

**UCE 2024 CBC CHRISTIAN LIVING TODAY 223/1 FACILITATION BY MR. AKU
GIZIBWE MATHIUS 0788641565/0744247447 COMPETENCE BASED CRE.**

In this revolution of the education sector with the introduction the New Competence Based curriculum (CBC) and the New Competence Based Assessment (CBA) it is imperative to note the changes that have occurred for us to be able to fit in and embrace the curriculum especially in CRE.

The CBC CRE has four elements of construct and they are as follows;

1- MAN'S RELATIONSHIP WITH GOD (Taught in senior one).

- a) Worship.**
- b) Christian rituals and Celebrations.**
- c) Values of Christianity, Islam and ATR.**

2- MAN'S SOCIAL RELATIONS. (Taught in Senior two)

- a) Respect for human life.**
- b) Marriage.**
- c) Family.**

3- MAN'S DOMINION OVER THE WORLD (Taught in Senior three)

- a) Work.**
- b) Wealth and Development.**
- c) Leisure.**

4- MAN'S HARMONIOUS CO-EXISTANCE (Taught at Senior Four).

- a) Peace.**
- b) Justice.**

c) Conflict Resolution.

It is important to remember that this curriculum is based on High Order Thinking (HOT) therefore a learner should be guided on how to think out issues and solve Individual, Communal and Societal problems using the above elements of construct that have been delivered to them by the Facilitator/ Teacher from S.1-4.

UNEB expects a Candidate of S.4 to have the 5 CAI's and 1 project work well executed from senior three term 1 to senior four term 2 for this candidate to be graded and two documents awarded to them.

For easy understanding of this facilitation let's divide the responses into three dimensions,

Here we use the ABC formation i.e;

- 1- **AFRICAN TRADITIONAL RELIGION. (ATR)** In this approach a learner is expected to respond to the task using the ATS knowledge to respond to a task and all the examples given while a learner responds to a task MUST be from the AT S.
- 2- **BIBLE (B).** Under this approach a learner is applying the Biblical approach to respond to the task and all examples given under this dimension MUST be from the Bible and the character are picked from both NT and OT, Early, Middle and the Late Church. So characters are God, Jesus, Disciples, Apostles, Kings, Prophets, and Priests among other Bible related characters.
- 3- **CONTEMPORARY (C).** Here the a learner is expected to employ the present happenings or current affairs picking examples from the present context to deal with the task for example if the task is about work, the responses should carry examples from the present situation of work and use Present tense.

TYPES OF TASKS.

1- BLOCK TASKS.

These are Items that are responded to as whole, they do not have parts and therefore a learner answers them out of 24. To score the 24, a learner shall give 8 correct responses each response carrying 3 scores that is; CK Idea 1, CU Explanation 1 and AP Application 1 making it three scores multiplied by 8 responses makes it $3 \times 8 = 24$ scores. Therefore a learner with 8 correct responses gets 24 out of 24.

2- DOUBLE SIDED TASKS.

These are divided into parts A and B each part carrying 12 scores and therefore the learner responds to them in parts giving 4 responses each response carrying 3 scores that is; CK Idea 1, CU Explanation 1 and AP Application 1 making it $3 \times 4 = 12$. Therefore a learner with 4 correct responses gets 12 out of 12 on each part amounting to 24 scores.

CBC CRE SECTIONS.

Following the introduction of the new curriculum many changes have occurred including the shift from 5 examinable sections to only 2 as shown below.

1- SECTION A

Section A has 2 examinable Items no. 1 and 2 which are compulsory carrying 4 8 scores, tasks can either be double sided or Block tasks.

2- SECTION B is divided into two sub-sections I and II each with 2 examinable Items, sub-section I has no. 3 and 4 from senior three class where a learner responds to 1 Item and sub-section II has no. 5 and 6 from senior 4 class where a learner responds to another 1 Item.

OTHER IMPORTANT INSTRUCTIONS.

- a) A learner should give an introduction that is precise and fits the meaning of the scenario however no score is awarded for that introductory part.
- b) Conclusions are very important parts in responding since they bring a learner to the finish-line of the Item but no score is awarded for it however a learner should conclude their items.

- c) A complete CBC CRE UNEB paper has 6 examinable items where a learner responds to only 4 items responding to no. 1 and 2 as a MUST then respond to 1 item from sub-section I and 1 from sub-section II. Any additional item(s) shall not be scored.
- d) Each Item carries 24 scores and each response carry 3 scores therefore a learner should give a correct idea, correctly explain the idea and correctly apply the idea to make up a meaningful response. If a learner gives CK and CU and fails to give an AP, the learner gets 2/3 scores, if the learner gives any 1 of the 3, the learner gets 1 and if the response is totally irrelevant from the Item and Task, the learner scores nothing/0.
- e) A learner with an excellent work is expected to score a total of 96% leaving the 4% for the Examiners to decide so learners are called upon to write correct responses with correct and on point examples, mind so much about their English especially the tenses which when wrongly applied can lead to loss of scores yet we want to secure every score.
- f) Qualifiers are still important aspects in passing CBC CRE items with flying colours, learners should deploy them where necessary for example apply "if, when, so or therefore" to connect the CU to AP.
- g) In CBC CRE we do not give orders to people or situations (use of MUST), we instead use SHOULD or CAN for example, The family should or The family can..... as opposed to The family must..... We remain Christian and positive in nature that is why we give helpful advice to solve problems.
- h) For a learner who aims at scoring an A, he/she should attempt all the 4 items in 2 hours 30 minutes only giving correct responses avoids misfiring the tasks and manages his/her time productively. Do not spend too much time on one item because it is your favorite, finish early and peruse through your work and correct the mistakes and add more responses where need be.
- i) Avoid rubric cases always attempt only 4 items, do not instruct yourself to attempt more items.
- j) Avoid abbreviations, examiners will pretend not to know them and wrong them, avoid negative statements like should not, cannot, never, should avoid and discouraged, they are considered negative and in CRE all negative responses are wrong.

- k) If a task demands a certain approach for example Contemporary, Biblical or ATR then a learner should strictly focus on the demands of the task. For double sided items a learner must respond as per task demands.
- l) If a block item is set demanding for contemporary and Bible or ATR, the learner should separate them by first giving one part then another but do not create an A and B maintain the item demands.
- m) Avoid repetition of responses; always stay on the track by sketching your points. Some points mean the same for example grouped words like;
- 1- praise/singing hymns/choir practice (use 1)
 - 2- pilgrimages/holy journeys (use 1)
 - 3- preaching/ evangelism/gospel outreach/spreading the gospel and gospel teaching (use 1)
 - 4- forgiveness/reconciliation (use 1)
 - 5- bible study/reading the bible/scripture studying (use 1)
 - 6- holy marriage/holy matrimony (use 1)
 - 7- workshops/conferences/seminars (use 1)
 - 8- charity work/helping the needy (use 1)

GENERAL TEACHINGS OF THE BIBLE.

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|-----------------------------------|----------------------------|
| - Forgiveness and reconciliation. | - Patience. |
| - Love. | - Openness. |
| - Kindness. | - Generosity |
| - Faithfulness | - Trustworthiness. |
| - Monogamy. | - Prayerfulness. |
| - Responsibility. | - Endurance and tolerance. |
| - Mercifulness. | - Self-control. |

- Hard work.
- Sharing.
- Respect.
- Submissiveness.
- Service.
- s. ETC....
- Honesty.
- Obedience.
- Permanence in marriage.
- Preaching.
- Defending human rights.

GENERAL TEACHINGS OF THE AFRICAN TRADITIONAL RELIGION (ATR)

- 1- Giving of names reflecting God's glory like Kisakyamukama, Byakatonda, Ainaamani, Musinguzi etc
- 2- Caring for the needy for example in the Baganda and Banyankore the orphans and widows were taken care of.
- 3- Sacrifice to gods for example animals without defects were offered.
- 4- Respect of sacred places like Nakayima tree in Mubende district etc.
- 5- Initiation ceremonies were common.
- 6- Male circumcision was common among the Bagisu of Eastern Uganda.
- 7- Female Genital Mutilation (FGM) among the Sebei and the Bamasaba.
- 8- Burying the dead with their property for example Kings.
- 9- Shrines were highly respected as worship places.
- 10-Polygamy was common.
- 11-Food taboos especially against women who were denied delicious foods.
- 12-The supreme God was highly appreciated as a creator.
- 13-Wealth possession was a prestigious factor.
- 14-Blood pacts were very important in keeping trust and constant love.
- 15-Whispering messages on the dead was common among the Bemba people of Zambia.

GRADING UNDER THE NEW CURRICULUM.

A (EXCEPTIONAL) is given to that candidate who has demonstrated extra-ordinary levels of competency over real life situation through innovation, creativity by applying acquired skills and knowledge.

B (ADVANCED) is awarded to that candidate who has demonstrated advanced levels of competency over real life situation by applying knowledge and skills.

C (PROTICIENT) the learner demonstrates adequate levels of competency over real life situation by applying adequate knowledge and skills.

D (BASIC) the learner demonstrates minimum levels of competency over real life situation by applying acquired knowledge and skills.

E (BELOW BASIC) the learner demonstrates inadequate levels of competency over real life situation by applying acquired knowledge and skills.

OTHER KEY NOTES TO TAKE.

- 1- CBA is qualitative not quantitative so learners must read books and apply skills and knowledge jealously.
- 2- School based assessments will be scored at a ratio of 2:8 for the end of Cycle and will appear independently/stand alone in the learner's transcript.
- 3- On the learner's certificate is a standalone assessment from the CA and the EOC.
- 4- A learner will first receive a transcript then a certificate will showing learner's achievement from CA, PROJECT and EOC.
- 5- Finally, a learner will receive two documents a Transcript and a Certificate at the end of senior four.

PIECE OF ADVICE.

- 1- In this curriculum everything you do contributes to either your passing or to your failure so please check your behaviors know you are living in assessment both in school and outside school.
- 2- Read hard, do projects, be active in all school programs and be smart.

- 3- Teamwork and sharing of ideas is very key.
- 4- Respect school administration, teachers, fellow learners, parents, stakeholders and non teaching by listening to their advice.
- 5- Do not waste time, sleeping is infinitive do not rush for infinitives, you will find them anytime, the time you spend in school is too short compared to the time you will spend outside school.
- 6- Do not be angry at your teacher for punishing you for violating good performance rules.
- 7- Always be in school avoid escapism, fornication etc first focus on your studies.
- 8- Know that your position in school is student not teacher and keep in your lane and read your books.

I TRUST YOUR ABILITIES AND BELIEVE THAT YOU WILL SCORE A's AND PROSPER IN LIFE I WISH YOU ALL THE BEST IN ALL YOUR ENDEAVOURS TO PURSUE A POSITIVE LIFE.

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