



The Republic of Uganda

Ministry of Education and Sports

ISLAMIC RELIGIOUS EDUCATION TEACHING SYLLABUS

Uganda Certificate of Education



Senior 1 - 4

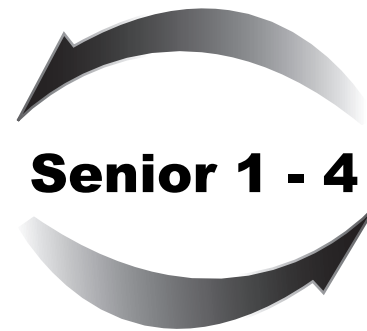


National Curriculum Development Centre
P.O. Box 7002
Kampala - Uganda

2008

ISLAMIC TEACHING SYLLABUS

UGANDA CERTIFICATE OF EDUCATION



National Curriculum Development Centre

Islamic Religious Education Teaching Syllabus, National Curriculum Development Centre.

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA - 2008.

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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.

A handwritten signature in black ink, appearing to read 'John Mbabazi'.

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

SECTION I

INTRODUCTION

For a long time, Islamic religious education was provided in the ungazetted Quran schools across the country. These schools did not provide a clear curriculum and students were not easily integrated into the national education system. In the 1970s, the Uganda Government introduced Islamic religious education into the national curriculum with the aim of streamlining its instruction. It was in line with this goal that a syllabus was devised and continues to be improved upon. This is the task that the present panel has embarked upon in order to provide a more detailed and focused syllabus. This is because the existing syllabus requires review in order to match the current trends in educational pedagogy. The task of the panel was therefore to fill the gaps in the current syllabus.

The Islamic Religious Education Studies syllabus enables students to gain a better understanding of the religious writings, history and current affairs of Islam. As a result, they are able to think and argue intelligently about Islam. The syllabus is broad, and ranges from the beginnings of Islam and the evolution and expansion of the Muslim community into Uganda, to the beliefs and practices of Islam and the bases of Islamic morality.

PURPOSE

The teaching of Religious Education in secondary schools is in 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 develop a sense of tolerance and human fellowship. It motivates learners to develop an enquiring and critical approach to the study of fundamental questions of religious practices, beliefs, morality and interpretations, and to explore such issues within the context of a religious tradition or traditions as well as apply the knowledge so acquired to the contemporary society in which the learner operates. Religious Education instills values in learners through relating the content to daily life in the changing and developing world in which they are members. It finally equips 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.

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 collective personal 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, agriculture and commercial skills required for self-employment;
- (vii) Enabling individuals to develop persona 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 ISLAMIC RELIGIOUS EDUCATION

- To enable learners recognize, appreciate and add to the contribution of Muslims to world civilization.
- To introduce learners to basic and fundamental values and practices of Islam.
- To provide learners with the knowledge and concepts of the Islamic faith and virtues.
- To develop in learners an appreciation of the rich Islamic heritage and the values that are cherished by Muslims the world over.
- To develop in learners a sense of religious tolerance in recognition of the fact that the Muslim community thrives in an atmosphere of peace and harmony.
- To develop the knowledge of learners in the historical aspects of Islamic civilization in relation to the prevalent world conditions.
- To nurture the learners' personality towards the best moral and social conduct, healthy attitudes and self-discipline and to encourage them to develop as responsible citizens, who will contribute to the well-being of society and of humanity in general.
- To promote an enquiring, analytical and positive approach to the study of Islam, especially in its individual and collective expression in the contemporary world.
- To introduce learners to the challenging and multi-faceted nature of Islam and to the ways in which this is reflected in experiences and practices.
- To enable learners to recognize, appreciate and add to the contribution of Muslims to world civilization.

TARGET

The syllabus is supposed to be used by a qualified and trained Grade Vor graduate Islamic Religious Education teacher.

SCOPE AND DEPTH

- Pillars of Islamic
- Belief in the oneness of Allah
- Prayer (Alsalat)
- Alms giving (AL – Zakat)
- Fasting (AL – Saum)

- The Pilgrimage to Mecca (AL Hajji)
- Muslim Ceremonies
- Articles of faith

- Belief in Allah's Prophets

- Belief in life after death
- Belief in predestination
- The Jahiliyyah period in Arabia (Pre – Islamic era)
- The early life of Prophet
- Muhammad (PBUH) 6 hrs
- The early Muslim community
- The migration from Mecca to Medina
- The period of conflict and wars
- The Period of Peace and tranquility
- The conquest of Mecca
- The farewell Pilgrimage and death of the prophet (PBUH)
- The caliphate period
- The Caliphate period
- Pre – Islam in Uganda
- The introduction of Islam in Uganda
- The spread of Islam in the rest of Uganda
- The promoters of Islam in Uganda
- The beginning of factionalism among Muslims in Uganda
- The formation of Uganda Muslim Supreme Council
- Morality in Islam
- The elements of morality in Islam

TIME ALLOCATION

Time allocated is 2 periods of 40 minutes per week throughout the four years.

Note: It is important that the teachers guide the learners on how to do individual study outside class time.

HOW TO USE THE O' LEVEL I.R.E TEACHING SYLLABUS

Being a value subject, the teacher should ensure that value appreciation is stressed during the teaching learning process.

Teaching and learning strategies have been suggested as indicated in the syllabus matrix however the teacher should use creativity and employ any other strategy that can enrich the teaching and learning process.

Being a value subject, the teacher should ensure that value appreciation is stressed during the teaching learning process.

The O' level I.R.E teaching syllabus is meant to help the teacher cover the required content of the syllabus to the appropriate depth and scope at each level of the study.

The teacher is expected to:

- (i) Make a scheme of work basing on the teaching.
- (ii) Make lesson plans with detailed methodology and assessment methods as highlighted in the syllabus.
- (iii) Ensure that the teacher assesses the learners basing on the objectives spelt out in the teaching syllabus.
- (iv) Linking instructional objectives to aim of Education, aims of Secondary Education in Uganda and the general aims of teaching Islamic Religious Education in Uganda.
- (v) Follow the sequence of curriculum topics as they are laid down in the teaching syllabus.

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 learners have achieved and encourages them 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. It helps identify gifted children so that enrichment work can be given to them. Provide information and motivation to children, parents, guardians, administrators and others.

Assessment will take two forms which include: Continuous assessment and summative 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 has to be simple and ongoing, truthful and objective. Summative assessment will be done in Senior 4 Term 2 and Term 3.

EXAMINATION FORMAT

There will be two papers done at the end of the four years course. Twelve questions will be set. Each paper will consist of 3 sections A, B and C. Each section will have four numbers. Each question shall carry 20 marks whilst each paper will be marked out of 60 marks.

Paper 1 (1 ½ Hours)

This will be based on Part I of the syllabus and it will consist of three sections, which will correspond to the three section of Part I of the syllabus. Each candidate will attempt **three** questions, **one** from each section.

Paper 2 (1 ½ Hours)

This will be based on Part II of the syllabus and it will consist of three sections, which will correspond to the three sections of Part II of the syllabus. A candidate attempts three questions from each section.