

**PRESENTATION ON THE REVISED
LOWER SECONDARY CURRICULUM
(S.1 – S.4)**

**NATIONAL CURRICULUM
DEVELOPMENT CENTRE**

BY

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INTRODUCTION

In 2008 The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) undertook the decision to review the lower secondary curriculum. The review was guided by:

- ❖ the Uganda Vision 2040 which aims at transforming Uganda into a modern and prosperous country;
- ❖ NDP II which recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level.
- ❖ The NRM Manifesto (2016-2021), desires for improvement of continuous assessment examination systems; strengthening soft skills, which promote self-esteem, conscientiousness and a general positive attitude to work; promoting e-learning and computer literacy, in order to enhance learning outcomes;
- ❖ And the Education and Sports Sector Strategic plan (2017/20) advocates for the delivery of equitable, relevant and quality education for all.

THE DESIGN OF THE REVISED CURRICULUM

The new curriculum puts emphasises on;

- ❖ knowledge, application and behavioural change based on a clear set of values;
- ❖ generic skills such as the 21st century skills namely communication, use of technology, collaboration or team work, creativity and innovativeness which will support the learners to develop into life-long learners;
- ❖ cross cutting issues that are embedded across all the subjects to enable learners understand the connections between the subjects and complexities of life.
- ❖ The philosophy of the new curriculum states thus: **“A Holistic Education for Personal and National Development.”**

THE KEY LEARNING OUTCOMES

Learning outcomes are statements that describe the knowledge or skills that the learner should have achieved and can reliably demonstrate at the end programme or course. They identify what the learner will know and be able to do after having gone through a given curriculum. They should translate into the S4 graduate profile which are highlighted as follows;

- **Self-assured individuals**
- **Responsible and patriotic citizens**
- **Lifelong learners**
- **Positive contributors to society**

In other words, the curriculum aims at producing citizens who are competitive in the labour market and are highly productive for self and society

THE REVISED CURRICULUM MENU

The subjects on the curriculum have been reduced to 21 as follows:

CORE	LANGUAGES	HUMANITIES	PRE-VOCATIONAL
English Mathematics History & Political Education Geography Physics Biology Chemistry General Science (SNE)	Kiswahili Foreign Languages (5) Local Languages (10) Literature in English	Religious Education(IRE/C RE)	Entrepreneurship Art and Design Agriculture Nutrition and Food Technology Physical Education ICT Technology and Design Performing Arts

SUBJECTS AT SENIOR 1 AND 2

COMPULSORY	ELECTIVES (Learners pick only 1 subject)
<p>English</p> <p>Mathematics</p> <p>History & Political Education</p> <p>Geography</p> <p>Physics</p> <p>Biology</p> <p>Chemistry</p> <p>Physical Education</p> <p>Religious Education</p> <p>Entrepreneurship</p> <p>Kiswahili</p> <p>N.B At this level all learners will study 12 subjects</p>	<p>Agriculture</p> <p>ICT</p> <p>Foreign Languages (French/German/ Latin/ Arabic/ Chinese)</p> <p>Local Languages (10)</p> <p>Literature in English</p> <p>Art and Design</p> <p>Performing Arts</p> <p>Technology and Design</p> <p>Nutrition and Food Technology</p>



SUBJECTS TO BE OFFERED AT SENIOR 3 AND 4

COMPULSORY	PRE-VOCATIONAL	LANGUAGES	HUMANITIES
<ul style="list-style-type: none"> English Mathematics History & Political Education Geography Physics Biology Chemistry <p>Gen Science</p> <p>N.B A learner will study a minimum of 7 and maximum of 9 subjects in total</p>	<ul style="list-style-type: none"> Entrepreneurship Art and Design Agriculture Nutrition and Food Technology Physical Education ICT Technology and Design Performing Arts 	<ul style="list-style-type: none"> Foreign Languages Kiswahili Local Languages Literature in English 	<ul style="list-style-type: none"> Christian Religious Education Islamic Religious Education

THE SYLLABUS STRUCTURE

Each of the subject syllabi has followed the same structure which is detailed as follows:

Theme: This is the overarching area of study comprising more than one related topic. This may cut across the different classes for a given subject.

Topic: This is a specific learning area

Competency: This spells out the learner's ability to apply knowledge and skills in a range of situations

Learning Outcomes	Suggested Learning Activities	Sample assessment strategy
The knowledge, understanding or skills expected to be learned by the end of topic.	The sort of learning activities that include the generic skills and that will help learners achieve the learning outcomes.	Opportunities for assessment within the learning process.

THE COMPETENCE BASED CURRICULUM

A Competence based curriculum is a learner-centred approach to learning which puts emphasis on:

- what the learner can do rather than what he/she knows
- the application of what has been learnt in a range of situations.
- the learner as an individual other than the objective based which looks at a class as a whole with focus on the teacher.
- recognising the achievements made by the learner however small they may be.

ASSESSMENT IN THE REVISED CURRICULUM

Assessment in the revised curriculum has moved from the current norm referenced to criterion-referenced.

- Under the criterion reference approach, the tasks and assessments are designed to measure individual learner performance against a fixed set of predetermined criteria or learning standards.
- This type of assessment is meant to evaluate whether a learner has learned a specific body of knowledge or acquired a specific skill set and the teacher is required to provide remedial exercises to help the learner reach the set standards.
- In the revised curriculum there will be provision for the pre-vocational component of education in line with World of Work (WoW) requirements and in line with the Skilling Uganda Strategy. This is aimed at preparing learners, at an early age, with the opportunity to understand and appreciate vocational work, recognise its importance and later join the world of work in this area.

THE PRE-VOCATIONAL SUBJECTS

The subjects in this category are:

- Performing Arts, Agriculture, ICT, Nutrition and Food Technology, Fine Art, Technology and Design, Physical Education and Entrepreneurship.
- Learners studying these subjects will have the option of being assessed in the occupation competence at level 1.
- This will be conducted by the relevant assessment body such as DIT and a vocational qualification of Level 1 will be administered at the end of S3.
- The learners who decide to register for the DIT assessment will at senior 4, exit with two certificates one from DIT and the other from UNEB.

GENERIC SKILLS

- A labour market survey (2012) conducted by NCDC identified the type of competences which employers expect of a senior four graduate. The findings contributed to the formulation of generic skills which have been integrated into the subjects on revised curriculum.
- Generic skills, also known as work place skills, are those that enable learners to fit in both the academic and world of work. These skills are meant to allow learners adapt to change and cope with the challenges of life in the 21st century and have been embedded in all the subjects. These skills are;
 - **Critical thinking and problem solving,**
 - **Creativity and innovation,**
 - **Communication, cooperation and self-directed learning,**
 - **Mathematical computation and ICT proficiency.**

VALUES

The revised curriculum is based on a clear set of values. These values underpin the whole curriculum and all that will be done at the school. These values are those on which learners will need to base their lives as citizens of Uganda and the entire global village. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are not separate subjects but embedded in all the subjects:

- **Respect for humanity and environment**
- **Honesty; uphold and defend the truth at all times**
- **Justice and fairness in dealing with others**
- **Hard work for self-reliance**
- **Integrity; moral uprightness and sound character**
- **Creativity and innovativeness**
- **Social Responsibility**
- **Social Harmony**
- **National Unity**
- **National Consciousness and patriotism**

CROSS CUTTING ISSUES

These are not confined to individual subjects but every subject needs to deal with them. They help learners to understand the connection between the subjects and life. They are:

- **Environmental awareness**
- **Health awareness**
- **Life skills**
- **Diversity and inclusion**
- **Mixed abilities and involvement**
- **Socio-economic challenges**
- **Citizenship and patriotism**

THE SCHOOL DAY

- The school day will remain the same but the contact time with the teacher has been reduced to allow learners time to put into practice what they learn.
- The contact time will run from 8.00am to 2.55pm.
- The rest of the day, from 2.55pm to 4.30pm, will be allocated to teacher guided research, discussions, project and community work in addition to personal reading.
- The change in pedagogy requires a change in strategies of learning. Competence based learning requires learners to access more time in development of their ability so as to be able to apply what has been learnt in a range of situations.

BENEFITS OF THE REVISED CURRICULUM

The learner will:

- acquire the required competencies for both further education and the world of work;
- be self-assured, creative, a critical thinker who can contribute to the knowledge and innovations for the development of the community and country by solving problems through a scientific problem-solving approach which integrates critical, creative and innovative thinking, effective communication;
- be a responsible and patriotic citizen, who is positive and motivated to contribute to the wellbeing of themselves, their communities and the nation by participating effectively in political, social, economic, scientific and technological development of their families, communities and the country at large;
- be a lifelong learner who applies what is learnt in school to the day-to-day activities.

THE ACHIEVEMENTS MADE

Agreed positions gained on the curriculum menu as a result of consultations with universities, teacher training institutions, head teachers, parliamentarians and the Ministers of Education and Sports among others.

The following Curriculum documents have been developed and are ready for the roll out:

- a roadmap of the activities from the roll out in Senior 1 to the first examinations'
- a curriculum framework document,
- the syllabuses for the 21 subjects on the revised curriculum and printing is in progress,
- textbook specifications to guide the writers,
- S.1 prototypes and Teacher' guides for use during the training,
- A teacher training strategy and training manuals developed, to guide the training programme,
- assessment framework to provide guidance on the school based and end of cycle examinations'
- implementation guidelines to give information on the requirements for implementing the revised curriculum.

ROLES AND RESPONSIBILITIES OF THE KEY STAKEHOLDERS

- **Parents:** To support the learning opportunities of the learners without discrimination and equitably provide them with the requirements for learning.
- **The learner:** To attend all lessons, carry out research, create projects, participate in group activities, and follow school rules.
- **The teacher:** To have a positive attitude towards change and seek opportunities to make every learner successful by attending the training sessions, preparing for lessons adequately, assessing and providing feedback to the learners on their work so that all learners achieve their potential.
- **Head teacher/school administration:** To avail conducive learning environment to learners, support teachers with teaching inputs and give technical support to the teaching and training process, advocate for the new curriculum, work with the district officials and politicians to solicit for funding to support the implementation process.
- **The deputy head teacher/Director of studies:** to provide guidance to the teachers and heads of departments, prepare the school based trainings in liaison with the head teacher, encourage teachers and support those with difficulties, participate in the teaching process and be abreast with the requirements of the new curriculum.
- **DEO/DIS/MEO:** To inspect schools to support head teachers in the management of schools, attend and monitor the training sessions so as to offer support and get abreast with the requirements of the new curriculum, work with the head teacher to advocate for the curriculum and get funding to support the implementation process.

CONCLUSION

- The key change in the curriculum is a move from a knowledge-based to a competence and skill-based curriculum. This approach to teaching and learning is a universal call to change the way learners learn by ensuring that the learning experiences depict what the learner can do as a result of what has been learnt.
- The proposed criterion referenced assessment will require proper record keeping and the opportunity to consciously use the assessment data to improve learning ,teaching and future curriculum reviews;
- The teacher's role will change from being the author of knowledge to being a facilitator of learning and to ensure that each learner has an opportunity to reach their potential;
- The changes in the curriculum will contribute to a positive progress towards SDG4 which aims at ensuring equitable quality education and promote lifelong learning opportunities for all.

THE END

THANK YOU FOR YOUR KIND ATTENTION!