

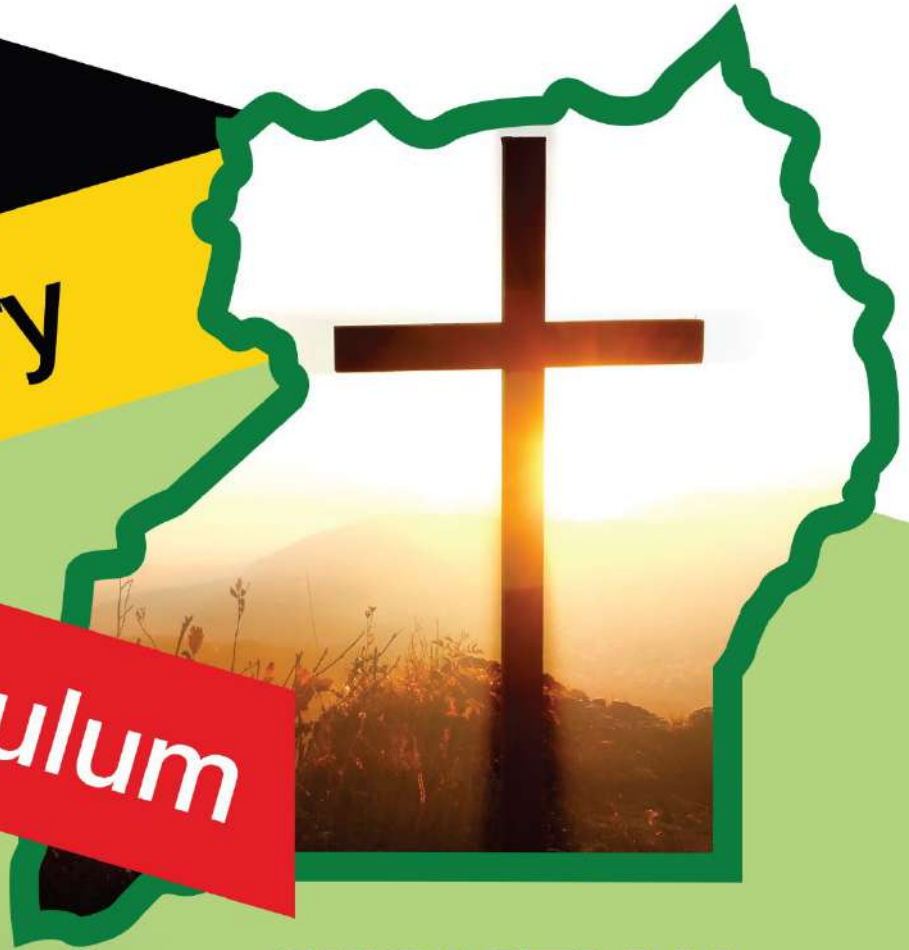


THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



CHRISTIAN
RELIGIOUS
EDUCATION
SYLLABUS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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Website: www.ncdc.go.ug

FOREWORD

This four-year Syllabus for Christian Religious Education (CRE) is one of the 20 subjects of the Lower Secondary School Curriculum. It reflects contemporary approaches in the teaching and learning process, while the Learning Outcomes give the learner opportunities to develop understanding and skills within different topics and sub-topics at levels commensurate with his/her ability. This Syllabus for Christian Religious Education builds upon concepts, skills, attitudes and values developed at primary school level, which provides a firm foundation specifically for the higher-achieving minority learners who will study this subject at a higher level of education.

Christian Religious Education contributes to the development of the knowledge, understanding, skills, attitudes and values that the learner needs to live responsibly in society. It promotes the spiritual and moral development of the learner, which enables him/her to find meaning, value and purpose in life. The learner becomes aware that beliefs and values are fundamental to the self, the families and the fabric of society through discovery of the meaning and purpose of morality, beliefs and the values upheld by society.

The study of Christian Religious Education enables the learner to develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity among others which are crucial in the modern world.

Teachers of CRE are required to shape the learning experiences to cater for the needs and interests of each learner.

I, therefore, endorse this Syllabus as the official document for the teaching and learning of Christian Religious Education at Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports (MoES) for overseeing the development of the syllabus and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners, teachers and consultants from Cambridge Education and Curriculum Foundation UK, who worked with the NCDC specialist. Great thanks go to members of Christian Religious Education Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical and the Government of Uganda for the financial support towards the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or through our *Contact Us* page on our website at www.ncdc.go.ug.



Grace K. Baguma

Director
National Curriculum Development Centre



INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with the aims of secondary education in Uganda, as provided for in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;

- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub-objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the shortcomings.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programmes to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

To meet these requirements, the review is based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the review implies:

“This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.”

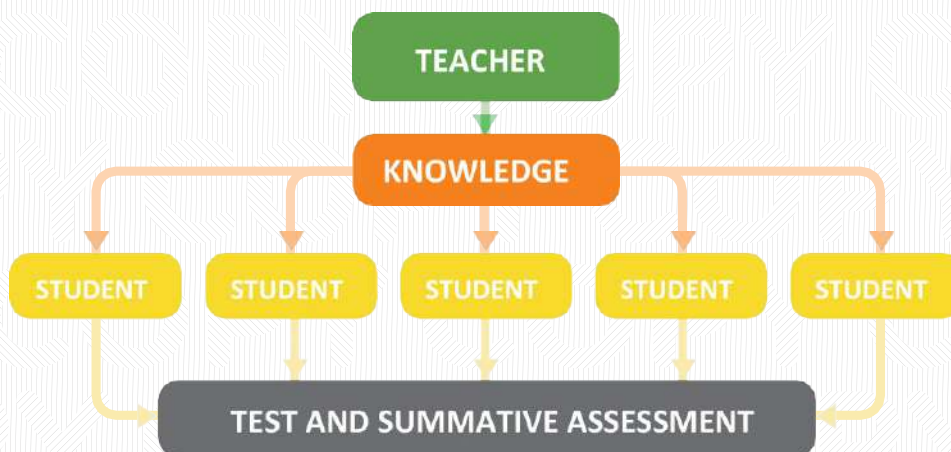
KEY CHANGES IN THE CURRICULUM

The key change in this curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach University. This curriculum caters for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative assessment; and summative not just to give grades but to find out problems the learners may be having and help to solve them.

THE CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum set out Key Learning Outcomes that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behaviour and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures
Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical computation and ICT proficiency

Use numbers and measurements accurately

- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

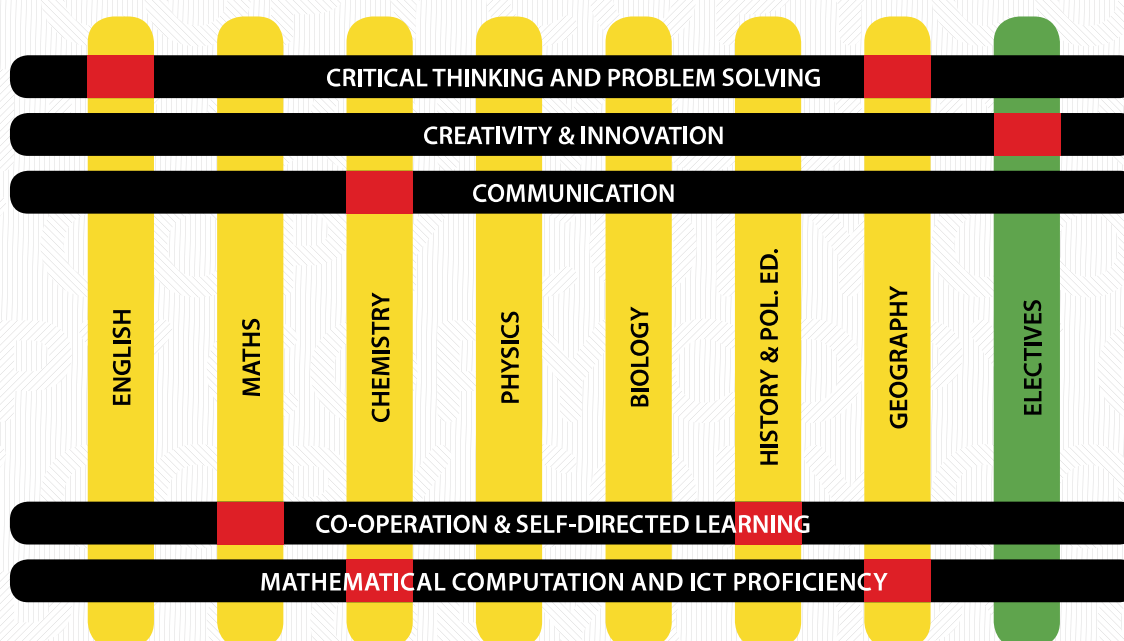
GENERIC SKILLS WITHIN CHRISTIAN RELIGIOUS EDUCATION

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help facilitate within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the Subjects and these Subjects provide the context for the skill development. CRE provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a spiritual point of view.

The Subject also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4.

Thus, the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the 'Cross-cutting issues' and they need to be studied across the subjects. These issues develop learners' understanding of the connections between the subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills
- Diversity and inclusion
- Mixed abilities and involvement

- Socio-economic challenges
- Citizenship and patriotism

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills.

CRE provides a very good context for considering environmental and health awareness, and to understand the complex and diverse world in which we live.

ICT Integration

ICT is embedded as a learning/teaching tool. ICT integration framework is summarised below and cuts across all the subjects on the curriculum.

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

THE CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

Religious Education is one of a range of compulsory subjects in senior 1 and 2 that, along with elective subjects, will allow learners to follow their own interests and to specialise in particular areas.

Time allocation

CHRISTIAN RELIGIOUS EDUCATION	S1 and 2	S3 and 4
	2 periods a week	3 periods a week

Rationale

Christian Religious Education promotes the spiritual and moral development of learners. It enables them to engage in a search for meaning, value and purpose in life. Learners become aware that beliefs and values are fundamental to self, families and to the fabric of society. They discover the meaning and purpose of morality, beliefs and the values that are upheld by society.

Religious beliefs are diverse. The scope of the programme of study enables learners to develop an appreciation of faith within communities.

The programme of study reflects contemporary approaches in the learning-teaching process. It supports learners in developing and reflecting upon their values and contributing to their capacity for sound moral and ethical judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, Christian Religious Education brings about responsible attitudes towards other people.

Teaching and Learning: Christian Religious Education

The thrust of the syllabuses is experiential and towards deeper understanding. The focus in Christian Religious Education is on the development of spirituality and an understanding of how religion affects our actions in everyday life.

The new syllabuses provide learners with a wide range of contexts in which to develop spirituality and this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

The role of the teacher is not only to build on learners' existing knowledge and experience, but also to extend that by posing problems to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- be responsible for their own learning
- think for themselves and form their own ideas and opinions
- become critical thinkers, ready to face new challenges and situations for themselves

THE PROGRAMME PLANNER

In relation to the overall Key Learning Outcomes, Christian Religious Education contributes to learners becoming:

- self-assured individuals,
- responsible and patriotic citizens,
- life-long learners,
- positive contributors to their own development, and to community and national development.

This is done by studying Christian Religious Education through a range of topics and themes that relate to spiritual development and living together in a community.

Each topic is allocated 24 periods, and 36 periods for senior 3 and 4

SENIOR ONE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Man's relationship with God	Worship	24
Term 2		Christian Rituals and celebrations	24
Term 3		Values in Christianity, Islam and African Traditional Religion	24
Total			72

SENIOR TWO	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Man's social relations	Respect for human life	24
Term 2		Marriage	24
Term 3		Family	24
Total			72

SENIOR THREE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Man's dominion over the world	Work	36
Term 2		Wealth and development	36
Term 3		Leisure	36
Total			108

SENIOR FOUR	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Man's harmonious co-existence	Peace	36
Term 2		Justice	36
Term 3		Conflict resolution	36
Total			108

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR CHRISTIAN RELIGIOUS EDUCATION

SENIOR 1: TERM 1

Theme: Man's Relationship with God

TOPIC 1: WORSHIP

24 PERIODS

Competency: The Learner understands worship and how it is derived from the Holy books and can relate the different forms of worship to daily Life.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a) Understand various forms of worship that demonstrate faith, trust, commitment and obedience to God(u, v) b) Know the value of communicating to God through the different forms of worship (s, v) c) Understand the role of worship in the lives of the apostles(u, v) d) Appreciate the purpose of worship(u, v) 	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Identify and record at least five of the following forms of worship today: prayer, fellowship, fasting, medication, offertory, reading scripture and singing. • Discuss and write an essay reflecting the value and importance of worship to an individual and society. • Evaluate and share the value of communicating to God through the different forms of worship • Discuss the reasons why people pray with specific focus on Psalms 23:1-6 • Read the Bible and write a report on various forms of worship as presented in the Bible. 	<ul style="list-style-type: none"> • Observe learners responses to questions during group discussions for ending of understanding of the concept of worship • Observe learners working processes and finished products to determine their correctness/accuracy with the Bible readings • Listen and observe learners as they interact during the discussion for evidence of co-operation, respect and communication.
<ul style="list-style-type: none"> a) Understand the different forms of worship in the Christian Church (k, u). b) Know various ways of praying as an expression of respect to God(k, u, v) 	<ul style="list-style-type: none"> • Discuss in groups the form of worship presented in Psalms 33:1-5 • Identify the correct forms of worship with a focus on Exodus 20:1-17 • Discuss the values of congregational worship in Christianity. • Summarise the forms of worship of the apostles as recorded in the Acts of the Apostles 4: 23- 31 • Write a report to compare and contrast the forms of worship of the apostles and those of today. 	<ul style="list-style-type: none"> • Observe learners contribution during the group discussions for evidence of understanding the different forms of worship. • Examine the quality and accuracy of their written summary report on the forms of worship. • Assess the accuracy of the Bible quotations used in the summary report
<ul style="list-style-type: none"> a) Appreciate Christian teaching about worship(u, v) b) Understand Psalms as a book about worship(u) 	<p>In pairs or groups:</p> <ul style="list-style-type: none"> • Discuss prayer as one of the forms of worship • Use the Bible or internet to identify the following verses about worship.: Daniel 9:3-6, 1 Chronicles 13:8, Psalms 33: 1-22; 47:1 – 19; 100: 1-5, John 4:24; 1 Thessalonians 5:17, and Hebrew 13:15 	<ul style="list-style-type: none"> • Analyse the product in form of the summary for evidence of knowledge of the Bible and its relation to daily life. • Assess the accuracy of the Bible quotations used in the summary report • Listen to learners discussion and assess the development of communication skills

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand biblical teachings on the meaning and value of prayer (u, v)	<p>In pairs or small groups:</p> <ul style="list-style-type: none"> • Discuss reasons why Jesus Christ prayed and encouraged disciples to pray. • Use Mathew 6:9-15 and Luke 10:1-8 to identify the key value of praying as a form of worship. • Relate Jesus prayer life to what happens in Christian Churches today. 	<ul style="list-style-type: none"> • Analyse the product of the Lord's Prayer which requires a short explanation for each of the lines.
a) Understand biblical teaching of worship (u, v)	<p>The teacher guides each learner to:</p> <ul style="list-style-type: none"> • Prepare a simple prayer reflecting elements of repentance and forgiveness as presented in Psalms 130:1-3. <p>In groups:</p> <ul style="list-style-type: none"> • Explain the differences between private and congregational worship. • Discuss elements in both congregational and private prayers • Explain the lessons learnt from Jesus and individual prayer • Compose their own prayers • Use examples to explain the importance of private prayers with a focus on Mathew 6:6-15 and 14:23 • Discuss the forms of worship of the apostles and those of today. 	<ul style="list-style-type: none"> • Listen to the discussion about their views on private and congregational prayers. • Analyse the product out of the discussions. • Analyse the prayer for elements of repentance and forgiveness in relation to Psalms 130:1-3 • Assess the accuracy of the Bible quotations used in the summary report
a) Understand the emerging practices of worship in the modern world in relation to the teaching of the bible (u)	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Investigate or use the internet to research about worshipping practices, such as night prayers, fellowships, street preaching, dancing in churches and speaking in tongues • Identify the different instruments used during worship. • Explain the importance of the different titles of preachers, such as Pastor, Prophet and apostles, used in the modern times. <p>Guide learners to:</p> <ul style="list-style-type: none"> • Debate new practices verses traditional practices in the Church. • Discuss and report in detail about other forms of worship • Discuss the other forms of worship in relation to the Bible. 	<ul style="list-style-type: none"> • Observe and listen to the learners as they debate the issues of night prayers, fellowships and deliverances in Uganda, showing the ability to relate the issues to the Bible teaching. • Listen to the quality and accuracy of ideas the learners present about the new trends in Christianity. • Observe the learners debate for the value of co-operation

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Appreciate the existence of forms of worship before the coming of religious in Africa(u, v). b) Understand practices of worship in traditional African Society (u, k)	Guide learners to: <ul style="list-style-type: none"> • Research about worship before the coming of Islam and Christianity in Africa, through reading, oral interviews or the internet. • Write a summary of their findings. In groups: <ul style="list-style-type: none"> • Describe worshipping practices in African societies • Research and discuss African beliefs in ancestors in prayers intermediaries and African medicine. 	<ul style="list-style-type: none"> • Observe learners discuss the report of their research, examine their notes and check for accuracy and understanding. • Observe responses of different learners during group discussions/conversations for evidence of understanding, knowledge and respect for the African way of worship. • Analyse the research report for independence in learning skills

SENIOR 1: TERM 2

Theme: Man’s Relationship with God

TOPIC 2: CHRISTIAN RITUALS AND CELEBRATIONS

24 PERIODS

Competency: The Learner understands religious rituals and celebrations as a means of promoting unity, love and commitment to God.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the main rituals practiced by Christians in order to develop unity and love (k, u, v)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Discuss and share ideas about their understanding of a ritual • Brainstorm and share ideas about rituals and share their experiences of rituals so as to identify the Christian rituals conducted in Church today. 	<ul style="list-style-type: none"> • Observe responses of individual learners for evidence of understanding of Christian rituals. • Listen to learners contribution for accuracy of facts and fluency in communication
<p>a) Understand the importance of observing Christian rituals as a way of expressing commitment and love to God and fellow human beings (k, u, v)</p>	<ul style="list-style-type: none"> • Describe the following Christian rituals. <ul style="list-style-type: none"> • Baptism • Confirmation • Marriage/Ordination • Discuss the meaning of the Christian rituals • Research and report on how any of these rituals are conducted in their Church. 	<ul style="list-style-type: none"> • Observe learners discuss the Christian rituals, observe their notes for evidence of understanding and accuracy. • Examine the quality and accuracy of the research each learner presents in their written products.
<p>a) Know the main rituals practiced by Christians in order to develop unity and love.(k, v) b) Understand the importance of observing the Christian rituals as a way of expressing commitment and love to God and fellow human beings(u, v)</p>	<p>In groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> • Trace the origin of the rituals observed with a specific focus on Matthew 3:13-17, 17, 26: 17-30, and Acts of the Apostles 2:1-13, 38 and 19:4 <p>Individually:</p> <ul style="list-style-type: none"> • Use the New Testament to identify and record at least three rituals\discuss rituals. <p>In groups:</p> <ul style="list-style-type: none"> • Discuss rituals in the Old Testament • Read the Biblical verses to identify rituals, in Luke 2:21-40, Matthew 3:13-17 and 26:17-30, and John 2:1-12 • Identify rituals in the life of Jesus, such as the Baptism in the River Jordan, Matthew 3:13 – 17, and the presentation in the Temple. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of individual learner’s product. • Assess the accuracy of the Bible quotations used in the summary report • Listen to learners read theverses for accuracy and fluency
<p>a) Appreciate the values of rituals in the lives of Christians (u, v)</p>	<p>In groups learners:</p> <ul style="list-style-type: none"> • Discuss importance of rituals in Christian life showing how Christian rituals bring people together. • Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians. <p>In groups learners:</p> <ul style="list-style-type: none"> • Use the internet or Research and report about the rituals in the African tradition from birth to death. 	<ul style="list-style-type: none"> • Observe learners contribution in a peaceful way during group work. • Question/converse with learners to assess their understanding of the Christian rituals • Examine individual learners written product to assess accuracy of the information • Read the product of the research findings about rituals in Africa to assess the accuracy of the facts

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand symbols related to Christian rituals. (u, v)	<p>Learners:</p> <ul style="list-style-type: none"> • Collect pictures depicting Christian celebrations and display the different pictures and drawings on the walls • Create a gallery walk and write their observations • Share stories about Christian celebrations they have participated in. • Describe ceremony and explain each of the steps • Choose Christian celebration and write about its origin and importance in the Christian church. • Discuss and record celebrations observed by Christians in the Church today. • Explain the importance of the following Christian celebrations: Congregational celebrations on Saturday and Sunday, Ash Wednesday, Palm Sunday, Easter Sunday, and Christmas; and other celebrations, such as the Ascension, the Assumption, All Saints Day and Martyrs Day. • Choose one Christian celebration and role-play how it is conducted and share the importance of Christian's celebrations in promoting fruitful friendship between young people. <p>Learners:</p> <ul style="list-style-type: none"> • Discuss the celebrations in the traditional African society and how they fostered unity 	<ul style="list-style-type: none"> • Scrutinise the collected materials and listen to the learners as they talk about each of them. • Observe individual learners contribution to a class discussions and conversations about celebrations. • In a conversation question the learners to ascertain their understanding of how celebrations promote unity and fellowship. • Observe learners roles in the role play and judge if the message, meaning and procedure are presented correctly.

SENIOR 1: TERM 3

Theme: Man’s Relationship with God

TOPIC 3: VALUES IN CHRISTIANITY, ISLAM AND AFRICAN TRADITIONAL RELIGION

24 PERIODS

Competency: The learner appreciates the beliefs and moral practices in other religions to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the foundation of Christianity, Islam and traditional African religion(k, u) b) Understand the characteristics of religions other than their own for purposes of harmonious living (u) c) Understand that religion is ancient, diverse and dynamic(u)</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Use the internet or Research on the foundation of Christianity and Islam and share their findings in presentation • Use the internet or Research the origin of African Traditional Religion and share their findings in class. • Watch a movie about or Research the Pre-Islamic period (Jahiliyya) and share their findings in a plenary. <p>In groups, learners</p> <ul style="list-style-type: none"> • Link the Old Testament to the New Testament • identify the prophecies about Christ in the Old Testament • Discuss the Torah, the Ten Commandments in Christianity. • Identify the values promoted by the Torah. • Read about the pillars of Islam and collect pictures relating to each of the pillars. • Discuss the features of African Traditional Religious beliefs. 	<ul style="list-style-type: none"> • In a conversation question the learners to ascertain their understanding of the Jahilliyah period • Assess their written products for evidence of understanding the teaching of the New and Old testament • Read the written reports on monotheism in Christianity, Islam and an African Traditional Religion for accuracy. • Observe learners work in groups and look out for co-operation, respect and self-control. • Listen to the learners’ views about Islam, for peace and harmonious living and respect.
<p>a) Understand the common beliefs across Islam, Christianity and traditions religions (k, u) b) Appreciate the values of other religions (u, v)</p>	<p>In groups:</p> <ul style="list-style-type: none"> • Respectfully share ideas about different beliefs in God across the three religious traditions • Use the internet to search or Research monotheism in Christianity, Islam and African Traditional Religion and present their findings in a plenary. • Discuss the aspect of monotheism in Christianity and Islam • Identify the similarities and differences of the same concepts in Islam and Christianity. • Research and discuss the nature of God under the following topics. <ul style="list-style-type: none"> a) Omnipotence b) Omnipresent c) Omniscience 	

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> Identify God's intermediaries in African Traditional Religion and share their findings in a plenary under the guidance of the teacher. Analyse the differences between Christianity, Islam and African Traditional Religion. <p>Learners:</p> <ul style="list-style-type: none"> Research and explain the concept of ancestors and mediators in African Traditional Religion. 	<ul style="list-style-type: none"> Observe learner's research and assess their communication and cooperation skills together with their individual contribution to the task. Assess their written products for evidence of understanding the teaching of 2 religions. Observe individual participation of learners as they read and discuss in groups. Analyse the written reports to ascertain knowledge and accuracy.
a) Understand the relationship between Christian and Islamic beliefs (k, u). b) Appreciate the values promoted by the Ten Commandments and the Pillars and Articles of Faith in Islam(u)	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> Watch the movies about or Read the Ten Commandments and use them to compare the beliefs between Christianity and Islam. Explain the expected relationship between God and human beings. Explain the expected relationship amongst human beings. Read the Nicene Creed to identify aspects that relate to the relationship with God. Research the 5 Pillars of Islam and the 6 articles of faith in Islam and explain how human beings are expected to relate with God in Islam. Choose one of the 5 Pillars of Islam and one of the beliefs in the Nicene Creed, explain what they mean and how each enables one to relate with God. Write a summary of the values promoted in the Pillars of Faith in Islam. 	
a) Appreciate the biblical teaching about harmonious living (u, v, s)	<p>In groups learners:</p> <ul style="list-style-type: none"> Read about the Jewish tradition with reference to Luke 9:49-50 and discuss how Jesus lived in harmony with others with a focus on John 4:7-27 Read about the teachings on harmonious living in the New Testament with a focus on Acts of the Apostles 28:30-31, Romans 14:1-23 and 1 Corinthians 10:31-32 Write a report on the similarities across Christianity, Islam and African Traditional Religion Write a report on the values promoted by each of the religious traditions. Write a report on how people of different faiths can live harmoniously. 	<ul style="list-style-type: none"> Listen to learners read for fluency Analyse the written reports for accuracy and respect for humanity Read the written report for accuracy and understanding of harmonious living

SENIOR 2: TERM 1

Theme: Man’s Social Relations

TOPIC 1: RESPECT FOR HUMAN LIFE

24 PERIODS

Competency: Learner understands how religions promote respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Appreciate Christian teaching of human dignity and respect for life (u/v)</p>	<ul style="list-style-type: none"> • Watch movies depicting human dignity or discuss the meaning of human dignity with examples from school where community members have not been respected. • Debate whether being human is not conditional to one’s status, level of education, wealth and religion. • Use the Bible to explain that human beings are created in God’s image (Genesis 1:26-28, 5:1-2 and 9:6) • Identify teaching about the sanctity of life in Exodus 20:13 and John 8:11 • Use John 8:11 to explain Jesus’ attitude to human dignity. • Write a summary of teachings about the sanctity of life in Exodus 20:13 and John 8:11 	<ul style="list-style-type: none"> • Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented • Assess the accuracy of the Bible quotations used in the summary report • Investigate the written reports to ascertain knowledge and accuracy.
<p>a) Appreciate life as a special gift from God that should be respected and protected (u, v)</p>	<ul style="list-style-type: none"> • Discuss ways through which life should be respected and protected. • Use examples to describe acts that deprive respect for human life. • Discuss self-esteem and assertiveness in the promotion of human dignity. <p>In groups:</p> <ul style="list-style-type: none"> • Discuss how respect for human life is presented through the teaching about slaves in Leviticus 19:12-18 and Numbers 35:9-12. • Discuss ways in which Jesus promoted the human dignity of sinners with a focus on Mathew 9:9-13 and Luke 19:1-10 • Identify ways through which human dignity should be promoted and protected with a focus on Exodus 20:12-17 • Identify ways through which human dignity of the underprivileged should be protected with an emphasis on Exodus 21:1-3, 2 Samuel 9:1-8, 1 Peter 18-20, James 5:1-6. Colossians 3:22, 4:1 and Mark 1:40 – 45 	<ul style="list-style-type: none"> • Assess learners’ written products for evidence of understanding the Biblical teaching about human dignity • Assess the accuracy of the Bible quotations used in the summary report • Observe the learners work in groups to find out the promotion of respect • Listen to learners’ discussion in relation to the promotion of the gift of life.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Discuss how Jesus promoted the human dignity of children and women in Mark 10:13-16, John 4:1-9 and Luke 7:36 -39 and 11:38 - 42 • Write a summary of the lessons learnt about respect for human life from biblical teachings. • Discuss acts that promote human dignity • State reasons why life should be respected and protected. • Choose verses relating to human dignity from the Bible, other than those given, and explain what they teach about human dignity. 	
<ul style="list-style-type: none"> a) Appreciate sexuality as God’s design of creation(v/a) b) Understand the importance of respecting oneself by valuing one’s own body(u, v) c) Appreciate the complementary nature of men and women (v). 	<p>In groups, learners:</p> <ul style="list-style-type: none"> • Use the internet to search or discuss human development and sexuality according to God’s plan in relation to the creation story in the bible. • Discuss the complementary nature of men and women. • Explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene. • Discuss the importance of self-respect in terms of: <ul style="list-style-type: none"> ➢ Valuing your own body ➢ Observing personal hygiene ➢ Protecting self from communicable diseases ➢ Abstinence from sex. • Write about religious teachings on sexuality <p>Individually learners:</p> <ul style="list-style-type: none"> • Word process or write an article on ways young people can value their bodies. <p>Learners:</p> <ul style="list-style-type: none"> • Discuss ways in which the Africans promoted human dignity 	<ul style="list-style-type: none"> • Observe learner’s interaction and individual contribution in the group activity. • In a conversation, question individual learners and assess their understanding of sexuality in relation to God’s plan. • Examine the written products for evidence of accuracy of information given in relation to sexuality. • Listen to learners’ discussion about the African perspective of human dignity.

SENIOR 2: TERM 2

Theme: Man's Social Relations

TOPIC 2: MARRIAGE

24 PERIODS

Competency: The Learner appreciates the importance of marriage and how it fosters the values of love, honesty, respect, harmony and generosity.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the meaning and purpose of courtship and marriage in the promotion of love and honesty(u, v) b) Appreciates the purpose of marriage(v)	In a discussion the teacher guides learners to: <ul style="list-style-type: none"> Discover the meaning and purpose of marriage and give examples, which reflect marriage as a custodian of the values of love and honesty. Explain marriage as a custodian of love and honesty using examples. Describe the importance of courtship period using examples Discuss the problems associated with not having courtship period Identify and record the value of preparing for marriage with reference to Genesis 24. Analyse the values of unity in marriage with reference to the Bible text in Genesis 2:18 -25 	<ul style="list-style-type: none"> Examine the quality and accuracy of the research presented by the learners. Observe group discussions and conversations for evidence of individual participation and respect for others 'opinions. Examine the written products for evidence of accurate Bible references and presentation of personal opinion Examine the written products for accuracy of facts provided
c) Appreciate the importance of children in marriage and society (u, v) d) Understand the right for pregnancy in order to be a good parent	The teacher guides learners to: <ul style="list-style-type: none"> Discuss the importance of children in a marriage relationship using examples. Analyse the value of children in a marriage with reference to Genesis 1:28, 21:6-7 and 1Samuel 2:8 Word process or write about and suggest ways of keeping a childless marriage happy. 	<ul style="list-style-type: none"> Observe learners discuss for evidence of co-operation Assess the learners products
e) Appreciate Christian teachings about marriage (u, v)	Guide learners to: <ul style="list-style-type: none"> Identify the values of love, patience and forgiveness with reference to Hosea 2 and 3 Discuss the conduct of husbands and wives in a marriage and how it applies today with reference to 1 Peter 3:17 Identify ways of promoting stability in a marriage using John 2:1 Write about the expected Christian behaviour in a marriage with reference to 1 Corinthians 	<ul style="list-style-type: none"> Assess learners' written products for evidence of understanding the Biblical teaching about marriage Assess learners' written products for evidence of understanding the African teaching about marriage

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Appreciate traditional African marriage and the values therein (u, v)	Learners: <ul style="list-style-type: none"> • Use the internet or research and report about courtship and marriage in traditional Africa • Discuss the good practices of traditional African marriage • Compare traditional and Christian marriages 	<ul style="list-style-type: none"> • Observe group discussion for evidence of individual participation and respect for others' opinions

SENIOR 2: TERM 3

Theme: Man's Social Relations

TOPIC 3: FAMILY

24 PERIODS

Competency: The Learner understands how the family promotes the values of responsibility unity, loyalty, generosity and harmony as derived from Christianity and African traditional society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the importance of family to society to promote unity (u)	In a discussion the teacher guides learners to: <ul style="list-style-type: none"> • Explain the meaning of a family using examples • Write about the members who constitute a family • Share ideas about the importance of a family in society. 	<ul style="list-style-type: none"> • Observe learners' discussion in group work\examine their writings in their exercise books • Observe learner's interaction and individual contribution in the group activity. • In a conversation, question individual learners and assess their understanding of the family institution.
a) Know the various types of family to develop unity, empathy, loyalty and generosity (k)	<ul style="list-style-type: none"> • Explain the two major types of family • Share ideas and experiences about the advantages and disadvantages of each of them. • Record the values that are promoted by each type of family. • Discuss the value of courtesy in the family and community 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the Biblical understanding of the texts presented by the learners • Analyse the written product about the family for accuracy and value progression
a) Understand the roles of the different members of the family to promote the values of individual responsibility (u/v/a)	<ul style="list-style-type: none"> • Discuss and record the roles played by different members of the family • Write the responsibilities of each of the family members • Use Ephesians 6:1-4, 1 Peter 3:1-7, Exodus 2:1-3, 20:12 and Genesis 24 to identify the roles of different members of the family. • Write about the ideal relationship in a family as expressed in Paul's letter to the Ephesians. 	
a) Appreciate the values of harmony within the family relationships (u, v)	<ul style="list-style-type: none"> • Share ideas about misunderstandings between children and their parents. • Write about the causes of misunderstandings between husbands and wives. • Summarise the dangers of family instability of family members and society in general. • Suggest and record possible ways of resolving misunderstandings within the family. • Explain the importance of harmony in the family. • Discuss the challenges facing the modern family setting and give solutions in your exercise book. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners • Examine the quality and accuracy of the Biblical understanding of the texts about family presented by the learners • Observe the learners discuss for accuracy and co-operation amongst the learners

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand current family trends (u)	<ul style="list-style-type: none"> • Discuss the current family trends • Share ideas about the challenges brought about by the new family. • Suggest ways of promoting the right attitudes to family. 	<ul style="list-style-type: none"> • Listen to learners discuss the Biblical verses for accuracy and proper understanding • Analyse written products in regard to respect for the relationship between children and parents
a) Appreciate Christian teaching about family (u, v)	<ul style="list-style-type: none"> • Use the Bible to identify and record teachings about the family • Use the example of Abraham’s family to identify the values expressed • Use Ephesians 5:22-33 to describe the relationship within in a family setting. • Use Ephesians 6:1-4 to explain the ideal relationship between children and parents. 	
a) Understand the types of family in traditional African Society (u) b) Understand the nature of the traditional African family(u, v) c) Understand how modernity has influenced the African family(u, v)	<ul style="list-style-type: none"> • Explain the nature of family in the traditional African setting • Use role play to express the roles of family members • Identify the features of a good family in traditional Africa • Explain the place of the family in the community • Word process or write about the African family values that are relevant to today. • Compare the African traditional family to the modern family in Uganda today • Draw lessons from the good practices of the traditional African family. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners • Analyse the written products for accuracy of facts

SENIOR 3: TERM 1

Theme: Man’s Dominion over the World

TOPIC 1: WORK

36 PERIODS

Competency: The Learner understands the religious teachings on the value of work, appreciating its importance and developing a positive attitude towards work.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the purpose of work (u). b) Appreciate their own talents when making career choices (u)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> Identify the types of work observed in own community. Brainstorm to construct the meaning of work Illustrate the different types of work in society using examples Discuss reasons for work in modern society Explain the nature of work in modern society with a focus on professional, talent-based, online, middleman and non- professional jobs. Explain the value of community participation Discuss the traditional African practices of work Use the internet to research and explain the types of work in traditional African society Understand the division of working in traditional African society <p>In small groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> Discuss the importance of voluntary work in society and in the community. Explain the importance of the following ideals in work: responsibility, dedication, determination, honesty and co-operation Relate work to happiness Discuss the role of education in work today. 	<ul style="list-style-type: none"> Observe learners’ discussions/ conversation, oral expression and individual contributions. Assess the accuracy of their written work and understanding in relation to their Bible references.
<p>a) Appreciate work ethics(v/a) b) Understand the challenges of work in the modern world (u) c) Understand the rights and responsibilities of employers and employees</p>	<p>In plenary, the teacher guides learners to:</p> <p>Define work ethics</p> <ul style="list-style-type: none"> Explain the need for work ethics Discuss professional ethics using a case study of medical workers Discuss the importance of professional ethics. Explain agreeable and disagreeable behaviors at a workplace <p>In small groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> Discuss the qualities of a good worker/ employee Discuss the qualities of a good employer 	<ul style="list-style-type: none"> Examine the written products for accuracy Listen to learners’ contributions for accuracy and respect of others’ opinions

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> Identify challenges in work today with a special focus on unemployment, exploitation and irresponsible and unprofessional behaviour. Suggest ways of overcoming the challenges and write them in your exercise book. <p>In pairs, learners</p> <ul style="list-style-type: none"> Tell each other what they would do if they became employees Use the Bible to explain ways through which challenges of work can be overcome. 	
a) Appreciate the Biblical teachings about work (u)	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> Identify and record the aspects of work in Genesis 1 and 2 Explain the importance of work as presented in Proverbs 6:1-10 Explain lessons learnt from Jesus Christ as a worker using Mathew 13:55, Mark 6:3 and Luke 2:49 Explain the biblical teachings about work using the following texts: Genesis 29, Leviticus 19:13, Deuteronomy 24:14, James 5:4, Mark 6:3, Mathew 13:55, 25:13-30 and Luke 19:12. <p>In small groups, learners:</p> <ul style="list-style-type: none"> Explain community service using the following texts: Hebrews 6:10, Mathew 23:11, 1 Peter 4:10 and Acts of the Apostles 20:35 Discuss voluntary work using Titus 3:14, Galatians 6:9 and Mathew 5:6 Explain charity work using Psalms 41:1, Proverbs 19:17 and Isaiah 58:10 Individually word process or write on the benefits of working in relation to the Bible teachings. 	<ul style="list-style-type: none"> Listen to learners read for accuracy Assess the written products for accuracy Listen to learners' opinions for purposes of attitudinal change towards work.

SENIOR 3: TERM 2

Theme: Man’s Dominion over the World

TOPIC 2: WEALTH AND DEVELOPMENT

36 PERIODS

Competency: The learner explores the ways through which wealth can be acquired and the Christian perspective of wealth development.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the acceptable ways of acquiring wealth honestly (u, v)	In groups learners: <ul style="list-style-type: none"> • Discuss and construct the meaning of wealth and development • Give examples of acceptable ways of acquiring wealth. • Identify examples of unacceptable ways of acquiring wealth. • Share ideas on the appropriate use and abuse of wealth • Use proverbs 3:6, Deuteronomy 8:17-18, Hosea 2:8 and 1 Timothy 6:6-7 to identify teachings about wealth. • Give examples of how wealth promotes content and happiness in the community. 	<ul style="list-style-type: none"> • Observe learners’ during the group work constructing the meaning of wealth and development • Observe learner’s use of appropriate references from the Bible • Examine learner’s product in relation to accuracy and correct reference to the Bible. • Listen to learners discussion for values development
a) Appreciate the contribution made by Christians in the development of society (u)	<ul style="list-style-type: none"> • Use the internet or research on different Christian projects that have influenced development in Uganda. • Identify the contribution made by Christianity in the development of Uganda. • Using the research carried out, learners make a write up about the contributions made by Christianity to development. 	
a) Appreciate the value of generosity (u, v)	Use examples to explain the importance of generosity with reference to 2 Corinthians 9:6-15 Leviticus 25:35–37, Psalm 41:1–3, Proverbs 11:24–25, Luke 6:37–38)	
a) Know the dangers associated with wealth to avoid greed and corruption (k, v)	<ul style="list-style-type: none"> • Distinguish between the terms ‘greed’ and ‘corruption’ • Use examples to explain the dangers of corruption. 	
a) Appreciate wealth as a source of success to encourage commitment and hard work (u, v)	<ul style="list-style-type: none"> • Use examples to show how money and other forms of wealth can contribute to happiness • Use examples to show how money and other forms of wealth can reduce happiness 	
a) Appreciate wealth as a source of happiness (u, v)	<ul style="list-style-type: none"> • Explain the effects of development on the environment. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h) Understand the Traditional African views about wealth and development(u)	Guide learners to: <ul style="list-style-type: none"> • Discuss and construct the meaning and composition of wealth in Traditional Africa. • Discuss ways through which wealth was acquired in Traditional Africa • Relate wealth to development in Traditional Africa. • Discuss the value of generosity in Traditional Africa 	<ul style="list-style-type: none"> • Observe learners responses to the questions during the group discussions for evidence of understanding the Traditional African view of wealth and development

SENIOR 3: TERM 3

Theme: Man’s Dominion over the World

TOPIC 3: LEISURE

36 PERIODS

Competency: The learner understands the importance of leisure to an individual and society so that they choose the right leisure activities.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the types of leisure in order to make the right choices (u). b) Understand how one can use leisure to realise their own potential(u, v) c) Understand how free time can be used to build constructive relationships (u, v)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Brainstorm the various leisure activities in their school • Identify the different leisure activities in their community • Explain the importance of leisure to an individual and to society. • Discuss how leisure item can be used to realise one’s potential • Explain positive ways of spending leisure time • Choose a leisure activity and write about how it can help the learner to become a better person in life. 	<ul style="list-style-type: none"> • Observe learners as they discuss, converse during group work. • Examine learner’s written work for accuracy and correctness of expressions and Bible referencing. • Listen to learners’ opinions in regard to love of self and others • Observe learners work in groups for co-operation
<p>a) Understand the modern trends of leisure in order to make the correct choices (u) b) Understand the social and economic importance of the leisure industry(u)</p>	<p>In groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> • Categorise leisure activities into passive and active • Describe the four types of leisure activities. <ul style="list-style-type: none"> ➤ Cultural ,such as attending sports events and concerts ➤ Physical, such as basketball, aerobics and gardening ➤ Social, such as visiting friends and going to parties ➤ Solitary: such as reading, listening to music and watching TV • Explain leisure activities that can promote friendship, unity and civility. • In a report explain why active leisure activities are more profitable than passive ones. • Use a table to list the different types of leisure activities and suitable ages for each of them. 	

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the value of leisure in God's creation story(u, v) b) Understand the Biblical teachings about leisure(u)	<p>In small groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> Identify biblical texts about the acceptable use of leisure Use the Bible to identify Christian teachings about the acceptable use of leisure Discuss how God instituted leisure with a focus on Genesis 2:1-3 Explain the teaching that there is time for everything as presented in Ecclesiastes 3:1-8 Identify leisure activities that are not acceptable in Christianity. Discuss the value of leisure with emphasis on Deuteronomy 5:12 <p>In pairs, learners:</p> <ul style="list-style-type: none"> Discuss Jesus' participation in leisure activities using Mark 2:23-28, John 2:1-12 and Luke 10:38-48 Suggest ways in which a Christian can use leisure time to help the poor and needy people in their society. Compare Christian teachings about leisure with modern understanding of leisure. 	<ul style="list-style-type: none"> Observe learners as they discuss converse during groupwork. Examine learner's written work for accuracy and correctness of expressions and Bible referencing about leisure Examine the quality and accuracy of the research presented by the learners
a) Understand the effects of modern leisure activities. (u, v) b) Appreciate the value of leisure in traditional Africa	<p>In a plenary, guide learner to:</p> <ul style="list-style-type: none"> Describe new leisure activities in society Explain the technological innovations in leisure\relate social media and leisure\ give examples of other acceptable ways of spending leisure time Discuss the dangers of misusing leisure Discuss the leisure activities in the Traditional African Society. Word or write about good leisure practices in Traditional African Society that are still relevant for people in the modern world 	<ul style="list-style-type: none"> Observe learners work in groups for accuracy of discussions/information. Examine the product for accuracy Listen to the discussions for accuracy and fluency.

SENIOR 4: TERM 1

Theme: Man’s Harmonious Co-existence

TOPIC 1: PEACE

36 PERIODS

Competency: The learner understands peaceful methods of resolving conflict and maintaining harmony in society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Appreciate Biblical teachings in relation to the value of keeping peaceful society (u, v) b) Appreciate the Christian teaching about peace(u, v)	In pairs teacher guides learners to: <ul style="list-style-type: none"> • Debate about the causes of instability in families, villages, schools, communities and the country. • Discuss cases of violent relationships among young people. • Identify Biblical teachings about peace with a particular focus on Proverbs 25:21, Mathew 5 and Exodus 20 • Explain ways through which Jesus promoted peace. • Identify Biblical texts that can be used to promote peace in families and society today. • Explain how Jesus discourages revenge with emphasis on Mathew 5:3-12 and 5:38-39, Isaiah 2:1-5 and Proverbs 25:21-22 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during groupwork. • Examine learner’s written work for accuracy and correctness of expressions and content on peace • Analyse the written products for accuracy • Listen to the learners for positive attitude development towards peace.
a) Understand the role of organisations and personalities that promote peace in society (u)	The teacher guides learners to: <ul style="list-style-type: none"> • Brainstorm about the ways people struggle for peace • Talk about the people in their own communities who struggle for peace. • Describe distinguished personalities engaged in the struggle for peace in different communities, such as Nobel peace prize. • Discuss ways of promoting peace using examples from the local communities. • Word process or write a report about any organisation in the world that promotes peace in society 	

CHRISTIAN RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the nature of traditional African peace-building mechanisms (u) b) Appreciate dialogue, negotiation and communication in the maintenance of peace (u)	The teacher guides learners to: <ul style="list-style-type: none"> • Brainstorm about the traditional African understanding of peace. • Identify the practices of peace in traditional societies, such as blood pacts • Discuss the role of beer in promoting peace. • Identify the role of traditional/cultural leaders in societies in promoting peace. • Brainstorm about peace and how it is maintained in different types of relationships among young people, married people and society in general. • Word process or write an essay about good practices in traditional African peace making that can be applied to modern times. • Identify examples of people who have used negotiations and dialogue to build peace in relationships 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners • Listen to learners contributions towards the nature of peace promotion in society

SENIOR 4: TERM 2

Theme: Man’s Harmonious Co-existence

TOPIC 2: JUSTICE

36 PERIODS

Competency: The Learner understands the value of a just society and the value of fairness in society.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the concept of justice in order to promote human integrity and fairness in society</p>	<p>Guide learners to:</p> <ul style="list-style-type: none"> • Discuss and construct the meaning of justice • Use examples from daily life to discuss the need for justice • Identify and record examples of injustices in society • Investigate the dangers of injustices in society and the need for laws to attain justice. • Discuss the need to respect others to promote justice • Discuss acceptable ways of achieving justice. • Investigate the role of government in upholding justice in society. • Research and identify three objectives of the inter-religion council in Uganda(ICRC) • Suggest ways of solving land conflict in Uganda • Discuss the way power struggle and influence has caused social instability and injustices. • Explain the available social support systems in achieving justice 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during groupwork. • Examine learner’s written work for accuracy and correctness of expressions and Bible referencing about justice in society • Listen to learners’ opinions about a just society • Analyse the written products in line with conflict resolution in Uganda for values development • Listen to learners contributions towards the solutions to overcome injustices • Listen to the learners read the Biblical verses for fluency
<p>a) Appreciate the value of a just society in order to attain joy, gratitude and friendship</p>	<p>In groups learners:</p> <ul style="list-style-type: none"> • Discuss ways in which people should treat each other fairly • Use the internet or research and write about two case studies of people who have struggled to create justice in society • Discuss factors that undermine the attainment of justice • Propose ways of overcoming injustices in society 	
<p>a) Appreciate Christian teachings about justice (u)</p>	<p>In groups learners:</p> <ul style="list-style-type: none"> • Read and use Exodus 20:1 and Kings 3:16-28 to identify and explain the importance of justice. • Read and use the Book of Amos to show the injustices that existed during his time. • Read and use Luke 3:10-14 to explain the importance of upholding justice. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Appreciate the traditional African understanding of justice (u, v)	In group discussions learners: <ul style="list-style-type: none"> • Construct the African meaning of justice • Identify the injustices in the traditional society • investigate how justice was executed in traditional society in families and in villages • discuss how Justice is upheld in the African Traditional society 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during group work. • Examine learner’s written work for accuracy and correctness of expressions and content about traditional African Justice

SENIOR 4: TERM 3

Theme: Man’s Harmonious Co-existence

TOPIC 3: CONFLICT RESOLUTION

36 PERIODS

Competency: The learner understands the value of resolving conflicts in order to maintain peace in society and value tolerance as a way of avoiding conflicts in society.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Understand the causes of conflict in order to promote values of self-control and patience (u, v)</p>	<ul style="list-style-type: none"> • Identify and write the types and causes of conflict in society • Use the internet or Investigate examples of religious conflicts that led to the persecution of Christians. • Use the internet or Investigate the causes of conflicts in the contemporary world • Suggest ways in which religion could help resolve a current conflict. • Use the internet or investigate a conflict where a religion contributed to the problem. • Describe the effects of current conflicts to individuals and society • Suggest ways to help individuals affected by conflicts as a way of promoting peace and reconciliation. • Propose a process for conflict management. 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during groupwork. • Examine learner’s written work for accuracy and correctness of expressions and Bible referencing about conflict resolution in society
<p>a) Appreciate the role of Christianity in conflict resolution (v, u)</p>	<ul style="list-style-type: none"> • Explain the contribution of the Church in conflict resolution in Uganda • Identify key Christian personalities who have played an important role in conflict resolution. • Propose a process for conflict management. • Explain the contribution of the Church in the conflict resolution in Uganda • Identify key Christians who have played an important role in conflict resolution • Use the Bible teaching about conflict resolution • Suggest ways on how people can live in harmony to promote peace. • Use examples to describe the importance of unity, tolerance, forgiveness and reconciliation in their own lives • Explain how John 8:1-11 and Luke 15:11-32 show Jesus’ views on resolving conflict. • Word process or write an essay using an example for a current conflict and how to find a solution 	<ul style="list-style-type: none"> • Read the written reports about conflict resolution for accuracy • Listen to learners’ views in regard to the role of people in conflict resolution. • Analyse the proposed conflict resolution ways for promotion of peace.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Appreciate the Bible teaching in resolving conflicts in daily life (u, v)	<p>In pairs, learners read the Bible and use Biblical texts to;</p> <ul style="list-style-type: none"> • identify ways of resolving conflicts, with reference to; 1 Peter 3:8-11, Matt 5:38-42, Romans 12:17-21, Col 3:13 among others • word process or write a report about how conflicts should be resolved in church using Matt 18:15-17, • Explain the Christian virtue of patience using 1 Cor13:4-7 • Discuss how John 8:1-11 and Luke 15:11-32 show Jesus' views on resolving conflict. • Explain conflict resolution in God's way using James 4:7-10 	<ul style="list-style-type: none"> • Assess the accuracy of the Bible quotations used in the summary report • Analyse the product on conflict resolution in church.
a) Appreciate the traditional African understanding of conflict resolution (u, v)	<p>Guide learners to:</p> <ul style="list-style-type: none"> • Discuss the nature of conflicts that existed in the African traditional societies. • Analyse conflict resolution methods in the African traditional societies. • Compare the African traditional methods of conflict resolution to the ones of the modern society 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during groupwork. • Examine the quality and accuracy of the research presented by the learners

ASSESSMENT

This section should be considered alongside the Assessment Guidelines.

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes.

This is what is referred to by the letters k, u, s,v/ a.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example a piece of writing, a picture or diagram.
Some skills, such as speaking or a physical education skill

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

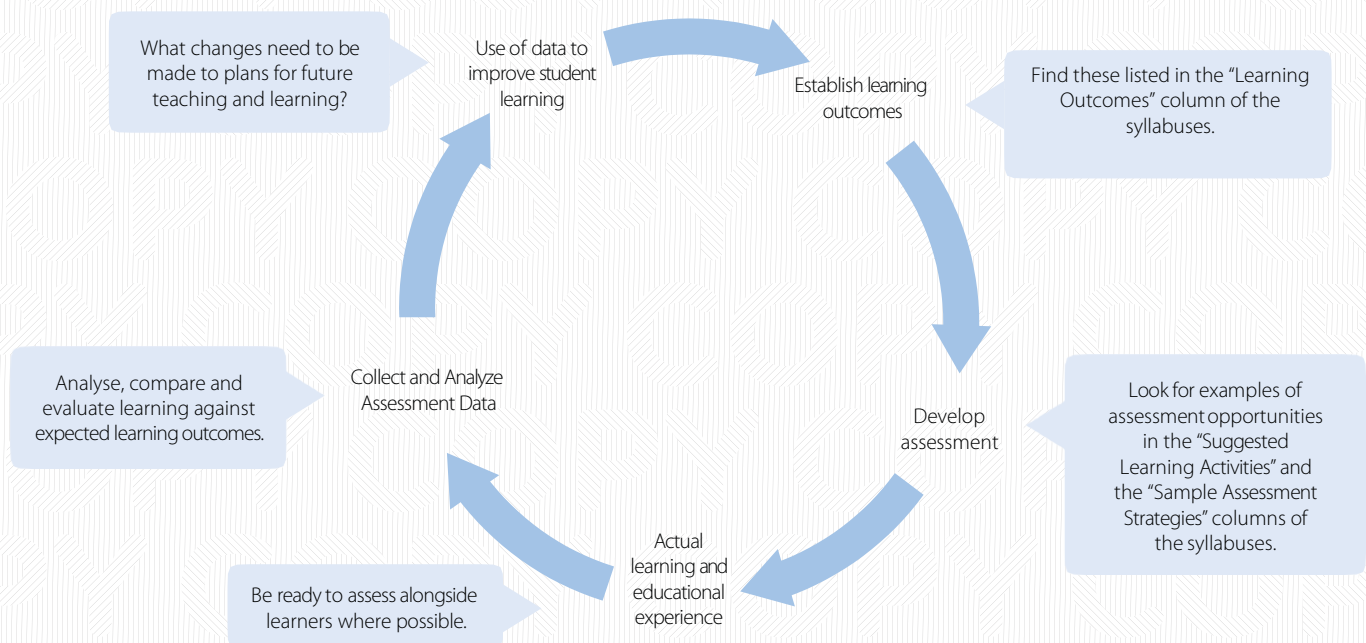
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes has been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

ASSESSMENT

How do we find the opportunity to make formative assessments?

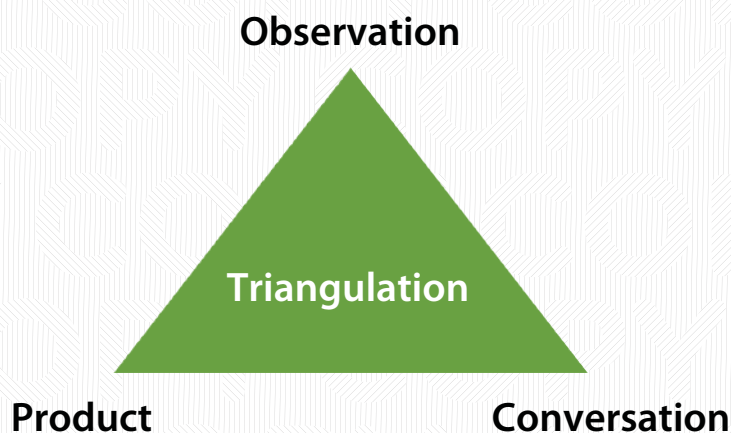
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills and values)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give 'Sample Assessment Strategy', and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each Topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the Topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the Topic as a whole to be achieved. This will vary with the Subject and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

ASSESSMENT

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic’s overall Learning Expectation. These “Authentic Assessments” will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners’ in

each category for different subjects and topics. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-topic assessment for six learners.

Christian Religious Education										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute to the final grade of the School Leaving Certificate.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Strategy	A strategy which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.



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