



ACCELERATED EDUCATION PROGRAMME

CRE

SYLLABUS

REVISED LOWER SECONDARY (Level 1 and 2)



MINISTRY OF
EDUCATION
AND SPORTS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

ACCELERATED EDUCATION PROGRAMME

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AND SPORTS





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Foreword

Education is a fundamental tool for the protection of conflict- and disaster-affected children and youth from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, the provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youth associated with fighting forces.

Uganda's Education Act of 2008, in Part IX, Miscellaneous Provisions 49, clearly states that "there shall be non-formal education centres" for purposes of providing non-formal education.

Examples of non-formal education programmes include Accelerated Education Programmes (AEPs) for the conflict areas at both primary and secondary levels, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Areas (BEUPA), Complementary Opportunity for Primary Education (COPE) and Child-Centred Alternative Non-Formal Community Based Education (CHANCE), among others.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced the Accelerated Education Programme (AEP) and has condensed the lower secondary curriculum to come up with the Lower Secondary Accelerated Education Programme appropriate to learners in refugee camps and the host communities of secondary school age (ages 16–45+).

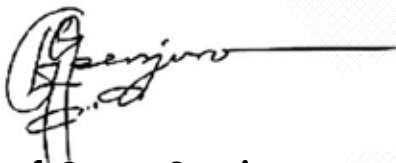
The AEP at lower secondary school level focuses on completing learning in a shorter period of time, i.e., two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing learners to return to formal schooling at an opportune stage.

The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out-of-school and over-age children, and youth who missed out or had their education interrupted owing to poverty, violence, conflict or any calamity.

The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated time frame, with learners either transitioning back into the mainstream education or exiting with some of the competencies required for work.

It is my hope that AEP will register considerable success in meeting the educational needs of these underserved populations not only in terms of access and equity, but also in helping them return to school and complete the education cycle, and especially in getting measurable learning outcomes.

I recommend the AEP and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.



Prof. George Openjuru
CHAIRPERSON
NCDC Governing Council

Acknowledgement

The National Curriculum Development Centre (NCDC) would like to express its gratitude to War Child Canada, Uganda for the financial support, guidance in overseeing and taking timely decisions when necessary during the development and production of this AEP Christian Religious Education Syllabus.

The Centre also expresses its gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of editors who worked with the writers throughout the development of this syllabus.

The Centre takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through mail at P.O. Box 7002, Kampala; or e-mail at admin@ncdc.org.ug or www.ncdc.org.ug.



Dr Grace K. Baguma

DIRECTOR

National Curriculum Development Centre

Introduction

The UNESCO Education Strategy (2014 – 2021) advocates for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. UNESCO further recommends societies that are just, inclusive, peaceful and sustainable by 2030. Vision 2040 of Uganda aims to transform Uganda into a modern and prosperous country, while the National Development Plan III (NDPIII) recognises the existing weaknesses in education, including the low efficiency and variable quality at the Secondary level. Furthermore, NDPIII focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective and efficient service delivery as well as improvement of quality and relevance of skills development.

The Sustainable Development Goal 4 advocates for inclusive and quality education. 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.

The above aspects are lacking and where they exist, it is at a minimum level in implementation of the curriculum.

In alignment with the above policies, 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 for Uganda, although highly regarded, has focused on the needs of a small academically oriented elite leaving out the needs of the majority of learners. 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 following aims of secondary education in Uganda:

The aims of Secondary education in Uganda are to:

- Instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Provide 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 socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable 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;
- Lay the foundation for further education;
- Enable 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;
- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
- Develop a positive attitude towards learning as a lifelong process.

Background to Accelerated Education Project (AEP) Curriculum

Worldwide, substantial alternative schooling programmes are developed to meet basic education needs of under-reached children. Of recent, it has been increasingly recognised that the goals of ‘Education for All’ cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO, Global Monitoring Report, 2010 “Reaching Marginalized” focused on this issue. In a bid to help developing countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG4.

The Accelerated Education Programme (AEP) in Uganda is a curriculum option which combines the stronger features found in the mainstream approaches, so as to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda, but also in other neighbouring countries. Benchmarking with the Primary AEP programmes, the Secondary Department intends to infer the entire process of education and its cognitive, emotional and social components.

The AEP at secondary school level focuses on completing learning in two years, a period shorter than the normal secondary school programme. The AEP is complementary both in providing an alternative route and in matching its curriculum to the “official” curriculum, thus allowing learners to return to formal schooling at some stage. The programme intends to promote access to education in an accelerated time frame for disadvantaged groups, out of school and over-age children, and youths who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of this programme is to provide learners with competencies equivalent to those in the normal system in an accelerated time frame, to enable learners either transit back into the mainstream education or exit with some competencies required for work.

Ideally, teaching the AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Since the teaching and learning process is accelerated, and the curriculum content is compressed and condensed, the four ‘P’ elements, namely processes, psychological, physiological and physical are at the core of the accelerated learning cycle. These core elements provide the ideal space in which the learner can learn more effectively. Alternative areas of study such as life skills, peace education, environment, HIV and AIDS which are relevant to the target learners have been purposively included in this programme. Learners of AEP need alternative knowledge and life skills to support their survival in their challenging environment and life.

It is equally important to note that this conception of accelerated learning requires extremely well-resourced classroom and exceptionally well-trained teachers.

The expanded learning time from the norm is because the teaching methodology is interactive and learner-centred.

It is our hope that AEP will register considerable success in meeting the educational needs of these underserved populations, not only in terms of access and equity, but most importantly in supporting them to be able to return to school and complete their education, having received measurable learning outcomes.

To meet these requirements, the AEP reviews since this programme is the first at this level then it cannot be referred to as a review are based on:

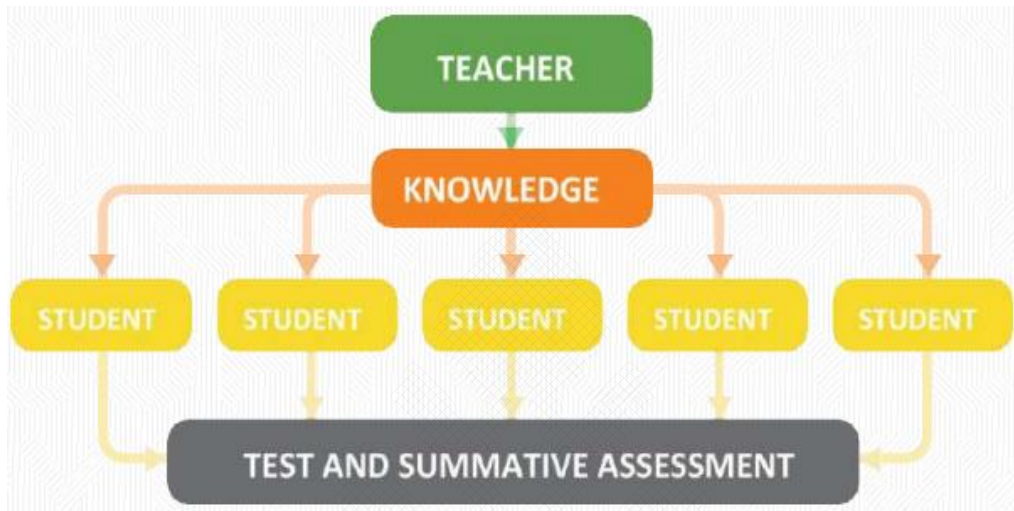
- The development of a holistic education for personal and national development based on clear shared values.
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed.
- A focus on the key skills that are essential to work, to learning, and to life, and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

Key Changes

The key change in the revised Lower Secondary Curriculum which has been used to develop the AEP, is a move from a knowledge-based curriculum to a competency- 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 competency 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 line with the Sustainable Development Goals (SDG's) also 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 inclusive and equitable quality education and promote lifelong learning opportunities for all. The changes in education at the secondary level, can be summarised in the following diagrams which show the old and the revised curriculum designs.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the learner. 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 unit, term or school course to see if they had remembered it. The curriculum was based mainly on the knowledge in the subjects traditionally taught at university, and little attempt was made to make the curriculum 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. The new curriculum will cater for this majority as well as those who later go on to university.

THE NEW COMPETENCE-BASED CURRICULUM



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 become 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; not just to give grades but to find out problems the learners may be having and help to solve them.

Key Learning Outcomes

The revised AEP curriculum sets 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 the development of indigenous cultures and languages and appreciate diversity, equity and inclusiveness
- 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 wellbeing 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

The new 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.

- Peace and harmony
- Integrity and honesty
- Patriotism
- Positive attitude towards work
- Self-Control

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 also known by several other names, including key skills, core skills, essential skills, key competencies, necessary skills, transferable skills and employability skills are versatile skills that have wide applicability across various jobs, education, and life situations, contributing to personal and professional success and societal well-being.

Changes in the modern workplace brought about by technology, management innovations, and increased competition in the global marketplace, have led to many concerns about the adequacy of workforce skills. In response to calls to reform education to better prepare young people for the future workforce, changes to the curriculum have emphasised the teaching of general skills (e.g. problem solving, creativity, critical thinking, communication, collaboration).

For this reason, generic skills lie at the heart of every subject. Apart from enabling learners to access and deepen learning across the curriculum, generic skills 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 at school, work and home. They need to be creative and innovative in their approach to learning and life. They must be able to communicate well in all forms, co-operate with others and also work independently. They must also be able to use functional mathematics and ICT effectively. The breakdown of generic skills is provided below.

01 Critical thinking and problem-solving skills

- a) Plan and carry out investigations
- b) Sort and analyse information
- c) Identify problems and ways forward
- d) Predict outcomes and make reasonable decisions
- e) Evaluate different solutions

03 Co-operation and self-directed learning

- a) Work effectively in diverse teams
- b) Interact effectively with others
- c) Take responsibility for own learning
- d) Work independently with persistence
- e) Manage goals and time

02 Creativity and innovation

- a) Use the imagination to explore possibilities
- b) Work with others to generate ideas
- c) Suggest and develop new solutions
- d) Try out innovative alternatives
- e) Look for patterns and make generalisations

04 Communication

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

05 Mathematical computation and ICT proficiency

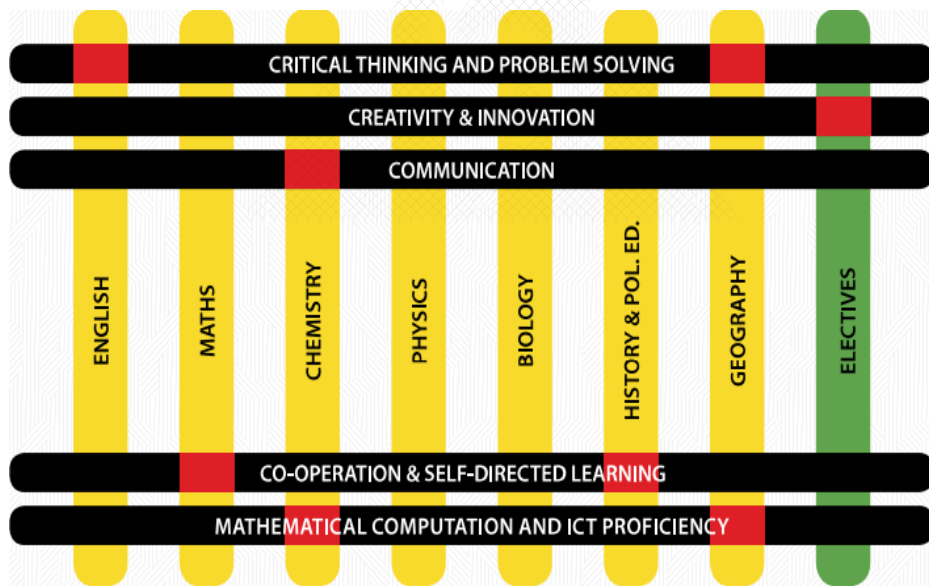
- a) Use numbers and measurements accurately
- b) Interpret and interrogate mathematical data
- c) Use mathematics to justify and support decisions
- d) Use technology to create, manipulate and process information
- e) Use technology to collaborate, communicate and refine one's work

Generic Skills and the Revised AEP Christian Religious Education

These skills are not separate subjects in themselves; they are developed within Christian Religious Education and help learning within the subject. It is when the generic skills are deployed that learning is most effective.

Generic skills are a key part of the Christian Religious Education syllabus. They have been built into the syllabus to provide the context for the skills development. Christian Religious Education provides a rich context for learners to communicate, co-operate and think critically about how the world works and to understand the world from a scientific point of view.

Skills progression is provided for by the increasing complexity of the subject matter within Christian Religious Education. For example, within the critical thinking skill, learners begin thinking critically about the relatively simple subject matter in level 1 and then progress to thinking about the much more complex matters in level 2. Thus, the progression lies 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 Challenges’ 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 Challenges identified in the curriculum are:

- Environmental awareness
- Health awareness
- Diversity and inclusion
- Socio-economic challenges
- Citizenship

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. Christian Religious Education 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 in the different topics. The ICT 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)
Fieldwork	Use of cameras to take photos and record videos
Presentation in class	Use projectors, relevant videos and Audio recordings
Drawing /graphics	Use publishing software, word processor

Category of a task in the syllabus	ICT application (How ICT will be integrated for the task category)
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 the 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.

Integration of Special Needs Education (SNE)

In education system, learners of different abilities study together in the same class and in some developed countries, they are taught separately. In whatever case, the following methods are important when handling the SNE learners.

Category of impairments	SNE Teaching Methods
Blind learners: Learners who cannot see totally	<ul style="list-style-type: none"> • Through touching • Use of brails • Recorded / audio materials
Low vision learners: Learners who cannot see properly	<ul style="list-style-type: none"> • Use of large print materials • Use of bold teaching materials • Right placement of learners
Deaf learners: Learners who do not hear at all	<ul style="list-style-type: none"> • Use sign language • Total communication • Use of illustrations
Hard of hearing learners: Learners who fairly hear	<ul style="list-style-type: none"> • Total communication • Speak loudly • Right placement of learners • Use of illustrations • Being more practical
Dyslexic learners: Learners with reading difficulties	<ul style="list-style-type: none"> • Use less written content • Talk more than writing • Breaking tasks into simple steps • Repetition in teaching • Use of audio recordings
Time takers	<ul style="list-style-type: none"> • Give extra time • Use remedial classes
Hyper learners: Learners with attention deficit	<ul style="list-style-type: none"> • Use of timely breaks in teaching.
Gifted learners:	<ul style="list-style-type: none"> • Involve them in extra work • Use of suitable challenging tasks
Physically handicapped	<ul style="list-style-type: none"> • Use of head pointers • Training to use available limbs • Creating special sitting arrangements in class

Rationale of the AEP Christian Religious Education Syllabus

This AEP Christian Religious Education (CRE) Syllabus is aimed at providing the teacher with guidance to teach CRE to learners who will not go through the normal four years of Ordinary level classes. It is meant to cover the most critical aspects of Christian Religious Education without affecting its standards. It will adequately prepare learners for Uganda Certificate of Education (UCE). However, the creativity of the classroom teacher is important in this case.

Teaching and Learning

The focus in Christian Religious Education is on the development of understanding through religious enquiry and rational thought.

The revised AEP Christian Religious Education syllabus provides learners with a wide range of contexts in which to develop 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 AEP Christian Religious Education syllabus and can only be acquired through active approaches.

The role of the teacher is to build on learners' existing knowledge and experience, but 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 learner-centered 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.

Programme Planner:

The Accelerated Education Program for New Lower Secondary Curriculum (NLSC) CRE is divided into two levels (Level 1 and 2) covering work from S1 to S4.

Each Term has 24 periods therefore each topic will be covered in 12 periods in the Term. The topics and their respective periods for the two Levels are indicated in the table below.

LEVEL 1	LEVEL 2
TERM 1 16 Hours 1) Worship 2) Christian Rituals and Celebrations	TERM 1 16 Hours 1) Work 2) Wealth and Development.
TERM 2 16 Hours 1) Values in Christianity, Islam and African Tradition 2) Respect for Human Life.	TERM 2 16 Hours 1) Leisure 2) Peace
TERM 3 16 Hours 1) Marriage 2) Family.	TERM 3 16 ours 1) Justice 2) Conflict Resolution

Time allocation

CRE is allocated 2 hours per week as indicated below

Christian Religious Education	Level 1	Level 2
	2 Hours	2 Hours

Features of this new AEP Syllabus

This AEP CRE teaching syllabus has the following features:

1) Competency

This is a general statement of what a learner can exhibit or do as a result of learning all the concepts within each sub-topic. It is stated at the top of the table for each sub-topic in the detailed syllabus. It shows how the content will be applied in different situations.

2) Learning outcomes

These are the expected behaviour which a learner will exhibit after the study of the sub-topic. ***The teacher must ensure that all the outcomes are achieved.*** They have been provided to help the teacher clarify content and scope. Where a higher outcome is stated, lower outcomes are implied. The teacher should use learning outcomes to plan his/her teaching strategies. Learning outcomes also guide in evaluation at the end of the learning process.

The learning outcomes are classified as knowledge (k), understanding (u), skill (s), generic skill (gs), values/attitudes (v/a), which are indicated in front of each learning outcome. They are meant to guide the teacher on how to approach the learning outcomes.

3) Duration

This has been provided for each sub-topic. It is meant to guide the teacher in planning so as to cover all the content appropriately. However, the allocated time should allow for flexibility in order to cater for remedial teaching and carrying out practical activities where possible.

4) Suggested learning activities

These provide the teacher with guidance, for example, on the tasks which the learners must accomplish to acquire the learning outcomes. However, these are not the only activities since other tasks as may be suggested by the teacher must be used. The teacher should use an appropriate strategy, e.g., individual or group work, for learners to carry out the activities effectively. Teachers should also encourage learners to use a variety of resources such as the library and ICT.

5) **Sample assessment strategy**

These are meant to test the level of understanding for each sub-topic. However, other assessment strategies as suggested by the teacher and textbooks that are appropriate to the sub-topic should be used to assess the learners' achievement. The sample assessment strategies are not meant to be a spot work for end-of-cycle examinations but rather to assist the teacher in formative assessment. Some of this assessment is done by observation and can be used to assess attributes like teamwork, confidence, scientific literacy, communication, leadership and organisational skills of learners.

6) **Hint to the teacher**

These further clarify the scope and depth of coverage for some sub-topics. They should be taken seriously to avoid leaving out content or giving content beyond the scope of the learners.

7) **ICT support**

This shows the ICT resources that the teacher should use to further the understanding of the different concepts. The teacher should note that these are optional and only applied where they are available.

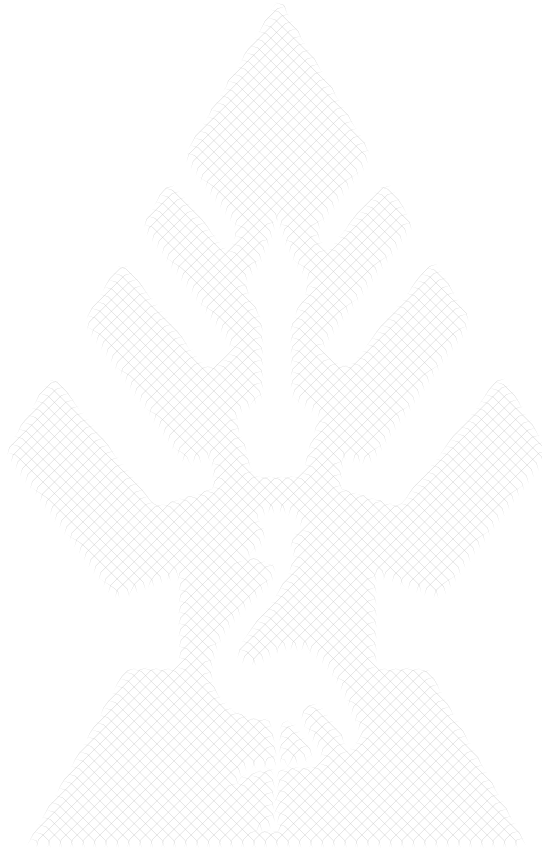
The syllabus details for all subjects are set out in three columns:

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

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, therefore, teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

Hints to the Teacher

- Introduce the subject CRE to the learners and simplify the structure of the syllabus.
- Tell them the arrangement according to competency and learning outcomes, suggested learning activities and sample assessment strategy.
- Explain to the learners the activities in which all learning outcomes are discussed.
- Provide the learners with reading materials; they may include newspaper extracts depending on the topic and activity.
- The Bible is a key material when it comes to the Christian teaching. All the texts and verses must be read in order for the learners to attain the desired outcomes. (In teaching CRE, Christian teaching will focus on the church teaching, Biblical teaching both old and New Testament.)
- Give the learners time to discuss and provide their own views; steer the discussion in the right direction.
- Encourage the learners to relate their experiences to the topic being discussed.
- Some different learning activities are to be given to learners in groups and do research which can be shared among fellow classmate with the guidance of the facilitator (teacher).
- Several learning activities have been included but it is not mandatory for the teacher to use all of them, the teacher will choose from a wide range as provided and is open to create his/her own to suit the topic or activity in discussion.
- Provide the learners with reading materials, such as newspaper extracts; but this should depend on the topic and activity being discussed.
- Observe the learners as they discuss and give their own views. Your role is to be a facilitator.
- Using probing questions encourage the learners to relate their experiences to the topic being discussed this is done through collaboration/conversation.
- Guide the learners to make a summary of the discussed issues.
- At the end of each topic the teacher will give the activity of integration
- Encourage learners to work in groups and after group discussion let them independently make notes in their note books.
- Duration; consider a period to be an hour therefore 8 hours for a topic have been considered to include instruction and assessment.
- Mode of assessment. This syllabus is to be assessed through the end of topic assessment also known as activity of integration.
- Application and higher abilities (values and attitudes); Learners should be encouraged to carry out discovery, explanatory, analysis and application (DEAA)
- The detailed syllabus consists of the competency, learning outcomes, suggested learning activities and sample assessment strategy.



LEVEL 1:

TERM 1

THEME: Man’s Relationship with God

Topic 1: Worship

Duration: 8 Hours

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	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to</p> <p>a) understand various forms of worship that demonstrate faith, trust, commitment and obedience to God. (u, v)</p> <p>b) know the value of communicating to God through the different forms of worship. (s, v)</p>	<p>i) Identify and record at least five of the following forms of worship today: prayer, fellowship, fasting, medication, offertory, reading scripture and singing.</p> <p>ii) Evaluate and share the value of communicating to God through the different forms of worship</p> <p>iii) Read the Bible and write a report on various forms of worship as presented in the Bible.</p>	<p>1)Observe learner’s responses to questions during group discussions for ending of understanding of the concept of worship.</p> <p>2)Observe learners working processes and finished products to determine their correctness/accuracy with the Bible readings.</p> <p>3)Listen and observe learners as they interact during the discussion for evidence of co-operation, respect and communication.</p>
<p>c) know various ways of praying as an expression of respect to God (k, u, v)</p>	<p>i) Discuss in groups the form of worship presented in Psalms 33:1-5</p> <p>ii) Discuss the reasons why people pray with</p>	<p>1) Observe learner’s contribution during the group discussions for evidence of understanding the different forms of worship.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	specific focus on Psalms 23:1-6 iii) Summarize the forms of prayer in the New Testament	2) Examine the quality and accuracy of their written summary report on the forms of worship. 3) Assess the accuracy of the Bible quotations used in the summary report
d) appreciate Christian teaching about worship (u, v)	In pairs or groups: i) Discuss prayer as one of the forms of worship ii) Use the Bible 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	Analyse the product in form of the summary for evidence of knowledge of the Bible and its relation to daily life.
e) understand the emerging practices of worship in the modern world in relation to the teaching of the bible (u	The teacher guides learners to: i) Investigate to research about worshipping practices, such as night prayers, fellowships, street preaching, dancing in churches and speaking in tongues ii) Identify the different instruments used during worship. iii) Explain the importance of the different titles of preachers, such as Pastor, Prophet and apostles, used in the	1) 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. 2) Listen to the quality and accuracy of ideas the learners present about the new trends in Christianity. 3) Observe the learner's debate for the value of co-operation

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	modern times. Guide learners to: iv) Debate new practices verses traditional practices in the Church. v) Discuss and report in detail about other forms of worship vi) Discuss the other forms of worship in relation to the Bible.	
f) understand practices of worship in traditional African Society (u, k)	i) Research about worship before the coming of Islam and Christianity in Africa, through reading, oral interviews or the internet. ii) Write a summary of their findings. In groups: iii) Describe worshipping practices in African societies iv) Research and discuss African beliefs in ancestors in prayers intermediaries and African medicine	1) Observe learners discuss the report of their research, examine their notes and check for accuracy and understanding. 2) Observe responses of different learners during group discussions/conversations for evidence of understanding, knowledge and respect for the African way of worship.

Topic 2: Christian Rituals and Celebrations

Duration: 8 hours

Competency: The learner understands religious rituals and celebrations as means of promoting unity and commitment to God.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) understand the main rituals practiced by Christians in order to develop unity and love. (k, u)</p>	<p>The teacher guides learners to:</p> <p>i) Discuss and share ideas about their understanding of a ritual and a ceremony</p> <p>ii) Brainstorm and share ideas about rituals and share their experiences of rituals so as to identify the Christian rituals conducted in Church today</p>	<p>1) Observe responses of individual learners for evidence of understanding of Christian rituals.</p> <p>2) Listen to learner's contribution for accuracy of facts and fluency in communication.</p>
<p>b) 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>	<p>i) Describe the following Christian rituals.</p> <ul style="list-style-type: none"> • Baptism • Confirmation • Marriage/ordination <p>ii) Discuss the meaning of the Christian rituals and ceremonies</p> <p>iii) Research and report on how any of these rituals are conducted in their Church.</p>	<p>1) Observe learners discuss the Christian rituals, observe their notes for evidence of understanding and accuracy.</p> <p>2) Examine the quality and accuracy of the research each learner presents in their written products.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>c) know the main rituals practiced by Christians in order to develop unity and love. (k, v)</p>	<p>i) 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>ii) Individually use the New Testament to identify and record at least three rituals\discuss rituals.</p> <p>iii) 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. 	<ol style="list-style-type: none"> 1) Examine the quality and accuracy of individual learner’s product. 2) Assess the accuracy of the Bible quotations used in the summary report. 3) Listen to learners read the verses for accuracy and fluency.
<p>d) appreciate the values of rituals in the lives of Christians (u, v)</p>	<p>In groups learners:</p> <ol style="list-style-type: none"> i) Discuss importance of rituals in Christian life showing how Christian rituals bring people together. 	<ol style="list-style-type: none"> 1) Observe learner’s contribution in a peaceful way during group work. 2) Question/converse with learners to

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	ii) Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians. In groups learners: iii) Use the internet or Research and report about the rituals in the African tradition from birth to death.	assess their understanding of the Christian rituals 3) Examine individual learners written product to assess accuracy of the information 4) Read the product of the research findings about rituals in Africa to assess the accuracy of the fact
e) understand symbols related to Christian rituals. (u, v)	i) Collect pictures depicting Christian celebrations and display the different pictures and drawings on the walls. ii) Create a gallery walk and write their observations. iii) Share stories about Christian celebrations they have participated in. iv) Describe ceremony and explain each of the steps. v) Choose Christian celebration and write about its origin and importance in the Christian church.	1) Scrutinize the collected materials and listen to the learners as they talk about each of them. 2) Observe individual learner's contribution to a class discussions and conversations about celebrations. 3) In a conversation question the learners to ascertain their understanding of how celebrations promote unity and fellowship. 4) Observe learners roles in the role play and judge if the message, meaning and procedure are presented correctly

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<p>vi) Discuss and record celebrations observed by Christians in the Church today.</p> <p>vii) 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.</p> <p>viii) 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> <p>ix) Learners discuss the celebrations in the traditional African society and how they.</p>	

LEVEL 1:

TERM 2

THEME: Man's Relationship with God

Topic 1: Values in Christianity, Islam and African Traditional Religion

Duration: 8 Hours

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.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) understand the foundation of Christianity, Islam and traditional African religion. (k, u)</p> <p>b) understand that religion is ancient, diverse and dynamic. (u)</p>	<p>Learners:</p> <ol style="list-style-type: none"> i) Research on the foundation of Christianity and Islam and share their findings in presentation. ii) Research the origin of African Traditional Religion and share their findings in class. iii) Research the Pre-Islamic period (Jahiliyya) and share their findings in a plenary. <p>In groups, learners:</p> <ol style="list-style-type: none"> i) Link the Old Testament to the New Testament ii) Identify the prophecies about Christ in the Old Testament 	<ol style="list-style-type: none"> 1) In a conversation question the learners to ascertain their understanding of the Jahilliya period. 2) Assess their written products for evidence of understanding the teaching of the New and Old Testament. 3) Observe learners work in groups and look out for co-operation, respect and self-control.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<ul style="list-style-type: none"> iii) Discuss the Torah, the Ten Commandments in Christianity. iv) Identify the values promoted by the Torah. v) Read about the pillars of Islam and collect pictures relating to each of the pillars. vi) Discuss the features of African Traditional Religious beliefs. 	
<p>c) understand the characteristics of religions other than their own for purposes of harmonious living. (u)</p>	<ul style="list-style-type: none"> i) Write a report on the values promoted by each of the religious traditions. ii) Write a report on the similarities across Christianity, Islam and African Traditional Religion iii) Write a report on the similarities across Christianity, Islam and African Traditional Religion 	<ul style="list-style-type: none"> 1) Listen to the learners' views about Islam, for peace and harmonious living and respect 2) Read the written reports on monotheism in Christianity, Islam and an African Traditional Religion for accuracy
<p>d) understand the common beliefs across Islam, Christianity and traditions religions. (k, u)</p> <p>e) appreciate the values of other religions. (u, v)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> i) Read the Ten Commandments and use them to compare the beliefs between Christianity and Islam. ii) Explain the expected relationship between God and human beings. 	<ul style="list-style-type: none"> 1) Observe learner's research and assess their communication and cooperation skills together with their individual contribution to the task. 2) Assess their written products for

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	iii) Explain the expected relationship amongst human beings. iv) Read the Nicene Creed to identify aspects that relate to the relationship with God. a) 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. b) 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. c) Write a summary of the values promoted in the Pillars of Faith in Islam.	evidence of understanding the teaching of 2 religions. 3) Observe individual participation of learners as they read and discuss in groups. 4) Analyse the written reports to ascertain knowledge and accuracy
f) understand the relationship between Christian and Islamic beliefs. (k, u) g) appreciate the values promoted by the Ten Commandments and the	In groups learners: i) 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. ii) Read about the teachings on harmonious living in the New Testament with a focus on Acts of the Apostles 28:30-31, Romans	1) Listen to learners read for fluency. 2) Analyse the written reports for accuracy and respect for humanity. 3) Read the written report for accuracy and understanding of harmonious living.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
Pillars and Articles of Faith in Islam. (u)	14:1-23 and 1Corinthians 10:31-32. iii) Write a report on how people of different faiths can live harmoniously.	
h) appreciate the biblical teaching about harmonious living. (u, v, s)	In groups learners: i) 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. ii) 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 1Corinthians 10:31-32. iii) Write a report on how people of different faiths can live harmoniously.	1) Listen to learners read for fluency. 2) Analyse the written reports for accuracy and respect for humanity. 3) Read the written report for accuracy and understanding of harmonious living.

Theme: Man's Social Relations

Topic 2: Respect for Human Life

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
The learner should be able to: a) appreciate Christian teaching of human dignity and respect for life. (u/v)	i) Discuss the meaning of human dignity with examples from school where community members have not been respected. ii) Debate whether being human is not conditional to one's status, level of education, wealth and religion. iii) Use the Bible to explain that human beings are created in God's image (Genesis 1:26-28, 5:1-2 and 9:6). iv) Identify teaching about the sanctity of life in Exodus 20:13 and John 8:11. v) Use John 8:11 to explain Jesus' attitude to human dignity.	1) Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented. 2) Assess the accuracy of the Bible quotations used in the summary report. 3) Investigate the written reports to ascertain knowledge and accuracy.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	vi) Write a summary of teachings about the sanctity of life in Exodus 20:13 and John 8:11.	
b) appreciate life as a special gift from God that should be respected and protected. (u, v)	i) Discuss ways through which life should be respected and protected. ii) Use examples to describe acts that deprive respect for human life. iii) Discuss self-esteem and assertiveness in the promotion of human dignity. In groups: • Discuss how respect for human life is presented through the teaching about slaves in Leviticus 19:12-18 and Numbers 35:9-12. iv) Discuss ways in which Jesus promoted the human dignity of sinners with a focus on Mathew 9:9-13 and Luke 19:1-10. v) Identify ways through which human dignity should be promoted and protected with a focus on Exodus 20:12- 17.	1)Assess learners’ written products for evidence of understanding the Biblical teaching about human dignity. 2)Assess the accuracy of the Bible quotations used in the summary report. 3)Observe the learners work in groups to find out the promotion of respect. 4)Listen to learners’ discussion in relation to the promotion of the gift of life.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<p>vi) 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 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.</p> <p>vii) Write a summary of the lessons learnt about respect for human life from biblical teachings.</p> <p>viii) Discuss acts that promote human dignity.</p> <p>ix) State reasons why life should be respected and protected.</p> <p>x) Choose verses relating to human dignity from the Bible, other than those given, and explain what they teach about human dignity.</p>	

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>c) appreciate sexuality as God’s design of creation. (v/a)</p> <p>d) understand the importance of respecting oneself by valuing one’s own body. (u, v)</p> <p>e) appreciate the complementary nature of men and women. (v)</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> i) 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. ii) Discuss the complementary nature of men and women. iii) Observe learner’s interaction and individual contribution in the group activity. iv) In a conversation, question individual learners and assess their understanding of sexuality in relation to God’s plan. i) Explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene. ii) Examine the written products for evidence of accuracy of information given in relation to sexuality. 	<ul style="list-style-type: none"> 1) Observe learner’s interaction and individual contribution in the group activity. 2) In a conversation, question individual learners and assess their understanding of sexuality in relation to God’s plan. 3) Examine the written products for evidence of accuracy of information given in relation to sexuality. 4) Discuss the importance of self-respect. 5) Listen to learners’ discussion about the African perspective of human dignity.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<ul style="list-style-type: none"> iii) Discuss the importance of self-respect in terms of: iv) Listen to learners' discussion about the African perspective of human dignity and valuing your own body. v) Observing personal hygiene vi) Protecting self from communicable diseases. vii) Abstinence from sex. viii) Write about religious teachings on sexuality. ix) Individually learners Word process or write an article on ways young people can value their bodies. x) Learners discuss ways in which the Africans promoted human dignity. 	

LEVEL 1:

TERM 3

Topic 1: Marriage

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) understand the meaning and purpose of courtship and marriage in the promotion of love and honesty. (u, v)</p>	<p>In a discussion, the teacher guides learners to:</p> <p>i) Discover the meaning and purpose of marriage and give examples, which reflect marriage as a custodian of the values of love and honesty.</p> <p>ii) Describe the importance of courtship period using examples.</p> <p>iii) Identify and record the value of preparing for marriage with reference to Genesis 24.</p> <p>iv) Analyse the values of unity in marriage with reference to the Bible text in Genesis 2:18 -25.</p>	<p>1) Examine the quality and accuracy of the research presented by the learners.</p> <p>2) Observe group discussions and conversations for evidence of individual participation and respect for others ‘opinions.</p> <p>3) Examine the written products for evidence of accurate Bible references and presentation of personal opinion.</p> <p>4) Examine the written products for accuracy of facts provided.</p>
<p>b) appreciate the importance of children in</p>	<p>i) The teacher guides learners to:</p> <p>ii) Discuss the importance of children in a marriage relationship using examples.</p>	<p>1) Observe learners discuss for evidence of cooperation.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
marriage and society. (u, v) 1. understand the right for pregnancy in order to be a good parent.	iii) Analyse the value of children in a marriage with reference to Genesis 1:28, 21:6-7 and 1Samuel 2:8. iv) Word process or write about and suggest ways of keeping a childless marriage.	2) Assess the learner's products.
c) appreciate Christian teachings about marriage. (u, v)	Guide learners to: i) Identify the values of love, patience and forgiveness with reference to Hosea 2 and 3. ii) Discuss the conduct of husbands and wives in a marriage and how it applies today with reference to 1 Peter 3:17. iii) Identify ways of promoting stability in a marriage using John 2:1. iv) Write about the expected Christian behaviour in a marriage with reference to 1Corinthians.	1) Assess learners' written products for evidence of understanding the Biblical teaching about marriage. 2) Assess learners' written products for evidence of understanding the African teaching about marriage.
d) appreciate traditional African marriage and the values therein. (u, v)	Learners: 1) Research and report about courtship and marriage in traditional Africa. 2) Discuss the good practices of traditional African marriage. 3) Compare traditional and Christian marriages.	1) Observe group discussion for evidence of individual participation and respect for others' opinion.

TOPIC 2: Family

Duration: 8 Hours

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	Suggested Teaching & Learning Activities	Sample Assessment Strategy
The learner should be able to:	In a discussion the teacher guides learners to:	1) Observe learners' discussion in group work\examine their writings in their exercise books
a) understand the importance of family to society to promote unity. (u)	i) Explain the meaning of a family using examples ii) Write about the members who constitute a family iii) Share ideas about the importance of a family in society.	2) Observe learner's interaction and individual contribution in the group activity.
b) know the various types of family to develop unity, empathy, loyalty and generosity. (k)	i) Explain the two major types of family. ii) Share ideas and experiences about the advantages and disadvantages of each of them. iii) Record the values that are promoted by each type of family. iv) Discuss the value of courtesy in the family and community.	3) In a conversation, question individual learners and assess their understanding of the family institution.
c) understand the roles of the different	i) Discuss and record the roles played by different members of the family.	4) Examine the quality and accuracy of the Biblical understanding of the texts presented by the learners.
		5) Analyse the written product about the family for accuracy

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
members of the family to promote the values of individual responsibility. (u/v)	<ul style="list-style-type: none"> ii) Write the responsibilities of each of the family members. iii) 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. iv) Write about the ideal relationship in a family as expressed in Paul's letter to the Ephesian. 	and value progression.
d) understand current family trends. (u)	<ul style="list-style-type: none"> i) Discuss the current family trends. ii) Discuss the challenges facing the modern family setting and give solutions in your exercise books. iii) Share ideas about the challenges brought about by the new family. iv) Suggest ways of promoting the right attitudes to family. 	<ul style="list-style-type: none"> 1) Listen to learners discuss the Biblical verses for accuracy and proper understanding. 2) Analyse written products in regard to respect for the relationship between children and parents.
e) appreciate Christian teaching about family. (u, v)	<ul style="list-style-type: none"> i) Use the Bible to identify and record teachings about the family. ii) Use the example of Abraham's family to identify the values expressed. 	

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	iii) Use Ephesians 5:22-33 to describe the relationship within in a family setting. iv) Use Ephesians 6:1-4 to explain the ideal relationship between children and parents.	
f) understand the types of family in traditional African Society. (u) g) understand the nature of the traditional African family. (u, v) h) understand how modernity has influenced the African family. (u, v)	i) Explain the nature of family in the traditional African setting. ii) Use role play to express the roles of family members. iii) Identify the features of a good family in traditional Africa. iv) Explain the place of the family in the community. v) Word process or write about the African family values that are relevant to today. vi) Compare the African traditional family to the modern family in Uganda today. vii) Draw lessons from the good practices of the traditional African family.	1) Examine the quality and accuracy of the research presented by the learners. 2) Analyse the written products for accuracy of facts.

LEVEL 2:

TERM 1

THEME: Man's Dominion Over the World

Topic 1: Work

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a) understand the purpose of work. (u) b) appreciate their own talents when making career choices. (u) 	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> i) Identify the types of work observed in own community. ii) Brainstorm to construct the meaning of work. iii) Illustrate the different types of work in society using examples. iv) Discuss reasons for work in modern society. v) Explain the nature of work in modern society with a focus on professional, talent-based, online, middleman and non-professional jobs. vi) Explain the value of community participation. vii) Discuss the traditional African practices of work. 	<ul style="list-style-type: none"> 1) Observe learners' discussions/ conversation, oral expression and individual contributions. 2) Assess the accuracy of their written work and understanding in relation to their Bible references.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<p>viii) Research and explain the types of work in traditional African society.</p> <p>ix) Understand the division of working in traditional African society.</p> <p>In small groups, the teacher guides learners to:</p> <p>x) Discuss the importance of voluntary work in society and in the community.</p> <p>xi) Explain the importance of the following ideals in work: responsibility, dedication, determination, honesty and co-operation.</p> <p>xii) Relate work to happiness.</p> <p>xiii) Discuss the role of education in work today.</p>	
<p>c) appreciate work ethics. (v/a)</p> <p>d) understand the challenges of work in the modern world. (u)</p> <p>e) understand the rights and responsibilities of employers and employees.</p>	<p>In plenary, the teacher guides learners to:</p> <p>i) Define work ethics.</p> <p>ii) Explain the need for work ethics.</p> <p>iii) Discuss professional ethics using a case study of medical workers.</p> <p>iv) Discuss the importance of professional ethics.</p> <p>v) Explain agreeable and disagreeable behaviours at a workplace.</p>	<p>1) Examine the written products for accuracy.</p> <p>2) Listen to learners' contributions for accuracy and respect of others' opinions.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<p>vi) In small groups, the teacher guides learners to:</p> <p>vii) Discuss the qualities of a good worker/ employee.</p> <p>viii) Discuss the qualities of a good employer.</p> <p>The teacher guides learners to:</p> <p>ix) Identify challenges in work today with a special focus on unemployment, exploitation and irresponsible and unprofessional behaviour.</p> <p>x) Suggest ways of overcoming the challenges and write them in your exercise book.</p> <p>In pairs, learners:</p> <p>xi) Tell each other what they would do if they became employees.</p> <p>xii) Use the Bible to explain ways through which challenges of work can be overcome.</p>	
<p>f) appreciate the Biblical teachings about work. (u)</p>	<p>The teacher guides learners to:</p> <p>i) Identify and record the aspects of work in Genesis 1 and 2.</p> <p>ii) Explain the importance of work as presented in Proverbs 6:1-10.</p>	<p>1) Listen to learners read for accuracy.</p> <p>2) Assess the written products for accuracy.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<p>iii) Explain lessons learnt from Jesus Christ as a worker using Mathew 13:55, Mark 6:3 and Luke 2:49.</p> <p>iv) 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> <p>In small groups, learners:</p> <p>v) Explain community service using the following texts: Hebrews 6:10, Mathew 23:11, 1 Peter 4:10 and Acts of the Apostles 20:35.</p> <p>vi) Discuss voluntary work using Titus 3:14, Galatians 6:9 and Mathew 5:6.</p> <p>vii) Explain charity work using Psalms 41:1, Proverbs 19:17 and Isaiah 58:10.</p> <p>viii) Individually word process or write on the benefits of working in relation to the Bible teachings.</p>	<p>3) Listen to learners' opinions for purposes of attitudinal change towards work.</p>

TOPIC 2: Wealth and Development

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) understand the acceptable ways of acquiring wealth honestly. (u, v)</p>	<p>In groups learners:</p> <ol style="list-style-type: none"> i) Discuss and construct the meaning of wealth and development. ii) Give examples of acceptable ways of acquiring wealth. iii) Identify examples of unacceptable ways of acquiring wealth. iv) Share ideas on the appropriate use and abuse of wealth. v) 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. 	<ol style="list-style-type: none"> 1) Observe learners' during the group work constructing the meaning of wealth and development. 2) Observe learner's use of appropriate references from the Bible. 3) Examine learner's product in relation to accuracy and correct reference to the Bible.
<p>b) appreciate the contribution made by Christians in the</p>	<ol style="list-style-type: none"> i) Research on different Christian projects that have influenced development in Uganda. 	

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
development of society. (u)	ii) Identify the contribution made by Christianity in the development of Uganda. iii) Using the research carried out, learners make a write up about the contributions made by Christianity to development.	4) Listen to learner’s discussion for values development.
c) know the dangers associated with wealth to avoid greed and corruption. (k, v)	i) Distinguish between the term’s ‘greed’ and ‘corruption’. ii) Use examples to explain the dangers of corruption.	
d) understand the Traditional African views about wealth and development. (u)	Guide learners to: i) Discuss and construct the meaning and composition of wealth in Traditional Africa. ii) Discuss ways through which wealth was acquired in Traditional Africa. iii) Relate wealth to development in Traditional Africa.	• Observe learners’ responses to the questions during the group discussions for evidence of understanding the Traditional African view of wealth and development.

LEVEL 2: TERM 2

THEME: Man's Dominion Over the World

Topic 1: Leisure

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a) understand the types of leisure in order to make the right choices. (u, k) b) understand how one can use leisure to realize their own potential. (u, v) c) understand how free time can be used to build constructive relationships. (u, v) 	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> i) Brainstorm the various leisure activities in their school. ii) Identify the different leisure activities in their community. iii) Explain the importance of leisure to an individual and to society. iv) Discuss how leisure can be used to realize one's potential. v) • 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"> 1) Examine learner's written work for accuracy and correctness of expressions and Bible referencing. 2) Listen to learners' opinions in regard to love of self and others. 3) Observe learners work in groups for cooperation.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>d) understand the modern trends of leisure in order to make the correct choices. (u)</p> <p>e) 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"> i) categorize leisure activities into passive and active. ii) Describe the four types of leisure activities. iii) Cultural, such as attending sports events and concerts. iv) Physical, such as basketball, aerobics and gardening. v) Social, such as visiting friends and going to parties. vi) Solitary: such as reading, listening to music and watching TV. vii) In a report explain why active leisure activities are more profitable than passive ones. viii) Use a table to list the different types of leisure activities and suitable ages for each of them. 	<ul style="list-style-type: none"> 1) Observe learners as they discuss, converse during group work. 2) Examine learner's written work for accuracy and correctness of expressions and Bible referencing. 3) Listen to learners' opinions in regard to love of self and others. 4) Observe learners work in groups for cooperation.
<p>f) understand the Biblical teachings about leisure. (u, v)</p>	<p>In small groups, the teacher guides learners to:</p>	<ul style="list-style-type: none"> 1) Examine learner's written work

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	i) Use the Bible to identify Christian teachings about the acceptable use of leisure. ii) Discuss how God instituted leisure with focus on Genesis 2:1-3. iii) Explain the teaching that there is time for everything as presented in Ecclesiastes 3:1-8. iv) Identify leisure activities that are not acceptable in Christianity. v) Discuss the value of leisure with emphasis on Deuteronomy 5:12 In pairs, learners: <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 	for accuracy and correctness of expressions and Bible referencing about leisure. 2) Examine the quality and accuracy of the research presented by the learners.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	leisure with modern understanding of leisure.	
<p>g) understand the effects of modern leisure activities. (u, v)</p> <p>h) appreciate the value of leisure in traditional Africa.</p>	<p>In a plenary, guide learner to:</p> <ul style="list-style-type: none"> i) Describe new leisure activities in society. ii) Explain the technological innovations in leisure\relate social media and leisure\ give examples of other acceptable ways of spending leisure time. iii) Discuss the dangers of misusing leisure. iv) Discuss the leisure activities in the Traditional African Society. v) 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"> 1) Observe learners work in groups for accuracy of discussions/information. 2) Examine the product for accuracy. 3) Listen to the discussions for accuracy and fluency.

THEME: Man's Harmonious Co-Existence

Topic 2: Peace

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) appreciate Biblical teachings in relation to the value of keeping peaceful society. (u, v)</p>	<p>Teacher guides learners in pairs to:</p> <p>i) Debate about the causes of instability in families, villages, schools, communities and the country.</p> <p>ii) Discuss cases of violent relationships among young people.</p>	<p>1) Observe learners as they discuss, converse during group work.</p> <p>2) Examine learner's written work for accuracy and correctness of expressions and content on peace.</p> <p>3) Analyse the written products for accuracy.</p> <p>4) Listen to the learners for positive attitude development towards peace.</p>
<p>b) appreciate the Christian teaching about peace. (u, v)</p>	<p>The teacher guides learners to:</p> <p>i) Identify Biblical teachings about peace with a particular focus on Proverbs 25:21, Mathew 5 and Exodus 20.</p> <p>ii) Explain ways through which Jesus promoted peace.</p> <p>iii) Identify Biblical texts that can be used to promote peace in families and society today.</p> <p>iv) Explain how Jesus discourages revenge with emphasis on Mathew 5:3-12 and 5:38-39, Isaiah 2:1-5 and Proverbs 25:21-2.</p>	
<p>c) understand the role of organizations and</p>	<p>The teacher guides learners to:</p> <p>i) Brainstorm about the ways people struggle for peace.</p>	

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>personalities that promote peace in society. (u)</p>	<ul style="list-style-type: none"> ii) Talk about the people in their own communities who struggle for peace. iii) Describe distinguished personalities engaged in the struggle for peace in different communities, such as Nobel peace prize. iv) Discuss ways of promoting peace using examples from the local communities. v) Word process or write a report about any organisation in the world that promotes peace in society 	
<p>d) understand the nature of traditional African peace-building mechanisms. (u)</p> <p>e) appreciate dialogue, negotiation and communication in the maintenance of peace. (u)</p>	<p>The teacher guides learners to:</p> <p>Brainstorm about the traditional African understanding of peace.</p> <ul style="list-style-type: none"> i) Identify the practices of peace in traditional societies, such as blood pacts. ii) Discuss the role of beer in promoting peace. iii) Identify the role of traditional/cultural leaders in societies in promoting peace. iv) Word process or write an essay about good practices in traditional African peace making that can be applied to modern times. 	<ul style="list-style-type: none"> 1) Examine the quality and accuracy of the research presented by the learners. 2) Listen to learners' contributions towards the nature of peace promotion in society.

LEVEL 2:

TERM 3

THEME: Man's Harmonious Co-Existence

Topic 1: Justice

Duration: 8 Hours

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

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</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"> i) Discuss and construct the meaning of justice. ii) Use examples from daily life to discuss the need for justice. iii) Identify and record examples of injustices in society. iv) Investigate the dangers of injustices in society and the need for laws to attain justice. v) Discuss the need to respect others to promote justice. vi) Discuss acceptable ways of achieving justice. 	<ol style="list-style-type: none"> 1) Observe learners as they discuss converse during group work. 2) Examine learner's written work for accuracy and correctness of expressions and Bible referencing about justice in society. 3) Listen to learners' opinions about a just society. 4) Analyse the written products in line with conflict resolution in Uganda for

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
	<ul style="list-style-type: none"> vii) Investigate the role of government in upholding justice in society. viii) Research and identify three objectives of the Inter-Religious Council in Uganda (IRCU). ix) Suggest ways of solving land conflict in Uganda. x) Discuss the way power struggle and influence has caused social instability and injustices. xi) Explain the available social support systems in achieving justice. 	<p>values development.</p> <p>5) Listen to learners reading the biblical verses for fluency.</p>
<p>b) 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"> i) Discuss ways in which people should treat each other fairly. ii) Research and write about two case studies of people who have struggled to create justice in society. iii) Discuss factors that undermine the attainment of justice. iv) Propose ways of overcoming injustices in society. 	

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
c) appreciate Christian teachings about justice. (u)	In groups learners: <ul style="list-style-type: none"> i) Read and use Exodus 20:1 and Kings 3:16- 28 to identify and explain the importance of justice. ii) Read and use the Book of Amos to show the injustices that existed during his time. iii) • Read and use Luke 3:10-14 to explain the importance of upholding justice. 	
d) appreciate the traditional African understanding of justice. (u, v)	In group discussions, learners: <ul style="list-style-type: none"> i) Construct the African meaning of justice. ii) Identify the injustices in the traditional society. iii) Investigate how justice was executed in traditional society in families and in villages. iv) Discuss how Justice is upheld in the African Traditional society. 	1) Observe learners as they discuss converse during group work. 2) Examine learner’s written work for accuracy and correctness of expressions and content about traditional African justice.

Topic 2: Conflict Resolution

Duration: 8 Hours

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.

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <p>a) understand the causes of conflicts in order to promote values of self-control and patience. (u, v)</p>	<p>i) Identify and write the types and causes of conflict in society.</p> <p>ii) Investigate examples of religious conflicts that led to the persecution of Christians.</p> <p>iii) Investigate a conflict where a religion contributed to the problem.</p> <p>iv) Describe the effects of current conflicts to individuals and society.</p>	<p>1. Observe learners as they discuss converse during group work.</p> <p>2. Examine learner's written work for accuracy and correctness of expressions and Bible referencing about conflict resolution in society.</p>
<p>b) appreciate the role of Christianity in conflict resolution. (v, u)</p>	<p>i) Explain the contribution of the Church in conflict resolution in Uganda.</p> <p>ii) Identify key Christian personalities who have played an important role in conflict resolution.</p> <p>iii) Explain how John 8:1-11 and Luke 15:11- 32 show Jesus' views on resolving conflict.</p> <p>iv) Word process or write an essay using an example for a current conflict and how to find a solution.</p>	<p>1) Read the written reports about conflict resolution for accuracy.</p> <p>2) Listen to learners' views in regard to the role of people in conflict resolution.</p> <p>3) Analyse the proposed conflict resolution ways for promotion of peace.</p>

Learning Outcomes	Suggested Teaching & Learning Activities	Sample Assessment Strategy
c) 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"> i) 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. ii) Write a report about how conflicts should be resolved in church using Matt 18:15-17. iii) Explain the Christian virtue of patience using 1 Cor 13:4-7. iv) Discuss how John 8:1-11 and Luke 15:11- 32 show Jesus' views on resolving conflict. v) Explain conflict resolution in God's way using James 4:7-10. 	<ul style="list-style-type: none"> 1) Assess the accuracy of the Bible quotations used in the summary report. 2) Analyse the product on conflict resolution.
d) appreciate the traditional African understanding of conflict resolution. (u, v)	<p>Guide learners to:</p> <ul style="list-style-type: none"> i) Discuss the nature of conflicts that existed in the African traditional societies. ii) Analyse conflict resolution methods in the African traditional societies. iii) Compare the African traditional methods of conflict resolution to the ones of the modern society. 	<ul style="list-style-type: none"> 1) Observe learners as they discuss converse during group work. 2) Examine the quality and accuracy of the research presented by the learners

Assessment in AEP

The new AEP 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, generic skills, Values and Attitudes. This is what is referred to by the letters k, u, s, v/a and gs.

It is not possible to assess values and 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 values and attitudes are not important. It means that we must value things that we cannot easily assess. So this guidance section focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

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.
Generic skills	A set of skills that enable the learner to access and deepen learning across the whole curriculum

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed based on written tests such as multiple-choice questions, fill-in-the-blanks, or other forms of recall-based assessments; understanding may be assessed based on short-answer questions, essays, or other forms of application-based assessments; but the assessment of skills may use the following strategies: performance-based assessments in which learners demonstrate their skills by performing a task or activity, observation of learners as they perform a task or activity to assess skills, such as communication skills, respect of each other's opinions, time management and teamwork, and peer assessments where learners evaluate each other's skills and providing feedback especially for promoting collaboration and communication skills. The assessment of K,U,S,V,A is elaborated in the following graphics :

<p>Knowledge</p> <p>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.</p>	<p>Understanding</p> <p>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.</p>
<p>Skills</p> <p>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.</p> <p>Some skills, such as speaking or a physical education skill do not have a product so need to be observed.</p>	<p>Values and Attitudes</p> <p>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. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.</p>

Examinations

The role of the teacher in the competency-based curriculum is to create a more responsive and effective learning environment that supports the ongoing growth and development of all learners. For this reason, there will no longer be examinations or tests set at the beginning, mid and end of term. Instead, teachers will use formative assessment to sum up on-going learning in order to identify areas where learners may need additional support or intervention. This way, teachers will be able to provide them with timely and specific feedback that they can use to adjust their learning strategies and improve their performance.

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress during a lesson, unit or activity.

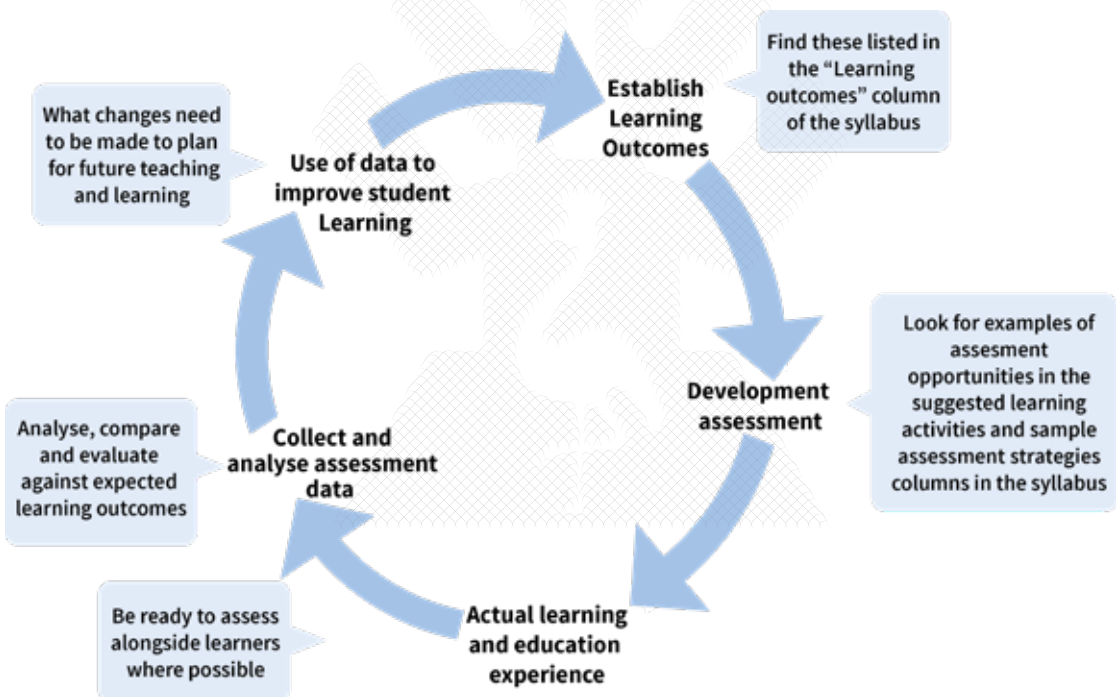
The general purpose of formative assessment is to improve learning and achievement, and give educators in-process feedback about what learners are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with learners.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and learning while it is happening. What makes an assessment “formative” is not the design of a test, technique or self-evaluation per se, but the way it is used, that is, to inform in-process teaching and learning modifications.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some changes to the teaching and learning process. The changes that can be made include decisions about:

- What needs to be learned next.
- Whether the concept/topic 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 process of teaching, formative assessments and improving the teaching and learning is shown in the following cycle:



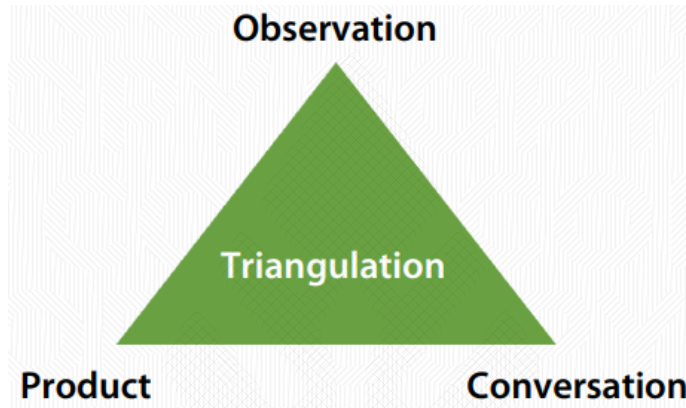
How do we find the opportunity to make formative assessment?

In the AEP curriculum, the teacher's assessment role is not to write tests for learners but to make professional judgments about learner's learning in the course of the normal teaching and learning process. The professional judgment is about how far the learner meets the learning outcomes that are set out in this syllabus. To make these judgments 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. These assessments occur in three forms and are often referred to as;

- Observation – Teachers can observe learners during classroom activities, discussions, and group work to gauge their understanding, engagement, and learning behaviours. By paying close attention to how learners approach tasks and interact with the material, teachers can identify areas where learners may need additional support or extension.
- Conversation – Engaging in one-on-one or small group conversations with learners allows teachers to assess their comprehension, clarify misconceptions, and address any questions or concerns. These informal discussions provide valuable insights into individual learner progress and help personalise instruction to meet their specific needs.
- Product – appraising learners' work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.) provide tangible evidence of their learning and understanding. Teachers can use these products to assess how well learners have grasped the concepts and whether they are meeting the learning outcomes. Analysing the quality and depth of the products can guide instructional adjustments to cater to learners' needs.

When all three are used, the information from any one can be checked against the other two forms of assessment strategies (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 detailed syllabus for each topic. 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

Values and 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.

Assessment

This will be done in two ways:

a) School-based summative assessment

This will be done by teachers assessing learners through activities of integration at the end of every topic or sub-topic and project work. This will cumulatively be collected at school and will be submitted to the national assessment body (Uganda National Examinations Board [UNEB]) to contribute 20% of the final score.

b) Examinations

There will be examinations at the end of Level One to test the suitability of the learners for promotion to Level Two. There will also be national examinations at the end of Level Two or at the end of S.4 if learners transit to the normal school.

Record Keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of learners. 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 topic. 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. 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

Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved and is enough for overall achievement
All LOs achieved with ease

There is no need to set a test to find this out.

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 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 three categories will give rich data when a comparison is made between 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, 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 topic assessments by subject in terms of the 3 descriptors. If numbers (1–3) are used as identifiers, it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
Some LOs achieved, but not sufficient for overall	1
Most LOs achieved and is enough for overall	2
All LOs achieved with ease	3

In the example below, the table shows the end-of-unit assessment for four learners.

Christian Religious Education

Topic	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

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 C & D. 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.

Activities of integration (Aoi) and projects in AEP Christian Religious Education will also be part of the assessment, contributing to the 20% classroom-based assessment. Then, 80% will be from the end of cycle.

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

Glossary of Key Terms

TERM	DEFINITION
Competency-based Curriculum	focuses on specific skills, knowledge and abilities that learners should acquire. It is learner-centred and adaptive to the changing needs of learners, teachers and society.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	refers to a wide variety of methods or strategies that teachers use to conduct in-process evaluations of learners' comprehension, learning needs, and academic progress during a lesson or topic to help teachers identify concepts that learners are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to the lessons and instructional techniques.
Generic skill	also known as transferable skills, are essential skills that can be applied across various subjects, occupations and contexts. They are not specific to a particular subject area but are essential in contributing to a learner's overall success in the learning of all subjects.
Inclusion	An approach to planning learning experiences which allows each learner to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	refers to a statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	is a capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
Sample Assessment Activity	refers to an activity which gives a learner the opportunity to show the extent to which she/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	refers to an activity that is designed to support learners in achieving specific learning outcomes. It is typically provided by the teacher or educational resource as a way to guide learners in their learning and help them achieve their goals.



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