short monologue; minimal elaboration.

PART 2

Expected Output : Monologue

Bases of Assessment	Score 4	Score 3	Score 2	Score 1
Initiation of Dialogue	Initiates conversation naturally and confidently; uses culturally appropriate greetings and expressions.	Initiates dialogue with ease; uses appropriate expressions with minor hesitation.	Begins dialogue with familiar phrases; may need prompting.	Struggles to initiate; relies on memorized expressions.
Turn-Taking	Manages turns smoothly; responds and interjects appropriately with minimal overlap or silence.	Takes turns effectively; occasional pauses or overlap.	Participates in turn-taking; may pause or hesitate.	Limited turn-taking; often silent or interrupts.
Clarity of Expression	Expresses ideas clearly and fluently; uses varied sentence structures and connectors.	Communicates clearly; occasional errors do not hinder understanding.	Ideas are understandable; uses simple structures.	Expression is unclear; frequent errors and repetition.
Listening and responding	Responds accurately to spoken input; shows active listening and builds on others' ideas.	Understands and responds well; may ask for repetition occasionally.	Understands basic input; responses may be delayed or limited.	Often misunderstands; responses may be off - topic.

Vocabulary Use	Uses a wide range of vocabulary relevant to the topic; adapts register appropriately .	Uses appropriate vocabulary with some variety; minor gaps.	Uses basic vocabulary; repetition common.	Limited vocabulary; relies on common or memorized words.
Grammar and Accuracy	Uses correct grammar consistently; includes complex structures with minimal errors.	Mostly accurate grammar: errors do not impede understanding.	Basic grammar used correctly; noticeable errors.	Frequent errors; affects clarity.
Pronunciation and Intonation	Clear pronunciation and natural intonation; easily understood by native speakers.	Generally clear pronunciation; minor mispronunciations.	Understandable with effort; intonation may be flat or inconsistent.	Pronunciation often unclear; intonation unnatural.
Cultural Appropriateness	Demonstrates strong awareness of cultural norms in dialogue; uses idiomatic expressions.	Shows good cultural awareness; expressions mostly appropriate.	Basic cultural understanding; limited use of idioms or expressions.	Minimal cultural awareness; may use inappropriate expressions.

5. Final Arabic language Subject Grading

Construct	Performance Level	Descriptor
Effective communication: (Exchanging information and clearly expressing ideas in the target language through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding)	Exceptional	Communicates with depth: ideas are fully developed, supported with examples, and expressed fluently in the target language. Shows clarity: language is precise, well-structured, and easy to understand. Demonstrates relevance; uses culturally and socially appropriate expressions that foster meaningful interaction and mutual understanding.
	Outstanding	Communicates with good depth: most ideas are explained, and examples are used, though some lack detail. Maintains clarity: generally, well-organized, with minor lapses in precision. Shows relevance: language is mostly appropriate and facilitates interaction, with occasional gaps in cultural or social fit.

	Satisfactory	Communicates with basic depth: ideas are present but underdeveloped, with limited examples. Clarity: language is understandable but may be vague or loosely organized. Relevance: some expressions fit the context, but others are generic or not well-adapted to cultural/social norms.
	Basic	Communicates with limited depth: ideas are short, repetitive, or superficial. Clarity: responses are confusing or poorly structured. Relevance: language often fails to connect to the cultural/social context, limiting meaningful interaction.
	Elementary	Shows minimal depth: little or no attempt to express ideas. Clarity: responses are unclear or incoherent. Relevance: language is off-topic, inappropriate, or absent, preventing effective communication.



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