



The Republic of Uganda

Ministry of Education and Sports

LUGANDA TEACHING SYLLABUS

Uganda Certificate of Education



Senior 1 - 4

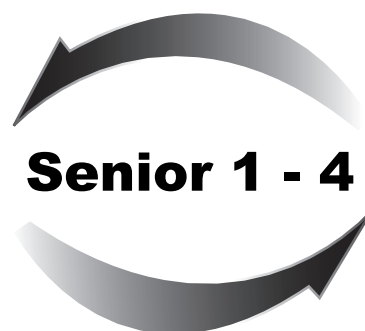


National Curriculum Development Centre
P.O. Box 7002
Kampala - Uganda

2008

LUGANDA TEACHING SYLLABUS

UGANDA CERTIFICATE OF EDUCATION



National Curriculum Development Centre

Luganda Teaching Syllabus, National Curriculum Development Centre.

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies.



Connie Kateeba
DIRECTOR,
National Curriculum Development Centre



FOREWORD

The educational experiences one goes through have a lot of bearing on the knowledge and skills acquired, attitudes developed and consequently what one is able to do in achieving quality and successful life.

The teaching syllabuses for O-Level subjects will go a long way in achieving the government aims and objectives of education for all. For a long time each school has been developing its own teaching syllabuses. However, there has been need to standardise the various teaching syllabuses, in terms of scope and depth of the content in the various subjects for every school. This will provide detailed guidance to the teacher for scheming and lesson preparations. The syllabuses still leave room for the teacher to use his/her own creativity. These standardised syllabuses will guide the teaching/learning process.

I appeal to all stakeholders to join hands and make the implementation of this educational process a success.

Dr. John Mbabazi
Director of Education
Ministry of Education and Sports

SECTION I

INTRODUCTION

Language is the basic medium of communication. Luganda is a language widely spoken by people in central Uganda. Written literature in the Luganda dates as far back as the time of the first missionaries to East Africa. The teaching of Luganda in schools dates back to the time when the British Colonial Government signed the language policy in education. The teaching and examination of the subject has stood the test of time. Luganda was first examined by Cambridge University, then the East African Examinations Council and currently by Uganda National Examinations Board.

PURPOSE

Luganda is widely spoken, with a standard orthography and a lot of written literature; teaching it remains of paramount importance on the school curriculum. The language has acted as torch bearer to other languages in higher institutions of learning. The teaching syllabus is intended to promote uniformity in the teaching of the subject and to properly guide the teacher on handling the content.

BROAD AIMS OF EDUCATION

- (i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;
- (ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- (iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- (iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- (v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- (vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

AIMS AND OBJECTIVES OF SECONDARY EDUCATION

- (i) Instilling and promoting national unity and an understanding of social and civic responsibilities; strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.
- (ii) Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- (iii) Imparting and promoting a sense of self-discipline, ethical and spiritual values and personal and collective responsibility and initiative;
- (iv) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- (v) Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry their application in the content of socio-economic development of Uganda;
- (vi) Enabling individual to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- (vii) Enabling individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and develop of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- (viii) Laying the foundation for further education;
- (ix) Enabling the individual to apply acquired skills in solving problems of the community, and to develop in him a strong sense of constructive and beneficial belonging to that community;
- (x) Instilling positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

AIMS OF TEACHING LUGANDA

The learner should be able to:-

- use the language to interact in social, political and economic domains for national development.
- exhibit an understanding of the language.
- exhibit an understanding of the basic structures and the systems of Luganda.
- develop a reading culture by instilling in him/her a life long interest in reading and writing on a wide range of subjects.
- read, comprehend, analyze and appreciate oral and written literature.

- appreciate and take pride in their culture, history and philosophy of their people and respect other people's cultures.
- use his/her cultural values, norms and customs to preserve his/her environment to solve day to day problems.

TARGET

The syllabus has been prepared for qualified teachers in the language with either a Diploma or a Degree with Education.

SCOPE AND DEPTH

The scope and depth of the content in this syllabus ranges from orthography, elementary grammar, some cultural topics and literature. The literature part includes story telling, oral and written literature. Relevant novels, poetry books and plays have been prescribed to help the teacher to handle the content.

Some aspects of grammar have been reserved for 'A' level, for example, derivation of verbs and the noun classes 12 to 23.

TEACHING SEQUENCE

Content in this syllabus has been re-organised from simple to complex. The teacher is advised to start with orthography, parts of speech, language in use, for example, composition, comprehension and literature. Every term has a topic or two on culture to give learners a chance to research, discuss and read books on the topic.

- S.1** - Standard orthography, relationships, seasons and story telling, nouns, pronouns, upbringing of children, Kiganda Traditional wears, adjectives, composition, oral literature, diseases, intensive and extensive reading, adverbs.
- S.2** - Oral literature, Traditional foods, verbs, sentence construction, intensive and extensive reading, composition, musical instruments, comprehension, noun classes 1 – 7, prepositions conjunctions, and interjections, verbs II, composition, Extensive and intensive reading, tenses, noun classes (8 -10).
- S.3** - Clans, traditional jobs, prescribed play, letter writing, creative writing, prescribed poetry book, caring for the sick, summary and translation, letter writing, sentence construction, composition and summary, prescribed novel.
- S.4** - Summary and translation, filling forms and announcements, composition, prescribed novel, summary and translation, comprehension, prescribed poetry book, composition, summary and translation, prescribed novels, composition, comprehension.

TIME ALLOCATION

Luganda is allocated 2 periods a week on the timetable, 8 periods a month and 24 periods a term. More time in senior one and two, has been allocated to grammar while in senior three and four to reading, writing and literature.

HOW TO USE THE SYLLABUS

The “O” level Luganda syllabus mainly focuses on orthography and parts of speech. Culture and literature topics have also been included. In senior one and two, the teacher is expected to concentrate more on orthography and parts of speech integrated with a few topics of culture. In senior three, there should be more practice on language usage and reading of prescribed texts. In senior four, the teacher is expected to put more emphasis on language usage and literature.

However, this does not mean abandoning grammar. Teaching of grammar should continue especially with aspects the teacher feels may need more emphasis. Below each topic, several sub-topics have been highlighted under content to help the teacher to break down the content into teachable units during scheming depending on the ability of the learners.

The teaching strategies provided can be improved upon by making use of a resource person; project work whereby learners search for information or further reading from the reference books. In teaching, the teacher is advised to use the integrated approach and to make his/her teaching learner-centred.

A list of references for the teacher has been provided which is also not conclusive. Another list of readers for all the levels has been provided for learners to read either outside the classroom or during the instructional time. Teachers are encouraged to avail reading materials to learners so as to enhance the reading culture

MODE OF ASSESSMENT

Teachers are advised to carry out continuous assessment. Assessment should put emphasis on the development of the four language skills, punctuation, proper use of tenses, parts of speech, noun classes and application as regards cultural topics. The assessment should be spontaneous and part of the teaching and learning process to avoid loss of teaching time. It should not be an activity that takes place at the beginning, end of term or end of the year.

All terms will carry continuous assessment marks except in senior four terms two and three.

The examination format for Senior Four Term Three will be as follows:

The candidate is expected to do two papers.

Paper One: will be for **two hours (2 hours)** and will comprise of the following:

- Writing an essay of not less than **400 words or two essays** of not less than **200 words**.
- Summarizing a text or translating a given text from English to Luganda.
- Completing idioms
- Working on grammar sentences as instructed.

Paper Two: will be **two hours (2hours)** and will comprise of:

- A comprehension text followed by questions.
- Completing a given number of proverbs or explaining completed proverbs
- Answering questions on set books. The candidate is expected to answer four questions but at least one on poetry, a play and a novel respectively.