CURRICULUM FOR SUSTAINABLE DEVELOPMENT

GENERAL STUDIES AND COMMUNICATION SKILLS
ADVANCED LEVEL S4-S6

DIGNITY AND NATIONAL IDENTITY

Kigali, 2015

GENERAL STUDIES AND COMMUNICATION SKILLS SYLLABUS

ADVANCED LEVEL S4- S6

Kigali 2015

FOREWORD

The Rwanda Education Board is honoured to provide syllabuses which serve as official documents and guide to competency based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated into society and make the best use of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout.

Mr GASANA I Janvier,
Director General REB.

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I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of different education stakeholders and financial support from a number of donors to whom I would like to express my deep gratitude.

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I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organizations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organizations, WDA, MINECOFIN and local and international consultants. Their respective initiative, cooperation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background to curriculum review

The rationale behind the General Studies and Communication Skills (GS&CS) curriculum revision is that a shift needs to be made from the existing Knowledge Based Curriculum to a new Competency Based Curriculum. This means a shift from a curriculum that emphasised and developed Lower Order Thinking Skills (LOTS) comprised of knowledge and understanding, to a new curriculum that emphasises and develops more Higher Order Thinking Skills (HOTS) extending from application to creation through analysis and evaluation/synthesis.

1.2. Rationale for learning General Studies and Communication kills

1.2.1. General Studies and Communication Skills and Society

The General Studies subject area is expected to support Rwanda's national policies that are enshrined in Vision 2020, EDPRS II and ESSP 2013/14-2017/18.

These national policies are geared towards the values of peace, stability and security, justice and human rights, good governance, social inclusion, social cohesion and unity and the very important skill of critical thinking, without which those values cannot be developed. The issues of gender equality, climate change and environment sustainability, genocide awareness and memory (EDPRS II), hygiene, health (including reproductive health) and HIV/AIDS, financial access/inclusion and education/literacy as well as ICT, are also highlighted in the national policies.

Peace and values education, which was absent in the pre-Genocide Rwandan curricula and which could be said to have enabled to a certain extent the Genocide against the Tutsi has now been included. The first of the six pillars of Rwanda Vision 2020 (No Year, page 12) is about good governance and a capable state and posits, among other aspirations, that:

- *"Rwanda will become a […] **united […] nation** founded on the **positive values of its culture**".*
- *"Rwandans will be a people sharing the same vision for the future and be ready to contribute to **social cohesion, equity and equality of opportunity**".*
- *"The **country is committed to being a capable State characterized by the rule of law** that supports and protects all its citizens without discrimination. The state is dedicated to the **rights, unity** and wellbeing of its people and will ensure the consolidation of the nation and its **security**".*
- *"The State will ensure **good governance**, which can be understood as accountability, transparency and efficiency in deploying scarce resources. But it also means a State respectful of democratic structures and processes and committed to the **rule of law** and the protection of **human rights** in particular. **People's participation at the grassroots level will be promoted** through the decentralization process, whereby local communities will be empowered in the decision making process, enabling them to address the issues, which affect them, the most. A **reconstruction of the […] social capital**, anchored on **good governance** and an effective and capable State is considered a minimal condition to stimulate a harmonious development of other pillars".*

Specifying what a capable state is, MIFOTRA[1] (2007, page 10) defines it as being "one **that is able to maintain peace, stability and security […], able to deliver good governance and justice, in an inclusive, transparent and accountable manner**", among other characteristics. On the other hand, justice, peace and stability are preeminent and considered "as strategic areas that constitute the bedrock of Rwanda's sustainable development over the long term" (The Republic of Rwanda: 2013, page 95). More particularly, foundational issues of EDPRS II include several issues about the rule of law, security and stability on the one hand, as well as unity and

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[1] MIFOTRA stands for Ministry of Public Service and Labor.

reconciliation expected to "be strengthened through entrenching **community-based dialogue,**" (The Republic of Rwanda: 2013, page viii). Stability, peace and security in the country as a foundation for growing investment and trade are also evoked in EDPRS II (The Republic of Rwanda: 2013, page 11). EDPRS II also provides for citizen participation used as a way to strengthen home-grown problem solving approaches as well as an opportunity for real engagement with the community where community development and policy related issues can be discussed (The Republic of Rwanda: 2013, pages 11-12). EDPRS II further explicitly aims at strengthening social cohesion and reducing inequality (The Republic of Rwanda: 2013, page 54) as well as promoting gender equity and addressing issues of disability, youth and social inclusion (The Republic of Rwanda: 2013, page 74).In the final analysis, it should be noted that the mission of the Ministry of Education (MINEDUC) is clearly stated in ESSP 2013/14-2017/18 and is aimed at, among other things, promoting critical thinking and positive values, both of which actually derive from the abovementioned policies and are of particular importance in the process of peace building and sustainable development, and hence need to be nurtured and developed in learners as future citizens.

1.2.2. General Studies and Communication Skills and learners

For all the above reasons, GS&CS is multi-disciplinary. It enhances students' maturity of thought and enables them to express ideas and opinions in a reflective and academic manner. GS&CS is designed to complement other studies and will provide a useful preparation for higher education, work and life. It encourages students to think across subjects and engage successfully with socioeconomic, financial, political, environmental and gender related issues of daily life through the use of stimulating authentic source material. It develops their thinking skills and capacity to construct arguments as well as the ability to draw valid conclusions.

Through learning GS&CS , an awareness of the wider implications of particular issues will enhance the quality of the student's understanding of global questions and challenges.

1.2.3. Competences

Competence is defined as the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task. That is the ability to apply learning with confidence in a range of situations. Basic competencies are addressed as broad subject competences and key competences embodied in the curriculum on a year on year basis and in clearly defined units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process, are briefly described below and teachers will ensure that learners are exposed to tasks that help their learners acquire the skills.

Generic Competences

Critical and problem solving skills: The acquisition of such skills will help learners think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of such skills will help learners to take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and use it to explain phenomena from the gathered information.

Communication: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively both in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help learners cooperate as a team in whatever task is assigned and to practice positive ethical moral values whilst respecting the rights, feelings and views of others. Learners will perform practical

activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge for personal fulfilment in areas that are relevant to their improvement and development.

Broad GS&CS Competences

At the end the GS&CS course, students 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;
- appraise social, cultural, economic, philosophical and scientific phenomena and show an awareness of current local, national and global issues;
- show maturity of thought and apply critical and creative thinking as well as analytical skills to everyday life situations;
- Communicate effectively through explanations and show capacity to construct arguments and draw relevant conclusions.

GS&CS and developing Competences

The GS&CS syllabus is designed in such a way that teaching and learning activities will contribute to the development of generic competencies of critical thinking, research and problem solving, creativity and innovation, communication, and cooperation. It is through regular engagement with learning experiences which develop these competences that learners rise above the level of rote memorisation of knowledge and understanding as they become confident in applying their learning. The real life demands of the global economy are for people capable of performing in these practical ways rather than simply in test and examination situations. The

learning activities in all syllabuses contribute to the development of these competences. In doing so, not only do learners develop the vital competences, they truly engage with what they have learned and so reinforce their knowledge and deepen their understanding. The overall focus of each unit is to develop a subject competence, something subject specific learners will be able to do as a result of studying the unit. The generic competences developed in the course of the unit all contribute to the overall subject competence. The generic competences should be regarded not as an additional burden on teachers and learners but as a critical element of the curriculum and as a key strategy for improving life chances and subject learning.

2. PEDAGOGICAL APPROACH

The implementation of the GS&CS syllabus will use learner centred methods of teaching. This approach will promote learning through doing where students are active participants in their own learning.

2.1. The role of the teacher
Learner centred methods shall be enhanced through the following teacher actions:

- Prepare and give students clear explanations and guidelines on what is supposed to be learnt.
- Actively involve students in the learning process and provide guidance.
- Promote critical thinking, inquiry based learning, research and problem solving, decision making, creativity and innovation, communication and cooperation.
- Use varied teaching and learning aids which will enable the students to acquire and demonstrate the target skills and competencies.
- Appreciate each individual student and make learning relevant to real life.
- Be patient while encouraging students to prioritise their strategies about how to achieve the learning objectives.

- Set a realistic time scale to carry out the learning tasks and make it clearly known to the students.

- Create opportunities for students to interact with each other while remaining part of the process.

- Throughout the teaching and learning process, make deliberate efforts to assess student progression towards attaining and demonstrating the expected competencies, providing timely feedback to students.

- Act as guides, supervisors, assistants, and mentors against the dominant view that they are experts who know everything.

- Students shall be given opportunities to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless.

- Classrooms should be made learner friendly and therefore stimulating enough to promote cooperation for effective learning.

- All efforts in teaching and learning must be geared towards achieving skills and competencies relevant to real life experiences.

2.2. The role of the learner

The teacher shall act as a partner, a facilitator and a promoter of learning who organises classroom interactions. Learning therefore shall be rooted in the concept of constructivism where learner get an opportunity to interact with their peers and the environment at large through well-organised activities such as individual reflections, peer discussions and execution of tasks. Learners use textbooks, the internet and other resource materials to research and understand their findings which will improve their knowledge, skills, attitude and values.

In fieldwork studies, learners apply the knowledge and methods acquired to observe, ask questions, interpret and write down the findings from study. After the field study, learners discuss the findings in groups and write presentations. Learners shall be given opportunities to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. It follows from this that all citizens benefit from the same menu of educational programmes, including those with special educational needs. The critical issue is that we have persons/learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectually learning challenged, traditionally known as slow learners.

These learners equally have the right to benefit from the free and compulsory basic education in public schools. Therefore, the schools' role is to integrate them and provide relevant education for them. The teacher therefore is requested to consider each learner's needs during the learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence based curriculum assessment must also be competence based, whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she has learned. Assessment will be organised at the following levels: school based assessment, district examinations, national assessment (LARS) and national examinations.

3.1. Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the of end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners for deciding on progression, for selection to the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

Assessment can be internal school based or external in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organise a common test per class for all schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standards. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy, and for feed back to the learner and to the parents to check the learning progress and to advise accordingly, and also to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but are also a record of the activities undertaken over time as part of student learning. It will also serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be prepared to show the units or topics to be tested, the number of questions in each level of Bloom's taxonomy, and the mark allocation for each question. In a competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.

- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but test broad competences as stated in the syllabus.

Structure and format of the examination:

At the end of the course, one paper of two sections will be set. Section A will contain six to ten (6-10) questions and section B will contain two (2) questions. Candidates will answer two (2) questions, i.e one from each section.

Section A: General

Six-ten (6-10) questions will be set to give candidates the opportunity to read extensively and formulate informed, critical, creative and relevant responses to issues relating to the broad competencies of GS&CS. Questions will not necessarily be set on every topic area or be in any particular order. They will be general in nature and will require candidates to draw on their knowledge from across topic areas, sub-topic areas and units while demonstrating awareness of current significant issues. The ability to convey a sustained and well thought through argument will be credited.

Section B: Comprehension

One or two passages of continuous prose will be provided to allow for comparative analysis. Then on the passage text(s), a range of questions will be set 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. They will formulate their responses based on their understanding and interpretation of the text(s) as a whole, in relationship to a task derived from the text(s).

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve in a given subject.

4. RESOURCES

4.1. Materials needed for implementation

To implement the GS&CS syllabus properly, appropriate and accurate reference materials need to be available and used. These include live or audiovisual testimonies and stories on socio economic and political issues, problematic social cases, pictures, videos, radio and television recorded or live transmissions. Schools must be subscribed to different periodicals (journals and newspapers) on socio-economic and political issues. Other important resources include a range of documents such as books, reports and publications (including brochures of financial institutions and documents on gender issues) as well as documentary films on socio economic and political issues, speeches of famous personalities, different types of letters and CVs, charts and graphs showing economic growth, internet, audiovisual interactive online platforms such as the Genocide Archive of Rwanda Interactive Map (http://www.genocidearchiverwanda.org.rw) and IWitness (http://iwitness.usc.edu/SFI/) as well as genocide memorial sites, farming stations, agro processing factories, etc. Documents of particular interest include the Rwandan constitution and different conventions, protocols, agreements and other legal publications on gender-based violence (GBV) and child abuse, etc.

Last but not least, schools should set up their own libraries with access to internet to facilitate the teaching and learning of GS&CS. School libraries should be well stocked with relevant reading materials, and made easily accessible to students of different abilities and disabilities and include: audio-visual materials, Braille and other special equipment for the visually impaired.

The teacher should allow sufficient time for discussion as this will enable him or her to guide students in the practical application of knowledge, skills and attitudes. The school will need to facilitate the teacher by providing extra resources when necessary, assist by inviting guest speakers to illustrate lessons, and give permission to students for field trips.

4.2. Human resource

To teach the GS&CS syllabus well, teachers need to be qualified for advanced secondary level, to be open-minded, to behave professionally and to act as a role model, as well as being properly trained for delivering the national curriculum.

The teacher should be up-to-date on current affairs and stories of interest; this can be done through attendance at workshops, reading books, journals, magazines and carrying out online research.

5. SYLLABUS UNITS

5.1. Presentation of the structure of the GS&CS syllabus units

GS&CS is taught in upper secondary school for all combinations, in S4, S5 and S6 respectively.

GS&CS is structured in Topic Areas. Topic Areas are themselves broken down into Sub-Topic Areas while each of these is made up of Units. Units are characterised by the following features:

1. Each Unit shows the number of corresponding lessons in it.
2. Each Unit has a key unit competency that is based on the GS&CS Subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. At the heart of a competence based curriculum is the objective of ensuring learners reach a competence level in their learning across the whole curriculum. Hence each unit is written in such a way that it develops a subject competence, referred to as the *key unit competence.*
3. Each Unit's key competence is broken down into the following three types of learning objective:
   a. *Type I:* Learning objectives related to Knowledge and Understanding (these objectives are also known as Lower Order Thinking Skills or LOTS) – and are considered to be prerequisites to the following two types of learning objectives that are the ones targeted by the revised curriculum.
   b. *Type II* and *Type III:* Learning objectives relating to Skills as well as Attitudes and Values. These learning objectives are also known as Higher Order Thinking Skills or HOTS and are the ones targeted in the revised curriculum.
4. Each Unit has a detailed content.
5. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.

6. Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

The GS&CS syllabus has 4 topic areas. In S4, there are 13 sub-topic areas and Units. In S5, there are 15 sub-topic areas and Units and in S6 there are 14 sub-topic areas and Units.

	S4	S5	S6
Topics areas	4	4	4
Sub-topic areas	13	15	14
Units	13	15	14

5.2. GS&CS Syllabus for Senior four

5.2.1. Key competences at the end of S4

At the end of S4, the student should be able to:

- promote the ethical, humanistic, moral and religious values that characterise Rwandan society;
- communicate with others effectively and persuasively, both orally and in writing;
- make individual plans which enable a person to live a financially decent and honest life with concerns for sustainable development;
- use research findings from science and technology to promote health education and healthy behaviours and life styles ;
- Show awareness of cultural aspects affecting or likely to affect society.

5.2.2 General Studies and Communication Skills units for Secondary Four

Topic Area: LIVING IN SOCIETY			Sub-Topic Area: Peace and Conflicts	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 1: Social Cohesion**			**No of periods: 7**
Key Unit Competence: To be able to make decisions that promote social cohesion in practical situations				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Explain how to behave in ways that are consistent with personal values. • Explain factors of social cohesion. • Explain how factors can sometimes hinder cohesion. • Detail the elements of each of the factors of social cohesion (where applicable). • Explain challenges to social cohesion.	• Devise strategies to address challenges to social cohesion. • Apply active listening to others' opinions • Evaluate situations and judge when and whether it is appropriate to intervene. • Balance individual rights against those of society and take appropriate action. • Practice behaving in ways that are consistent with personal values.	• Appreciate the importance of a cohesive society by showing behaviours, attitudes and values of a cohesive society. • Develop the culture of respect for all people. • Appreciate that all relationships benefit when people respect each other's values.	• Introduction and objectives of the GS&CS . **Factors of Social Cohesion:** • Concept of social cohesion. • Society norms, positive values, human rights, religious values, national and humanistic values (resilience, benevolence, repentance, forgiveness and reconciliation, consensus-building). • Active listening,	• Work in groups to use a range of sources to explore social cohesion and make a presentation to the class follow with questions with answers (Q&A). • Discuss the key challenges to cohesion and how these can be overcome. • Make a presentation with sources and example. • Analysis of testimonies and stories on social problems. • Role play of ways of avoiding challenges to cohesion and on active listening. • Case studies of the breakdown of social

			inclusiveness, empathy and active bystandership. **Challenges to Social Cohesion:** • Individualism, discrimination, social injustice.	cohesion.

Links to other subjects: *Unity in history and citizenship, unity in diversity in religion*

Assessment criteria:
- *Ability to analyse a social problem and devise strategies to address that problem*
- *Ability to behave appropriately in given situations which demand a certain social cohesion*

Materials: Testimonies and stories, documentary films

Topic Area: LIVING IN SOCIETY				Sub-Topic Area: Citizenship
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 2:** Individual and Society			**No of periods: 8**
Key Unit Competence: To be able to analyse the role of the individual in society including family, marriage, local, national and global communities				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Describe the process of decision making. • Determine consequences that may arise from various types of individual choices. • State the roles and responsibilities of the individual at the levels of family, community, nation, and world. • Explain the key features of long-term commitments, marriage and parenting.	• Assess the importance of the individual's identity in the promotion of social relationships. • Make responsible choices in all life situations including health, sexual health and reproductive behaviour. • Predict the impact of individual choices and their consequences on individuals and society at large. • Provide relevant advice to an	• Readiness to execute one's roles and responsibilities in any social position. • Show behaviours and attitudes of resistance to manipulation. • Show readiness to assume responsibility for one's actions. • Show willingness to disclose sexual and relationship issues in the family and with close friends.	**Individual identity and multiple identities** • Belonging of the individual to various social entities. • Roles and responsibilities of the individual at the levels of family, community, nation, world. **Making choices** • Consequences of choices • Various influences on the individual	• Dilemma case study opposing individual's belonging and the decision that one takes. • Case study leading to decision making as well as group presentations, debates and discussions on decisions made. • Discuss various influences that may have impact on the individual. • Discuss the types of manipulations. • Analyse testimonies or stories about cases in which some people assumed their responsibility and others did not assume theirs.

	individual according to the prediction made in his/her choice. • Demonstrate negotiation skills in a practical situation. • Demonstrate assertiveness skills in a practical situation.		• Types of manipulations • Process of decision making **Personal responsibility** (duty to take action and be ready to bear the consequences if something goes wrong).	

Links to other subjects: *Unity in history & citizenship,*

Assessment criterion: *Ability to analyse a social situation in which a person has made a choice, to judge the choice made and substantiate the judgment*

Materials: *Testimonies, stories, problematic social cases, pictures, videos*

Topic Area: LIVING IN SOCIETY				Sub-Topic Area: Citizenship	
S4 GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 3: Sport and Leisure**			**No of periods: 6**	
Key Unit Competence: To be able to articulate how sport, leisure and competition contribute to personal, collective identity shared with others and social development					
Learning Objectives			**Content**	**Learning activities**	
Knowledge and Understanding	**Skills**	**Attitudes and Values**			
• Differentiate leisure and sport. • Explain the role of sport and leisure in personal life.	• Demonstrate the need for sport and leisure time. • Justify the contribution of sport, leisure and competition to personal and collective identity.	• Promote sport and leisure by participating in some activities. • Show fairness and honesty in sport.	• Difference between sport and leisure. • Contribution of sport, leisure and competition to personal and collective identity. • Contribution of sport, leisure and competition to personal and social development.	• Group discussion about what students gain by taking part in sport and leisure activities (interschool competitions, *umurenge* cup, drama, etc.). • Group discussion on how sport contributes to social cohesion. • Analyse case study where sport and leisure contribute to collective identity and social development.	
Links to other subjects: *Individual & collective sports in physical education*					
Assessment criteria: *Ability to make an essay on the role of sport and leisure to personal, collective identity shared with others and social development.*					
Materials: *Case study, testimonies and stories.*					

Topic Area: **SOCIETY AND CULTURE Interdependence**		Sub-Topic Area: **Global Communication and**		
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 4: Effective Communication**		**No of periods : 15**	
Key Unit Competence: To be able to use various sources of information to construct and disseminate knowledge				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Explain what communication, ways of communicating. • Distinguish forms of communication. • Distinguish ways of communication. • Explain the characteristics of effective communication. • Organise the elements of communication into a visual representation. • Identify bad and	• Extract key information from reading materials. • Give and receive information effectively using various forms and ways of communication. • Identify non-verbal communication signs and their impact on people's perception. • Write a project on a chosen topic. • Demonstrate confidence in using negotiation and	• Show a critical attitude towards any information received. • Show interest in information by searching for it. • Make good use of any information received. • Demonstrate effective communicatio	• Forms and ways of communication: hard forms (verbal and non-verbal) and hard ways (oral, written and recorded/offline); soft forms (verbal) and soft ways (oral, written and recorded/online). • Effectiveness of communication: speaking and listening, writing and reading, feedback. • Representation of elements of	• Role play on different scenarios on speaking, listening and feedback. • Examination of an example of information from various sources, determination of the most reliable of those sources with justification. • Research on various topics using differing sources of information. • Read and summarise different texts and books. • Presentations on different topics. • Look for old people and record the oral literature of the past and present.

good communication. • State barriers of effective communication (fear, lack of confidence).	refusal skills.	n of personal needs, including sexual limits.	communication in the form of a cycle. • Read and summarise texts and books. • Recite heard stories. • Project writing: Steps: - Identify topics of interest - Look for sources of information (library, internet, people) - Make notes - Make a plan/sketch - -Write the project - Draft and final draft after editing - Presentation.	• Group discussion on the concept of effective communication, presentation and Q and A

Links to other subjects: *Media in English, introduction to networks in ICT.*

Assessment criteria: *Ability to make a composition on a given topic using various sources of information and indicate references used.*

Materials: *Radio, television, books, journals, CD ROMs, online texts.*

Topic Area: SUSTAINABLE DEVELOPMENT				Sub-Topic Area: Wealth Creation
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 5: Personal Finances**			**No of periods: 8**
Key Unit Competence: To be able to make informed financial judgements and decisions.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Explain key financial terms and the concept of saving and investing. • Select and use financial tools interactively to achieve financial goals. • Recognise financial consequences towards action taken.	• Analyse some of the social, moral, ethical and environmental implications of certain financial decisions. • Demonstrate how to keep track of personal money and payment commitments.	• Be confident with key financial terms and the concept of saving. • Respond wisely to dynamic personal and economic circumstances. • Take financial responsibility and planning for self and the family.	• Sources of revenues. • Concept of saving to an individual and the wider society. • Importance of saving and the role of interest in saving. • Social, moral, ethical and environmental implications of financial decisions (use of money, money can be used to do good or not and in a particular way). • Keeping track of personal money and payment commitments.	• Work in groups to compare different financial institutions services using brochures. • Guest speakers from different financial institutions to present and show how they operate. • Analyse testimonies about people who improved their situation by saving.

Links to other subjects: *Money management in entrepreneurship,*
Assessment criteria: *Ability to analyse a situation of a person who saved without satisfying all basic needs and another who enjoyed his money without saving because he/she has not enough money and justify his/her decision.*
Materials: *Brochures of financial institutions, testimonies, stories, guest speakers, videos*

Topic Area: SUSTAINABEL DEVELOPMENT				Sub-Topic Area: Wealth Creation
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 6: Education and Welfare Systems**		**No of periods: 7**

Key Unit Competence: To be able to analyse critically how education and welfare systems contribute to economic development

Learning Objectives			Content	Learning activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Distinguish formal and informal education. • Recognise the role of education and welfare in economic development.	• Justify the role of education and welfare systems in economic development. • Apply the skills attained at school in day to day life.	• Exhibit positive social values/social awareness and critical thinking. • Appreciate the importance of education and welfare systems to national development. • Readiness to behave in an inclusive way.	• Concept of education. • Role of education in economic development. • Inclusive education. • Types of welfare systems • Importance of welfare systems in economic development. • Challenges facing education for all.	• Role play about the benefit of education and challenges faced. • Debate in group the importance of inclusive education. • Group discussions about wealth and the wellbeing of people. • Research into health and welfare systems. • Debates on education for all and quality education assurance on inclusive education.

Links to other subjects: *Economics.*

Assessment criteria: *Ability to analyse the role of education and welfare systems to economic development*

Materials: *Books, journals, testimonies, stories, media, film, video, pictures.*

Topic Area: SUSTAINABLE DEVELOPMENT				Sub-Topic Area: Wealth Creation
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 7: Career Planning**		**No of periods: 7**

Key Unit Competence: To be able to explain the importance of career planning

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the concept of career planning. • Distinguish types of jobs and expected pay. • Recognise the importance of career choices. • Demonstrate the process of career planning. • Explain the importance of setting short and long term goals.	• Analyze the link between education, training, job and income. • Classify types of job and their expected pay. • Examine the importance of career choice.	• Show interest about the link between education training, jobs and income. • Appreciate different types of jobs and their pay.	• The link between education, training, job and income. • Types of jobs and expected income. • Career planning process. • Importance of career choice in achieving personal financial goals.	• Group discussions on different types of jobs and their pay in order to plan for their careers. • Class presentations by students working groups. • Analyse testimonies of people have succeeded in their life. • Role play on different types of jobs and how they are helpful to the society.

Links to other subjects: *Entrepreneurship for employment, career choices in English.*

Assessment criteria: *Ability to analyse the importance of career planning.*

Materials: *Books, journals, speeches, testimonies, stories, media, internet.*

Topic Area: SUSTAINABLE DEVELOPMENT			Sub-Topic Area: Ethics	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 8: Fair Operating Practices**			**No of periods: 8**

Key Unit Competence: To be able to analyse critically fair operating practises

Learning Objectives			Content	Learning activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Recognise forms of corruption. • Explain causes and effects of corruption (role of values and behaviour). • Argue about fair competition and respect of property rights.	• Devise strategies to curb corruption. • Make an analysis on forms of corruption. • Discover property rights and fair competition.	• Fight against corruption. • Show interest in fair competition. • Respect the property of others. • Show fairness and honesty in every day's interactions and activities.	• Concept of corruption. • Forms of corruption. • Causes and effects of corruption. • Fair competition. • Respect of property rights.	• Work in groups to identify ways of controlling corruption. • Discuss the causes and effects of corruption. • Debate about fair competition and respect of property rights. • Case study and analysis of corruption cases.

Links to other subjects: *Citizenship in history and citizenship.*

Assessment criteria: *Ability to evaluate fair operating practices and respect of property rights through a case study.*

Materials: *Books, journals, newspapers, speeches, testimonies, stories, media.*

Topic Area: SUSTAINABLE DEVELOPMENT			Sub-Topic Area: Environmental Awareness and Protection	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 9:** Environnemental management and population dynamics		**No of periods: 8**
Key Unit Competence: To be able to overcome environment degradation				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Explain the causes and effects of environment degradation. • Identify ways of environmental conservation. • Recognise the link between high population growth, economic growth, social development and environment protection. • Explain the benefits of renewable energy resources.	• Balance between economic growth, social development and environment protection. • Propose some techniques to promote conservation of environment.	• Appreciate the need for balance between population growth, economic growth, social development and environmental protection.	• Rwandan and global environmental degradation (Causes: high population growth, deforestation, wetland encroachment, overstocking, monoculture, etc. and effects: desertification, loss of biodiversity, drought, global warming, etc.). • Conservation of environment. • Relationship between economic growth, social development and environment protection. • The benefits of renewable energy resources in	• Group discussion and presentation of aconflict between human needs and limited resources in the environment. • Field study where there is environmental degradation or protection of environment . • Read and analyse through a range of literature the impact of poor protection of environmental and how to overcome that situation.

			comparison with unsustainable finite resources.	

Links to other subjects: *Environmental conservation in geography.*

Assessment criteria: *Ability to present by essay type how to manage the environment by analysing a case study where there has been degradation and poor protection of the environment.*

Materials: *Books, journals, newspapers, speeches, media, video, pictures.*

Topic Area: SCIENCE	Sub-Topic Area: Scientific Research, Innovation and Progress, Nutrition and Health	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 10: Scientific Research, Health and Wellbeing**	**No of periods: 9**

Key Unit Competence: To be able to analyse the role of science and technology to improve healthy behaviours

Learning Objectives			Content	Learning activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		

• Explain the role played by science and technology in today's world.
 • Identify Rwanda's socio-economic and demographic indicators in relation to education, population and health in Rwanda.
	• Analyse medical dilemmas and issues of research and ethics on incidence and prevalence of HIV/AIDS by age and gender.
	 • Evaluate the role played by science and technology in the world today.
	 • Devise strategies to address Rwanda's socioeconomic and demographic challenges.
		• Appreciate the role of science and technology in the world today.
		 • Make use of health education in daily life.
			• Rwanda's socioeconomic and demographic indicators (RDHS):
			   - Incidence and prevalence of HIV/AIDS by age and gender
			   - Infant and maternal mortality rate
			 • Medical research and ethics on HIV/AIDS.
			 • Role of health education in promoting
				• Discuss the role of science and technology in everyday life.
				 • Analyse testimonies on diet, HIV/AIDS, hygiene and reproductive health.
				 • Drama about the impact of poor health indicators on a population: malnutrition, reproductive health, birth rate and mortality rate Group discussion on health, population, and education indicators.

			sustainable healthy behaviour in relation to HIV/AIDS and reproductive health. • Impact of progress and innovation in science and technology including ICT.	

Links to other subjects: *Nutrition, sexual behaviour and response, sexual responsibilities in biology.*

Assessment criteria: *Ability to analyse the impact of health education, progress and innovation of science and technology and medical issues on people's life.*

Materials: *Books, videos, newspapers, media, guest speakers, testimonies.*

Topic Area: SOCIETY AND CULTURE				Sub-Topic Area: Cultural Diversity
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 11: Heritage and Culture**		**No of periods: 5**
Key Unit Competence : To be able to appreciate national heritage, cultural preservation and recognise their impact on lifestyle				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Recognise national heritage. • Explain the role of cultural preservation. • Describe harmful social and cultural practices that have a negative impact on health. • Identify key cultural norms and sources of messages relating to life style.	• Distinguish positive and negative cultural practices. • Analyse how different cultures impact on life style and habits.	• Inherit national positive heritage. • Recognise the difference of cultures and live fairly.	• Identify elements of national heritage. • The role of cultural preservation and national/cultural heritage (give names to children, dowry, death, importance of cultural preservation in safeguarding traditions, good practices and ways of life from being eroded). • Impact of differing cultures on lifestyle and habits. • How cultural factors influence what is considered acceptable	• Group discussion on national heritage. • Debate on advantages and disadvantages of cultural preservation. Use timelines to analyse different cultures on lifestyle and habits • Game: Boys/girls may believe that to be masculine/feminine they should behave in certain ways. • Group discussion the impact of different cultures on life style and habits.

			and unacceptable with sexual behaviour in society. • How culture, human rights and social practices influence gender equality and gender roles.	

Links to other subjects: *Connections and comparisons in literature.*

Assessment criteria: *Ability to analyse the national heritage and cultural diversity.*

Materials: *Books, videos, newspapers, media, guest speakers, ceremonies.*

Topic Area: SOCIETY AND CULTURE			Sub-Topic Area: Gender	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 12: Gender & Society**		**No of periods: 12**	
Key Unit Competence : To be able to relate/interact effectively with families, peers at school and community				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• State the meaning of gender, gender equality and equity. • To identify the benefits of gender equality and complementarity. • To identify the gender roles and gender stereotypes. • To state the impact of gender stereotypes on individuals, families and society.	• To apply gender equality principles in day to day life. • To detect gender bias and discrimination in any situation/environment. • To apply effective communication in building healthy relationships. • To apply effective communication to avert unwanted sexual pressure and abuse by peers, people in position of authority and other adults.	• Display cooperation between peers and opposite sexes. • To treat others equally. • To show tolerance towards others' perspectives/beliefs. • To show respect to other sex, age and disabilities. • Appreciate the right words to use in effective communication. • To show empathy in communication.	• Gender equality and equity. • Benefits of gender equality and complementarity. • Gender roles and gender stereotypes. • Impact of gender stereotypes on individuals, families and society.	• Research into gender equality, related concepts and present in group class. • Role play and debates on gender roles and communication skills. • Group discussions on gender stereotyping and its effects. • Inviting key speakers who overcame gender bias. • Writing essays on gender issues. • Observe learners in displaying scenarios. • Case studies.

	• To assert your ideas without offending. • To negotiate in any circumstance. • Demonstrate relevant communication skills (e.g. assertiveness) refusal) in resisting sexual abuse.			

Links to other subjects: *Social studies in family and community, human rights duties and responsibilities, Conflicts transformation in history and citizenship, reproduction and reproductive health (biology).*

Assessment criteria: *Ability to analyse a case study or circumstance with gender issues/stereotype behaviours and suggest solutions to address those issues.*

Materials: *Books and publications on gender.*

Topic Area: SOCIETY AND CULTURE			Sub-Topic Area: Arts	
S.4. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 13: The Arts & Society**			**No of periods: 8**
Key Unit Competence : To be able to describe & compare various forms of art				
Learning Objectives			**Content**	**Learning activities**
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
• Identify the forms of art. • Distinguish the various forms of art. • Show characteristics of fine arts by region. • Link different forms of arts and where they are used.	• Show how the various forms of art are used. • Compare various forms of art including architecture, painting, fashion, photography, sculpture and music from a variety of cultures, styles and traditions.	• Appreciate the role of various forms of art to an individual, nation and the world at large. • Use the forms of art in day-to-day life.	• History of arts. • Forms and uses of arts. • Characteristics of fine art by region (African, European, Asiatic, Egyptian, Greek, Italian, American, Chinese). • Various forms of art including architecture, painting, fashion, photography, sculpture and music from a variety of cultures, styles & traditions. • Classification of arts by Fine arts and applied arts. • Rwandan unique arts	• Research into forms of art. • Carry out fieldtrips to the museum, and some tourist sites. • Role play on different cultures, styles and traditions. • Role played by performing artists in Rwanda.

			and craft. • Importance of the various forms of art to an individual, national and global community.	

Links to other subjects: *Civilisation in history forms of literature in literature, Individual and society in history.*

***Assessment criteria:** Be able to analyse the role of art to an individual, national and global community.*

***Materials:** Books, videos, newspapers, media, guest speakers and ceremonies.*

5.3. GS&CS Syllabus for Senior five

5.3.1. Key Competencies for Senior five

At the end of S5, the student should be able to:

- Make informed decisions about personal and public issues while conscious of his or her responsibility for doing so and of the responsibility as an individual for the social whole.

- Express clear arguments, ideas and opinions in a reflective and academic manner within a given historical, social, economic, political and philosophical context.

- Appreciate the role of tourism, sport and leisure as well as national and international institutions in development through income generation and financial transactions without jeopardising sustainable development.

- Personally implement and give others advice on healthy sexual behaviours and healthy lifestyles.

- Appreciate the contribution of national heritage, language and the arts to national culture.

5.3.2. GS&CS units for Senior five

Topic Area: LIVING IN SOCIETY			Sub-Topic Area: Peace and Conflict	
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		Unit 1: Conflict Management		N0 of lessons: 8
Key Unit Competence: To be able to manage conflicts				

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain what conflict is. • Identify different types of conflict in the family, community and nation. • Indicate the causes of conflict. • Give examples of consequences of conflict.	• Analyse conflict situations. • Compare different types of conflict. • Discuss the causes of conflict. • Assess the consequences of conflict. • Devise ways of managing and transforming conflict. • Use negotiation skills to resolve a conflict.	• Show concern for having conflict situations addressed. • Appreciate the importance of conflict management and transformation. • Show impartiality in conflict solving. • Develop social cohesion culture.	• Concept of conflict. • Types of conflict. • Causes of conflict. • Consequences of conflict. • Management and transformation of conflict. • Prevention of conflict including provision of equal opportunities to all citizens in all areas (education, health, economy, politics).	• Group research into conflict situations, discussion and presentation. • Analysis of testimonies and stories about various ways of addressing conflict situations. • Debate about ways of managing and transforming conflicts. • Role play about an imagined conflict situation managed and transformed. • Analyse case studies of conflicts, identify the ways they have been managed and propose the best alternatives for conflict management.

Links to other subjects: *Conflict transformation in history and citizenship, conflict resolution in religious education.*
Assessment criteria: *Ability to propose the strategies of managing and transforming conflicts to any conflict situation.*
Materials: *Books, videos, testimonies, speeches, stories and case studies.*

Topic Area: LIVING IN SOCIETY				Sub-Topic Area: Citizenship
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 2: Leadership, Governance and Management**			**No of periods: 8**
Key Unit Competence: To be able to criticise and improve different leadership styles				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the styles of leadership. • Explain the functions of management. • Identify functions of governance. • Distinguish leadership, management and governance.	• For particular situations given, analyse the styles of leadership applied as well as functions of management and governance exerted. • Analyse the usefulness of a good leader in society. • Evaluate the effectiveness of various styles of leadership and their implications.	• Show the behaviour and attitude of a good leader. • Appreciate the role of a good leader, in the development of society. • Apply effective leadership, management and governance skills in society.	• Concept of leadership. • Leadership styles (autocratic, democratic, laissez-faire, situation leadership etc.). • Characteristics of a good leader. • Challenges facing leaders. • Concept of management. • Functions of management. • Characteristics of a good manager. • Governance (notion, types and functions). • Relationship between	• Group discussion, result and presentation and Q&A on characteristics of a good leader, a good manager and a good governor. • Analyse case studies of a good and a bad leader, manager and governor. • Debates on the advantages and disadvantages of each leadership style. • Group discussion, result and presentation Q&A on characteristics of a good leader.

			leadership, management and governance.	

Links to other subjects: *Democracy and justice in history and citizenship, organisation and management of activities in entrepreneurship.*

Assessment criteria: *Ability to evaluate different case studies/scenarios where different leadership styles are applied and propose improvement where necessary.*

Materials: *Books, videos, speeches, stories and case studies.*

Topic Area: LIVING IN SOCIETY			Sub-Topic Area: International Politics	
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 3: International Relations**		**No of periods: 7**	
Key Unit Competence: To be able to analyse the influence of imperialism, post-colonial nationalism, neo-colonialism, and geopolitics on developing countries				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Define imperialism, colonialism, post-colonial nationalism, neo-colonialism and geopolitics. • Explain regional and international relations. • Identify the impact of neo-colonialism and geopolitics.	• Assess the role of regional and international relations. • Examine the impact of neo-colonialism and geopolitics on developing countries.	• Show the influence of neo-colonialism and geopolitics on developing countries. • Appreciate the role of regional and international relations.	• Concept of imperialism. • Concept of colonialism. • Concept of post-colonial nationalism. • Concept of neo-colonialism. • Concept of geopolitics. • Regional and international relations. • Impact of neo-colonialism and geopolitics on developing countries.	• Individual research into imperialism, colonialism, postcolonial nationalism, neo-colonialism and geopolitics by using books, search engines from the internet. • Group discussions about imperialism, colonialism, postcolonial nationalism, neo-colonialism and geopolitics. • Presentation of group discussions results and Q&A. • Individual research on regional and international relations, regional and international integration as well as South-South cooperation.

			Regional and international integration. • South-South cooperation.	• Group discussions about regional and international relations, regional and international integration as well as South-South cooperation. • Presentation of group discussions results and Q&A.

Links to other subjects: *Interdependence in history and citizenship, economic integration in economics.*

Assessment criteria: *Ability to analyse the impact of imperialism, post-colonial nationalism, neo-colonialism and geopolitics on developing countries.*

Materials: *Books, videos, speeches and the internet.*

Topic Area: SUSTAINABLE DEVELOPMENT				Sub-Topic: Wealth Creation
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 4: Multinational Corporations**		**No of periods: 5**
Key Unit Competence: Ability to analyse the role of multinational corporations in host countries				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Define multinational corporations. • Identify multinational corporations. • Name the multinational corporations operating in Rwanda and in the East African Community.	• Recognise the advantages and disadvantages of multinational corporations. • Demonstrate the contribution of multinational corporations to the development of host countries. • Justify the contribution of multinational corporations.	• Defend the effect of multinational corporations on host countries.	Multinational corporations: • Multinational Corporation operating in Rwanda and the East African community. • Categories of multinational corporation (decentralised corporations, global centralise, international company, transitional enterprise). • Forms of multinational	• Group research and discussions into multinational corporations. • Presentation of group discussions outcomes. • Debate on advantages and disadvantages of multinational corporations. • Compare what was done before and decide whether multinational corporations are making a difference.

			corporation (franchising, branches, subsidiaries, Joint venture, turnkey projects). • Advantages and disadvantages of multinational corporations on host countries.	

Links to other subjects: *Economic integration in economics*

Assessment criteria: *Ability to justify the effect of multinational corporations on the economy of host countries.*

Materials: *Books, videos, speeches, journals, newspapers and media.*

Topic Area: SUSTAINABLE DEVELOPMENT				Sub-Topic Area: Wealth Creation
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 5: Money and Finance**		**No of periods: 8**
Key Unit Competence: To be able to justify the role of financial institutions to the individual, the community & the country				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Describe how money facilitates personal transactions. • Compare the advantages and disadvantages of using cash rather than cheques/credit/debit cards for payment of expenses. • Describe the function and use of documentation for banking activity (including remittances and	• Analyse the role of money in personal transactions. • Examine the advantages and disadvantages of using cash compared to cheques for payment of expenses. • Justify the function and use of documentation for banking activity. • Use the right methods of payment according to the context. • Contrast different methods used for	• Use money appropriately in one's transactions. • Adopt appropriate methods of payment of one's expenses. • Appreciate the role of financial institutions and their products and services.	**Financial institutions** • Types of financial institutions (banking and non-banking institutions). • Products and services offered by financial institutions. • The role of financial institutions to the individual, the community and the country. **Methods of payment** (cash transactions, cheques, money transfers, credit card, barter trade (advantage and disadvantages), mobile	• Group field visit aimed at researching and documenting the types of financial institutions and their products and services. • Group discussions on the advantages and disadvantages of using cash compared to cheques for payment of expenses. • Group discussions on the role of financial institutions to the individual, the community and the country. • Group discussions on different methods used for payment of expenses such as credit card, mobile banking, etc.

money transfers). • Describe the features of electronic banking (E-Banking).	payment of expenses such as credit card and mobile banking.		banking). • Function and use of documentation personally and for banking activity to keeping track of finances.	• Group presentations of group discussions results.

Links to other subjects: *Financial institutions in economics*

Assessment criteria: *Ability to analyse and present in essay type the contribution of financial institutions to the economy of a given country.*

Materials: *Books, booklets of different financial institutions, brochures of different financial institutions, internet, testimonies, video and case studies.*

Topic Area: SUSTAINABLE DEVELOPMENT				Sub-Topic Area: Wealth Creation
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		Unit 6: Tourism, & Development		No of periods: 6

Key Unit Competence: To be able to debate the contribution of tourism, on sustainable development

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Define sustainable development. • Define tourism. Explain the contribution of sport and leisure to sustainable development.	• Justify the contribution of sport and leisure to sustainable development. Demonstrate the importance of tourism to sustainable development.	• Promote sport and leisure. • Show concern of tourism to sustainable development. • Appreciate win/lose in sporting activities. Form relevant clubs of sport and leisure.	• Sustainable development. • Principles of sustainable development. • Pillars of sustainable development. • Social sustainability, economic sustainability, environmental sustainability. • Sustainability indicators. • Role of tourism on sustainable development. • Traditional sport vs. modern sports. Role of sport and leisure on sustainable development.	• Individual research on the contribution of sport and leisure to sustainable development. • Group discussions on the importance of tourism to sustainable development. • Presentation of group discussions results. • Visit tourist sites.

Links to other subjects: *Tourism in geography, individual and collective sports in physical education.*

Assessment criteria: Ability to analyse the role of tourism ,sport and leisure on sustainable development .

Materials: Books, videos, TV and speeches.

Topic Area: **SUSTAINABLE DEVELOPMENT**		Sub-Topic Area: **Environmental Awareness and Protection**		
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 7 : Environment and Sustainable Development**		**No of periods: 11**	
Key Unit Competence: To be able to propose solutions about the impact human activities have on the environment				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify tools for environment management. • Explain how industries have evolved throughout the world. • Explain the impact of the progress of industries on climate change. • Explain the interrelationship between environment, society and economy.	• Interpret the relationship between poverty and environment. • Detect causes of environment pollution in Rwanda. • Portray the evolution of industries. • Show how progress in science has led to climate change. • Interrelate standards and	• Appreciate the contribution of environmental management to sustainable development. • Cooperate in preventing environment pollution. • Show concern for the progress of science insofar as it leads to climate change. • Advocate for reducing climatic change as a result of science progress.	• Causes of environmental pollution. • Environment pollution, its impact on sustainable development. • Relationship between poverty and environment issues. • Principles of environmental management (protection, sustainability and intergenerational equity, "polluter pays", cooperation, sensitisation). • Environmental management standards. • Tools used for	• Group discussions on the impact of environment pollution on health and development. • Research on tools for environmental management and their importance. • Presentation of group work results. • Discuss and then write an essay on the relationship between poverty and the environment. • Analyse a case study of climate change impact. • Field visits to areas affected by climate change. • Group research about the evolution of industries.

	tools used for environment management. • Assess the impact of environment pollution on health and sustainable development.		environment management (Environmental Impact Assessment, Inspection, Audit) their importance/contribution to sustainable development. • Evolution of industries. • Impact of the progress of science (industries) on climate change. • Impact of climate change on health and development (case study of Rwanda).	• Group discussions on the impact of the progress of science (industries) on climate change. • Presentation of group discussions results. • Using audio visual aids, lwatch a documentary about different parts of the world affected by climate change and discuss the impact of climate change on environment. • Using Rwanda as a case study, analyse the impact of climate change on national development.

Links to other subjects: *Water and air pollution in chemistry, data collection, data representation and data interpretation in mathematics.*

Assessment criteria: *Ability to propose solutions to ensure human activities do not compromise environment protection by analysing a case study/scenario that shows the relationship between human activities and environment.*

Materials: *Books, charts and graphs showing economic growth, and case studies.*

Topic Area: SCIENCES		Sub-Topic Area: Scientific Research and Innovation	
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 8: Importance of ICT in development**		**No of periods: 5**

Key Unit Competence: To be able to justify the role of ICT in developing international exchange

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain how ICT keeps people connected and economically, socially and politically interdependent. • Show the importance of using ICT for rapid information exchange. • Describe the use of ICT in international exchange, cooperation and dissemination of ideas.	• Analyse the role of ICT in people's connection and interdependence. • Examine the importance of using ICT for rapid information exchange. • Justify the use of ICT in international exchange, cooperation and dissemination of ideas. • Identify different uses of ICT.	• Appreciate and adopt the use of ICT for personal, family, community and national development.	• ICT as mobile phones (sms, digital camera, scanning, networking) • ICT as internet (email, Face book, Twitter, Google Maps, YouTube). • Role of ICT in creating a global community. • Role of ICT in developing international exchange and disseminating scientific ideas.	• Individual research into economic and scientific transactions using ICT. • Group discussions about how ICT connects people socially and economically. • Presentation of group discussions results. • Analysis of case studies on the role and advantages of ICT in international cooperation, exchange and interdependence.

Links to other subjects: *Impact of computers in daily life in ICT*

Assessment criteria: *Ability to analyse and present in essay form the contribution of ICT to personal and international exchange.*

Materials: *Books, computers, internet, mobile phones and case studies.*

Topic Area: CULTURE				Sub-Topic Area: Global Media
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 9: Writing official documents and mass media**		**No of periods: 18**
Key Unit Competence: To be able to judge and react effectively to the information received				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Describe the writing process. • Identify the parts of an administrative letter. • Determine the parts of a business letter. • Identify the parts of a CV. • Describe how to write an announcement. • Explain the role of the mass media. • Demonstrate the effects of global	• Compose a first draft from prewriting: turn notes into sentences and paragraphs. • Use graphic organisers to organise general information. • Generate topics and ideas related to topics. • Edit a written draft. • "Publish" a final draft. • Compose an administrative letter. • Write a business letter (inquiry). • Students write their own CVs.	• Appreciate the best ways of writing official and administrative documents. • Recognise the role of mass media. • Think critically about information from the media and use them appropriately. • Give and get feedback on a draft: identify points that are not clear, places that need more information, events that are not in order.	**Compose texts based on own ideas:** • Writing process • Concept of prewriting or planning of writing: purpose for writing, audience, generating topics and ideas related to topics. • First draft from prewriting: turn notes into sentences and paragraphs. • Feedback on a draft: identify points that are not clear, places that need more	• Write compositions using original ideas. • Write letters, using the writing process (plan, draft, get feedback, review, edit, publish). • Write CVs, using a template. • Group discussions and presentation about the role of mass media. • Debate the effects of global media on culture. • Debate the impact of advertising and role models in the media on financial decision making. • Write and present minutes

media on a culture. • Explain the impact of advertising and role models in the media on financial decision making. • Identify unrealistic images in the mass media concerning sexuality and sexual relationships. • Describe the impact of these images on gender stereotyping. • Critically assess the potential influence of mass media messages about sexuality and sexual relationships. • Identify ways in which the mass media could make a positive contribution to promoting safer sexual behaviour and gender equality.	• Justify the role of mass media. • Analyse the effect of global media on culture. • Explore how local media relate to the global media context and the relationship between them. • Assess the impact of local media and global media on lifestyle, culture and behaviour.		information, events that are not in order. • Use of feedback to revise draft: add details, strengthen word choice, and reorder content. • Proofreading written draft (for capitals, correct punctuation, check grammar, check spelling) • Edit content • Publish "final" draft **Writing official and administrative documents correctly: letters, etc** • Types of writing: Academic document, Official (formal letter), Non official (informal letter). • Parts of an administrative letter, parts of inquiry(business letter). • How to write an	after small group meetings in class or school. • Discuss advantages and disadvantages of each mode of communication. • Debate the impact of media on people's lifestyle and behaviour. • Review articles in the newspaper/on line/magazines that portray gender stereotypes and share report with class. • Decorate a bulletin board or chalk board in the classroom with articles/pictures from magazines/newspapers that depict unrealistic images in the mass media concerning sexuality.

			announcement, application, resignation, complaint.	
			• Parts of a CV	
			• Memo	
			• Report	
			• Minutes	
			Mass Media	
			• Role of mass media.	
			• Mode of communication (traditional, colonial period, modern period).	
			• Local media and global media: impact on lifestyle, culture and behaviour.	
			• Relationship between local media and global media.	
			• Effects of global media on culture.	
			• Impact of advertising and role models, in the media, on financial decision making.	
			• Role of mass media in influencing ideas of beauty and gender	

			stereotypes. • Influence of pornographic media on gender stereotyping. • Negative mass media portrayals of men and women. • Influence of mass media on the individual's self-esteem. • How negative and inaccurate mass media portrayals of men and women can be challenged. • Power of mass media to influence behaviour positively and promote equal gender relations.	

Links to other subjects: *Media in English, career opportunities in English.*

Assessment criteria: *Ability to criticise a news article or advert through cultural or financial situation by appreciating or complaining to the relevant authority.*

Materials: *Books, computers, internet, journals, newspapers, different forms of letters and CVs, Radio and TV.*

Topic Area: CULTURE				Sub-Topic Area: Culture Diversity
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 10: Fight against cultural discrimination**			**No of periods: 5**

Key Unit Competence: To be able to identify and avoid any form of cultural discrimination

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain what culture is. • Identify types of cultural discrimination. • Infer the causes of cultural dilution. • Demonstrate the existence of different cultures.	• Classify the causes of cultural dilution. • Point out the diverse cultures that exist in Rwanda. • Devise strategies of addressing cultural discrimination.	• Acknowledge diversification of culture. • Advocate against cultural discrimination. • Justify the disadvantages of cultural dilution. • Appreciate the importance of inclusion.	• Concept of culture. • Types of cultural discrimination. • Cultural dilution. • Culture diversification. • Consequences of cultural dilution. • Principles of inclusion.	• Individual research on strategies to address cultural discrimination. • Group discussions about consequences of cultural dilution. • Presentations of group presentations results.

Links to other subjects: *Connections and comparisons in literature, unity in history and citizenship.*

Assessment criteria: *Ability to analyse cultural diversification and devise strategies of avoiding cultural dilution and discrimination.*

Materials: *Books, videos, TV, speeches, research and stories.*

Topic Area: CULTURE				Sub-Topic Area: Gender
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		Unit 11: Gender-Based Violence and Child Abuse		No of periods: 9
Key Unit Competence: To be able to protect the individual and stand against GBV and child abuse				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Define and describe gender based violence, including rape, and its prevention. • Identify forms of GBV and child abuse. • Identify perpetrators of GBV and child abuse. • Recall the health, social and economic consequences of GBV and child abuse. • Identify specific strategies for	• Explain how gender role stereotypes contribute to forced sexual activity and sexual abuse. • Apply negotiation skills such as refusal. • Analyse the relationship between GBV, HIV/AIDS and STIs. • Differentiate between forms of GBV and child abuse. • Actively advocate	• Effective refusal to unwanted sexual attention. • Show concern to victims/ survivors of GBV and child abuse. • Reporting (disclosure and	• Definitions of gender based violence and child abuse. • Forms of GBV (physical, psychological, sexual and economic violence). • Forms of child abuse (Physical: corporal punishment, child labour) (Psychological: child neglect, sexual and economic violence). • Consequences of GBV • Linkage between GBV, HIV/AIDS and STIs. • Negotiation skills: (active listening, mutual respect, compromise, disclosure, active refusal).	• Debate/group discussion on their understanding of concepts of GBV and child abuse and their various forms. • Group work on consequences of GBV and child abuse. • Role play on negotiation skills. • Case study of forms and consequences of GBV and child abuse. • Debate and discussion on how separated or divorced parents, spinsterhood, and bachelorhood are related to GBV and affect children, • Visit different communities during certain events for identifying GBV and child abuse. • Divide participants into groups and give each group one of the following cards: Physical, mental and emotional, social, economic and sexual. Ask them to give

reducing gender-based violence, including rape and sexual abuse.	and demonstrate against all forms of GBV.	seeking legal redress).	• Mechanisms to respond to GBV.	examples of the type of violence named on the card. Allow three minutes for this and then ask them to read out their examples.

Links to other subjects: *Health and wellbeing in social studies, human rights, duties and responsibilities in history and citizenship, individual and the society in history.*

Assessment criteria: *Ability to analyse a case study/scenario on gender-based violence and child abuse, make a judgement if the action taken was appropriate and propose alternative actions.*

Materials: *Books, videos clips and posters.*

Topic Area: CULTURE				Sub-Topic Area: Literature
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 12: Forms (oral and written) and Genres of Literature**		**No of periods: 5**

Key Unit Competence: To be able to read and analyse the forms (oral and written) and genres of literature

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the forms (oral and written) of literature. • Explain the genres of literature.	• Differentiate forms (oral and written) and genres of literature.	• Appreciate the role of literature.	• Forms (oral and written) of literature including fiction, nonfiction, biography, diary, poetry. • Genres of literature including drama, tragedy, comedy, fairy tales, speeches, essays, etc.	• Research and group discussions about forms and genres of literature. • Presentation of group discussions results. • Debates on forms and genres of literature and their roles.

Links to other subjects: *Collecting and analysing historical sources in history*.

Assessment criteria: Ability to examine the role of literature.

Materials: Books, videos, journals, newspapers and media.

Topic Area: CULTURE				Sub-Topic Area: Arts
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 13: Preservation of National Heritage and Culture through the Arts**		**No of periods: 8**
Key Unit Competence: To be able to appreciate national heritage and culture preservation in the arts				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the types and forms of art. • State the benefits of preserving national heritage and culture through arts.	• Differentiate the types and forms of art. • Determine the importance of arts. • Practice cultural preservation through art. • Observe the different forms of art.	• Appreciate national heritage preservation in the arts. • Advocate for the preservation of national heritage and culture. • Use available resources to make arts.	• Types and forms of art: painting, architecture, sculpture, fashion, etc. • National heritage and culture preservation through arts. • Traditional and modern arts. • Importance of arts.	• Group visits to museums and art galleries. • Group research into different types and forms of art. • Make presentations about the importance of arts and preserving culture.
Links to other subjects: *Unity in history.*				
Assessment criteria: *Ability to analyse the role of the arts in preserving national heritage and culture.*				
Materials: *Books, videos, journals, newspapers and media.*				

Topic Area: SCIENCE				Sub-Topic: Health Education
S.5. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 14: Nutrition**			**No of periods: 5**
Key Unit Competence : To be able to propose and personally implement good practices of diet and hygiene				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the term 'balanced diet'. • Explain what are communicable diseases and non communicable diseases. • Describe factors that affect feeding the global population.	• Make and implement healthy choices around diet. • Detect ways and factors of feeding the global population.	• Appreciate the role of a balanced diet. • Act upon ways of feeding the global population.	• Diet. • Relationship between diet and non communicable diseases especially diabetes and hypertension. • Relationship between hygiene and communicable diseases. • Feeding the global population.	• Group research about communicable and non communicable diseases. • Group discussions on ways of feeding the global population. • Presentation of group discussions results. • Guest speaker. • Project work on comparison of traditional diet and modern diet (fast foods, cooking methods, preparation methods).
Links to other subjects: *Food nutrients and diet in biology.*				
Assessment criteria: *Ability to propose and personally implement good practices of diet and hygiene.*				
Materials: *Books, videos, journals, newspapers, media and testimonies.*				

5.4. GS&CS syllabus for Senior six

5.4.1. Key Competencies for Senior six

At the end of S6, the student should be able to:

- Show evidence of maturity in analysing behaviour related issues as well as critical thinking for decision making and personal responsibility.

- Appreciate the power of communication with special emphasis on speech and its impact on international relations and cooperation.

- Make responsible decisions about economic activities that do not impact negatively on sustainable development while respecting financial ethics.

- Think, apply and create multiple thinking strategies to examine and address real world issues.

- Participate in activities which help maintain and develop society economically, politically, environmentally and culturally.

5.4.2. GS&CS Units for Senior six

Topic Area: LIVING IN SOCIETY				Sub-Topic: Peace and Conflicts	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 1: Genocide**			**No of periods: 12**
Key Unit Competence: To be able to analyse the causes and consequences of Genocide with a special emphasis on the Genocide against the Tutsi and devise ways of reconstructing Rwandan society as well as preventing Genocide from happening again					
Learning Objectives			**Content**		**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**			
• Briefly explain the concept of Genocide. • Explain how Genocide develops. • Recognise the consequences of Genocide in general and of the Genocide against the Tutsi in particular. • Explain how Genocide can be prevented. • Briefly portray the Genocide against	• Compare how Genocide developed in some examples of Genocide in the world. • Schematise how Genocide develops with special application to the Genocide against the Tutsi. • Detect human behaviours and actions that could lead to Genocide if they were left to	• Exhibit individual behaviours fit for a cohesive society. • Show concern for the pain of others and take action to relieve it. • Recognise, disassociate from, and speak out against evil and violent actions.	• Concept of Genocide. • How Genocide develops (the continuum of violence in 10 steps as adapted from Ervin Staub). • Comparison of development of Genocide with some examples of Genocide in the world: Holocaust/*Shoah*, Genocide against the Tutsi. • Consequences of Genocide in general. • Prevention of Genocide in general (promotion of social cohesion through		• Individual research, including on the internet, about the concept and examples of Genocide. • Group discussions about the causes, consequences and prevention of Genocide in general and of the Genocide against the Tutsi in particular. • Presentation of group discussions results. • Analysis of Genocide-related resources,

the Tutsi in Rwanda. • Identify the causes and consequences of the Genocide against the Tutsi. • Describe Rwandan values and how they can contribute to combating Genocide ideology.	develop further. • Predict the effects of not addressing the consequences of Genocide with special application to the Genocide against the Tutsi. • Schematise the process of social reconstruction with special application to Rwanda. • Devise ways of preventing Genocide with special application to Rwanda.		development of critical thinking, empathy, active bystandership, individual responsibility, resistance to manipulation and incitation to violence). • Consequences of the Genocide against the Tutsi in Rwanda. • Ways of addressing the consequences of Genocide including Social Reconstruction and Reconciliation (11step process adapted from Trudy Govier), Forgiveness (Trudy Govier; Ervin Staub) and Benevolence (Ervin Staub) that evolves through a 10 step continuum (the continuum of benevolence adapted from Thomas Vincent Flores) with special application to Rwanda (the 8th step of the continuum of benevolence may be aligned with *Ndi Umunyarwanda*). • Prevention of future occurrence of Genocide in	including audiovisual, such as testimonies, and stories from survivors, rescuers and perpetrators; relevant reports and publications. • Visits to Genocide memorial sites. • Analysis of video clips about scenarios where people are manipulated and incited to evil and violent actions. • Students' role play showing how they would react to the above-mentioned scenarios. • Listening and lesson learning from testimonies delivered by Peace Building projects' initiators.

			Rwanda through the promotion of humanistic and national values to combat Genocide ideology, such as peace building, resilience, benevolence, awareness and memory, truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening, inclusiveness, etc.	

Links to other subjects: *History of Rwanda Genocide in history and citizenship, unity and peace in religious education.*

Assessment criteria: *Ability to analyse through daily life scenarios the causes and consequences of Genocide with a special emphasis on the Genocide against the Tutsi and devise ways of reconstructing Rwandan society as well as preventing Genocide from happening again.*

Materials: *Internet, audio-visual interactive online platforms (e.g. Genocide Archive of Rwanda Interactive Map and IWitness), testimonies, stories, reports and publications, video clips, speeches and Genocide memorial sites.*

Topic Area: LIVING IN SOCIETY   **Sub-Topic Area: Citizenship**

S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	Unit 2: Democracy and Good Governance	No of periods: 7

Key Unit Competence: To be able to analyse and appreciate the role of democracy in enhancing good governance

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the concept of the State. • Explain the concepts of democracy and good governance. • Explain the concepts of transparency and accountability.	• Describe the effect of the State on individual citizenship. • Analyse the role and the relationships between the three powers. • Infer the role of democracy: 　- In promoting individual citizenship 　- In enhancing good governance.	• Appreciate the importance of democracy and good governance as well as the importance of the State. • Appreciate the relationship between power and the impact of arrogance and impunity.	• Concepts of State, democracy and good governance. • Describe State governance and the three powers (legislative, executive and judiciary). • Role of Democracy: 　- In promoting individual citizenship 　- In enhancing good governance.	• Individual research about the concepts of State, democracy and good governance. • Group discussions about the role of State, democracy and good governance at both individual and national levels. • Presentation of group discussion results.

Links to other subjects: *History of Rwanda Genocide in history and citizenship.*
***Assessment criteria**: Ability to analyze and appreciate through daily life scenarios how democracy contributes to enhancing good governance.*
***Materials**: Internet, publications and the Rwandan Constitution.*

Topic Area: LIVING IN SOCIETY

S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	Unit 3: National Service and Self-Reliance	No of periods: 8

Key Unit Competence: To be able to analyse and appreciate the importance of national service and self-reliance in development.

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		

• Explain the concepts of national service and self-reliance.
• Identify various activities through which national service is carried out in Rwanda with special focus on those S6 leavers are eligible to do it.
• Identify measures put in place in Rwanda to achieve self-reliance.
	• Analyse the role of national service to the citizen and the country at large.
	• Compare the provision of national service in Rwanda with that of other countries in the region, in Africa and in the world.
	• Establish the relationship between national service and self-reliance.
	• Debate the ability of Africans to achieve self-reliance.
		• Advocate for national service and self-reliance activities.
		• Readiness to participate in national service and self-reliance activities.
			• Concepts of national service and self-reliance.
			• Provision of national service in Rwanda and in other countries in the region, in Africa and in the world.
			• Various activities through which national service is carried out in Rwanda (e.g. *Umuganda*, *Itorero*/*Urugerero*, *Ubukorerabushake*/volunteering) with special focus on those S6 leavers are eligible to participate.
			• Measures put in place in Rwanda to achieve self-reliance (e.g. *Agaciro* Development Fund, Cooperatives).
				• Individual research into:
				  - The concepts of national service and self-reliance
				  - The provision of self-reliance in Rwanda comparatively to other countries in the region, in Africa and in the world.
				• Group discussions about the relationship between national service and self-reliance.
				• Presentation about group discussions.
				• Debate the ability of Africans to achieve self-reliance.

Links to other subjects: *History of the Rwandan Genocide in history and citizenship.*
Assessment criteria: *Ability to analyse and appreciate through daily life scenarios the importance of national service and self-reliance in development.*
Materials: *Internet, publications and knowledgeable guest speakers.*

Topic Area: LIVING IN SOCIETY			Sub-Topic Area: International Politics	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 4: Pluralism in the World**		**No of periods : 6**

Key Unit Competence: To be able to analyse and appreciate the role of pluralism in fostering development in the world.

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the concept of pluralism with various examples.	• Analyse different examples of pluralism with the aim of showing how development is promoted in each case. • Infer the role of pluralism in promoting development. • Point out consequences that arise from people's misunderstanding of the importance of pluralism.	• Appreciate the role of pluralism in promoting development. • Advocate for freedom of participation in non-natural pluralism according to one's choice.	• Concept of pluralism - Natural pluralisme: racial, cultural, etc. - Chosen pluralism: political, religious, occupational/professional, NGOs pursuing different aims, etc. • Role of pluralism in promoting development. • Consequences arising from people's misunderstanding of the importance of pluralism.	• Individual research about the concept of pluralism. • Group discussions about: - The role of pluralism in promoting development - The consequences arising from people's misunderstanding of the importance of pluralism. • Presentation of group discussions.

Links to other subjects: History

***Assessment criteria:** Ability to analyse and appreciate through daily life scenarios the role of pluralism in fostering development in the world.*

***Materials:** Internet, publications and knowledgeable guest speakers.*

Topic Area: LIVING IN SOCIETY			Sub-topic Area: Global Communication and Interdependence	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		UNIT 5: Communication, International Relations and Cooperation		No of periods: 12
Key unit Competence: To be able to analyse and appreciate the power of communication with special emphasis on speech and its impact on international relations and cooperation.				
Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the process of writing a good speech. • Identify elements required for public speech. • Explain the characteristics of a good speaker. • Explain how to make a good presentation using ICT.	• Demonstrate how communication has impacted on international relations and cooperation. • Analyse a public speech according to the context, the audience, the occasion, and the outcomes. • Speak in public with confidence.	• Appreciate the potential power of speeches. • Show an interest in speaking responsibly in public.	• Speech writing and delivery. • Elements required for a public speech (audience awareness, positive preparation, confident content, technology test, validity). • Characteristics of a good speaker (be prepared, be self confident, stay relaxed, use natural humour, plan the positions of your body and hand, pay	• Write and present a speech paying attention to the context, audience, message and occasion. • Research presentation elements of a public speaking speech. • Group discussions and presentations about the impact of communication on international relations and cooperation. • Contrast speeches that have good impact and those that have bad impact.

			attention to all details. • Impact of communication on international relations and cooperation. • Using technology (Power Point) to make effective presentations.	

Links to other subjects: *Interdependence in history and citizenship, media in English.*

Assessment criteria: *Ability to analyse and appreciate the power of communication with special emphasis on speech and its impact on international relations and cooperation by essay writing.*

Materials: *Books, videos, TV, speeches, research and stories.*

Topic Area: SUSTAINABLE DEVELOPMENT			Sub-Topic Area: Wealth Creation	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**UNIT 6: How to manage money**		**No of periods: 9**
Key Unit Competence: To be able to manage money as an individual, family and member of society.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the link between saving and investment. • Identify some consequences of getting into debt. • Explain the advantages and disadvantages of borrowing. • Identify the rights and responsibilities of a borrower.	• Justify why investing is better than saving. • Suggest consequences of getting into debt. Analyse borrowing rights and payment responsibilities. • Differentiate between types of debt.	• Defend personal reasons for investing rather than saving. • Express the risks and rewards associated with each form of investment. • Appreciate the sources and reasons for borrowing. • Readiness to fulfil one's payment responsibilities.	<u>Saving</u> • Link between savings and investment. • Personal reasons for investing rather than saving (goals and priorities). • Impact of saving and investment on wealth. • The risks and rewards associated with each form of investment. • The difference between savings with a bank and other forms of investment, eg property, land, stock market, starting a business.	• Group discussions on the links between saving and investment. • Research into different types of debt. • Analyse a case study on the consequences of too much debt to an individual, family, society and country. • Discuss advantages and disadvantages of borrowing. • Discuss the sources and reasons for borrowing. • Presentation of group discussions results. • Analysis of testimonies about reasons for investing rather than saving.

			Borrowing	• Research on rights of borrowing and payment responsibilities.
			• Reasons for borrowing.	• Guest speakers about debt management.
			• Sources of borrowing.	
			• Advantages and disadvantages of borrowing.	
			• Rights and responsibilities of a borrower,	
			• Debt: concept, types and management.	
			• Impact of too much debt to an individual, family, society and country.	

Links to other subjects: *Saving and investment in entrepreneurship, debt in economics.*

Assessment criteria: *Ability to analyse and justify the impact of saving, investment and debt on the economy.*

Materials: *Books, videos, speeches, journals, newspapers, media, publications and case studies.*

Topic Area: SUSTAINABLE DEVELOPMENT			Sub-topic Area: Wealth Creation	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	**UNIT 7:** Transport/ Employment/Unemployment and its Impact on the Economy			**No of periods: 6**
Key Unit Competence: To be able to analyse the contribution of transport and employment to the economic development.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the different types of transport with their respective advantages and disadvantages. • Identify the causes of unemployment and reduction measures.	• Analyse the effects of transport on the economy. • Distinguish self-employment from paid employment. • Analyse the effects of employment/ unemployment on the economy. • Suggest ways of reducing unemployment.	• Recognise the contribution of transport to economic development. • Appreciate the importance of reducing unemployment. • Appreciate working for oneself vs being employed.	• Contribution of transport to economic development. • Impact of employment on the economy locally, nationally and globally. • Impact of unemployment on the economy locally, nationally and globally. • Causes of unemployment. • Measures to reduce unemployment.	• Group discussions on the contribution of transport to national economic development. • Debates about causes of unemployment. • Carry out research on ways of reducing unemployment.
Links to other subjects: *Transport in geography, employment in economics.*				
Assessment criteria: *Ability to analyse the role of transport and employment, effects of unemployment on the economy, and propose ways of reducing unemployment.*				
Materials: *Books, videos, TV, journals and publications.*				

Topic Area: SUSTAINABLE DEVELOPMENT		Sub-Topic Area: International Monetary Systems	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	**UNIT 8: International Financial Institutions , Cooperation and Development**		**No of periods: 6**

Key Unit Competence: To be able to analyse the role of international financial institutions, impact of international aid AND international cooperation.

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify the international financial institutions. • Explain the role of international financial institutions. • Explain the impact of international aid and cooperation on sustainable development.	• Demonstrate the impact of international aid and international cooperation on sustainable development. • Recognise the role of international financial institutions.	• Appreciate the contribution of international financial institutions on sustainable development. • Express the impact of international aid and cooperation on sustainable development.	• International financial institutions (International Monetary Fund, World Bank, International Bank for Reconstruction and Development, International Development Association, Multi-lateral Investment Guarantee Agency, International Finance Corporation). • Role of international financial institutions. • Impact of international aid and international cooperation on sustainable development.	• Research into international financial institutions. • Discuss the role of international financial institutions. • Debate the impact of international aid and cooperation on sustainable development. • Presentation of the results from group discussions.

Links to other subjects: *Global financial institutions in economics.*

Assessment criterion: *Ability to analyse the contribution of international financial institutions.*

Materials: *Books, videos, research, journals, publication and the internet.*

Topic Area: SUSTAINABLE DEVELOPMENT		Sub-topic Area: Ethics
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	**UNIT 9: Financial scams**	**No of lessons: 6**

Key Unit Competence: To be able to protect oneself against financial scams and identity fraud.

Learning Objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Identify the types of financial scams and identity fraud. - Discuss the impact of financial scams on individuals and families. - List the steps to take when falling victim to financial scams. - Give examples of protecting oneself from financial scams and fraud, Ponzi schemes, pyramid schemes.	- Demonstrate how financial scams affect individuals and families. - Devise ways of protecting against financial scams.	- Appreciate the importance of protecting oneself against financial scams. - Act upon identity fraud.	- Concept of financial scam. - Types of financial scams and identity fraud. - Impact of financial scams on individuals and family. - Steps taken when becoming a victim. - Methods of protecting oneself.	- Research about financial scams and identity fraud. - Discuss the impact of financial scams and identity fraud on individuals and family. - Debate the role of internet increasing financial scams and identity fraud. - Presentation of the results from group discussions.

Links to other subjects: *Computer safety and data sharing, network security and the role of ICT in finance transaction.*

Assessment criterion: *Ability to propose strategies of protecting against financial scams.*

Materials: *Books, videos, research, journals, publications and the internet.*

Topic Area: SUSTAINABLE DEVELOPMENT			Sub-topic Area: Environmental Awareness	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 10:** Environmentally friendly farming for sustainable food production			**No of periods:** 6
Key Unit Competence: To be able to analyse current farming practices and suggest best sustainable farming practices approaches.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Describe different steps in food production. • State the relationships between farming and natural resource. management • Explain what household food security is.	• Analyse the current trends in modern food processing and their impacts on environment. • Analyse impact of mineral fertilisers and suggest solutions.	• Appreciate the contribution of environmental planning to sustainable farming. • Appreciate the importance of waste minimisation in food production.	• Importance/contribution of environmental planning to sustainable farming. • Impact of farming on environment and natural resource management. • Impact of mineral fertilisers on soil and harvest; ways of remediation. • Eco friendly farming practices for pests and weed control (eg integrated pest management). • Waste minimisation in food production. • Value chain in food production (household level, firm level).	• Group discussion on the contribution of environmental planning to sustainable farming and write an extended essay. • Group discussion and presentation on the impact of farming on the environment and propose solutions. • Group discussion and presentation on ways of minimising waste in food processing. • Group discussion and presentation on the environmental impact at each stage of food production. • Case study: sustainable

			• Performance parameters for food processing (hygiene, energy efficiency, minimisation of waste, labour used, minimization of cleaning stops measured). • Trends in modern food processing (from health, hygiene and efficiency point of view).	farming for agro industry in Rwanda • Field tours

Links to other subjects: *Man and his environment in geography.*

Assessment criteria: *Ability to analyse current farming practices and suggest best sustainable farming practices approaches.*

Materials: *Textbooks, case study, journal and newspapers, resource persons, farming station, agro-processing factories*

Topic Area: SCIENCE			Sub-Topic Area: Scientific Research, Innovation and Progress	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**Unit 11: Uses and Application of Mathematics in Daily Life**		**No of periods: 6**
Key Unit Competence: To be able to analyse the uses and application of mathematics in daily life.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify topics from which mathematical applications used in everyday life.	• Give examples of areas where mathematics is used in daily life. • Explain the usefulness of mathematics in daily life, • Justify the use of mathematics in daily life.	• Appreciate the importance of mathematics in daily life. • Readiness to use mathematics in daily life.	• Topics from which mathematical concepts used in daily life are drawn: commercial mathematics, algebra, statistics, calculus, geometry. Examples of areas where mathematics is used in daily life: science, music, business, computer science, medicine, economics, agriculture, cooking, etc. • Importance of mathematics: promotion of reasoning, counting, calculations, measurements, time management, etc.	• Group discussions about: - What places of human activities (e.g. home, school, work, market, sport field, etc.) mathematics is or is not required. - Topics from which mathematical applications used in everyday life. Presentation of group discussions results
Links to other subjects: *Algebra, statistics, geometry in mathematics.*				
Assessment criteria: *Ability to analyse through daily life scenarios the uses and application of mathematics.*				
Materials: *Books, videos, publications and the internet.*				

Topic Area: CULTURE				Sub-Topic Area: Global Media
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**UNIT12: Global Media Rights and Responsibilities**		**No of periods: 6**
Key unit Competence: To be able analyse the responsibilities of the media.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain freedom of speech, expression and press. • Identify the responsibility of the media and the public including censorship. • State the use and abuse of global media on culture.	• Analyse the right to know and increase knowledge and its importance to an individual. • Analyse the responsibilities of global media and those of the public. • Make use of global media to promote culture. • Detect biased opinions and stereotypes in visual, written and spoken media.	• Assume responsibilities related to the global media. • Advocate against the abuse of global media. • Appreciate the use of media. • Be aware of freedom of speech, expression and press. • Recognise freedom of speech, expression and press.	• Right to know. • Freedom of speech. • Freedom of press. • Responsibility of the global media and the public including censorship. • Use and abuses of media that affect culture.	• Groups discussion about freedom of speech, expression and press. • Research into rights and responsibilities relating to global media. • Research into promotion of culture based on global media. • Presentation of the results from group discussions. • Debate the uses and abuses of global media. • Discuss the right to know and expand knowledge.
Links to other subjects: *Media in English*.				
Assessment criterion: *Ability to analyse the use and abuse of global media on culture.*				
Materials: *Books, videos, journals, publications and the internet.*				

Topic Area: CULTURE				Sub-Topic Area: Cultural Diversity
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS		**UNIT13: Relationships between tourism and culture**		**No of periods : 6**
Key unit Competence: To be able to analyse the relationship between tourism and culture.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the relationship between tourism and culture. • Explain the effects of tourism on culture.	• Analyse how the promotion of tourism is based on culture. • Detect the effects of tourism on culture.	• Appreciate the importance of culture in promoting tourism. • Show behaviour of promoting tourism based on culture. • Advocate against cultural dilution by tourism.	• Relationship between tourism and culture. • Effects of tourism on culture. • Promotion of tourism based on culture.	• Research the relationship between tourism and culture. • Discuss the effects of tourism on culture. • Debate the promotion of tourism based on culture. • Presentation of the results from group discussions. • Field trips to tourist areas.
Links to other subjects: *Tourism in geography.*				
Assessment criterion: *Ability to analyse the effects of tourism on culture and promotion of tourism based on culture.*				
Materials: *Books, videos, research, journals, publication and the internet.*				

Topic Area: CULTURE			Sub-Topic Area: Cultural diversity	
S.6. GENERAL STUDIES AND COMMUNCIATION SKILLS	**Unit 14: Gender & Society**			**No of periods: 12**
Key Unit Competence : To be able to analyse specific national, regional and international strategies for the prevention of, and response to, gender based violence and child abuse and advocate their elimination.				
Learning Objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify national laws, policies and strategies on GBV and child abuse • Outline existing community, and school based interventions for GBV & child abuse.	• Assess the alignment of national policies with the regional and international provisions for GBV and child abuse. • Evaluate national laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them. • Address GBV and child abuse issues in any environments (family, community, and school).	• Defend the rights of all people, including those who are vulnerable. • Show care and respect for the victims/survivors of gender based violence and child abuse. • Advocate for the elimination of gender based violence and child abuse.	• GBV laws, GBV policy and strategic plan: (coordination mechanism, community structures for GBV and child protection, one–stop centre for GBV & child abuse). • Regional commitments i.e. International Conference on great lakes region (ICGLR) on GBV. • International commitment on GBV and Child Abuse (CEDAW, 1979) articles 1, 2 and 5. The Convention on the	• Research on national laws, policies and strategies for preventing and responding to GBV and child abuse. • Essay writing: compare and contrast the regional and international commitments with national policies. • Group work and discussion on the regional and international commitments concerning GBV and child abuse (ICGLR Protocol on GBV, CEDAW, Beijing

	• Communicate the standards contained in international, regional and national laws and policies that address GBV and child abuse.		Rights of the Child (CRC, 1990) article 19, The Beijing Platform for Action (1995) Articles 17 and 29. • Role of police and community members in reporting rape, domestic violence and abuse cases. • Procedure for reporting rape, domestic violence and abuse cases.	platform for action, CRC • Presentation of group discussion results.

Links to other subjects: *Peace education and human rights in social studies; conflicts transformation in history and citizenship.*

Assessment criteria: *Ability to relate GBV and child abuse issues to national laws and policies, and regional and international commitments using scenarios.*

Materials: *Books, reports, laws, conventions/protocols and publications on GBV and child abuse.*

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7. APPENDIX: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL

In the Advanced Level, in all combinations, this subject shall be allocated 3 periods per week; each period takes forty minutes.

Subjects in Secondary 4-6	Number of periods per week (1 period = 40 min.)		
Core subjects	S4	S5	S6
1. Mathematics	7	7	7
2. Physics	7	7	7
3. Computer Science	7	7	7
4. Chemistry	7	7	7
5. Biology	7	7	7
6. Geography	7	7	7
7. History	7	7	7
8. Economics	7	7	7

9. Literature in English		7	7	7
10. Kinyarwanda major		7	7	7
11. Kiswahili major		7	7	7
12. French major		7	7	7
13. Religion major		7	7	7
14. Entrepreneurship		6	6	6
15. General Studies and Communication skills		3	3	3
16. Subsidiary Mathematics		3	3	3
Electives Subjects	17. English minor	4	4	4
	18. French minor	4	4	4
	19. Kinyarwanda minor	4	4	4
	20. Kiswahili minor	4	4	4
Co-curricular Activities	Religious activities	2	2	2
	Sports/ Clubs	2	2	2
	Computer/library	2	2	2