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MINISTRY OF EDUCATION

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**GENERAL PAPER CURRICULUM FOR SECONDARY SCHOOLS
ADVANCED LEVEL**

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CONTENTS

	Page
1. General Paper teaching curriculum	3
2. Introduction	5
3. General Overview	6
4. Methodology	7
5. General objectives	7
6. Assessment	8
7. Other factors to consider	10
8. Advanced level General Paper Curriculum	11
9. References	21

1. GENERAL PAPER TEACHING CURRICULUM

This curriculum of General paper was developed during a series of workshops held in Kigali, from August 2009 to November 2010. The team of participants in General Paper Curriculum development process is composed of:

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2. INTRODUCTION

General Paper is multi-disciplinary, it is a subject matter drawn from across the curricula. This subsidiary subject has been introduced as a result of the 2009 reform of the Rwanda education system. It enhances a student's ability to make cross-curricula links; to develop a maturity of thought appropriate to students at advanced level; and to achieve an understanding and usage of English language which enables them to express arguments, ideas and opinions in a reflective and academic manner.

An awareness of the wider implications of particular issues will enhance the quality of a student's response to the questions set. However, General Paper is not a test of general knowledge. The key objective must be for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

At the end of Advanced level, a student should be able to:

- Have a broad and better understanding of the world through critical awareness of continuity and change while mindful of shared historical and social experiences in Rwanda and internationally.
- Demonstrate an understanding of the nature of knowledge by appreciating the inter-relationship of ideas from across disciplines as well as to show an awareness of current local, national and global issues.
- Explore and appraise social, cultural, economic, philosophical, scientific and technological issues.
- Show maturity of thought and apply critical and creative thinking skills.
- Communicate effectively through explanations, arguments and opinions.
- Demonstrate extensive independent critical reading and research by expressing informed and relevant responses.
- Apply knowledge and understanding to analyse a specific task
- Synthesise information and respond to concepts, ideas or text(s) based on understanding and interpretation

3. GENERAL OVERVIEW

At the beginning of each academic year is a general objective. The General Paper curriculum is organised into the following themes:

SENIOR 4

Theme 1: Peace and Conflict

Theme 2: Citizenship

Theme 3: Economic Development

SENIOR 5

Theme 1: Environmental Awareness

Theme 2: Scientific research, innovation and progress

Theme 3: Diet, health education

Theme 4: Global communication and interdependence

SENIOR 6

Theme 1: Global Media

Theme 2: Culture

Theme 3: Arts

Theme 4: Literature

4. METHODOLOGY

Teachers should use student centered methodologies in teaching this subject. The exact mix of methodologies used will largely depend on the theme, the students' ability, the learning environment and resources available. There are a variety of methodologies that can stimulate and engage students in the learning process. These include case studies, role play, drama, peer presentation, games, stories, team teaching, group discussion, guest speakers and library research. Some of these methodologies may not be familiar to teachers. They are therefore advised to study, consult and research so that they become conversant with them and facilitate the student to achieve the overall objectives.

Themes are cross-curricular and comprehensive. Therefore candidates are expected to be able to draw upon knowledge and understanding gained in other subjects.

Note to teachers: Possible methodologies are listed in brackets throughout the curriculum, this list is not exhaustive and other methodologies can also be used.

5. ASSESSMENT

Assessment is an essential part of the education process. It ensures that teaching meets students' academic needs and identifies areas where teaching can be improved. Formative and summative assessment methods should primarily be concerned with the knowledge, skills and attitudes you expect students to have acquired as result of studying each theme.

Formative assessment, during each theme, might include a variety of assignments to allow the teacher to analyse the student's ability to apply critical thinking, effective communication, knowledge and skills in problem solving.

Summative assessment at the end of each year should consider marks students obtained for their assignments and written exam. The written exam should include items related to the meaning of concepts and more complex questions that require a student to apply some of the ideas studied. Through this, the student's level of understanding and application of concepts to real-world circumstances can be assessed.

Assessment objectives relate to the application of knowledge, understanding, analysis, communication and evaluation skills.

In order to meet the requirements of Advanced level general paper, candidates will be expected to demonstrate:

- knowledge and understanding in relation to the topic areas identified in the curriculum through extensive reading and independent study;
- knowledge of methods and techniques appropriate to a specific task;
- the ability to identify, select and interpret material appropriate to a specific task;
- the ability to apply knowledge, understanding and analysis in relation to a specific task (e.g. draw inferences, provide explanations, construct and develop arguments and understand the implications of a suggested course of action or conclusion);
- the ability to assess evidence, ideas and opinions in order to formulate a supported conclusion;
- the ability to communicate information, ideas and opinions in a clear, concise, logical and appropriate manner.

Examination format:

One paper of three **(3)** hours will be set. It will consist of two sections, A and B. Section A contains six-ten (6-10) questions and section B contains two (2) questions. Candidates will answer two (2) questions, one from each section. Answers to questions in section A should be 500-800 words (approximately 2-4 pages).

Mode of assessment:**Section A:**

Six-ten (6-10) questions will be set to give candidates the opportunity to read extensively and express informed, critical, creative and relevant responses to issues relating to the overall objectives and topics of local interest and national concern.

Questions will not necessarily be set on every topic area or be in any particular order. They will be general in nature and require candidates to draw on their knowledge from across disciplines while demonstrating an awareness of current significant issues. The ability to convey a sustained and well thought-out argument will be credited.

Section B: comprehension

- One or two passages of continuous prose will be set. The passage(s) should allow for comparative analysis.
- There will be a range of questions on the text(s) requiring candidates to demonstrate their ability to comprehend, explain, infer, evaluate and summarise.
- Candidates will also be required to synthesise information and respond to concepts or ideas conveyed. They will apply their response based on their understanding and interpretation of the text(s) as a whole, to a task derived from the text(s)

6. OTHER FACTORS TO CONSIDER

For a student to meet the overall objectives of the General Paper curriculum, it is important for the teacher to use student centered methodologies and demonstrate a positive attitude towards General Paper. Appropriate reference materials should be used and sufficient time for discussion allowed; this will enable the teacher to guide the student in the practical application of knowledge, skills and attitudes.

The school will need to facilitate the teacher by providing extra resources when necessary, inviting guest speakers to facilitate lessons and giving permission to students for field trips. The teacher should be up-to-date on current affairs and stories of interest; this can be done through workshops, books, journals, magazines and online research.

7. ADVANCED LEVEL GENERAL PAPER CURRICULUM

SENIOR FOUR

General Objective: *By the end of senior 4 a student should be able to express clear arguments, ideas and opinions in a reflective and academic manner based on historical, social, economic, political and philosophical issues.*

Theme 1: Peace and Conflict (19 Periods)		
Specific Objectives	Content	Methodology
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explain how past injustices impact on local, national, global politics - identify and give examples of where historically wealth, vulnerable or pressure groups have had a positive influence and where they have been source of conflict - be characterised in his/her arguments, ideas and opinions by valuing all people as equal despite their differences - Compare how countries have tried to overcome genocide and genocide ideologies 	<ul style="list-style-type: none"> - History - War - Terrorism - Wealth - Vulnerable groups - Pressure groups - Fighting against genocide ideologies - Genocide 	<ul style="list-style-type: none"> - Identify specific areas for students to research and present their findings in class (research, discussion case studies, peer presentation...) - Create an environment for student participation (discussion, debates, role play or drama...) - Identify specific areas for students to research and present their findings in class

<ul style="list-style-type: none"> - explain the consequences of freedom of speech, action and thoughts - discuss the origin of conscience and faith - explain the responsibility of individual in matters of conscience, faith and tolerance - recognise the influence of diverse faiths, cultures and beliefs to challenge prejudice and discrimination while promoting tolerance and equal opportunities - discuss the impact of negotiation and conflict resolution through the judicial systems locally, regionally and globally, including; traditional courts (Gacaca), unity and reconciliation 	<ul style="list-style-type: none"> - Personal rights - Conscience, faith and tolerance - Conflict resolution - Rwandan values (Indangagaciro Nyarwanda) 	<p>(research, case studies [uniqueness of every country to come out of genocide], group work, discussion...)</p> <ul style="list-style-type: none"> - Provide opportunities for students to express opinions and arguments (group work, discussion...) - Provide opportunities for students to express opinions and arguments (group work, discussion...) - Create an environment for student participation (questions, debates, role play or drama...)
<p>Theme 2: Citizenship (26 Periods)</p>		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explain the role of the individual in society; including family, marriage, local, national and global communities 	<ul style="list-style-type: none"> - Personal responsibility 	<ul style="list-style-type: none"> - Create an environment for student participation (debates, group work, discussion and peer presentation...)

<ul style="list-style-type: none"> - recognise the impact of individual choices (youth and drug culture) and their consequences on larger societies - explain how the education and welfare systems promote equal opportunities - explain how the sport, leisure and international competition contribute to the development of a collective identity shared with others. - discuss the contribution of sports, leisure and international competition to personal and social development - explain the mechanism and the responsibility in distribution of wealth locally and globally - illustrate the importance of individual employment as a contribution to the community - analyse the role of the State, democracy, good governance, post imperialism and nationalism on individual citizenship - explain how individuals can contribute to a diverse and equitable community by respecting vulnerable groups and fighting against genocide ideologies 	<ul style="list-style-type: none"> - Cultural changes - Education and welfare - Equal opportunities - Sport - Leisure - International competition - Wealth - Employment - The State and its institutions - Vulnerable groups - Pressure groups - Fighting against genocide ideologies 	<ul style="list-style-type: none"> - Provide opportunities for student participation (research, discussion, games...) - Provide opportunities for student creativity (group discussions, create adverts to encourage employment...) - Identify specific areas for students to research and present their findings in class (peer presentation, research [political maps], team teaching...) - Create an environment for student participation (research, debates, discussion, group work...) - Provide opportunities for student participation (discussion, guest speakers, field trips [places of worship], report writing...)
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<ul style="list-style-type: none"> - explain what can be done in order to promote freedom (<i>of speech, action and thought</i>) while considering the responsibilities of the individual - explain the importance of the promotion of diversity and respect through tolerance and matters of conscience and faith 	<ul style="list-style-type: none"> - Personal rights - Conscience, faith and tolerance 	
<p>Theme 3: Economic Development (17 Periods)</p>		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - analyse critically how education and welfare systems contribute to a economic development - explain the contribution of sport, leisure and international competition to political and economic development (<i>e.g. professional sports, healthy workers</i>) - justify the impact of wealth generation and distribution in terms of sustainable economic development. - Analyse the effect of changes in work practice on economic development - discuss the importance and implication of tourism on a country – including the implications to the economy 	<ul style="list-style-type: none"> - Education and welfare systems - Sport - leisure - International competition - Wealth - Sustainable economic development - Work practices - Tourism 	<ul style="list-style-type: none"> - Identify specific areas for students to research (peer presentation, team teaching ...) - Provide opportunities for student participation (discussion, games...) - Create an environment for student participation (debates, group work, discussion and peer presentation...) - Provide opportunities for students to express opinions and arguments (group work, discussion, peer presentation ...)

<ul style="list-style-type: none"> - differentiate between the impact of employment, and unemployment on the economy locally , nationally and globally - explain the contribution of transport on a country's economy - explain and communicate the role of sustainable development in planning for an environmentally positive future - analyse the impact of population growth to family, national and global economy - assess the impact of international aid on local economies 	<ul style="list-style-type: none"> - Employment - Transport - Environment - Population growth - Aid Provision 	<ul style="list-style-type: none"> - Identify specific areas for students to research (peer presentation, team teaching, guest speaker...)
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SENIOR FIVE

General Objective: *By the end of Senior 5 a student should be able to express clear arguments, ideas and opinions in a reflective and academic manner while broadening their understanding of science including its history, philosophy, general principles and application; technology, geography and mathematics*

Theme 1: Environmental Awareness (16 Periods)		
Specific Objective	Content	Methodology
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - investigate environmental concerns in a variety of contexts locally and globally - present the benefits of renewable energy resources in comparison with unsustainable finite resources - explain our individual and collective impact upon the environment, in particular climate change - explore how to feed the global population in a sustainable way - understand the development of sustainable farming techniques for the twenty-first century 	<ul style="list-style-type: none"> - Environment - Energy resources - Climate change - Global population - Farming techniques 	<ul style="list-style-type: none"> - Support students in identifying specific areas to research (peer presentation, team teaching, guest speaker...) - facilitate student initiated participation (debates, group work, discussion, guest speaker and peer presentation...)

Theme 2: Scientific research, innovation and progress (24 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - discuss medical dilemmas and issues of research and ethics; HIV and AIDS; Hygiene - justify the impact of progress and innovation in science and technology including Information and Communication Technology (ICT) - discuss how industries throughout the world have developed over time - explore the role of ICT in developing international exchange and understanding of scientific ideas - explain the impact of the progress of science in climate change - illustrate the role of science in the development of sustainable farming techniques for the twenty-first century - explore the uses and application of mathematics in everyday life 	<ul style="list-style-type: none"> - Medicine - Research and ethics - Science and Technology - Industry - ICT - Climate change - Farming techniques - Mathematics 	<ul style="list-style-type: none"> - facilitate student initiated participation (debates, group work, discussion, guest speaker and peer presentation...)

Theme 3: Diet, health education (11 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explain the importance of health education including diet, HIV/AIDS, hygiene and reproductive health... - Consider the impact of health education on a population including malnutrition, reproductive health, birth rates, mortality rates etc. - explore the impact of migration on population dynamics and culture - illustrate the factors related to feeding the global population 	<ul style="list-style-type: none"> - Health - Pharmaceuticals (Drug manufacture and provision, hygiene products...) - Health education - Population dynamics - Global population 	<ul style="list-style-type: none"> - facilitate student initiated participation (debates, group work, discussion, guest speaker, peer presentation...)
Theme 4: Global communication and interdependence (11 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explore and discuss importance of various forms of communication including the internet and mobile phones - illustrate role of ICT in creating a global community - demonstrate the importance of the responsible use of communication tools by individuals and communities 	<ul style="list-style-type: none"> - Communication - ICT - Responsibility 	<ul style="list-style-type: none"> - facilitate student initiated participation (debates, group work, discussion, guest speaker, peer presentation...)

SENIOR SIX

General Objective: *by the end of Senior 6 a student should be able to demonstrate a broad understanding of literature, language, media and the arts.*

Theme 1: Global Media (20 Periods)		
Specific Objectives	Content	Methodology
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explore how local media fits within a global media context and the relationship between them - discuss the effects of global media on lifestyle, culture, habits and behaviours - explore the effects of global media on cultural dilution and diversification - point out the impact of advertising and role models, in the media, on a culture - reflect on rights and responsibilities relating to the global media including censorship, the right to know and freedom of the press - assess the uses and abuses of global media 	<ul style="list-style-type: none"> - Media - Global media - Cultural dilution - Media - Role models - Rights and responsibilities - Uses and abuses 	<p><i>Supervise independent and group study. This may be given in form of home work or assignments.</i></p> <p>(guest speakers, discussion, research, peer presentation...)</p> <p>(research, discussion, debate...)</p> <p>(role play, drama, guest speaker...)</p> <p>(team teaching, guest speakers...)</p> <p>(peer presentation, team teaching, research...)</p>

<ul style="list-style-type: none"> - detect bias opinion and stereotypes in visual, written and spoken media 	<ul style="list-style-type: none"> - Opinion - Stereotypes 	
Theme 2: Culture (16 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - explore the diversity within and between languages, the roots and influences - identify the impact of differing cultures on lifestyle and habits - recognise the cultural dilution and diversification through literature - reflect on the importance of national heritage and cultural preservation - evaluate the effects of tourism on culture and the promotion of tourism based on culture 	<ul style="list-style-type: none"> - Language - Cultural diversity - Cultural dilution - National heritage - Cultural preservation - Tourism 	<p>(reading, discussion, guest speaker, research...)</p> <p>(field trips and reports, discussion, debate, reading books...)</p> <p>(guest speaker, discussion, traditional music , stories and dance...)</p> <p>(field trips & reports, guest speakers...)</p>

Theme 3: Arts (13 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - examine and reflect on various forms of art including architecture, painting, fashion, photography, sculpture and music - explore traditional arts and crafts from Rwanda and the rest of the world and their influences - explain the role of national heritage and cultural preservation in the arts 	<ul style="list-style-type: none"> - Art forms - Traditional arts - National heritage/preservation 	<p>(research , field trips & reports...)</p> <p>(research, field trips, practice traditional arts and crafts...)</p> <p>(research, field trip, guest speakers...)</p>
Theme 4: Literature (13 Periods)		
<ul style="list-style-type: none"> • <i>By the end of this theme students should be able to:</i> - differentiate between forms of literature including fiction, non-fiction, biography, diary, poetry etc. - illustrate the role of censorship and freedom of speech in relation to literature throughout history - - discuss the history and development of literature locally and globally 	<ul style="list-style-type: none"> - Forms of literature - Censorship - Freedom of speech - History of literature 	<p>(reading, stories discussion, drama, creative writing and guest speaker, debate...)</p>

8. REFERENCES

- ❖ Education for Global Citizenship: *A Guide for Schools*, Oxfam 2006
- ❖ General Certificate of Education (international) advanced subsidiary level; Syllabus general paper 8004
- ❖ Senyonga Moses, 2008: Reflections in general paper a comprehensive guide
- ❖ Uganda advanced certificate of education and syllabuses 2004-2008

Action points: Student should be able define concepts through the learning process.