



THE REPUBLIC OF UGANDA

Ministry of Education  
and Sports

# HOME-STUDY LEARNING

A

LEVEL

GENERAL PAPER

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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

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National Curriculum Development Centre  
P.O. Box 7002,  
Kampala- Uganda  
[www.ncdc.go.ug](http://www.ncdc.go.ug)

## FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**  
Permanent Secretary  
Ministry of Education and Sports

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The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
National Curriculum Development Centre

## **ABOUT THIS BOOKLET**

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at [www.ncdc.go.ug](http://www.ncdc.go.ug) or [ncdc-go-ug.digital/](http://ncdc-go-ug.digital/). You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

**Enjoy learning**



## GENERAL PAPER SELF-STUDY MATERIALS

### SENIOR 5 AND 6

General Paper is compulsory for all students who enrol for the Advanced Level of education in Uganda. It is a multi-disciplinary subject which draws its content from all the subjects across the curriculum. The subject helps you to explore and appraise social, cultural, economic, philosophical, scientific, and technological issues.

When studying General paper, you are expected to:

- i) Use your specialised knowledge to respond to issues on any of the subjects offered at Advanced level.
- ii) Discuss general topics which are not directly related to the subjects offered in the Advanced level curriculum.
- iii) Use the English language appropriately for the Advanced level of learning.
- iv) Apply functional writing skills to your writing.

#### Activity 1: Study the topics below and write essays on any of your choice

1. With vivid examples from your community, discuss the view that “scientific” elections, meetings, and weddings is the way to go in Uganda.
2. Discuss the impact of the COVID19 lockdown on the livelihood of Ugandans.
3. Assess the role and impact of the mass media in the fight against COVID 19.
4. Discuss the economic effects of the COVID-19 pandemic around the world.
5. To what extent is the global spread of COVID 19 a result of human error?
6. Discuss the factors that have inhibited positive behavioural change in the fight against the COVID 19 pandemic.
7. Discuss the important lessons that you have learnt from the COVID 19 pandemic.
8. Assess the effectiveness of the government’s intervention to combat the spread of COVID 19 in Uganda.
9. To what extent has the Government of Uganda been successful in handling calamities like landslides, COVID 19, and the locust invasion?
10. Discuss the causes of the increasing rate of teenage school dropouts in Uganda.
11. If you were the minister of Lands in Uganda, discuss six strategies that you would use to curb land grabbing.
12. Analyse the causes, effects, and possible solutions to domestic violence in Uganda.

**Activity 2:** Read the following passage from 'The New Vision Newspaper of 27<sup>th</sup> March 2020' by Prof. Francis Omaswa and respond to the questions that follow.

“Gentlemen, it is the microbes who will have the last word.”

This quotation is attributed to the French microbiologist Louis Pasteur. How soon this will happen depends on how we humans recognise and seriously respond to this threat from microbes – the viruses and bacteria.

The Covid-19 pandemic presents yet another challenge and opportunity following Ebola, SARS, and MERS. It is also a loud call for the world to relearn and hopefully to remember once again that infectious diseases are a grossly neglected dimension of global security. In 2016, I was a member of The Independent Commission on Global Health Risk Framework for the Future that published a report titled, 'The Neglected Dimension of Global Security: A Framework to Counter Infectious Disease Crises.' This commission recommended three strategies namely; strengthening public health as the foundation of the health system and first line of defence, strengthening global and regional coordination and capabilities as well as accelerating Research and Development (R&D) to counter the threat of infectious diseases.

African governments have so far responded by raising awareness and restricting entry of the virus from other countries with screening at airports and total closure of borders. They have also imposed restrictions on the movement of people inside their countries. However, travel and movement restrictions are time-bound measures and not permanent solutions.

Today, Covid-19 has already been reported in 46 African countries and the next critical and strategic level of preparedness and response is to empower populations to stop transmission of the virus within the communities. This can be achieved by institutionalisation of Integrated People-Centred Primary Healthcare that will become the foundation of the health system and the first line of defence even after this pandemic has gone.

On March 25, the Director General of WHO, Dr Tedros Adhanom Ghebreyesus, recommended six key actions to attack and suppress the virus and all of them were about strengthening the public health system, which significantly included a multi-sector action. Controlling this epidemic, is first about prevention of transmission, early detection, contact tracing, isolation, treatment of new infections, and safe handling of body fluids and the remains of those who die. These things can only happen through closely inclusive collaborative work in society that involves all individuals and households: “A Whole of Society Approach.”

The guiding principle is that good health starts with, and is created by individuals, their families, and communities. It is supported, where necessary by skills, knowledge, and technology of the professionals. It is empowered individuals who have the primary responsibility for maintaining



their own health and that of their communities. Government steps in to provide the overall enabling environment and resources beyond the capacity of communities.

It is, therefore, essential to build and sustain community trust for the public health system, where individuals participate actively as both a duty and a right in the prevention and control of outbreaks using existing structures, systems, and resources as much as possible. This should be led and overseen by trusted local formal and informal community leaders. These leaders exist in all communities and go by different names such as political leaders, chiefs, and technical officials, cultural and religious leaders.

These community structures and systems should be activated in all countries so that the routine governance of society integrates Covid-19 control measures into its routine activities. This should become the foundation of Community Health Systems for Integrated People-Centred Primary Healthcare that will prevent entry of the virus into the community as well as enable prompt identification, isolation, testing, and treatment when necessary.

Examples of practical activities by rural communities may include sharing correct locally understood information and ensuring that measures announced by the government are followed, that communal water sources are protected and availed equitably; using effective ways of hand washing, ensuring that hygienic practices take place in households, those who fall ill are isolated and reported and social support provided to affected families. Communities will be in charge of their destiny as the first line of defence against epidemics and take care of their health within an Integrated People Centred Primary Health Care that “leaves no one behind.”

The challenge and opportunity presented by COVID–19 should be used to activate and institutionalise this approach so that after the current crisis, it becomes a routine component of the public health system that puts priority on health promotion and disease prevention. Indeed, the Whole of Society Approach should go beyond mere outbreak control to ensuring that mothers attend antenatal clinics, children are immunised, that the nearest health facility has required personnel and supplies, the referral system is in place, the correct food crops are grown and stored properly, all children are going to school, the rural road network is maintained, the water sources are safe, and law and order is enforced, etc.

This Whole of Society Approach can be rolled out immediately and quickly in most countries once the African leaders call for them and assign roles in the same way that they have demonstrated unparalleled leadership by taking charge and issuing various directives on Covid - 19 control across the continent.

<https://www.newvision.co.ug/newvision/news/1517172/community-strategies-deal-covid-19>

**Questions:**

1. Suggest a suitable title for the passage.
2. In paragraph 2, what strategies are suggested to counter infectious disease crises?
3. What advice does the writer give to African leaders?
4. Explain the meaning of the underlined words as used in the passage.
5. In not more than 150 words summarise strategies that Prof. Francis Omaswa recommends for the control of Covid-19.

**EXPECTED RESPONSES**

1. Community Strategies to Deal with COVID 19.
2. Strengthening public health; strengthening global and regional co-ordination and accelerating research and development
3. The African leaders should call for the Whole Society approach and assign roles.
4.
  - microbes – very tiny organisms like viruses and bacteria;
  - pandemic- a widespread outbreak of a disease;
  - screening – evaluation of the health status of individuals;
  - time-bound – attached at a certain time;
  - institutionalisation – establishing something as a norm
  - multi-sector – collaboration
  - empowered - given authority to perform
  - sustain – to support the process
  - isolation –to separate from others
  - hygienic – conducive to maintaining health and reducing diseases
  - referral – sending somebody for medical consultation
  - unparalleled- not equalled
5. The Covid-19 pandemic presents yet another challenge and opportunity following Ebola, SARS, and MERS. African governments have so far responded by raising awareness and restricting entry of the virus from other countries with screening at airports and total closure of borders. They have also imposed restrictions on the movement of people inside the countries. The next critical and strategic level of preparedness and response is to empower populations to stop transmission. Institutionalisation of the Integrated People-Centred Primary Healthcare can achieve this. Controlling this epidemic, is first about prevention of transmission, early detection, contact tracing, isolation, treatment of new infections, and safe handling of body fluids and the remains of those who die. These things can only happen through closely inclusive collaborative work, that involves all individuals and households, in society; “A Whole of Society Approach.”

## LOGIC

Logic is a science of reason to present ideas. It is a tool used in the academic field to develop reasonable conclusions based on a given set of data or information. It deals with valid reasoning and coming up with well-structured thoughts about the given data or information. It is suggested that when interpreting logic questions, we use deductive reasoning since it bases its conclusions on what we can safely say is the truth based on our assumptions. To be able to arrive at this position, you have to read and understand the information given, identify likely patterns in the argument, identify major and minor premises and make conclusions. It is a topic that requires you to use analytical skills, to be able to interpret given information so that you can build an argument based on your understanding of the material given or what you presuppose makes reasonable sense. Logical questions usually include texts with visual data, charts, statistics, maps, or information that you will need to consider in order to respond to the questions that require drawing logical conclusions, developing an informed judgment, or proposing reasonable solutions.

**Activity:** *Study the information provided below and answer the questions that follow.*

Rubarara systems Housing Corporation is an organization that builds houses for sale. A person who wishes to buy, has to make a down payment of 5% of the value of the house excluding insurance as soon as the application has been accepted. It is also a requirement by government that each house is insured at 1% per annum of the initial value of the house, payable by the purchaser through the corporation. In case of death of the purchaser, if payments have been made to the corporation:

- i) For less than 5 years, the house will be sold and the payment refunded to the beneficiaries.
- ii) Between 5 years and 10 years, the family of the purchaser will acquire the house on condition that the payments are completed in time.
- iii) For more than 10 years, the beneficiaries are given a grace period of one additional year in which to complete payment.
- iv). The house is repossessed by the corporation if the beneficiaries fail to abide by the stipulated date.

There are 50 houses for sale grouped in four categories: A, B, C and D according to value as shown below:

Category	A	B	C	D
Value in millions(sh.)	80	90	100	120
Number of houses	15	16	9	10

According to the information available, all the application for houses in category A, half of those in category B, none in category C, and only two in category D have been accepted.

Questions:

a) How much money:

i) Has been received by the corporation as down payment?

ii) Will be received by the corporation after 15 years?

b) For each category, how much money must be paid per annum if the payment has to be completed within 15years?

c) If houses in category A are meant to benefit low income earners, what challenges is this scheme likely to face?

d) How fair are the terms of sale?

### EXPECTED RESPONSES

(a) i. for A =  $\frac{5}{100} \times 80,000,000 = 4,000,000/=$  for B =  $\frac{5}{100} \times 90,000,000 = 4,500,000/=$   
for D =  $\frac{5}{100} \times 120,000,000 = 6,000,000/=$  Total  $4,000,000 + 4,500,000 + 6,000,000$   
= 14,500,000 has been received as down payment.

$(4,000,000 \times 15 = 60,000,000) + (4,500,000 \times 8 = 36,000,000) + (6,000,000 \times 2 = 12,000,000)$

Amount received by the corporation is shs 108,000,000/ (ushs one hundred eight million only)

ii. insurance A  $\frac{1}{100} \times 80,000,000 = 800,000 \times 15 = 12,000,000/=$

B  $\frac{1}{100} \times 90,000,000 = 900,000 \times 8 = 7,200,000/=$

D  $\frac{1}{100} \times 120,000,000 = 1,200,000 \times 2 = \underline{2,400,000/}$

21,600,000/= for insurance

Total money is 108,000,000/= + insurance of 21,600,000/ = 129,600,000/

For 15 years  $129,600,000 \times 15 = 1,944,000,000$  the corporation will receive ushs one billion nine hundred forty four million.

(b) For A –  $\frac{80,000,000 - 4,000,000}{15} = 5066666.667 = \text{shs } 5,066,667/=$

For B –  $\frac{90,000,000 - 4,500,000}{15} = \text{shs } 5,700,000// = \text{shs } 5$

For C –  $\frac{5}{100} \times 100,000,000 = 80,000,000/= \frac{100,000,000 - 80,000,000}{15} = \text{shs } 6,333,333/=$

For D –  $\frac{120,000,000 - 6,000,000}{15} = \text{shs } 7,600,000/=$

(c) Paying shs 4,000,000/ as a down payment for a low-income earner is much and this will lead to the purchase of few houses. There will also be delay of payment when a buyer has got a challenge.

Since some of the low-income earners may be casual workers, there will be no payment to the corporation in case of an outbreak of a pandemic like Covid19.

(d) They are fair to the high-income earners and unfair to the low-income earners because of the down payment. Generally, the terms are fair because if the deceased has paid shs four million for four years, the beneficiaries will get some good money.



National Curriculum  
Development Centre,  
P.O. Box 7002,  
Kampala.

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