

ABRIDGED CURRICULUM
For
LEARNERS OF SENIOR 2, 3, 4, 6 (2022)

Teacher's Orientation Manual

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NCDC logo MoES logo

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA
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GENERAL INTRODUCTION TO THE MANUAL

Introduction

The World was hit by the pandemic of Covid-19 and since 2020 the Education system has been one of the most affected. Children and youth have missed out on substantial amounts of schooling due to the pandemic in many countries Uganda inclusive. Responding to the needs of these learners has led governments and agencies to provide more flexible forms of education such as "*online schooling, home-schooling, and Abridged Curriculum, among others*".

Uganda, like many countries, has had a big number of children and youth out of school since March 2020 due to the lockdown, which was aimed at overcoming the spread of the Covid-19 Pandemic. The Ministry of Education and Sports has embarked on introducing an Abridged Curriculum to bridge the gap that has been created in the education of learners for the past two years.

It is against this background that this manual is designed, to guide the orientation of teachers of Senior two, three, four and six on the Secondary School abridged curriculum for 2022. However, the incoming Senior one and Senior five learners of 2022, will follow the normal curriculum. The curriculum for the four classes has been abridged to ensure that key concepts in the different subject syllabi, are taught adequately so as to enable the learners to progress to the next classes. It should be noted that an abridged curriculum involves shortening by omission or by merging, content without sacrificing the logic of learning.

The abridging process (what changes / actions to the standard curriculum)

This Abridged Curriculum involves critical reduction of the concepts to be learned by transferring some concepts to related topics in higher classes, reducing time spent on tasks by reducing the activities to be done and or putting related concepts together such that they are handled concurrently. All this is intended to ensure that the learner learns the critical concepts that can enable them progress to the next classes where much more detail will be done.

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

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 organized training during each of the sessions. The most relevant materials include the orientation manual, syllabuses for all abridged subjects, the NCDC syllabuses for the subjects, textbooks used in the school system and the teachers' guides. Other 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 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:

a) 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 verbal form. It is important to allow other groups to critic the work of other groups in order to produce wide knowledge on all curriculum issues.

b) 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 should allow the members to critically engage with the displayed work and later summarises the session by drawing on key issues raised by the groups. Gallery walks are very handy in combating the constraint of time where group presentation may seem time-consuming. This method also allows participants to break the sitting routine when they stretch their muscles while walking around.

c) 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.

d) 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.

e) Buzz

Buzz refers to the exchange of ideas among more than two people within the plenary session. The facilitator allows 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.

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.

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.

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 an abridged curriculum 	In plenary, participants explain the purpose of an abridged curriculum.	Flip charts Markers Writing pads 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 remaining 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. Children join primary one class at a minimum age of six years and complete the primary school cycle at the minimum age of 12 (Gibbs, 2017). However, the Covid-19 pandemic in Uganda has disrupted the learning cycle and the entire school programme. School closures have led to time and learning loss, with more pronounced effects among low-income families. The children 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 children 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 a 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.

DAY 1

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 in multi-grade teaching/learning 	<ul style="list-style-type: none"> • In think-pair-share brainstorm on ways of grouping learners according to multi-grade teaching. 	Orientation manual Flip charts Markers Writing pads
20 mins 60 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 	Orientation manual Flip charts Markers Writing pads Pens

			teaching/learning strategy. <ul style="list-style-type: none"> • In subject groups demonstrate lessons showing how to use the different multi-grade teaching/learning strategy. 	
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.

DAY 1

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 	Participants: <ul style="list-style-type: none"> • In plenary list the categories and 	Orientation manual Flip charts Markers

		examples of 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-learning 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.

DAY 2: SUBJECT SPECIFIC GUIDANCE

ENGLISH LANGUAGE

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	Similar concepts in Grammar, vocabulary and register

	were merged with the topic :TRAVEL	
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>S2 POETRY</p> <p>The objective: think critically about what is unique about African poetry has 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>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>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>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>S3&4 DRAMA</p> <p>Objective:To understand the decisions required in order to turn a play into a stage performance. This has been left out.</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>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>The time available will not be adequate for the learners to carry out practical criticism study of the different texts in addition to stage performance. However, the dynamics of turning a play into a stage performance will be highlighted as they study the different plays.</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>This has been done to cater for coverage of the missed work in the past two years</p>
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<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 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>

MATHEMATICS

SN	CRITICAL CHANGES	JUSTIFICATION
	S2	
1	Number bases has been omitted.	This topic is studied in primary level and the section in secondary level is mainly a recap.
2.	<p>Working with integers</p> <p>Some learning outcomes have been omitted like these below.</p> <ul style="list-style-type: none"> identify directed numbers 	It is implied in outcome;use directed numbers (limited to integers) in real life situations.

	<ul style="list-style-type: none"> • Work out and use divisibility tests of some numbers 	-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	<p>Geometric construction skills</p> <p>The following learning outcomes have been removed</p> <ul style="list-style-type: none"> • Draw perpendicular and parallel lines • Construct perpendicular, angle bisectors mediators and parallel lines. • 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 	<p>The concepts are learnt in primary. But in secondary they are a recap.</p>
6	<p>Bearings</p> <p>The following learning outcomes have been removed</p> <ul style="list-style-type: none"> • Know the compass points • Describe the direction of a place from a given point using compass points 	<p>Already studied in primary in secondary it is revision.</p> <p>Already studied in primary in secondary it is revision.</p>

	<ul style="list-style-type: none"> Describe the bearing of a place from a given point. Apply bearings in real life situations. Differentiate between a sketch and a scale drawing 	<p>Already studied in primary in secondary it is revision.</p> <p>Already studied in primary in secondary it is revision.</p> <p>Already studied in primary in secondary it is revision.</p>
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 	This content has been done in primary school. The teacher needs to do some recap.

	<ul style="list-style-type: none"> Identify different types of sets and their symbols Determine the number of elements in a set 	
	S3	
	<p>Mappings and Relations</p> <p>The following outcome has been removed</p> <p>Draw papygram</p>	The arrow diagram is sufficient to describe a relation. Therefore, the papygram has been deleted.
	<p>NUMERICAL CONCEPTS</p> <p>The following learning outcome has been deleted</p> <ul style="list-style-type: none"> Define and identify rational numbers and work out problems involving rational numbers. Convert recurring decimals into fractions <p>The following have been combined</p> <p>Numerical concepts, indices and logarithms standard form, computation, and surds</p>	<p>Content has already been taught in senior one. In senior 2 it is revision.</p> <p>The three topics are closely linked, so they can be combined</p>
	<p>BUSINESS ARITHMETIC</p> <ol style="list-style-type: none"> Calculate profit and loss. Express profit and loss as percentage. Calculate discount and commission 	Already studied in senior one in commercial and household arithmetic
	<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> <p>Calculate areas of two -dimensional figures</p>	<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>
	<p>Set theory</p> <p>This content has been deleted</p>	This content has been learnt in senior one

	<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>
	<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>Building formulae as a learning outcome has been deleted</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>
	<p>Ratios and Proportions</p> <p>The following learning outcomes have been removed;</p> <ul style="list-style-type: none"> • Describe quantities in ratios • Change quantities in a given ratio • Describe proportion <p>In this topic there was a merger with proportion of senior 3</p>	<p>The content has been learnt in primary school. However, the teacher can recap.</p> <p>Content is linked.</p>
	<p>Business Mathematics</p> <p>The following learning outcomes have been removed</p> <ul style="list-style-type: none"> • Calculate profit and loss • Express profit and loss as a percentage • Calculate discount and commission 	<p>The content is covered in primary and senior one.</p>
	S4	
	<p>Set theory</p> <p>Following has been deleted</p> <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>

Algebraic expressions equations and inequalities These learning outcomes have been deleted <ul style="list-style-type: none"> • Build the formulae from word problems • Work out involving inequalities symbols 	Content was done in senior one
Ratio and proportion i)Defines ratios ii)Describes quantities in ratios iii)Change quantities in a given ratio iv)Defines proportion v)Tells the difference between direct and inverse proportions vi)Interprets the given scales vii)Represents and interprets proportional parts viii) Works out solutions for direct and inverse proportions (omitted but still examinable)	These objectives already done in senior two.
Sine, Cosine and Tangent and Angles of elevation and depression These two topics have been merged together with Trigonometry	The content is linked
Further transformation This topic has been removed	Basic transformations have been covered in senior two
Locus This topic has been deleted	Loci have been done in senior one. The rest of the content will be learnt when learners get to senior five
S6	
Series. Finite series and proof by induction has been removed	Basic content covered in the other parts of series.
Permutation and combinations. Exclude restricted arrangements and selections	Basic content covered in the other parts

	<p>Coordinate geometry1.</p> <p>Some key concepts were removed. These include:</p> <ul style="list-style-type: none"> (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 intersection by solving the equations simultaneously. (viii) determining the relationship between the gradients of parallel and perpendicular lines. 	<p>Since they were covered at O'level.</p>
	<p>Differentiation I</p> <p>Merging of gradient function, curve sketching 1, velocity and acceleration as one topic</p>	<p>They apply the same concept of differentiation</p>
	<p>Integration I.</p> <p>Merging of indefinite, definite integrals and applications of integration as one topic.</p>	<p>They apply the same concept of integration</p>
	<p>Trigonometry.</p> <p>Trigonometry and calculus of trigonometry have been merged.</p> <p>Proofs, solutions, simplifications of expressions involving inverse trigonometric functions, derivatives of inverse trigonometric functions and solutions of triangles have been removed.</p>	<p>Key concepts are sufficient</p>

	Differentiation II. This topic cannot be merged with differentiation 1 . Maclaurin's theorem has been removed.	It requires prior knowledge of trigonometry. To reduce content.
	Integration II Partial fractions have been merged with this topic. 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	To avoid repetition and save time. To reduce content
	Differential Equation. Nothing has been changed, however solution of differential equations should not involve problems leading to integration of inverse trigonometric functions and t-substitution	These methods of integration have been omitted under integration II
	Inequalities. Linear inequalities and sketching graphs of inequalities have been removed. Curve sketching II has been removed	Linear inequalities have been covered at O level. Knowledge of curve sketching 1 is adequate and at higher levels calculators are allowed to sketch those curves
	Vectors. The knowledge of position vectors, displacement vectors, magnitude, equal vectors, vector algebra has been removed.	They were covered at O level.
	Complex numbers. De Moivre's theorem and the proof have been removed . Sketching of regions have been removed.	To reduce on the content. The algebra of complex numbers is sufficient enough. Finding and sketching the locus is sufficient.
	Coordinate geometry II. Coordinate geometry II and III have been merged as coordinate geometry II.	To reduce on the content, and knowledge of the circle and parabola is sufficient enough .

<p>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>At higher levels the conic sections are plotted by calculators and modern software applications</p>
<p>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.</p>	<p>Basic knowledge of $E(X)$ and $Var(X)$ has been acquired</p>
<p>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.</p> <p>Use of the CDF should be restricted to calculating the quartiles only. (lower, median and upper quartile)</p>	<p>Basic knowledge of $E(X)$ and $Var(X)$ has been acquired</p>
<p>Uniform /rectangular distribution has been removed</p>	<p>To reduce content</p>
<p>Normal distribution and normal approximation to the binomial have been merged</p>	<p>To save time</p>
<p>Newton's laws, momentum and connected particles have been merged into one topic</p>	<p>They are closely related</p>
<p> circular motion Elasticity Simple Harmonic motion Centre of gravity removed </p> <p>} have all been removed</p>	<p>Mostly required by the Physics students and has already been catered for in Physics. The topics left in Mechanics are adequate for all combinations.</p>
<p>Error analysis: errors in functions has been removed</p>	<p>Basic knowledge has been catered for. Knowledge acquired is sufficient.</p>

	General iterative formula has been removed	Newton Raphson's method is sufficient
	Further linear interpolation has been removed	To reduce content. Basic knowledge of linear interpolation has been acquired

CHEMISTRY

Critical change	Justification
SENIOR 2	
Chemical Families merged with Periodic Table.	The concepts are similar
Descriptions of properties of elements in Period 3 lifted from bonding and structure merged with Periodic Table.	Concepts are related.
Acidity and Alkalinity merged with Acids, Bases and Indicators	Key concepts are related
Defining acid as proton donor and base as proton acceptor – removed	Concept is redundant
Effect of electricity on substances merged with electrochemistry	Concepts are similar
SENIOR 3	
Laboratory preparation nitrogen and laboratory preparation of nitric acid – removed	Redundant concepts
Lab preparation of rhombic and monoclinic sulphur removed	Concepts are not critical
Laboratory preparation of hydrogen sulphide - removed	Concept not critical
SENIOR 4	
Deducing the composition of hydrogen chloride and uses of hydrogen chloride - removed	Concepts are redundant

Extraction of sodium and refining copper lifted from Applied chemistry transferred to electrolysis	The concepts are similar
Alloys lifted from applied chemistry and transferred to metals under the Periodic Table.	Concepts are related.
Effect of electricity on substance merged with electrochemistry	Similar concepts
Electrochemistry(cells) - removed	To be handled in physics
SENIOR 6	
<p>Atomic structure -</p> <ul style="list-style-type: none"> – Historical background of the periodic table – Removed. • Electromagnetic energy calculation using the relationship between wave length, frequency, energy and plank's constant – Removed. • Unique position of hydrogen in the Periodic Table – removed • Structure of the modern Periodic Table 	<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> <p>Concept sufficiently covered in O ' level</p>
<p>Oxidation reduction</p> <ul style="list-style-type: none"> • Gay Lussac's law removed and transferred to gaseous state of matter. 	Concepts are related.

<p>Gaseous state</p> <ul style="list-style-type: none"> • Maxwell –Boltzman distribution – removed • Van der waals equation removed 	The concepts are redundant
Liquid state of matter - removed	The concept is adequately covered in O' level
Explaining the concept of chemical bonding	Concept sufficiently covered in O ' level
<p>Shapes and Bonding</p> <p>Explaining the concept of chemical bonding</p>	<p>Concept sufficiently covered in O ' level</p> <p>E</p>
<p>Shapes of molecules merged with Lewis structure of molecules and Polyatomic ion</p>	Basic concepts are the same.
<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. 	All the concepts are adequately covered at O' level.

BIOLOGY

KEY CHANGES	JUSTIFICATION
SENIOR 2	
All S.1 topics moved to S.2 except introduction to biology	These topics had not been covered before students went for lock down except Introduction to biology.
All topics S.2 topics were maintained	
Some learning outcomes from topics like Cells, Flowering plants, Five Kingdom System of Living Organisms, insects, Soil, Nutrition and Transport were left out.	<p>concepts from these learning outcomes is;</p> <ul style="list-style-type: none"> • Embedded in other learning outcomes. • Already known from primary level. • Not relevant to the abridged curriculum.
SENIOR 3	
All S.2 topics moved to S.3 except soil.	These topics had not been covered before students went for lock down except soil.
All S.3 topics were maintained	
Some objectives from topics like nutrition, transport, gaseous exchange, respiration and locomotion, were left out.	<p>Content/concepts from these objectives is;</p> <ul style="list-style-type: none"> • Embedded in other objectives. • Already known from primary level.

	<ul style="list-style-type: none"> • Not relevant to the abridged curriculum.
SENIOR 4	
All S.3 topics moved to S.4 except gaseous exchange.	These topics had not been covered before students went for lock down except gaseous exchange.
All S.4 topics were maintained	
Some objectives from topics like transport, locomotion, growth and development, genetics and evolution, reproduction and interrelationships were left out.	<p>Content/concepts from these objectives is;</p> <ul style="list-style-type: none"> • Embedded in other objectives. • Already known from primary level. • Not relevant to the abridged curriculum.
SENIOR 6	
All S.5 topics moved to S.6 except cell biology.	These topics had not been covered before students went for lock down except cell biology.
All topics were maintained	
Some objectives from all A'level topics were left out.	<p>Content/concepts from these objectives is;</p> <ul style="list-style-type: none"> • Embedded in other objectives. • Already known from primary level.

	<ul style="list-style-type: none"> • Not relevant to the abridged curriculum.
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PHYSICS

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 to be carried forward from S.2 to S.3, were left out.	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.
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 not 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 to be studied in S.3. were not carried to S.4.	The same content in these topics is repeated at A-level and leaving them 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.5to 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 some learning outcomes were left out	Those left out were covered at O level
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

Clothing and Textile

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.

Nutrition and Food technology

SN	CRITICAL CHANGES	Justification
	Senior 2	
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
	Senior 3	
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/ science.
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 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 4	
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.
	Senior 6/ P640/1	

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
6.	Lipids	Must have been covered before lockdown
7.	Eggs; Left out egg structure and grading	Students have prior knowledge about these from the lower classes in biology or science in Primary level.
8.	Left out Leavening /Raising agents.	To be handled in the practical lessons under Baking (Cakes, Cookies, Bread and Pastry)
9.	Left out Fruits	Will be handled practically in Paper 3
10	Left out Digestion, absorption and metabolism of nutrients as an independent topic	Should be covered within individual nutrients
11	Left out Nutrition Deficiency diseases	Should be covered under the individual nutrients

12	Left out Rechauffe Cookery	Will be handled practically in Paper 3	
13	Left out Stocks, Sauces, Soups and other Horsd'oeuvres	Will be handled practically in Paper 3	
14	Left out Desserts	Will be handled practically in Paper 3	
15	Left out Beverages	Will be handled practically in Paper 3	
16	Left out Seasonings and Flavourings	Will be handled practically in Paper 3	
	SENIOR SIX P640/2		
1.	Term 1 topics <ul style="list-style-type: none"> • The kitchen • Materials in the home 	Covered	Should have been covered in first term
2	FORCES Definition of forces	Dropped	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	Some content removed	Emphasis on the applications of the properties of matter. The

			rest of the subtopics should have been covered in O'level.
4	Floatation	Some content removed	Emphasis on application of the law of floatation in the home law of floatation
5	Relative density	Some content removed	Put emphasis on the measurement and application of the law of relative density
6	Simple machines	Whole topic removed	Should have been extensively discovered in O'Level physics
7	Mechanical Advantage, Velocity Ratio and Efficiency	Some parts of the topic left out	Discovered at the ordinary level as thought this course they discuss the relationship between mechanical advantage, Velocity Ratio and Efficiency
8	Definition of heat and Temperature, types of thermometers	Dropped	Covered at O'Level and will continue to be discovered along the course
9	Evaporation and Cooling	Left out	Definitions of evaporation and cooling should have

			been discovered in O'Level physics
10	Heat Capacity and Latent Heat	Dropped	Discovered and covered at the Ordinary level and through the course
11	FUELS	Dropped	Will be discovered in the practical paper and personal experience
12	Electricity draw different signs and symbols used in electricity (cell, switch, circuit breaker).	Dropped	Done in physics at O'Level
13	Static electricity	Dropped	Done in physics at O'Level
14	Chemical Electric Energy <ul style="list-style-type: none"> Construction and operation of a simple cell Current Electricity <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. Other Forms of Generating Electricity <ul style="list-style-type: none"> Generating electricity on a large scale using coal, wind and gas 	Dropped	Done in physics at O'Level

	<ul style="list-style-type: none"> Diagram of a quartz crystal spark generator and a photo electric cell 		Some of the content is no longer applicable in this country
	<p>Magnetism and its applications in the home</p> <ul style="list-style-type: none"> Definition of magnetism Laws of magnetism Methods of magnetisation and demagnetisation 	Left out	Assumed to be covered on ordinary level
	Sources, Importance and Methods of Lighting Rooms	Entire topic left dropped	From personal experience and walk other discussions
	<p>Colour</p> <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) 	Left out	<ul style="list-style-type: none"> Already discovered
	<p>Water</p> <p>Sources, uses</p> <p>Types of water: soft water and hard water (temporary hardness and permanent hardness)</p> <p>Advantages and disadvantages of the soft and hard water</p>	Left out	Already discovered

	Sewage disposal	Left out	Already discovered from the school life
	Soap and soapless soap Advantages and disadvantages of soap and soapless detergents	Dropped under soap and soapless soap	Already discovered
	Locally Obtained Detergents	Dropped	Already obtained from personal lids
	Application of simple chemistry -Reduction	Left out	Picked from chemistry

PERFORMING ARTS/MUSIC


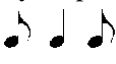
SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR TWO	
1	Topic 1 of term 3 have been moved from S1 to S2	The content was not covered in S1
2	Topic 2 term 3 S1 was merged with topic 1 term 1 S2 - (Exploring the Elements of Performing Arts and Experimenting the elements of performing arts) to Exploring and experimenting the Elements of Performing Arts	Elements of performing arts can be explored and 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.
	Senior 4	

1	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

PHYSICAL EDUCATION

	CRITICAL CHANGE	JUSTIFICATION
	SENIOR 2	
	Re- alignment of topics like movement concepts and educational gymnastics, exercise, rest and hygiene and agreeable and disagreeable behavior	Chronological flow of related topics
	Elimination of Topic 1.9 Basic skills in Netball	Learners are exposed to the game from Primary school
	<p>Eliminated the following learning outcomes as indicated below;</p> <p>Topic 1.1: Introduction to PE (b)- Know the difference sport and games</p> <p>Topic 1.2: Safety and First Aid (a)- Understand the concept of first aid in relation to living a health life</p> <p>Topic 1.3: Body Conditioning a) Know own body and its use in performance of physical activities</p>	<p>Learners will attain this knowledge during the course of studying through integrated approach of teaching and learning.</p> <p>This content can be integrated during delivery of the core LOs listed above</p> <p>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.</p>

	<p>b) Understand the principal ways of prevention of injuries during physical activities.</p> <p>Topic 1.4: Movement Concepts</p> <p>b) Apply spotting skills to ensure safe performance of gymnastic activities.</p> <p>Topic 1.5: Exercise, Rest and Hygiene</p> <p>Know the meaning of exercise and rest Theme: Athletics(Running skills, Jumping skills, Throwing skills)</p> <p>Topic 1.6: Basic Running skills</p> <p>a) Understand the concept of running as used in Athletics. h) Perform the rhythmic hurdle clearance over three flights.</p> <p>Topic 2.5: Basic Jumping skills:</p> <p>a) Understand the categories of Jumping events in Athletics</p>	<p>Content will be covered concurrently during performance of basic movement as emphasized by the instructor.</p> <p>To be integrated during delivery for the maintained learning outcomes.</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> <p>This can be handled alongside the maintained learning outcomes.</p> <p>These can be handled alongside the maintained learning outcomes</p> <p>This content is theoretical and can be integrated with in practical sessions</p>
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	<p>e) Follow the safety precautions while performing jumping activities in order to prevent injuries</p> <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>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> <p>-Understand the skills, safety precautions, rules considered in all Games</p>	<p>These aspects can be realized during application of basic skills in mini-game situations.</p> <p>This content will be integrated during instruction of maintained learning outcomes.</p> <p>This content will be implied during instruction of maintained learning outcomes.</p> <p>This content can be handled alongside instruction of different games</p>
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	<p>-Display aspects of teamwork, companionship, leadership, decision-making and judgement in relation to the game of Rounders.</p> <p>Topic 1.8: Skill Development and Diet</p> <ul style="list-style-type: none"> b) Understand the different types of skills as used in PE d) Understand the importance of healthy eating. <p>Topic 2.1: Factors in performance of physical activities</p> <ul style="list-style-type: none"> a) Examine personal qualities; skills, strengths and weaknesses in regard to performance in physical activities and future careers. <p>Topic 2.2: Physical Fitness</p> <ul style="list-style-type: none"> b) Perform exercises to develop skill related fitness taking care of safety c) Understand abilities and limitations regarding fitness d) Relate fitness to their daily life activities <p>Topic 2.3: Basic skills in Educational Gymnastics</p> <ul style="list-style-type: none"> c) Exhibit good interpersonal skills while working with others, valuing own and other 	<p>Theoretical content that is implied in the concept of physical fitness will be integrated during the practical sessions.</p> <p>This content will be implied through an integrated approach of instructing gymnastics movements.</p> <p>This content will be addressed during instruction for some maintained outcomes.</p> <p>This content will be implied during instruction for some maintained outcomes.</p>
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	<p>people's body in social and physical interaction.</p> <p>d) Recognize the various gymnastic activities that can be done to improve one's fitness</p> <p>e) Understand the contribution of gymnastics to an individual's wellbeing.</p> <p>Topic 2.4: Agreeable and disagreeable behaviour</p> <p>c) Understand the ethics of physical education and how they can be used in daily life</p> <p>Topic 2.7: Leisure and recreation</p> <p>Analyze the trend in engagement in leisure and recreation activities</p>	
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ICT

SN	TOPIC	WHAT HAS CHANGED	JUSTIFICATION
	Senior Two		
1	Word 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 THREE		

SN	TOPIC	WHAT HAS CHANGED	JUSTIFICATION
	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 <p>Content on invoice / Receipt has been merged in themes for practicing spreadsheet.</p>	<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. <p>The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in themes for practicing spreadsheet.</p>
	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 <p>Merged content of personal webpage with content of themes/areas of application of website.</p>	<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 creating personal webpages. <p>The skills required in the two areas are the same</p>
	Data bases	Nothing changed	Database content is relevant to a senior 4 learner
	Elementary Computer Programming	Removed from s4 class and substituted with spreadsheet and web designing Topics from S3	The topic is too wide and not so relevant to s4 learners

SN	TOPIC	WHAT HAS CHANGED	JUSTIFICATION
	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
	SENIOR FOUR		
	Word Processing	<ul style="list-style-type: none"> Introduced topic word processing to S3 Subtopic -Introduction to Word Processing removed Content of Word-processing was compressed Number of periods reduced from 36 to 20 	<ul style="list-style-type: none"> Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. 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
	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
	System start-up and configuration	No change	There was no need
	Computer communications and Networks	Nothing changed	There was no need
	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 practically engage with the application.

SN	TOPIC	WHAT HAS CHANGED	JUSTIFICATION
		<ul style="list-style-type: none"> Number of periods reduced from 36 to 20 <p>Content on invoice / Receipt has been merged in themes for practicing spreadsheet.</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.
	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
	SENIOR SIX		
	Topic 1: Computer Word Processing	<ul style="list-style-type: none"> Topic 4: Word Processing I and Topic 9: Word Processing II have been merged and placed in term I. Sub-topic one of Word Processing I dropped.(Introduction to Word processing) 	<ul style="list-style-type: none"> The topic was not covered in senior five. The content in these two topics is interrelated. Skills and knowledge for sub-topic one of Word Processing I, can easily be acquired from other sub-units.
	Computer Hardware	<ul style="list-style-type: none"> Placed in S.6 term one 	Topic was not covered in S.5.
	Computer Software	Placed in S.6 term one	<ul style="list-style-type: none"> Topic was not covered in S.5.
	Electronic Spreadsheets I	<ul style="list-style-type: none"> Spreadsheets I & II are merged Sub-units (introduction to 	<ul style="list-style-type: none"> The content in these two topics is interrelated.

SN	TOPIC	WHAT HAS CHANGED	JUSTIFICATION
		spreadsheets and managing spreadsheets) are dropped	<ul style="list-style-type: none"> Skills and knowledge are covered under other subtopics.
	Internet and World Wide Web	<ul style="list-style-type: none"> Sub-unit 3 (The www) is dropped 	Is covered under other subtopics ``
	: Electronic Presentation	<ul style="list-style-type: none"> Dropped from term three to term two. Sub-topics 1, 2,& 7 dropped. 	<ul style="list-style-type: none"> To provide for more time for practice and the available contact time. Their competences can be acquired as they go through the remaining sub-topics.
	Databases	Shifted from term III to term II.	To provide for more time for practice
	Data Communication and Networking	<ul style="list-style-type: none"> Shifted from S.6 term one. Subtopic 2 (Introduction to Computer Networks is focused on Setting up and configuring a simple computer network. 	<ul style="list-style-type: none"> To provide for the little available time. To enable students to gain more relevant practical skills in networking.
	Electronic Publication	<ul style="list-style-type: none"> The topic is shifted to term 3. Sub-topics 1, & 5 are dropped 	Their competences can be acquired as they go through the remaining sub-topics.
	System Security, ICT Ethical Issues and Emerging Technologies	<ul style="list-style-type: none"> Sub-topic one (Computer Security) dropped. Time allocation reduced to 10 periods 	<ul style="list-style-type: none"> Lots of system security competences were handled in Topic 2 (Computer Management) - Common Utilities, and Topic 3 (Computer Laboratory Care and Maintenance).

AGRICULTURE

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 be 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	Economics I [Population and its influence on agriculture, Gender and agriculture production]	These are integrated in agricultural policies and farming organizations
7	Crop production V [Urban and peri urban farming]	These have been integrated into ecosystems and livestock production as projects
8	Agriculture engineering I and farm mechanization[Principles	

9.	<p>of working of machines, simple calculations on mechanics]</p> <p>Economics III [Land policies]</p>	<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>
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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 • Stretcher bond 	Other types of bonds are an extension of these two bonds. They can easily be conceived once a learner has covered these two.
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.	Topic on loci was maintained but the content below was removed: <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.	Content in geometrical solids was reduced, thus; <ul style="list-style-type: none"> • Surface development now comes as a topic. • 1st auxiliary is dealt with under auxiliary projection. 	<ul style="list-style-type: none"> • The merging of these topics was to reduce time and abridge the concepts since they are related.

	<ul style="list-style-type: none"> • intersection of solids is now a topic. • oblique projection was removed. 	<ul style="list-style-type: none"> • 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</p> <p>Topic on residential buildings was strictly maintained at bungalow.</p>	The shapes to be taught are rectangular and L-shapes
18.	Building drawing option	The concept of 1 ½ thick brick wall is an extension of both concepts. So learners can easily catch-up with it.

	<p>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 junction is strictly L-shape 	
19.	<p>Mechanical drawing option 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 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 Walling materials are merged with walls.</p>	These materials are taught under components of walls.
22.	The topics of stairs, building finishes and fire place were left out.	Stairs are to be taught in building drawing and fire place can be represented by other building concepts that are already integrated here.

WOODWORK

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.

METALWORK

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,	They are covered at O-level and also applied during Engineering Metalwork Practical exercises. These concepts that

	Measuring and Inspection were not included.	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.
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ENTREPRENEURSHIP

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior Six	
1	Topic 2, the Entrepreneurship environment(Demographic environment) was removed.	This was removed because it is not very crucial (secondary) factor element in influencing business startups.
2	Topic 3, Social Entrepreneurship. <ul style="list-style-type: none"> - comparison between social enterprise, business and charity - Opportunities for social enterprises - Impact assessment. 	They are removed because they have limited skills added to the learner.
3	The topic 7 of Gender and Entrepreneurship was merged with the Topic 6 of Small and Medium Enterprises (SMEs)	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.
3	The sub-topic of labour requirement 2.4 under production management was merged with the topic of managing personals.	This sub-topic is under Human Resource Management/Managing Personels.
4	The topic of production management page 38 in the syllabus book all sub-topics were removed thus; <ul style="list-style-type: none"> - Factors affecting production decision, production planning. - Specific business control system. - Technology (types of plants capacity, factors affecting capacity decision) - Structuring time for increased productivity. 	They are not so critical and relevant.

	NB: Product life cycle was merged with the introduction to production management.	
4	Topic 3: Marketing Management Skills and Topic 4: Sales promotion were merged.	<ul style="list-style-type: none"> • Potential customers and Target market, they all have similar content, which can be covered. • Marketing strategy embeds advertisement strategies, customer care among others.
5	Topic 8: Capital markets i.e Collective investments were removed.	<ul style="list-style-type: none"> • They used to pull resources together to buy shares, yet they are covered under instruments used in capital markets.

ECONOMICS

SN	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. • long run profit maximization under of oligopoly firms. 	<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 limited application in Uganda. • 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. 	<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.

		<ul style="list-style-type: none"> • Role of the government in the development of an economy. 	<ul style="list-style-type: none"> • Make reference while handling public sector.
4	Economic growth and development	<ul style="list-style-type: none"> • Factors that determine economic growth. • Factors for economic development. • Explain the limitations of Rostow's growth stages to Uganda. • 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. 	<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 and their application is content overload. • 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.

		<ul style="list-style-type: none"> • Effects of poverty to an economy. • Viscous cycle of poverty. • Causes of poverty. • Effects of poverty to an economy. • Government programmes to fight poverty. 	<ul style="list-style-type: none"> • Viscous cycle of poverty can be referred to under causes of under development. • Explain the causes of poverty • Government programmes to fight poverty are implied in measures to overcome underdevelopment.
5	Development process and choice of development strategies.	<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.

6	Development of agriculture and industry	<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 promotion of industrial development 	<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.
7	Population and labour.	<ul style="list-style-type: none"> • Explain the factors that 	<ul style="list-style-type: none"> •

		<p>impact on population (such as HIV/AIDS).</p> <ul style="list-style-type: none"> • 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. • Differentiate the methods of wage payment. • Discuss the merits and demerits of each method of wage payment. 	<ul style="list-style-type: none"> • 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 independently and are partially handled within forms of wage determination.
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8	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.
9	Money and banking	Barter trade <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"> Explain the role of commercial banks in economic development. Identify the role played by foreign commercial banks in economic development of a country. 	<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.

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> It's not relevant to a learner as its more on the bank and not the learner or customer. Also can be summarized under credit creation Not so relevant to a learner but bank management Emphasis should be on promoting these institutions.
10	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.
11	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 Identify the tax reforms in Uganda since 1991. 	<ul style="list-style-type: none"> More applicable at university. Learners can trace the origin through independent research.

12	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.
13	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,
14	Public and private sector	<ul style="list-style-type: none"> • Public – private partnership. • Achievements and weaknesses of the private sector. • Advantages and disadvantages of privatisation. 	<ul style="list-style-type: none"> • The gist of this sub topic was handled under the role of private and public sectors. • Refer to merits and demerits of economic liberalisation. • Advantages and disadvantages of privatization are implied in the merits and demerits of economic liberalization.

		<ul style="list-style-type: none"> Justification of public enterprise in Uganda 	<ul style="list-style-type: none"> Refer to the sub topic of commercial production in the topic of production for the concept of commercialization. Justification of public enterprises is implied in the role of public enterprises.
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SN	CRITICAL CHANGES	JUSTIFICATION
	SENIOR THREE ENTRE	
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. 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.

PRINCIPLES OF ACCOUNTS

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.
WORK SHEET	Worksheet	<ul style="list-style-type: none"> Since it records the treatment of end of year adjustments, yet the same information is treated in the trading, profit and loss account and balance sheet
SINGLE ENTRY AND INCOMPLETE RECORDS	Eliminated	<ul style="list-style-type: none"> Because it does not put the concept double entry into consideration yet it is a principle concept in the accounting process.
CONTROL ACCOUNTS AND SELF BALANCING LEDGERS	Eliminated	<ul style="list-style-type: none"> These accounts are not commonly used and applied in the regular recording of information in the books of accounts.

COMMERCE

SENIOR THREE		
TOPIC	CRITICAL CHANGES	JUSTIFICATION
International trade	Documents and terms of sale used in international trade were left out.	They are not relevant to the learner because they are covered at higher levels and are handled by the intermediaries in international trade such as the clearing and forwarding agents.
	Government involvement in international trade is merged with the next topic of Government involvement in business	Their content is similar.
	Marketing boards were eliminated	They are not relevant to the learner .we no longer have marketing boards in Uganda.
	Privatization is left out	It is covered in details at Advanced level in Economics.
Money and Banking.	The development of money is left out	It is not relevant to the learner.
	Post office and services offered by post office are eliminated.	They were duplicated. They also appear under communication. . Services rendered by the post office are only left to appear under communication.
	Negotiable instruments, bills of exchange and promissory notes are left out.	They are covered under means of payment.

Insurance	Documents used in insurance are left out	They are all covered under the procedure for getting an insurance policy. The procedure cannot be covered without handling the documents involved.
Transport	The forms of road transport are merged with advantages of road transport.	They are given as examples when explaining the advantages of road transport.
	Challenges of road transport, railway transport, water transport, air transport and solutions are left out	Most of the challenges are similar to the disadvantages which are covered when handling each mode of transport.
	Containerization is left out.	Not relevant to the learner.
Warehousing	The functions of a warehouse are left out.	The functions are reflected in the importance of warehousing.
	The advantages of a warehouse are left out.	The advantages are also reflected in the importance.
	The disadvantages of warehousing are also left out.	They are reflected among the challenges of warehousing.
Communication	Meaning of Communication media plus advantages and disadvantages of each communication medium are left out.	They are covered while handling factors considered when choosing a means of communication. The advantages and disadvantages serve as the explanation which is the basis for choosing or not choosing a given communication medium.
SENIOR FOUR		
	Functions of advertising were left out	They are similar to the advantages of advertising media.

Sales Promotion	Publicity is left out	It is similar to informative advertising which is aimed at creating awareness. It is catered for.
Introduction to Basic Computations	Computation of ratios is limited to only profitability and liquidity ratios.	The other kind of ratios such as leverage ratios are beyond the level of the learner and are also covered at advanced level.
	Computation of simple interest and compound interest are left out.	They are covered in mathematics which is a compulsory subject, done by all students.
Final Accounts and Balance Sheet	Terms and computations in relation to the Balance Sheet are transferred from the introduction to be handled just before the balance Sheet.	For proper flow of information and better understanding by the learner.
Taxation	Functions of URA and local Government Authorities are left out.	They are similar to the role of URA and local Government Authorities in tax administration.
	Levels of tax compliance are left out	There are two clear extremes, either the tax payer is tax compliant or non – compliant.

Assessment versus Examination

HISTORY

S/N	CRITICAL CHANGES Topics That Have Been Removed	JUSTIFICATION
	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

		<p>traditional religions that are present in their communities like traditional doctors.</p> <ul style="list-style-type: none"> • 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	<p>This was about the effects of colonialism in East Africa which the learner has learnt about in the scramble and partition of East Africa.</p>

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	TheNgoniinvasion/migrationinto East Africa	This topic was taught during the brief period when the learners were at school before the closure.
2	Theriseof Military states	This topic has similar content with the formation of states in East Africa.
3	Egyptianpenetration 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 ;</p> <p>Collaborators in Kenya;</p> <ul style="list-style-type: none"> • AbaluyiaofWangaKingdomunderNabongoMumia • MasaiunderLenana • TheBukusu • TheLuo 	This topic has similar objectives with African response in Uganda in the area of collaboration.

	Tanganyika <ul style="list-style-type: none"> • TheNyamwezi • TheChagga 	
5	Resistancein Kenya <ul style="list-style-type: none"> • Nandi resistance 	This topic has related concepts with resistance in Uganda.
6	ResistanceinTanganyika <ul style="list-style-type: none"> • Abushiriuprising • Heheuprising • Majimajiuprising1905–1907 	This topic has related concepts with resistance in Uganda.
7	Colonial Administrative systems in Kenya	This topic has related concept on methods of colonial administration with Uganda.
8	Colonial administrative systems in Tanganyika	This topic has related concept on methods of colonial administration with Uganda.
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

		<p>have similar content.</p> <ul style="list-style-type: none"> • 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	<p>This topic has related concepts of the causes and effects of rebellions with those of Uganda which have</p>

		been covered in the previous topic.
18	Growth of nationalism in Tanganyika	<p>This topic has related concepts with nationalism in Uganda.</p> <p>The reasons and effects are similar between Uganda and Kenya.</p>
	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	•
1	Lundakingdomofmwatakazembe	Similar content /concept with the empire topics above. (MweneMutapa

		Empire and Kingdom of Kongo)
2	Bembakingdom	Similar content /concept already covered with the empire topics above. (MweneMutapaEmpire and Kingdom of Kongo)Learners can transfer knowledge.
4	Luba-lundastates	Similar content /concept already done with the empire topics above. (MweneMutapa Empire and Kingdom of Kongo) Transfer of knowledge is key here.
5	♦ Undi Kingdom	Similar content /concept covered already with the empire topics above. (MweneMutapa Empire and Kingdom of Kongo) Learners

		are free to transfer knowledge from previous topics.
6	Collaboration in 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 Partition of 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 Yekere 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	TheSotho 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,Ghanae,tc, Learner is encouraged to transfer knowledge
3	TheStruggle forSelf-Government inTunisia	Similar content /concept already covered with topics above. (The struggle for self governance in Morroco) Learners can transfer knowledge.
4	The1947Madagascar(MalagasyUprising)	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 other liberation movements acquired knowledge, content and concepts.
8	Unilateral Declaration of Independence (UDI) in Southern Rhodesia(Zimbabwe)	The concept and content in South African history

		provides the learner Rhodesian experience and this requires transfer of knowledge.
9	TheKatanga CrisisinCongo (1960-1963)	This information is already known to the learners through teaching of similar topics in the region.
10	TheEritreanWarofSecession(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 CivilWarin 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	CulturalProblems	Learners have already covered culture through their General paper lesson and no need for repeating it.
13	The NonAligned Movement	This concept is expected to be highlighted by the teacher through the study of cold war politics in History Paper 3.
14	TheAlgerianCoupo f 1965	Learners have already interacted with this information through

		study of other coup-d'etats 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	ArabSettlement attheCoastofEastAfrica	<p>The learner has ever interacted with this concept in the lower secondary.</p> <p>The concept is related to the topic of Asian activities in post-colonial East Africa.</p>
4	EuropeanScrambleforandPartitionofEastAfrica	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.
5	TheComingofEuropeanChristianMissionariesintoEastAfrica	The concept is not new to the learner, he/she has ever interacted with it in the lower secondary.
6	AfricanResponsetoColonialRule	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	<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 and Economics.</p>
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>

		The concept is related is related to the previous topic of Asian activities in post-colonial East Africa.
	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 1which the teacher needs to emphasise
	Russian revolution1917	

	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 armas 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 Morocco	The concept and content in Algerian history provides the learner an experience and the learner simply transfer of knowledge.

GEOGRAPHY

SN	CRITICAL CHANGES	JUSTIFICATION
	Senior 2	

1	Left out the topic of: What is Geography?	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school. Also integrated in all topics on the syllabus
2	Left out the topic of Showing the local area on a map	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.
3	Left out the topic of: Maps and their uses	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.
4	Left out the topic of: Ways of studying geography: Field work, photographs, statistics, Charts and graphs	<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.
5	Merged the topic of Major climatic zones of the World with the topic of The Earth and Its Movements to become: The earth, its movements and Major climatic zones of the world	<ul style="list-style-type: none"> To reduce content overload since the two topics are related and share some learning outcomes. The relationship between the Earth and the sun provides the basis for dividing the world into climatic zones.
6	Left out the sub- topic of Erosion by ice; in the topic: Formation of major landforms and drainage in east Africa	<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.
6	Left out the topic of Climate and natural vegetation of east Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 22, S.3: The Climate and Vegetation of Africa
7	Left out the topic of: Development of manufacturing industries in east Africa	<ul style="list-style-type: none"> Related content to be covered Topic 26, S4: Industrial development in Africa

8	Population and urbanisation in east Africa	<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 3 and S4	<ul style="list-style-type: none">

1	Left out the topic of Inland water transport: A Case study of the Great Lakes and St. Lawrence Seaway	<ul style="list-style-type: none"> Lessons to be learnt in the topic will be covered in Senior 3, Term One; and in S4 Term Three; Development of inland water transport.
2	Left out the topic of The Development of a semi-arid environment: A case study of Southern California	<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.
3	Left out the Sub- topic of folding in the formation of landforms in east Africa	<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.
4	Left out the Sub-topic of natural vegetation of East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 47, S4: Major vegetation types and their characteristics
5	Left out the topic of Agriculture in East Africa vegetation	<ul style="list-style-type: none"> Related content to be covered in Topic 49, S4: Agricultural practices in Africa
6	Left out the topic of Mining in East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 53, S4: Development of the mining industry in Africa
7	Left out the topic of Industrial development in East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 54, S4: Industrial development in Africa
8	Left out the topic of Fishing In East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 55, S4: Fishing industry in Africa
9	Left out the topic of The development of towns and ports in East Africa	<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
10	Left out the topic of Transport, Communication and trade in East Africa	<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
11	Left out topics of Photograph interpretation& Field work	<ul style="list-style-type: none"> Integrated in all topics across the syllabus
12	Left out the Sub topic of Types of farming in Switzerland & Agriculture in the Rhine rift valley	<ul style="list-style-type: none"> Lessons expected to be learnt from these sub topics will be learnt from farming in the Netherlands
13	Merged the sub-topic of Land reclamation in the Netherlands with Agriculture in the Netherlands	<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.
14	Left out the topic on Belgium and Luxembourg.	<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.

CRISTIAN RELIGIOUS EDUCATION

CRITICAL CHANGES	JUSTIFICATION
SENIOR TWO	
WORSHIP	covered before the lock down and the short opening during the Lockdown

<p>RITUALS AND CELEBRATIONS: Know the main rituals practiced by Christians in order to develop unity and love.(k, v)</p>	<p>Taken care of by the following learning activities</p> <ul style="list-style-type: none"> • Discuss and share ideas about their understanding of a ritual • Research and report on how any of these rituals are conducted in their Church. • 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
<p>CHRISTIAN RITUALS AND CELEBRATIONS LO: Understand that religion is ancient, diverse and dynamic(u)</p>	<p>Taken care of by the following learning activities</p> <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.
<p>RESPECT FOR HUMAN LIFE</p> <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. 	<p>The other activities promote the same knowledge, skills, attitudes and values have been merged to reduce the load.</p>
<p>MARRIAGE Discuss the importance of children in a marriage relationship using examples.</p>	<p>Taken care of by other learning activities</p>
<p>FAMILY: suggested activities</p> <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 	<p>Taken care of by the other learning activities to reduce overload.</p>

family members • Draw lessons from the good practices of the traditional African family.	
SENIOR THREE	
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	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	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	They all explain one aspect of injustice
Service: in the Early Church	The aspects of the early church are discussed in other themes.
Loyalty in the middle ages and recent times	Catered for in the subtheme of change.
Happiness in the early Church • Ignatius of Antioch • Cyprian of Carthage • Augustine of Hippo	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. • The preaching of the Apostles. • The Middle – Ages (distortion, fear of death, sale of indulgences) • Modern times (pre - destination	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.

<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. 	
SENIOR FOUR	
Man's Quest for God Church History Section	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	Some of these may not seem to be of great importance to the Ugandan learners
Christian involvement in the world	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.

SENIOR SIX	
Part one Old Testament	
Introduction to the Old Testament	Covered before the Lockdown
Origin of man Genesis	Covered before the Lockdown
Gods revelation to Abraham	Covered before the Lockdown
The book of Leviticus	Covered before the Lockdown
Deuteronomy	Covered during the temporary opening
Conquest of the promised	Covered during the temporary opening
Pre-Exilic prophets ; Hosea, Jeremiah, and Ezekiel	Consideration has been made to Amos and Isaiah to give a clear picture of the prophetic message before exile.
Post exilic prophets:	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	Consideration has been made to teach the Book of Job to represent the wisdom literature because of the enriching
The Apostolic period / oral period	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.
initiation and its significance,	not be so urgently needed in the current situation in Uganda.
the community and its social and political organization	The content can be found in East African history,

The coming of Christianity	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	its relevance now is not so much significant to the current situation in Uganda.
African traditional religion	
The Topic of sex and sexuality in Section A	Covered during the period the learners were in school before the second lock down due to COVID -19 pandemic.
Leisure has been because	Most of the aspects were taught at Ordinary level

ISLAMIM RELIGIOUS EDUCATION

CRITICAL CHANGES (left out or merged)	JUSTIFICATION
SENIOR 2	
Islamic rituals and celebrations)	Carried forward to S.2 as their first topics
Islamic rituals and celebrations; The two Eids days	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	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	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 Religions; The LO of moral standards was merged with good practises.	The learning activities for both could be combined to bring out the purpose of the sub topic. The 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,	this is because 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	Covered under marriage
SENIOR 3	
. Muslim ceremonies	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. The period of peace and tranquility and the conquest of Mecca.	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 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	Summarized to the general contributions, factors to their rise and elections and challenges of all the caliphs.
The introduction of Islam in Uganda was	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	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	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
SENIOR FOUR	
Conquest of Mecca, Farewell pilgrimage of the prophet Caliphate period, Introduction of Islam in Uganda, Spread of Islam in the rest of Uganda.	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)	content merged since objectives are the same for all
The death of the prophet	the story can easily be received from study circles and Friday Sermon
The beginning of factionalism among the Muslims in Uganda	The objective of learners studying divisionism prevents them from practicing the values of tolerance and togetherness.
Believing in oneness of Allah and his messengership	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	Covered at primary level, at Senior one and frequently reminded about them in study circles and Jumah prayers.

SENIOR SIX		
PART ONE		
TOPIC	ACTION TAKEN	JUSTIFICATION
The revelation of the holy Quran Modes of revelation, Miraculous nature of the Quran, Preservation and protection of the Holy Quran.	Left out	Covered in S.5 before and during the lock down
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		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
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 Ikhilas	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,		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		Covered under the topic of development of Islamic law[sharia].
The divergences among the schools of law		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		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.		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		Covered at Ordinary 'level Senior 3.
The topic of Muslim dynasties, [AD 661-1258].		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.

Assessment versus Examination

Assessment and examinations serve different functions. Assessments aim at 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 designed to determine whether or not the learning objectives/competences have been achieved. It may be used to provide feedback 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						
S N	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	BagonzaIsa		M													
3	Chesang Mary		F													
4	DusabeLisa		F													
5	Ezadri Musa		M													
6	Lokut Jonathan		M													
7	Mutebi Peter		M													

8	NairubaZam		F												
9	Onyango Tom		M												
10	Tayebwa Tina		F												