



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



GENERAL PAPER ASSESSMENT GUIDELINES



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2026

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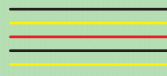
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala,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



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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 General paper as a subject.

The assessment of General paper will be guided by two assessment objectives drawn from the two assessment constructs. The assessment 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 in order to address a societal challenge or problem.

There shall be continuous assessment for General Paper in the form of an Individual project guided by a theme set by UNEB. Each learner shall carry out an individual project on a societal challenge, generate a portfolio for his/her project and write an extended essay of 3,000 to 4,000 words about the project (refer to the General Paper Syllabus). Supervision of the progress of the individual project shall be handled by the teacher in charge and overseen by the Continuous Assessment Unit of UNEB.

The project process will be continuously assessed by the teacher and the scores from this process will be handed in to UNEB through the school portals and the extended essays written by the learners will be submitted to UNEB for scoring. Scores from the project process and those from the extended essay will each contribute 10% to make a total contribution of 20% to the final grade of the learners in General paper.

1.1 Assessment Objectives

Assessment objectives for General Paper focus on the learner's ability to:

AO1: communicate effectively to varied audiences and apply appropriate language forms and literary techniques in producing meaningful, engaging and culturally relevant content.

A02: conduct independent investigations, analyse and interpret diverse forms of data and use it to support decision-making, synthesise information into logical conclusions, present coherent well-structured arguments and propose innovative and practical solutions to real-world community problems.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

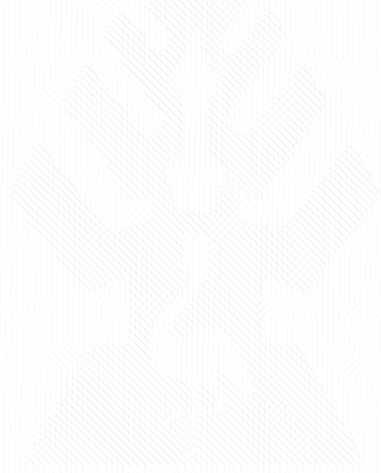
The table below shows a linkage between the assessment objectives, the constructs and the topics that contribute to the construct.

Table 1:

The relationship between assessment objectives, constructs and the topics in the syllabus

Assessment Objective	Construct	Construct Description	Topics in the syllabus
AO1	1) Effective communication and application of language in context	Communicating ideas to diverse audiences using appropriate media, language, and style, and applying understanding of language forms, local policies, and literature to produce contextually relevant works.	1. Communication 2. Language and literature
A02:	2) Application of critical analysis and innovation	Identifying community challenges,	3) Extended essay writing

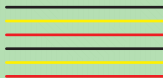
	to address community issues	critically analysing and interpreting diverse information sources, and proposing creative, evidence-based solutions that promote practical change.	4) Data collection and analysis 5) Individual project
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2. Table of Constructs

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

Construct	Learning Outcomes <i>The learner should be able to:</i>	Abilities <i>The learner can:</i>	Indicators of Mastery <i>The learner:</i>	Level of Complexity
1. Effective communication and application of language in context Communicating ideas to diverse audiences using appropriate media, language and style, and applying understanding of language forms,	i) convey relevant information effectively by applying it to a given scenario. ii) analyse the value of media in promoting effective communication in contemporary society. iii) apply skills of communication	a) select appropriate communication media (e.g., spoken, written, digital) based on the audience and context. b) use clear and structured language. c) Adapt the tone and style. d) present information effectively.	i) writes speeches, reports, letters, songs, skits, poems etc. for particular audiences. ii) prepares and delivers presentations. iii) justifies choices of media with reference to audience needs. iv) organises information logically (e.g., with a title,	HIGH

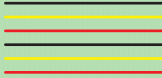


local policies, and literature to produce contextually relevant works.	and relevant content to argue cases in a given context.	introduction, body, and conclusion). v) uses appropriate vocabulary and grammar for a specific audience. vi) adjusts formality or informality according to the audience (e.g., peers vs. elders). vii) uses respectful and inclusive language when addressing diverse groups. viii) uses fluent language in write-ups. ix) maintains audience engagement in the write-ups.
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	i) understand the area, indigenous, first, second and foreign languages used in their community ii) appreciate the different forms of literature (in the indigenous and foreign languages) used in specific circumstances iii) apply different styles and diction in a given context iv) understand language policies on the official, national language,	a) distinguish language categories spoken in their community, including indigenous, first, second and foreign languages. b) come up with a write-up on language use patterns. c) analyse texts in both indigenous and foreign languages. d) create works that show an appreciation of indigenous and foreign languages. e) demonstrate an understanding of language policies.	i) differentiates language categories. ii) presents and critiques presentations. iii) writes essays on language categories. iv) acknowledges literature forms. v) applies literature forms. vi) critiques literature forms used in various contexts. vii) differentiates between the official, national language and language used in education.	HIGH
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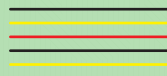
2. Application of critical analysis and innovation to address community issues Identifying community challenges, critically analysing and interpreting diverse information sources, and proposing creative, evidence-based solutions that	and language in education used within our community i) comprehend the structure of an extended essay and the purpose. ii) generate topic areas from a scenario that can be addressed through extended essay writing. iii) comprehend information relevant to their topic. iv) apply relevant literature	a) describe the structure of an extended essay. b) recognise the purpose of an extended essay. c) identify potential topics. d) develop research questions. e) identify relevant sources. f) extract key information. g) organise and synthesise information. h) integrate literature into their work.	i) writes a structure of an extended essay. ii) differentiates the parts of an extended essay. iii) critiques an extended essay for the correct structure. iv) identifies challenges in the society. v) classifies the challenges based on the topical areas. vi) generates a topic for an extended essay.		HIGH

promote practical change.	appropriately to their work. v) demonstrate an understanding of research questions for their essay, based on existing information. vi) develop an introduction, body and conclusion related to their research questions.	i) use literature to support arguments. j) cite literature correctly. k) formulate research questions. l) identify gaps in existing information. m) develop a research focus. n) craft a clear introduction. o) develop a well-structured body. p) write a conclusive conclusion.	vii) critiques the topics generated for appropriateness. viii) generates information relevant to their topics from various sources. ix) makes notes from the literature. x) acknowledges sources of information. xi) references texts using the agreed-on style. xii) retrieves relevant literature. viii) formulates research questions.	
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ix) presents the research questions. x) analyses literature to come up with meaningful arguments related to the topic. xi) organises literature reviews. xii) writes the different parts of a literature review. xiii) writes the different parts of an extended essay.			
i) retrieves relevant data related to a given research topic.	a) identify relevant and credible data sources. b) design appropriate data collection methods.	i) analyse appropriate methods for data collection in	HIGH

	relation to their area of research. ii) develop sample tools for data collection in their area of research. iii) establish how best they can present data for their topics. iv) understand the mathematical and statistical concepts used in data presentation.	c) gather information for various research aspects. d) communicate findings clearly and persuasively to different audiences. e) use various media to share data and decisions. f) analyse and interpret data. g) use statistical or analytical tools to process and interpret data. h) draw valid and reliable conclusions based on evidence.	ii) identifies tools that are needed under a research area . iii) applies the research tools in research work. iv) analyses and reviews data before presentation. v) presents data for their selected topics. vi) identifies the various mathematical and statistical concepts used in data presentation.
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	carry out individual research projects on a societal challenge and present findings in an extended essay of between 3,000 and 4,000 words.	a) carry out individual research projects on a societal challenge. b) identify a societal challenge. c) suggest solutions to the identified societal challenge. d) use statistics to support claims made. e) acknowledge counter-arguments while developing the extended essay. f) get supportive evidence and present their findings in an extended essay of 3,000–4,000 words.	i) uses research tools to gather information on the societal challenges. ii) recognises the problem within the society. iii) presents findings. iv) suggests solutions to the identified problem. v) writes an extended essay in relation to the societal problem.	HIGH
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3. Structure of the Assessment papers

There will be one assessment paper for General Paper at Advanced Secondary level. The assessment paper will be divided into two sections, with each section addressing an assessment objective.

The assessment paper will contain two sections: A and B. The item in section A will come from construct 1 (Effective communication and application of language in context), addressing assessment objective 1. In addition, section A will be comprised of one compulsory item weighing 30 scores. On the other hand, items in section B will come from construct 2 (Application of critical analysis and innovation to address community issues), addressing assessment objective 2. Section B will be comprised of two items each weighing 50 scores, and a candidate is expected to attempt one item.

The items in the paper will be scenario-based and the entire paper will take 2 hours and 40 minutes.

General Paper

November 2025

Time: 2 hours 40 minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE ASSESSMENT PAPER

GENERAL PAPER

Time: 2 hours 40 minutes

INSTRUCTIONS

This paper contains two (2) sections A and B.

Item in section A is compulsory.

Attempt one item from section B.

Begin each Item on a new page.

Use clear, formal language and support your answers with examples.

Ensure proper grammar and citation where applicable.

SECTION A:

ITEM 1



As boda-boda riders ride through the busy streets of town, taxi conductors shout, and drivers hoot, the leaders in Parliament are busy discussing the new budget. Many of the riders, drivers and residents cannot fully understand what is being explained because it is in English, but they wait eagerly to learn about the prices of fuel, salt, soap, cooking oil, and flour, and how services in their area will improve.

In the days after the reading of the budget, a common question is heard across the community: ***“Should English remain the only language used when conducting meetings?”*** Who is being listened to, who is being understood Who should benefit from the budget, are we including everyone or leaving some people out?

Task:

Your school has been invited to the community radio station to debate on the common question raised by the community in the scenario. Formulate compelling arguments either for or against the common question with concrete examples drawn from schools, local communities and workplaces

SECTION B**ITEM 2**

A disagreement has broken out among three groups within the community because of conflicting ideas about a new local community garden. The community is undecided on garden focus because of limited space and resources. The community has identified three potential plots of land and has received different proposals from the community groups; one wants a vegetable garden to address food insecurity, another wants a pollinator garden to support local bees, and the third wants a fruit garden to provide fruits to the community.

The community centre's board of directors needs to make a decision on which of the three proposals of garden focus that they should take but wants to do so based on the community's needs and preferences.

Task:

The learners, acting as a team of data analysts, are tasked with helping the community to make an informed decision. They must design and implement a data collection and analysis plan to determine which type of garden would best serve the community. As a learner, in the team of data analysts, develop a data collection and implementation plan to inform the community centre's board of directors.

ITEM 3



The sun is dangerously hot, and you can barely move comfortably after 9 AM. You are feeling sick and tired of town life that is full of dust, with everyone complaining about it. The people are barely dressed, and the situation is worsening with no fresh foods. You decide that you should relocate to the village where you can find fresh foods, only to find local farmers complaining about the seasons that are changing. Their traditional crops are not yielding as much as they used to, and the local stream is drying up earlier each year. They believe this is because many trees have been cut

down for charcoal and construction, and they don't know how to adapt to the situation.

There is a local non-governmental organisation (NGO) called “Community Action for Sustainable Farming” that decides to hire you since you are a passionate environmentalist and have just completed your Advanced level studies. The NGO attaches you to the project team focusing on a growing problem, which is the unusually hot weather and its effects on farming in your district.

Task: Develop a research plan with a cost-effective and practical solution to help farmers in this scenario.

3.1 Assessment Rubrics

ITEM ONE

Output: Argumentative Essay

Basis of Evaluation	Score 4	Score 3	Score 2	Score 1
Interpretation of the task – Comes up with an outline of an argumentative essay with an overview of whether English should remain the only language used when conducting meetings.	Presents a clear and complete outline of an argumentative essay with an overview that directly addresses the debate on whether English should remain the only language used in meetings.	Presents an outline of an argumentative essay with an overview that addresses the debate, though some elements may lack detail or clarity.	Presents a basic outline of an argumentative essay with an overview that partly relates to the debate on whether English should remain the only language used in meetings.	Presents a minimal or unclear outline of an essay or write-up with an overview that does not clearly relate to the debate on whether English should remain the only language used in meetings.
Generating and presenting ideas				
a) Generates ideas that	Presents an argumentative	Presents an argumentative	Presents an argumentative	Presents an essay that

address the problem of English being the only language used in meetings.	e essay that demonstrates clear understanding of language policies and develops arguments for or against English being the only language used in meetings with relevant explanation.	e essay that shows understanding of language policies and develops arguments on whether English should remain the only language used in meetings, though some ideas may not be fully developed.	e essay that shows partial understanding of language policies and states arguments about whether English should remain the only language used in meetings.	shows limited understanding of language policies and provides few or unclear arguments about whether English should remain the only language used in meetings.
b) Integrates knowledge from other subjects to argue whether English should remain the only language used when conducting meetings.	Uses relevant ideas or examples from other subjects to support arguments about whether English should remain the only language	Refers to ideas from other subjects to support arguments, though the links may not always be clearly explained.	Makes limited reference to ideas from other subjects when presenting arguments about language use in meetings.	Shows little or no connection to ideas from other subjects when presenting arguments.

	used in meetings.			
c) Presents coherent ideas that address the issue of English being the only language used in meetings.	Presents ideas that are logically organised and connected, clearly supporting the argument about language use in meetings.	Presents ideas that are generally organised, with most ideas connected to the argument about language use in meetings.	Presents ideas that are partly organised, with some connections to the argument about language use in meetings.	Presents ideas that are unclear or poorly organised, with little connection to the argument about language use in meetings.
Makes informed judgment – Forms an informed opinion about English being the only language used in meetings.	Presents a clear conclusion that summarises the argument and states a reasoned position on whether English should remain the only language used in meetings.	Presents a clear conclusion that states a position on whether English should remain the only language used in meetings.	Presents a general conclusion that mentions the issue of English being the only language used in meetings.	Presents a limited or unclear conclusion that does not clearly state a position on the issue.

ITEM TWO

Output: Data Collection and presentation Plan

Basis of evaluation	Score 4	Score 3	Score 2	Score 1
Interpretation of task / context <i>Writes an overview of the implementation plan based on the community needs for the utilization of the available land.</i>	Writes a concise and insightful plan strongly based on the community needs for the utilization of the available land.	Writes a clear plan well based on the community needs for the utilization of the available land.	Writes a plan generally based on the community needs for the utilization of the available land.	Writes a vague plan partially based on the community needs for the utilization of the available land.
Generating & presenting ideas a) <i>Presents ideas on data collection that address the community needs.</i> b) <i>Integrates knowledge</i>	Presents a comprehensive and feasible data collection plan strongly addressing all the critical needs of the community. Shows a comprehensive integration of knowledge	Presents a good set of data collection plan addressing critical needs of the community. Shows a good integration of knowledge	Presents a general set of data collection plan generally addressing the needs of the community. Shows a general integration of knowledge	Presents a limited set of data collection plan partially addressing some needs of the community. Shows a limited integration of knowledge

<i>to develop a viable implementation plan.</i>	from various subjects.	from different subjects.	from some subjects.	from a few subjects.
<i>c) Presents ideas coherently</i>	Presents strong and coherent ideas very closely related to the board's decision on the allocation of land for the community use.	Presents coherent ideas closely related to the board's decision on the allocation of land for the community use.	Presents generally coherent ideas related to the board's decision on the allocation of land for the community use.	Presents weak ideas partially related to the board's decision on the allocation of land for the community use.
Making informed judgement <i>Draws an informed conclusion on the appropriate allocation of land.</i>	Delivers a strong and justified recommendation with an excellent practical plan based on clearly explained analysis and evidence sources.	Delivers a good and justified recommendation with a good practical plan based on clearly explained analysis and evidence sources.	Delivers a general recommendation with a practical plan based on explained analysis and with some sources.	Delivers a limited recommendation with a partially practical plan based on analysis and limited evidence sources.

ITEM THREE

Output: Research Plan

Basis of Assessment	Score 4	Score 3	Score 2	Score 1
Interpretation of the task – Makes an outline of a research plan with an overview on climate change.	Presents a clear and complete outline of a research plan with an overview that directly addresses climate change.	Presents an outline of a research plan with an overview that addresses climate change, though some parts may lack detail.	Presents a basic outline of a research plan with an overview that relates to climate change.	Presents an incomplete or unclear outline with an overview that partly relates to climate change.
Generating and presenting ideas				
a) Generates feasible research methodology related to climate change.	Presents a clear and appropriate methodology that explains how the study on climate change will be conducted.	Presents a relevant methodology for studying climate change, though some steps may not be fully explained.	Presents a general methodology related to climate change with limited explanation of procedures.	Presents a methodology that only partly relates to the study of climate change.

b) Uses knowledge from other subjects to write a research plan aimed at establishing the issue of climate change.	Uses relevant ideas or examples from other subjects to support the research plan on climate change.	Refers to ideas from other subjects when explaining the research plan, though the links may not always be clear.	Makes limited reference to ideas from other subjects in the research plan.	Shows little or no connection to knowledge from other subjects.
c) Presents a coherent research plan aimed at tackling the issue of climate change.	Presents a research plan that is logically organised and clearly connected to the issue of climate change.	Presents a research plan that is generally organised with most ideas related to climate change.	Presents a research plan that is partly organised, with some ideas related to climate change.	Presents a research plan that is unclear or poorly organised.
Making informed judgement – Forms an informed opinion on the causes of climate change and possible solutions.	Presents a clear conclusion that explains causes of climate change and suggests possible solutions.	Presents a clear conclusion that states causes of climate change and possible solutions.	Presents a general conclusion that mentions causes or solutions related to climate change.	Presents a limited or unclear conclusion with little reference to causes or solutions of climate change.

4 Performance Level Descriptors

The candidates' overall performance per construct will be identified and recognised using five level descriptors indicated in the table below:

Construct	Performance level	Descriptor
1) Effective communication and application of language in context. Communicating ideas to diverse audiences using appropriate media, language, and style, and applying understanding of language forms, local policies, and literature to produce contextually relevant works.	Exceptional	The learner communicates ideas clearly and confidently for different audiences and purposes. They choose words and tone appropriately, and their speaking/writing is fluent and well-structured. When reading or analysing literature, they explain meaning, themes and the writer's techniques with insight. They use evidence from the text to support their explanation.
	Outstanding	The learner expresses ideas clearly and uses appropriate language, though not always with the same fluency or depth as A. They understand and interpret literature well, explain most meanings correctly, and use some evidence, but their explanations may lack depth or creativity.
	Satisfactory	The learner communicates the main ideas, though explanations may be simple or unclear in places. They use language that is generally correct, but limited in range. When analysing

		literature, they identify basic ideas and meaning, but provide little explanation or weak evidence.
	Basic	The learner struggles to express ideas clearly. Their communication may be confusing or incomplete. Language errors may interfere with meaning. In literature, they recognise surface ideas but cannot explain deeper meaning or support responses.
	Elementary	The learner is beginning to communicate simple ideas, often with support, they show initial awareness of the task or issue, although understanding is still developing. They recall basic information and contribute short responses or words.

Construct	Performance level	Descriptor
2) Application of critical analysis and innovation to address	Exceptional	The learner clearly identifies a real community issue and explains why it is important. They plan and carry out data collection effectively (e.g., surveys, interviews, observation). They analyse data correctly, showing patterns and making sense of results. They use the findings to propose creative, realistic and

community issues. Identifying community challenges, critically analysing and interpreting diverse information sources, and proposing creative, evidence-based solutions that promote practical change.		socially responsible solutions, explaining <i>why</i> the solutions can work.
	Outstanding	The learner identifies a community issue and collects relevant data. Their analysis is mostly correct, though not always deeply explained. They suggest workable solutions, but may not justify them fully or creatively.
	Satisfactory	The learner states the issue, but explanation is basic. They attempt data collection, but methods or interpretation may be limited. Solutions are simple and may be loosely connected to the findings.
	Basic	The learner shows a vague idea of the issue but cannot explain it clearly. Data collection is weak or data is poorly organised. They struggle to interpret results. Solutions are unclear or unrealistic.
	Elementary	The learner can identify or recognise the main issues; they cannot individually do the task but can participate in group activities with simple or incomplete suggestions.



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