**ADVANCED LEVEL SECONDARY CURRICULUM**

**CHRISTIAN RELIGIOUS EDUCATION SYLLABUS**

**2025**

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# Foreword

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), has adapted the Advanced Level Curriculum by aligning it to the Lower Secondary Curriculum (LSC). This Christian Religious Education syllabus is part of the adapted A-Level curriculum that is designed to prepare learners for skills development, career, livelihood and enable them to make a positive contribution to the development of our motherland Uganda and the world at large.

The adapted A-Level curriculum is intended to offer continuity to learners who have graduated from the Lower Secondary Curriculum (LSC) in terms of teaching, learning and assessment approaches. This curriculum, therefore, is competency-based, and provides for continuity from the Lower Secondary. The curriculum provides learners with the opportunity to enhance the development of the 21st Century skills and generic skills that were acquired at Lower Secondary. It prepares learners to advance in the application of what has been learnt to address the social-economic challenges. That is why the curriculum emphasises community participation as an integral part of learning.

This Christian Religious Education syllabus develops spiritual growth, compassion, and respect for one another. It instils values like justice and integrity, fosters empathy and tolerance, and promotes understanding of various beliefs. This holistic approach prepares individuals to navigate life with wisdom, compassion, and ethical responsibility, rooted in biblical teachings. It also promotes acquisition of Higher-order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making and problem-solving. It calls for use of learner centred pedagogies with hands-on experience by the learners in real life situations, while acknowledging different learner abilities and learning styles.

I, therefore, endorse this syllabus as the official document for the teaching and learning of Christian Religious Education at Advanced Level of Secondary education in Uganda.

**Janet Kataaha Museveni**

**First Lady and Minister of Education & Sports**

# Acknowledgements

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the adaptation of the Advanced Level Curriculum for secondary education in Uganda.

Our gratitude goes to the Ministry of Education and Sports for overseeing the adaptation of the curriculum. The Curriculum Task Force of the Ministry of Education and Sports is particularly appreciated for overseeing and making timely decisions whenever necessary.

Special thanks go to the members of the public who made helpful contributions towards shaping this curriculum. Their efforts are invaluable towards having this curriculum implemented in schools and for improved quality of education in Uganda.

NCDC is also grateful to stakeholders including but limited to members of parliament, schools, universities and other tertiary institutions, who made inputs in the design and development of the adapted A-Level Curriculum. Additionally, NCDC appreciates the writing panels and professional bodies for their contributions to this task.

Lastly, NCDC acknowledges all those who worked behind the scenes and were part of the team that worked hard to finalise the adaptation process of this teaching syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala or Email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or on the Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)

Dr Grace K. Baguma

Director

**National Curriculum Development Centre**

# Introduction

The Advanced Level Secondary Curriculum has been re-organised to align with the Lower Secondary Competency based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is based on an analysis of the existing 2013 Advanced Level curriculum to assess whether the content is:

1. appropriate
2. high pitched or overload
3. covered at lower secondary
4. obsolete
5. repeated in different topics and redundant

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for the contemporary society and the 21st century. This led to content overloads in those syllabuses.

## Changes in the Curriculum

The alignment of the existing A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge and objective based approach to an integrated and learner-centred competency-based approach. The adapted syllabus is a result of rationalising, integrating, and merging content to eliminate overlaps and similar skills. It also involves dropping topics already covered at Lower Secondary or deemed no longer critical and relevant to current learning needs. Furthermore, areas with low competencies have been upgraded to meet Advanced Level standards.. The scope and sequence chart clearly outlines the learning process, demonstrating a progression of learning aligned with the learning outcomes. Corresponding assessment strategies are also specified. The detailed syllabus page unfolds the learning experiences and achievement expectations as a process rather than an event.

This Christian Religious Education syllabus is designed for learners who have completed the Lower Secondary Curriculum. It is important that you read the whole syllabus before planning your teaching programme since many topics have been merged, upgraded, or dropped. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from Lower Secondary level, adapting topics and content with familiar features that are of value to the learner and the society. In addition, the process of developing this syllabus document dropped what was considered obsolete, high pitched as well as content overlaps and overloads.

## Classroom Based Assessment

This syllabus requires classroom learning to be experiential through the suggested learning activities for the acquisition of the learning outcome requirements. This is the gist for a learner cantered and activity-based approach to learning which emphasizes acquisition of required competencies. Formative assessment in Christian Religious Education will focus on the acquisition of knowledge and skills through performance of the learning activities. The learning activities sprout from the learning outcomes which are evidenced by acquiring and demonstrating application of the desired skills to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observations, conversation and product for the acquisition of the desired knowledge, skills, values and attitudes. (**See detailed syllabus page)**

## Learners with Special Educational Needs

The Adapted A-Level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasizes creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

## Generic Skills

The generic skills are not separate subjects but lie at the heart of every subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are embedded within the learning outcomes and learning activities of the different subjects.

The details of the Generic Skills and their indicators are:

**Critical thinking and problem-solving**

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

**Co-operation and self-directed Learning**

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

**Creativity and innovation**

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

**Communication**

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

**Mathematical computations**

* Use numbers and measurements accurately
* Interpret and interrogate mathematical data
* Use mathematics to justify and support decisions

**Information and Communication Technology (ICT) proficiency**

* Use technology to create, manipulate and process information
* Use technology to collaborate, communicate and refine work

**Diversity and Multicultural Skills**

* Appreciate cultural diversity
* Appreciate other ethnic groups
* Share cultural values
* Respect for cultural practices

These skills enable an individual to adapt to change in order to cope with the challenges of life in the 21st Century.

## Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are;

1. Environmental awareness
2. Health awareness
3. Life skills
4. Mixed abilities and involvement
5. Socio-economic challenges
6. Citizenship and patriotism

These are a concern to all mankind irrespective of their areas of speciality. They are infused in learning outcomes of the different subjects.

## Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

1. respect for humanity and environment;
2. honesty, uphold and defend the truth at all times;
3. justice and fairness in dealing with others;
4. hard work for self-reliance;
5. integrity; moral uprightness, and sound character;
6. creativity and innovation;
7. social responsibility;
8. social harmony;
9. national unity; and
10. national consciousness and patriotism.

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated in learning outcomes and developed as learners progress.

## Information and Communication Technology Integration

The use of Information and Communication Technology (ICT) tools in teaching and learning while implementing this adapted curriculum is highly encouraged. Use of technology in teaching and learning is essential for the implementation of any competency-based curriculum because they encourage high levels of learner engagement, creativity, and lifelong learning. Teachers are encouraged to use ICT tools to generate interactive content, such as digital simulations and videos that will bring abstract topics to life. Blended learning methodologies can be used with ICT platforms such as Google Classroom, Zoom, Microsoft Teams, or Google Docs to enhance collaboration and deliver customised feedback. Using ICT for teaching and learning will not only enhance the learning experience, but will also provide students with critical digital skills for the twenty-first century.

## Projects

Project-based learning is an integral part of 21st-century education. The syllabus incorporates several projects across various topics, which serve as illustrative examples. You are encouraged to develop more projects with your learners that can easily be linked to what is happening in your local environment. While doing this, make effort to keep aligned to the learning outcomes of the topic you are teaching.

## The Aims of Secondary Education

The aims of Secondary education in Uganda are to:

1. instill 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;
2. promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
3. impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
4. enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
5. 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;
6. enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
7. 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;
8. lay the foundation for further education;
9. 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;
10. instill positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and
11. develop a positive attitude towards learning as a lifelong process.

## Aims of the Advanced Level Curriculum

1. To adopt a competency-based learning approach.
2. To develop holistic education for personal and national development based on clear shared values.
3. To develop key skills which are essential to work and life and promote life-long learning.
4. To adopt an integrated approach to learning that develops the ability of learners to apply learning.
5. To improve on assessments by incorporating school-based assessment into End of Cycle Assessment.
6. To emphasise learner’s participation through engagement with the community.
7. To prepare learners for further education

## Rationale For Teaching Christian Religious Education at A Level

The Advanced level curriculum aims to enable learners develop:

1. an awareness and knowledge of God’s presence and purpose in the world as revealed through His creation, the Bible, the Christian community, the life and teaching of Jesus Christ and the Holy Spirit living in the church today.
2. Christian virtues and morals of love, joy peace and service, honesty, empathy, sharing, tolerance and justice.
3. to live a committed Christian life following in the footsteps of Jesus Christ
4. knowledge of the teachings of the Bible and apply it in the Christian life or churches today.
5. an appreciation of the common elements in traditional religion, other religions and Christian beliefs.

## Subject Overview

The areas of study have been re-organised within the syllabus to come up with the adapted version. The subject areas of study are;

1. **The Old Testament**: learners are expected to;
2. acquire comprehensive knowledge of significant biblical events, characters, and theological themes.
3. understand the historical context and literary styles of different biblical books, which help them to appreciate the depth and richness of these ancient texts.
4. gain a foundational understanding of the origins and history of humanity, as well as the establishment of laws and covenants that guide moral and ethical living.
5. understand social justice, mercy, and the call to repentance.
6. develop the ability to analyse complex narratives and legal codes. interpret and evaluate various perspectives.
7. develop a respect for religious traditions and their historical contexts.
8. **The New Testament:** Learners are expected to;
9. develop an appreciation for the oral traditions that preserved and transmitted the teachings of Jesus and the early Christian faith. Learners will understand how the early Christian community relied on the spoken word prior to the establishment of written Gospels, and recognize the significance of these oral practices in maintaining and disseminating their beliefs.
10. develop critical reading skills and apply biblical teachings to address contemporary issues and personal life experiences..
11. develop a deeper understanding of the New Testament, enhancing their knowledge, critical thinking skills, and appreciation for Christian faith. They gain valuable insights into the early transmission of faith, the distinct narratives of the Gospels, and the practical guidance offered in the epistles, all of which inform and enrich their personal growth and ethical considerations.
12. **Christian approaches to social and ethical issues:** learners are expected to;
13. understand marriage as a sacred institution that elevates the roles of men and women and emphasizing the responsibilities of bearing and nurturing children.
14. develop communication and conflict resolution skills and values such as commitment and responsibility to build and maintain healthy, respectful relationships.
15. understand the relationship between work, leisure, and money across different contexts through examining the current economic activities and ethical practices in earning and spending. Religious teachings which provide moral guidance on integrity and stewardship, while African traditions offer insights into communal and sustainable practices.
16. develop skills such as financial management, enabling learners to make informed and balanced decisions.
17. acquire values like diligence, moderation, and ethical behaviour are emphasized, promoting a responsible approach to both work and leisure.
18. appreciate the spiritual, cultural, and practical aspects of labour and rest, guiding them towards a balanced and fulfilling life.
19. gain a comprehensive understanding of law and order. They learn about the principles that underpin legal systems and customary laws, recognizing their importance in maintaining societal harmony and justice.
20. gain knowledge about rights, responsibilities, and the roles of community leaders.
21. develop critical thinking and ethical reasoning skills through analysing real-life scenarios and case studies.
22. acquire values such as justice, fairness, and respect for authority in order to foster a strong sense of civic responsibility.
23. develop a respectful attitude towards both formal laws and traditional norms, appreciating their roles in protecting individual rights and promoting social order.

## Time Allocation

The learners shall be engaged for nine (9) periods of 40 minutes per week from senior five to senior six.

## Suggested Approaches to Teaching and Learning Christian Religious Education

The suggested approaches enhance learning and empower teachers to support learners so that they acquire planned competencies. This necessitates teachers to work alongside learners to guide, facilitate , support and supervise them as they progress through the learning process. These approaches include;

1. Inquiry-based learning: Learners are encouraged to investigate the Biblical, traditional and contemporary ethical guidelines through research directed by their interest and solve problems through series of questions and scenarios enhancing critical thinking, communication and research skills.
2. Experiential learning: Learners actively participate in hands-on experiences during research and learn through reflecting upon what they are doing which leads to development of reflective skills.
3. Problem and project-based learning: Learners find solutions to problems through their experience in research and projects. This leads to development of critical thinking, social and research skills.
4. Case-based learning: Learners refer to real world scenarios to discuss and analyse them in reference to Biblical and traditional African scenarios which enable them to develop critical thinking, analytical and research skills.
5. Discovery learning: Learners construct their own knowledge through active participation, exploration and inquiry which encourages them to critically think, ask questions and hypothesise through research.

## Programme Planner

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class/Term** | **Topic** |  | **Sub-topic** | **Periods** |
| Senior Five Term 1 | The Pentateuch | 1.1 | The Creation of the Universe | 6 |
| 1.2 | Nature of God | 9 |
| 1.3 | Nature of Man | 6 |
| 1.4 | The Theme of Salvation | 12 |
| 1.5 | The Covenant and Election | 12 |
| 1.6 | Priesthood | 6 |
| Theocracy in Israel | 2.1 | Israel in the Time of Judges | 6 |
| 2.2 | Priest Eli | 6 |
| 2.3 | Samuel the Last Judge | 9 |
| S5 TERM 2 | Monarchism in Israel | 3.1 | Demand for Human Kingship in Israel | 6 |
| 3.2 | Leadership Under Human Kingship | 27 |
| 3.3 | The Division of the Kingdom | 6 |
| 3.4 | Reformist Kings in Israel | 6 |
| Prophecy in Israel | 4.1 | Classification of Prophets | 6 |
| 4.2 | The Social, Political and Economic Situation in Israel at the Time of Prophets | 6 |
| 4.3 | The Theme of the Broken Covenant | 6 |
| 4.4 | The Message of the Prophets | 27 |
| Wisdom Literature | 5.1 | The Book of Psalms | 9 |
| 5.2 | The Book of Job and Teaching | 9 |
| S5 TERM 3 | The Pre-Gospel Period | 6.1 | Linkage Between Old and New Testament | 6 |
| 6.2 | The Apostolic Period | 12 |
| 6.3 | Canonization of The New  Testament | 6 |
| The Gospels | 7.1 | The Ministry of John The Baptist | 12 |
| 7.2 | Jesus’ Teachings During the Public Ministry in the Gospels | 18 |
| 7.3 | Manifestations of the Kingdom of God in Jesus’ Ministry | 18 |
| 7.4 | Reactions to Jesus’ Public Ministry | 18 |
| 7.5 | The Passion, Death and Resurrection of Jesus | 18 |
| S6 TERM 1 | The Epistles | 8.1 | The Holy Spirit | 6 |
| 8.2 | Unethical Conduct in the Church | 9 |
| 8.3 | Charity | 3 |
| 8.4 | Faith | 3 |
| 8.5 | Prayer and Patience | 6 |
| 8.6 | Poverty and Wealth | 6 |
| 8.7 | Baptism | 6 |
| 8.8 | Suffering and Endurance | 6 |
| 8.9 | Relationships and Submission | 6 |
| Sex and Sexuality | 9.1 | The African Traditional Perspective of Sex and Sexuality | 6 |
| 9.2 | Modern Perspective of Sex and Sexuality | 3 |
| 9.3 | Permissiveness | 3 |
| 9.4 | Sex Deviations in the Modern Society | 6 |
| 9.5 | The Biblical Teachings About Sex and Sexuality | 9 |
| Marriage | 10.1 | The Rites of Passage | 6 |
| 10.2 | Courtship | 3 |
| 10.3 | Bride Wealth | 3 |
| 10.4 | Modern Perspective of Marriage | 6 |
| 10.5 | The Biblical Teachings about Marriage | 9 |
| S6 TERM 2 | Family Life | 11.1 | The African Traditional Perspective to Family Life | 6 |
| 11.2 | Modern Perspective of Family Life | 6 |
| 11.3 | Responsible Parenthood | 6 |
| 11.4 | The Biblical Teachings on Family Life | 9 |
| Work | 11.1 | The African Traditional Perspective to Work | 6 |
| 12.2 | Modern Perspective of Work | 6 |
| 12.3 | Ideologies about Work | 6 |
| 12.4 | Professional Ethics | 6 |
| 12.5 | The Biblical Teachings about Work | 9 |
| Leisure | 13.1 | The African Traditional Perspective to Leisure | 6 |
| 13.2 | Modern Perspective of Leisure | 9 |
| 13.3 | The Biblical Teachings on Leisure | 9 |
| Money | 14.1 | The African Traditional Perspective to Money and Wealth | 6 |
| 14.2 | Modern Perspective of Money and Wealth | 9 |
| 14.3 | Biblical Teachings on Money and Wealth | 9 |
| S6 TERM 3 | Law, Crime and Punishment | 15.1 | Law and Morality | 6 |
| 15.2 | Crime | 9 |
| 15.3 | Punishment | 9 |
| The State and the Citizen | 16.1 | Duties of the State and the Citizen | 6 |
| 16.2 | The Church and the State | 6 |
| 16.3 | Prejudice and Discrimination | 6 |
| 16.4 | Ecumenism and Christian Unity | 6 |
| International Order | 17.1 | Peace and Armed Conflict | 6 |
| 17.2 | Refugee Problems in Africa | 6 |
| 17.3 | Internal Displacement of People | 6 |
| 17.4 | Law, Order and International Relations | 6 |

# 

# THE DETAILED SYLLABUS

# Topic 1: The Pentateuch

**Duration: 21 Periods**

**Competency:** The learner demonstrates understanding of the Pentateuch through analysing the centrality of God and mankind, the significance of covenants, and the role of priests in order to guide spiritual, moral and ethical issues in the modern times.

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes**  The learner should be able to**:** | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * 1. analyse the creation accounts in Genesis 1 and 2 to understand the biblical perspective on the origin of man and the universe as desired by God. (u, v, s, gs)   2. demonstrate an appreciation for God’s creation by analysing the place of man in creation to develop a personal and intimate relationship with God through love and worship. (u, v/a, gs) | 1. In pairs, learners read the two creation stories in Genesis 1 & 2. 2. In groups, learners identify and list the key differences and similarities between the two creation accounts. 3. Learners debate on the different interpretations of the creation stories. 4. Learners work in groups to discuss the creation stories. 5. The groups make presentations in class under the guidance of the teacher. 6. Learners brainstorm on the origin of mankind in Genesis 1 and 2. 7. Learners discuss the place of man in the creation story. 8. Learners write essays comparing the creation stories in the Pentateuch, discussing their cultural and religious significance. | 1. Listen to learners reading the appropriate Biblical texts with focus on fluency and comprehension. 2. Listen to learners’ debate and assess the accuracy and validity of their views in the discussion. 3. Observe the level of cooperation and respect of each other’s views during the debate and discussions. 4. Asses the learners’ products for accuracy of the views presented. |
| * 1. demonstrate appreciation for God by exploring His attributes as revealed through His works in the Pentateuch, and develop a deeper reverence for Him. (u, v, gs) | 1. In groups learners: 2. read Genesis **1:1, Genesis 1: 27, Genesis 17: 1, Exodus 3: 14,** Exodus **20:2-3, Exodus 34:6-7: Deuteronomy 6:4-5, and Deuteronomy 7:9** to discover the nature of God. 3. discuss the different attributes of God in the given scriptures. 4. present their findings to the class and the teacher. 5. individually, learners write a detailed description of God's attributes. | 1. Observe learners read and work in groups focusing on teamwork. 2. Listen to the quality of the discussion in regard to the attributes of God from different Biblical texts and verses. 3. Listen to the presentations by the learners focusing on articulation, relevance and accuracy of the facts. 4. Assess the products in form of a write-up focusing on the correctness of the facts and coherence. |
| * 1. analyse the nature of man as presented in the Pentateuch by reading scriptures in order to recognise the uniqueness, purpose, and shortfalls of mankind. (u, v/a, gs) | 1. In pairs, learners read Gen: 1:26-28, 2:7, 3:1-24.4:1-16, 5:12, 6:5, Ex.19:5, Deut 8:11-14, Deut 9:4-6, Deut 31:27, Lev:20:22-23 to identify the purpose, uniqueness and shortfalls of man 2. In groups learners discuss the identified themes based on given verses 3. Learners relate the discussed ideas in themes to the modern context 4. Learners make group presentations under the guidance of their teacher 5. Learners make write ups which include the verses on each of the following; uniqueness, purpose and shortfalls of mankind relating them to daily living. | 1. Listen to learners as they read. focus on comprehension of what they read. 2. Listen to learners’ discussions and presentations focusing on the articulation, comprehension and accuracy of the issues presented. 3. Listen to the learners discuss purpose, uniqueness and shortfalls of man. 4. Assess the learners’ products for accuracy and coherency in presentation. |
| * 1. analyze the theme of salvation as presented through key personalities and events in the Pentateuch, providing a foundation for evaluating modern ideas of deliverance from sin.(u, v/a, gs) | 1. In pairs, learners read Genesis 12, 15, 17, 18 Exodus 16:1ff, Deut 8:3 and 11-14, Deut 9:4-6; 31: 27, Lev 20:22-23. 2. In groups, learners discuss the Abrahamic and Mosaic covenants. 3. In groups, learners debate the characteristics of the Abrahamic and Sinaitic covenant to establish the unique features of each one of them. 4. In groups learners compare the two covenants. 5. Learners brainstorm the significance of God’s covenant relationship with mankind. 6. Learners make group presentations under the guidance of their teacher. 7. Individually, learners write down the findings in exercise books. | 1. Observe learners read the given texts. 2. Converse with learners tasking them to make simple explanations on what they are reading. 3. Listen to the quality of the discussions. 4. Read the products presented to assess accuracy. |
| * 1. examine the concept of divine election in the Pentateuch by exploring how God chose the Israelites and the implications of this selection on their identity, responsibilities, and relationship with God. (u, v/a, gs) | 1. In groups, learners read passages in Genesis 12:1-3, Exodus 19:5-6, and Deuteronomy 7:6-8. 2. In groups learners hold a discussion on the concept of divine election and the responsibilities thereof. 3. In pairs, learners discuss significance and implications of being chosen by God. 4. In groups learners make presentations to the rest of the class. 5. Individually, learners write an essay comparing the concept of divine election in the Pentateuch with other examples of divine selection in religious contexts. | 1. Evaluate the learners’ comprehension of the biblical texts and their ability to collaborate during the reading sessions. 2. Observe learners to assess their contributions to the discussion, considering factors such as relevance, depth of insight, and ability to engage with peers. 3. Observe pair discussions and provide feedback on their engagement, critical thinking, and ability to articulate their thoughts. 4. Assess the learners’ ability to analyse the significance of divine election. 5. Assess each group's presentation of findings, focusing on their understanding of the texts and the ability to identify key themes and concepts. 6. Use a rubric to evaluate essays based on criteria such as structure, argumentation, use of evidence, comparative analysis, and writing quality. |
| * 1. evaluate the concept of priesthood in Israel as described in Leviticus, examining the responsibilities and significance of priests in religious and social contexts, and reflecting on their influence on ancient Israelite society and their enduring impact on society today. (u, v/a, gs) | 1. In pairs, learners read Lev. 8:1-36, 21:1-24. 2. Learners discuss the ordination of Aaron and his sons. 3. In groups, learners share insights on the roles and responsibilities of priests in the Old Testament. 4. In pairs learners, identify and write the rules of conduct and purity for priests of the time. 5. In groups learners compare the rules of the time to those of the priests today. 6. In groups learners share their findings with the class under the guidance of the teacher. 7. Individually, learners summarise the major ideas about priesthood in their note books. | 1. Evaluate their comprehension of the texts and ability to identify important themes. 2. Assess each group's presentation of their insights on the roles and responsibilities of priests focusing on accuracy, clarity, and presentation skills. 3. Assess written assignments where learners identify and elaborate on the rules of conduct and purity for priests, focusing on completeness and accuracy. |

# Topic 2: Theocracy in Israel

**Duration: 21 Periods**

**Competency**: The learner analyses the Israelites' transition from migrant to settled life, focusing on the conquest, challenges, and the judges' role in upholding theocratic rule, to inform understanding of judicial roles in the contemporary society.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. investigate Canaanite religion and the role of judges in ancient Israel, evaluating their impact on the moral, social, and political development of the Israelite community and its relevance to the contemporary society. (u, s, v/a gs) | 1. In groups, learners analyse Joshua chapters 1-13 and 24 and Judges 1-12. 2. locate and discuss the role of judges in ancient Israel. 3. In pairs learners construct characteristics of Canaanite religion. 4. In groups learners discuss the rise of religious syncretism in Israel. 5. In groups learners dramatise the covenant renewal ceremony. 6. Individually,learners write reflection essays on the significance of the ceremony. | 1. Observe and listen to learners to assess understanding through their participation and insights as they read and discus the chapters read 2. Converse with the learners and assess based on accuracy, completeness, and visual organisation. 3. Watch, listen, and assess focusing on their understanding of the covenant renewal ceremony, checking their creativity and performance skills. 4. Assess the written product focusing on accuracy of the facts presented. |
| 1. evaluate the priestly leadership of Eli and his family by using biblical scriptures to examine consequences of their spiritual complacency and apply these insights to develop the value of accountability and discipline in church leadership today. (u, v, s, gs) | 1. In pairs, learners read 1 Sam 1-4. 2. In groups, learners discuss the passages to identify key messages. 3. In groups, learners relate the identified messages to contemporary society through discussion. 4. The groups present their findings, focusing on accountability and discipline, and relate them to modern day leadership of the church. 5. Learners individually note the important issues in their books. | 1. Observe the learners’ conduct in the groups focusing on their interactions. 2. Listen to the discussions focusing on accuracy. 3. Assess the product by looking out for accuracy and coherence of the ideas presented. |
| 1. evaluate Samuel's leadership by examining his roles as priest and judge in 1 Samuel 1-25, to inform and guide church leaders in modern society. (u, v/a, gs) | 1. In groups, learners read the book of 1 Samuel 1-25. 2. In groups learners identify and discuss Samuel's key actions, decisions, and qualities as a priest and judge. 3. Learners relate Samuel’s role to those of the religious leaders today. 4. In groups, learners present their insights, focusing on how Samuel's leadership principles can be applied to modern church roles. 5. Individually, learners write an essay to compare Samuel’s leadership with modern church leaders, supported by specific examples from 1 Samuel and real-life church contexts. | 1. Monitor participation and engagement during reading sessions. 2. Facilitate group discussions and assess participation. 3. Observe and note contributions to the discussion. 4. Observe and assess participation and understanding. 5. Assess essays based on a rubric with criteria such as depth of analysis, use of evidence, clarity of arguments, and relevance to modern contexts. 6. Provide individual feedback to foster improvement. |

# Topic 3: Monarchism in Israel

**Duration: 45 Periods**

**Competency:** The learner develops an understanding of monarchism in ancient Israel by analysing the establishment, leadership, and impact of key monarchs, and assessing the socio-political, religious, and cultural implications for ancient Israelite society, and relates it to modern governance and leadership.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. analyse the demand for human kingship in Israel by exploring the societal, political, and religious factors that drove this shift from theocratic leadership, and evaluating its impact on Israelite governance and identity. (u, v, s, gs) | 1. **Learners debate the motion "Theocracy vs. Monarchy"** to express the pros and cons of each leadership model. 2. Learners engage in Socratic seminar to discuss key questions about the shift from theocracy to monarchy and its implications. 3. In groups, learners read 1 Samuel 8: 1-21. 4. In groups, learners discuss the societal, political, and religious reasons for the Israelite demand for a king. 5. In groups, learners present their findings, focusing on different aspects such as societal unrest, political instability, and religious implications. 6. In groups, learners discuss God’s warnings about kingship. 7. Learners make presentations about factors for the rise of kingship and God’s warnings on human kingship. 8. Individually, Learners write an essay about human kingship in Israel and the fears that surrounded it. | 1. Observe participation and engagement during the debate focusing on their levels of critical thinking, public speaking skills and values of respect. 2. Listen to learners during presentations focusing on the ability to ask and responds to thought-provoking questions. 3. Observe the learners and look out for group participation and collaborative reading. 4. Listen and assess the quality of discussions, including relevance, depth of analysis, and use of evidence. 5. Assess learners’ ability to interpret and discuss biblical warnings. 6. Listen to the learners’ discussions to assess the ability to connect Biblical warnings to contemporary issues. 7. Use an essay rubric to assess structure, argument, evidence, and writing quality. |
| 1. analyse the leadership styles and governance of human kings in Israel by exploring the political, social, and religious impact of their rule on the development and identity of ancient Israelite society and lessons learnt from their leadership. (u, v/a, gs) | 1. In groups: 2. learners analyse 1and 2 Samuel and 1 Kings to identify ways in which Kings Saul, David and Solomon rose and used their power to govern Israel. 3. learners discuss the achievements and failures of kings-Saul, David and Solomon. 4. learners discuss and relate the leadership styles to those in society today. 5. learners present their findings to the class and the teacher. 6. Individually, learners write down the major ideas on kingship. | 1. Observe learners as they read and look out for group participation and collaborative reading and comprehension. 2. Converse with learners paying attention to the quality of discussions on the rise to power, achievements and failures. 3. Listen to the discussions as learners relate the leadership styles focusing on levels of analysis and quality of arguments. 4. Assess the written ideas presented by the learners focusing on accuracy and coherence within the presentation. |
| 1. analyse the factors that led to the division of the kingdom of Israel by examining biblical scriptures to assess the roles of key figures and consequences, in order to appreciate God's power, sovereignty, and the importance of leadership accountability in modern society. (u, v/a, s, gs) | 1. In groups, learners read and analyse 2 Samuel and 1 Kings to identify key players to the division of the kingdom. 2. Learners discuss the background to the division of the kingdom 3. Learners summarise the impact of the division of the kingdom to the people and religion. 4. In groups, relate the impact of the division to the modern world. 5. In groups, learners share findings with the class using visual aids. 6. Individually, learners note down the key aspects in their note books. 7. Individually, learners write essays relating the division of the kingdom of Israel to divisions in the contemporary society. | 1. Listen to learners’ responses to questions about key players and events to assess understanding. 2. Observe learners to assess their engagement and contributions during discussions, focusing on the relevance and depth of their insights. 3. Listen to learners to analyse understanding of the historical and political context and ability to articulate these ideas. 4. Read learners’ products to evaluate the ability to analyse and summarise the consequences of the division on society and religion. 5. Read learners’ products in form of essays to relate the historical division to modern examples of political or religious divisions. 6. Listen to learners as they draw parallels between ancient division and contemporary events. |
| 1. evaluate the reforms enacted by kings in Israel, examining the social, political, and religious changes they implemented, and assessing their impact on the development and preservation of Israelite society.(u, v/a, s, gs) | 1. In groups, learners read 2 Kings to discover reformist kings of Judah and their significance. 2. In pairs, learners discuss the situation before the reforms. 3. In pairs, learners identify the reforms made by kings Josiah and Hezekiah. 4. In groups, learners relate the reforms to areas that need reforms today. 5. In groups, learners make presentations to the rest of the class and teacher. 6. Individually, summarise the key ideas in the note books. | 1. Listen to learners read 2 Kings to assess comprehension. 2. Listen to the discussions to assess quality and accuracy of the presentations. 3. Read learners’ products to assess the accuracy and coherence. 4. Evaluate the learners’ discussions and products as they relate the reforms of the time and those of today. |

# Topic 4: Prophecy in Israel

**Duration: 45 Periods**

**Competency:** Learners appreciate the significance of prophecy in ancient Israel, by examining the social, political, and economic contexts of the time, classifying different types of prophets, exploring the theme of the broken covenant, and analysing the general messages delivered by the prophets in order to inform contemporary understandings of justice, leadership, and community values.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * 1. critique the classification of Old Testament prophets into different categories, evaluating their key messages and historical contexts, and applying this understanding to analyse modern religious, social, and cultural issues by drawing connections between ancient prophetic themes and contemporary challenges.(u, v/a, gs) | * + - * 1. In groups:  1. learners use ICT tools and other resources to classify prophets. 2. learners describe the Characteristics of each category. 3. learners create a timeline for each one of the prophets. 4. learners draw conclusions based on their timeline findings. 5. learners connect their timeline findings to modern-day prophetic themes. 6. learners share their findings with the class using visual aids.   Individually, Learners summarise the key points. | 1. Assess the learners’ created digital portfolio where they classify and tabulate prophets, using spread sheets or databases focusing on accuracy, organisation, and completeness of the classifications. 2. **Read the** learners written detailed reports describing the characteristics of each category of prophets focusing on clarity, depth of analysis, and use of evidence. 3. Read through learners’ visual timelines for each prophet, using digital tools or physical materials focusing on the accuracy, completeness, and visual presentation of the timelines. 4. **Listen to the presentation of timelines to e**valuate how well learners explain them during presentations. 5. Read the learners’ products focusing on the logical coherence, depth of analysis, and relevance of their conclusions. |
| * 1. analyse the social, political, and economic contexts of the prophets' time, assessing their relevance and connections to contemporary issues. (u, v/a, gs) | 1. In groups, learners study the prophetic books of Amos, Hosea, Isaiah, Jeremiah, and Ezekiel. 2. In groups,learners discuss verses that address the social, political, and economic evils of their time. 3. In pairs,learners compare their findings to modern-day issues and trends. 4. In pairs learners propose solutions to address contemporary social issues and injustices. 5. In groups learners make presentations to the rest of the class and teacher. 6. Individually, write an essay on the key ideas in the note books. | 1. Listen to learners as they read to establish comprehension. 2. Facilitate and observe learner discussions to assess the depth, accuracy, and relevance of their conversations. 3. Listen to the learners relate what happened then to the modern times. 4. Read the learners’ products for accuracy. |
| * 1. evaluate the theme of the broken covenant as addressed by various Old Testament prophets, analysing the consequences and calls for repentance, and connecting these prophetic messages to contemporary societal, ethical, and spiritual challenges.(u,s, v,gs) | 1. In groups, learners read the Hosea 3 and Isaiah 5 to express the broken covenant. 2. Learners dramatize the relationship between Hosea and Gomer to express the broken covenant. 3. In pairs learners discuss the song of the Vine Yard to demonstrate the broken covenant. 4. Individually learners Illustrate the ways in which people today have broken the covenant with God. 5. Individually, learners propose ways in which Christians can restore their relationship with God. 6. In pairs learners share ideas with the class mates in form of presentations. 7. Individually, learners summarise the key ideas in the note books. | 1. Listen and converse with learners as they read biblical texts to establish comprehension. 2. Observe to evaluate learners’ creativity and accuracy as they make presentations. 3. Assess the products presented by learners focusing on accuracy of facts presented. |
| * 1. synthesise the core messages of Old Testament prophets by analysing their books, identifying major themes, and exploring their relevance, to inform responses to modern ethical, social, and spiritual issues. (u, v/a, gs) | 1. In groups, learners read and analyse the prophetic books to identify the different themes. 2. In pairs, read the prophetic books to locate the verses on different themes, specifically:   **Judgement:**   * Isaiah 1,2,5,13 and 24 * Jeremiah 1,2,4,7 and 15 * Ezekiel1,2,4,6 and 7 * Hosea 1,2,4,8,11 * Amos 1,3,5,6,7   **Hope:** Isaiah 40, Jer 29, Ezekiel 36  **Day of the Lord:** Isaiah 2 and Amos 5  **Messianic hope:** Isaiah 9 and 11  **Remnants:** Isaiah 1, 10:20-22 and 11:16, Ezekiel:6   1. In groups discuss and share the main ideas with the rest of the class using charts and mind maps 2. Individually, learners make write ups of the key aspects of the messages | 1. Assess the learners’ charts or mind maps identifying different themes in the prophetic books focusing on accuracy, completeness, and organisation. 2. Read the learners presentations to evaluate learners’ ability to recognize and categorize themes in the prophetic texts. 3. **Observe learners locating verses on Judgment, hope, the Day of the Lord,** Messianic hope and remnants. 4. Converse with learners as they discuss the texts on judgement, **hope, the Day of the Lord,** Messianic hope and remnants. 5. Use a participation rubric to evaluate engagement and contributions during the discussion. 6. Listen to learners’ discussion focusing on comprehension of the prophetic messages of judgment and ability to analyse biblical texts. |

# Topic 5: Wisdom Literature

**Duration: 18 Periods**

**Competency:** The learner demonstrates appreciation of perseverance and worship in ancient Israel through applying the teachings of Job and Psalms analysing the themes of suffering, faith, and divine justice in Job, and exploring the expressions of worship, lament, and thanksgiving in Psalms to enable people in the modern society connect these ancient insights to contemporary issues .

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * 1. analyse the themes of suffering, justice, and patience in the book of Job, relating them to contemporary challenges to explore resilience and meaning in adversity.(u, v/a,s, gs)   2. evaluate the significance of dialogue and reflection in the Book of Job, applying these insights to modern discussions about empathy, support, and understanding during crises.(u, v/a, gs) | 1. In groups, learners read the book of Job. 2. In groups, learners discuss the theme of suffering as indicated in the Book of Job. 3. In pairs learners trace the theme of Justice in the book of Job. 4. Learners brainstorm the aspects of patience in the book of Job. 5. In groups, learners relate the themes to modern day challenges and suggest ways of overcoming them. 6. In groups learners drammatise the dialogue between Job with his wife; and Job with his friends. 7. In pairs learners discuss the relevance of the dialogues to modern Christians. 8. Individually, learners write down the important messages from the drama guided the themes. | 1. Listen to learners read and comment on the message of Job focusing on the accuracy of the comments and discussions 2. Listen to learners’ discussions on the key events and characters in the book of Job to assess understanding 3. Assess the learners’ written products in form of essays where learners relate the themes of suffering, justice, and patience in the book of Job to modern day challenges and discuss strategies for overcoming them. 4. Observe the learners’ drama to evaluate them basing on criteria such as accuracy, expression, collaboration, and adherence to the text. 5. Observe the learners to evaluate learners' participation in the discussion, considering the relevance, depth of insights, and ability to connect the dialogue to contemporary Christian living. 6. Read the learners’ written summaries on the important messages conveyed in the drama focusing on comprehensiveness, clarity, and accuracy. |
| * 1. appreciate the emotional and spiritual expressions in Psalms 2, 20, 22, 47, and 147, and reflect on how these texts shape contemporary worship practices and personal devotional life. (u, v/a, gs) | 1. In groups, learners use ICT and other resources to discover the rationale of using Psalms in ancient Israel. 2. In pairs learners read all the Psalms to identify and discuss the emotional and spiritual expressions therein. 3. In pairs, discuss the message in each one of them. 4. In pairs, relate each one of them to daily worship practices today. 5. In groups learners share their findings with the rest of the class with the guidance of the teacher. 6. Individually learners make summaries and tabulate the emotional and spiritual expressions in each Psalm. | 1. Converse with the learners as they read and discuss focusing on accuracy and relevancy of the discussion. 2. Read the products presented for accuracy. 3. Listen to the presentations focusing on theirrelevance and accuracy. |

Topic 6: The Pre-Gospel Period

**Duration: 24 Periods**

**Competency:** The learner examines the apostolic era's historical, cultural, and religious context, by evaluating the New Testament's canonization process, and reflecting on its significance and influence on modern Christian theology and practice..

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. investigate the interconnectedness of the Old and New Testaments, focusing on the theme of Messiahship, to understand how the Old Testament foreshadows and lays the groundwork for the New Testament. (u, v/a, gs) | 1. In groups, learners read and analyse Genesis 1:1-3, 12:1-3, Exodus 20:1-17, Leviticus 8:1-36, 16:1-36, Deuteronomy 27:26, 2 Samuel 7:12-13, Daniel 12:2-3, Isaiah 53:1-12, Zechariah 9:9 Mark 11, Luke 1:32-33, John1:1, 3:16, 11:25-26, 12:15, Romans 6:14-15, Gal 3:6-9, 11, Hebrews 5:1-10, 9:11-14, 2. Learners discuss the interconnection between the Old and New Testaments with reference to the above Biblical texts 3. In pairs, learners infer the relevance of the above texts to Christians today 4. In groups learners present each group’s findings to the rest of the class with guidance from the teacher 5. Individually learners tabulate the interconnection between the Old and New Testaments in the note books. | 1. Observe learners as they read the Bible texts. 2. Converse with the learners to evaluate the quality and accuracy of the discussed ideas. 3. Assess the product in form of a table checking for accuracy of tabulated ideas. 4. Read the products to evaluate accuracy and relevance. |
| 1. explore the features of the early church by analysing the message of the original gospel and early worship practices in order to gain insight into the birth of Christianity and how it shapes modern Christian practices. (u, v/a, gs) | 1. In groups, learners: 2. use the internet, Bible, and any other resources to search the contents of the Kerygma, its advantages and demerits as well as the general features of the early Church. 3. analyse the oral method of preaching the Gospel. 4. discuss the main ideas of the early Church citing their relevance for the contemporary churches. 5. share findings with rest of the class in a presentation. 6. Individually learners make a write up of the major points. | 1. Converse with learners as they carry out research. 2. Observe each individual learner’s contribution to the discussion. 3. Converse with the learners to ascertain their understanding of the period of oral gospel. 4. Check each learner’s note book for accuracy. |
| 1. **assess the origin, development, criteria, and rationale underlying the compilation of the modern New Testament Canon, recognizing its divine inspiration and the emergence of apocryphal literature, in order to deepen reverence for the New Testament as the inspired Word of God relevant to the contemporary church.** (u, v/a, s, gs) | 1. In groups, learners, 2. brainstorm the reasons for writing the New Testament canon. 3. justify the selection of the New Testament canon. 4. analyse the process of forming the New Testament canon. 5. examine the criteria used to select the 27 books. 6. identify the rejected books (Apocrypha) and debate the causes for their rejection. 7. draw lessons from the process of selecting the New Testament books and the relevance of the selected books for Christians today. 8. present ideas to the rest of the class. 9. Individually learners summarise the major points in their exercise books. | 1. Observe learners as they discuss to ascertain the correctness and authenticity of their ideas. 2. Converse with the learners to gauge each individual learner’s contribution to the discussion. 3. Check each learner’s exercise books to assess the accuracy of the summarised ideas. |

# Topic 7: The Gospels

**Duration: 84 Periods**

**Competency: The learner demonstrates an understanding of the distinctive themes and perspectives presented in the Gospels of John and Mark, recognizing their unique contributions to the Christian narrative, and applies these insights to inform contemporary discussions on religious, ethical, and social issues.**

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. evaluate the preaching of John the Baptist as depicted in the Gospels of Mark and John, assessing his messages of repentance and preparing the way for Jesus, and reflecting on the relevance of these teachings to modern spiritual and ethical discussions. (u, v/a, s, gs) | 1. In groups, learners: 2. read the scriptures about John the Baptist in the gospels according to Mark and John. 3. brainstorm the message of John the Baptist. 4. compare the ministry of John the Baptist in the gospels according to Mark and John. 5. discuss the relevance of John Baptist to Christians today. 6. present the discussed ideas to the rest of the class and teacher.   b) individually make a write up of the main ideas in their note books. | 1. Observe learners as they read, discuss and compare John the Baptist’s message and ministry in the gospels according to Mark and John focusing on individual participation. 2. Converse with learners as they draw out the relevance of John Baptist to Christians today. 3. Check each learner’s exercise books to assess the accuracy of the ideas in the write ups. |
| investigate the different methods used by Jesus to convey his message about the kingdom of God in John and Mark with particular emphasis on the parables, discourses and “I am” sayings, examining their significance and relevance to the present Christian faith and practice. **(**u, v/a, gs) | 1. In groups, learners, 2. read Mark 4: 1-20 and 12:1-12 and discuss the message and meanings of the parables. 3. read John 3:1-21 and 4:1-42 and decipher the message and significance of Jesus’ discourses. 4. read John 6:35-58, John 8:12 and 10:11-14. 5. discuss Jesus’ use of the term “I am” in reference to Himself. 6. discuss the relevance of Jesus’ parables, discourses and “I am” sayings to Christians today. 7. make presentations to the class and the teacher. 8. individually make a write up of the main ideas in their note books. | 1. Observe and listen to learners as they read and discuss to ensure they interpret and comprehend the message of parables in Mark. 2. Converse with the learners and probe them as they read and discuss the message of the discourses and “I am” sayings in John. 3. Assess the accuracy of the learners’ ideas in regard to the meaning of the parables, discourses and “I am” sayings. 4. Mark the learners’ books to check for the quality and accuracy of the write ups. |
| 1. evaluate the significance of miracles and signs as depicted in the Gospels of Mark and John, by analysing their theological implications and exploring how these events can inspire faith and hope in contemporary contexts, such as in personal healing, social justice, and community support. (u, v/a, s, gs) | 1. In groups, learners: 2. analyse the Biblical texts provided; Mark 1:21-28, 1:40—45, 2:1-12, 5:21-35, 6:30-44, John 2:1-12, 6:1-15, 9:1-12, 11:1-52. 3. categorise Jesus’ divine acts into miracles and signs, healings, nature, exorcism and resurrection miracles. 4. discuss the divine messages of the miracles in Mark and signs in John and their relevance to Christians today. 5. compare the message of miracles with that of signs. 6. evaluate and form opinions about miracles in the contemporary world. 7. present and share ideas with the rest of the class. 8. individually, write down summarised notes on the key ideas about the manifestation of God’s kingdom in Mark and John. | 1. Observe learners as they read and discuss the divine messages of the miracles and signs in Mark and John focusing on teamwork, comprehension and correct interpretation of scriptures. 2. Converse with the learners as they form opinions and draw lessons and relevance from the miracles and signs in Mark and John laying emphasis on active individual participation. 3. Assess the accuracy of the learners’ ideas in regard to the selected miracles and signs. 4. Check the learners’ books to assess the accuracy of the written summaries. |
| 1. analyse the instances of acceptance, controversies, and opposition that Jesus encountered in the Gospels of John and Mark, assessing the responses of Jesus, His followers, religious leaders, and drawing parallels to contemporary experiences of rejection, resilience, and the importance of unwavering faith and commitment. (u, v/a, s, gs) | 1. In groups, learners: 2. read the gospels according to Mark and John and trace the reactions of various categories of people to Jesus public ministry. 3. discuss the reaction of Jesus’s own people at Nazareth, the Pharisees, Scribes, Sadducees, Priests and teachers of the law, women, Gentiles, and his twelve disciples. 4. brainstorm on the reasons why Jesus faced opposition and rejection in his public ministry. 5. investigate Jesus’ reaction in the face of opposition. 6. analyse instances when Christians face opposition today. 7. explain the lessons Christians can draw from people's responses to Jesus during his public ministry. 8. present and share the discussed ideas with the rest of the class. 9. Individually, learners summarise the key points. | 1. Observe the learners as they read and brainstorm the reactions of the audience to Jesus’ ministry focusing on active participation. 2. Converse with the learners as they draw out the lessons and relevance of the reactions of different categories of people to Jesus’ ministry with emphasis on logical relationships. 3. Check learner’s exercise books to assess the accuracy of the summarised ideas in their write ups. |
| 1. analyse the passion, death, and resurrection of Jesus Christ through examining the Biblical texts in Mark and John reflecting on how these events can inspire resilience, empathy and compassion in their own lives and communities. (u, v/a, s, gs) | 1. In groups: 2. learners analyse Mark 14, 15, and 16; John 18, 19, 20, and 21. 3. learners watch a movie on the passion of Jesus or role play the arrest, death, and resurrection of Jesus. 4. Learners discuss the significance of the key events in the passion narratives in the gospels according to Mark and John. 5. compare the key events in the passion narratives in the gospels according to Mark and John namely the Lord’s Supper, the anointment of Jesus and the resurrection. 6. Learners examine the relevance of Jesus’ passion, death, and resurrection to modern Christians. 7. Learners present to the classmates and the teacher.   b)individually, learners summarise the main ideas. | 1. Observe learners as they read to inspire them to listen and comprehend the selected Biblical texts. 2. Converse with the learners as they dramatise or watch a movie about the passion, death and resurrection of Jesus. 3. Listen to the learners’ ideas about relevance and lessons from Bible texts and encourage them to think deeply and generate positive ideas. 4. Check the learners’ note books to ensure accuracy of the written summaries. |

# Topic 8: The Epistles

**Duration: 54 Periods**

**Competency:** The learner d**evelops** appreciation of key apostolic teachings through examining the Letters of Galatians, 1 Corinthians, 1 Peter, and James, exploring how these teachings can provide practical guidance and inspiration for addressing modern personal, social, and spiritual challenges.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Teaching Learning Activities** | **Sample Assessment Strategies** |
| * 1. examine the significance of the Holy Spirit as presented in the epistles, through exploring themes such as spiritual gifts, empowerment, and guidance and reflect on the ways the Holy Spirit informs modern Christian practices and choices. (u, v/a, s, gs) | 1. In groups: 2. learners analyse 1 Corinthians 12, 13 and 14; Gal. 5:16-25. 3. learners discuss the role and significance of the Holy spirit in the early church. 4. learners discuss the role of the Holy Spirit in the church today. 5. learners make presentations to the class under the guidance of the teacher. 6. Individually, learners summarise the major ideas. | 1. Observe and listen to learners reading the scriptures focusing on comprehension. 2. Converse with learners during discussions on various aspects of the Holy spirit in the early and the church today. 3. Listen to the presentations focusing on accuracy, fluency and relevance. 4. Look at the learners’ books focusing on the accuracy and coherence of the summarised ideas. |
| * 1. critique the unethical behaviour of the Christians in the early Church basing on the guidance in the Epistles examining themes such as divisionism, sex immorality and suing each other into pagan courts in order to guide Christian behaviour today.(u, v/a, s, gs) | 1. In groups: 2. learners study 1Cor 1-4. 5:1-13; 6:1-20; 8:1-13; 10:1-33; 11:7-34. James 2:1-26; 3:1-12; 4:1-17; 5:1-6. 3. learners discuss unethical behaviours of the early Christians and the responses provided by Paul and James to address them. 4. learners point out lessons that are learnt from the scriptures read. 5. learners make presentations to classmates and the teacher. 6. Individually learners summarise the discussion outcomes. | 1. Converse with the learners and use oral quizzes to assess learners' understanding of the passages. 2. Observe and listen to evaluate learners' participation in discussions, focusing on engagement and relevance of contributions. 3. Listen to each group present the lessons they have learned from the scriptures, using visual aids to enhance their comprehension. 4. Review learners' notebooks to ensure the summarised discussion outcomes are accurate and relevant. |
| * 1. appreciate the virtue of charity through analysing the message and principles in the epistles and reflect on how these messages inform and inspire contemporary Christian practices and attitudes toward the needy. (u, v/a, gs) | 1. In groups learners read 1 Cor. 8,13 and 16 James 1:27;2:1-26; 5:1-6, Gal. 6:1-10. 2. In groups learners discuss the virtue of Charity focusing on generosity, love and bearing one another’s burdens. 3. In groups, learners discuss modern attitudes towards charity. 4. In groups, learners make presentations to classmates under the guidance of the teacher. 5. Individually, learners note down the key points. | 1. Observe learners’ interaction and participation during the reading sessions. 2. Converse with the learners as they discuss the virtue of charity focusing on the accuracy of the responses. 3. Listen to the quality of their Biblical comprehension of the scriptures. 4. Read and evaluate the quality and accuracy of the summaries made by each learner. |
| * 1. analyse the teachings on faith in the epistles of James and Galatians exploring themes such as trust, perseverance, and belief in God's promises, and reflect on how these principles strengthen contemporary Christian faith and practice.(u, v/a, s, gs) | 1. In groups learners read and analyse James1:2-8; 2:14-26; 5:7-15, and 3, 5:5-23. 2. In groups learners discuss the teachings on faith, trust and perseverance. 3. Learners brainstorm how the teachings strengthen contemporary faith and practice. 4. Learners make presentations to the class and teacher. 5. Individually, learners write the key takeaways from the readings, discussion and brainstorming sessions | 1. Observe and listen to learners read and comment on the scriptures focusing on accuracy. 2. Converse with learners as they discuss the Bible teachings emphasising correct interpretation of Biblical facts. 3. Listen to the quality of responses learners give during the brainstorming session. 4. Assess the written products focusing on accuracy and relevance. |
| * 1. analyse the themes of prayer and patience and the use of the tongue as presented in the epistle of James through evaluating these teachings to encourage persistent faith and resilience, and reflect on how these principles can be applied to contemporary personal and social challenges.(u, v/a, s, gs) | In groups.   1. learners read the letter of James, 3:1ff and 5:7-20. 2. Learners brainstorm on the teachings of proper use of speech, patience and prayer. 3. Learners discuss ways in which James’ counsel on speech, patience and prayer are relevant to contemporary Christians 4. Learners present to the rest of the class. 5. Individually, learners write a summary of the key ideas. | 1. Observe and listen to learners as they read to ensure fluency. 2. Listen to them during the brainstorming session focusing on quality and accuracy of the presentations. 3. Evaluate the product in form of a summary focusing on relevance and accuracy. |
| * 1. appreciate the teachings about wealth and poverty by analysing scriptures in the letter of James and 1 Corinthians in order to gain insights on stewardship, contentment, generosity, and social justice in modern churches. (u, v/a, s, gs) | 1. In groups, learners study James 1:9-11; 1:27,2:1-7, 2:14-17 5:1-6, 1Cor.4:8; 7:29-31; 6:19-20. 2. Discuss the teachings about wealth and poverty and assess their relevance to modern churches. 3. Role-play the ways the government and Church can help the poor. 4. Individually learners summarise the major ideas in note books. | 1. Listen to the learners read focusing on comprehension. 2. Dialogue with learners as they discuss about wealth focusing on the quality of the learners’ responses. 3. Assess products in form of a summary for accuracy and relevance. |
| * 1. examine baptism as a basic ritual in Christianity through analysing texts in 1 Corinthians and 1Peter in order to appreciate the continuity of baptism and other religious rituals today. (u, v/a, s, gs). | 1. In groups, learners: 2. read 1 Cor. and 1 Peter to identify and discuss the teachings on baptism. 3. discuss other Christian rituals of Eucharist and Matrimony. 4. discuss the contemporary views about the Christian rituals. 5. discuss the relevance of Baptism in the Church today. 6. make presentations to the rest of the class. 7. Individually learners write a summary of … | 1. Observe the learners work in groups focusing on co-operation. 2. Listen to their readings and comments on baptism and other Christian rituals focusing on Christian tradition on these rituals. 3. Converse with them as they suggest the relevance of baptism to Christians today. 4. Check the learners’ summaries focusing on accuracy. |
| * 1. examine the themes of suffering and endurance in the epistles of Peter and James by exploring the messages of hope, perseverance, and faith in adversity, reflecting on how these teachings can provide strength and inspiration to people facing personal and societal challenges in today’s world. (u, v/a, s, gs) | 1. In groups learners read 1Peter 1-5 and James 1 to identify the teachings on suffering and endurance. 2. In groups, Learners discuss the teachings on suffering and endurance relating them to the modern church. 3. Learners make presentations to the class under the guidance of the teacher. 4. Individually, learners summarise the outcome in their note books. | 1. Observe learners read and discuss focusing on respect to one another. 2. Listen to them to ascertain comprehension. 3. Converse with learners about suffering and endurance focusing on the quality and accuracy of responses. 4. Assess the presentations focusing on the communication skills, accuracy, relevancy of the facts and coherence of the presentation. 5. Check the quality and accuracy of each learner’s summary. |
| * 1. assess various human relationships as addressed in the epistles of 1 Peter and 1 Corinthians and how the apostolic guidance on relationships and obedience speaks to Christians today. (u, v/a, s, gs) | 1. In groups learners read 1 Peter 3,4,5 and 1 Cor. 4, 5,6,7, 12,13 and 14 to identify and discuss the types of relationships therein. 2. Learners discuss Peter and Paul’s teachings about relationships relating them to the contemporary world. 3. Learners make presentations to the rest of the class. 4. Individually, learners write the key aspects from the discussion in form of essays. | 1. Observe learners as they read and work together as teams focusing of comprehension and quality of discussion. 2. Listen to the learners to evaluate participation in the discussions, focusing on engagement and relevance of contributions. 3. Evaluate the product basing on the ability to draw meaningful connections, use of evidence, and clarity of argument. |

# Topic 9: Sex and Sexuality

**Duration: 27 Periods**

**Competency**: The learner analyses the traditional African, contemporary, and biblical perspectives on sex and sexuality, exploring its cultural, religious, and ethical dimensions in order to develop decision-making skills that can guide modern attitudes and practices regarding sexuality.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. appreciate African traditional perspectives on sex and sexuality by exploring their cultural, social, and spiritual dimensions, and reflect on their influence on modern attitudes and decision-making on sexuality. (u, v/a, s, gs) | 1. In groups or pairs, 2. learners use ICT and cultural institutions to search about traditional African understanding of sex and sexuality. 3. learners discuss sexuality and sex education in traditional African societies with particular emphasis on its content, context and methods. 4. learners debate the positive traditional African sexual values that modern society can adopt. 5. learners make presentations to the rest of the class and the teacher. 6. Individually, summarise the main points in individual exercise books. | 1. Observe learners as they search and discuss about sex, sexuality and sex education in traditional African society. 2. Converse and guide them as they debate the traditional African values that need to be adopted by modern society. 3. Listen to their presentations to ensure correctness and logical flow of ideas. 4. Read each learner’s note book to assess the correctness of the summarised ideas. |
| 1. Assess the modern understanding of the value of sex and sexuality in order to develop a positive attitude towards sex and sexuality. (u, v/a, s, gs) | 1. In groups: 2. learners use ICT tools, newspapers and magazines to investigate the modern understanding of sex, sexuality and sex education. 3. compare modern with the traditional understanding of sex and sexuality. 4. sieve the positive traditional African values about sex and sexuality that can help the youths make informed decisions. 5. make presentations to the class under the guidance of the teacher. 6. Individually note down the main points in the note books. | 1. Observe learners as they search about sex, sexuality and sex education in modern society. 2. Converse with them as they compare the traditional African with modern views about sex and sexuality focusing on individual participation. 3. Listen to their presentations to ensure logical flow of ideas. 4. Check each learner’s note book to assess the accuracy of ideas. |
| 1. examine the concept of permissiveness through analysing its causes and impact on society to encourage responsible living in society today. (u, v/a, s, gs) | 1. In groups or pairs learners, 2. brainstorm the causes, manifestations and impact of permissiveness in society. 3. discuss the strategies that Christians can use to maintain acceptable behaviours in a permissive world. 4. make presentations to the class under the teacher’s guidance. 5. Individually learners make a write up of the main ideas from the class discussions. | 1. Observe learners as they brain storm and discuss the manifestations, causes and impact of permissiveness in modern society to ensure team work. 2. Converse with the learners as they discuss and present so as to guide them towards attitude change. 3. Check each learner’s note book to assess the correctness of ideas in the write up. |
| 1. critique deviant sexual behavioural practices in the contemporary society to enhance decision making and proper use of sex.(u, v/a, s, gs) | 1. In groups or pairs: 2. learners use ICT tools and the mass media to examine the forms, causes and dangers of sex deviations. 3. analyse the Christian teaching that can help in curbing sexual deviation. 4. role play and discuss the roles of counsellors and Church leaders in correcting sexual deviants. 5. learners make presentations to the rest of the class and the teacher. 6. Individually summarise the major points in their note books. | 1. Observe and probe learners as they examine the forms, causes and dangers of sex deviation. 2. Converse with them as they discuss the Christian teaching against sex deviation focusing on accuracy of ideas. 3. Observe learners’ drama on the roles of counsellors and religious leaders in guiding sexual perverts, checking for creativity, fluency and active individual participation. 4. Listen to their presentations to ensure fluency and logical flow of ideas. 5. Check each learner’s note book to assess the accuracy of the summarised points. |
| 1. analyse the biblical teaching about sex and sexuality in order to appreciate the proper use of sex as a divine gift to mankind. (u, v/a, s, gs) | 1. In groups or pairs learners: 2. read the biblical texts provided and discuss the biblical and Christian views about sex; Genesis 1:27-28, 2:24, Exodus 20:17, Deut 22:5, Lev 18, Matthew 5:27-28, Romans 1:26-27, 1 Cor 6:9-10, 18-20, 7:3-5, 1Thessalonians 4:3-7. 3. learners examine the ways in which the modern Churches are upholding the expected sexual morals. 4. learners make presentations to the class under the teacher’s guidance. 5. Individually, learners make a write up of the main ideas from the class discussions. | 1. Observe learners as they locate and read the Biblical texts about sex as a divine gift from God focusing on their ability to work as a team. 2. Converse with the learners as they discuss the Biblical views and ways how modern Churches are upholding them. 3. Listen to their presentations to ensure correctness of ideas. 4. Assess each learner’s write up to check for the correctness of the ideas. |

# Topic 10: Marriage

**Duration: 27 Periods**

**Competency**: The learner recognises marriage as a sacred institution which elevates the roles of both men and women by assigning them the vital responsibilities of bearing and nurturing children to become responsible citizens.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * + - * 1. evaluate significant life cycle events in African Traditional Society that mark transition of an individual from one stage to another in order to enhance cultural sensitivity and good decision making. (u, v/a, s, gs) | 1. In groups learners: 2. brainstorm or have a dialogue with elders at school or in the community to find out the key events in the life cycle of an African from pregnancy to death. 3. discuss the importance of pregnancy, birth, naming, informal education, initiation rituals, marriage, death, burial and funeral rites in traditional African society. 4. make presentations to the rest of the class and the teacher. 5. summarise the outcome of the discussions and presentations in note books. | 1. Observe and converse with the learners as they brainstorm or carry out dialogues with nearby elders about the key events in the life-cycle of an African personality focusing on communication skills. 2. Listen to the learners’ discussions about the significance of each of the key events in the life-cycle of an African. 3. Converse with the learners as they make their presentations to check on fluency and accuracy of facts. 4. Assess the learners’ product in form of notes to check for accuracy of the written ideas. |
| * + - * 1. analyse the traditional African and contemporary perspectives about courtship, examining its impact on marriage. (u, v/a, s, gs) | 1. In groups, learners: 2. use ICT or dialogue with any community elder or visit a cultural institution to find out the values and challenges of courtship in traditional African society. 3. debate and evaluate the values of courtship in both traditional and modern societies. 4. discuss aspects of traditional African courtship that are in agreement with Christian teachings. 5. Learners present the findings to the rest of the class. 6. Individually learners note down the outcome of the discussion. | 1. Observe and converse with learners as they search about courtship in traditional African society focusing on research skills. 2. Converse with the learners as they construct the values of courtship in both traditional and modern societies checking out for co-operation and individual participation in the discussions. 3. Listen to the learners’ ideas about the aspects of traditional African courtship that are agreeable in Christianity. 4. Check each learners’ books to ensure clarity and correctness of the summarised points. |
| * + - * 1. evaluate the value of bride wealth in society in the contemporary society. (u, v/a, s, gs) | 1. In groups: 2. learners use ICT or library resources to search the significance and challenges associated with bride wealth in traditional and modern African society. 3. learners analyse the aspects of bride wealth that are agreeable in Christianity. 4. Learners discuss the ways in which Bride wealth helps African Christians to maintain their true African identity. 5. Learners make presentations to the rest of the class. 6. Individually, summarise the main points in their exercise books. | 1. Observe the learners as they search about bride wealth in modern and traditional African society focusing on research skills. 2. Converse with the learners as they analyse the traditional aspects of bride wealth that are agreeable in Christianity focusing on logical analysis and team work. 3. Listen to learners’ views about the ways in which Bride wealth helps to preserve the African personality. 4. Listen to the learners’ presentations to ensure fluency, logical flow and accuracy of ideas. 5. Assess the learners’ product in form of summarised notes. |
| * + - * 1. compare the modern with the traditional African understanding of marriage in order to uphold the institution of marriage in the modern society. (u, v/a, s, gs) | In groups or pairs, learners:   1. use ICT or any other Library sources to search about marriage. 2. compare the modern with the traditional African perspectives about marriage. 3. make presentations to the rest of the class and the teacher.   Individually learners tabulate the major ideas in the note books. | 1. Observe and converse with learners as they search about marriage focussing on individual participation and team work. 2. Listen to the learners’ comparisons of marriage in modern and traditional African societies focusing on consistence. 3. Check the table in each learner’s note book to ensure accuracy of the tabulated ideas and give feedback. |
| * + - * 1. analyse the biblical teaching about marriage through reading scriptures in order to appreciate and uphold marriage as a divine institution. (u, v/a, s, gs) | 1. In groups or pairs, learners: 2. read and interpret Genesis 2:24, Proverbs 31:10-31, Hosea 2 and 3, Matthew 19:4-6, Romans 7:1-6, 1Cor 7, 1Peter 3:1-7, Hebrews 13:4. 3. discuss and construct the Christian teaching about marriage. 4. suggest the ways in which today’s marriage problems can be resolved using Christian marriage virtues. 5. make presentations to the rest of the class and the teacher. 6. Individually learners summarise the main ideas in individual note books. | 1. Observe the learners as they read and interpret the Biblical texts about marriage. 2. Converse with the learners as they construct the Christian teaching about marriage with focus on team work and quality of the responses. 3. Listen to the learners’ views about ways in which Christian virtues can help resolve modern marriage related problems. 4. Check the learners’ summarised notes to ensure accuracy. |

# Topic 11: Family Life

**Duration: 27 Periods**

**Competency:** The learner appreciates a family as a divine institution and a foundation of human civilisation to evaluate and guide the contemporary family trends.

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| **Learning Outcomes**  The learner should be able to: | **Suggested learning Activities** | **Sample Assessment strategies** |
| examine the traditional African approaches to family life and use the positive aspects to propose solutions for the current family challenges.  (u, v/a, s, gs). | 1. In groups: 2. learners make research through the use of the internet, newspapers, local proverbs, dialogue with elders in the community or visiting a cultural institution to discover the meaning and values of the African traditional family. 3. make presentations of the findings to the class under the guidance of the teacher. 4. Individually, learners make summarised notes of the discussed ideas in exercise books. | 1. Observe and listen to the presentations per group focusing on the learners’ understanding of the Traditional African approaches of the family. 2. Converse with the learners as they make their presentations to ensure active participation and logical flow of ideas. 3. Check the learners’ notes to assess the accuracy of information. |
| survey the modern trends of family life to arrive at a clear understanding of the modern family challenges and how they can be mitigated.(u, v/a, s, gs) | 1. Individually learners make research through the use of the internet, newspapers, having a dialogue with elders in the community about the values of the family today. 2. In groups, compare the understanding of family life today with that of African traditional society. 3. In groups, discuss the modern family challenges and possible solutions. 4. Learners make presentations to the rest of the class under the guidance of the teacher. 5. Individually learners take note of all discussion points in the note book. | 1. Observe the learners as they discuss to check for evidence of co-operation. 2. Converse with the learners as they make their presentations. 3. Assess the learners’ product in form of notes to check for accuracy. |
| evaluate modern parenting styles so as to suggest practises that can shape positive and responsible characters among children living in a highly challenging technological and selfish environment.(u, v/a, s, gs) | 1. In groups: 2. learners brainstorm on the different types of parenting today. 3. learners discuss the importance of responsible parenthood and the challenges of parenting. 4. learners explain why some parents have become irresponsible today and the concerns for responsible parenthood. 5. learners analyse the Christian view of responsible parenthood. 6. learners make presentations to the rest of the class under the teacher’s guidance. 7. Individually learners write an essay on the major ideas in an exercise book. | 1. **Observe the learners’ interaction and individual contribution in the group activity.** 2. **Listen to the learners’ discussions about the different parenting styles and responsible parenthood.** 3. **Evaluate the product in form of an essay checking for accuracy of ideas.** |
| appreciate the biblical teachings about the family scriptures in order to discover and apply God’s will in contemporary Christian families.(u, v/a, s, gs) | 1. In groups: 2. learners research about the value of family in the biblical scriptures such as Genesis 1:28, 2:24, Exodus 20:12, Proverbs 22:6, Psalms 127: 3-5; Acts 10:1-2, Ephesians 5:21-33, 6:1-6, 1Peter 3:7, Colossians 3 1Timothy 3: 2-7, 5:8, 1Corinthians 11:3. 3. learners explain the Christian virtues of family life. 4. Learners compare the understanding of the family in Christianity with African traditional family. 5. Learners present ideas to the classmates and the teacher. 6. Individually learners take note of the discussed points in the exercise books. | 1. **Observe and listen to the learners’ readings focusing on fluency and team work.** 2. **Check the quality and accuracy of Biblical texts presented by the learners.** 3. **Analyse the written product about the Christian virtues of family life for accuracy.** |

# Topic 12: Work

**Duration: 33 Periods**

**Competency:** The learner appreciates the divine origin of work, its historical significance, and humanity's creative ability to address modern work challenges, fostering a positive attitude to improve the world.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. explore the traditional African attitudes towards work and draw ideals that can inform the modern attitudes of the youths towards work.(u, v, gas) | 1. In groups: 2. learners research through the use of the internet, mass media or consultation with an elder to discover the understanding of work in traditional African society. 3. learners discuss the nature of work in African traditional society. 4. learners make presentations to the rest of the class and the teacher. 5. Individually learners summarise the discussed ideas in note books |  |
| 1. examine the complexities of work in the contemporary society and develop strategies to improve work relations.(u, v, gs). | 1. In groups: 2. learners research through the use of the internet, mass media to explore the meaning and understanding of work today. 3. learners discuss the value of work and vocation. 4. learners discuss the challenges in work today with particular reference to unemployment and propose solutions to … 5. learners make presentations to the rest of the class under the guidance of the teacher. 6. Individually, learners summarise the discussed ideas in books. | 1. Observe the learners’ discussion for evidence of co-operation and individual participation. 2. Converse with learners as they present. 3. Assess the written products in the note books for evidence of accuracy about the complexities of work today. |
| 1. assess ideologies about work through analysing capitalism and socialism in order to promote fairness in the field of work.(u, v, gs). | 1. In groups, learners research through the use of the internet, print materials, and consulting with different people to find out the ideologies about work in the world today. 2. Individually learners create research portfolios that include notes, sources, and summaries of their findings. 3. Learners discuss the importance of capitalism and socialism in the field of work today. 4. discuss the Christian perception of capitalism and socialism. 5. learners share their findings with the class. 6. Learners 7. individually write a summary of the findings and discussions. | 1. **Observe the learners as they search, discuss and make presentations focusing on the communication skills and accuracy of the facts.** 2. Converse with learners to evaluate their participation in the discussion, considering factors such as engagement, relevance of contributions, and depth of insights. 3. Assess learners’ individual written summaries focusing on accuracy, relevance, and coherence of ideas. |
| 1. evaluate the standards of behaviour and competences expected in work by analysing the medical, legal and teaching ethics and challenges in order to foster professional integrity and compliance with the laws, regulations and codes that govern professions today. (u, v/a, s, gs) | 1. Individually, learners engage in research using the internet, mass media, text books, newspapers and resource people from different professions to learn about professional ethics and make a report. 2. Individually, learners create research portfolios that include notes, sources, and summaries of their findings. 3. In groups learners brainstorm about the professional ethics of teaching, medical and legal profession. 4. In pairs learners discuss the challenges faced by professionals and possible solutions. 5. In groups learners share their findings with the class and the teacher 6. Learners individually write a summary of the findings and discussions | 1. Assess **written product** based on the depth of the research, diversity of sources, relevance and accuracyof information **about the different professional ethics.** 2. Observe the learners’ discussions for evidence of co-operation. 3. Listen to the learners sharing during the brainstorming session focussing on the accuracy of the facts presented and the ability to speak fluently. 4. Assess learners’ written summary papers that capture the main findings from their research and discussions focusing on accuracy, relevance, and coherence. |
| 1. appreciate Biblical teachings about work by studying Bible scriptures to enhance their understanding of God’s purpose and plan for work, in order to apply principles of ethics, integrity, and morality in modern workplace environments.(u, v/a, s, gs) | 1. In groups: 2. learners analyse Genesis 1:28, 2:15, Exodus 20:9, 35:30-33, Jeremiah 22:13, Psalm 104:23, Proverbs 6:6-11, Mark 6:3 Luke 19:11-27, Ephesians 4:28, 2 Thessalonians 3:10. 3. learners use the analysed biblical scriptures to discuss the Christian teachings and virtues about work. 4. learners discuss and compare the Christian with the Traditional African views of work. 5. Learners present to the rest of the class and the teacher. 6. Individually learners tabulate the findings or write a summary of the discussions. | 1. Listen to learners focussing on articulation and comprehension of scriptures. 2. Converse with learners to assess the accuracy of the facts presented during the discussions and give feedback. 3. Observe the learners’ interactions for evidence of individual contribution in a group activity. 4. **Listen to learners discuss about the Christian virtues of work.** 5. **Analyse the accuracy of the written product about the Christian virtues of work and the table to ascertain correctness of ideas.** |

# Topic 13: Leisure

**Duration: 24 Periods**

**Competency:** The learner demonstrates the understanding of leisure today in view of the African traditional perceptions and the biblical teachings in order to promote a positive attitude towards the use of leisure.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. demonstrate an understanding of Leisure in traditional African society through analysing traditional norms, songs, local proverbs and cultural institutions in order to uphold the expected morals regarding the use of leisure today. (u, s, v/a gs) | 1. In groups: 2. learners engage in research using the internet, mass media, and consulting resource people and cultural institutions to discover the concept and virtues of Leisure in traditional African society. 3. learners create research portfolios that include notes, sources, and summaries of their findings. 4. learners discuss traditional norms related to leisure in various African cultures. 5. learners conduct a comparative analysis between traditional African leisure activities and modern leisure practices. 6. learners share the values of the traditional African ideas about Leisure that can be adopted by the people in the contemporary world 7. learners share their findings with the teacher and the class. 8. Individually, learners summarise the key take away. | 1. Assess **written product** based on the depth of the research, diversity of sources, and relevance and accuracyof information **about the leisure practices in the African traditional society.** 2. Listen to the learners sharing during the brainstorming session focusing on the accuracy of the facts presented and the ability to speak fluently. 3. Observe the learners’ discussions for evidence of co-operation. 4. Assess learners’ written summary papers that capture the main findings from their research and discussions focusing on accuracy, relevance, and coherence. |
| 1. explore the contemporary leisure industry through the internet and mass media to develop informed judgments about current leisure activities.(u, v/a, s, gs) | 1. In pairs: 2. learners research about various sectors of the modern leisure industry such as sports, tourism and entertainment using online resources and print media. 3. learners create a report or presentation on their findings, highlighting key trends and developments. 4. learners discuss current trends in leisure focusing on identifying popular activities and emerging trends. 5. brainstorm the challenges associated with leisure and the leisure industry. 6. learners make presentations of the group findings 7. Individually summarise the outcome of the discussions and presentations. | 1. Observe the learners’ discussions for evidence of team work and fluency. 2. Listen to the learners sharing during the discussions focusing on the accuracy of the facts presented and the ability to speak fluently. 3. Assess learners’ written summary papers that capture the main findings from their research and discussions focusing on accuracy, relevance, and coherence. |
| 1. appreciates biblical teachings on leisure by studying relevant Bible scriptures to develop insights into God's design for rest, relationships, and responsible leisure practices. (u, v/a, s, gs) | 1. In groups: 2. learners analyse biblical perspectives on leisure through scriptures such as: Genesis 2:2, Exodus 20:8, Numbers 28:9-11, Ezekiel 46:3-5, Ecclesiastes 3:1-8, Mark 1:35, 2:27, 6:31, John 2:1, 11:5, Luke 5:29. 3. learners discuss biblical virtues of Leisure as presented in the read scriptures. 4. learners compare and tabulate Christian context of leisure with the present day understanding of leisure. 5. learners make presentations to the rest of the class with guidance from the teacher. 6. Individually learners write a summary of outcome of the discussions on biblical teachings about leisure. | 1. Observe and listen to the learners to evaluate their understanding of the Biblical verses and ability to identify key ideas related to leisure. 2. Observe the learners' participation in discussion focusing on individual contributions and accuracy of of facts. 3. Assess the created tables presented by the learners comparing the biblical context of leisure with modern-day understanding. with emphasis on accuracy, clarity and relevance. 4. **Check the written summary about the Biblical teachings on Leisure for accuracy and coherence.** |

# Topic 14: Money

**Duration: 24 Periods**

**Competency:** The learner demonstrates appreciation for acceptable means of acquiring and spending money and wealth, its impact on society in relation to African values, modern concepts, and Christian view on money and wealth in order to develop financial discipline.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | | **Sample Assessment Strategies** |
| 1. analyse the traditional African understanding of acquisition and utilisation of money with reference to East African societies in order to develop a proper attitude towards money in the contemporary world. (u, v/a, s, gs) | 1. In groups: 2. learners investigate Traditional African perspectives on money and wealth, drawing from diverse sources. 3. learners brainstorm the sources and utilisation of money and wealth in African traditional societies. 4. learners debate the right ways of acquiring and spending wealth in Traditional Africa. 5. learners make presentations of their findings to the class. 6. Individually learners write an essay reflecting the views of money and wealth in African Traditional Societies. | | 1. Observe and listen to the learners as they discuss ideas of money and wealth focusing on co-operation and quality of the arguments. 2. Listen to the learners’ presentations focusing on the accuracy and coherence of ideas. 3. Converse with the learners as they make their presentations about wealth in traditional African society. 4. Evaluate learners’ performance in the debate, focusing on the quality of arguments, use of evidence, clarity, and respect for each other’s views. 5. Assess the learners’ essay with focus on accuracy, coherence and clarity. |
| 1. assess the sources and importance of money through analysing the current economic activities in society, in order to comply with the honest means of earning and spending money. (u, v/a, s, gs) | 1. In groups: 2. learners discuss different economic activities as a source of money and wealth. 3. brainstorm the sources and utilisation of money and wealth today. 4. learners discuss the expected values regarding the acquisition and use of money and wealth. 5. present their findings to the class with guidance from the teacher. 6. learners work individually to write the summary of the discussion on money and wealth. | | 1. Observe the learners as they discuss the modern ideas of money and wealth to ensure co-operation and individual contribution to the discussion. 2. Converse with the learners as they brainstorm and make their presentations about money and wealth in modern society. 3. Read the individual learners’written summaries **focusing on the accuracy of the modern ideas about money and wealth.** |
| 1. examine biblical teachings on money and wealth by analyzing their sources and impact, to gain insight into responsible earning and stewardship practices. (u, v/a, s, gs) | | 1. In groups: 2. learners analyse the scriptures on wealth such as: Gen 1:28, 9:1-3, 13:2, Leviticus 26: 3-13, Proverbs 3:13-15, 8:11, 10:4, 10:22, 11: 28, 12:11, 15:16, 24:3-4, 30:8-9, Amos 9:13-15, Psalm 23:1, 49:8 Matthew 19:27-30,21:12-13, Luke 21:1-4, Acts 4:34-37, 11:29-30, 18:3, 20:34. 3. learners discuss biblical virtues regarding the acquisition and utilisation of money and wealth. 4. learners compare and contrast Christian perspectives on money and wealth with contemporary understandings. 5. learners present their findings to the class. 6. Individually, learners write a summary of the discussion. | 1. Observe the learners as they discuss and present Biblical ideas about money and wealth to check for evidence of team work and relevance of discussions. 2. Assess the learners’ **written notes on the Biblical teaching about money and wealth** and the comparisions **to check out the correctness of the presented ideas.** |

# Topic 15: Law, Crime and Punishment

**Duration: 24 Periods**

**Competency:** The learner appreciates the importance of obedience to God’s law and state laws as a basis for the good relationship between man and fellow man, man and God and man and the environment in order to cultivate harmonious relationships

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| 1. appreciate the purpose of the law in promoting moral uprightness by evaluating contemporary societal conduct and its impact on maintaining social order and harmony. (u, v/a, s, gs) | 1. In groups: 2. learners make research through use of the internet, mass media, and consultations to find out the determinants of making and passing the laws. 3. learners discuss various ways and value of ensuring order, harmony, and a peaceful society. 4. learners make class presentations from the research and discussions. 5. Individually, learners summarise the main ideas in note books. | 1. Observe the learners as they discuss ideas about law and morality today focusing on individual participation. 2. Converse with the learners as they brainstorm and make their presentations about law, order and morality in modern society. 3. Check the learners’ **written summaries for accuracy.** |
| 1. analyse the causes and impact of crime in order to deduce solutions to crime and promote observance to the laws. (u, v/a, s, gs) | 1. In groups, learners: 2. brainstorm on the causes of crime today as compared to African traditional society. 3. discuss the impact of criminal acts and suggest solutions to curb crime for promotion of observance to the laws today. 4. present to the rest of the class and the teacher 5. Individually make a write up of the main points in their note books. | 1. Observe and converse with the learners as they share and present ideas on the causes, impact and solutions to crime focusing on co-operation. 2. Assess the learners’ **written summaries for accuracy.** |
| 1. evaluate the forms, purpose and determinants of punishment to create a crime free society so as to promote justice and harmony in society today. (u, v/a, s, gs) | 1. In groups, learners: 2. research using the internet and mass media to find out the forms and determinants of punishment. 3. assess the role of punishment in modern society. 4. present the findings to the rest of the class. 5. Individually write down the key points in note books. | 1. Observe the learners as they discuss ideas about crime and punishment focusing on individual comprehension and participation. 2. Converse with the learners as they research, discuss and make their presentations about punishment checking out for fluency and respect for one another’ opinion. 3. Assess the accuracy of ideas in the notes. |
| 1. analyse the Biblical teachings on punishment in order to gain insights into God’s justice. (u, v/a, s, gs) | 1. In groups, learners: 2. read the Biblical scriptures to explain their teachings on law, crime and punishment so as to promote justice and harmony in society. 3. Exodus 20:1-17, Deut 6:4-9, Deut 24, 2 Samuel 12:9-13, Leviticus 19, Ezekiel 18, Acts 5:1-11, Roman 6:23, 1 Peter 2:1-17 4. discuss and share the findings with the rest of the class and the teacher 5. Individually take notes in their exercise books. | 1. Observe and listen to learners as they read and explain scriptures on law, crime and punishment. 2. Converse with the learners as they share ideas checking out for fluency. 3. Check the learners’ **written summaries for accuracy.** |

# Topic 16: The State and the Citizen

**Duration: 24 Periods**

**Competency:** The learner demonstrates understanding of the duties of the state and citizens, appreciates the good relationship between the Church and the State, the Christian approach to prejudice and discrimination and the value of ecumenism in modern society.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * 1. relate the duties of the state and citizens by studying the constitution in order to demonstrate the spirit of patriotism and responsible living. (u, v/a, s, gs) | 1. In groups: 2. learners research through the use of the internet, mass media and the Uganda constitution to find out the rights and duties of the state and the citizen. 3. learners discuss the rights and duties of the citizen and the state. 4. learners debate on how Christians have abandoned their duties to the state and vice versa. 5. learners present the group findings to the rest of the class. 6. Individually, learners take note of the main points in their note books. | 1. Observe learners as they search for information about the rights and duties of the state and the citizen focusing on research skills. 2. Listen to the learners as they debate focusing on the fluency, logical flow of ideas and respect for rules of debate. 3. Check the learners’ **summarized notes for accuracy.** |
| * 1. evaluate the relationship between the Church and the state through analysing the activities of each institution in order to defend and promote a harmonious relationship between the two. (u, v/a, s, gs) | 1. In groups: 2. learners research using the internet and mass media to find out the role of the Church and state in modern society. 3. learners discuss the relationship between the roles of the Church and the State to promote a positive relationship between the two. 4. learners present the group ideas to the rest of the class. 5. Individually learners write down the main ideas in note books. | 1. Listen and converse with learners as they search for information about the roles of the Church and the state focusing on individual contribution. 2. Listen to the learners and guide them as they present their findings to the rest of the class focusing on consistence of ideas. 3. Check the learners’ **summary notes for accuracy.** |
| * 1. analyse the concept of prejudice and discrimination through examining their causes, forms and impact to society in order to inspire and promote the spirit of togetherness. (u, v/a, s, gs) | 1. In groups: 2. learners research using the internet, or other sources to discuss the forms, causes and impact of prejudice and discrimination on society Learners analyse the provided Biblical verses in Genesis 1: 26-27, Mark 12:30-31, Luke 10:25-37, Acts 10:11-48, James 2:1-1/3. 3. learners discuss Christian teachings that can inspire society to promote equality and oneness of all citizens. 4. learners present ideas to the rest of the class. 5. Individually learners summarise main ideas in note books. | 1. Observe the learners’ contributions during the group discussions on prejudice and discrimination focusing on evidence of team work and active participation. 2. Check the Biblical scriptures to ensure accuracy. 3. Check the learners’ **summarized notes for accuracy.** |
| * 1. appreciate the value of unity among different Christian denominations and Churches in East Africa by appreciating the Ecumenical movements in order to develop unity and co-operation in modern Church. (u, v/a, s, gs) | 1. In groups: 2. learners research and discuss the role of Ecumenical movements with reference to Uganda Joint Christian Council, Interreligious Council , Kenya National Council of Churches and Tanzania Episcopal Conference. 3. learners discuss the strategies the Church uses to promote unity and co-operation in diversity. 4. learners make presentations to the rest of the class under the guidance of the teacher. 5. Individually learners summarise the outcome of the discussion. | 1. Observe and guide learners as they brain storm and present to ensure the development of communication skills. 2. Assess the learners’ **product in summarized notes to check out for accuracy of facts on the roles of the** Uganda Joint Christian Council, Inter-religious Council , Kenya National Council of Churches and Tanzania Episcopal Conference |

# Topic 17: International Order

**Duration: 24 Periods**

**Competency:** The learner demonstrates understanding of the causes of armed conflict with their associated problems such as refugee crisis, internal displacement of people and the value of the law, order and international relations in order to promote the Christian virtue of living in peace today.

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| **Learning Outcomes**  The learner should be able to: | **Suggested Learning Activities** | **Sample Assessment Strategies** |
| * + - * 1. analyse the causes of armed conflict, their impact, and modern ways of achieving international peace and the Biblical teaching about peace through research on the internet, traditional norms of peace and reconciliation, reading scriptures about peace in order to promote harmonious living. (u, v/a, s, gs) | 1. In groups: 2. learners make research through the use of the internet and the mass media to find out the causes of armed conflicts, just war and their effects on society. 3. learners engage in dialogues with African elders about various ways of promoting peace. 4. learners analyse biblical scriptures such as: Exodus 20:1-17, Leviticus 19:9-18, Matthew 5:1-16, 1 Corinthians 13, Romans 12:9-21. 5. learners discuss how the Biblical scriptures can be used to promote peaceful ways of resolving conflicts so as to attain harmonious living. 6. learners suggest and present ways of resolving conflicts and promoting peace in society 7. Individually learners summarise the main ideas. | 1. Observe and converse with learners as they search for information about conflicts, peace and harmony and check out for evidence of co-operation. 2. Listen to the learners’ ideas during the group discussions focusing on quality and accuracy. 3. Check the learners’ **summarised notes for accuracy.** |
| * + - * 1. examine the refugee problem in Africa through analysing its causes, consequences and possible solutions in order to promote peace, empathy and commitment to act in accordance with their faith and values. (u, v/a, s, gs) | 1. In groups: 2. learners use the internet, mass media and dialogue with any community elder to search for the causes of the refugee crisis in society. 3. learners discuss the challenges and impact of the refugee crisis on society. 4. learners propose solutions to the refugee crisis. 5. learners present their findings to the rest of the class and teacher. 6. Individually learners write essays about the key ideas discussed. | 1. Observe learners as they search and discuss ideas about the refugee crisis. 2. Converse with learners as they make class presentations on thesolutions to the refugee crisis. 3. Assess the accuracy of the learners’ write-ups in form of essays. |
| * + - * 1. examine the concept of internal displacement through analysing the main causes of displacement, impacts and ways of mitigating it to enable learners have a bigger perspective of handling challenges in life. (u, v/a, s, gs) | 1. In groups: 2. learners use ICT, library, newspapers or other resources to explore the causes of internal displacement and its related challenges. 3. learners discuss the possible solutions to the challenges related to internal displacements. 4. learners present their findings to the rest of the class. 5. Individually learners summarise the major points in their note books. | 1. Observe the learners as they make research and discuss the causes and challenges of internal displacements to check out for individual participation. 2. Converse with the learners to fine tune their solutions to the identified challenges. 3. Assess the accuracy of the solutions proposed by the learners, especially the Christian solutions and give feedback. 4. Check each learner’s notes to ascertain the accuracy of ideas. |
| * + - * 1. explore the concept of international relations, the challenges of attaining world peace, and how the teaching of the Bible and traditional African mechanisms can contribute to world peace (u, v/a, s, gs). | 1. In groups: 2. learners use ICT, library, or a dialogue with community elders to explore the traditional African mechanisms of promoting law and order. 3. learners analyse Matthew 5:9, Mark 12:31, Luke 6:31, John 14:27, Romans 12:18, 20-21, 14:19. 4. learners explore ways how these scriptures can contribute to peaceful relations. 5. learners make class presentations. 6. Individually learners make write-ups of the key issues discussed. | 1. Observe the learners as they discuss to find out the levels of co-operation and individual participation. 2. Converse with and listen to the learners as they make presentations to ensure fluency and logic in their communication. 3. Check the learners’ notebooks to ensure accuracy/correctness of the Biblical citations and suggested solutions. |

# ASSESSMENT

# Assessing Christian Religious Education

The adapted curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

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 values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

So, this section focuses on knowledge, understanding and skills. Each has its own implications for learning and assessment.

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

**Formative Assessment**

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

The formative assessment opportunities occur in three forms. They can be done through:

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

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

**Triangulation**

**Product**

**Observation**

**Conversation**

**Assessing 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. Assessing generic skills is done with the help of **an observation checklist and scoring rubric**.

**Assessing Values/Attitudes**

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 attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observing and interactions.

**Assessment of Project-based learning**

Project-based learning is a teaching method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry.

Project-based learning is assessed using a rubric and an observation checklist.

**Examinations**

There will be only one school based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through end of topic scenario-based tasks (Activities of Integration). The learners will also be subjected to the end of cycle assessment for certification.

**Record keeping**

In competency-based learning, accurate and comprehensive record keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school **must keep accurate records about learners’ achievement.**

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics, and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses, and areas for improvement.

The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.

# Glossary of Key Terms

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| **Term** | **Definition** |
| competency curriculum | One in which learners develop the ability to apply their learning with confidence in a range of situations. |
| differentiation | The design or adaptation of learning experiences to suit an individual learner’s needs strengths, preferences, and abilities. |
| formative assessment | The process of judging a learner’s performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps. |
| generic skills | Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life. |
| inclusion | An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential. |
| learning outcome | A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject. |
| process skill | A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area. |
| sample assessment activity | An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually pat of the normal teaching and learning process, and not something extra at the end of a topic. |
| suggested learning activity | An aspect of the normal teaching and learning process that will enable a formative assessment to be made. |