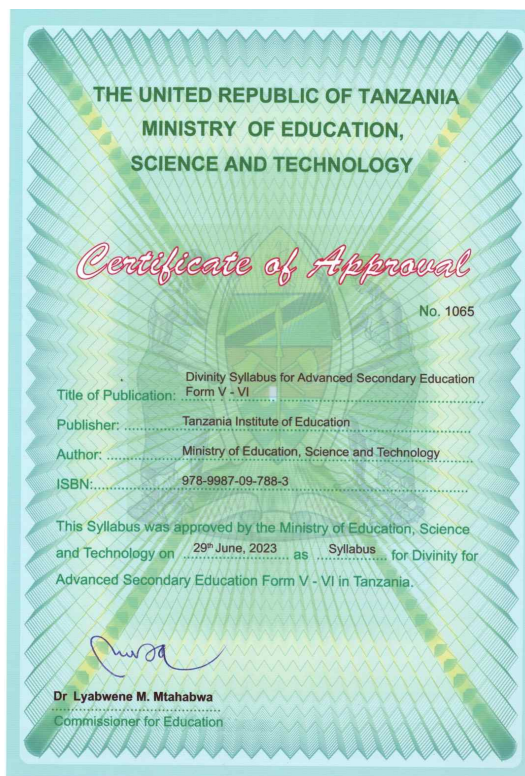


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**DIVINITY SYLLABUS FOR ADVANCED SECONDARY EDUCATION  
FORM V – VI  
2023**

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## **Abbreviations and Acronyms**

ICT Information and Communication Technology

TIE Tanzania Institute of Education

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Dr Aneth A. Komba  
Director General

**Tanzania Institute of Education**

## **1.0 Introduction**

Divinity for Advanced Secondary Education is an elective subject for Form V-VI student. Studying Divinity enables the student to understand the concepts of good governance, courage and decision making. It further helps the student to relate works of selected prophets and their relevance in daily life. It also enhances student's ability to build national core values including patriotism, integrity, and personal responsibility. It helps students to appreciate different cultural expressions. Thus, studying Divinity encourages students to take a thoughtful approach to the study of the Bible in Old and New Testaments.

This Syllabus is designed to guide the teaching and learning of Divinity at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable teachers to effectively plan their teaching process. Therefore, this syllabus provides opportunities for teachers to apply different methods and strategies to facilitate the student to develop 21<sup>st</sup> century skills that include critical thinking, creativity, collaboration, communication and problem-solving.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania, are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society. gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Advanced Secondary Education**

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to a college education.

### **4.0 General Competences for Advanced Secondary Education**

The general competences for Advanced Secondary Education are to:



- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

### **5.0 Main and Specific Competences**

The main and specific competences to be developed are presented in Table 1.

**Table 1: Main and Specific Competences For Form V-VI**

<b>Main competences</b>	<b>Specific competences</b>
1.0 Demonstrate mastery of the concepts of good governance, courage and decision making as depicted in the Old Testament	1.1 Demonstrate an understanding of the concept and practice of good governance as revealed in the books of Judges, Samuel and Kings
	1.2 Demonstrate an understanding of the concept of courage and decision making as revealed in the ministries of Prophets Elijah and Elisha
2.0 Demonstrate mastery of the works of selected prophets and their relevance in daily life	2.1 Demonstrate an understanding of the teachings of Prophet Isaiah
	2.2 Demonstrate an understanding of the concepts of social justice, compassion and forgiveness as depicted in the books of prophets Amos and Hosea
	2.3 Demonstrate an understanding of the importance of responsibility as depicted in the books of prophets Haggai and Zechariah
3.0 Demonstrate mastery of selected works from the New Testament	3.1 Demonstrate an understanding of the Gospel according to Matthew
	3.2 Demonstrate an understanding of the Gospel according to John
	3.3 Demonstrate an understanding of the Epistle of Paul to the Romans
	3.4 Demonstrate an understanding of the Epistle of James
4.0 Conduct a Project in Divinity	4.1 Conduct a project

### **6.0 Roles of Teachers, Students and Parents in Teaching and Learning Process**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Divinity.

## 6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Divinity;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
  - (i) Develops the competences needed in the 21st century; and
  - (ii) Actively participate in the teaching and learning process;
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## 6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

### **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in the child a sense of commitment and positive value towards education and work.

### **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

### **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher is expected to constantly seek for information from various sources effectively to facilitate teaching and learning. The list of approved textbooks and references books shall be provided by the TIE.

### **9.0 Assessment**

Assessment is important in teaching and learning of Divinity subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student’s achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student’s final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Measures	Form V	Form VI
First Term Examination	5%	5%
Second Term Examination	5%	-
Project	-	10%
Mock Examination	-	5%
National Examination	-	70%
<b>Total</b>	<b>100%</b>	

### 10.0 Number of Periods

The Divinity Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in teaching and learning taking into consideration the complexity of the specific competences and the activities. Therefore, two (2) periods of 40-minutes each have been allocated for this subject per week.

### 11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Table 2 - 3.

## Form V

**Table 3:** *Detailed Contents for Form V*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the concepts of good governance, courage and decision making as depicted in the Old Testament	1.1 Demonstrate an understanding of the concept and practice of good governance as revealed in the books of Judges, Samuel and Kings	Use the books of Judges, Samuel and Kings to discuss the concept and practice of good governance	<b>Group discussion:</b> Guide students to discuss the concept and practice of good governance	The concept of and practice of good governance is well discussed	Bible, videos on concept and practice of good governance as per books of Judges, Samuel and Kings, biblical charts, ICT simulation tools, and relevant biblical books as commentaries	10
	1.2 Demonstrate an understanding of the concept of courage and decision making as revealed in the ministries of Prophets Elijah and Elisha	(a) Use the ministries of Elijah and Elisha to discuss the concept of courage	<b>Brainstorming:</b> Student to brainstorm on the concept of prophet and prophecy <b>Group discussion:</b> students to discuss the concept of courage by using ministries of prophet Elisha and Elijah	The concept of Prophet, Prophecy and courage are clearly discussed	Bible, videos on concept of courage as per ministries of Elijah and Elisha, biblical charts, ICT simulation tool and relevant biblical books as commentaries	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Use the ministries of Elijah and Elisha to discuss the importance of making the right decisions at the right time	<p><b>Library search:</b> Assign students a task to read a Bible on the prophet Elijah</p> <p><b>Role play:</b> Assign students in groups to prepare the simulation games on courage seen in Elijah's ministry</p> <p><b>Group discussion:</b> Students to discuss the importance of making the right decisions at the right time</p>	The courage seen in Elijah's ministry is well discussed	Bible, videos on importance of making right decisions at the right time, biblical charts and relevant biblical books as commentaries	
2.0 Demonstrate mastery of the works of selected prophets and their relevance in daily life	2.1 Demonstrate an understanding of the teachings of Prophet Isaiah	(a) Discuss the main ideas contained in the Book of Isaiah ( <i>Chapter 1-12</i> )	<b>Guest speaker:</b> Invite a Theologian to discuss with students the messages from the book of prophet Isaiah	The messages in the book of prophet Isaiah are clearly discussed	Bible, videos on the teachings of Prophet Isaiah, biblical charts, ICT simulation tool, and relevant biblical books as commentaries	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss the main ideas contained in the Book of Isaiah ( <i>Chapters 40-45</i> )	<b>Group discussion:</b> Guide students to discuss the main ideas contained in the book of Isaiah Chapter 40-45	The main ideas contained in the book of Isaiah chapters 40-45 are well discussed	Bible and relevant biblical text	
		(c) Use the Book of Isaiah to discuss the importance of repentance and living a holy life	<b>Group discussion:</b> Guide Students to discuss Isaiah's importance of repentance and living Holy life and their importance in real life	The importance of repentance and living Holy life according to the book of Isaiah is clearly analyzed		



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Demonstrate an understanding of the concepts of social justice, compassion and forgiveness as depicted in the books of prophets Amos and Hosea	(a) Use the Book of Amos to discuss the concept of social justice and violation of community rights	<p><b>Scenario:</b> Provide a scenario that shows the concept of social justice as seen in the book of Prophet Amos and guide students to share and discuss what they have learned from the scenario in relation to the concept of social justice</p> <p><b>Guest speaker:</b> To discuss with students about community rights and violation as appeared in the book of Prophet Amos</p>	The concept of social justice and violation of community rights as seen in the book of Prophet Amos is well discussed	Relevant biblical books as commentaries and dictionaries	14
		(b) Use the Book of Hosea to understand God's compassion, His mercy and the importance of forgiveness	<p><b>Guest speaker:</b> invite a knowledgeable person to discuss with students about God's compassion, His mercy, and the importance of forgiveness</p>	God's compassion, His mercy, and the importance of forgiveness are well discussed		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Demonstrate an understanding of the importance of responsibility as depicted in the books of prophets Haggai and Zechariah	Use the books of Haggai and Zechariah to discuss the importance of responsibility	<b>Field trip:</b> Assign students in groups to visit a church/theologian to learn the importance of being responsible according to Haggai and Zachariah	The importance of being responsible according to prophets Haggai and Zechariah is clearly identified	Relevant biblical books as commentaries	7
4.0 Conduct a Project in Divinity	Conduct a project	Design and carry out a project on a relevant problem in Divinity	<b>Project work:</b> Guide students to conduct a project of their preferences, and present the progress	The project work is well initiated, and progressing	Bible and other relevant biblical books, commentaries, churches and other religious institutions	7

## Form VI

**Table 4:** Detailed Contents for Form VI

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of selected works from the New Testament	3.1 Demonstrate an understanding of the Gospel according to Matthew	(a) Use the writings of Matthew to discuss the concept of the Gospel	<b>Think-ink-pair -share:</b> Let the students share and discuss what they know about the Gospel and relate their responses on the concepts of the Gospel according to Matthew	The concept of Gospel according to Mathew and its writing is clearly explained	Bible, videos on concept of the Gospel as per writings of Matthew biblical charts, ICT simulation devices, and relevant biblical books as commentaries	16
		(b) Discuss the ministry of Jesus as portrayed in the Gospel according to Matthew	<b>Group discussion:</b> Guide students to find out the ministry of Jesus and share before the class	The ministry of Jesus according to Gospel according to Mathew is clearly discussed	Relevant biblical books as commentaries	
		(c) Discuss the role of women in the Gospel according to Matthew	<b>Group discussion:</b> Arrange the students in groups, let them assess and share the roles of women in the gospel according to Matthew	The roles of women in the Gospel of Matthew is well discussed		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Demonstrate an understanding of the Gospel according to John	(a) Use the writings of John to discuss the concept of the Gospel	<b>Think-ink-pair-share:</b> Let the students share what they know about the Gospel according to John	The concept of the Gospel according to John is well explained	Bible, videos on the concept of Gospel as per writings of John, biblical charts and relevant biblical books as commentaries	15
		(b) Discuss the love of Jesus as portrayed in the Gospel according to John	<b>Group discussion:</b> Students to discuss about the love of Jesus and his teachings as it appears in the Gospel according to John	The love of Jesus and his teachings as it appears in the Gospel according to John is well discussed	Relevant biblical books as commentaries	
		(c) Discuss the love of God to others as portrayed in the Gospel according to John	<b>Think-ink-pair -share:</b> Students to reflect and share the love of God to others as shown in the teachings of Jesus according to John	The love of God to others as shown in the teachings of Jesus according to John is well discussed		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.3 Demonstrate an understanding of the Epistle of Paul to the Romans	(a) Discuss the reasons behind the Epistle of Paul to the Romans	<b>Group discussion:</b> Students to discuss the concept of the Epistle of Paul to the Romans	The concept of the Apostle Paul's Epistle to the Romans is clearly explained	Bible, videos on the reasons behind the Epistle of Paul to the Romans, biblical charts, ICT simulation tool and relevant biblical books as commentaries	12
		(b) Discuss the rights and obligations of rulers and their subjects as portrayed in the Epistle of Paul to the Romans	<b>Debate:</b> Guide student to debate on responsibility of the Authority to the people and the responsibility of the people to the Authority	The responsibility of the Authority to the people and the responsibility of the people to the authorities as it is outlined in Paul's letter to the Romans is well discussed	Bible, videos on the rights and obligations of rulers and their subjects as per Epistle of Paul to the Romans, biblical charts, and relevant biblical books as commentaries	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.4 Demonstrate an understanding of the Epistle of James	(a) Discuss the reasons behind the Epistle of James	<p><b>Guest speaker:</b> Invite the resourceful person to speak about the concept of Epistles of James to all people</p> <p><b>Group discussion:</b> Guide students to summarize and share what they have learnt from the Guest Speaker</p>	The reason behind the Epistle of James to all people is well discussed	Bible, videos on reasons behind the Epistle of James, biblical charts ICT simulation tool and relevant biblical books as commentaries	20
		(b) Discuss the various methods of maintaining communication, cooperation and good relations in society as expounded in the Epistle of James	<p><b>Self- reflection:</b> Formulate questions in relation to the communication in maintaining cooperation and good relation to the society as expound in the letter of James</p>	Various methods of communication in maintaining cooperation and good relations in society as expound in the letter of James are well discussed	Relevant biblical books as commentaries	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Discuss the importance of living the Faith in action as expounded in the Epistle of James	<b>Brainstorming:</b> Students to brainstorm on the importance of living the faith in action and relate their findings of the importance of living the faith in action recently	The importance of living the Faith in action as it is shown in the Epistle of James to all people is well discussed		
		(d) Use Epistle of James to discuss the evils of prejudice in society	<b>Role play:</b> Assign students in manageable groups to prepare simulation games on warnings against prejudice in the society <b>Group discussion:</b> Let students discuss lessons learned from the role play and relate their ideas with the particular topic	Warnings against prejudice in society according to the Epistle of James to all people is well discussed	Bible and relevant biblical text	

<b>Main competence</b>	<b>Specific competence</b>	<b>Learning activities</b>	<b>Suggested teaching and learning methods</b>	<b>Assessment criteria</b>	<b>Suggested resources</b>	<b>Number of periods</b>
4.0 Conduct a Project in Divinity	Conduct a project	Complete and submit a report of the project started in Form Five	<b>Project work:</b> Guide students to conduct a project of their preferences, submit and present their report	The project work is well conducted, and report presented and submitted	Bible and other relevant biblical books, commentaries, churches and other religious institutions	<b>7</b>



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