



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ABRIDGED CURRICULUM

For **SECONDARY SCHOOLS**

Teacher's Orientation Manual 2022



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



ABRIDGED CURRICULUM

For

SECONDARY SCHOOLS

**Teacher's
Orientation Manual
2022**



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

National Curriculum Development Centre

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

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GENERAL INTRODUCTION TO THE MANUAL

This manual is designed to guide the orientation of teachers on the secondary School abridged curriculum for 2022. The training targets teachers of Mathematics, English, Physics, Chemistry, Biology, Clothing and Textiles, Nutrition and Food Technology, Wood work, Metal work, Technical Drawing, Religious education, Home management, Literature in English, Agriculture, ICT, History, Geography, Performing Arts, Art and Design in Senior One to Six. The subject areas which have been abridged have been done for the purpose of ensuring that key concepts in the curriculum have to be taught successfully. It should be noted that an abridged curriculum involves shortening by omission or by merging content without sacrificing the logic of learning.

The manual is designed in form of training sessions where each session is titled, and deals with a particular issue of concern as clearly shown in the content outline. On top, each session is timed, with an estimated duration within which it should be accomplished. To echo the implementation of a competence-based curriculum, each session is designed with competences that each participant is expected to attain by the end using the methodology indicated. For each session, a matrix is drawn to guide of the session procedure, indicating several activities and resources needed. Each session ends with “Proof of learning”, which indicates the signifying practice that each participant needs to exhibit to prove that learning has taken place.

Lastly, this manual provides facilitators notes to provide more relevant knowledge that both the facilitator and the participant may reflect on in order to develop full knowledge of the curriculum issues at hand.

Purpose of the Training

The training is aimed at ensuring that School teachers are equipped with knowledge and skills to enable them implement the abridged curriculum when schools open in January 2022.

Objectives of the Training

- To guide teachers to understand the concept of the abridged curriculum.
- To enable teachers understand the reasons behind the formation of the abridged curriculum
- To guide teachers on identifying the abridged content in the various subjects of the primary school syllabus
- To guide teachers on the use of appropriate methodology while implementing the abridged curriculum
- To guide teachers on the selection and use of appropriate instructional materials in instructing the abridged curriculum
- To guide teachers on the use of appropriate assessment strategies of the abridged curriculum

How to use the manual

This manual should be used as a guide in running the training sessions for both the facilitators and the trainees. While the manual details the scope and sequence of the training units, it is advisable that the facilitator makes detailed preparations to enable more effective training. The trainees on the other hand are experienced teachers, whose knowledge of the content, methods and instructional materials is very important during the training sessions. The facilitator needs to tap into this experience to enrich the presentations and ensure attainment of the session competences.

Required Materials and Resources

There should be a variety of materials and resources to facilitate an organised training during each of the sessions. The most relevant materials include the orientation manual, syllabuses for all abridged subjects, textbooks used in the school system and the teachers' guides. Other training resources include flip charts, markers, masking tape, pointers and chalkboard for illustration. The facilitator should ensure the availability of all the noted materials before the training commences.

Methodology

The selection and use of appropriate methods is very important in ensuring successful training. It is highly encourages that participatory methods are used to get participants involved throughout the sessions. Below are some of the participatory that the facilitator may select from during the training.

Group work

Participants work in groups to accomplish given tasks. These could be subject groups that are aimed at a deeper understanding of the subject documents and methodology. The participants put down their observation and make appropriate feedback either in written or verbally to all other participants. It is important to allow other groups to critic the work of other groups in order to produce wide knowledge on all curriculum issues.

Gallery walk

This is an approach where each group, after accomplishing a group task, displays their work at particular spots within the vicinity/facility. Other participants from other groups walk around reading the displayed work while giving feedback to the group members. The facilitator usually allows the members to critically engage with the displayed work and later summarises the session by drawing on key issues raised by the groups.

Gallery walk is very handy in combating the constraint of time where group presentation may seem time-consuming. It also allows participants to break the sitting routine when they stretch their muscles while walking around.

Plenary discussion

Plenary is a session that is attended by all participants in a workshop. Plenary discussions are useful when introducing new concepts that need all participants at the same time and place and are also useful when making conclusions after group presentations. The facilitator is encouraged to set activities that allow participants to listen, read and think about the issue being raised. The participants in plenary sessions should be kept active with by allowing questions and answers from the participants.

Group Discussion

In selected groups and pairs, participants create a discussion about the assigned work, generate a wide range of ideas and come up with a group position that is presented to all participants in the plenary session.

Buzz

Buzz refers to the exchange of ideas among more than two people within the plenary session. The facilitator allow a few minutes for participants in small groups to discuss an issue of concern and report back to the plenary. In this method, the facilitator should allow other participants to make active responses before the issue is concluded with generally agreed position. The facilitator writes down the agreed position for all to take note.

Think-Pair-Share (TPS)

This is a collaborative learning strategy where participants work together to respond to task an assigned task. In this technique, each participant is tasked to think individually about the task and later share ideas with fellow participants.

A think-pair-share moment can take a short time between depending on the task. The facilitator is encouraged allow participants a few minutes (Three to five) to discuss the task and work out an answer.

Health breaks and Energizers

Health breaks are useful in breaking the monotony of long sessions that often times cause exhaustion. These should carefully be incorporated into the training sessions. Energizers are those light moments that are created to impart energy, vitality and spirit to other participants. They are very important in ensuring that the training sessions are active and devoid of boredom.

Conducting the Orientation

It is advisable that before the orientation starts, the facilitator should start by setting the climate for the activity. Climate setting activities include:

- Welcome remarks and Introductions
- Writing down training expectations and fears
- Communicating the objectives of the training
- Highlighting on methodology
- Setting training norms
- Choosing helping hands
- Communicating administrative issues.

Rationale for abridging the curriculum

The abridged curriculum provides an opportunity for learners to catch up and transition back into the learning process. This curriculum is intended to speed up the learning process by allowing learners to complete the work that they should have covered in the previous academic year in a shortened timeframe. This requires interactive pedagogical strategies and increased and more effective time on task. The abridged curriculum should demonstrate flexibility to meet the unique needs of the learners that it aims to serve – both in relation to timetabling and location of instruction.

Time budgeting in the abridged curriculum (how to apportion instructional time)

The curriculum is structured to take one academic year with three terms each of 14 weeks. Upon completion of the Abridged Curriculum learners shall be able to progress through to the next classes using the original curriculum.

Management of assessment in the abridged curriculum (what are the feasible assessment strategies and why)

Continuous assessment is strongly recommended. This will enable the teacher to track individual learners' progress in the development of the desired competences and hence achievement of the desired outcomes. It should be carried out basing on the suggested competences during and after the teaching and learning process. The teacher should always keep records of the learners' performance. The teacher should endeavour to assess the following areas of learning: knowledge, understanding, social skills, performance skills, attitudes and values development.

Instructional strategies in the abridged curriculum (what are the effective teaching learning methods and why)

Due to the limited time for interaction, the abridged curriculum requires the use of a variety of active learning methods and materials to enhance the learners' active participation during the short time they are to learn. This means that the teacher should avail learners with many opportunities to conceptualize and carry out various activities that aid the learning process. Hence, there is need to use techniques such as practice, demonstration, discovery, role-play, research, group work, peer learning, follow-up strategies, self-study, project among others.

The teacher's manual to the abridged curriculum (what it is and why the need for a teacher's manual)

The abridged curriculum slightly differs from teaching in the normal curriculum. In this situation, there is a deliberate effort to catch up for the lost time during the interruption. Teachers must try to assist learners in a way that will enable them to achieve the best.

This manual is a tool that will be used to train teachers on how to implement the abridged curriculum. It comprises the critical changes made in the different subject syllabi and the justification of the changes made. The manual will be used to provide guidance on how to handle the key concepts which are to be taught.

Lastly, this manual provides facilitators notes which give guidance that both the facilitator and the participant may reflect on in order to develop full knowledge of the curriculum issues at hand.

Purpose of the Orientation

The orientation programme aims at ensuring that the teachers of senior two, three, four and six are equipped with knowledge and skills to enable them implement the abridged curriculum when schools open in January 2022.

Objectives of the Orientation

- To guide teachers to understand the concept of the abridged curriculum
- To enable teachers, understand the reasons behind the formation of the abridged curriculum
- To guide teachers on the abridged content in the various subjects of the secondary school syllabus
- To guide teachers on the use of appropriate methodology while implementing the abridged curriculum
- To guide teachers on the selection and use of appropriate instructional materials in implementing the abridged curriculum
- To guide teachers on the use of appropriate assessment strategies of the abridged curriculum

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Required Materials and Resources

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The selection and use of appropriate methods is very important in ensuring successful orientation. It is highly advised that participatory methods are used to get participants involved throughout the sessions. Below are some of the participatory methods that the facilitator may select from during the orientation:

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In selected groups and pairs, participants create a discussion about the assigned work, generate a wide range of ideas and come up with a group position that is presented to all participants in the plenary session.

e) Buzz

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f) Think-Pair-Share (TPS)

This is a collaborative learning strategy where participants work together to respond to task an assigned task. In this technique, each participant is tasked to think individually about the task and later share ideas with fellow participants. A think-pair-share moment can take a short time between depending on the task. The facilitator is encouraged allow participants a few minutes (Three to five) to discuss the task and work out an answer.

g) Health breaks and Energizers

Health breaks are useful in breaking the monotony of long sessions that often times cause exhaustion. These should carefully be incorporated into the training sessions. Energizers are those light moments that are created to impart energy, vitality and spirit to other participants. They are very important in ensuring that the training sessions are active and devoid of boredom.

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- Writing down training expectations and fears
- Communicating the objectives of the training
- Highlighting on methodology
- Setting training norms
- Choosing helping hands
- Communicating administrative issue

DAY 1: INTRODUCTION

Session 1: Understanding the Abridged Curriculum

Duration: 2 Hours

Overview:

MoES through the National Task force on the Covid -19 pandemic, in a presentation made to His Excellency the President, tasked National Curriculum Development Centre (NCDC) to develop “an abridged curriculum” to help learners to recover lost time. Consequently, NCDC developed the abridged curriculum for use when the schools open in January 2022. This intervention is aimed at ensuring that learners progress with learning, without missing out on critical concepts and competencies and without requiring them to repeat the previous classes. The abridged curriculum is thus a condensed form of the school curriculum that focuses on the critical concepts and competencies/general objectives. It also proposes assessment modalities that will ensure learner progression while emphasising acquisition of critical knowledge and skills.

Competences for the Session

The Participant explains the:

- background to the abridged curriculum
- concept of an abridged curriculum
- purpose of using an abridged curriculum
- abridging process of the curriculum
- major tenets of an abridged curriculum
- time-tabling of the abridged curriculum

Content Outline

- The background to the abridged curriculum
- The concept of an abridged curriculum

- The purpose of using an abridged curriculum
- The abridging process of the curriculum
- The major tenets of an abridged curriculum
- Time-tabling of the abridged curriculum

Methods

- Plenary discussion
- Group discussion
- Think, pair, share
- Buzz
- Brainstorming

Session Procedure

Time	Steps	Competences	Activities	Resources
20 mins	I	The participant: <ul style="list-style-type: none"> • Explains the Covid-19 situation in Uganda and the justifications for closure of schools. 	Participants brainstorm the Covid-19 situation in Uganda and the subsequent closure of schools.	Flip charts Markers Writing pads Pens
20 mins	II	<ul style="list-style-type: none"> • Explains the concept of an abridged curriculum 	Through think pair share, participants explain the concept of an abridged curriculum.	Flip charts Markers Writing pads Pens
10 mins	III	<ul style="list-style-type: none"> • Explains the purpose of using 	In plenary, participants explain the purpose of an	Flip charts Markers Writing pads

Time	Steps	Competences	Activities	Resources
		an abridged curriculum	abridged curriculum.	Pens
20 mins	IV	<ul style="list-style-type: none"> Explains the process taken to abridge the curriculum 	In plenary, participants explain the abridging process of an abridged curriculum.	Flip charts Markers Writing pads Pens
30 mins	V	<ul style="list-style-type: none"> Explains the major tenets of an abridged curriculum 	In groups, participants explain the tenets of an abridged curriculum.	Flip charts Markers Writing pads Pens
20 mins	VI	<ul style="list-style-type: none"> Explains the time-tabling of the abridged curriculum 	In groups, participants analyse and discuss the time-table of the abridged curriculum.	Flip charts Markers Writing pads Pens

Proof of Learning

Participants answer these questions:

- 1) What an abridged curriculum is.
- 2) Why it was necessary to abridge the curriculum
- 3) The major tenets of an abridged curriculum

Facilitators Notes

The Covid-19 Situation in Uganda

The COVID-19 pandemic ravaged the world in 2020 and subsequently, the government of Uganda acted swiftly by enacting a series of lockdowns which were pronounced as Presidential directives beginning with the first one in March 18th 2020. Measures taken under these directives included among others, restriction of movement of all people and the subsequent closures of all educational institutions. The education sector has been the most hit sector since it has been locked for close to 2 years. This has resulted in all schools reaming closed and the teachers have been confined to their homes. During this period effort has been made by the Ministry of Education and Sports (MoES) by providing continued learning opportunities for learners during the closure through several home learning strategies using the media and print materials.

Now that the re-opening of schools has been confirmed by the President in his addresses to the nation on the 31st December 2021, the Government of Uganda (GoU), through the Ministry of Education and Sports (MoES), has made preparations to ensure the safe re-opening of schools. This is geared towards ensuring that learners' education is not interrupted. This will be done by putting in place strategies on how learners can progress without missing out on critical concepts and competencies. Among the proposed strategy has been the development of the Abridged Curriculum. This curriculum condenses what is to be learnt by focusing on the critical concepts and competencies while proposing assessment modalities that will ensure learner progression.

The abridged curriculum is aimed at ensuring continued learning and progression to the next classes for all learners in the primary and secondary school levels of education. This implies that the learners who went into lockdown in 2021 will be promoted to the next class in 2022.

The abridged curriculum thus considers content of the previous class but merges it with content of the current class in an abridged form. The abridged curriculum will consider key competences that a learner needs to have obtained in the two years before being considered for promotion into the next class in the year 2023.

Rationale for Abridging the Curriculum

Abridging the curriculum became a necessary option in order to avoid adding onto the stress that the lockdown and the effects that the pandemic has had on the learners. It should be noted that learning, world over, including in Ugandan schools, is attached to an age dimension. School closures have led to time and learning loss, with more pronounced effects among low-income families. The learners have not been learning, they have lost time and are frustrated, the parents and societies are desperate. The Covid-19 pandemic effects are already beginning to be seen at household and community levels especially where teenage pregnancies have increased and cases of child abuse have been on the increase among others ills.

In such a situation, learning and learning processes have to adopt and or adapt strategies and modalities, that are also happening elsewhere in the world, which include; home schooling, remote learning, remote teacher support, E-learning, community-led learning and adapting the curriculum. For the Ugandan case, in order to continue learning, there is need to construct a 'catch-up' plan to ensure recovery of lost learning time. This is a plan that focuses on abridging the curriculum by keeping key and critical concepts for the learner to learn. This is premised on the understanding that learning takes place everywhere. This means that learners will learn more as they progress. The modalities being proposed focus on the different categories of learners in our local context.

The Abridging Process

NCDC identified the key concepts at the different levels of education which the learners could have missed out in the previous year and merged or carried them forward in the new year. In consultation with experienced teachers, teacher trainers and examiners the draft syllabi were scrutinized to ensure that the proposed content can be learnt in one year without compromising on quality.

The different abridged syllabus documents have been taken through the rigour of quality checks to ensure that what has been packaged is adequate enough for the learners to handle and make use of when they move on to the next class in 2023.

Remediation of the learners in the Abridged Curriculum

As a result of loss of learning due to school closure, during the Covid 19 lockdown in March 2020 and June 2021, many learners are at risk of returning to school with many knowledge and skills gaps in relation to the content required at their class level. Remedial instruction will be key to get them back on track. Considering the limited time and personnel to conduct a fully-fledged diagnostic assessment for all learners across the country, NCDC recommends that the first two weeks at school should be dedicated to remediation, for all the classes, to help learners to review the work that was previously covered before the lockdown.

Teachers are expected to assess the level at which learners are before and during remediation, by using assessment tools such as tests, quizzes, spelling exercises, group activities and tasks among others. These will inform the teachers on what to emphasise during the learning process.

The focus of the remediation weeks will be placed on awakening learning regarding key competences from the work learnt before school closure. The aim is to remove learning distortions, that could have crept into the

understanding of concepts in a subject of learning and to bring all learners to about the same level as much as possible, before progression to the new content and concepts. Remediation will be a continuous approach in the learning process to concretise learning to ensure learning achievement by learners.

Session 2: A Multi-Grade Teaching/Learning Strategy

Duration: 2 Hours

Overview

The selection and use of appropriate methodology is critical for the learners whose education has adversely been affected by series of lockdowns due to the Covid-19 pandemic. As learners return to school after two years of uncertainty, it is anticipated that many learners will have grown older and physically changed and this comes with other emotional factors that might hinder smooth learning. NCDC has examined this issue closely and has suggested that the abridged curriculum adopts a Multi-grade teaching/learning strategy to supplement other learner-centred methods of teaching/learning that the curriculum earlier recommended. Multi-grade teaching/learning strategies will be useful to cater for the varied age, size and levels of learners that are expected to report back to school.

Competences for the Session

The Participant:

- Explains the meaning of multi-grade teaching/learning
- Explains the various ways of grouping learners using the concept of multi-grade teaching/learning
- Identifies aspects of multi-grade teaching/learning
- Demonstrates multi-grade teaching/learning activities

- Identifies challenges and possible solutions to multi-grade teaching/learning
- Content Outline
- The concept of multi-grade teaching/learning
- The various ways of grouping learners using the concept of multi-grade teaching/learning
- Demonstrating multi-grade teaching/learning activities
- Challenges and solutions to multi-grade teaching/learning

Methods

- Plenary discussion
- Group discussion
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share

Procedure

Time	Steps	Competences	Activities	Resources
20 mins	1	The participant: <ul style="list-style-type: none"> • Explains the concept of multi-grade teaching/learning 	Participants: <ul style="list-style-type: none"> • Brainstorm on the concept of multi-grade teaching/learning strategy. 	Orientation manual Flip charts Markers Writing pads
10 mins	2	<ul style="list-style-type: none"> • Explains the various ways of grouping learners 	<ul style="list-style-type: none"> • In think-pair-share brainstorm on ways of 	Orientation manual Flip charts

		in multi-grade teaching/learning	grouping learners according to multi-grade teaching.	Markers Writing pads
20 mins	3	<ul style="list-style-type: none"> Explains the benefits of multi-grade learning. Demonstrates multi-grade teaching/learning activities 	<ul style="list-style-type: none"> In subject groups discuss the benefits of multi-grade learning In groups learners prepare lessons on how to use the different multi-grade teaching/learning strategy. In subject groups demonstrate lessons showing how to use the different multi-grade teaching/learning strategy. 	Markers Writing pads Orientation manual Flip charts Markers Writing pads Pens
60 mins				
10 mins	4	<ul style="list-style-type: none"> Identifies challenges and possible solutions to multi-grade teaching/learning 	<ul style="list-style-type: none"> Using the buzz method identify the challenges and possible solutions of using a multi-grade strategy. 	Orientation manual Flip charts Markers Writing pads Pens

Proof of Learning

The participants are able to identify multi-grade teaching/learning activities and explain the importance of such strategies.

Facilitators Notes

The Multi-Grade Teaching/learning Strategy

Multi-grade teaching refers to the teaching of learners of different ages, grades and abilities in the same group usually with one teacher. It may also be referred to as 'multi-level', 'multiple-class', 'composite-class', 'vertical-group', 'family-class'. The multi-grade classroom is a vital possible solution in providing education to learners in Uganda who have adversely been affected by the Covid-19 pandemic. The multi-grade classes cover a variety of situations with learners being grouped according to various factors (age, background and sex) among others, depending on the context.

Multi-grade teaching/learning manifests best with grouping of learning in a number of ways including the following:

a) Multi-Grade Grouping

This is where learners of different grades are grouped together. Activities that work well in multi-grade grouping include: demonstrations of experiments; information exchange sessions; dramatic presentations and stories; problem solving games; and managerial issues such as classroom rules, scheduling and planning, teaching how to use equipment, and anticipatory activities.

b) Cross-age grouping

This works when learners of different age are grouped together. It has a number of advantages; learners learn from their peers and different ages learn to socialise; older learners act as role models for younger learners; younger learners receive enrichment by listening to what older learners say about

different learning experiences. On the other hand, older learners review what the younger learners do. This method is linked to the learner-to-learner approach to teaching/learning.

c) Ability grouping:

This is based on grouping learners of different learning abilities. It is best suited for teaching basic skills in reading and mathematics where the content primarily reflects convergent information. However, ability grouping may result in differential treatment between groups of differing abilities. Possibilities include grouping by diagnosed academic needs such as 'needs to learn question marks', grouping by competences that overlap across grade levels in which learning competences are to be repeated and built upon during subsequent grades, grouping by level of self-direction, grouping by interest, and grouping for cooperative work.

Session 3: Effective Use of Instructional Materials

Duration: 2 Hours

Overview

Instructional materials include textbooks and non-textbook materials that are used to support learning. The content in the different instructional materials will need to be identified by the teacher during the lesson preparations so as to avoid overburdening the learners with too much information which they will not have time to digest in the short time given. The challenge for the teacher will be to consult materials for the two different classes in the same year. The purpose of this session therefore is to guide teachers on selecting and using the most appropriate instructional materials for the abridged curriculum.

Competences for the Session

The participant:

- Identifies the textbook instructional materials relevant to the content and concepts in the abridged curriculum
- Explains the concept of adaptation and adoption of instructional materials and how they apply to the abridged curriculum
- Demonstrates the most practical ways of using existing instructional materials to implement the abridged curriculum
- Demonstrates how the instructional materials will be used to implement the abridged curriculum.

Content Outline

- Categories and list of Instructional materials in schools under textbook and non-textbook categories
- The concept of adaptation, adoption of instructional materials and how they apply to the abridged curriculum
- Practical demonstration of ways of using existing instructional materials to instruct the abridged curriculum

Methods

- Plenary discussion
- Group work
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share
- Gallery walk

Procedure

Time	Steps	Competences	Activities	Resources
10 mins	1	The participant: <ul style="list-style-type: none"> • Lists the categories and examples of 	Participants: <ul style="list-style-type: none"> • In plenary list the categories and 	Orientation manual Flip charts Markers

		existing Instructional materials in schools	examples of existing Instructional materials in schools	Writing pads
10 mins	2	<ul style="list-style-type: none"> Identifies the textbook instructional materials relevant to the abridged curriculum 	<ul style="list-style-type: none"> In plenary identify the textbook instructional materials relevant to the abridged curriculum 	Orientation manual Flip charts Markers Writing pads Copies of subject-based abridged curricula
10 mins	3	<ul style="list-style-type: none"> Explains the concept of adaptation, adoption and development of instructional materials and how the three concepts apply to instructing the abridged curriculum 	<ul style="list-style-type: none"> In plenary Explain the concept of adaptation, adoption and development of instructional materials and how they apply to the abridged curriculum 	Orientation manual Flip charts Markers Writing pads Textbook materials Variety of subject-based materials
1 hour 30 mins	4	<ul style="list-style-type: none"> Demonstrates the most practical ways of using existing instructional materials to instruct the abridged curriculum 	<ul style="list-style-type: none"> In subject groups demonstrate the practical ways of using existing instructional materials to instruct the given abridged curriculum 	Orientation manual Flip charts Markers Writing pads Materials from the local environment

Proof of Learning

Participants demonstrate knowledge about the effective use on instructional materials to instruct the abridged curriculum.

Facilitators Notes

Categories of Instructional Materials

They include the following:

- Visual materials that use the sense of sight such as charts, black boards, pictures, models, computers
- Audio materials that use the sense of hearing such as radio, sound players, TV, computer
- Audio-visual materials that use the sense of seeing and hearing such as television, video and computers
- Tactile or manipulative materials that use the sense of touching and feeling such as clay, paper, pencil, crayons and many others from the environment

Instructional Materials Relevant to the abridged Curriculum

a) Textbooks and teacher's guides

These materials are very relevant in instructing the abridged curriculum. They should therefore, where possible, be adapted and adopted to suit the instruction of the abridged curriculum.

b) The home-study materials

These are text materials with organised content in form of teaching units (lessons). The lessons focused on the critical competences stipulated in the adapted curriculum. The methods and materials used in the lessons depict a home-learning context. Lessons have in-built assessment activities that

learners engage with. The language used is of the second person singular (a teacher communicating to an individual learner). The work is organised into weeks so that nationally, learners can be learning the same content. This also guided the development of the radio and TV lessons.

Concepts for Instructional Materials

a) Adaptation

This involves adjusting the existing materials to suit a new teaching/learning situation. In adaptation, we can change the order, some content, message or language of the existing material to fit in a new situation. This concept is very relevant for the abridged curriculum since many content items have been merged while others omitted. It is therefore ideal for a teacher to cross-check with the curriculum in order to adapt materials effectively.

b) Adoption

This involves taking over the existing instructional materials and using them in a new teaching/learning situation without adjusting them. By adoption, we can use a senior three text book and use it to teach content that has been merged with senior four content. Adoption is relevant to the abridged curriculum because of the mergers and omissions of content for some classes.

c) Material Development

This involves creating/making new instructional materials for use in a teaching/learning situation. While developing instructional material teachers are encouraged to consider how attractive the materials are in order to attract the interest of learners. Material development is very relevant when instructing the abridged curriculum where there is a likely absence of adequate teaching/learning situation.

SNE in abridged curriculum

Introduction: Changing Teachers' and Learners' Mind-sets and Behaviours for effective teaching and learning after Covid-19 pandemic lockdown

COVID- 19 has greatly affected the education sector. Staying engaged amidst this pandemic has been very difficult for both teachers and learners. The learning environments have been greatly disrupted, and for many learners what their schooling will look like in the months to come remains uncertain. The trauma, negative experiences, anxiety and the fear of the unknown will greatly affect the teaching learning process as schools reopen thus the need for special needs education.

Approaching school re-opening (school post-lockdown) is challenging for teachers especially getting learners back into their usual routines and schedules. Teachers will have to address learner's mind- set, behaviour issues, reintroduce them to school routine and back to class. Therefore, a period of settling in will be beneficial for teachers and for learners, as new routines are established and learners adapt back to the classroom setting.

There are some considerations as to how educators and learners can be helped to remain engaged, motivated, and enthusiastic in the teaching learning process. This session takes you to the anticipated learners and their behaviours. You will also be able to be exposed to some quick tips on getting back into the teaching and learning situations.

Competences for the session:

The participant

- Understands the categories and characteristics of learners
- Appreciates learners' attitudes
- Appreciates teachers' background

- Understands possible strategies to meet learners' needs and expectations

Content:

- Different categories of learners expected in class after reopening of schools.
- Learner's attitudes
- Teacher's background
- Possible Strategies to apply in order to meet learner's needs

Methods:

- group discussion
- Observation
- brainstorming

Procedures

Time	Steps	Competences	Activities	Resources
5min	1	Introduction. Sharing experiences	Participants briefly discuss background of covid-19 experiences <ul style="list-style-type: none"> • Opportunities/achievements • Challenges 	Flip charts, markers, masking tapes
10min	2	The participants: List the categories of learners	In groups, participants a) Outline the categories of learners they expect in class after reopening of schools.	Flip charts, markers, masking tapes

		expected/anticipated in a class Discuss behaviours they are likely to exhibit	b) Discuss the different behaviours likely to be exhibited by such learners c) share their findings	
5 min	3	Picture interpretation	As a class, participants observe the displayed pictures and discuss each picture in line with re-opening of schools	Different pictures
10	4	Teacher's background	In small groups; a) Brain storm the kind of teachers you expect in school during school reopening. b) Share your findings	
10min	5	Learner's attitudes	In small groups a) Brain storm the different reactions of learners toward school reopening b) Share your findings	
15min	6	Support and strategies in capturing	In small groups As a teacher, a) Discuss the ways you will support learners	

		learner's interest	to remain in school and learn effectively. b) Present your findings in plenary	
5 min	7	Wrap up	<p>Facilitator wraps up the session by giving key points</p> <p>COVID-19 lockdown has increased the number of special needs both in teachers and learners</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • consider all learners as learners who need special attention • apply appropriate approaches in teaching and learning process is important for learner's development and wellbeing. • keep observing the learners' attention and motivation during the lesson and note any disengagement in order to provide immediate support/engagement 	

FACILITATOR'S NOTES

Before classrooms reopen, the staff should be given a chance to process their own feelings and experiences related to everything from the impact of the pandemic.

Categories of learners: Facilitator guides the participants to compare their findings with what is displayed.

<ul style="list-style-type: none"> • ICT experts • Have been promoted to other classes • have had the opportunity to access home-schooling • have made various degrees of progress academically 	<ul style="list-style-type: none"> • have lost their parents/guardians, siblings etc • have lost their homes • feel guilty/responsible for their parent's death • are in the world of fear of the unknown and emptiness • are heading families • have been introduced to drugs and alcohol • have been abused; sexually, emotionally and physically • have over grown in body size in terms of height and weight • have been introduced to income generating activities • are in early marriages • have health issues like sickle cells, HIV/AIDS • have been traumatised • are economically challenged (lack basic needs like scholastic , materials, uniform, soap etc) • are economically equipped • have given birth and are breastfeeding
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Characteristics:

<ul style="list-style-type: none"> • very attentive and eager to learn • like giving assistance to the peers • 	<ul style="list-style-type: none"> • Late coming • Uniform not fitting • Isolation • Lack of self esteem • Dodging lesson • Absenteeism • Red eyes • Talkative • Use abusive language • Uncooperative • Inadequate scholastic materials • Dossing in class • Take a lot of time to complete assigned tasks • seeming less interested in doing things • not actively participating in activities • being more clingy, grumpy or aggressive than usual • None attentive
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Teacher's background

<ul style="list-style-type: none"> • Have been conducting home learning • Have been running other income generating activities (farming, shop keeping, market vending etc) 	<ul style="list-style-type: none"> • have lost their dear ones to covid19 virus • are familiar with the old curriculum • were infected with the Covid19 virus • feel insecure with their job • have health related issues
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	<ul style="list-style-type: none"> • have not been paid for long • have resorted to other income generating activities • are about to retire • resorted to drug abuse
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LEARNERS' ATTITUDES

Learners might have mixed feelings about returning to school.

For example,

- Some might be excited and eager to get back to face-to-face learning and seeing their teachers and friends.
- Some might also feel uncertain, worried or anxious about catching up on learning, fitting back into friendship groups and coping with a school routine.
- feeling over aged for the class
- fear to share with others
- difficulty in adjusting to SoPs i.e. masks, social distancing, classroom barriers
- feeling guilty of the past experience

POSSIBLE SUPPORT AND STRATEGIES

- **Show love to every learner:**

Make learners feel wanted and cared for. For example: "You don't seem like yourself lately. Is there something going on?". Try to learn their names and address them by their names.

- **Engage teachers in professional development programs and online resources for educators**

COVID -19 has changed the teaching environment for many teachers from what they had been trained for to new teaching environments. Some

teachers have been teaching online, while others have been moving home to home for in person coaching of learners. To stream line their performance in class, teachers should undergo professional development to equip them with best practices and trauma-informed practices of teaching as they engage the learners.

The school environment should also be trauma sensitive too. Schools should ensure that teachers have access to webinars (either viewed live, or via recordings) addressing how to promote equity as well as increasing learner engagement by improving the learning environments learners now find themselves in.

- **Create a welcoming environment:**

Learners are more likely to engage in learning if they feel welcome and believe that teachers are truly invested in their learning and growth. Greeting each learner with a smile and thanking them for showing up is very important. In the case of Uganda, the pregnant girls will be in class and so need to feel accepted and welcome.

Engage learners in making the classroom a welcoming, safe and comfortable space. When doing so, make sure to respect school safety procedures and use available material resources.

- **Provide interesting introductions to each lesson (story, rhyme, a song, skit, scenario etc).**

Most learners get more engaged in the learning process when teachers allow them to express themselves in performances so that each class begins with them hearing a song, watching a video or skit, listening to a rhyme or riddle etc and learning more about each other that way. The teacher should have a sense of humour, as well as a willingness to include pop culture references. Use of lots of pictures during the presentations is important. Learning should not be all about essays but include options for learners to be creative – to draw, to sculpt, to paint, to sing! The teacher needs to remember that personalizing instruction is important at this

moment, as she/he strives to keep all learners focused on and engaged in their learning. Where possible, provide opportunities for learners to express their feelings. Encourage them to write, act, sing or draw about their experiences and feelings.

- **Focus on building strong relationships with learners by communicating constantly**

For learners to stay excited about their learning, they need to feel that the teachers are interested in them and care about them. Teachers therefore have to create time for their learners, engage positively with them by asking them questions about what interests and excites them, checking on how they are feeling, and providing sufficient time for them to respond. Teachers may also share some of their true stories/experiences just to identify with the learners, take notes as learners speak, and during the ensuing classes follow up with them:

- **Consider different learning styles and abilities in the learners:**

Many learners have been physically, emotionally and mentally affected by the pandemic and the long school break, they have forgotten many things lost their self-confidence and so may not perform as previously in class, the teaching methods have changed and so adopting to the change may be difficult. It is critical that teachers pay attention to equity issues regarding learning. Ensuring that learners have opportunity to learn even after the lesson is an important catch-up method. Recording lessons or creating video content and giving performance-based assignments provides learners with more flexibility to access the taught content and cater for different learning styles and abilities.

- **Provide engaging assignments and assessments:**

The 2 years lockdown was not easy for teachers to provide hands-on learning activities relevant to learners' lives, therefore as learners report back to school, they should be given hands on assignments. Learners are more interested on tasks that are relevant to their lives. These can be in form of portfolios, projects, or extended performance. Teachers can increase learner engagement in performance-based assessments, by creating reliable tasks, offering learners opportunities to collaborate with one another, and incorporating self-assessments. As learners are engaged in different assignments/tasks, move around and give support to those who are still confused but also encourage peer to peer teaching and learning.

- **Give ongoing/timely feedback.**

With the impact of the pandemic, teachers should be creative and utilize more formative assessments that may allow for multiple revision so that learners receive timely and action-based feedback from the teacher and their fellow learners. As students work on projects, they can be taught how to provide constructive feedback to one another, making them active participants in their learning, rather than just passively sitting and absorbing. Through receiving and responding to feedback, learners have an opportunity to develop their skills around learning how to learn – a skill that is particularly pertinent in this time of ever-changing learning environments.

- **Give time for group or individual counseling:**

With the pandemic experiences that learners have gone through, teachers need to create psych- social support opportunities for the learners.

- **Listen to learner's concerns**

Covid-19 and school closures impacted many learners and adolescents' mental health and well-being. As teachers, it is essential to listen to learners' concerns and demonstrate understanding as well as empathy. Offer your learners the opportunity to have a one-to-one conversation with you to reconnect and discuss any concerns that might have arisen when their school

was closed. If a learner shares anything that is particularly concerning, please follow the protection or learner safeguarding systems in place (UNICEF, 2020).

Provide learners with accurate information around COVID-19

As learners return to school, they may have different thoughts and questions about COVID-19. Learners want and need factual information. Use learner-friendly and age-appropriate resources available in your country/region that is based on scientific evidence to respond to learners' questions about COVID-19 accurately.

While it is important to acknowledge the scale of what is happening globally, make sure to emphasize all the efforts made and precautions taken to reduce risks in the school reopening plans. Do not forget to remind learners of school safety protocols, including what to do in case there is a COVID-19 case detected in the classroom.

Watch out for any warning signs of learner behaviour that interferes with their ability to explore, play and learn

Be attentive to changes in learners' behaviours. If you notice significant changes in a learner's behaviour and this persists over time, preventing them from functioning or playing, please intervene and/ or seek additional support and guidance. Teachers can provide lots of support if they feel a learner is struggling. However, you should seek additional support and refer learners to health professionals if you feel the learner needs specialist help.

Continue providing learning support, as well as guidance, and provide extra support or go at a slower pace if a learner is finding it difficult to learn or concentrate.

- **Encourage play and sports to promote interaction between students**

In many countries including Uganda, learners have been following strict physical distance measures and have been prevented from using playgrounds and other public spaces to play and interact with their peers. Make sure that when learners return to school that they have lots of opportunities to socialize, play and interact with the peers they have missed for so long, in line with school safety precautions.

- **Take care of yourself and know your limits:**

Teaching can be an extremely stressful profession, particularly now. Make sure to protect your own physical and mental health (e.g., maintain healthy eating and sleeping habits, rest, exercise, connect with friends, family, and colleagues). Remember to seek support if you notice yourself experiencing significant feelings of distress.

- **Model good coping behaviours for students – be calm, honest, and caring**

Teachers can be positive role models for their learners. Learners will look at you and learn from the skills you use daily to deal with stressful situations. Be calm, honest, and caring, and demonstrate a positive attitude to learners. Praise and reward learners for being courageous and doing good work. Always use positive language, show empathy, sympathy and give respect to each learner's view. Encourage learners to appreciate their strengths and those of their peers

- **Provide remedial teaching to learners who may not be at the same level with others.**

Despite teachers' efforts to engage all learners, there are those who will still be left behind. They might have experienced trauma or may be reluctant to participate in class. Teachers should find out more about potential challenges through tracking learners' attendance and participation in order to help learners stay connected and engaged.

Key notes

- Learners have mixed feelings about returning to school. Proper handling of those in school can attract those who are still at home undecided.
- Adequate preparations will help in smooth teaching and learning process.

Reference:

Ready to Come Back: *Teacher Preparedness Training Package*: The first edition prepared by UNICEF (April/June 2020).

Unicef for every child: 8 ways teachers can support students' mental health during COVID-19 school returns: Transitioning back to in-person classroom learning.

Article: <https://www.unicef.org/coronavirus/8-teacher-tips-student-mental-health> (accessed 11/01/2022)

DAY 2: SUBJECT SPECIFIC GUIDANCE

ENGLISH LANGUAGE

Duration: 1 hour.

Subject Overview

The English Language subject curriculum has among other subjects been abridged, to address the educational gaps/concerns that arose as a result of the two-year covid-19 lockdown. Owing to this, MoES through the National Task force on the Covid -19 pandemic, in a presentation made to His Excellency the President, tasked National Curriculum Development Centre (NCDC) to develop “an abridged curriculum” to help learners to recover lost time. Consequently, NCDC developed the abridged curriculum for use when the schools open in January 2022. This intervention is aimed at ensuring that learners progress with learning, without missing out on critical concepts and competencies and without requiring them to repeat the previous classes. The English Language abridged curriculum is thus a condensed form of the mother subject curriculum that focuses on the critical concepts and competencies/general objectives. It also proposes assessment modalities that will ensure learner progression while emphasising acquisition of critical knowledge and skills.

Session Outcomes.

By the end of the session, participants should be able to:

- Appreciate the cause for abridging the English language curriculum.
- Use appropriate methodology in the implementation of this abridged curriculum.
- Appreciate the key changes in the English language abridged curriculum and their justifications.
- Assess whether the participants have been able to achieve the session outcomes.

Methodology.

- Plenary discussions
- Group discussions

-Think-Pair -Share

- Buzz

FACILITATORS NOTES

The following are the key changes in the abridged curriculum (English language from Senior two to senior four), and the justification for these changes.

SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR 2 - 2022	
	Left out the topic on ANTI-CORRUPTION	To be learnt in S3 CRE under the topic: WEALTH AND DEVELOPMENT
2	Left out topic on HUMAN RIGHTS, GENDER AND RESPONSIBILITIES	To be learnt in S3 History under the topic :HUMAN RIGHTS
3	Topics 1. TOURISM, MAPS AND GIVING DIRECTIONS 2.LEISURE were merged with the topic :TRAVEL	Similar concepts in Grammar, vocabulary and register
4	Topic : APPEARANCE AND GROOMING was merged with the topic: PARENTS AND CHILDREN	Similar concepts on parenting tips, in grammar and vocabulary
	SENIOR 3 AND 4 - 2022	
1	Repeated Grammar concepts were merged so that they could be handled at once (eg: Parts of speech)	Each part of speech to be handled exhaustively at the appropriate time to avoid repetitions

LITERATURE IN ENGLISH

CHANGES MADE	JUSTIFICATION.
<p>'O' LEVEL LITERATURE</p> <p>S2 POETRY</p> <p>The objective: think critically about what is unique about African poetry has been left out.</p> <p>S2 DRAMA</p> <p>The objective: understand how drama skills and techniques are used to create characterisation, mood and atmosphere has also been left out.</p>	<p>It is adequately provided for in Senior three and four in the Anthology and will be handled at this level.</p> <p>Adequately catered for in Senior Three and Four and will be handled at this level.</p>
<p>S3&4 POETRY</p> <p>Objective: understand in more depth how poetic forms and techniques are employed to create an effect on a reader, particularly rhythm and rhyme -a repeat from senior two syllabus to senior three.</p> <p>Objective: cooperate in the choral performance of a poem to highlight and dramatize its impact - has been left out</p> <p>S3&4 DRAMA</p> <p>Objective: To analyse the themes and techniques of a range of selected plays using basic drama terminologies. A repeat from senior two to senior three</p>	<p>The Senior three literature class has just taken on literature as an elective hence need a recap of the basic aspects of poetry as covered in Senior two.</p> <p>It is more involving an activity for this level and yet the learners need to focus more on the critical analysis of the poems.</p> <p>This has been carried over from the Senior Two class so as to pay close attention to certain aspects like themes, characterisation that were not vividly brought out in the senior three syllabus.</p>

<p>S3&4 PROSE</p> <p>Objective: To form opinions about a book in a review based on character and plot has been brought from the senior two syllabus to senior three.</p> <p>Objective: To demonstrate understanding of language use and characterisation in prose by being able to read/act scenes dramatically has also been added to the senior three syllabus</p>	<p>This has been included to cater for coverage of the missed work in the past two years</p> <p>This has been done to cover the crucial aspects that may not have been covered in senior two due to the time missed out of school.</p>
<p>S6 LITERATURE</p> <p>With literature at Senior six just a few adjustments have been made especially in the key concepts and methodology.</p>	<p>All the aspects in each genre are critical and core for the full appreciation of literature at the advanced level.</p> <p>Most of the major aspects are covered in Senior five and then revision is handled in Senior six therefore there is enough time to cover the different aspects.</p>

ABRIDGED CHEMISTRY CURRICULUM

Duration: 1 Hour

Overview

The abridged Chemistry curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centred methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the Ordinary and Advanced levels of education.

Session Outcomes

The participants;

- Understand the general overview of the Abridged Chemistry Curriculum
- Understand the critical changes in the S2, S3, S4 and S6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Chemistry Curriculum

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walks
- Demonstration
- Think-pair share

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

S2

Change	Action taken	Justification
Topic 1: Chemistry and Society	Removed	Since learners had already attended for some time
Topic 3: States of matter merged with Topic 5 permanent and temporary changes in matter	Merged	The concepts are related
Topic 4: Using materials	Deleted	The concept is redundant
Topic 1 in S2: Acids bases and salts	Merged	Because the concepts are related
Topic 4: Structure of Allotropes of carbon – in S2	Removed	Since the concepts will also be covered in S3 under structures of substances and bonds

S3

Change	Action taken	Justification
Chemical Families and Periodic Table	Merged	The concepts are similar
The descriptions of properties of elements in Period 3, Bonding and Structure and Periodic Table	Merged	Key concepts are related

Acidity and Alkalinity; and Acids, Bases and Indicators	Merged together	To be taught together as they are related concepts.
Defining acid as proton donor and base as proton acceptor	Removed	It is redundant concept at this level.
Effect of electricity on substances and electrochemistry	Merged	because the concepts similar.

S4

Changes	Action taken	Justification
Laboratory preparation nitrogen and laboratory preparation of nitric acid	Removed	It is a redundant concept.
Lab preparation of rhombic and monoclinic sulphur	Removed	It is not a critical concept.
Laboratory preparation of hydrogen sulphide	removed	It is not a critical concept.
Deducing the composition of hydrogen chloride and uses of hydrogen chloride	Removed	Because it's a redundant concept.
Extraction of sodium and refining copper lifted from Applied chemistry	Transferred to electrolysis	They are similar concepts.
Alloys from applied chemistry and metals under the Periodic Table.	Alloys lifted and transferred to metals under the Periodic Table	They are related concepts

Effect of electricity on substance and electrochemistry	Merged together	as they are related concepts.
Electrochemistry(cells)	Removed and transferred to be handled in physics.	It is more applicable in Physics and Physics has been handling the same

S6

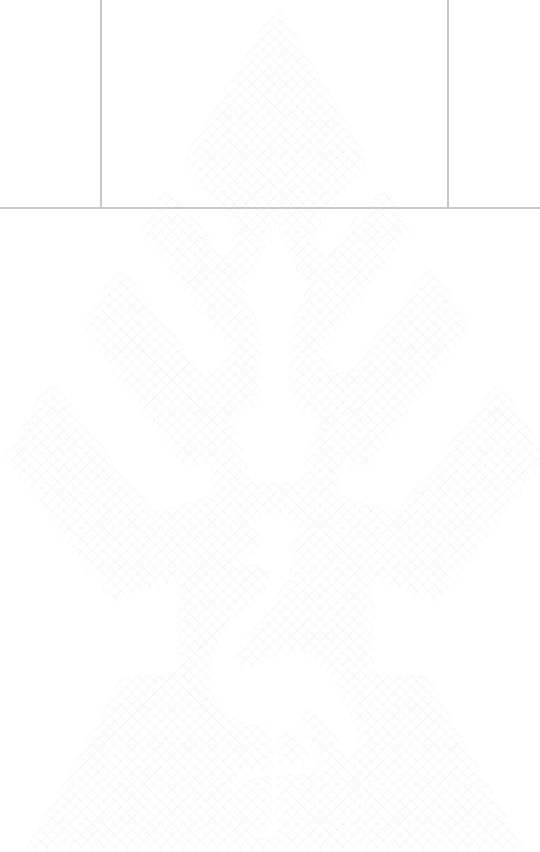
PHYSICAL CHEMISTRY

Critical Change	Action taken	Justification
Gay Lussac's law	removed from the sub topic "Oxidation reduction" and transferred to gaseous state of matter.	. Concepts are related
<ul style="list-style-type: none"> Maxwell – Boltzmann distribution Van der Waals equation 	The following were removed from the sub topic "Gaseous state"	The concepts are redundant
The sub topics "Liquid state of matter" and "Solid state of matter"	were completely removed.	The concepts are adequately covered in O' level

<ul style="list-style-type: none"> • Historical background of the periodic table • Electromagnetic energy calculation • using the relationship between wave length, frequency, energy and plank's constant • Unique position of hydrogen in the Periodic Table • Structure of the modern Periodic Table 	Removed	<p>Abstract concept and not linked to other concepts. Therefore redundant.</p> <p>Does not enhance learning of the key concepts in relation to electronic structure</p> <p>Concept sufficiently covered in O' level</p>
Critical change	Action taken	Justification
<ul style="list-style-type: none"> • Electromagnetic energy calculation using the relationship between wave length, frequency, energy and plank's constant • Explaining the concept of chemical bonding • Unique position of hydrogen in the Periodic Table 	Removed the content listed below;	<p>Does not enhance learning of the key concepts in relation to electronic structure</p> <p>Concept sufficiently covered in O' level.</p> <p>Concept sufficiently covered in O' level</p> <p>Concept sufficiently covered in O' level</p>

- Structure of the modern Periodic Table

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Critical change	Action taken	Justification
<p>Thermochemistry</p> <ul style="list-style-type: none"> • Meaning of thermochemistry • enthalpy changes • Thermochemical equations • What happens to bonds when chemical reaction takes place • Enthalpy change is called heat of reaction and is denoted as ΔH reaction. • Demonstration of exothermic and endothermic reaction using, enthalpy of displacement, enthalpy of neutralisation. 	Removed	All the concepts are adequately covered at O' level.

Content		Justification
Salt hydrolysis	Removed	Not very crucial
Electrolysis	Removed	Basics of the concept at O level
Electrochemical cells	Removed	Better taught in physics

ORGANIC CHEMISTRY

Critical change	Action taken	Justification
Sub topics 5 and 6 into one	Merged	Content too small to be covered separately
“Introduction to Alkynes and their physical properties Physical state (<i>solubility, mpt, bpt and density</i> <i>Laboratory preparation methods</i>)	Removed from sub topic 5;” the content on	Content redundant
The content listed below was removed from sub topic 6 Chemical reactions: <ul style="list-style-type: none"> - Addition reaction($H_2, Br_2, Cl_2, HCl, H_2SO_4$ and H_2O) - The mechanisms involved 		The concepts and principles are similar that sub topic 4; “Chemical properties of alkene

Critical change	Action taken	Justification
1. Introduction to methyl benzene 2. Physical property of methyl benzene	Removed the following sub topics:	The content has limited relation, application or use to other key homologous series or topics of organic chemistry. It therefore is redundant

Critical change	Action taken	Justification
Preparation of ethanol by fermentation	Removed	The concept adequately covered in O' level

Content	Action taken	Justification
Carboxylic acids	Removed	Done at O level
Esters	Removed	Linked to acids but produced in alcohols
Amines	Removed	Reduce content
Soap and detergents	Removed	Done at O' level
Chemistry of rubber	Removed	Subset of polymers covered

INORGANIC CHEMISTRY

Critical change	Action taken	Justification
<ul style="list-style-type: none"> Historical background of the periodic table Electromagnetic energy calculation using the relationship between wave length, frequency, energy and plank's constant Unique position of hydrogen in the Periodic Table 	Removed	<p>Abstract concept and not linked to other concepts. Therefore redundant.</p> <p>Does not enhance learning of the key concepts in relation to electronic structure</p> <p>Concept sufficiently covered in O ' level</p>

<ul style="list-style-type: none"> Structure of the modern Periodic Table 		
sub topic;" trends in atomic and physical properties of elements	Removed the following	The content already compressively covered in physical chemistry
Critical change	Action taken	Justification
1. Sub topic 1 "Trends in physical properties of elements n group II	Removed	The content and concept already satisfactorily covered in physical chemistry
2. Sub topic II "Chemical reactions of group II elements		The content and concept already satisfactorily covered in physical chemistry
		The content and concept already adequately covered in physical chemistry. It is a repetition.

Critical change	Action taken	Justification
1. Sub topic 1 "Trends in physical properties of elements n group II	Removed	The content and concept already satisfactorily covered in physical chemistry
2. Sub topic II "Chemical reactions of group II elements		The content and concept already satisfactorily covered in physical chemistry

Content	Action taken	Reaction
Group 7 Preparation of hydrogen halides	Removed	Covered at O-level
Extraction of NaCl from natural deposits	Removed	Covered at O-level
Compounds of vanadium	Removed	Reduce the amount of work
Redox behaviour of oxo- ions in volumetric analysis	Removed	Done in physical S 5
Extraction of Zinc	Removed	Same principle of chemical reduction

BIOLOGY

Duration: 1 hour

Subject Overview:

The abridged Biology curriculum has been designed to address the learning gaps that were created as a result of the covid-19 pandemic. The biology curriculum includes content from the new lower secondary biology curriculum (S.1 and S.2), the 2008 O'Level biology curriculum (S.2, S.3 and S.4) and the 2013 Advanced level biology curriculum (S.5 and S.6). The critical content has been sorted and put together to be taught in a period of one year. The abridged syllabus contains key concepts in all topics for the respective classes. In order to compensate for the lost time, concepts that were taught at primary level are left out. Objectives/learning outcomes with similar content are merged or transferred to another class. Content that was not relevant to the abridged curriculum is also left out. The abridged biology curriculum also assumes that there was some content covered during the time before the lockdown. It is hoped that the content areas included in this curriculum will enable the learner to acquire the target knowledge, understanding, skills and values for their progression.

Session Outcome:

The participant:

Understands the changes and justification in the abridged biology curriculum for S.2, S.3, S.4 and S.6

Methods:

- Group discussions
- Brainstorming
- Plenary presentations

Proof of Learning:

Participants are able to mention four key changes in the curriculum and give their justification.

Facilitators Notes:

The training session will last for one hour. Use 40 minutes for presentation and 20 minutes for plenary discussion

The matrix below shows the key changes that were made in abridging the S.2, S.3, S.4 and S.6 curriculum and their justification.

KEY CHANGES	JUSTIFICATION
SENIOR TWO	
All S.1 topics moved to S.2 except introduction to biology and all S.2 topics are maintained	These topics had not been covered before students went for lock down except Introduction to biology.
Classification: Learning outcomes on concepts of classification and naming of organisms are left out. Learning outcomes on characteristics and examples of some organisms are left out. Learning outcomes on Viruses are left out.	Concepts are not key in the abridged Curriculum. Learners are familiar with concepts on viruses from primary school and awareness campaigns on media.
Insects Learning outcomes on the dichotomous key are left out.	Concepts will be picked through various practical activities in classes ahead.
Flowering plants Learning outcomes on external parts of a flowering plant are left out.	Concepts dealt with at primary school level.
Soil	Concepts are not key in the abridged Curriculum.

Learning outcomes on types of soil and experiments on components of soil are left out.	
SENIOR THREE	
All Senior Two and Senior Three topics are maintained.	
Sub-topic 2.1 and 2.2 under topic Soil are left out	These sub-topics were covered before students went for lock down.
Some objectives from topic soil are left out	Content/concepts from these objectives are embedded in Ecology at senior four.
Nutrition Objective on classifying foods are left out	Concepts are dealt with in science at primary level
Transport Objectives on lymphatic system, structure of root hair and experiments on transpiration are left out. Objective on storage organs left out	Concepts are not key in the abridged curriculum. Storage organs are dealt with under flowering plants
Gaseous Exchange Objectives on gaseous exchange in amoeba, insects fish and plants are left out	Concepts are not key in the abridged curriculum.
Respiration. Objectives on site, product and some experiments of respiration are left out.	Concepts are not key in the abridged curriculum.
Excretion. Excretion in lower organisms was left out.	Concepts are not key in the abridged curriculum. Major concepts covered at primary level.

Mammalian skin was left out.	
Co-ordination in plants and animals. Objectives on; -experiments on plant hormones and responses are left out. - differences between enzymes and hormones are left out. -peripheral nervous system and synapse are left out Ear, nose and tongue are left out.	Concepts are not key in the abridged curriculum. Learners are able to generate their own comparison after understanding. Concepts are not key in the abridged curriculum.
Locomotion Objectives on divisions vertebrae and limbs of the skeleton are left out Sub-topic on locomotion in insects fish and birds is left out.	Concepts are not key in the abridged curriculum.
SENIOR FOUR	
All S.3 topics moved to S.4 except gaseous exchange and all S.4 topics are maintained.	These topics had not been covered before students went for lock down except gaseous exchange.
Respiration. Objectives on site, product and some experiments of respiration are left out.	Concepts are not key in the abridged curriculum.
Excretion. Excretion in lower organisms was left out. Mammalian skin was left out.	Concepts are not key in the abridged curriculum. Major concepts covered at primary level.

<p>Co-ordination in plants and animals.</p> <p>Objectives on;</p> <ul style="list-style-type: none"> -experiments on plant hormones and responses are left out. - differences between enzymes and hormones are left out. -peripheral nervous system and synapse are left out <p>Ear, nose and tongue are left out.</p>	<p>Concepts are not key in the abridged curriculum.</p> <p>Learners are able to generate their own comparison after understanding.</p> <p>Concepts are not key in the abridged curriculum.</p>
<p>Locomotion</p> <p>Objectives on divisions of vertebrae and limbs of the skeleton are left out</p> <p>Sub-topic on locomotion in insects fish and birds is left out.</p>	<p>Concepts are not key in the abridged curriculum.</p>
<p>Growth and development</p> <p>Objectives on: mitosis, internal structure of a seed, seed germination, meristems, growth patterns in insects, amphibians and mammals, complexity and form on plants and animals are left out.</p> <p>Objectives on comparisons between endospermic and non-endospermic seeds, epigeal and hypogeal germination, stages of development in insects,</p>	<p>Concepts are not key in the abridged curriculum.</p> <p>Major concepts covered at primary level.</p>

experiments on the growth of a frog are left out.	
Reproduction in plants and animals Objectives on asexual reproduction in lower organism are left out. Objectives on sexual reproduction in lower organisms, bony fish, amphibians and birds are left out. Objectives on structure of a flower and pollination are left out	Concepts are not key in the abridged curriculum. Concepts are covered at lower levels.
Genetics and evolution Objectives on how artificial selection is achieved are left out Objectives on types of mutations are left out. Objective on evidences of evolutions are left out.	Concepts are not key in the abridged curriculum.
Interrelationships Objectives on methods of sampling are left out. Objectives on schistosomiasis, malaria and trypanosomiasis are left out.	Concepts are not key in the abridged curriculum. Concepts are already known by the learners.
SENIOR SIX	

All S.5 topics moved to S.6 except cell biology and all S.6 topics are maintained.	These topics had not been covered before students went for lock down except cell biology.
Some objectives from all A'level topics are left out.	Content/concepts from these objectives is; <ul style="list-style-type: none"> • Embedded in other objectives. • Already known from lower secondary school. • Not relevant to the abridged curriculum.

PHYSICS

Duration: 1 hour

Subject Overview:

The abridged Physics curriculum has been designed to address the learning gaps that were created as a result of the covid-19 pandemic. The Physics curriculum includes content from the new lower secondary Physics curriculum (S.1 and S.2), the 2008 O'Level Physics curriculum (S.2, S.3 and S.4) and the 2013 Advanced level Physics curriculum (S.5 and S.6). The critical content for the different classes (S2, S3, S4 and S6) has been sorted and put together to be taught in a period of one year. The abridged syllabus contains key concepts in all topics for the respective classes. In order to compensate for the lost time, concepts that were taught at primary level are left out. Objectives/learning outcomes with similar content are merged or transferred to another class. The abridged Physics curriculum also assumes that there was some content covered during the time before the lockdown. It is hoped that the content areas included in this curriculum will enable the learner to acquire the target knowledge, understanding, skills and values for their progression in Physics.

Session Outcome:

The participant:

Understands the changes and justification in the abridged Physics curriculum for S.2, S.3, S.4 and S.6

Methods:

Group discussions

Brainstorming

Plenary presentations

Proof of Learning:

Participants are able to mention any four key changes in the curriculum and give their justification.

Facilitators Notes:

The training session will last for one hour. Use 40 minutes for presentation and 20 minutes for plenary discussion

The matrix below shows the key changes that were made in abridging the S.2, S.3, S.4 and S.6 Physics curriculum and their justification.

S/N	CRITICAL CHANGES	JUSTIFICATION
	Senior 2	
1.	Temperature and heat were combined	These have related concepts
2.	Energy, work and power was combined with turning effects of forces and simple machines.	The concepts taught are related.
3.	Pressure in solids and fluids was combined with sinking and floatation.	These have common concepts of forces in fluids

4.	Sun, moon and earth was combined with the solar system	The concepts taught are related.
5.	Surface tension and capillarity was left out.	These were not carried forward from S1 because of time constraints and they would not affect the progress of the learners in the subsequent topics in Physics.
6.	Forms and sources of energy and measuring heat, and heat transfer.	These were carried from S1 and are to be taught under temperature and heat since the concepts form a basis for future progress of the learners in Physics.
7.	Expansion of solids, liquids and gases.	This was left out since the concepts are similar to what the learner is expected to have met in primary school.
8.	Magnetic fields was left out.	The learner is expected to meet these in S4 as an introduction to electromagnetism.
9.	Electrostatics was left out.	This was due to time constraints and the learner is expected to meet this in S3.
Senior 3		
1.	Introduction to electricity and magnetic effect of electric current, which were supposed to be carried forward from S.2 to S.3, were left out.	This was due to time constraints and the learners will meet similar content in S.4.
2.	Growing of crystals, Brownian motion, diffusion, oil film experiment and surface tension, which were supposed	This was due to time constraints and these topics do not form a basis for learners to progress with the topics selected for S.3.

	to be carried forward from S.2 to S.3, were left out.	
3.	The concepts of the ticker-tape timer and non-linear motion were left out.	The concept of the ticker-tape timer does not form the basis for the learners to understand concepts in linear motion. On the other hand, learners will meet the concept of non-linear motion in future studies in Physics.
4.	Fluid flow	This was left out due to time constraints and the learners are bound to meet similar concepts in future.
5.	Electromagnetic spectrum under dispersion was moved to waves.	This was because a related concept is covered in waves and has better coherence.
6.	Refraction and dispersion were combined.	These have related concepts.
7.	Elasticity was no carried forward from S.2 to S.3	This was due to time constraints and this would not in any way affect the progress of the learners in Physics.
8.	Properties of materials under stress, bending beams and effects of shape, and structures were left out.	This was due to time constraints and they do not form the core of the concepts that the learners need for progress in the subject.
9.	Expansion of solid and liquids was left out.	This was due to time constraints and the learner is expected to have met related concepts in primary school.
	Senior 4	
1.	Electrostatics, which was supposed to be covered in S.3 has been left out.	It is also taught at A-level, so cannot hinder the learners progress. It has no relation with other topics.
2	Heat quantity, latent heat and vapors which were supposed	The same content in these topics is repeated at A-level and leaving them

	to be studied in S.3. were not carried to S.4.	out will not affect the progress of the learners in any way.
3	Expansion of solids and liquids; bending beams and effect on shapes, and properties of materials under stress which were supposed to be carried forward from S.3. to S.4 were left out.	Time constraint and they do not have any linkage to the essential topics selected for S.4.
4.	Gas laws in S.4. were left out	Learners to meet these in chemistry lessons. They are also taught in A-level.
5.	Atomic and nuclear structures, and radioactivity were combined to form nuclear processes	The content is related
6.	Solid friction was supposed to be carried forward from S.5 to S.6 but was left out	Were omitted due to time constraints and the basic concepts were covered at O level
7	Work, energy and power was supposed to be carried forward from S.5 to S.6 but was left out.	
8	Statics was supposed to be carried forward from S.5 to S.6 but was left out.	
9	Surface tension was supposed to be carried forward from S.5 to S.6 but was left out.	
10	Change of state; was supposed to be carried forward from S.5 to S.6 but	Those left out were covered at O level

	some learning outcomes were left out	
11	Diffraction of waves, stationary waves, resonance, sound and polarization of waves; were supposed to be carried forward from S.5 to S.6 but were left out	The basic concepts were covered in O level and the remaining concepts will not affect the progress of the learner.
12	Survey of energy	Some of the basic concepts that were covered in O level were left out
13	Electric fields, capacitors, current electricity	
14	Electronic devices	
15.	Magnetism in matter	
16.	Radioactivity was left out	The basic concepts were covered in O level

MATHEMATICS

INTRODUCTION:

Due to Covid-19, schools were closed and the learners have lost content equivalent to two school academic terms. During this period of closer NCDC developed home study material which were printed and uploaded onto its website www.ncdc.go.ug. The Ministry Of Education and Sports guided that learners will be automatically promoted to the next class. As a result, National Curriculum Development Centre re-organized the content for senior two, three, four and six

The content has been reorganized by merging, removal and forwarding of content/to different class.

Topics of senior one and senior two have used to form the abridged curriculum for senior two, the Abridged curriculum for senior is based on the New Lower

secondary curriculum. The abridged curriculum for senior three is based on the content of senior two and senior three in the old curriculum

The abridged curriculum for senior four is based on the content for senior three and senior four content in the old curriculum and senior 6 abridged curriculum is based on the senior five and six content

The teacher is expected to use hybrid teaching and learning techniques to ensure learning takes place. Formative assessment will be done as the lessons are ongoing and a record of learners' attainment is recorded. There will be no termly assessment.

The teaching/Learning will be for fourteen weeks a term. The abridged curriculum will guide the teacher in the different schools. If a teacher notices that their learners had covered the content in the abridged curriculum, then there is no need to repeat but rather proceed to the next topics.

The content has been subdivided into Term 1, 2 and 3.

The following matrix is showing the teacher on what has been done with senior one and two syllabus to get the abridged curriculum for senior two.

SESSION OUTCOME:

Participants shall understand the key changes in the abridged Mathematics Curriculum

Methods: The methods to be used while teaching mathematics should be participatory and the teacher should encourage group work

Proof of Learning: At the end of the session you assess the Participants to find out whether they have achieved the Session Outcome

Facilitator's Notes

Remember you are facilitating all Mathematics teachers in the region

Use methods of delivery which engage the participants to be active and interested

The Session should take maximum one hour

The presentation should take 40 minutes and remaining 20 minutes should be used to find whether learning has taken place by asking the participants to

mention some key changes and how assessment will be done in the Abridged curriculum.

Key Changes

The following Matrix shows the key changes in the Abridged Curriculum

Matrix showing the changes made for Senior Two Abridged Curriculum

SN	CRITICAL CHANGES	JUSTIFICATION
1	Number bases has been omitted	This topic is studied in primary level and the section in secondary level is mainly a recap.
2.	Working with integers Some learning outcomes have been omitted like these below. <ul style="list-style-type: none"> • identify directed numbers • Work out and use divisibility tests of some numbers 	It is implied in outcome; use directed numbers (limited to integers) in real life situations. -This is implied in outcomes; Find the prime factorization of any number and relate common factors with Highest Common Factor and multiples with Lowest Common Multiples.
3	Topic on Fractions, percentages and decimals has been removed.	This is already done in primary. The teacher needs to recap
4	Rectangular Cartesian coordinates in 2 dimensions has been deleted.	-This topic is studied in primary in secondary it is revision.
5	Geometric construction skills The following learning outcomes have been removed <ul style="list-style-type: none"> • Draw perpendicular and parallel lines • Construct perpendicular, angle 	The concepts are learnt in primary. But in secondary they are a recap.

	bisectors mediators and parallel lines. <ul style="list-style-type: none"> • Use a pair of compasses and ruler to construct special angles (60° and 450°). • Draw polygons and Measure lengths and angles • Construct geometric figures such as triangles, square, rhombus, parallelogram 	
6	Bearings The following learning outcomes have been removed <ul style="list-style-type: none"> • Know the compass points • Describe the direction of a place from a given point using compass points • Describe the bearing of a place from a given point. • Apply bearings in real life situations. • Differentiate between a sketch and a scale drawing 	-Already studied in primary in secondary it is revision. Already studied in primary in secondary it is revision. Already studied in primary in secondary it is revision. Already studied in primary in secondary it is revision. Already studied in primary in secondary it is revision

7	General and angle properties of geometric figures.	This topic is studied in primary. In secondary it is taken as a revision.
8	Algebra The following learning outcomes have been removed <ul style="list-style-type: none"> • Write statements in algebraic form • Simplify algebraic expressions • Evaluate algebraic expressions by substituting numerical values • Manipulate simple algebraic equations in one variable and solve them 	This content has been learnt in primary. Teacher needs to recap in order to linking with quadratic equations.
9	Inequalities and Regions The following learning outcome has been removed <ul style="list-style-type: none"> • Identify and use inequality symbols 	This has been learnt in primary mathematics.
10	Set Theory The following learning outcomes have been removed <ul style="list-style-type: none"> • Describe a set • Identify elements of a set • Identify different types of sets and their symbols • Determine the number of elements in a set 	This content has been done in primary school. The teacher needs to do some recap.

Matrix showing the changes made for Senior Three Abridged Curriculum of

SN	CRITICAL CHANGES	JUSTIFICATION
1	Mappings and Relations The following outcome has been removed <ul style="list-style-type: none"> • Draw papygram 	The arrow diagram is sufficient to describe a relation. Therefore, the papygram has been deleted.
2	NUMERICAL CONCEPTS The following learning outcome has been deleted <ul style="list-style-type: none"> • Define and identify rational numbers and work out problems involving rational numbers. • Convert recurring decimals into fractions The following have been combined <ul style="list-style-type: none"> • Numerical concepts, indices and logarithms standard form, computation, and surds 	Content has already been taught in senior one. In senior 2 it is revision. The three topics are closely linked, so they can be combined
3	BUSINESS ARITHMETIC <ol style="list-style-type: none"> Calculate profit and loss. Express profit and loss as percentage. 	Already studied in senior one in commercial and household arithmetic

	iii. Calculate discount and commission.	
4	<p>Geometry</p> <p>In geometry three topics have been merged and these include; geometry, length and area (formerly in senior two) geometry nets and solids (formerly in senior two), areas and volumes of solids.</p> <p>The following learning has been removed</p> <ul style="list-style-type: none"> Calculate areas of two-dimensional figures 	<p>The concepts of the three topics are linked therefore, these can be merged and taught together.</p> <p>This is learnt in primary</p>
5	<p>Set theory</p> <p>This content has been deleted</p>	<p>This content has been learnt in senior one</p>
6	<p>GRAPHS</p> <p>This topic has been deleted.</p>	<p>Some learning outcomes have been merged with the topic on equation of a straight line.</p>
7	<p>Algebraic expressions, equations and inequalities</p> <p>Two topics were combined and that is algebraic equations and equations and inequalities</p> <p>Factorise and expand algebraic expression has been included in this topic.</p>	<p>The topics are related and linked</p> <p>The content is linked to the topic</p> <p>This content has been learnt in primary and senior one</p>

	Building formulae as a learning outcome has been deleted	
8	Ratios and Proportions The following learning outcomes have been removed; <ul style="list-style-type: none"> • Describe quantities in ratios • Change quantities in a given ratio • Describe proportion In this topic there was a merger with proportion of senior 3	The content has been learnt in primary school. However, the teacher can recap. Content is linked.
9	Business Mathematics The following learning outcomes have been removed <ul style="list-style-type: none"> • Calculate profit and loss • Express profit and loss as a percentage • Calculate discount and commission 	The content is covered in primary and senior one.

SENIOR 4 ABRIDGED CURRICULUM

Matrix showing the changes made for senior four Abridged Curriculum

SN	CRITICAL CHANGES	JUSTIFICATION
1	Set theory Following has been deleted	

	<ul style="list-style-type: none"> Define and use the compliment set Use venn diagrams to represent sets and number of elements in a set Apply practical situations using two and three sets 	<p>This content was taught in senior one.</p> <p>This content has been transferred to the topic of probability. The whole topic has been deleted.</p>
2	<p>Algebraic expressions equations and inequalities</p> <p>These learning outcomes have been de</p> <ul style="list-style-type: none"> Build the formulae from word problems Work out involving inequalities symbols 	<p>Content was done in senior one</p>
3	<p>Ratio and proportion</p> <p>i)Defines ratios</p> <p>ii)Describes quantities in ratios</p> <p>iii)Change quantities in a given ratio</p> <p>iv)Defines proportion</p> <p>v)Tells the difference between direct and inverse proportions</p> <p>vi)Interprets the given scales</p> <p>vii)Represents and interprets proportional parts</p> <p>viii) Works out solutions for direct and inverse proportions (omitted but still examinable)</p>	<p>These objectives already done in senior two.</p>
	<p>Sine, Cosine and Tangent and Angles of elevation and depression</p> <p>These two topics have been merged together with Trigonometry</p>	<p>The content is linked</p>

4	Further transformation This topic has been removed	Basic transformations have been covered in senior two
5	Locus This topic has been deleted	Loci has been done in senior one. The rest of the content will be learnt when learners get to senior five.

SENIOR SIX

MATRIX SHOWING CRITICAL CHANGES

SN	CRITICAL CHANGES	JUSTIFICATION
1	Series. Finite series and proof by induction has been removed.	Basic content covered in the other parts of series.
2	Permutation and combinations. Exclude restricted arrangements and selections	Basic content covered in the other parts
3	Coordinate geometry1. Some key concepts were removed. These include: (i) forming cartesian equations of lines (ii) identifying linear equations (iii) finding the gradient of a straight line using the general equation of a line (iv) finding the intercept of a line (v) finding the coordinates of the midpoint of a line (vi) finding the distance between two points (vii) finding the point(s) of	Since they were covered at O'level.

	<p>intersection by solving the equations simultaneously.</p> <p>(viii) determining the relationship between the gradients of parallel and perpendicular lines.</p>	
4	<p>Differentiation I</p> <p>Merging of gradient function, curve sketching 1, velocity and acceleration as one topic</p>	They apply the same concept of differentiation.
5	<p>Integration I.</p> <p>Merging of indefinite, definite integrals and applications of integration as one topic.</p>	They apply the same concept of integration.
6	<p>Trigonometry.</p> <p>Trigonometry and calculus of trigonometry have been merged. Proofs, solutions, simplifications of expressions involving inverse trigonometric functions, derivatives of inverse trigonometric functions and solutions of triangles have been removed.</p>	Key concepts are sufficient.
7	<p>Differentiation II.</p> <p>This topic cannot be merged with differentiation 1 .</p> <p>Maclaurin's theorem has been removed.</p>	<p>It requires prior knowledge of trigonometry.</p> <p>To reduce content.</p>
8	<p>Integration II</p> <p>Partial fractions have been merged with this topic.</p>	To avoid repetition and save time.

	<p>However, integration of the functions of the form (i) $\frac{1}{\sqrt{(a^2-b^2x^2)}}$ (ii) $\frac{1}{a^2+b^2x^2}$ and the Use of the t –formulae substitution have been removed.</p>	To reduce content.
9	<p>Differential Equation.</p> <p>Nothing has been changed, however solution of differential equations should not involve problems leading to integration of inverse trigonometric functions and t-substitution.</p>	These methods of integration have been omitted under integration II.
10	<p>Inequalities.</p> <p>Linear inequalities and sketching graphs of inequalities have been removed.</p> <p>Curve sketching II has been removed</p>	<p>Linear inequalities have been covered at O level.</p> <p>Knowledge of curve sketching 1 is adequate and at higher levels calculators are allowed to sketch those curves</p>
11	<p>Vectors.</p> <p>The knowledge of position vectors, displacement vectors, magnitude, equal vectors, vector algebra has been removed.</p>	They were covered at O level.
12	<p>Complex numbers.</p> <p>De Moivre's theorem and the proof have been removed .</p> <p>Sketching of regions have been removed.</p>	<p>To reduce on the content.</p> <p>The algebra of complex numbers is sufficient enough.</p> <p>Finding and sketching the locus is sufficient.</p>
13	<p>Coordinate geometry II.</p>	To reduce on the content, and knowledge of the circle

<p>Coordinate geometry II and III have been merged as coordinate geometry II. Only two of the conic sections, the circle and the parabola have been considered.</p> <p>The ellipse, hyperbola and the rectangular hyperbola have been removed.</p> <p>Under the circle , intersection of circles internally, externally and orthogonally have been removed .</p>	<p>and parabola is sufficient enough .</p> <p>At higher levels the conic section are plotted by calculators and modern software applications.</p>
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MATRIX SHOWING THW CRITICAL CHANGES IN APPLIED MATHEMATICS

SN.	CHANGES	JUSTIFICATION
	PROBABILITY AND STATISTICS	
1	Discrete random variable: properties of $E(X)$ and $Var(X)$ has been removed i.e., $E(aX + b) = aE(X) + b$ $Var(aX + b) = a^2Var(X)$ etc.	Basic knowledge of $E(X)$ and $Var(X)$ has been acquired.
2	Continuous random variable: properties of $E(X)$ and $Var(X)$ has been removed. i.e. $E(aX + b) = aE(X) + b$ $Var(aX + b) = a^2Var(X)$ etc. Use of the CDF should be restricted to calculating the quartiles only. (Lower, median and upper quartile).	Basic knowledge of $E(X)$ and $Var(X)$ has been acquired.

3	Uniform /rectangular distribution has been removed.	To reduce content.
4	Normal distribution and normal approximation to the binomial have been merged.	To save time.
MECHANICS		
5	Newton's laws, momentum and connected particles have been merged into one topic.	They are closely related
6	circular motion Elasticity Simple Harmonic motion Centre of gravity been removed } have all	Mostly required by the Physics students and has already been catered for in Physics. The topics left in Mechanics are adequate for all combinations.
NUMERICAL METHODS		
7	Error analysis: errors in functions has been removed	Basic knowledge has been catered for. Knowledge acquired is sufficient.
8	General iterative formula has been removed.	Newton Raphson's method is sufficient.
9	Further linear interpolation has been removed	To reduce content. Basic knowledge of linear interpolation has been acquired.

ICT

Duration: 1 Hour

Overview:

After school closure in March 2020, various measures were put in place to keep learners engaged while in lockdown. NCDC developed Home School materials, organised virtual classes on TVs and radios. In addition, some schools with resources developed online lessons. This does not mean all learners were able to have access to these opportunities. The development process of the abridged curriculum put all the above factors into consideration.

This section of the manual is designed to guide the orientation of teachers on the secondary School ICT abridged curriculum for 2022 only. The training targets ICT teachers of S.2, 3, 4 & 6. Please note that syllabus for S.1 and S.5 have not been abridged. The abridged curriculum has been done for the purpose of ensuring that key concepts in the curriculum shall be taught successfully.

During the abridging process, some content was compressed, related content merged or relocated without sacrificing the learning outcomes or objectives. The affected sections of the syllabus have been highlighted below and a variety of teaching/learning methods to ensure effective delivery have been proposed. Therefore, teachers are required to internalise this content for effective implementation of the abridged ICT Curriculum.

Session outcomes

1. identify the concepts that have been selected as essential, those that were merged or transferred in ICT for each class.
2. develop approaches to offer psychosocial interventions during lesson delivery and handling of learners who have been out of school for a long period of time.

3. To guide teachers on the use of appropriate methodology while implementing the abridged curriculum
4. To guide teachers on the selection and use of appropriate instructional materials in instructing the abridged curriculum

Methodology

The selection and use of appropriate methods is very important in ensuring successful implementation of the abridged curriculum. It highly encourages that participatory methods are used to get students involved throughout the sessions. Below are some of the participatory methods that a teacher may select from during the training.

- Brainstorming
- Demonstration
- Group work
- Gallery walk
- Plenary discussion
- Group Discussion
- Think-Pair-Share (TPS)
- Health breaks and Energizers
- Tours around the school

Proof of Learning

Facilitators will assess the participant if they have achieved the session outcomes. This can take an exit slip write up/saying summary what one has learnt from the session/ four corner of agree, disagree, strongly agree

Facilitator's notes

The key changers in all classes and justification is given below. Keenly examine it as you teach the abridged agriculture curriculum. Below are the details of the changes for each class for the abridged curriculum.

SN	TOPIC	CRITICAL CHANGES	JUSTIFICATION
	Senior 2		
1	Processing 1	<ul style="list-style-type: none"> Included in S2 with one learning outcome. File and Folder management and printing skills dropped Number of periods reduced from 24 to 16 	<ul style="list-style-type: none"> Was not handled in S1, it was in the 3rd term of S1 File and Folder management and printing skills can be acquired along the provided application skills. One learning outcome has been left for S.2 learners in 2022.
2	Spreadsheets 1	<ul style="list-style-type: none"> Number of periods reduced from 24 to 20 	<ul style="list-style-type: none"> Periods reduced to 20 because some content of printing was removed, it will be handled in other applications.
3	Computer presentation	<ul style="list-style-type: none"> Number of periods reduced from 24 to 18. One learning Outcome was removed (Deliver a 	<ul style="list-style-type: none"> One learning outcome was removed Deliver a presentation to an audience as a learning out is not so much critical at this stage as a learner can

		presentation to an audience)	acquire this competence through practice at a later stage or during activities that require electronic presentation.
4	Information access and sharing	<ul style="list-style-type: none"> • Number of periods reduced from 18 to 28 • One learning Outcome was removed (Use various ICT tools to share information) 	<ul style="list-style-type: none"> • One learning outcome was removed • Use various ICT tools to share information as a learning outcome was removed. The learner can acquire competence through interacting with gadgets during normal life situations e.g transferring a music file from one phone to another using Bluetooth technology
5	Health and safety	Nothing changed	There was no need
	Senior 3		
1	Word Processing	<ul style="list-style-type: none"> • Introduced topic word processing to S3 • Subtopic - Introduction to Word Processing removed 	<ul style="list-style-type: none"> • Was not handled in S2. • Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application.

		<ul style="list-style-type: none"> Content of Word-processing was compressed Number of periods reduced from 36 to 20 	<ul style="list-style-type: none"> Content was compressed because some content can be handled in other topics. Periods reduced to 20 because it was left with one critical subtopic and content required at this level
2	Computer presentations	<ul style="list-style-type: none"> Introduced topic computer presentation to S3 Subtopic - Introduction to Presentation Software removed Number of periods reduced from 36 to 16 	<ul style="list-style-type: none"> Was not handled in S2. Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Periods reduced to 16 because it was left with one subtopic and content required at this level can fit in 16 periods
3	System start-up and configuration	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
4	Computer communications and Networks	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
5	Spreadsheet	<ul style="list-style-type: none"> Introduction to Spreadsheets as 	<ul style="list-style-type: none"> Competences (knowledge and skills)

		a subtopic removed <ul style="list-style-type: none"> • Number of periods reduced from 36 to 20 • Content on invoice / Receipt has been merged in themes for practicing spreadsheet. 	of the sub-unit can be acquired as learner practically engage with the application. <ul style="list-style-type: none"> • Introduction to Spreadsheets as a sub topic was removed and some content was merged. • The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in themes for practicing spreadsheet.
6	Web designing	<ul style="list-style-type: none"> • Number of periods reduced from 36 to 16 • School Website content has been removed • Merged content of personal webpage with content of themes/areas of application of website. 	<ul style="list-style-type: none"> • Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two. • School website content has already been acquired in creating personal webpages. • The skills required in the two areas are the same

S.4

SN	TOPIC	WHAT HAS CHANGED	REASON
1	Spreadsheet	<ul style="list-style-type: none"> Introduced spreadsheet in S4 Introduction to Spreadsheets as a subtopic removed Number of periods reduced from 36 to 20 Content on invoice / Receipt has been merged in themes for practicing spreadsheet. 	<ul style="list-style-type: none"> It was not handled in s3 Not so relevant, it's more theoretical yet we are encouraging practical areas. Introduction to Spreadsheets as a sub topic was removed and some content was merged. The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in themes for practicing spreadsheet.
2	Web designing	<ul style="list-style-type: none"> Introduced web designing in S4 Number of periods reduced from 36 to 16 School Website content has been removed 	<ul style="list-style-type: none"> Web designing was not taught in S3 Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two.

		<ul style="list-style-type: none"> Merged content of personal webpage with content of themes/areas of application of website. 	<ul style="list-style-type: none"> School website content has already been acquired in creating personal webpages. The skills required in the two areas are the same
3	Databases	Nothing changed	<ul style="list-style-type: none"> Database content is relevant to a senior 4 learner
4	Elementary Computer Programming	Removed from s4 class and substituted with spreadsheet and web designing Topics from S3	<ul style="list-style-type: none"> The topic is too wide and not so relevant to s4 learners
5	Trends In Computing	<ul style="list-style-type: none"> Number of periods reduced from 21 to 15 Computers and Society as a subtopic removed Systems Analysis as a subtopic removed 	<ul style="list-style-type: none"> Some subtopics which are not so relevant have been removed and these include Computers and Society and Systems Analysis. The content of this subtopic has relationship with content of introductions to computers subtopic Computers Today of S1. This subtopic is not so relevant at this level

CLOTHING AND TEXTILES

Duration:1 Hour

Overview:

In the abridged curriculum, we are looking at how we can cover the content of two years in one year. For each class, the key concepts of the topics that should have been covered in the previous classes have been brought on board to enable learners acquire the critical skills.

Whereas some of the concepts have been completely dropped, some that are related have been merged. The content that has been carried from the previous classes should be taught before embarking on the actual content of the current classes.

Some of the theory content/topics should be handled while teaching practicals. The key concepts and principles of these should be brought out during the practical lessons. They therefore focus more on practical processes to enable them get the crucial skills. Much of the time has been concentrated on practical skills to redeem the time that was lost. During the teaching of practical skills, you are expected to discuss the principles behind the processes. The critical changes can be seen in the matrix below:

All basic sewing processes like seams, stitches, facings and edge finishes among others should be handled during construction of garments and household articles. This will save time for more hands on activities. Other changes can be seen in the matrix below:

Session Outcomes:

The purpose of this session is to:

1. Orient teachers on the changes that have been made in coming up with the abridged Clothing and Textile curriculum.
2. Guide the teachers on how best to implement the abridged curriculum

Methods:

- Presentations
- Discussions

Proof of learning

Assess the participants to find out if the session outcomes have been achieved through:

- Questioning techniques
- Talking about what they have learned in a summarized form.

Facilitator's Notes

CLASS: SENIOR THREE

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic Three fibres ; we have only considered cotton,, linen, silk, viscose rayon, polyester and acrylic.	These are more relevant in our country, but also the concepts are the same with the rest of the fibres.
2	Topic Ten on fabric construction ; we have chosen weaving, knitting, crocheting, braiding and macramé.	These are common methods of fabric construction in Uganda and the concepts are the same with the other fibres.
4	Under the fabric finishes ; we have considered seven finishes.	The concepts are the same, the practicals can easily be carried out in class.

CLASS: SENIOR FOUR

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic Ten Fabric Construction; three topics have been selected.	They are the common methods used and the concepts are the same.
2	Topic Eleven; seven topics have been selected.	They share the same concepts.

3	Topic Nine and Twelve ;to be covered under Topic Sixteen.	Since they are processes in garment construction, the teacher will instruct them during Garment Construction.
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CLASS: SENIOR SIX

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic 2: Fiber terminologies, to covered under subtopic 2: Classification of fibres	The competencies are the same.
2	Methods of Fabric construction – dropped bonding, felting, lacing and crocheting	Felting and bonding are not common construction methods in Uganda. Crocheting and lacing are common but are also easy the learner who is interested can teach themselves
3	Fabric finishes – dropped methods of applying fabric finishes: - general brushing - pressing - scouring - inspection - shearing - singeing - sizing - tentering - mercerisation - flameproof,	Not so crucial in construction and care of garments
4	Yarns – dropped production of yarns and focused on classification	Classification includes characteristics which are crucial during care of fabrics
5	Under Colour Application, classification of dyes was dropped	You can make mention of it when handling introducing colour in fabrics
6	Dropped Introduction to clothing technology	This mainly deals with history
7	Topics that aid in garment construction such as dress patterns and commercial patterns, equipment used in	Some of these were handled before lock down. The rest should be handled practically during the

	garment construction, basic sewing processes – stitches, seams, fastenings, controlling of fullness, edge finishes, collars, sleeves, openings, facings, and pockets, as well as taking body measurements have been left out	construction of garments and other articles.
8	All basic sewing processes to be handled during construction of garments and household articles	Since the garments comprise of all these processes including enhancing.
9	Historical background has been left out	It was handled before lockdown.
10	Under project work, the construction of under garments has been dropped	This has helped to make the project work lighter

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 3	
1	Senior two has a deficit of 57 periods basing on the fact that they are not doing assessment, therefore the 57 periods in senior two have been abridged in the 72 periods of senior three.	Therefore all the topics of senior two have been abridged into senior three topics.
2	Topic three fibres we have only considered rayon, polyester and acrylic.	These are common fibres in Uganda and the concepts are the same with the rest of the fibres.

3	Topic ten fabric construction we have chosen weaving knitting, crocheting, braiding and macramé	These are common methods of fabric construction in Uganda and the concepts are the same with the other fibres.
4	Fabric finishes we have considered seven finishes	The concepts are the same, the practical's can easily be carried out in class.
	Senior 4	
1	Topic ten fabric construction three topics have been selected	They are the common methods used and the concepts are the same.
2	Topic eleven seven topics have been selected.	They share the same concepts.
3	Topic nine and twelve to be covered under topic sixteen.	Since they are processes in garment construction, the teacher will instruct them during garment construction.
	Senior 6	
1	Topic 2 fiber terminologies is to covered under subtopic 2	The competencies are the same.
2	Fabric construction we have selected two methods	The concepts are the same.
3	Dress patterns and commercial patterns have been left out	Teachers handled these topics before lock down.
4	All basic sewing processes to be handled during construction of garments and household articles	Since the garments comprise of all these processes including enhancing.
5	Historical background has been left out	It was handled before lockdown.

FOOD AND NUTRITION

Duration:1 Hour

Overview:

In the abridged curriculum, we are looking at how we can cover the content of two years in one year. For each class, the key concepts of the topics that should have been covered in the previous classes have been brought on board to enable learners acquire the critical skills.

Whereas some of the concepts have been completely dropped, some that are related have been merged. The content that has been carried from the previous classes should be taught before embarking on the actual content of the current classes.

Some of the theory content/topics should be handled while teaching practicals. The key concepts and principles of these should be brought out during the practical lessons. These include Fruits, leavening agents, starches and flour mixtures, seasonings and flavourings, beverages, rechauffe Cookery, stocks, sauces, soups and desserts.

Other topics like the food path, protecting the food supply and food processing and preservation have been merged, bearing in mind that they all focus on food safety.

Session Outcomes:

The purpose of this session is to:

3. Orient teachers on the changes that have been made in coming up with the abridged Nutrition curriculum.
4. Guide the teachers on how best to implement the abridged curriculum

Methods:

- Presentations
- Discussions

Proof of learning

Assess the participants to find out if the session outcomes have been achieved through:

- Questioning techniques
- Talking about what they have learned in a summarized form.

Facilitator's Notes

CRITICAL CHANGES IN SENIOR TWO NUTRITION AND FOOD TECHNOLOGY

SN	CRITICAL CHANGE	Justification
1	Left out Introduction to Nutrition and Food Technology	Was covered before lockdown
2	Left out Kitchen Equipment and Planning	Was covered before lockdown
3	Under Safety in the Home, the leaning outcomes on Lighting and Ventilation were emerged	These can be covered simultaneously
4	In the topics; Proteins, Carbohydrates and Lipids, the sources and functions were left out	Learners have the concept and knowledge about these from the Primary Level
5	<p>Senior one topics brought to senior two include:</p> <ul style="list-style-type: none"> • Safety in a home • Proteins • Carbohydrates • Mineral salts • Vegetable processing 	These are crucial topics that were not covered in senior one.

SENIOR THREE

CRITICAL CHANGES IN SENIOR THREE SYLLABUS

SN	CRITICAL CHANGE	Justification
1	Left out Reasons for cooking food, aims of food preparation and Heat transfer	-Self-discovery during the practical lessons -Methods of heat transfer can be adopted from physics
2	Left out Egg structure, nutritive value, and choice of eggs.	Concept to be picked from Biology. Nutritive value can be given under the different nutrients.
3	Left out Cereals	These will be mentioned in a number of baked items. E.g cakes, bread, biscuits.
4	Left out Sauces and gravy	Taken care of when preparing and serving dry protein foods and desserts.
5	Left out Horsd'oeuvres and savories	Handled under different topics e.g appetizers, milk products, egg dishes and salad making.
6	Left out parts of Meal planning (definition, general rules for meal planning, choice of dishes/ foods) and A balanced diet	To be handled when planning meals for various groups. Already handled in earlier classes
7	Merged Raising agents and Baking	Explanations can be given during practical lessons on the raising agents used.

SENIOR FOUR

CRITICAL CHANGES IN SENIOR FOUR SYLLABUS

SN	CRITICAL CHANGE	Justification
1	Merged cooking for special occasions (Buffets, Picnics and Snacks) with meal planning	Can be well explained and understood when planning meals for special occasions.
2	Merged Baking and Raising agents	Explanations can be given during practical lessons on the raising agents used.
3	Eggs were dropped	Assumed to have been covered before the lockdown
4	Fruits and vegetables were dropped	Assumed to have been covered before the lockdown
5	Fish was also dropped	Assumed to have been covered before the lockdown
6	Meat was dropped	Assumed to have been covered before the lockdown
7	Cereals was also dropped	Assumed to have been covered before the lockdown
8	Sauces and gravy to be covered when preparing dry protein foods and desserts	They accompany these dishes and therefore can be covered concurrently.
9	Milk and milk products	Assumed to have been covered
10	Stocks, soups, appetizers,	They can be covered concurrently with practicals

11	Sweets and puddings	Assumed to have been covered before the lockdown
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CRITICAL CHANGES IN SENIOR S6

PART 1 (P640/1)

SN	CRITICAL CHANGE	Justification
1	Left out introduction to Foods and Nutrition	Must have been covered
2	Left out Proteins	Must have been covered
3	Left out The Cooking of food	Must have been covered before lockdown
4	Meat and Poultry	Must have been covered before lockdown
5	Carbohydrates	Must have been covered before lockdown
	Lipids	Must have been covered before lockdown
	Eggs; Left out egg structure and grading	Students have prior knowledge about these from the lower classes in biology or science in Primary level.
	Left out Leavening /Raising agents.	To be handled in the practical lessons under Baking (Cakes, Cookies, Bread and Pastry)
	Left out Fruits	Will be handled practically in Paper 3
	Left out Digestion, absorption and	Should be covered within individual nutrients

	metabolism of nutrients as an independent topic	
	Left out Nutrition Deficiency diseases	Should be covered under the individual nutrients
	Left out Rechauffe Cookery	Will be handled practically in Paper 3
	Left out Stocks, Sauces, Soups and other Horsd'oeuvres	Will be handled practically in Paper 3
	Left out Desserts	Will be handled practically in Paper 3
	Left out Beverages	Will be handled practically in Paper 3
	Left out Seasonings and Flavourings	Will be handled practically in Paper 3
	The topics of the Food path, protecting the food supply, Food processing and preservation has been merged	All these topics are concerned with food safety from production to consumption

PART TWO - SCIENCE IN THE HOME (P640/2)

NO.	TOPIC	JUSTIFICATION
1.	Term 1 topics <ul style="list-style-type: none"> • The kitchen • Materials in the home Were dropped	Should have been covered in first term
2	FORCES was dropped Definition of forces	Should have been covered in O'Level physics

		Application be done under individual topics Properties of matter covered in O'level including experiments Expound on application of the properties
3	Matter	Emphasis on the applications of the properties of matter. The rest of the subtopics should have been covered in O'level.
5	Relative density	Put emphasis on the measurement and application of the law of relative density
6	Simple machines was dropped	They will discover during practical lessons while using simple machines like blender, food processor, hand mixer, whiskers, squeezers
7		
8	Definition of heat and Temperature, types of thermometers	Covered at O'Level and will continue to be discovered along the coursed
9	Evaporation and Cooling	Definitions of evaporation and cooling should have been discovered in O'Level physics
10	Heat Capacity and Latent Heat	Discovered and covered at the Ordinary level and through the course
11	Fuels	Will be discovered in the practical paper and personal experience
12	Electricity	Done in physics at O'Level

	draw different signs and symbols used in electricity (cell, switch, circuit breaker).	
13	Static electricity	Done in physics at O'Level
14	<p>Chemical Electric Energy</p> <ul style="list-style-type: none"> Construction and operation of a simple cell <p>Current Electricity</p> <ul style="list-style-type: none"> Diagrams of the different circuits in the home (old type and modern ring circuit installations) Calculation of internal resistance Experiment to determine the wattage of an electric appliance Experiment to show the heating effect of an electric current Factors affecting the heating effect of an electric current. Applications of electrical heating. <p>Other Forms of Generating Electricity</p> <ul style="list-style-type: none"> Generating electricity on a large scale using coal, wind and gas 	<p>Done in physics at O'Level</p> <p>Some of the content is not very applicable in this country</p>

	<ul style="list-style-type: none"> Diagram of a quartz crystal spark generator and a photo electric cell 	
	Magnetism and its applications in the home <ul style="list-style-type: none"> Definition of magnetism Laws of magnetism Methods of magnetisation and demagnetisation 	Assumed to be covered on ordinary level
	Sources, Importance and Methods of Lighting Rooms	From personal experience and walk other discussions
	Colour <ul style="list-style-type: none"> Properties of colour and elements of art and design in colour (i.e. colour, light, line, texture and form) 	<ul style="list-style-type: none"> Already discovered
	Water Sources, uses Types of water: soft water and hard water (temporary hardness and permanent hardness) Advantages and disadvantages of the soft and hard water	Already discovered
	Sewage disposal	Already discovered from the school life
	Soap and soapless soap Advantages and disadvantages of soap and soapless detergents	Already discovered
	Locally Obtained Detergents	Already obtained from personal lids
	Application of simple chemistry	Picked from chemistry

	-Reduction	
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PART THREE (PRACTICAL)

NO.	TOPIC (TERM ONE)	JUSTIFICATION
1	Cookery of eggs Sub topic 1	Concept carried on from previous work in “o”- level.
2	Sub- topic 2(Uses of milk in cookery/ culinary uses.	Merged with milk dishes. Learners will use self discovery from the practical work on milk dishes.
3	Cheese cookery Sub-topics: -Uses of cheese in cookery -Methods of cooking food	Merged learners will discover the methods of cooking of the cheese dishes from the recipes given in the practical lessons.
4.	Carbohydrate cookery	Merged serving and garnishing carbohydrate dishes together with cookery of carbohydrates.
5	Soups, stock, and sauces Sub- topics:- Differentiate a soup and stock. -Classify stock and soups -Cooked egg sauces	Already handled in “O” level. Catered for under egg cookery
6.	Traditional dishes	This will cater for all the traditional dishes (carbohydrates, proteins, vegetables and drinks) to get a balanced meal.
7.	Groundnuts cookery	Merged with traditional meals and bakery.
8.	Beans/ peas cookery	Merged with traditional meals (stews, firinda) and pastry (as a

		filling in the pastry case e.g sambusas, Cornish pasties, pies)
9.	Cooked fruits and vegetables	Handled under traditional dishes.
10.	Cake making Creaming and rubbing –in methods Melting, whisking and all in one	Merged together under cake making.
11.	Hors’D’oueveres	Merged with vegetables salads.

HOME MANAGEMENT

Duration:1 Hour

Overview:

In the abridged curriculum, we are looking at how we can cover the content of two years in one year. For each class, the key concepts of the topics that should have been covered in the previous classes have been brought on board to enable learners acquire the critical skills.

Whereas some of the concepts have been completely dropped, some that are related have been merged. The content that has been carried from the previous classes should be taught before embarking on the actual content of the current classes.

Some of the theory content/topics should be handled while teaching practicals. The key concepts and principles of these should brought out during the practical lessons.

They therefore focus more on practical processes to enable them get the crucial skills, concentrating mainly on practical skills. During the teaching of practical skills, you are expected to discuss the principles behind the processes.

Session Outcomes:

The purpose of this session is to:

5. Orient teachers on the changes that have been made in coming up with the abridged Home Management curriculum.
6. Guide the teachers on how best to implement the abridged curriculum

Methods:

- Presentations
- Discussions
- Plenary presentations
- Group work
- Gallery walks

Proof of learning

Assess the participants to find out if the session outcomes have been achieved through:

- Questioning techniques
- Talking about what they have learned in a summarized form.

Facilitator's Notes

SENIOR THREE

SN	TOPIC	JUSTIFICATION
1	Cooking fuels and Food and kitchen hygiene was dropped	<ul style="list-style-type: none"> • Should have already been covered in the first term before lockdown.
2	Meal planning and cooking of basic Meals. This topic was moved before meal preparation. <ul style="list-style-type: none"> • Rules to follow when using different methods of cooking 	<ul style="list-style-type: none"> • Will be covered under Basic Nutrition- Cookery of basic meals. • Cover the entire topic just before cookery of various foods.

	to be covered in meal preparation.	<ul style="list-style-type: none"> To be discovered during practicals on cookery of basic meals.
3	Water in the home left out. <ul style="list-style-type: none"> Sources of water in the home Hardness of water, methods of softening Storage of water 	<ul style="list-style-type: none"> Can be discovered in Geography and personal experience of the learner. Covered in Chemistry. Discovered in laundry processes and practice.
4	Food and Kitchen Hygiene were dropped. <ul style="list-style-type: none"> Store food correctly Explain the importance of food preservation Effect of preservation on nutrient content 	<ul style="list-style-type: none"> Discovered when discussing prevention of food contamination. Observed during food preservation processes. Covered in Nutrition.
5	Fibres and Fabrics was dropped <ul style="list-style-type: none"> Identification of the different fibres and fabrics 	<ul style="list-style-type: none"> They will be identified as the learners discuss the properties of different fibres.
6	Basic Needle Work was dropped <ul style="list-style-type: none"> Needle work equipment Types of seams and stitches 	<ul style="list-style-type: none"> Will be discovered as they work the stitches. Can be discovered while performing stitches.
7	The House was dropped <ul style="list-style-type: none"> Choosing the site for a house Factors to consider when choosing a house Advantages of different types of houses Factors to bear in mind when choosing furniture Fixtures	<ul style="list-style-type: none"> Learners will discover in the school and community and from their own experience. Will be discovered throughout the use of furniture. To be discovered as learners care and clean fixtures.

<ul style="list-style-type: none"> • Types and suitable fixtures • Types of floors • Suitability of use in the different areas for specific function <p>Furnishing</p> <ul style="list-style-type: none"> • Definition of furnishing • Types of furnishing • Choice of furnishings 	<ul style="list-style-type: none"> • Self-discovery. • Self-discovery. • Self-discovery.
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SENIOR FOUR

SN	TOPIC	JUSTIFICATION
1	<p>Mother Craft</p> <p>Social aspects of family life</p> <p>Beginning a family</p> <ul style="list-style-type: none"> • courtship, conception • roles of family members <p>Care of a child from birth</p> <ul style="list-style-type: none"> • describing the different means of feeding babies (6months-6years) <p>Post-natal care</p> <ul style="list-style-type: none"> • catering for the child's needs from birth and 	<p>Self-discovery in family life</p> <p>Self-discovery in family life</p> <p>This has been moved to cooking of basic meals to be covered when preparing different dishes</p> <p>Self-discovery in family and personal life</p> <p>Self-discovery in family and personal life, community health advocacy by government and Non-Government Organisations.</p> <p>Discovered under the study of malnutrition in S.1 under the topic of Nutrition.</p>

	constructing toys for it Children's ailments Nutritional diseases	
2	Household appliances <ul style="list-style-type: none"> Choice, care, use (points to note when) Procedure for caring for different appliances 	Left out to be discovered during the different kitchen and house processes Moved to the topic of House after caring for furniture and finishes.
3	Food Preparation Preparation of meals for special people and weaning dishes	Covered at this time ,should be completed therefore not to be done under Basic Nutrition.
4	Laundry Laundry equipment and reagents	Many will be identified and discovered in the process of laundry practices.
5	Budgeting <ul style="list-style-type: none"> Definition of budgeting Types of Budgeting 	Will be discovered along the course during planning of practicals
6	Basic Nutrition Preparation of special meals	Incorporate these special dishes in the use of different cooking methods to prepare various foods under food preparation.
7	Pets	Self-discovery from family life.

AGRICULTURE

Session duration: 1 Hours

Overview:

In March 2020, the teaching of agriculture came to halt due to Covid-19 pandemic which had hit the country. As a mitigation measure the Ministry of Education and Sports tasked National Curriculum Development Centre to come up with measures that are helpful. NCDC developed Home School materials to keep learners engaged while waiting for end of lock down. These materials included those of Agriculture. The Ministry innovative sought out different ways' learners could be from their homes. This included radio and television lessons. While some schools with resources developed online lessons. This does not mean all learners were able to have access to these opportunities. Further the Covid-19 lockdown went on for two years.

In light of the above Ministry of Education and Sports Covid-19 Task force decided to find ways of recovering the lost learning time. Secondly it was aware that now learners were at different levels in learning including those who had no access to the measures that had been put in place. This situation made National Curriculum Development Centre to develop an abridged Agriculture curriculum/teaching syllabus for senior 2, 3, 4 and 6.

An abridged Agriculture curriculum is the guidance containing the essential concepts in growing crops and rearing of animals using the modern production skills. During the process the topics that are related were brought together, content was selected and the essential concepts were packaged into the Abridged Agriculture Curriculum. So, you are required to teach following the Abridged Agriculture Curriculum.

Session outcomes

-understand the rationale of having an Abridged Agriculture Curriculum /teaching syllabus

- identify the concepts that have been selected as essential, those that were merged or transferred in agriculture for each class
- develop approaches to offer psychosocial interventions during lesson delivery and handling of learners who have been out of school for a long period of time

Time/phase	Activities	Methodology
Phase 1 15 minutes	Rationale of abridged agriculture curriculum	Presentation of overview Group work Presentation /gallery walk
Phase 1 15 minutes	Essential concepts selected for each class	Document content analysis/Group work
Phase 1 15 minutes	Teaching of an abridged agriculture curriculum	Demonstration of a mini abridged concept lesson
Phase 1 15 minutes	Psychosocial interventions and how to ensure safe and welcoming school-learning environment	Discussion /brainstorming/story telling of effects of Covid-19 pandemic to all

Proof of Learning

-Facilitators will assess the participant if they have achieved the session outcomes. This can take an exit slip write up/saying summary what one has learnt from the session/ four corner of agree, disagree, strongly agree, I am not sure movement of participant when statements about the training are made

Facilitators notes

The key changers in all classes and justification is given below. Keenly examine it as you teach the abridged agriculture curriculum

CHANGES IN SENIOR 2	JUSTIFICATION
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Dropped topic 1 Introduction to agriculture	<p>Emphasis is on growing crops, rearing animals and using the current knowledge of production. The content about the historical background of agriculture was dropped.</p> <p>You are advised to teach about soil, in this, they are expected to focus on where crops and pastures for animals are grown. You will go ahead and choose one topic on crop production out of seven (7) and another one topic on animal production out of four (4) as shown in red colour; from a range given in the syllabus.</p> <p>You should also introduce the available careers in agriculture, generating of records plus basic occupational health, safety and environmental protection practices as you deem fit in each topic they handle.</p>
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CHANGES IN SENIOR THREE	JUSTIFICATION
Change of Spiral Curriculum Design to one where Related Concept are Combined	<p>All topics in crop production and animal production have been combined. This is because in agriculture the emphasis is on growing crops, rearing animals and using the current knowledge of production.</p> <p>The following topics in crop production will therefore be compulsory: Vegetable growing; weeds and their control; crop pests and their control; crop diseases and their control.</p> <p>In addition, teachers are advised to choose one other crop according to the resources available. The selection will be made from a list of five (5) topics.</p> <p>In animal production, cattle production and farm structures are compulsory. In addition, teachers are advised to choose one other animal according to the</p>

	<p>resources available. The selection will be made from a list of two (2) topics.</p> <p>To teach agriculture practically, the school may not have all the resources, funds and space. You are encouraged to seek opportunities of mobilizing the requirements from the community and stakeholders. You can arrange with the parents, donors, local governments to offer resources, land, funds and space for internship of your learners.</p>
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CHANGES IN SENIOR FOUR	JUSTIFICATION
Change of Spiral Curriculum Design to one where related concepts are put together.	<p>All topics in crop production and animal production have been combined. This is because in agriculture the emphasis is on growing crops, rearing animals and using the current knowledge of production.</p> <p>These learners had an opportunity to return to school before the second lockdown. They covered term one work for senior three. Teachers are advised to do remediation on crop production before starting on grassland management.</p> <p>Cattle production and farm structures in animal production are compulsory. In addition, teachers are advised to choose one other animal according to the resources available. The selection will be made from a list of two (2) topics.</p> <p>To teach agriculture practically, the school may not have all the resources, funds and space. Therefore, you are encouraged to seek opportunities of mobilizing the requirements from the community and stakeholders. You can make arrangements with the parents, donors, local</p>

	governments to offer resources, land, funds and space for internship of your learners.
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CHANGES IN SENIOR SIX	JUSTIFICATION
The curriculum design has been maintained, but only key topics have been selected as shown in the teaching sequence.	<p>Emphasis is on growing crops, rearing animals and using the current knowledge of production</p> <p>Basic science and crops: Chemicals of life (carbohydrates, proteins, fats); plant morphology and physiology; reproduction in plants; crop improvement, pasture management; crop protection; ecology; soil fertility; soil microorganisms. Emphasis should be put on practical production of crops.</p> <p>Animal: Animal anatomy and physiology; animal nutrition; livestock rearing; livestock management practices; animal health; poultry breeding; poultry rearing; work animals. Emphasis should be put on practical rearing of animals.</p> <p>Mechanization: farm tools and equipment; construction materials and farm structure.</p> <p>Agriculture economics: factors of production; production theory; marketing agricultural products; agricultural policies and role of government.</p>

Below are the details of the changes for each class for the abridged curriculum

SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR 2	
1	Topic 1 Introduction to agriculture has been left out	The content is about introduction to agriculture was covered before the lockdown.

2	Farm tools, equipment and implements	Competences, knowledge and skills for this topic are integrated in soil science and vegetable growing.
3	Topic 2.3; Domestic animal rearing	Competences, knowledge and skills for this topic will be acquired individual animals in the same theme.
SENIOR 3		
1	Plant propagation has been dropped	Competences, knowledge and the skills acquired in production of vegetables, legumes and cereals can be applied in plant propagation.
2	Perennial crops (sugarcane) has been dropped	Competences, knowledge and skills acquired in principles of crop production, vegetable growing, legumes , cereal, root, coffee, field crops production can be applied in growing of perennial crops.
3	Settlement and resettlement schemes have been dropped	Knowledge acquired in land use can be applied in understanding settlement and resettlement schemes
4	Crop improvement has been dropped	Competence and knowledge and skills acquired in crop production and field visits can be applied in crop improvement
5	Land tenure has been dropped	Competences and knowledge acquired in land use can applied to land tenure.
6	Soil and water conservation has been dropped	Competences, knowledge and skills acquired in soil fertility management can be applied in soil and water conservation.

7	Farm implements and equipment has been dropped	This will be taught while handling farm tractor in senior four
	SENIOR 4	
1	Dropped the topic of perennial crops[sugar cane]	Competences, Knowledge and skills acquired in principles of crop production, vegetable growing, legumes , cereal, root, coffee, field crops production can be applied in growing of perennial crops.
2	Dropped crop improvement	Competence and knowledge and skills acquired in plant propagation and field visits can be applied in crop improvement.
3	Dropped the settlement and resettlement	Knowledge acquired in land use can be applied in understanding settlement and resettlement schemes
4	Farming organization (Other organizations) has been dropped	Competences, knowledge and skills acquired while handling cooperatives will be applied in other organisations.
5	Fruit crops has been dropped	Competences, knowledge and skills acquired in principles of crop production, vegetable growing, legumes , cereal, root, coffee, field crops production can be applied in growing of fruits crops.
	SENIOR 6	
1	Dropped the soil and water as a farmink resource, soil fertility, soil composition	This is integrated in chemicals of life

2	Dropped topics of agro forestry, bee keeping, fish farming, urban or peri urban farming	These have been integrated into ecosystems and livestock production as projects
3	Dropped gender and population	These are integrated in agricultural policies and farming organizations
4	Animal production III [Bee keeping, fish farming ,livestock rearing and environment]	These have been integrated into ecosystems and livestock production as projects
5	Animal production IV [Dairy production, livestock records]	Knowledge and competences acquired in livestock management can be applied in dairy production.
6		
7	Economics I [Population and its influence on agriculture, Gender and agriculture production]	These are integrated in agricultural policies and farming organizations
8	Crop production V [Urban and peri urban farming] Agriculture engineering I and farm	These have been integrated into ecosystems and livestock production as projects
9.	mechanization[Principles of working of machines, simple calculations on mechanics] Economics III [Land policies]	<p>The intended knowledge and competences in simple machines will be acquired while handling animal and crop projects as well as livestock management</p> <p>The content and knowledge obtained while handling factors of production and agriculture policies will be applied in land policies.</p>

TECHNOLOGY AND DESIGN

S/N	CRITICAL CHANGES	JUSTIFICATION
SENIOR TWO - 2022		
1.	Introductory topics of Senior One have been maintained and duration reduced.	Most teachers were still introducing the concept of design. The teacher is therefore advised to revise the two topics under Design Application before proceeding to Design and Drawing.
2.	Topic 7 and topic 15 (tools) have been merged.	To be taught at the same time because the concepts are the same.
3.	Topic 8 (materials) and topic 16(Engineering materials) have also been merged.	The concepts are synonymous and therefore will be taught the same time.
4.	The topic on making process was not included.	It is well covered in senior three. However, the teacher is advised to integrate some concepts of making process into the topics of materials and tools.

TECHNICAL DRAWING

S/N	CRITICAL CHANGES	JUSTIFICATION
SENIOR THREE - 2022		
1.	Topic on cross sectioning has been removed.	The concepts are to be covered under orthographic projection.

2.	Term one and two has been left for only geometrical drawing. Other specialized drawing for Building and Mechanical options are to be introduced in term three.	The learner is not ready to take on these options because the basics have not yet been covered.
3.	In Building Drawing Option the Sub topic on paper layout is removed.	The concept is covered in geometrical drawing.
4.	Topics on foundations and floors were removed.	The content will be covered when drawing the cross sections.
SENIOR FOUR - 2022		
5.	Topic on cross sectioning has been removed.	The concepts are to be covered under orthographic projection
6.	Topics on lines in space and auxiliary projection were removed.	These are covered in orthographic projection and surface development.
7.	Building Drawing Option The topic on working drawings is maintained but the emphasis is to be put only on; <ul style="list-style-type: none"> • Ground plan • Front elevation • End elevation • Cross section • Pictorial drawing 	The rear elevation concept is the same as that of the front elevation.
8.	Building Drawing Option Topic on wallings is restricted to bonding and only on the following bonds: <ul style="list-style-type: none"> • Header bond 	Other types of bonds are an extension of these two bonds. They can easily be conceived once a learner has covered these two.

	<ul style="list-style-type: none"> • Stretcher bond 	
9.	Building Drawing Option Topics on foundations and floors are removed.	The content will be covered when drawing the cross sections.
SENIOR SIX - 2022		
10.	The topics on Introduction to Technical Drawing and Plane Geometrical Figures were omitted.	These are well covered at O-level so it is assumed that learners had this knowledge already and those who had not offered drawing at O-level would still catchup from the subsequent topics of application or pick the concepts from their colleagues.
11.	<p>Topic on loci was maintained but the content below was removed:</p> <ul style="list-style-type: none"> • trochoids, • two start thread, • three start thread, • logarithmic spiral 	The concept is well covered in other contents of the same topic.
12.	<p>Content in geometrical solids was reduced, thus;</p> <ul style="list-style-type: none"> • Surface development now comes as a topic. • 1st auxiliary is dealt with under auxiliary projection. • intersection of solids is now a topic • oblique projection was removed 	<ul style="list-style-type: none"> • The merging of these topics was to reduce time and abridge the concepts since they are related. • Oblique projection is well handled in the introduction

13.	In the topic of Cams, the Flat and Radial arm followers were removed.	The point and roller followers can ably represent the concept.
14.	Further surface development has been integrated into surface development.	The concepts are the same.
15.	<p>The topic on Interpenetration to cover only the basic concepts; Intersection only when solids are perpendicular to each other;</p> <ul style="list-style-type: none"> • Cylinder to cylinder • Cylinder to cone • Cylinder to prism • Cone to prism 	The concept of interpenetration can be represented using one condition of solids.
16.	Topic on Lines in space has been reduced. Projection of solids cut by the oblique plane has been removed.	The concept can be covered in the remaining contents.
17.	<p>Building drawing option Topic on residential buildings was strictly maintained at bungalow.</p>	The shapes to be taught are rectangular and L-shapes
18.	<p>Building drawing option The topic on walls includes bonding and it's to cover only;</p> <ul style="list-style-type: none"> • stretcher, header, Flemish and English • ½ and 1 brick thick wall 	The concept of 1 ½ thick brick wall is an extension of both concepts. So learners can easily catch-up with it.

	<ul style="list-style-type: none"> The junction is strictly L-shape 	
19.	<p>Mechanical drawing option</p> <p>In the topic of power transmission system, the following have been removed;</p> <ul style="list-style-type: none"> Chains Pressure transmission joints and packings 	The concept of chains is similar to belts which is already included.
20.	<p>Building Construction Theory</p> <p>Iron mongery, doors and windows are merged in wall openings:</p>	Content of wall openings considers barriers to openings and these are the windows and doors yet iron monger are components of these barriers
21.	<p>Building Construction Theory</p> <p>Walling materials are merged with walls.</p>	These materials are taught under components of walls.
22.	<p>The topics of stairs, building finishes and fire place were left out.</p>	Stairs are to be taught in building drawing and fire place can be represented by other building concepts that are already integrated here.

WOOD WORK

S/N	CRITICAL CHANGES	JUSTIFICATION
SENIOR THREE - 2022		

1.	The sub-topics on doors in buildings and cabinet door construction and fitting have been merged.	These carry the same concept which is simply used in different situations.
2.	The sub topic on securing table tops has been removed.	The teacher can teach this concept in the practical construction of the occasional table in term 2.
3.	Sub topic of problem solving has been removed.	This concept can be taught during the practical sessions of making the tea tray and occasional table.
4.	Cabinet door construction and fitting has been merged with doors in buildings.	They both follow the same theme of door construction.
SENIOR FOUR - 2022		
5.	The circular saw machine and surface planer machine have been removed.	The lathe is more critical and if learnt, the learner can ably learn the remaining woodworking machines. Therefore the teacher can use the machine tools that have been retained in the curriculum to hint on other wood working machines.
6.	The pillar drilling machine has been omitted.	The hand drill can be representative and guide in learning and using the pillar drilling machine.
7.	The senior three sub-topics of basic drawing techniques, basic elements of design, and problem solving have been removed.	The retained topics can be used to impart the same skills required for the learners.
SENIOR SIX - 2022		
8.	Removed the topic on timber technology.	Knowledge and skills in timber technology are known by the

		learners from their O- level experience.
9.	Deleted the topic on timber mechanics.	Skills and knowledge of this chapter are also presented in the topic of 'Use of timber in construction and buildings' and 'finishes'
10.	Removed the topic on door and window construction.	Skills and knowledge of this chapter are integrated in the topic of 'use of timber in construction and buildings' and 'finishes'
11.	Excluded the topic on roofs and stairs.	Skills and knowledge of this chapter are covered in the topic on 'Use of timber in construction and buildings' and 'finishes'
12.	In the topic on design theory, the sub topic of design elements and design principles has been omitted.	These are integrated in the sub topic of design process.
13.	In the topic of car case construction, sub topic 2 on bed side cabinet has been omitted.	Sub topic 1 on Jewel box can cater for sub topic 2 on bed side cabinet.
14.	The topic on frame construction has been omitted.	Knowledge and skills in the topic are well catered for in the topic of car case construction.
15.	In the topic of projects, the sub topic of project 1, and sub topic of project 2 have been omitted.	This was done to redeem time that was limited. The teacher is advised to guide learners to develop a project that is inclusive, and can fill the gaps for project 2 and 3.

METAL WORK

S/N	CRITICAL CHANGES	JUSTIFICATION
SENIOR THREE - 2022		
1.	Topics on joining metals, machine tools and forge work are to be taught in term 1.	The concepts can appropriately be covered in the available time.
2.	Topics on materials and Threads and thread cutting are to be taught in term 2.	The concepts ably fit in the available time.
3.	Heat treatment of plain carbon steels will be handled in term 3.	The concepts can well be taught in the available time.
SENIOR FOUR - 2022		
4.	Senior three topics on joining metals and machine tools were added to the senior four topics directly.	The time was seen to be still sufficient even with adjustments on the duration for each topic. Therefore no topic was removed or merged at this level.
SENIOR SIX - 2022		
5.	Foundry work of second term was merged with foundry work of term three.	These are similar and progressing concepts.
6.	The topics on: Materials, Testing of Materials, Heat Treatment, Measuring and Inspection were not included.	They are covered at O-level and also applied during Engineering Metalwork Practical exercises. These concepts that have been omitted do not disadvantage the learner when he/she upgrades to the next level (Technical/Vocational and University), because they are reintroduced at every level.

CHRISTIAN RELIGIOUS EDUCATION

Duration: 1 Hour

Overview:

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the Ordinary and Advanced levels of education.

Session Outcomes

The participants;

- Understand the general overview of the Christian Religious Education Curriculum
- Understand the critical changes in the S2, S3, S4 and S6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Christian Religious Education Curriculum

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.



Facilitator's Notes

The critical changes are highlighted in the tables below:

CHRISTIAN RELIGIOUS EDUCATION

TOPIC	ACTION TAKEN	JUSTIFICATION
Part one Old Testament		
Introduction to the Old Testament	Left out	Covered before the Lockdown
Origin of man Genesis	Left out	Covered before the Lockdown
Gods revelation to Abraham	Left out	Covered before the Lockdown
The book of Leviticus	Left out	Covered before the Lockdown
Deuteronomy	Left out	Covered during the temporary opening
Conquest of the promised	Left out	Covered during the temporary opening
Pre-Exilic prophets ; Hosea, Jeremiah, and Ezekiel	Left out	Consideration has been made to Amos and Isaiah to give a clear picture of the prophetic message before exile.
Post exilic prophets:	Left out	Deutero-Isaiah (Isaiah 40,42,43,44 and 52) has been selected to represent the post exilic prophets in order to give a prophetic message to the Israelites after exile.
Wisdom Literature psalms	Left out	Consideration has been made to teach the Book of Job to represent the wisdom literature because of the enriching
Part two: New Testament		

The Apostolic period / oral period	left out	Covered during the period students were in school before the second lockdown due to the COVID-19 pandemic.
Galatians		Consideration has been made for one Pauline letter in the syllabus (1corinthians) The concepts of Faith and the law as emphasized by Paul in the letter to the Galatians have been addressed in the Gospel of Mark and the Epistle of James.
Part three. Christianity in the East African Environment		
initiation and its significance,	Left out	not be so urgently needed in the current situation in Uganda.
the community and its social and political organization	Left out	The content can be found in East African history,
The coming of Christianity	Shifted	Missionaries in Buganda as a case study . This is because the activities of missionaries in the other regions are quite similar or related to each other.
Independent churches	Left out	its relevance now is not so much significant to the current situation in Uganda.
African traditional religion	Left out	
Part four ; Christian Approaches to social and Ethical issues		
The Topic of sex and sexuality in Section A	left Out	Covered during the period the learners were in school before the

		second lock down due to COVID -19 pandemic.
Leisure has been because	left out	Most of the aspects were taught at Ordinary level

S4: CHRISTIAN LIVING TODAY

TOPIC	ACTION TAKEN	JUSTIFICATION
Man's Quest For God Church History Section	Left out	It is abstract and needs time. The aspects there in can be read for leisure not so relevant to the learners today
Man's evasion of God Church history	Left out	Some of these may not seem to be of great importance to the Ugandan learners
Christian involvement in the world	Left out	Most aspects like agents of change social, political, health education religious are being discussed in the themes Man in a changing society, order and freedom, life etc

S3

TOPIC	ACTION TAKEN	JUSTIFICATION
RESPONSE TO VALUES		These concepts are well explained in the in the sub theme of loyalty and justice in society.

Working in the Changing Society: Changes in the patterns of work	shifted	To be done while discussing the types of change
JUSTICE: the church history section Slavery practices, The Early Church, African slave trade and practices, oppression of minority groups	Left out	The concept of slavery and oppression is taught in History
JUSTICE: Old Testament Use the kings – King Saul – King David – King Solomon – King Jeroboam – King Ahab	merged	They all explain one aspect of injustice
Service: in the Early Church	Left out	The aspects of the early church are discussed in other themes.
Loyalty in the middle ages and recent times	Left out	Catered for in the subtheme of change.
Happiness in the early Church • Ignatius of Antioch • Cyprian of Carthage • Augustine of Hippo	Left out	The following has been left out in consideration of the fact that their relevance to Ugandan learners is very minimal.
Success CHURCH HISTORY • Teaching about un-ending life in church History. • General belief about un-ending life at the time of Christ.	Left out	These mainly discuss the evolution of beliefs at that time. They are more of historical facts that can be learned at higher levels of education.

<ul style="list-style-type: none"> • The preaching of the Apostles. • The Middle – Ages (distortion, fear of death, sale of indulgences) • Modern times (pre - destination) <p>Threatening/scaring preaching by the missionaries, correct teaching</p> <p>Success</p> <ul style="list-style-type: none"> • Hindrances to success. • Identification of successful people in society. 		
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S2

TOPIC	ACTION TAKEN	JUSTIFICATION
WORSHIP	Left out	covered before the lock down and the short opening during the Lockdown
RITUALS AND CELEBRATIONS: Know the main rituals practiced by Christians in order to develop unity and love.(k, v)	Left out	Taken care of by the following learning activities <ul style="list-style-type: none"> • Discuss and share ideas about their understanding of a ritual • Research and report on how any of these

		<p>rituals are conducted in their Church.</p> <ul style="list-style-type: none"> • Use the New Testament to identify and record at least three rituals\discuss rituals • Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians. • Discuss and record celebrations observed by Christians in the Church today • Choose one Christian celebrations and role-play how it is conducted share the importance of Christian's celebrations in promoting fruitful friendship between young people
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CHRISTIAN RITUALS AND CELEBRATIONS LO: Understand that religion is ancient, diverse and dynamic(u)	Left out	Taken care of by the following learning activities <ul style="list-style-type: none"> • Link the Old Testament to the New Testament • Identify the values promoted by the Torah. • Explain the expected relationship between God and man and with fellow men.
RESPECT FOR HUMAN LIFE <ul style="list-style-type: none"> • Watch movies depicting human dignity • Write a summary of the lessons learnt about respect for human life from biblical teachings • Discuss self-esteem and assertiveness in the promotion of human dignity. 	Left out	The other activities promote the same knowledge, skills, attitudes and values have been merged to reduce the load.
MARRIAGE Discuss the importance of children in a marriage	Left out	Taken care of by other learning activities

relationship using examples.		
FAMILY: suggested activities <ul style="list-style-type: none"> • Explain the meaning of a family using examples • Write the responsibilities of each of the family members • Use role play to express the role of family members • Draw lessons from the good practices of the traditional African family. 	Left out	Taken care of by the other learning activities to reduce overload.

RELIGIOUS EDUCATION 2

ST LUKE'S GOSPEL AND ITS RELEVANCE TODAY

S3

Topic/Sub topic	Action taken	Justification
Jesus the expected saviour,	Left Out	Covered the subtopic of "The messiah- king"
Jesus heals a man possessed by demons (Luke 8:22-39)	Left Out	The healing of Jairus' daughter and the woman who touched Jesus' cloak

		because the same knowledge for the previous miracles can still be applied here.
Jesus uses parable”.	Left Out	<p>The same significances can be related to the following:</p> <ul style="list-style-type: none"> ✓ with God we can overcome the devil Luke 11:14-36 ✓ Responsible trust in God Luke 12:1-12 ✓ The power of Gods kingdom will grow in those who turn to Jesu ✓ A great feast to all who are prepared Luke 14;1-35

S4

SUB -TOPIC	ACTION	JUSTIFICATION
Jerusalem people are unfaithful to the ideas of Abraham, Moses and David	Content dropped	Content was covered under the subtopic of the unfaithful people turn from the covenant (the golden bull).
Baruch the scribe records the words of Jeremiah, (Jeremiah 23:1-6)	Content dropped	Content not very critical for learners today.
A new covenant is foreseen (Jeremiah 32:28-34),	Content dropped	Content of the covenant people is covered in Joshua 24:1-29

The Babylonians (Jeremiah 21:1-10) and the fall of Jerusalem (Jeremiah 39)	Content dropped	Content not very critical for learners today
Judgement falls on the northern kingdom of Israel (2 kings 17:1-18)	Content dropped	knowledge in has been already seen in the previous reference of kings handled

ISLAMIC RELIGIOUS EDUCATION

Duration: 1 Hour

Overview:

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the Ordinary and Advanced level of education.

Session Outcomes

The participants;

- Understand the general overview of the Islamic Religious Education Curriculum
- Understand the critical changes in the S2, S3, S4 and S6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Islamic Religious Education Curriculum

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

ISLAMIC RELIGIOUS EDUCATION		
PART ONE		
TOPIC	ACTION TAKEN	JUSTIFICATION
The revelation of the holy Quran Modes of revelation,	Left out	Covered in S.5 before and during the lock down

Miraculous nature of the Quran,		
Preservation and protection of the Holy Quran.		
Marriage and divorce	Left out	covered intensively at O' Level under Muslim Ceremonies
Ribbah and usury	Left out	Covered under the lawful and unlawful acts in Islam at ordinary level.
Zakat	Left out	covered under the pillars of Islam extensively at O' level both at S.1 and S.4
Measurements and weights	Left out	They were covered under lawful and unlawful acts in Islam extensively at Ordinary Level Senior four.
Jihad	Left out	
Leadership, government and sovereignty	merged	
Establishments of justice and its administration fight against oppression and suppression and racism and slavery	Left out	Covered at Ordinary Level Senior 4 under Islamic morality, lawful and unlawful acts. The same was also covered under the sub-topic of brotherhood in the topic of social life of Islam
Surat Inshirah	Left out	Has similar meaning and content to that of Dhuha
Surat Nasir	Left out	It is about the success of the prophet as Sur at Kautharah does.
Surat Lahab and fil	Left out	Covered under the topic of punishments and rewards.

Surat Ikhlas	Left out	Covered under the topic of monotheism.
PART TWO		
Collection of Hadith Transmission of Hadith during the prophet`s time, Purpose of collecting Hadith, The early collectors and compliers.	Left out	Covered in S.5 before and during the lock down
compilation of Hadith,	left out	Bukhari and Muslim hadith books, these are the most important and commonly referred to in the practice of Islamic traditions.
The emergence of Islamic schools of law	Left out	Covered under the topic of development of Islamic law[sharia].
The divergences among the schools of law	Left out	The core objective of all the scholars is the same and that is the Quran and Hadith interpretation.
The emergence of Islamic schools of law	Left out	Handles punishments and rewards which were ably covered in part one topic of punishments and rewards
PART THREE		
TOPIC	ACTION TAKEN	JUSTIFICATION
The topic of Arabia before AD 610 includes the religion social, political, and economic life.	Left out	These were taught at Ordinary level under the topic of Jahiliya in S.3.

Topic 2, the life of Prophet Muhammad and topic 3 the orthodox caliphate	Left out	Covered at Ordinary 'level Senior 3.
The topic of Muslim dynasties, [AD 661-1258].	Left out	The Abbasids and Fatimid's were left out and Umayyad included, these dynasties had the same goals, achievements, challenges towards the development of Islam. They could therefore serve the same purpose because content is very similar.
The topic of the crusade movement was left out because its	Left out	Content and objectives is not necessary to the development of Islam in the world. It limits the learners from appreciation and practices of the values of tolerance, peaceful and harmonious relationships with other faiths.
Muslim empires [independent states] The moghuls in India AD [1540-1516] were left out.	Left out	This is because the content and objectives of this topic is the same as the content of the Ottoman Empire and the safaris.
PART FOUR		
The coming of Islam in East Africa was. The component of the coming of Islam in Uganda	Left out	covered at Ordinary Level Senior 4 in History

The role of trade in the spread of Islam in East Africa was also left out.	Left out	This was covered both at Ordinary level in the subjects of Islam and History.
Islam at the East Africa coast	Left out	was taught in the subject of history at Ordinary level
The spread of Islam in the interior	Left out	Covered in the term of 2021 and Uganda in particular as a sub topic was covered in Ordinary level in the subject of Islam.
The condition in west Africa towards the coming of Islam and role of trade in spread of Islam in west Africa were combined within the topic for Islam in old political organization in region of west Africa.	merged	The content and objectives can be covered along with topic for Islam in old Political organisations in the regions. The objectives would be achieved because the content is similar.

S4

TOPIC	ACTION TAKEN	JUSTIFICATION
Conquest of Mecca, Farewell pilgrimage of the prophet Caliphate period, Introduction of Islam in Uganda, Spread of Islam in the rest of Uganda.	merged	All these were compressed and summarized for instance the caliphate period. The factors to their elections, contributions and challenges were all similar.

The factors for the spread of spread of Islam in other parts of Uganda as a topic were (Northern, Western, Eastern)	merged	content merged since objectives are the same for all
The death of the prophet	left out	the story can easily be received from study circles and Friday Sermon
The beginning of factionalism among the Muslims in Uganda	Left out	The objective of learners studying divisionism prevents them from practicing the values of tolerance and togetherness.
Believing in oneness of Allah and his messengership	Left out	Covered the topic in their senior one and these are frequently reminded in their study circles and Jumah sermons.
Al-salat, Al- zakat, Al-saum Al-hajj	Left out	Covered at primary level, at Senior one and frequently reminded about them in study circles and Jumah prayers.

S3

TOPIC	ACTION TAKEN	JUSTIFICATION
Muslim ceremonies	left out	Covered it before the first lockdown of march 2020
Jahiliyah Prophet's life, The Early Muslim community Migration from Mecca to Medina, The period of conflicts and wars.	merged and content reduced	Summarized and taught in generalized way. Teaching the different aspects of the different topics will take a lot of time and yet the objectives of each of them shall be achieved.

The period of peace and tranquility and the conquest of Mecca.		
The death of prophet .	Left out	This is because it's merely story telling that the learners receive from other aspects of learning such as study circles and Friday Juma sermons.
The caliphate period was	merged	Summarized to the general contributions, factors to their rise and elections and challenges of all the caliphs.
The introduction of Islam in Uganda was	merged	Compressed to two major factors of trade and role of kings. The main objective is for learners to understand and appreciate the factors that facilitated the introduction of Islam in Uganda to date.
The introduction of Islam in Uganda	merged	Compressed to two major factors of trade and role of kings. The main objective is for learners to understand and appreciate the factors that facilitated the introduction of Islam in Uganda to date.
Political-religious wars in Buganda	Left out	They have no major contribution to spread of Islam and instead might instill negative attitude to the learners leaving it out does not prevent the learners from achieving the objective of understanding the coming of Islam in Uganda

S2

TOPIC	ACTION TAKEN	JUSTIFICATION
Islamic rituals and celebrations)	Shifted	Carried forward to S.2 as their first topics
Islamic rituals and celebrations; The two Eids days	Left out	Celebrations were taught at Primary level and the learners are always reminded about their benefits through Study circles and Juma sermons especially in their festive season.
Islam and values in Christianity and African Tradition Religions; Under ATR, the learning outcomes of the foundation and fundamentals of each religion	Merger of Los	Combined with the learning outcome of similarities and differences in these different religions. These 3 learning outcomes could all be achieved through the same guided discussion and discovery by the learners.
Islam and values in Christianity and African Tradition Religions; The learning outcome of common beliefs across the three religions was dropped and the	left out	LO of values was taken to cover both values and common beliefs. Through the different learning activities, the competencies would be achieved.
Islam and values in Christianity and African Tradition	Merger	The learning activities for both could be combined to bring out the purpose of the sub topic. The

Religions; The LO of moral standards was merged with good practises.		learning outcomes would be achieved well.
Marriage; the learning outcome of knowing the types of marriage in Uganda to promote respect for the law of the land and culture was left out,	Left out	The values taught therein are the same values taught in the religious marriages(Islamic). The competency therefore will be achieved and obtained.
Family; the responsibility of wife and husband was left out	Left out	Covered under marriage

HISTORY

Duration: 1 Hour

Overview:

The abridged History and political education curriculum has been put in place to address the learning gaps that were brought about by COVID 19 pandemic. The learners lost a grate deal of school time in both 2020 and 2021 COVID 19 break downs. This abridged curriculum has condensed work of 2 years into one year by carrying forward key and critical topics from the previous class into the next one.

It is advisable to the teacher to use learner centered methodology, lots of instructional materials in order to cover a wider scope of work in a given time. This will help the learners to acquire the desired knowledge and skills needed at the ordinary level of education.

SESSION OUTCOMES:

The participants;

- Understands the general overview of History and the political education curriculum.
- Understands the critical changes in the S2, S3, S4 and S6 curriculum and justification.
- Understands the methodology and the instructional materials for the teaching of the abridged history and political education.

Methods:

- Plenary presentations
- Group work discussion
- Gallery walk
- Demonstration
- Field work
- Story telling

Proof of learning;

Assess participants to find out if the session outcomes have been achieved through;

- Questioning techniques
- Summarizing on page what has been learnt in a lesson.
- Peer verbal question and answer session

Facilitator's notes: These are highlighted in the critical changes below;

S/N	CRITICAL CHANGES	JUSTIFICATION
	Topics That Have Been Removed	
	SENIOR 2	

1	Culture and key ethnic issues in East Africa	<ul style="list-style-type: none"> • So long as they have the concept of migratory groups, the learners can know how different groups of people relate through knowing their political and socio-economic organisation. • This content can be found in other topic of migration in East Africa and state formation in East Africa.
2	Religions in East Africa	<ul style="list-style-type: none"> • From daily interactions, the learner has some information about religion from either the church or mosque. • From the families where they come from. • The learner also knows some of the traditional religions that are present in their communities like traditional doctors. • The learner will know these concepts from state formation in East Africa. • These learners have some information why 3rd June of every year is a public holiday.
3	East African long-distance trade	<ul style="list-style-type: none"> • The learner has gained the competency from the previous topic of slave trade since they are inter linked. • The learner has also studied about it as a major factor in the formation of states in East Africa.
4	The colonial economy	This was about the effects of colonialism in East Africa which the learner has learnt

		about in the scramble and partition of East Africa.
5	World war I in East Africa 1939 - 1945	The learner will attain the competency in the next sub-topic of World War II
6	Post-independence socio-economic challenges in East Africa	<ul style="list-style-type: none"> From the daily interactions, the learner is able to identify the health and economic challenges faced by the people. These are inherent from the independence period. The learner will understand the concepts more from the topic of scramble and partition of East Africa.
7	Key personalities in the history of East Africa before independence	The learner already knows about the people who struggled for the independence of respective countries in East Africa from the previous topic of struggle for independence in East Africa.
	SENIOR 3	
	History of South Africa	
1	The Ngoni invasion/migration into East Africa	This topic was taught during the brief period when the learners were at school before the closure.
2	The rise of Military states	This topic has similar content with the formation of states in East Africa.
3	Egyptian penetration of East Africa.	<ul style="list-style-type: none"> This topic has related concepts to the topic of scramble and partition of East Africa. The Egyptians had less impact on the history of East Africa. Their main areas of operation did not cover the whole of East Africa.

4	<p>African response to the establishment of colonial rule ; Collaborators in Kenya;</p> <ul style="list-style-type: none"> • Abaluyia of Wanga Kingdom under Nabongo Mumia • Masai under Lenana • The Bukusu • The Luo • Tanganyika • The Nyamwezi • The Chagga 	<p>This topic has similar objectives with African response in Uganda in the area of collaboration.</p>
5	<p>Resistance in Kenya</p> <ul style="list-style-type: none"> • Nandi resistance 	<p>This topic has related concepts with resistance in Uganda.</p>
6	<p>Resistance in Tanganyika</p> <ul style="list-style-type: none"> • Abushiri uprising • Hehe uprising • Maji maji uprising 1905 –1907 	<p>This topic has related concepts with resistance in Uganda.</p>
7	<p>Colonial Administrative systems in Kenya</p>	<p>This topic has related concept on methods of colonial administration with Uganda.</p>
8	<p>Colonial administrative systems in Tanganyika</p>	<p>This topic has related concept on methods of colonial administration with Uganda.</p>

9	The Uganda railway	The concepts of this topic can be attained from other subjects especially geography since the ideas are related and geography is compulsory.
10	Agricultural development	The concepts of this topic can be attained from other subjects especially geography and Agriculture as the ideas are related and geography is compulsory.
11	Industrial development	The concepts of this topic can be attained from other subjects especially geography and entrepreneurship since the ideas are related.
12	Social development	The concepts of this topic can be attained from other subjects' geography, English, Religious Education and entrepreneurship since the ideas are related.
14	World war I	<ul style="list-style-type: none"> The learner will attain the concept in the next sub-topic of World War II as they have similar content. This topic has less impact on East Africa than world war II.
15	Nationalism in Kenya	<p>This topic has related concepts with nationalism in Uganda.</p> <p>The reasons and effects are similar between Uganda and Kenya.</p>
16	Devonshire white paper	<p>This topic has related concepts with nationalism in Uganda.</p> <p>The reasons and effects are similar between Uganda and Kenya.</p>
17	Mau Mau rebellion	This topic has related concepts of the causes and effects of rebellions with those

		of Uganda which have been covered in the previous topic.
18	Growth of nationalism in Tanganyika	This topic has related concepts with nationalism in Uganda. The reasons and effects are similar between Uganda and Kenya.
	History of South Africa	
1	The geography of southern Africa	The concept of geographical location of south Africa is similar to the concept of geographical location of Africa under the subject of geography.
2	The Sotho state	The concept of the formation of the Sotho state is related to the concept of state formation in History of East Africa which the learner already learnt in form two.
3	The Tswana states	The concept of the formation of the Sotho state is related to the concept of state formation in History of East Africa which the learner already learnt in form two.
4	Christian missionaries in southern Africa.	<ul style="list-style-type: none"> • The concept of the missionaries in South Africa is related to the topic of missionaries in the History of East Africa. • The activities of missionaries in South Africa are related to those of missionaries in East Africa.
Senior four		
	History of central africa	<ul style="list-style-type: none"> •

1	Lunda kingdom of mwatakazembe	Similar content /concept with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo)
2	Bemba kingdom	Similar content /concept already covered with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo)Learners can transfer knowledge.
4	Luba- lundastates	Similar content /concept already done with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Transfer of knowledge is key here.
5	<ul style="list-style-type: none"> Undi Kingdom 	Similar content /concept covered already with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Learners are free to transfer knowledge from previous topics.
6	Collaborationin the Gaza state	Similar or related content has already been covered when handling collaboration of the Rowzi ,Yao and Bisa States.
7	The scramble and partitionof central Africa	Learners have through the History of East Africa learnt about Scramble and Partition and can therefore transfer information to central Africa.
8	The Yeke resistance	Similar content has been covered in Yao Resistance, Azande Resistance from which the learner can relate and transfer information.
9	Nationalism in Mozambique	Content & aspects already the previous topic (Nationalism in Zambia and Angola respectively.
	History of South Africa	

1	The geography of south Africa.	Concepts learnt here can be achieved through other subjects like geography thus enabling the learner to transfer knowledge .
2	The Sotho state	Similar content /concept with the empire topics above.(Khoi,San ,Xhosa)
3	the Swazi state	Similar content /concept with the empire topics above.
3	the Tswana state	Similar content /concept already covered with the empire topics above
4	Missionaries in Southern Africa	Similar content /concept already taught through the teaching of History of East Africa. Transfer of knowledge is key here.
	The Tswana Response	Similar content /concept covered already with the responses of the Zulu, Bapedi and other Africans in Southern Africa. Learners are free to transfer knowledge from previous topics.
6	The Swana Nation	Similar or related content has already been covered when handling nation building of the Zulu, Xhosa etc.
	History of West Africa	
1	Kanem Bornu	Similar content /concept with the empire topics previous lessons like Ghana Songhai and Mali. The learner is encouraged to transfer knowledge.
2	Benin Empire	The same content has been captured in the previous lessons especially empires of Ghana Songhai and Mali.
3	Oyo empire out	The learner is expected to transfer knowledge from the previous lessons of empires like Ghana Mali and Songhai.

4	Asante empire	The study of Oyo empire, Asante, Benin empires in the previous lessons, is expected to have given the learner an insight of general knowledge required and therefore can transfer knowledge easily to relate to Asante.
5	Senegal Empire	Content already met in the previous lessons and transfer of knowledge in expected.
6	Fula State	Similar content, concepts and information already passed on to the learners through previous lessons.
7	European Imperialism	Similar content and concepts have been taught to the learner in other regions in East Africa, Central and Southern Africa and can now be encouraged to transfer knowledge
8	Nationalism in Ivory Coast	Content about growth of nationalism in west Africa has already been captured in the study of nationalism in Ghana and Nigeria.
9	Nationalism in Guinea Bissau	Similar content and concepts already handled in the study of nationalism in Nigeria and Ghana respectively.
10	Social, Economic and political developments in West Africa.	This area deals with the different socio-political and economic policies and programmes introduced by colonial activities in West Africa. This information is similar to that of other regions in East, Central and Southern Africa and the learner can transfer knowledge from previous lessons in other regions.
	Senior 6	
	African Nationalism	

1	Decolonization of Africa Unity and Balkanization	Concepts learnt here can be achieved through other topics like neo colonialism, NAM etc.
2	Nationalism in Kenya	Similar content /concept have been covered general nationalism, Uganda, Ghana e,tc, Learner is encouraged to transfer knowledge.
3	Nationalism in Tanganyika	Similar /related content /concept have been covered general nationalism, Uganda, Ghana e,tc, Learner is encouraged to transfer knowledge
3	The Struggle for Self-Government in Tunisia	Similar content /concept already covered with topics above. (The struggle for self governance in Morroco) Learners can transfer knowledge.
4	The 1947 Madagascar (Malagasy Uprising)	Similar content /concept already done with previous topics above.(Morroco, Uganda etc) Transfer of knowledge is key here.
5	The Algerian War of Independence (1954 - 62)	Similar content /concept covered already with the liberation topics above. (Morroco, Ghana Mozambique) Learners are free to transfer knowledge from previous topics.
6	The Angolan War of Liberation (1961-1975)	Similar or related content has already been covered when handling Portuguese influence in Mozambique and Guinea Bissau.
7	The Guinea Bissau War of Independence (1963-1974)	Learners have through the study of othet liberation movements acquired knowledge, content and concepts.
8	Unilateral Declaration of Independence (UDI)	The concept and content in South African history provides the learner Rhodesian

	in Southern Rhodesia (Zimbabwe)	experience and this requires transfer of knowledge.
9	The Katanga Crisis in Congo (1960-1963)	This information is already known to the learners through teaching of similar topics in the region.
10	The Eritrean War of Secession (1961 - 1993)	Content /concepts already learnt in other secession movements like Civil war in Sudan and Biafra in Nigeria. Transfer of knowledge is encouraged.
11	The Civil War in Chad	The Biafra Secession wars gives a rich background to the learn especially the West African experience and only transfer of knowledge is needed.
12	Cultural Problems	Learners have already covered culture through their General paper lesson and no need for repeating it.
13	The Non Aligned Movement	This concept is expected to be highlighted by the teacher through the study of cold war politics in History Paper 3.
14	The Algerian Coup of 1965	Learners have already interacted with this information through study of other coup-de tats in Libya, Nigeria and Uganda.
15	The Liberian Coup of 1980	Knowledge, content and concepts already acquired through teaching of other coups shown above.
16	Military Coups in Ghana since 1966	Teacher has already taught other coups in Libya, Nigeria and Uganda and learners can only transfer knowledge.
	Social and Economic History of East Africa	

1	Pre-colonial trade and industry	The learners have ever interacted with the concept of pre colonial trade in the lower secondary. The same concept is related to the proceeding topics of long-distance trade and slavery.
2	The Ngoni Invasion and Settlement in East Africa (1820-1860)	The learners have ever interacted with this Ngoni activities from the lower secondary. It is related to the topic of pre- colonial societies in East Africa.
3	Arab Settlement at the Coast of East Africa	The learner has ever interacted with this concept in the lower secondary. The concept is related to the topic of Asian activities in post-colonial East Africa.
4	European Scramble for and Partition of East Africa	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.
5	The Coming of European Christian Missionaries into East Africa	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.
6	African Response to Colonial Rule	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.
7	Development of Transport and Communications	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary. The same concept can be attained by the learner in other subjects especially Geography and Economics.

8	The Uganda Railway 1896-1956	<p>The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.</p> <p>The same concept can be attained by the learner in other subjects especially Geography.</p>
9	The Colonial Economy in East Africa	<p>The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.</p> <p>The same concept can be attained by the learner in other subjects especially Geography.</p> <p>The concept is related to the proceeding topic of urbanisation in East Africa.</p>
10	Socio-Economic Challenges in East Africa	<p>The ideas about this topic are found in the public domain.</p> <p>The learner is interacting with them in his/her daily life.</p> <p>The concept can be attained from other subjects such as Religious Education, Geography and Economics.</p>
11	The 1964 Zanzibar Revolution	<p>The learner has ever interacted with this concept in the lower secondary under History of East Africa.</p> <p>The concept is related is related to the previous topic of Asian activities in post-colonial East Africa.</p>
	History of modern Europe.	
	The congress system 1815-1830	The Vienna settlement 1814-1815 provides the needed content for the next chapters.

		The congress system being merely a series of meetings is less significant in the history of Europe
	France 1814-1830	The learner does not lose much by not covering this area since it concerns France alone
	The case studies of 1830 revolutions	There are many case studies of 1830 revolutions and are more detailed however the teacher should use Belgian revolution of 1830 for illustration purposes
	1848 revolutions in Europe	The content and concepts in 1848 revolutions are similar to those of 1830 revolutions in Europe and therefore the learner can easily use the same knowledge
	The second French republic 1840-1870	This is an isolated history of France for that period and therefore is less significant to the preceding topics
	The Ottoman Empire	By nature of its location in Europe (Eastern), the events in Turkey in the early years had less influence on the rest of Europe except the after the Crimean war of 1853 -1854. Therefore, the learner will not lose much by not studying this chapter
	The Grek war of independence 1827	This is an isolated case for Greece alone and the learner loses nothing by not studying this chapter
	The Syrian question 1841	The conflict is limited to Syria and Turkey and thus had little significance on the general history of Europe

The Balkan crisis 1881-1914	This does not affect the chronological history of Europe much as it caused a spark off of the world war 1 which the teacher needs to emphasise
Russian revolution 1917	
The Weimar Republic 1934	The content here is covered under the domestic and foreign policies of Hitler 1925 - 45
Economic depression 1929	the teacher can make a mention of it as a cause of the world war 2 rather than covering it as an independent chapter
The cold war 1945 – 1991	The chapter is post Europe and the learner will have gained knowledge and understanding of European history.
North Atlantic Trade Organisation	The chapter is post Europe and the learner will have gained knowledge and understanding of European history.
European Economic Community	The chapter is post Europe and the learner will have gained knowledge and understanding of European history.
The strategic arms alliance	The chapter is post Europe and the learner will have gained knowledge and understanding of European history.
History of World Affairs	
The African governments	Learners have knowledge on this chapter from their previous classes in lower secondary

	The economic and political problems of Turkey	The learner will not lose anything by studying this chapter. Turkey involvement in world affairs is limited
	The united Arab Republic	This chapter as limited influence to world affairs therefore the learners will not lose much for not studying it
	Islam in the middle East	The learner will interface with knowledge in this chapter in the chapters ahead
	Political instability in the middle east	The learner will interface with knowledge in this chapter in the chapters ahead
	Political social economic development in India and Pakistan	The learner does not lose much by not studying this chapter. India and Pakistan had less influence on world affairs
	Japan	
	Philippine under Marcos	The learner does not lose much by not studying this chapter. India and Pakistan had less influence on world affairs
	Developments in Malaysia	The learner does not lose much by not studying this chapter. India and Pakistan had less influence on world affairs
	The history of Indonesia	The learner does not lose much by not studying this chapter. Indonesia is young democracy
	The Indo China relations	The learner does not lose much by not studying this chapter. India China is of less significance to Uganda

	Western policy in the region	The learner does not lose much by not studying this chapter. This does not have a direct influence on Uganda
	World war 1 in Europe	The learner does not lose much by not studying this chapter. The learner has knowledge on this chapter from lower secondary
	German after world war 2	The learner does not lose much by not studying this chapter. The learner has knowledge on this chapter from lower secondary
	New patterns of defence arrangements	The learner does not lose much by not studying this chapter. This has no direct linkage with nationalism in Africa
	Emergence of supra nationalism in Europe	The learner does not lose much by not studying this chapter.
	Britain from world war 2	The learner does not lose much by not studying this chapter.
	France and the world	The learner does not lose much by not studying this chapter.
	Events in Yugoslavia	The learner does not lose much by not studying this chapter.
	Theory Of Government & Constitutional Devt & Practice In E.Africa.	
1	Press & media in constitution development in East Africa.	Concepts learnt have been exposed to the same information from their homes as most of this knowledge is in the public domain.

2	Unicameral and Bi-Cameral legislature.	Similar content /concept will be covered in the preceding topics on judiciary.
3	Constitutional Development during the European Colonial Government.	Learner loses nothing by not studying the sub-topic since there was no constitutionalism during colonial times.
3	Systems of Government in Pre-colonial State in East Africa.	Learners have been exposed to similar content in the lower secondary.
HISTORY OF AFRICA		
1	Long Distance Trade in East Africa.	Concepts learnt have been exposed to the same information in their ordinary level history.
2	Scramble and Partition of Africa	Similar content /concept have been covered and learner has prior knowledge from lower secondary. Learner is encouraged to transfer knowledge.
3	Berlin Colonial Conference 1884-85	The chapter highlights an event in the scramble and has less significance. Learner can be given verbal explanation.
3	Establishment of colonial rule in Africa	Learner has prior knowledge from lower secondary. The same content can be highlighted in the topics that follow.
4	Missionary factor in Africa	Similar content /concept already done with previous topics above. Learner has prior knowledge from lower secondary.

5	African response (Collaboration and Resistance)	Similar content /concept covered in lower Secondary. Learners are free to transfer knowledge from previous topics. However reference can be made to them when dealing with specific wars of resistance.
6	History of Egypt 1855- 1914	Similar or related content has already been covered when handling History of Sudan 1855-1914 especially all being colonized by Britain.
7	French Occupation of Tunisia.	Learners have through the study of French occupation of Algeria acquired knowledge, content and concepts similar to those in Tunisia. Learners can do without this.
8	The French occupation of Morroco	The concept and content in Algerian history provides the learner an experience and the learner simply transfer of knowledge.

GEOGRAPHY

Duration: 1 Hour

Overview:

The abridged Geography curriculum has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the Ordinary and Advanced levels of education.

Session Outcomes

The participants;

- Understand the general overview of the Geography Curriculum
- Understand the critical changes in the S2, S3, S4 and S6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Geography Curriculum

Methods

- Field visits and reports
- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

CRITICAL CHANGES IN THE GEOGRAPHY SYLLABI

TOPIC/SUB-TOPIC	ACTION TAKEN	JUSTIFICATION
SENIOR TWO		
What is Geography?	• Left out	• Presumed to have been covered in the period of time learners attended school.
Showing the local area on a map	• Left out	• Presumed to have been covered in the period of time learners attended school.
Maps and their uses	• Left out	• Presumed to have been covered in the period of time learners attended school.
Ways of studying geography: Field work, photographs, statistics, Charts and graphs	• Left out	<ul style="list-style-type: none"> • Presumed to have been covered in the period of time learners attended school. • The geographic skills of collecting and managing data, interpreting photographs, and analyzing statistics are integrated in all topics across the syllabus.
Major climatic zones of the World with the	• Merged	• To reduce content overload since the two topics are

topic of The Earth and Its Movements to become: The earth, its movements and Major climatic zones of the world		<p>related and share some learning outcomes.</p> <ul style="list-style-type: none"> • The relationship between the Earth and the sun provides the basis for dividing the world into climatic zones.
sub- topic of Erosion by ice; in the topic: Formation of major landforms and drainage in east Africa	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • Glacial erosion is not a major geomorphic process in East Africa. • It is highly localized and therefore few learners can relate with the effects of the process.
Topic of Climate and natural vegetation of east Africa	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • Related content to be covered in Topic 22, S.3: The Climate and Vegetation of Africa
Topic of: Development of manufacturing industries in east Africa	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • Related content to be covered Topic 26, S4: Industrial development in Africa
Population and urbanisation in east Africa	Left out	<ul style="list-style-type: none"> • Related Content to be covered in Topics 28 and 29 in S.4: Population and Urbanisation in Africa, Population and Urbanisation in China
SENIOR THREE		

topic of The Development of a semi-arid environment: A case study of Southern California	Left out	<ul style="list-style-type: none"> The content and lessons to be learnt in the topic will be covered in Senior 4 Term One; Irrigation farming in Africa.
Sub- topic of folding in the formation of landforms in east Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> This is not a major process in the formation of East Africa's landscape. Related content to be covered in Senior 4 in the rest of Africa.
Sub-topic of natural vegetation of East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 47, S4: Major vegetation types and their characteristics
Topic of Agriculture in East Africa vegetation	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 49, S4: Agricultural practices in Africa
The topic of Mining in East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 53, S4: Development of the mining industry in Africa
The topic of Industrial development in East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 54, S4: Industrial development in Africa
The topic of Fishing In East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 55, S4: Fishing industry in Africa
The topic of The development of towns and ports in East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Content partly covered in Senior One - The growth of New York.

		<ul style="list-style-type: none"> Other related content to be covered in Topic 57, S4: Development of urban centres in Africa
The topic of Transport, Communication and trade in East Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content to be covered in Topic 58, S4: Development of trade in Africa & Topic 56: Development of transport and communication in Africa
Topics of Photograph interpretation & Field work	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Integrated in all topics across the syllabus
The Sub topic of Types of farming in Switzerland & Agriculture in the Rhine rift valley	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Lessons expected to be learnt from these sub topics will be learnt from farming in the Netherlands
The sub-topic of Land reclamation in the Netherlands and Agriculture in the Netherlands	<ul style="list-style-type: none"> Merged 	<ul style="list-style-type: none"> The two are related and enable the learner to learn how technology can be used to develop farming even in areas with limited farmland.
The topic on Belgium and Luxembourg.	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Lessons expected to be learnt from the two countries can be learnt from Case studies taken from Switzerland, Germany and the Netherlands.
SENIOR FOUR		
The topics of Fishing in East Africa, Wild life conservation and tourism	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> All are presumed to have been covered in term One before the lock down.

in East Africa, Development of Towns and ports in East Africa; and Transport, Communication and trade in east Africa.		
The topics of Map work, Photograph interpretation, and Filed work	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> These are methods of learning Geography and have been integrated in all topics across the syllabus
The topics of introduction to the Rhine lands, A highly developed economy in a land locked country with limited physical resources: Switzerland	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Presumed to have been covered in before the lock down.
The topics on Belgium and Luxembourg	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Some of the lessons to be learnt from these countries were learnt from Switzerland and the rest shall be learnt from Germany and the Netherlands.
The topic of Population growth, distribution, characteristics and problems in Africa	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content was covered in the Geography of East Africa. Other aspects shall be covered under the influence of relief and landforms, and climate and vegetation on human activities.

The topics of nomadic pastoralism and Change from traditional nomadic pastoralism to modern livestock farming: Ranching in Africa to form one topic: Livestock farming in Africa.	<ul style="list-style-type: none"> • Merged 	<ul style="list-style-type: none"> • The 2 topics are related and one is a modification of the other.
The topics of climate and Vegetation to form: Characteristics and factors affecting climate and vegetation in Africa.	<ul style="list-style-type: none"> • Merged 	<ul style="list-style-type: none"> • The 2 topics are related and they feed into each other.
The topic of Population distribution growth , characteristics and problems in Africa	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • Related content was covered in Senior Two term 3: Population of East Africa
The topic of Multi-purpose scheme and river development in Africa	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • To avoid content overload since the topic has very little relevance to Uganda.
SENIOR SIX		
PART 1: PHYSICAL GEOGRAPHY		
The topic on Introduction to physical Geography	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • Content for the topic can be summarised and inferred from the sections of the paper i.e. what physical geography studies.

<p>The topics of the Structure of the earth, tectonism and origin of continents</p>	<ul style="list-style-type: none"> • Merged 	<ul style="list-style-type: none"> • Students cannot understand the drifting and distribution of continents without background knowledge of the internal structure of the earth; especially how radioactive decay and energy transfer in the core and mantle affect the sialic layer. • The effects of continental drift are well understood and appreciated by examining tectonic landforms.
<p>Topics on Map work and Photograph interpretation</p>	<ul style="list-style-type: none"> • Fused into all topics on landform evolution. 	<ul style="list-style-type: none"> • These are skills which can be developed and applied in all topics. The student can acquire them better if they are not treated in isolation.
<p>The topic of Lakes and their modes of formation.</p>	<ul style="list-style-type: none"> • Left out 	<ul style="list-style-type: none"> • The major lakes especially in Uganda and the rest of East Africa are largely covered in the formation of landforms e.g. volcanic lakes and faulted. Content on formation of down

		warped is the drainage of Uganda.
The topic of glaciation	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> It is not very significant in the evolution of East Africa's relief and landscape. Learners can hardly relate with the effects of this process.
The topic of Mass wasting	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> The concepts to be learnt in the topic are largely brought out in the topic of weathering and slope development.
The topics of Tectonic landforms in Uganda, Climate of Uganda, Climate change in Uganda, and Vegetation and land use planning in Uganda, and aspects in East Africa and other parts of the world (where applicable).	<ul style="list-style-type: none"> Merged 	<ul style="list-style-type: none"> To help the learner to learn from known to unknown and to avoid repetition of related content.
The topics of Rivers and River Systems, Soils, and Coastal Geomorphology	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Learners have been exposed to related content at the Lower level. They can build on the existing knowledge to further their understanding of these processes.

Fieldwork as a topic in all other topics across the syllabus.	<ul style="list-style-type: none"> Fused into all topics on landform evolution. 	<ul style="list-style-type: none"> Fieldwork is a method of learning geography. Learners can acquire the investigative, data handling and reporting skills in this topic by learning other topics through field work.
PART 2: DEVELOPMENT GEOGRAPHY (STUDIES IN WORLD PROBLEMS AND DEVELOPMENT)		
The Topic of Development	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Presumed to have been covered during the time before the lockdown.
The subtopics of small holder farming, Extensive cereal farming, and Specialized farming	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> Related content was extensively covered at O-level. Learners can only be guided to revise it.
The topic of Statistical Representation, and Interpretation and Analysis	<ul style="list-style-type: none"> Fused into all topics. 	<ul style="list-style-type: none"> These are practical skills which the learner can acquire through practice rather than learn about he.
The topics of Fishing, Rural Settlement, Fuel and Power Production, Transport and Communications, and World Trade and Regional Integration	<ul style="list-style-type: none"> Left out 	<ul style="list-style-type: none"> To avoid content overload since the time available cannot allow the learner to study these topics
Topics on human and development geography of Uganda and studies in other parts of the world	<ul style="list-style-type: none"> Merged 	<ul style="list-style-type: none"> To help the learner to learn from known to unknown and to avoid repletion of related content.

PHYSICAL EDUCATION

Duration: 1 Hour

Overview:

This syllabus is for physical education for the senior two class of 2022. It comprises an integration of the senior one topics that were not learned and the senior two topics. The topics have been aligned chronologically to ensure that the learning process is systematic. It should be noted that some of the learning outcomes have been eliminated and the teacher is expected to integrate such during the teaching of the learning outcomes that stayed.

Session Outcomes:

By the end of this session the participants should be able to:

- a. Describe the overview of the Abridged PE Curriculum
- b. Explain the methods to be used in instructing the abridged PE curriculum
- c. Explain the critical changes made on the Abridged PE Curriculum
- d. Explain the most appropriate methodology and instructional materials to be used in the instruction of the Abridged PE Curriculum
- e. Train teachers of PE on the Abridged PE Curriculum

Methods

During the session the following methods shall be used:

- Document study
- Plenary discussion
- Group work
- Brainstorming
- Demonstrations
- Gallery walk

Proof of Learning:

Assess the participants to ascertain the achievement of the session outcomes. Task the participants to share the key things that they have learned from the session.

Facilitator's Notes:

The following are key changes and justification for making them. The topics have been realigned to harmonise those from senior one with those for senior two. Encourage the PE teacher to follow the order given and time allocated as this will enable the chronological flow of learning the concepts. Also in order to maximize the little time available, topics that are closely related have been arranged to follow each other.

The teacher should take note of the following adjustments made in the curriculum

SN	CRITICAL CHANGES	JUSTIFICATION
1.	Re- alignment of topics like movement concepts and educational gymnastics, exercise, rest and hygiene and agreeable and disagreeable behavior	Chronological flow of related topics.
2.	Elimination of Topic 1.9 Basic skills in Netball	Learners are exposed to the game from Primary school.
3.	Eliminated the following learning outcomes as indicated below;	
4.	Topic 1.1: Introduction to PE (b)- Know the difference sport and games	Learners will attain this knowledge during the course of studying through integrated approach of teaching and learning.
5.	Topic 1.2: Safety and First Aid (a)- Understand the concept of first aid in relation to living a health life	This content can be integrated during delivery of the core LOs listed above
6.	Topic 1.3: Body Conditioning a) Know own body and its use in performance of physical activities b) Understand the principal ways of prevention of injuries during physical activities.	The key issue is for learners to perform warm up and cool down exercises. During lessons, they will get to appreciate it's of value. The teacher should emphasize the relevance during performance of these exercises.
7.	Topic 1.4: Movement Concepts b) Apply spotting skills to ensure safe performance of gymnastic activities.	Content will be covered concurrently during performance of basic movement as emphasized by the instructor.
8.	Topic 1.5: Exercise, Rest and Hygiene a) Know the meaning of exercise and rest	To be integrated during delivery for the maintained learning outcomes.

9.	Theme: Athletics(Running skills, Jumping skills, Throwing skills)	
10.	<p>Topic 1.6: Basic Running skills</p> <p>a) Understand the concept of running as used in Athletics.</p> <p>h) Perform the rhythmic hurdle clearance over three flights.</p>	<p>This content is theoretical and can be integrated with in practical sessions</p> <p>This will be conducted at a later stage in S3</p>
11.	<p>Topic 2.5: Basic Jumping skills:</p> <p>a) Understand the categories of Jumping events in Athletics</p> <p>e) Follow the safety precautions while performing jumping activities in order to prevent injuries</p>	<p>This can be handled alongside the maintained learning outcomes.</p>
12.	<p>Topic 2.6: Basic Throwing skills:</p> <p>a) Understand the categories of throwing events in Athletics</p> <p>c) Identifies the safety measures to be ensured during throws</p> <p>g) Follow the safety precautions before, during and after jumping and throwing activities in order to prevent injuries and damaging equipment.</p>	<p>These can be handled alongside the maintained learning outcomes</p>
13.	<p>Theme: Games (Topic 1.7: Basic skills in Rounders, Topic 1.10: Basic skills in Volleyball, Topic 2.8: Basic skills in Handball and Topic 2.9: Basic skills in Soccer)</p> <p>The two learning outcomes below have been eliminated i.e.</p>	
14.	<p>Understand the skills, safety precautions, rules considered in all Games</p>	<p>This content is theoretical and can be integrated with in practical sessions</p>
15.	<p>Display aspects of teamwork, companionship, leadership, decision-making and judgement in relation to the game of Rounders.</p>	<p>These aspects can be realized during application of basic skills in mini-game situations.</p>

16.	Topic 1.8: Skill Development and Diet a) Understand the different types of skills as used in PE d) Understand the importance of healthy eating.	This content will be integrated during instruction of maintained learning outcomes.
17.	Topic 2.1: Factors in performance of physical activities a) Examine personal qualities; skills, strengths and weaknesses in regard to performance in physical activities and future careers.	This content will be implied during instruction of maintained learning outcomes.
18.	Topic 2.2: Physical Fitness b) Perform exercises to develop skill related fitness taking care of safety	This content can be handled alongside instruction of different games
19.	d) Understand abilities and limitations regarding fitness e) Relate fitness to their daily life activities	Theoretical content that is implied in the concept of physical fitness will be integrated during the practical sessions.
20.	Topic 2.3: Basic skills in Educational Gymnastics c) Exhibit good interpersonal skills while working with others, valuing own and other people's body in social and physical interaction. d) Recognize the various gymnastic activities that can be done to improve one's fitness e) Understand the contribution of gymnastics to an individual's wellbeing.	This content will be implied through an integrated approach of instructing gymnastics movements.

21.	Topic 2.4: Agreeable and disagreeable behaviour a) Understand the ethics of physical education and how they can be used in daily life	This content will be addressed during instruction for some maintained outcomes.
22.	Topic 2.7: Leisure and recreation b) Analyze the trend in engagement in leisure and recreation activities	This content will be implied during instruction for some maintained outcomes.

PERFORMING ARTS/MUSIC

The **senior two Performing Arts; the senior three, senior Four and senior six abridged Music syllabus** are not new syllabuses but compressed versions of the current ones. Each of these syllabi is written to provide an opportunity for learners to catch up and transition back into the learning process. They are also intended to speed up the curriculum, and allow learners to complete their previous academic year in a shortened timeframe. This requires interactive pedagogical strategies, increased and more effective time on task. Teachers are encouraged to organise more performance related lessons that allow learners to discover ideas, explain concepts, analyse information and apply knowledge. The matrices below shows the areas that have been removed and merged and reasons why.

SENIOR 4

SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR TWO	
1	Topic 1 of term 3 have been moved from S1 to S2	The content was not covered in S1
2	Topic 2 term 3 S1 was merged with topic 1 term 1 S2 - (Exploring the Elements of Performing Arts and	Elements of performing arts can be explored and



	Experimenting the elements of performing arts) to Exploring and experimenting the Elements of Performing Arts	experimented at the same time.
3.	Topic 3 Term 1 S2, suggested learning activities of instrumental and contemporary song have been merged to be handled at the same time.	In assessment strategy they can be assessed concurrently
4.	Topic 1 term 2 S2 and topic 1 term 3 S2 have been merged to be handled concurrently. (Exploring staff notation and experiencing and appreciating staff notation) to Exploring, experimenting and appreciating Notation	Staff notation can be explored, experienced and appreciated concurrently.
5.	Topic 2 term1 and topic 3 term 2 have been merged (Commercial performing arts and Performing arts in economy)	Commercial performing arts and Performing arts in economy have a lot in common
6.	Topic 3 term 1 S2 and topic 3 term 2 have been merged (Exploring the world of performing arts)	Exploring the world of performing arts have a lot in common.
7.	Topic 4 term 2 S2 Exploring European art form has been removed	It is high order content for the class.
8.	Topic 1 term 2 S2 and Topic 1 term 3 S2 (Using African styles in performing arts) Have been merged	The content can be handled concurrently
9.	Topic 2 term 2 S2 and Topic 2 term 3 Commercial performing arts in economy and Commercial performing arts in economy have been merged.	The content can be handled concurrently
10.	Topic 1 term 2 exploring staff notation has been removed	There is similar content in the covered topics

	SENIOR THREE	
1.	Topic 1.2 senior 2 term 2 (singing and changes in tempo) carried forward to topic 1.1 senior 3 term one	Appropriate content to begin with in senior three
2.	Topic 1.1 senior 3 term one (vocal warm up) has been removed.	Warm ups can be done individually at any time outside the class time
3.	Topic 1.3 senior 2 term 3 (singing and writing rounds) brought to senior 3 term one topic 1.3	Needed as basic elements in music for the learners
4.	Topic 1.3 senior 3 term one (minor scales) has been left out	High order for the class
5.	Topic 1.8 senior 2 term 2 (melody writing) has been merged with topic 1.11 senior 3 term 2 Melody writing	Similar content in senior 3
6.	Topic 1.5 senior 2 term 3 (melody writing) has been merged with topic 1.11 senior 3 term 2 (Melody writing)	Similar content in senior 3
7.	Topic 2.1 senior 2 term 2 (classification of African instruments) merged with topic 1.6 senior 3 term 2 (song study/ analysis & orchestration)	Similar category of information hence can be studied together.
8.	Topic 2.1 senior 2 term 3 (Listening to recorded pieces) brought to topic 2.2 senior 3 term 1	Required content as it is hence taken as it is
9.	Topic 5 senior 3 term one (Jazz music) has been removed.	Too much content, knowledge based about world music.

	Topic 1.1 Senior 3 term 2 and term 3 (Repetitive drum rhythms) have been merged to Senior 4 Term 1, topic 1.1	Similar content
2	Topic 1.2 Senior 3 term 2 and term 3 (singing and rhythm) have been merged to Senior 4 Term 1, topic 1.2	Similar content
3	Topic 1.3 and 1.4 Senior 3 term 2 and Topic 1.3 term 3 (compound rhythm) have been merged to Senior 4 Term 1, topic 1.3 performing and writing compound time	Continuation of the same content and reduced the type of rhythms used. Activities for practice have been reduced.
4	Topic 1.5 senior 3 term 3 removed	Too much content realized
5	Topics 1.6, 1.7, 1.8, 1.9, 1.10, 1.12 and 1.13 senior three term 2 has been removed	Similar content realized in senior four term one hence can be covered there.
6	Topic 2.1 senior 3 term 2 Romantic period has been removed. (Music History and Literature)	Not so crucial and not relevant at the moment.
7	Topic 3.1 senior 3 term 2 (Rehearsing) is removed	Rehearsals shall be done in remedial time and during co-curricular moments as well as during weekends
8	Topic 1.3 senior 3 term 3 (compound time) has been merged with topic 1.3 senior 4 term 1	Similar content with almost the same activities.
9	Topic 1.4 senior 3 term 3 (Elementary) Harmony has been shifted to topic 1.4 senior 4 term 2	Too much content in senior four term one
10	Topic 1.5 senior 3 term 3 (melody writing) has been merged to topic 1.4 senior four term 1	Almost similar content to be modified to fit in the time allocated.

11	Topic 1.6 senior 3 term three (completing a melody) has been merged with topic 1.3 senior 4 term 2	Too much content in in term one
12	Topic 1.7 senior 3 term 3 (Modulation) has been removed	Not so important at the moment since there is too much work
13	Topic 1.8 senior 3 term 3 (Intervals) has been merged with Topic 2.5 senior 4 term two	Similar content and it is appropriate after going through term one content
14	Topic 1.9 senior 3 term 3 (African Recorded works) merged with topic 2.9 senior 4 term one	Almost Similar content which can be studied at once or together.
15	Topics 2.1 and 2.2 senior 3 term 3 (western and African practical's) removed	Remain individual efforts during weekends, co-curricular and any available free time depending on each individual candidate.
16	Topic 1.6 senior 4 term 2 (set jazz music has been removed)	Too much content.
17	Topic 2.6 senior 4 term 1 (set jazz music) has been removed	Too much content. It can be left out
18	Topic 1.7 senior four term 2 (Back ground questions on the prescribed western work and History of Jazz.) has been removed	Reduce on the work. This is also general knowledge on foreign music.
19	Topic 2.6 and 2.7 senior 4 term 3 (set jazz music & Back ground questions on the prescribed western work and History of Jazz.) have been removed.	Reduce on the work. This is also general knowledge on foreign music.
	Senior 6	
1.	Sub Topic 1.1 of term 3 S5 (Minor scale) has been removed	There is too much content for the class

2.	Sub Topic 1.2 of term 3 S5 (Rhythm in compound time) has been removed	There was a need to reduce the content.
3.	Sub Topic 1.3 of term 3 S5 (Composing modulating melodies) has been removed	There was a need to reduce the content.
4.	Sub Topic 1.1 of term 1 S6 (Minor scale in flat keys) has been removed	There was a need to reduce the content.
5.	Sub Topic 1.2 of term 1 S6 (Rhythm in compound time) has been removed	There was a need to reduce the content.
6.	Sub Topic 1.3 of term 1 S6 (Composing melodies) has been removed	There was a need to reduce the content.
7.	Sub Topic 1.5 of term1 S6 (Composing melodies to poems) has been removed	Most of the content is a repetition
8.	Sub Topic 3.4 of term 1 S6 (Music in business) has been removed	There was a need to reduce the content.
9.	Sub Topic 1.4 of term 2 S6 (Composing to given poems) has been removed	There was a need to reduce the content.
10.	Sub Topic 1.6 of term 3 S6 (Two-part writing) has been removed	There was a need to reduce the content.
11.	Topic 2 Music practical skills, Subtopic 2.1 (Performing western and African solo) Has been removed	There was a need to reduce the content.

12.	All the topics of senior six term three have been merged in the previous terms	ALL these topics were a continuation and repetition of the previous terms
13.	Syncopating rhythms  or  have been removed from the syllabus	Time is not enough for learners to pick the concepts

ART & DESIGN CURRICULUM

Duration: 1 Hour

Overview:

Art and Design Abridged Curriculum

Art and design is a skill based and an option subject at both lower and upper school levels. It is taught in six key learning areas of drawing, painting, graphics, crafts, sculpture or modelling and Art history and Appreciation. All these learning areas are spiral from S1 up to S6 differing in depth and scope. The topics are divided into two groupings of 1) practical skills and 2) art knowledge.

How Art and design curriculum topics have been abridged for Practical skills learning:

To abridge a skill based subject with spiral topics, there was a need to check the prior topics with their skills requirements. Such skills were to be handled within the next class activities **BUT** starting with the simple renderings advancing to more complex ones. For example, in drawing: This is done by all classes but how capturing images using lines and shapes in space being the key concept to learn, it can be achieved by observing the main shapes. When shapes are captured, the complex part of shading dark areas of the object follows up to determine the surface quality (texturing). All the topics can be done with reduced segmentations of doing almost the same

in different art forms of Still life, nature, living person and imaginative compositions. In all these art forms drawing was repeated but in abridged version learners study drawing once and apply it in other disciplines.

Session Outcomes

By the end of this session the participant should be able to:

- Prepare for change and accelerate teaching as they implement the abridged Art and design curriculum
- Practice good facilitation techniques as an approach to teach bigger concepts that can address more than one topic
- Know the structure of the abridged curriculum and identify changes within particular topics
- Apply sequences of learning activities so that understanding, concepts and skills are presented logically to learners in a shorter form

Methods

Facilitator should employ discussion groups, demonstration, audio visual presentation,

1.6 Proof of learning

Participants should be able to appreciate the reasons of re-organising the art curriculum to the abridged version identifying the key concepts within the selected topics and why they are very crucial for learners at given levels.

Facilitator's notes:

The table below indicates the justification for the critical changes made in Art and Design curriculum:

Topic Adjusted	Justification
Senior Two	
TOPIC 2.1: EXPLORING THE NATURAL AND MATERIAL ENVIRONMENT	Concepts about exploring the natural environment from s.1 would help the learner understand the concepts

One learning outcome from Exploring with the natural environment from s.1 was added to exploring the material environment in s.2.	about the material environment in s.2.
<p>TOPIC 2.3: MULTI MEDIA: COLLAGE AND MOSAIC ART</p> <p>Two learning outcomes about making collage were adopted from s.1. These were added to learning outcomes for mosaic</p>	Collage and mosaic share similar methods and techniques but greatly differ in the use of materials
<p>TOPIC 2.4: INTRODUCTION TO FABRIC DECORATION AND PRINTMAKING</p> <p>One learning outcome about introduction to fabric decoration, from s.1 was added to printmaking in s.2.</p>	Components about fabric decoration are vital for the study of print making in s.2.
<p>TOPIC 2.5: INTRODUCTION TO POTTERY AND SCULPTURE IN THE ROUND</p> <p>Two learning outcomes about pottery making from senior one were added to sculpture in the round in S.2</p>	The basic concepts about clay preparation and the forming methods studied in s.1 would guide the learner to understand the creation sculpture in the round.
<p>TOPIC 2.6: PRODUCTION AND PRESENTATION OF ART</p>	Learners would not lose much at this level if they don't study about

<p>This topic was discarded in s.2 learners will study about crafts from the natural environment: basketry, adopted from s.1</p>	<p>production and presentation of art. But they need basic skills in basketry</p>
<p>TOPIC 2.8: ANCIENT ART: Pre-historic Rock art of Europe and Uganda</p> <p>This topic was adopted from s.1, but periods reduced to four. All periods for the other theoretical topics were reduced to four (this applies to Ancient Egypt, Ancient Greek and Ancient Roman Art)</p>	<p>Four periods for each topic were considered enough for the learners to capture the key aspects of these studies in the history of art.</p>
<p>Senior Three</p>	
<p>UNIT 2: GRAPHIC DESIGN - Sub Unit: Graphic language: Identification Symbols (Poster and logo making)</p> <p>Aspects of poster design from senior two were added to the creation of identification symbols in s.3.</p>	<p>Ideation of poster designs is relevant in the achievement of simplicity during the creation of identification symbols</p>
<p>UNIT 3: FABRIC DECORATIONS AND PRINTMAKING - Sub Unit 3.3: Batik and Printmaking</p> <p>Some aspects of Printmaking were merged with Batik as textile decoration techniques.</p>	<p>Printmaking and Batik are both textile decoration techniques. Learners would apply the basic methods and techniques for each.</p>
<p>UNIT 4: DECORATIVE ARTS</p> <p>Decorative leather articles was dropped and instead more methods and techniques for</p>	<p>Creation of leather articles require specialized materials which are not available in schools.</p>

decorating mosaic and collage were adopted from s.2.	
UNIT 5: SCULPTURE Sub Unit 5.3 Sculpture and Pottery Contemporary forming methods and decoration techniques in pottery were adopted from s.2 in addition to sculpture building techniques.	Forming methods of pottery, which were not studied in s.2 are relevant for learners to understand clay manipulation
Sub Unit: Human figure drawing and painting. Aspects of posture, tone and colour from s.2 were added to the study of the study of proportions and body structure in S.3.	Learners need to understand the full human figure
Sub Unit: DRAWING IN PERSPECTIVES This topic was added to s.3 since it was not covered in s.2.	Studies of perspective are relevant in the formulations of compositions in drawing and painting.
Sub unit: Loom preparation and warp making was dropped.	The topic requires specific materials which are not common in schools.
Sub unit: West and central African art was enriched and maintained but with reduced periods.	Learners should be exposed to the African elements of art reflected in different art forms
Senior Four	
UNIT 1: DRAWING AND PAINTING Sub Unit 4.1 Detailed study of the human figure A competence about drawings from contemporary artists from s.3 was	Learning was considered to fit within the suggested periods.

added and suggested activities adjusted.	
Wire sculpture and Integrated crafts were dropped	There was a challenge of availability of materials and there it is often skipped. Could not fit within the periods.
UNIT 7: ART THROUGH TIME Sub Unit Contemporary Art (Uganda) This topic was adopted from senior three	This contributes to the art theory in s.4 in relation to the different art works done at this level.
TOPIC: MAKING AND PRESENTING A PORTFOLIO This topic was maintained for term 3, with considerations from s.3.	This was considered important as learners' present accountability for their studies in fine art at O'Level.
Senior six	
"Production of print reliefs" and "Uganda contemporary art" were lifted from senior five.	These topics were considered relevant to the student's art career.
Topic "Further exploration with media in still life" has been dropped.	Exploration of media has been captured in other topics for drawing in term 2
Adjustments in competences with corresponding content were made in different topics. Some critical competences have been lifted from s.5 and some competences in s.6 dropped.	Topics at HSC are spiral, with competences at different learning levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

SN	TOPIC	CRITICAL CHANGES	JUSTIFICATION
	Senior 2		
1	Processing 1	<ul style="list-style-type: none"> Included in S2 with one learning outcome File and Folder management and printing skills dropped Number of periods reduced from 24 to 16 	<ul style="list-style-type: none"> Was not handled in S1, it was in the 3rd term of S1 File and Folder management and printing skills can be acquired along the provided application skills. One learning outcome has been left for S.2 learners in 2022.
2	Spreadsheets 1	<ul style="list-style-type: none"> Number of periods reduced from 24 to 20 	<ul style="list-style-type: none"> Periods reduced to 20 because some content of printing was removed, it will be handled in other applications.
3	Computer presentation	<ul style="list-style-type: none"> Number of periods reduced from 24 to 18. One learning Outcome was removed (Deliver a presentation to an audience) 	<ul style="list-style-type: none"> One learning outcome was removed Deliver a presentation to an audience as a learning out is not so much critical at this stage as a learner can acquire this competence through

			practice at a later stage or during activities that require electronic presentation.
4	Information access and sharing	<ul style="list-style-type: none"> Number of periods reduced from 18 to 28 One learning Outcome was removed (Use various ICT tools to share information) 	<ul style="list-style-type: none"> One learning outcome was removed Use various ICT tools to share information as a learning outcome was removed. The learner can acquire competence through interacting with gadgets during normal life situations e.g transferring a music file from one phone to another using Bluetooth technology
5	Health and safety	Nothing changed	There was no need
	Senior 3		
1	Word Processing	<ul style="list-style-type: none"> Introduced topic word processing to S3 Subtopic - Introduction to Word Processing removed 	<ul style="list-style-type: none"> Was not handled in S2. Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Content was compressed because

		<ul style="list-style-type: none"> Content of Word-processing was compressed Number of periods reduced from 36 to 20 	<p>some content can be handled in other topics.</p> <ul style="list-style-type: none"> Periods reduced to 20 because it was left with one critical subtopic and content required at this level
2	Computer presentations	<ul style="list-style-type: none"> Introduced topic computer presentation to S3 Subtopic - Introduction to Presentation Software removed Number of periods reduced from 36 to 16 	<ul style="list-style-type: none"> Was not handled in S2. Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Periods reduced to 16 because it was left with one subtopic and content required at this level can fit in 16 periods
3	System start-up and configuration	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
4	Computer communications and Networks	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
5	Spreadsheet	<ul style="list-style-type: none"> Introduction to Spreadsheets as a subtopic removed 	<ul style="list-style-type: none"> Competences (knowledge and skills) of the sub-unit can be acquired as learner

		<ul style="list-style-type: none"> • Number of periods reduced from 36 to 20 • Content on invoice / Receipt has been merged in themes for practicing spreadsheet. 	<p>practically engage with the application.</p> <ul style="list-style-type: none"> • Introduction to Spreadsheets as a sub topic was removed and some content was merged. • The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in themes for practicing spreadsheet.
6	Web designing	<ul style="list-style-type: none"> • Number of periods reduced from 36 to 16 • School Website content has been removed • Merged content of personal webpage with content of themes/areas of application of website 	<ul style="list-style-type: none"> • Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two. • School website content has already been acquired in creating personal webpages. • The skills required in the two areas are the same

SN	TOPIC	WHAT HAS CHANGED	REASON
1	Spreadsheet	<ul style="list-style-type: none"> Introduced spreadsheet in S4 Introduction to Spreadsheets as a subtopic removed Number of periods reduced from 36 to 20 Content on invoice / Receipt has been merged in themes for practicing spreadsheet. 	<ul style="list-style-type: none"> It was not handled in s3 Not so relevant, it's more theoretical yet we are encouraging practical areas. Introduction to Spreadsheets as a sub topic was removed and some content was merged. The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in themes for practicing spreadsheet.
2	Web designing	<ul style="list-style-type: none"> Introduced web designing in S4 Number of periods reduced from 36 to 16 School Website content has been removed Merged content of personal 	<ul style="list-style-type: none"> Web designing was not taught in S3 Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two. School website content has already been acquired in

		webpage with content of themes/areas of application of website	creating personal webpages. <ul style="list-style-type: none"> The skills required in the two areas are the same
3	Databases	Nothing changed	<ul style="list-style-type: none"> Database content is relevant to a senior 4 learner
4	Elementary Computer Programming	Removed from s4 class and substituted with spreadsheet and web designing Topics from S3	<ul style="list-style-type: none"> The topic is too wide and not so relevant to s4 learners
5	Trends In Computing	<ul style="list-style-type: none"> Number of periods reduced from 21 to 15 Computers and Society as a subtopic removed Systems Analysis as a subtopic removed 	<ul style="list-style-type: none"> Some subtopics which are not so relevant have been removed and these include Computers and Society and Systems Analysis. The content of this subtopic has relationship with content of introductions to computers subtopic Computers Today of S1. This subtopic is not so relevant at this level

METAL WORK

DURATION: 1 HOUR

Overview:

Metalwork provides learners with knowledge on engineering materials, tools, equipment and the different metalworking and production methods. This Abridged metalwork curriculum has been developed as a remedy for the interruption in learning caused by the COVID-19 pandemic. It is intended to make the content clearer to the teacher by guiding on the scope, depth and sequence in order to promote effective teaching and learning process.

Session Outcomes:

The participant:

- Identifies the main concepts to be taught in the abridged metalwork curriculum
- Explains the justification for integrating the different concepts of the abridged metalwork curriculum
- Demonstrates the appropriate practical approaches to teaching the integrated concepts of the abridged metalwork curriculum
- Demonstrates how a conducive learning environment would be created for effective implementation of the abridged metalwork curriculum

METHODS:

- Plenary discussion
- Group work
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share
- Gallery walk

PROOF OF LEARNING: Participants demonstrate knowledge of the justification for critical changes made in the abridged Metalwork curriculum.

FACILITATOR'S NOTES:

The table below shows the key changes made and the justification for the changes in Metalwork curriculum.

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 3	
1	Topics on joining metals, machine tools and forge work are to be taught in term 1	The concepts can be taught in the available time.
	Topics on materials and Threads and thread cutting are to be handled in term 2	The concepts can be taught in the available time.
	Heat treatment of plain carbon steels to be handled in term 3	The concepts can be taught in the available time.
	Senior 4	
1	Senior three topics on joining metals and machine tools were added to the senior four topics directly.	The time was seen to be still sufficient even with adjustments on the duration for each topic. Therefore no topic was removed or merged at this level.
	Senior 6	
1	Foundry work of second term is merged with foundry work of term three.	Similar concepts and content

WOOD WORK

DURATION: 1 HOUR

Overview:

Woodwork provides learners with knowledge on selection and use of building materials and skills on the different building practices as applied in the construction industry. This Abridged Woodwork curriculum has been developed as a remedy for the interruption in learning caused by the COVID-19 pandemic. It is intended to make the content clearer to the teacher by guiding on the scope, depth and sequence in order to promote effective teaching and learning process.

Session Outcomes:

The participant:

- Identifies the main concepts to be taught in the abridged woodwork curriculum
- Identifies the concepts that were integrated in the abridged woodwork curriculum
- Explains the justification for integrating the different concepts of the abridged woodwork curriculum
- Demonstrates the appropriate practical approaches to teaching the integrated concepts of the abridged woodwork curriculum
- Demonstrates how a conducive learning environment would be created for effective implementation of the abridged woodwork curriculum

METHODS:

- Plenary discussion
- Group work
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share
- Gallery walk

PROOF OF LEARNING: Participants demonstrate knowledge of the justification for critical changes made in the abridged Metalwork curriculum.

FACILITATOR'S NOTES:

The table below shows the key changes made and the justification for the changes in the Woodwork curriculum.

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 3	
1	The sub-topic 'doors in buildings' and 'cabinet door construction & fitting' have been merged	They carry the same concept which is simply used in different situations.
	The sub topic 'securing table tops' has been removed.	The teacher can teach this concept in the practical construction of the occasional table term 2
2	Sub topic 'problem solving' has been removed	This concept can be taught during the practical sessions of tea tray, occasional table ,etc.
	Senior 4	
1	The topic manufactured boards have been omitted	The available time has been dedicated to topics that support each other in the practical context.
	The circular saw machine and surface planer machine have been omitted.	The teacher can use what has been retained to shade a picture about other wood working machines to the learner.
	The pillar drill machine has been omitted	The hand drill can be representative
2	The senior three sub-topics of basic drawing techniques, basic elements of design, and	The teacher can use the topics that have been retained to indirectly impart these skills to the learners

	problem solving have been omitted	
3	The topic 2 project has been omitted	The available time is just enough for the learner to catch up with what was missed in their form 3, but can be used by the teacher to capture what they would achieve through project
	Senior 6	
1	Omitted the topic timber technology	Knowledge and skills in timber technology are basic and can be assumed known by the learners from their o level experience
	Omitted the topic timber mechanics	Skills and knowledge in this chapter can be integrated in the topic of 'use of timber in construction and buildings' and 'finishes'
	Omitted the topic door and window construction	Skills and knowledge in this chapter can be integrated in the topic of 'use of timber in construction and buildings' and 'finishes'
	Omitted the topic roofs and stairs	Skills and knowledge in this chapter can be integrated in the topic of 'use of timber in construction and buildings' and 'finishes'
2	In the topic design theory, the sub topic design elements and	These can be integrated in the sub topic design process

	design principles has been omitted	
	In the topic design and drawing, the sub topic design task 3 has been omitted.	If the design tasks 1 and 2 can be carried out thoroughly, the skills and knowledge in task 3 can be easy. The teacher can help bring them to learners' attention.
3	In topic car case construction, sub topics 2 bed side cabinet have been omitted	If sub topic 1 jewel box can be extensive, with teacher's guidance, it can cater for sub topic 2 bed side cabinet.
	The topic frame construction has been omitted	Knowledge and skills in the topic can be well catered for in the topic of car case construction by integrating related concepts.
	In the topic projects sub topic project 1, and sub topic project 2 have been omitted.	The teacher will guide the learner to develop a project that is inclusive, and can fill the gaps for project 2 and 3

TECHNOLOGY AND DESIGN

DURATION: 1 HOUR

Overview:

Technology and Design provides learners with knowledge and skills of design and making of different engineering articles, through innovative approaches employed in the manufacturing industry, by manipulating locally available materials in the community. This Abridged Technology and Design curriculum has been developed as a remedy for the interruption in learning caused by the COVID-19 pandemic. It is intended to make the content clearer to the teacher

by guiding on the scope, depth and sequence in order to promote effective teaching and learning process.

Session Outcomes:

The participant:

- Identifies the main concepts to be taught in the abridged Technology and Design curriculum
- Identifies the concepts that were integrated in the abridged Technology and Design curriculum
- Explains the justification for integrating the different concepts of the abridged Technology and Design curriculum
- Demonstrates the appropriate practical approaches to teaching the integrated concepts of the abridged Technology and Design curriculum
- Demonstrates how a conducive learning environment would be created for effective implementation of the abridged Technology and Design curriculum

METHODS:

- Plenary discussion
- Group work
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share
- Gallery walk

PROOF OF LEARNING: Participants demonstrate knowledge of the justification for critical changes made in the abridged Technology and Design curriculum.

FACILITATOR'S NOTES:

The table below shows the key changes made and the justification for the changes in the Technology and Design curriculum.

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 2	
1	Topic 7 and topic 15 in the syllabus book have been merged	The concepts are the same.
	Topic 8 and topic 16 in the syllabus book have also been merged	The concepts are the same.

TECHNICAL DRAWING

DURATION: 1 HOUR

Overview:

Technical Drawing provides learners with knowledge and skills of representing different engineering structures by applying standard design principles. This Abridged Technical Drawing curriculum has been developed as a remedy for the learning caused by the COVID-19 pandemic. It is intended to make the content clearer to the teacher by guiding on the scope, depth and sequence in order to promote effective teaching and learning process.

Session Outcomes:

The participant:

- Identifies the main concepts to be taught in the abridged Technical Drawing curriculum
- Identifies the concepts that were integrated in the abridged Technical Drawing curriculum
- Explains the justification for integrating the different concepts of the abridged Technical Drawing curriculum
- Demonstrates the appropriate practical approaches to teaching the integrated concepts of the abridged Technical Drawing curriculum

- Demonstrates how a conducive learning environment would be created for effective implementation of the abridged Technical Drawing curriculum

METHODS:

- Plenary discussion
- Group work
- Buzz
- Brainstorming
- Demonstration
- Think-pair-share
- Gallery walk

PROOF OF LEARNING: Participants demonstrate knowledge of the justification for critical changes made in the abridged Technical Drawing curriculum.

FACILITATOR'S NOTES:

The table below shows the key changes made and the justification for the changes in the Technical Drawing curriculum.

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 3	
1	Only geometry to be taught in term one and term two. <ul style="list-style-type: none"> • Building and mechanical options to be introduced in term three 	Learner development not ready to take on the options because the basics for their teaching is not yet covered by term one and two.
	Senior 4	
1	Topic cross sectioning has been removed.	Concepts are to be covered under orthographic projection
	Conic sections is omitted	Content was covered in senior two

	Topics lines in space and auxiliary projection are removed.	Concepts are covered under orthographic projection and surface development
2	Sub topic of paper layout is removed	The concept is covered in geometrical drawing
	The topic working drawing is maintained but the emphasis is to be put only on: <ul style="list-style-type: none"> • Ground plan • Front elevation • End elevation • Cross section • Pictorial drawing 	The rear elevation concept is the same as that of the front elevation.
	Topic wallings is restricted to bonding and the following bonds are to be taught: <ul style="list-style-type: none"> • Header bond • Stretcher bond 	Other types of bonds are an extension of the handled bonds.
	Topics foundations and floors are omitted.	Content is covered when drawing the cross section.
	Senior 6	
1	Topic loci maintained but content below was removed <ul style="list-style-type: none"> • Trochoids, • two start thread, • three start thread, • logarithmic spiral 	To reduce the burden on the side of the learner.
	Content in topic geometrical solids reduced.	<ul style="list-style-type: none"> • To appropriately manage time.

	<ul style="list-style-type: none"> • Surface development now comes as a topic. • 1st auxiliary is dealt with under auxiliary projection. • Oblique projection was removed. • Intersection of solids is now a topic. 	<ul style="list-style-type: none"> • Oblique projection was handled in the introduction.
	<p>Topic cams.</p> <ul style="list-style-type: none"> • Flat and Radial arm followers removed 	The concepts of the two are handled in the point and roller followers.
	Topic further surface development has been changed to surface development.	The concepts are the same
	<p>Topic interpenetration to cover only the basic concepts Intersection only when solids are perpendicular to each other</p> <ul style="list-style-type: none"> • Cylinder to cylinder • Cylinder to cone • Cylinder to prism • Cone to prism 	The concept of interpenetration can be covered without the other conditions.
	<p>Topic Lines in space has been reduced.</p> <ul style="list-style-type: none"> • Projection of solids cut by the oblique plane has been removed. 	Concept is covered in the retained content
2	Topic residential buildings is strictly maintained at bungalow.	Other shapes of plans are an extension of both rectangle and L-shapes.

	<ul style="list-style-type: none"> The shapes to be taught are rectangular and l-shapes 	
	<p>Topic walls includes bonding and it's to cover only;</p> <ul style="list-style-type: none"> stretcher, header, Flemish and English ½ and 1 brick thick walls The junction is strictly L-shape 	<p>The concept of 1 ½ thick brick wall is an extension of both the 1 and ½ thick concept.</p>
3	<p>In topic power transmission system, the following have been removed;</p> <ul style="list-style-type: none"> Chains Pressure transmission joints and packings 	<ul style="list-style-type: none"> The concept for chains is similar to belts which is included.
4	<p>Iron mongery, doors and windows are merged in wall openings</p>	<p>Content of wall openings considers barriers to openings and these are the windows and doors yet iron monger are components of these barriers</p>
	<p>Walling materials are merged with walls</p>	<p>These materials are taught under components of walls</p>
	<p>Left out the topics of stairs, building finishes and fire place.</p>	<p>Stairs and building finishes can be taught in building drawing, fire place can be taught at an advanced stage.</p>

ECONOMICS

Duration: 1 Hour

Overview:

The abridged Economics has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the Advanced level of education.

Session Outcomes

The participants;

- Understand the general overview of Economics
- Understand the critical changes in the S6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Economics curriculum.

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share
- Question and answer
- Role play
- Narrate/signs stories
- Individual Research
- Demonstration

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Observation of learners during the learning activities, through observation of actions, talks, attitudes.
- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

S N	TOPIC	CRITICAL CHANGES	JUSTIFICATION
1	Production	<ul style="list-style-type: none"> • Economies of scale and diseconomies of scale. • Reasons for co-existence of small scale and large-scale firms. • Factors influencing location and localisation of firms. • Advantages and disadvantages of a monopoly firm. • Identify conditions necessary for price discrimination. 	<ul style="list-style-type: none"> • content overload • Refer to the topic of small scale industries vs large scale industries under Development of Agriculture and industry. • More relevant to entrepreneurs who establish industries and therefore can be foregone for now. • Monopoly is more disadvantageous than advantageous and with

		<ul style="list-style-type: none"> • long run profit maximization under of oligopoly firms. 	<p>limited application in Uganda.</p> <ul style="list-style-type: none"> • Conditions are implied within sources of monopoly and thus the teacher can make reference. • Limited variation with short run situation and thus the teacher can simply talk about it.
2	National income	<ul style="list-style-type: none"> • Measurement of national income over time and between countries. • Adjustments in national income • Concepts of aggregate demand and aggregate supply (inflationary and deflationary gaps). • Explain the arguments for and against income inequality. • Challenges of computing consumer price indices. 	<ul style="list-style-type: none"> • Implied in the determinants of national income. • Implied in concepts related to national income • Implied under topic of inflation and related concepts and price theory. The teacher can make necessary reference. • arguments for and against income inequality are not relevant for growth. • The emphasis is on promoting computation

			making challenges irrelevant for now.
3	The structure of Uganda's economy	<ul style="list-style-type: none"> • Structure of agriculture and its implications. • Structure of industry and its effects on the economy. • Structure of subsistence and monetary sectors and the need to reduce the subsistence sector • Implications of a large subsistence sector to the economy. • Role of the government in the development of an economy. 	<ul style="list-style-type: none"> • To be handled under the topic of development of agriculture and industry. • The structure of subsistence and monetary sectors and the need to reduce the subsistence sector will be handled under production in-- the sub topic of subsistence production vs commercial production . • Implied in the advantages and disadvantages of subsistence production handled in the topic of production. • Make reference while handling public sector.
4	Economic growth, Development, planning and Choice of	<ul style="list-style-type: none"> • Factors that determine economic growth. • Factors for economic development. • Explain the limitations of 	<ul style="list-style-type: none"> • Refer to determinants of national income. • Refer to factors that determine economic growth. • limitations of Rostow's growth stages to Uganda

	development strategy	<p>Rostow's growth stages to Uganda.</p> <ul style="list-style-type: none"> • Application of Rostow's growth stages to his/her country. • Advantages and disadvantages of Rostow's growth theory. • Balanced growth theory. • Limitations of unbalanced growth theory. • Apply the Big-push growth theory to Uganda. • Characteristics of the poor. • Effects of poverty to an economy. • Vicious cycle of poverty. • Causes of poverty. • Effects of poverty to an economy. • Government programmes to fight poverty. 	<p>and their application is content overload.</p> <ul style="list-style-type: none"> • Content overload • Balanced growth theory is not applicable in Uganda at the moment and thus it's for only knowledge purposes which learners can obtain later in their educational path. • Emphasis is on promoting unbalanced growth theory. • Content overload. • These characteristics are observable and are implied in knowledge. • Poverty can be related to while handling underdevelopment. • Implied under causes of poverty. • Vicious cycle of poverty can be referred to under causes of under development. • Explain the causes of poverty
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			<ul style="list-style-type: none"> Government programmes to fight poverty are implied in measures to overcome underdevelopment.
		<ul style="list-style-type: none"> Indicate the interdependence between agriculture and industry. The most appropriate technique of production for Uganda. Role of foreign aid in the development process alternative sources of funds for development. Role of Infrastructure in the Development Process. The Role of Education in the Economic Development Process. Resource Endowment and Economic Development 	<ul style="list-style-type: none"> Handle under appropriate technology. Handle under agriculture and industry Look at it under advantages of Aid. Implied under taxation handled in the topic of public finance. Talk about it under measures to minimize poverty or underdevelopment.

	<p>Development of agriculture and industry</p>	<ul style="list-style-type: none"> • Explain the role of cooperatives in the development of agriculture. • Distinguish between small- scale production and large- scale production. • Identify the type of technology to be used in the modernisation of agriculture. • Distinguish between intensive and extensive production, diversification and specialisation. • Explain the objectives, achievements and limitations of Plan for the Modernisation of Agriculture in Uganda. • Local resource based. • Explain the role of institutions in the 	<ul style="list-style-type: none"> • Cooperatives are no longer actively functional in Uganda save for SACCOs that were handled under money and banking. • Small- scale production and large- scale production are implied in subsistence vs commercial production handled in the topic of production. • Content overload. • Plan for the Modernisation of Agriculture is at policy level and learners can research about it independently for knowledge purposes. • Content overload. • Content overload. • role of institutions in the promotion of industrial development can be researched on by learners for knowledge purposes
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		promotion of industrial development	
6	Population, labour and unemployment	<ul style="list-style-type: none"> • Explain the factors that impact on population (such as HIV/AIDS). • under population. • a declining, and an ageing population. • discuss the consequences of rapid population growth to an economy. • Demographic transitional theory. • Failures of trade unions in Uganda. • Explain labour relations and dispute resolution mechanisms, including labour rights and conventions, within the context of Uganda's labour market for example child labour. 	<ul style="list-style-type: none"> • This content is covered in geography and within population growth rate. • Concentration should be on high population which is evidenced in Uganda's context. • Rapid population growth to an economy lacks applicability to Uganda. • Demographic transitional theory makes no economic sense. • Emphasis should be on the success of trade unions and not their failure. • Learners can be encouraged within their free time to research about labour relations and dispute resolution mechanisms for knowledge purposes. • Piece and time rate methods of wage payment can be researched on

		<ul style="list-style-type: none"> • Differentiate the methods of wage payment. • Discuss the merits and demerits of each method of wage payment. 	independently and are partially handled within forms of wage determination.
	Employment and unemployment	<ul style="list-style-type: none"> • Describe the composition of a country's labour force. • Describe the nature of unemployment. 	<ul style="list-style-type: none"> • Refer to the subtopic of Labour where it was handled • Content overload.
7	Money, banking and inflation	<p>Barter trade</p> <ul style="list-style-type: none"> • Describe the evolution of money. • Differentiate the types of money. • Relate money supply, price level and output in the quantity theory of money. • Explain the relationship between internal and external value of money and its determinants. • Justify the role of the Central bank in the economy. • Evaluate the performance of the monetary sector in Uganda. 	<ul style="list-style-type: none"> • Barter trade is no longer applicable making it irrelevant. • Implied and can be simply brainstormed in class for knowledge purposes. • Fisher's equation of exchange covers it. • Content overload • Captured within functions of the central bank. • Content overload. • Implied in the functions of commercial banks. • Learners can do own research on foreign commercial banks. • It's not relevant to a learner as it's more on the bank and not the learner or customer.

		<ul style="list-style-type: none"> • Explain the role of commercial banks in economic development. • Identify the role played by foreign commercial banks in economic development of a country. • Describe how commercial banks reconcile profitability, liquidity and security. • Discuss the challenges faced by commercial banks in Uganda. • Identify the challenges faced by specialised financial institutions in Uganda. 	<p>Also can be summarized under credit creation</p> <ul style="list-style-type: none"> • Not so relevant to a learner but bank management • Emphasis should be on promoting these institutions.
	Inflation	<ul style="list-style-type: none"> • Differentiate types of inflation according to cause. • Relate unemployment and inflation (stagflation). establish the trend of inflation in Uganda. 	<ul style="list-style-type: none"> • The types according to causes can be traced in the general causes of inflation. • The relationship between unemployment and inflation can be traced in the core topics of the two concepts.
8	Public finance and fiscal policy	<ul style="list-style-type: none"> • Classify taxes according to value of commodity, proportion of income and incidence of tax 	<ul style="list-style-type: none"> • More applicable at university. • Learners can trace the origin through independent research.

		<ul style="list-style-type: none"> Identify the tax reforms in Uganda since 1991. 	
9	International trade	<ul style="list-style-type: none"> Explain balance of payments equilibrium, causes and consequences of balance of payments disequilibrium on domestic economy. Principle of absolute advantage and its applicability. Explain devaluation and other related concepts of devaluation. 	<ul style="list-style-type: none"> Reference can be made to the contextualized content on Uganda that was maintained. Principle of absolute advantage lacks applicability. Devaluation as a policy is rarely adopted in Uganda and can be explored at the university level.
10	Economic development planning	<ul style="list-style-type: none"> hierarchy of planning in the country. evaluate the current development plans in Uganda such as Plan for Modernisation of Agriculture (PMA) and Poverty Eradication Action plan (PEAP). 	<ul style="list-style-type: none"> Content overload. Removed but learners should be encouraged to research about PMA and PEAP,
11	Public and private sector	All content	The two are implied under economic systems covered in the topic of introduction to Economics.

ACCOUNTS

Duration: 1 Hour

Overview:

The abridged Principles of Accounts has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education as one of the optional subjects.

Session Outcomes

The participants;

- Understand the general overview of Principles of Accounts
- Understand the critical changes in the S.2 and S.3 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Economics curriculum.

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share
- Question and answer
- Role play
- Narrate/signs stories

- Individual Research
- Demonstration

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Observation of learners during the learning activities, through observation of actions, talks, attitudes.
- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

A MATRIX OF CRITICAL CHANGES AND JUSTIFICATION

TOPICS	CRITICAL CHANGES (AREAS DROPPED)	JUSTIFICATION (REASONS WHY DROPPED)
BOOKS OF ORIGINAL ENTRY	Journal Proper has been dropped.	<ul style="list-style-type: none"> • Because it gives related details like the ledger accounts
END OF YEAR ADJUSTMENTS	Provisions for discounts received and allowed	<ul style="list-style-type: none"> • Because businesses rarely make provision for discounts, and they are not commonly examined.
BALANCE SHEET	Effects of transactions on the balance sheet.	<ul style="list-style-type: none"> • This is covered under the preparation of a balance sheet.
FINAL ACCOUNTS	Interpretation of financial statements.	<ul style="list-style-type: none"> • Because most business owners do not make interpretations.

ENTREPRENEURSHIP EDUCATION

Duration: 1 Hour

Overview:

The abridged Entrepreneurship Education has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. The learners to be taught using this curriculum are special in a way that some had barely reported to school when the pandemic escalated thus the closure. Much as Home learning materials were developed by National Curriculum Development Centre, some may not have used them effectively.

Critical content has been picked to be taught in the available time. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education as one of the optional subjects.

Session Outcomes

The participants;

- Understand the general overview of Entrepreneurship Education
- Understand the critical changes in the S.2, S.3, S.4 and s.6 curriculum and justification
- Understand the methodology and instructional materials for teaching the abridged Entrepreneurship Education.

Methods

- Plenary presentation
- Group work discussion
- Brainstorming
- Gallery walk
- Demonstration
- Think-pair share
- Field trips
- Question and answer
- Role play
- Narrate/signs stories

- Individual Research
- Demonstration

Proof of learning

Assess participants to find out if the session outcomes have been achieved through:

- Observation of learners during the learning activities, through observation of actions, talks, attitudes.
- Questioning techniques.
- Summarising in few lines what they have learnt from the session.
- Talking about what they have learnt from the session.

Facilitator's Notes

The critical changes are highlighted in the tables below:

ENTREPRENEURSHIP JUSTIFICATION TABLE FOR S.2.

TOPIC	CRITICAL CHANGES	JUSTIFICATION
Topic 3: Business ideas and business opportunities	Subtopic 3 : Market survey has been removed	This has been transferred to be taught under the Topic of Marketing in Small and Medium Enterprises for enabling logical flow of the sub topics under marketing.
Topic 4: Business start-up process	Subtopic 4.3 – Savings and Investment has been removed	Savings can be covered under sources of business finance while investment is implied as the final step / stage in the process of starting a business / commencing business operations.
	Sub topic 4.4 – Location of the	This can be covered under sub topic 4.1. Steps in starting a business. The factors

	business has been removed.	for locating a business can be discussed first by the teacher before he or she goes to the steps followed to start a business.
Topic 5: Introduction to Government Revenue:	This Topic has been removed and merged with Taxation	This is aimed at ensuring logical flow of content, since one of the sources of government revenue is taxation. It will also minimize content overlap.

TOPIC 6:	CRITICAL CHANGES	JUSTIFICATION
Legal forms of business ownership	Subtopic 6.3: Cooperatives in Uganda: This has been removed. Subtopic 6.4: The savings credit and Cooperative societies (SACCOS): This has been removed	Cooperatives have already been covered under the legal forms of business ownership. This subtopic will be covered under Topic 9: Money and financial institutions
Topic 7: Production in Business	Subtopic 7.1 – Human wants Sub topic 7.4: Raw materials for production and	This subtopic has been merged with factors of production, it can be given as back ground information / Introduction for the subtopic of factors of production by the teacher. The teacher should make learners aware that it is the human wants or needs in our communities call for production of goods and services.

	<p>Subtopic 7.5: Machinery Equipment and tools used in production will be taught under the Topic of production in business. The production plan under the Subtopic 7.2. Factors of production</p>	<p>These will be merged with the introduction of production and explained as inputs in the production process.</p> <p>This will be covered under business planning in senior three term one.</p>
<p>Topic 8: Marketing in Small and Medium Business Enterprise (SME's)</p>	<p>Subtopic 8.2: Market Research Subtopic 8.4: Advertising and Sales promotion These will be covered under ways of promoting different products.</p>	<p>These are one of the ways of Promoting different products in a business and so can be merged under one heading.</p>
<p>Topic 9: Money and financial Institutions</p>	<p>Subtopic 9.3 the central bank and Subtopic 9.4 Commercial banks. The central bank, functions of the central bank, commercial banks and their roles in business, these</p>	<p>They are all under banking</p> <p>They were transferred from the topic of legal forms of business ownership (cooperatives) and can also be taught under microfinance institutions.</p>

	have been merged under one title Subtopic 9.5: Micro finance institutions. Sacco's will be taught under this subtopic. Subtopic 9.6: Electronic banking has been removed	This is taught under the topic of Technology and business
Topic 10: Introduction to Government Revenue and Taxation	These Topics have been merged	They are related to each other since one of the sources of government is Taxation.

SENIOR THREE

ENTREPRENEURSHIP JUSTIFICATION TABLE FOR SENIOR THREE

SN	CRITICAL CHANGES	JUSTIFICATION
1	TOPIC : BUSINESS START - UP PROCESS	<ul style="list-style-type: none"> - The importance of each step of starting business has been eliminated because it is not important to the learners.
2	TOPIC: MARKETING MANAGEMENT	<ul style="list-style-type: none"> - Differences between marketing and selling have eliminated because it is not so applicable. - Personal selling has been eliminated because it is not commonly used by most business people.

		<ul style="list-style-type: none"> - Market research is eliminated as an independent sub-topic; it will be covered under methods of sales promotion. - Advertising to cover advantages and disadvantages, and factors considered when selecting the media of advertising.
3	TOPIC: PRODUCTION MANAGEMENT	<ul style="list-style-type: none"> - Selection of employees to be used in the production process will be covered under personnel management. - Utilities and expenses under production to be looked at in the final accounts under the profit and loss account.
4	TOPIC: PERSONNEL MANAGEMENT	<ul style="list-style-type: none"> - Family involvement in business activities to be covered under the advantages of sole trade business. - Operational and administrative expenses to be looked at in the final accounts under the profit and loss account.
4	TOPIC: FINANCIAL PLANNING IN BUSINESS	<ul style="list-style-type: none"> - The topic has been merged with book keeping to be covered in the final accounts and the balance sheet because it covering the same type of information.

SENIOR FOUR

TOPIC	CRITICAL CHANGES	JUSTIFICATION
1. Book – keeping and Accounting.	<ul style="list-style-type: none"> - Methods of book keeping and recording business transactions in the books of accounts are merged with preparation of Books of Accounts. 	They are handled better with examples by preparing Books of Accounts.

	-double entry principle in recording business transactions is merged with the ledger.	Merged with the ledger because posting information from subsidiary books to the ledger follows the principle of double entry.
	Journal proper and correction of errors were left out	Emphasis is put on a learner being able to record cash and credit transactions that take place in business. Correction of errors is handled at an advanced level.
	interpretation of financial statements using financial ratios has been eliminated	Interpretation of financial ratios is beyond the level and is covered at Advanced level.
2. Raising long term business Finance through Capital markets.	Merged with capital markets.	It is merged with Capital markets because it well understood when handling Capital Markets.
3. Corporate Governance	Corporate Actions are eliminated.	They are covered when handling joint Stock Companies under legal forms of businesses.
3. Insurance in business	Risks in insurance have been merged with insurance policies.	Insurance policies are undertaken against business risks. Therefore risks are covered when handling insurance policies.

	Differences between insurable and non-insurable risks	Merged with terminologies used in insurance.
4. Business Laws and taxes in Uganda	Computation of Rental income tax was left out and only maintained PAYE and VAT Computations.	PAYE and VAT are maintained because the Senior four leaver may be employed or even employ others, hence will be required to pay employment income tax(PAYE) , and buys goods on which VAT is levied and may be involved in business hence required to pay VAT. Rental income tax is not very relevant to a senior four leaver.
5. Business Communication Skills.	Effective communication techniques when handling customers, suppliers and employees	Effective communication techniques when handling customers are covered under marketing management
	Some communication documents in business are eliminated.	Some communication documents such as proforma invoice, purchase order, Goods received note and receipts are covered under source documents.

SENIOR SIX

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topic 3. Social Entrepreneurship.	<ul style="list-style-type: none"> • They are removed because they have limited skills added to the learner. • The topic has been dropped because it is looking at Non Profit Oriented Entrepreneurs which may not motivate learners to engage in business yet the subject is promoting the culture of investment.
2	Topic 6. Small and Medium Enterprises (SMEs)	<ul style="list-style-type: none"> • On the sub area of ‘factors that lead to business success’ in SMEs, its upon which the girl child and women are encouraged to participate in different business ventures and ensure that they operate them successfully. • The topic is dropped because the choice of the size of the business is determined by the amount of capital and ambitions of the owner of the business among others other than academic knowledge
3	Topic 7. Gender and Entrepreneurship	<ul style="list-style-type: none"> • This sub-topic is under Human Resource Management/Managing Personnel.
4	Topic 15. Business Competition	<ul style="list-style-type: none"> • The topic has been dropped because similar information is handled under production and marketing management
4	Topic 16. Capital Markets	<ul style="list-style-type: none"> • The Capital Market operations in Uganda are slightly silent and very few businesses in Uganda are raising capital through the Stock Exchange Market.

Assessment versus Examination

Assessment and examinations serve different functions. Assessments aim at to gathering information on what learners know, understand, and can do in a bid to improve performance. Examinations on the other side are used to certify or select learners in a given grade or age for further schooling, training or work. National examinations are usually set to determine learners' ability to progress further in their education. NCDC recommends that the learners instructed using the abridged curriculum are only assessed rather than examined. In this regard, there will be no examinations during the instruction process of the abridged curriculum apart from the learners who will be sitting their end of cycle examinations.

The critical ways of conducting assessment:

a. Diagnostic assessment

NCDC recommends that the first two weeks of school opening should be remediation weeks. The weeks will be used to correct learning problems that resulted from the long stay out of school that is projected to come with many learning difficulties. Remediation involves removing learning distortions that have crept into the understanding of concepts in a subject of learning. The purpose of this remediation week is to bring all learners at a similar footing before progression to new content is done. Emphasis during the remediation week will be put on awakening learning regarding key competences from the work that learners did at school before school closures, during the Covid 19 lockdown in March 2020 and during the 2021 lockdown

Teachers will therefore conduct diagnostic assessments during the two remediation weeks to establish the level at which learners are as far as the syllabus is concerned. This assessment will help teachers to plan the teaching learning process efficiently and effectively. They will also be able to focus on

that category of learners that may need additional support. It will further provide the teacher with a baseline against which to assess learning.

b. Assessment for learning:

Assessment for Learning is formative in nature as it happens during the learning process. Learners are exposed to what they are supposed to learn, what is expected of them and are given feedback and advice on how to improve their work. Teachers are encouraged to carry out assessment for learning to motivate learners to commit to their tasks. When learners view assessment as geared towards their own learning, they focus on achieving learning which in the long run determine their success.

c. Assessment of learning:

Assessment of learning is summative in nature usually done at the end of the learning process. It is carried out to provide evidence of achievement of learning to important stakeholders such as parents, guardians, and the students themselves. Data from the assessment of learning exercises are usually for public consumption rather than for internal classroom use as results are used to inform how students are learning.

NCDC recommends the use of properly set summative assessment exercises that will be administered at the end of every topic. Teachers will design and administer a summative Assessment exercise drawn from key competences at the end of each topic. A percentage mark for every learner will be recorded for every end of topic assessment exercise. And at the end of the term, an average of all summative assessment marks will be computed and recorded at the end of term report form. For the case of senior two, the use of Activities of integration and assessment grids as suggested in the learners' textbooks and teachers' guides is so pertinent.

d. Assessment as learning:

Assessment as Learning is geared towards enabling learners to learn about themselves and how they learn. It helps learners to reflect on their own work on a regular basis, usually through self and peer-assessment. It helps learners to devise means of how to improve performance as their own initiative. In other words, assessment as learning is intended to help learners to take more responsibility for their own learning. The teacher's role is to promote independent learners by teaching the skills of self-assessment, helping learners in setting their own goals, and monitoring their own progress. The teacher is encouraged to work closely with learners to develop clear goals and practices that promote quality work.

General Guidance to Assessing the Abridged Curriculum

- 1) Teachers will carry out end of **TOPIC** (S3, S4 and S6) exercises that will be recorded as a percentage mark on the Class Record Sheet (**CRS**). These will be submitted to the office of the Director of Studies/Deputy Head teacher in charge of Academics. The teacher is encouraged to keep a copy. For the case of senior two, learners who are following the competence based learning, teachers are advised to follow the assessment modalities they were trained in regard to the use of the activities of integration at the end of every chapter and assessment grids. These can be found in the learners' textbooks and teachers' guides.
- 2) At the end of the year, an average mark will be calculated out of all the end of topic exercises. This will be computed as the final mark and will be the base for promotion to another class in 2023. For the case of senior two, the use of averages does not apply as every competency is reported independently.
- 3) However, for the sake of feedback to the parents, an end of term report will be developed basing on the topics learnt in the term. These will be copied straight from the Class Record Sheet (**CRS**).

- 4) In case of larger classes, the teacher is encouraged to assess fewer learners at a time until the whole class is assessed. Teachers can also categorise learners in smaller groups for assessment purposes.
- 5) Every single learner will be assessed individually and an individual mark will be generated for each topic completed, these marks will be the basis for the end of year promotional decision.
- 6) Learners with special educational needs should be given particular attention when teaching and assessing, using the modes guided in the respective subject syllabuses.
- 7) **The marks will be used as an alternative to the end of term and end of year examination system** that has been used in the normal school system.

NOTE: Schools will *NOT* administer any form of examination such as beginning of term (BOT), mid-term (MOT) and end of term (EOT) examinations because this will deprive the learners of the limited time available to learn the content given in the abridged curriculum.

Assessment Record Management

Learners' records have to be appropriately and neatly kept so that they are easily retrievable over a long period of time. To avoid scores from being misplaced, the use of record sheet, cards or counter books is proposed. The following responsibilities are designated for the head teachers, class/subject teachers.

- 1) The Subject/class teachers will carry out the assessment at class level, record the scores after every topic and make the average score at the end of year. He/she will then hand over the records to the head teacher.
- 2) The Head teachers will be the overall manager of the assessment exercise. They are charged with the supervision of the entire exercise on a regular basis. They will keep a copy of assessment scores in the office after the final marks have been generated.

Recommended Assessment Tools

NCDC recommends the use of two assessment tools as outlined below:

- 1) Class Progress Record (CPR)
- 2) End of term Report

(i) Class Record Sheet (CRS)

The Class Record Sheet should be prepared by the subject teacher or the class teacher either on papers or in a counter book. It will contain names of all learners in the class with each learner having an individual row where scores for every topic will be recorded. This sheet should have columns that correspond with the number of topics that a subject has in the whole year. So, after an assessment item is concluded for each topic, the marks are entered onto the class record sheet. At the end of the year, the total mark will be added and divided by the number of exercises to generate an average mark. An example of a Class Record Sheet is appended.

(ii) End of term report

While the class record sheet will be designed to capture the scores for the whole year, many parents demand for a record of performance at the end of every term. NCDC therefore recommends that an end of term report should be created out of the class record sheet and presented to the learners at the end of the term.

The end of term report will be prepared at the end of each term reflecting the assessment mark attained by the learner on topics that were completed during the course of the term. The assessment mark will be computed in percentages using the average scores as indicated on the Class Record Sheet (CRS).

Note:

- 1) The end of term report will be created just to update the parents on the progress of the learner but learners' promotion will be based exclusively of the Class Record Sheet for the whole year
- 2) Senior Four and Senior Six candidates will not have an end of term report in the third term as they will be sitting their end-of cycle – UCE/UACE Examinations

Appendix A: SAMPLE CLASS RECORD SHEET

CLASS RECORD SHEET															
Name of School:				Class: Senior Three						Year: 2022					
SN	Name of Pupil	Age	Sex	PERCENTAGE TOPICAL SCORE											
				1	2	3	4	5	6	7	8	9	10	Total	Average
1	Adong Betty		F												
2	Bagonza Isa		M												
3	Chesang Mary		F												
4	Dusabe Lisa		F												
5	Ezadri Musa		M												
6	Lokut Jonathan		M												
7	Mutebi Peter		M												
8	Nairuba Zam		F												
9	Onyango Tom		M												
10	Tayebwa Tina		F												

Appendix B: TEACHING AND LEARNING LANGUAGES IN THE ABRIDGED CONTEXT

1.0 Introduction

The Ugandan secondary school curriculum offers opportunity for study of different languages and literature at both 'O' and 'A' Levels. There are four categories of languages: English Language (official language and medium of instruction), Kiswahili (second official language), Local Languages and Foreign Languages. The local languages taught in secondary schools in Uganda include Ateso, Dhopadhola, Lugbarati, Lumasaaba, Lusoga, Luganda, Runyankore-Rukiga, Runyoro-Rutooro, Lebacoli and Leblango while Foreign Languages comprise German, French, Chinese, Latin and Arabic. All the above languages, including English and Kiswahili apart from Chinese, have Literature papers examined through set books.

The COVID-19 pandemic has caused unprecedented challenges to the education sector in Uganda. As a response to these challenges, the Ministry of Education and Sports through the National Curriculum Development Centre has developed **abridged curricula** bringing together critical content that learners need to learn. It involves careful selection of content areas for two years which will then be condensed and learnt in one year from different subjects. However, while content for other subjects have been abridged, the languages besides English language, were not abridged. The purpose of this paper is to provide guidance to teachers on how to cover content for the two years in the context of limited time without comprising quality of learning.

2.0 Why most languages were not abridged

Content arrangement and coverage for English language was condensed because it occupies a large part of the school timetable (six periods per week). Leaving English language unabridged would require twelve periods per week, which time is not available in the context of abridged curriculum. The remaining languages – Kiswahili, Local Languages Ateso, Dhopadhola,

Lugbarati, Lumasaaba, Lusoga, Luganda, Runyankore-Rukiga, Runyoro-Rutooro, Lebacoli and Leblango, German, French, Chinese, Latin and Arabic have not been abridged for two reasons. First, each of these languages occupies limited time in the timetable, varying between two to three periods per week. This time is recoverable. Secondly, acquisition of concepts in languages follow a systematic pattern that cannot be handled or taught haphazardly. Literature syllabuses for all the above subjects have also not been abridged for both 'O' and 'A' Levels, including Literature in English for 'A' Level. It was observed that it is hard to abridge prescribed set books for these languages. Elements of literature such as plot, themes, characters and characterization and language use cannot be abridged since they are already captured within each set book. It is also a practice that schools identify their own lists of prescribed set books to teach. As such, it is not feasible to abridge set books for each school.

3.0. Mitigation measures for unabridged languages' syllabuses

It is obvious that leaving the above subjects unabridged will present some challenges to the teachers and learners because schools will be operating within a limited time context. In order to deal with this challenge, teachers need to understand two things: first, approaches to language teaching and learning; and secondly, how the language syllabuses were designed. There are basically two approaches to language teaching and learning: the Direct Grammar Approach (DGA) and the Integrated Approach. In the Direct Grammar Approach, the teacher or facilitator focuses the learner's attention to knowledge of elements of language and grammar. The teacher guides the learner to know more rather than do more with language. It is time saving and suitable for accelerated learning or intervening in difficult circumstances with limited time like the COVID-19 period. In the DGA, more time is given to (re)productive skills (reading and writing) than receptive skills (listening and speaking).

The second language teaching and learning approach is the Thematic or Integrated approach. This is the widely accepted approach to language teaching and learning today. This approach structures language acquisition within domains, contexts or situations of everyday language use. These contexts include personal domain, public domain, education domain and occupational domain. It assumes that language is an applied science and it is not learned in space or vacuum. As such, there must be a context such as home/family (which is an example of a personal domain); marketplace, town/city square, hospital (which are examples of public domain); school, university (which are examples of educational domain); and banking, choosing careers, tourism, Music, Dance and Drama (which are examples of occupational domain). In this approach, language and grammar elements are acquired within certain contexts or themes that provide opportunities for language teaching and learning. Language and grammar are therefore contextualized. This approach promotes 'permanent' acquisition of concepts, self-discovery, learner-centredness and a balanced development of both productive and receptive skills. It however requires ample time (time-consuming) and suitable for normal or favourable learning situations.

Syllabuses for the above set of languages were designed using the integrated or thematic method for both the New Lower Secondary Curriculum (S1 and S2) and the old lower secondary curriculum (S3 and S4). In the context of abridged curricula driven by limited teaching/learning time, the teacher is advised to systematically scan through the syllabus themes and pick out language and grammar elements presented in each theme. After identifying the language and grammar elements, blend the DGA and Thematic method by **using fewer activities**. In this case, teachers are advised to improvise, design or deliberately choose multipurpose activities i.e. activities that can be used to teach or learn more than one concept simultaneously. For example, choose or create a passage that can be used to teach/acquire register (vocabulary) acquisition, comprehension as well as summary writing. The teacher is also encouraged to put together or collapse related concepts such as aspects of grammar (for

instance nouns/pronouns and functional writing) for easy acquisition of competences. Similarly, teachers should make use of learners' prior knowledge i.e. learning from the known to unknown. Language and grammar aspects are repeatedly acquired through the various academic levels with varying levels of emphasis. For that matter, prior knowledge should be utilized to save time.

For the case of Literature in Local Languages (for both 'O' and 'A' Levels), Fasihi (Kiswahili 'A' Level), Literature in English ('O' and 'A' Levels) and foreign languages ('A' Level), learners should devote more personal out-of-class time to cover the set books and teachers should continue to give guidance to learners during class time (face-to-face time). Where abridged versions of set books (novels, plays and anthologies) are available, teachers and learners are encouraged to use them appropriately.

4.0 Implications for not abridging languages' syllabi

It is expected that teachers will cover all elements of language and grammar as stipulated in those syllabuses that have not been abridged. Similarly, assessment for the unabridged subjects will follow the normal/standard syllabuses. This means that assessment will take into consideration all content areas spelt out in the syllabuses.





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*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

National Curriculum Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug