CHRISTIAN RELIGIOUS EDUCATION
TEACHING SYLLABUS
St. Luke’s Gospel and its Relevance to Africa
Uganda Certificate of Education

Senior 1 - 4

National Curriculum Development Centre
P.O. Box 7002
Kampala - Uganda

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CHRISTIAN RELIGIOUS EDUCATION TEACHING SYLLABUS

St. Luke’s Gospel and its Relevance to Africa Today

UGANDA CERTIFICATE OF EDUCATION

Senior 1 - 4

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Last but not least we would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on the various syllabi.

The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies.

Connie Kateeba
DIRECTOR,
National Curriculum Development Centre
FOREWORD

The educational experiences one goes through have a lot of bearing on the knowledge and skills acquired, attitudes developed and consequently what one is able to do in achieving quality and successful life.

The teaching syllabuses for O-Level subjects will go a long way in achieving the government aims and objectives of education for all. For a long time each school has been developing its own teaching syllabuses. However, there has been need to standardise the various teaching syllabuses, in terms of scope and depth of the content in the various subjects for every school. This will provide detailed guidance to the teacher for scheming and lesson preparations. The syllabuses still leave room for the teacher to use his/her own creativity. These standardised syllabuses will guide the teaching/learning process.

I appeal to all stakeholders to join hands and make the implementation of this educational process a success.

Dr. John Mbabazi
Director of Education
Ministry of Education and Sports
SECTION I

INTRODUCTION

The syllabus, St Luke’s Gospel and its Relevance to Africa Today was designed by a joint panel comprising of Catholics and Protestants to prepare learners for the East African Certificate of Education. The syllabus represents the combined effort of Christians Churches to make St. Luke’s Gospel relevant for Africans today. It was developed basing on elective themes, which include: The Old Testament, The Early Church, The Church in East Africa and African Religious Heritage. After the disintegration of the of the East African Community, the Ugandan Ministry of Education adopted the syllabus.

PURPOSE

The teaching of Religious Education in Secondary schools is line with the recommendations of the 1992 Government White Paper which call for the teaching of value oriented subjects. Religious Education prepares learners for the real world; it promotes the development of moral, ethical and spiritual values. It further helps the learners to develop a sense of tolerance and human fellowship. Religious Education instils Christian values in learners through relating the content to daily life in the changing and developing world; thus equipping the learners with a sense of self discipline and integrity.

BROAD AIMS OF EDUCATION

(i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;

(ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;

(iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national Affairs through group activities in educational institutions and the community;

(iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;

(v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
(vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

(vii) Scientific and technological orientation of education at all levels;

(viii) Development of the ability to use data and information for decision-making;

(ix) Development awareness and concern for protection of the environment.

**THE AIMS AND OBJECTIVES OF SECONDARY EDUCATION**

(i) Instilling and promoting national unity and an understanding of 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.

(ii) Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;

(iii) Imparting and promoting a sense of self-discipline, ethical and spiritual values and personal and collective responsibility and initiative;

(iv) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;

(v) Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry their application in the content of socio-economic development of Uganda;

(vi) Enabling individual to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;

(vii) Enabling individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and develop of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;

(viii) Laying the foundation for further education;

(ix) Enabling the individual to apply acquired skills in solving problems of the community, and to develop in him a strong sense of constructive and beneficial belonging to that community;

(x) Instilling positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

AIMS OF TEACHING CRE: ST LUKE’S GOSPEL AND ITS RELEVANCE TO AFRICA TODAY

- Inculcating moral, ethical and spiritual integrity, tolerance and human fellowship.
- Enabling learners to bring Christian values to the world by relating the content to daily life in the changing and developing society in which he/she is a member.
- Helping the learner to develop a positive attitude towards living with others in the community and to learn to show respect and tolerance in the face of differences.
- Enabling the learner to develop a positive attitude towards God’s creation and learn to respect, conserve and develop it.
- Enable the learner to develop awareness of God and knowledge of his presence in the world
- Enable the learner to acknowledge God as the Creator and Almighty.
- Enabling the learner to appreciate himself as God’s image and respect himself.

TARGET

The syllabus is supposed to be used by a qualified and trained Grade V or graduate Christian Religious Education teacher.

SCOPE AND DEPTH

The scope is limited to St. Luke’s Gospel, the Old Testament, the early church, the church in East Africa and African religious heritage.
TEACHING SEQUENCE

St Luke’s Gospel for Africa Today

1. African Heritage
2. The Jewish Heritage
3. Infancy narratives
4. Jesus proclaims his message
5. Jesus’ message meets mixed reception
6. Jesus is the one sent from God to bring salvation
7. To follow Jesus means life through suffering and death
8. The journey to Jerusalem
9. On the way to the cross
10. The way of Salvation
11. The passion of triumph

8. Definition of faith in the Early Church
9. The church beyond Egypt
10. Augustine of North Africa

The Church in East Africa

1. Background of the Church in East Africa
2. The birth and spread of the Church in East Africa
3. The spread of the Christianity in East Africa
4. A serving Church in East Africa
5. Seeking an African image
6. Social development and communication

African Religious Heritage

1. Introduction to African Traditional Heritage
2. African creation myths
3. African Childhood
4. Marriage and family
5. African community
6. Work and Leisure in the African context
7. African Traditional Understanding of death
8. The concept of God according to the African context

The depth of the topics is clearly indicated in the content column in the matrix.
TIME ALLOCATION

Time allocated to CRE is 2 periods of 40 minutes per week from senior one to senior four. The teacher is advised to guide the learners on how to do individual study outside class time.

HOW TO USE THE SYLLABUS

Being a value subject, the teacher should ensure that value appreciation is stressed during the teaching and learning process. Teaching and learning strategies have been suggested as indicated in the syllabus matrix; however, the teacher should be creative and use other strategies to enrich the teaching and learning process.

The teaching syllabus will be used alongside the Bible, recommended text books which include: “Luke’s Gospel for Africa Today”, “God Speaks to Men”, “The Early Church and Africa”, “A Serving Church” and “The African Religious Heritage”.

The teacher is expected to:
(i) Make a scheme of work basing on the teaching syllabus.
(ii) Make lesson plans with detailed methodology and assessment as highlighted in the teaching syllabus.
(iii) Ensure that the teacher assesses the learners basing on the objectives spelt out in the teaching syllabus.
(iv) Linking instructional objectives to the National Goals and Objectives of Education, Aims of Secondary Education in Uganda and the general aims of teaching Christian Religious Education in Uganda.

MODE OF ASSESSMENT

Assessment is a vital aspect of the teaching and learning process. It aims at identifying learners with difficulties so that extra support can be provided to them. It measures what a learner has achieved and encourages him/her to perform better. It enables the teacher to make new strategies for effective teaching and learning. It helps to measure progress from one topic to another. Finally, it provides information and motivation to children, parents, guardians, administrators and others. Assessment will take two forms namely: Continuous assessment and Assumptive assessment. Continuous assessment will be done through class exercises, homework, assignments, tests, projects and report writing. Every sub topic should be concluded with a form of assessment. In order to have meaningful continuous assessment, it should be well organised based on what a learner has learnt. It should be simple, ongoing, truthful and objective. Summative assessment will be done in senior four (4) Terms 2 and 3. There will be five papers. Candidates must take Paper 1 and any one of Papers 2, 3, 4 and 5. In each of the papers, eight questions will be set. Candidates will be required to answer four questions in Paper 1 and three in any of the Papers 2-5.
<table>
<thead>
<tr>
<th>Paper</th>
<th>Title</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>St Luke’s Gospel for Africa Today</td>
<td>2 hours</td>
<td>100 marks</td>
</tr>
<tr>
<td>Paper 2</td>
<td>The Old Testament: Selected Themes</td>
<td>1½ hours</td>
<td>75 marks</td>
</tr>
<tr>
<td>Paper 3</td>
<td>The Early church: Its growth and extension</td>
<td>1½ hours</td>
<td>75 marks</td>
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<tr>
<td>Paper 4</td>
<td>The Church in East Africa</td>
<td>1 ½ hours</td>
<td>75 marks</td>
</tr>
<tr>
<td>Paper 5</td>
<td>African Religious Heritage</td>
<td>1 ½ hours</td>
<td>75 marks</td>
</tr>
</tbody>
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