



The Republic of Uganda

Ministry of Education and Sports

ARABIC TEACHING SYLLABUS

Uganda Certificate of Education

Senior 1 - 4

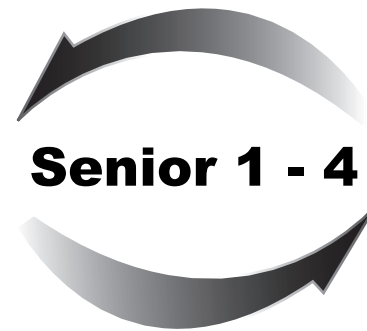


National Curriculum Development Centre
P.O. Box 7002
Kampala - Uganda

2008

ARABIC TEACHING SYLLABUS

UGANDA CERTIFICATE OF EDUCATION



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.

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Table of Contents

	Page
<i>Acknowledgement</i>	<i>iv</i>
<i>Foreward</i>	<i>v</i>
 SECTION I	
General Introduction	vi
Purpose	vi
Broad Aims of Education	vi
Aims and Objectives of Secondary Education.....	vii
Aims of teaching Arabic.....	vii
Target.....	viii
Scope and Depth	viii
Teaching Sequence.....	viii
Time Allocation	viii
How to use the Teaching Syllabus	viii
Mode of Assessment	viii
 SECTION II	
Senior One	1
Senior Two	4
Senior Three	7
Senior Four	11
<i>Appendices</i>	<i>15</i>

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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

The teaching of Arabic language in lower Secondary level dates as far back as the 1980s. The first ‘O’ level examination for Arabic was conducted in 1989 by UNEB.

PURPOSE OF TEACHING ARABIC

Arabic is one of the world’s recognized international languages spoken by approximately 200 million people world wide. Over time, cooperation between Uganda and the Arab world (especially with countries like Libya, Saudi Arabia and U.A.E) in the fields of education, trade, sports, etc. has continued to grow, creating a necessity for teaching Arabic Language.

The impact of the Arab world is being felt economically, politically and ideologically. Therefore, the learning of Arabic has become essential in enhancing communication between communities. Hence the need to have Arabic taught as a language in Uganda’s Secondary schools. Knowledge of the language enables acquisition of information on potential benefits that the Arab World offers in terms of employment opportunities, culture, tourism and trade to the citizens of Uganda.

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 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.

AIM OF TEACHING ARABIC

To enable the learner communicate and access information in Arabic language and create linkage between Arabs and Ugandan community. Learning of Arabic also prepares an individual for further studies of Arabic languages and in Arab based Tertiary institutions.

TARGET

This syllabus targets teachers who have been trained in the methodology of teaching Arabic as a language.

SCOPE

The syllabus deals with introduction of Arabic language. This is done by concentrating on the development of the four language skills, namely, Listening, Speaking, Reading and Writing. In addition, grammar, which gives the rules of the structure of the language, is also handled at this level. Learners are also introduced to the literature of the language but this is limited to either a play or a novel. The content is to be covered in a period of four years.

TIME ALLOCATION

Arabic is allocated 2 periods of 40 minutes each per week. More time is allocated to listening and speaking in S.1 & S.2 because these are the foundation skills in language learning.

HOW TO USE THIS SYLLABUS

This syllabus is divided into 2 parts; The teaching syllabus which gives the objectives, content, methodology and corresponding references and a guide to the syllabus which provides information to the teacher on how to handle the different aspects in the syllabus. Appended to the syllabus are notes, suggested instructional methods and instructional materials. The teacher is expected to look at the appended suggestions and teacher's guide during lesson preparation. However, what is suggested here is not exhaustive and the teacher is free to use other methods and make references to other materials as may be deemed necessary. The teacher should also encourage learners to practice speaking the language as often as possible.

MODE OF ASSESSMENT

Assessment is a process of finding out how much a learner has achieved during and after the learning process.

Why should you assess learners?

Assessing your learners will enable you to:

- Identify learners who may need remedial work.

- Find out how much the learner has achieved
- Inform learners on what they have achieved and encourage them to perform better.
- Make new plans for effective teaching and learning.
- Measure progress of the learner from one term to another and year to year.
- Identify learners with exceptional talents.
- Provide information and motivation to learners, parents / guardians, administrators e.t.c.

Assessment will be in two forms:

- (i) Continuous assessment records are compiled and reflected on a termly basis (formative)
- (ii) Summative assessment (at the end of S.4)

Continuous Assessment

- a) Since assessment is part and parcel of the teaching and learning process, it will be conducted during the instructional time. This will be called continuous assessment. It will take the form of:
 - (i) Written exercises.
 - (ii) Oral and aural exercises.
- (b) Summative assessment will be conducted at the end of Senior 4 by UNEB.
The format of the final examination will be as follows:

At the end of the four years, learners should have acquired the stated objectives as outlined in the syllabus. Records of individual learners' performance should be kept to track the progress.

There will be two papers:

Paper 1: *Grammar, Comprehension and Literature*

(2 hours)

It will consist of **three** sections, A, B and C. Section A on Grammar (Nahw) will be compulsory, and will consist of 20 structured type questions. Section B, on Comprehension, will consist of a passage or passages of approximately 300 words. **Ten** questions will be set on the passage, **five** of them objective type, the other **five** being free response. In Section C on Literature, **five** questions will be set on each of **two** set books.

Candidates will choose **one** book and answer **three** questions set on it.

Paper 2: *Composition, Translation and Summary:*

(1 ½ hours)

It will consist of **two** sections, A and B. Section A, on Composition, will require Candidates to write **one** composition of 200-300 words, chosen from a list of **five** topics.

In Section B, Candidates will answer questions **either** on Translation **or** Summary. For Summary, **two** questions will be set, **one** on each of the **five** topics listed in Section A above. For Translation, candidates will be required to translate a given passage or passages from either English to Arabic or from Arabic to English.

(100 marks)