



# SECONDARY HISTORY AND POLITICAL EDUCATION TEACHERS ASSOCIATION

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## **ASSESSMENT UNDER COMPETENCE BASED CURRICULUM 2024.**

Since the curriculum is competence based, the assessment is Competence Based Assessment (CBA)

Therefore, CBA focuses on one's knowledge. Abilities, Skills and Values. It focuses one's competency on a particular skill.

Competence means what a learner knows, understands and can do.

Competency means a set of knowledge, skills, abilities and behaviors transformed.

## **SCORING ACTIVITIES UNDER COMPETENCE BASED CURRICULUM 2024**

Scoring of the learner activities in both CA and SA is based on indicators such as features or characteristics which display acquisition of a skill or competence.

These will cover all the domains of learning particularly Cognitive and psychomotor and learners' abilities.

The indicators for the achievement of the abilities will be pretest by UNEB such as under integrated projects continuous Assessment Framework (CAF) like A designed software tool where information regarding particular activities will be fed every term.

### **NOTE:**

The software will be opened as soon as the term opens and will close as soon as the term ends. In case one enters the information online, changes will be allowed in case errors are made thus, there is need to do everything on time and very carefully.

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## **1 |SHAPTA REVISION PLAN 2024.**

**LET US WELCOME THE NEW CURRICULUM IN UGANDA**

Therefore, when scoring and assessing learner(s) have this in mind;

- What did I test? (Construct, element of construct, competencies/skills and abilities)
- Why did I test it? (What skills or abilities are you evaluating from the learner).
- How should I assess it? (Determine learners' competency on suggested competencies and skills)
- What are the key elements of what I tested? (Competencies, steps, processes, ideas, conclusions, judgements, reasoning, procedures among others.)
- What did I want the assessee to do? (Clarify what the task was instigating/enticing the learner to exhibit in terms of: skills, competencies, abilities, reasoning procedural application/evaluation, knowledge application, logical reasoning/chronological reasoning.

#### **END OF CYCLE ASSESSMENT 2024.**

All assessment items shall be in **Scenario form** for both theory and practical papers.

However, items will be more complex requiring learners' high level of integration of knowledge as they will come from **elements of Construct**.

**An element of Construct** refers to the group of topics which have related content.

#### **NOTE:**

The items will be more or less Compulsory in most if not all subjects.

#### **THE COMPOSITION OF ASSESSMENT ITEMS IN SUBJECTS.**

##### **1. ENGLISH:**

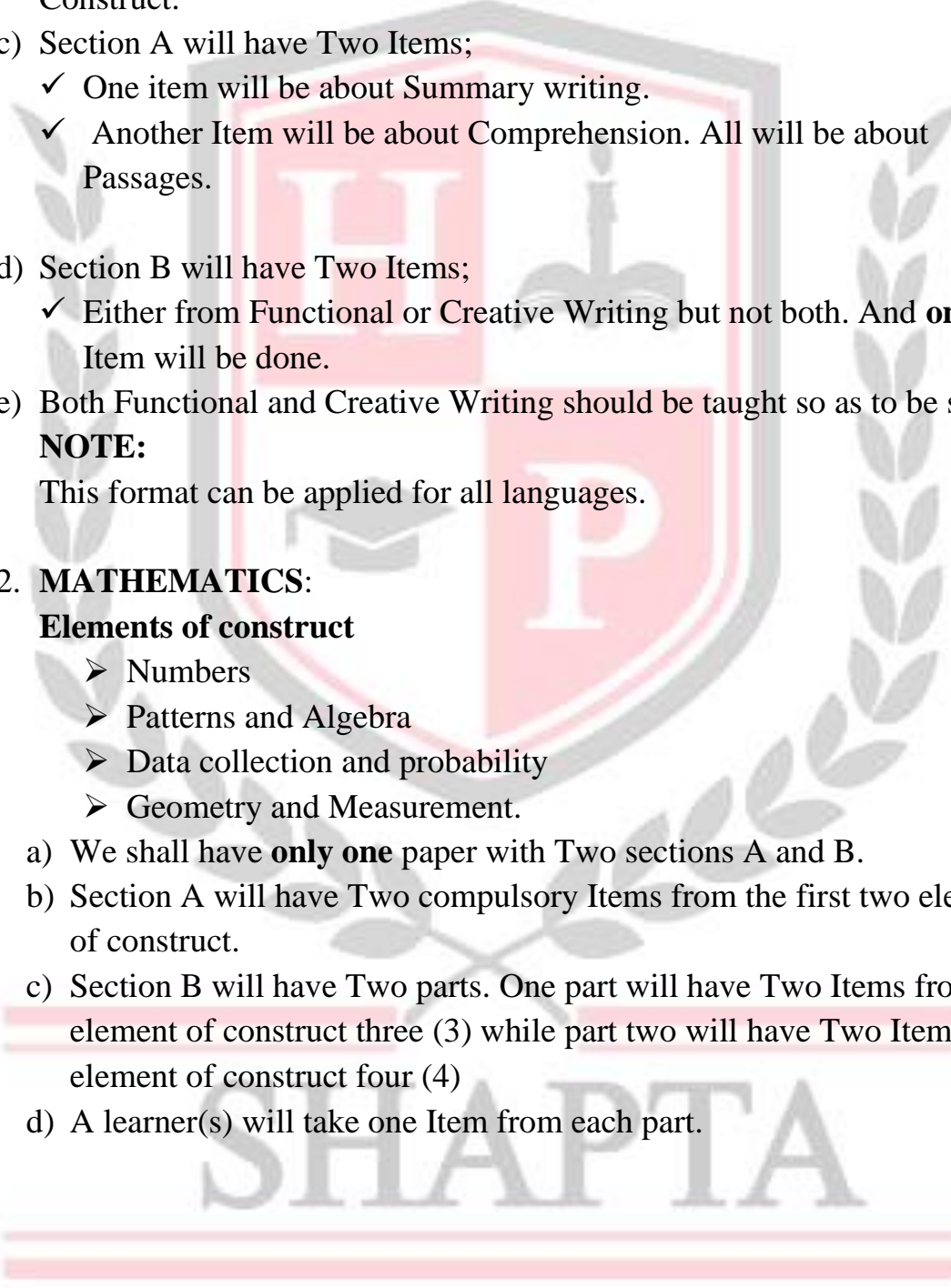
##### **Elements of construct**

- Reading
- Writing

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## **2 |SHAPTA REVISION PLAN 2024.**

**LET US WELCOME THE NEW CURRICULUM IN UGANDA**

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- a) We shall have only **One paper** from Two elements of construct.
- b) We shall have two sections. A and B in the order of elements of Construct.
- c) Section A will have Two Items;
- ✓ One item will be about Summary writing.
  - ✓ Another Item will be about Comprehension. All will be about Passages.
- d) Section B will have Two Items;
- ✓ Either from Functional or Creative Writing but not both. And **one** Item will be done.
- e) Both Functional and Creative Writing should be taught so as to be safe.

**NOTE:**

This format can be applied for all languages.

**2. MATHEMATICS:**

**Elements of construct**

- Numbers
  - Patterns and Algebra
  - Data collection and probability
  - Geometry and Measurement.
- a) We shall have **only one** paper with Two sections A and B.
- b) Section A will have Two compulsory Items from the first two elements of construct.
- c) Section B will have Two parts. One part will have Two Items from element of construct three (3) while part two will have Two Items from element of construct four (4)
- d) A learner(s) will take one Item from each part.

### **3. PHYSICS.**

- We shall have Two papers from Five elements of Construct.
- Paper one which is theory will have Five compulsory Items from all constructs.
- Paper two which is practical will have Two items, Light and Electricity. One item will be done.
- There is no Item about Mechanics
- In paper Two, learners will manipulate the apparatus.

### **4. CHEMISTRY**

- We shall have Two papers from Four (4) elements of construct.
- Paper one which is theory will either have Eight (8) Items to choose from or will have Two sections A and B
- Section A will be Compulsory and section B will be with optional Items.
- Paper Two which is practical will cover one element of construct from which one Item will science process skills.
- All Items will be in scenario form.

### **5. BIOLOGY**

- We shall have Two papers.
- Paper one (1) which is theory and paper Two (2) which is practical.

#### **PAPER ONE (1)**

#### **ELEMENTS OF CONSTRUCT**

- Classification
- Soil
- Ecology
- Man
- Environment



- a) Paper one (1) will have Two sections A and B.
- b) Section A will cover Soil, Man and Environment.
- c) Section B will cover classification and ecology

#### **PAPER TWO (2)**

#### **ELEMENTS OF CONSTRUCT.**

- Osmosis
  - Diffusion
  - Food tests
  - Plant anatomy
  - Animal zoology
  - Insects.
- a) Paper Two (2) will have Two Items.
  - b) Item one (1) about areas of Manipulation such as Osmosis, diffusion and food tests.
  - c) Item Two (2) will be areas of Drawing and labeling like plant Anatomy, Animal zoology and Insects.
  - d) Fish and Feathers have been left out.

### **6. AGRICULTURE.**

#### **ELEMENTS OF CONSTRUCT**

- Analyze soil properties and demonstrate soil improvement practices
  - Post-harvest handling processing and marketing of crops and animals.
  - Resources and farm planning in agricultural production.
  - Show skill in crop production.
  - Show skill in animal production.
- a) We shall have Two papers from Five elements of Construct.
  - b) Paper one which is theory will have Four Items from all elements of construct.

- c) Paper Two which is practical will have Two items from Soil and Farm structures. These will be compulsory.

NOTE:

The scenarios will be investigative and Diagnostic in nature.

## **7. GEOGRAPHY**

### **ELEMENTS OF CONSTRUCT**

- Physical landforms and drainage
  - Map reading and use, sustainable utilization of resources, vegetation, soils and climate.
  - Photographic interpretation on all geographical aspects such as Agriculture, mining, Tourism among others.
  - Statistics, Populations, Trade all over the world.
- a) We will have only one (1) paper from four (4) elements of construct.
- b) Learners will answer four (4) Compulsory items.

## **8. HISTORY AND POLITICAL EDUCATION.**

### **ELEMENTS OF CONSTRUCT**

#### **1. UNDERSTAND THE PRE-COLONIAL HISTORY OF EAST AFRICA**

- Finding out about our Past
- The origin of Man
- Migration and settlement into East Africa since 1000AD
- Culture and key ethnic groups in East Africa.
- Religions in East Africa
- Indian Ocean Trade and Slavery in East Africa
  - East African Long-distance trade.

#### **2. UNDERSTAND THE COLONIAL HISTORY OF EAST AFRICA**

- Scramble, Partition and colonization of East Africa.
- Response to the establishment of colonial rule in East Africa

- The Colonial Administrative Systems in East Africa.
- The Colonial economy in East Africa
- World War 1
- World War II
- Key Personalities in history of East Africa before independence
- Struggle for independence in East Africa
- The Struggle for the Liberation of South Africa.

### 3. UNDERSTAND THE POST-COLONIAL HISTORY AND POLITICAL AFFAIRS.

- The Structure of government
- The Local government systems in Uganda
- Constitutionalism in Uganda.
- Democracy and leadership in East Africa
- Patriotism in Uganda.
- Key contributors to nation building in Uganda
- post-independence socio-economic challenges in East Africa
- The Post-independence liberation struggle in East Africa.
- Neo-colonialism
- East Africa traditional institutions in conflict resolution
- Conflicts in East African States
- Changing land tenure systems in East Africa.

### UNDERSTAND THE POST-COLONIAL HISTORY AND POLITICAL AFFAIRS, CONTINUED.....

- The Role of United Nations in development and its impact in Uganda.
- Lessons from World economic transformations
- Globalization
- Civil Society and Non-governmental Organizations in East Africa.
- Evolution of Pan-Africanism
- The East African Community (EAC)

- The Economic Community of West African States (ECOWAS)
- The African Union (AU)
- The Inter-governmental Authority on Development (IGAD)
- a) We will have **only one paper** with Two sections A and B.
- b) Section A will have segmented or broken Items.
- c) Section B will have Essay type or unbroken Items.
- d) The paper will have a total of six (6) items all in Scenario form.
- e) Learners will do only Four Items.

## **9. CHRISTIAN RELIGIOUS EDUCATION (CRE)**

- a) We shall have One paper with Four Items all in scenario form
- b) We will have Two sections A and B
- c) Teachers need to look at the themes or topics to determine the elements of construct.

## **TEACHING AND ASSESSING PRACTICALS IN CBC**

- Teachers are advised to take the learners through the practical sessions guided by the learners and teachers guides.
- Learners will do everything by themselves including choosing the apparatus, giving the procedure, recording data, analyzing data and giving conclusions.
- The responses about experiments will be given in form of a report.

## **A SAMPLE OF A REPORT FORMAT IN PRACTICALS**

- Title of the experiment
- Aims and objectives of the experiment
- Setting prediction of results from the experiment or Hypothesis
- Giving variables (independent, dependent and control)
- Listing of the materials used.
- Description of the procedure followed.
- Presentation of the results or observations
- Analysis or discussion of the results
- Giving the conclusions.



## PROJECTS UNDER COMPETENCE BASED CURRICULUM 2024

A project is a set of Interrelated activities to be done by a learner over a given period of time to come up with a product or a service.

At Senior one and Senior two, learners will continue to do subject projects as they have been doing for practice purposes.

By Senior three, UNEB will send theme(s) to schools which will be uniform across the whole Country. Schools will choose and carryout attainable but integrated or a bit complex project.

These will be completed by second term of senior four after assessment and scoring using the sample continuous Assessment Framework below;

Stage/ Phase	Competency	Competencies/ Skills	Indicators	score
1	<b>PROJECT PLANNING</b> (Term One and Two of Senior three)	<b>a) Project Identification</b> (The learner brainstorms, researches and consults to establish a problem)  <b>b) Project title</b> <ul style="list-style-type: none"><li>➤ Should be between 7-25 words showing the connected to the theme</li></ul> <b>c) Purpose of the project</b> <b>d) Objectives of the project</b> <b>e) Resource identification</b>	<b>The learner;</b> <ul style="list-style-type: none"><li>➤ Reviews literature</li><li>➤ Consults peers</li><li>➤ Consults teachers</li><li>➤ Consults other school</li><li>➤ Community members</li><li>➤ was not assessed</li><li>➤ Was absent</li><li>➤ Passed away</li></ul>	

		f) Project design/activity schedule		
<b>2</b>	<b>PROJECT IMPLEMENTATION</b> ➤ Senior three Term three and senior Four Term one	a) Resource mobilization and allocation b) Resource utilization c) output/product/service. ➤ Should be inline with objectives, Unique and Authentic d) Generic skills		
<b>3</b>	<b>PROJECT REPORTING</b> (S.4 Term Two)	a) <b>Report Format</b> ➤ Title ➤ Introduction ➤ Body ➤ Conclusion b) <b>Records Management/Document</b> ➤ Product plan ➤ Budget ➤ Activity		
<b>4</b>	<b>PROJECT DISSEMINATION</b> (Any time, even after school cycle)	a) Presentation of the Project b) Delivery of the project to the interested or used groups.		

**END**