The Republic of Uganda

Ministry of Education and Sports

KISWAHILI TEACHING SYLLABUS

Uganda Certificate of Education

Senior 1 - 4

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

2008

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UGANDA CERTIFICATE OF EDUCATION

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Kiswahili 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

Kiswahili has been taught and examined at ordinary level in Uganda as far back as before independence, although without a teaching syllabus. The examining body was initially the Cambridge Overseas Examinations Syndicate, then the East African Examinations Council and since 1978 by the Uganda National Examinations Board.

The candidature relatively remained small for a long time but more recently it has shot up owing to the growing interest in the subject. This is mainly because of the importance attached to Kiswahili as a languge in the region. The revival of the East African Community and more recently Uganda government's positive outlook and policies have tended to make conditions for the teaching and learning of the subject more favourable than before.

PURPOSE OF TEACHING KISWAHILI

Kiswahili is a lingua franca and one of the few African languages spoken world wide. It is one of the fastest growing languages in the world which is also the official language of the East African Community. Uganda Government recognizes the importance of Kiswahili as a regional and International language that can foster unity among the people of
Uganda.

Given this background, the Government of Uganda is trying to lay rigorous strategies for the development and teaching of Kiswahili in order to put the country at the same footing with other East African Partner States.

In October 2006, the Parliament of Uganda passed a bill that made Kiswahili a second official language after English. Kiswahili was also declared a compulsory subject on the school curriculum.

Although Kiswahili is taught in many schools and examined at UCE and UACE, there has been no teaching syllabus to guide the teachers.
This therefore necessitated the designing of a teaching syllabus in Secondary Schools.

BROAD AIMS OF EDUCATION

1. Government further appreciates the Commission's correct assessment of the above national goals established for the society and the citizens of the country, and endorses the following related broad aims of education to be achieved through implementation of the new national policy on 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.

2. Government further agrees that in all future programmes of designing curricula, the following are some of the important concerns which need to be reflected in the educational objectives and in curricula at various levels:

(i) Scientific and technological orientation of education at all levels;

(ii) Development of the ability to use data and information for decision-making;

(iii) Development awareness and concern for protection of the environment.

AIMS AND OBJECTIVES OF SECONDARY EDUCATION

The aims and objectives secondary education are:

(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 collective personal 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, agriculture and commercial skills required for self-employment;

(vii) Enabling individuals to develop persona 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 KISWAHILI

This syllabus is designed to:

(i) Enhance and harmonize the teaching of Kiswahili in Secondary schools.
(ii) Guide teachers on what to teach so as to enable learners develop communication skills using standard Kiswahili. These communication skills are: listening, speaking, reading and writing.

TARGET GROUP

This syllabus is meant to be used by trained Secondary school Kiswahili teachers.

However, provision has been made in the design to enable other teachers trained in the teaching of languages to use it. The way in which the objectives are formulated, the topical breakdown and the choice of instructional strategies and the general syllabus organization can enable other language teachers to use this syllabus effectively.

SCOPE AND DEPTH

The syllabus uses structures of the language to develop language skills in the learners.

TIME ALLOCATION

Kiswahili has been allocated two periods a week in classes S1 to S4. The teacher should use this time to deal with all aspects of the language, including assessment.

HOW TO USE THIS SYLLABUS

In this syllabus, teaching and learning strategies have been suggested. However, a teacher is expected to use his/her discretion to pick and if necessary blend certain aspects of methodology to enhance teaching. Methods and their procedures have been suggested in this syllabus to enable the teacher interprete the syllabus easily. Some of the methods suggested include: Brainstorming, discussion, role-play, circus, cooperative learning, jig-saw and think pair share.

MODE ASSESSMENT

The teacher is expected and encouraged to assess the progress of his/her learners' right from senior one to senior four through continuous assessment. The teacher is also advised to find time to regularly monitor the progress of the learners in all the skills through tests. All forms of preferred assessments should be carried out during the time allocated to the subject. At UCE level, the paper (336/1) will be assessed by a comprehensive examination particularly in composition writing, comprehension, summary writing, translation and grammar.

Assessment should be part and parcel of the teachingand learning process to avoid loss of teaching time. It should not be an activity that takes place at the beginning /end of term only. All the 3 terms in a year will carry continuous assessment marks except in senior 4 term 2 and 3

EXAMINATION FORMAT

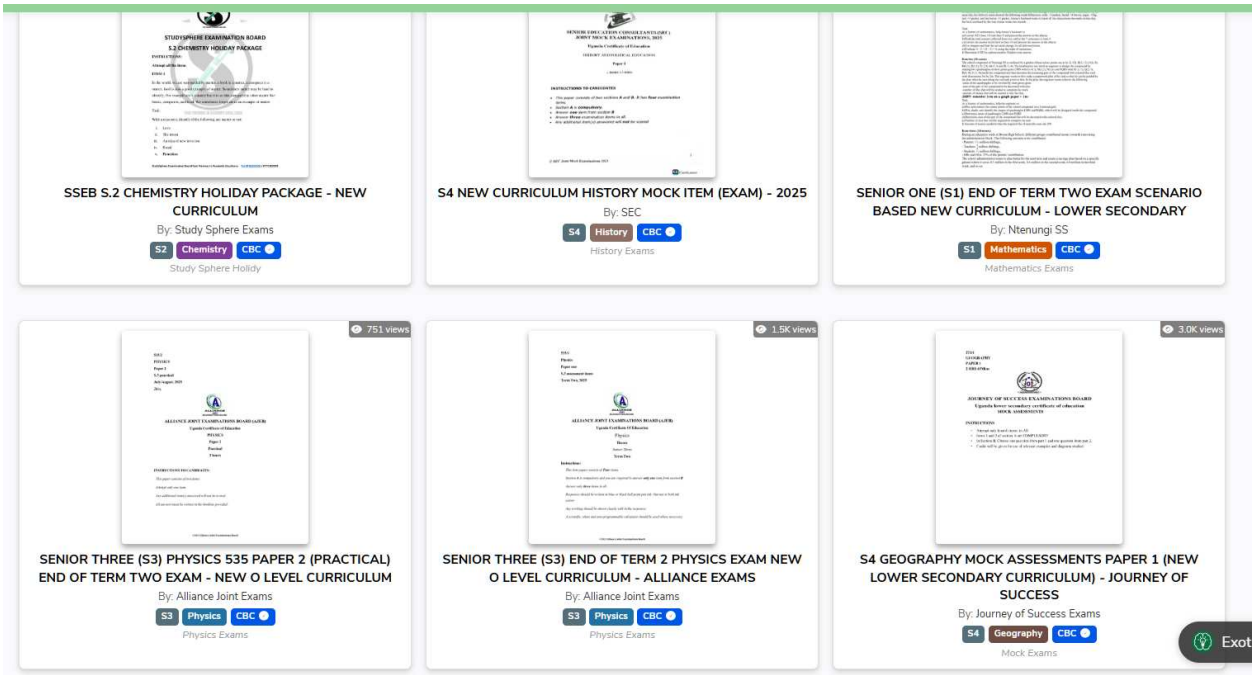
The final examination will be conducted in S.4 terms 3 and the format will be as follows:

There will be one paper (2 ½ hours) it will consist of two sections, A and B. Candidates will answer two complisory questions in section A, then answere two questions out of three in section B.

In section A question 1, candidates will be required to write a composition in Kiswahili on one topic from a achoice of six topics. It should be approximatel y 400 words. Questions 2 will be on comprehension. A prose passage in Kiswahili will e given and questions will be set on it to test compreshension of the passage as a whole and in detail.

In Section B Question 3 will be summry, question 4, a translation and Question 3 will test language use Candidtes will be reuierd to answer two of these question. **(100 marks)**

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