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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



ISLAMIC KNOWLEDGE SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V-VI
2023

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Abbreviations and Acronyms

TIE	Tanzania Institute of Education
S.A.W	<i>Swallallahu `Alaihi Wasallam</i>
S.W	<i>Subhaanahu Wata`ala</i>
ICT	Information Computer Technology

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1.0 Introduction

Islamic Knowledge at Advanced secondary education is a compulsory subject for students who choose to join the Religious Studies stream taking Islamic Knowledge among the subjects in their combination. The rationale for studying Islamic Knowledge is multifaceted and encompasses spiritual, moral, intellectual, and societal dimensions. Studying Islamic Knowledge offers a comprehensive moral and ethical framework that shapes individual's character, promoting virtues such as honesty, justice, compassion, and respect. Moreover, the subject enables student to appreciate the rich heritage and contributions of Muslims throughout the ages, fostering cultural understanding and appreciation. It also facilitates interfaith dialogue, fostering mutual respect, tolerance, and peaceful coexistence among people of different beliefs. Lastly, Islamic Knowledge offers personal guidance in various aspects of life, including marriage, family, finance, and personal development, enabling individuals to navigate challenges and live a balanced and fulfilling life.

The Islamic Knowledge syllabus is designed to guide the teaching and learning of Islamic Knowledge 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 also provides information that will enable teaching and learning opportunities that guide teachers to apply different methods and develop 21st century skills which includes communication, collaboration and critical thinking.

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, General 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 of 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.
- (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 Competences for Form V and VI*

Main competences	Specific competences
1.0 Demonstrate mastery of advanced tenets of Tawhid	1.1 Demonstrate an understanding of the use of Tawhid in society 1.2 Demonstrate an understanding of the six pillars of the Islamic Faith 1.3 Demonstrate an understanding of the greatness of Allah (S.W) through His deeds in the past Qaumu
2.0 Demonstrate mastery of the history and teachings of the Qur'an and Hadith	2.1 Demonstrate an understanding of the history of the Qur'an 2.2 Demonstrate an understanding of the history of Hadith 2.3 Demonstrate an understanding of the importance of hard work through the teachings of the Qur'an 2.4 Demonstrate an understanding of the teachings from the Book of Arbain An-Nawawi
3.0 Demonstrate mastery of the pillars and principles of Islam and the islamic way of life	3.1 Demonstrate an understanding of the pillars of Islam 3.2 Demonstrate an understanding of some basic tenets of the islamic way of life
4.0 Assessing and using the history of Islam in everyday life	4.1 Demonstrate an understanding of the history of the spread of Islam in East Africa
5.0 Conduct a project in Islamic Knowledge	5.1 Carry a project work

6.0 Roles of Teacher, Student and Parent in Teaching and Learning Process

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Biology;
- (b) Use teaching and learning approaches that will allow students 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 competencies by participating actively in various activities inside and outside the classroom; and
- (b) 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 any necessary materials required in the learning process; and
- (f) Instil 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 to effectively facilitate teaching and learning. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning of Islamic Knowledge 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 Measure	Form V	Form VI
First Term Examination	5%	5%
Second Term Examination	5%	-
Project	-	10%
Mock Examinations	-	5%
National Examinations	-	70%
Total		100%

10.0 Number of Periods

The Syllabus for Islamic Knowledge 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 learning activities. Therefore, two periods per week of 40 minutes each, have been allocated for this subject.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competence, learning activities, suggested methods, assessment criteria, resources, and number of periods. Table 3-4.

Form V

Table 3: *Detailed Contents for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of advanced tenets of Tawhid	1.1 Demonstrate an understanding of the use of Tawhid in society	(a) Discuss advanced concepts of Tawhid and shirk	<p>Think ink pair share: Guide students to exchange what they know about Tawhid and shirk.</p> <p>Scenario: Guide students to brainstorm different ideas on how shirk affects worship.</p>	Concepts of Tawhid and shirk are well discussed	Tawhid books, online resources, Qur'an	10
	1.2 Demonstrate an understanding of the six pillars of the Islamic Faith	(a) Discuss the implementation of the six pillars of the Islamic faith and its impact on society	<p>Jigsaw: Guide students to explore different sources on the implementation of the six pillars of Islamic faith.</p> <p>Group Discussion: Guide students to conduct a classroom dialogue and presentations.</p>	Six pillars of faith are well examined for their implementation	Tawhid books, online resources, Qur'an,	10

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Demonstrate an understanding of the greatness of Allah (S.W) through His deeds in the past <i>Qaumu</i>	(a) Use the Qur'an to compare the deeds of past (<i>Qaumu: Ad, Thamud, the Israelites, Luth, Noah and Ibrahim</i>) and current societies	<p>Case study: Guide students to conduct a depth examination and analyse the deeds of past and current societies.</p> <p>Presentation: Guide students to present in plenary what they have analysed.</p>	Deeds of past and current societies are well compared	Texts on Tawhid Qur'an	10
		(b) Use the Qur'an to discuss how the greatness of Allah (S.W) is revealed through those He saved and those He punished in past societies	<p>Role play: Guide students to imitate the life and greatness of Allah (S.W).</p> <p>Group discussion: Guide students to discuss their roles according to the instructions of Allah (S.W)</p>	Greatness of Allah (S.W) is well assessed	Texts on Tawhid Qur'an	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of the history and teachings of the Qur'an and Hadith	2.1 Demonstrate an understanding of the history of the Qur'an	(a) Discuss the processes through which the Qur'an was revealed	Scenario: Guide students to identify educated persons they know, according to Islam	Processes through which the Qur'an was revealed are well described	The Holy Qur'an, Written texts of Islamic knowledge	12
		(b) Discuss the evidence supporting that the Qur'an is the Book of Allah (S.W	Group discussion: Guide students in manageable groups to conduct a classroom dialogue and presentations ICT based learning: Guide students to consult different ICT gadgets on Qur'an Group discussion: Guide students to conduct a classroom dialogue and presentations over internal and external evidences on the searched proof.	Evidence to prove the authenticity of Qur'an tare well discussed	The Holy Qur'an, written texts of Islamic Knowledge The Holy Qur'an, written texts of Islamic Knowledge	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the pillars and principles of Islam and the Islamic way of life	3.1 Demonstrate an understanding of the pillars of Islam	(a) Discuss the five pillars of the Islamic way of life	Guest speaker/ Resource person: Guide students to listen, take notes and ask questions when a guest speaker is facilitating.	Uses of pillars of Islam are well discussed	Written texts of Islamic knowledge, Text on fundamentals of Islam, computer	8
	3.2 Demonstrate an understanding of some basic tenets of the Islamic way of life	(a) Discuss the principles of inheritance in Islam	Self-reflection: Guide students to self-reflect on practising principles of Islamic inheritance.	Principles of Inheritance in Islam are well discussed	Qur'an, Hadith Books, Written texts on Islamic knowledge, computer, texts on Inheritance in Islam	10

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Use the Qur'an and Sunnah to discuss the evils of corruption and embezzlement	Guest speaker/ Resource person: Guide students to listen, take notes and ask questions when a guest speaker is facilitating.	Qur'an and Sunnah are used appropriately to discuss the evils of corruption and embezzlement		
		(c) Use the teachings of Prophet Muhammad (S.A.W) and His good servants to discuss the principles of leadership (<i>Maryam bint Imran Asiyah, and Umar bin Abdul Azizi</i>)	Problem-based learning: Guide students to plan and discuss solutions	Teachings of Prophet Muhammad (S.A.W) and His Caliph are used appropriately		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Discuss the concept of human struggle (<i>jihad</i>) in Islam (<i>meanings, types and conditions</i>)	Self-reflection: Guide students to self- reflect on the concept of human struggle (<i>jihad</i>) in Islam (<i>meanings, types and conditions</i>)	The concept of human struggle (<i>jihad</i>) in Islam is discussed clearly		
4.0 Conduct a project in Islamic Knowledge	4.1 Carry out a project work	(a) Design and carry out a da'awah project (corruption, divorce, substance abuse, inheritance etc)	Brainstorming: Guide students to identify different kinds of corruption and embezzlement acts found in their communities Problem-based learning: Guide students to plan and discuss solutions	Concepts of Corruption and embezzlement are well described	Qur'an, Hadith Books, texts on Islamic knowledge	10

Form VI

Table 3: Detailed Contents for Form VI

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the history and teachings of the Qur'an and Hadith	1.1 Demonstrate an understanding of the history of Hadith	(a) Discuss the authorship, history and authenticity of Hadith	Group discussion: Guide students in manageable groups to discuss the authorship, history and authenticity of Hadith	Authorship, history and authenticity of Hadith are well discussed.	The Holy Qur'an, Written texts of Islamic Knowledge	8
	1.2 Demonstrate an understanding of the importance of hard work through the teachings of the Qur'an	(a) Describe the qualities of an educated person according to Islam	Group discussion: Guide students in manageable groups to conduct a classroom dialogue and presentations on the qualities of an educated person according to Islam ICT- based learning: Guide students to consult different ICT gadgets on Qur'an	Qualities of an educated person according to Islam are well discussed	The Holy Qur'an, written texts of Islamic Knowledge	
		(b) Use the Qur'an to discuss the virtues of working hard	Jigsaw: Guide students through the use of Qur'an to discuss the virtues of working hard	Use the Qur'an to discuss the virtues of working hard are well discussed	The Holy Qur'an, written texts of Islamic Knowledge	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Demonstrate an understanding of the teachings from the Book of Arbain An-Nawawi	(a) Explore the main lessons from the first ten Hadith contained in the Book of Arbain An-Nawawi	Problem-based learning: Guide students to explore the main lessons from the first ten Hadith contained in the Book of Arbain An-Nawawi	The main lessons from the first ten Hadith contained in the Book of Arbain An-Nawawi are well explored	The Holy Qur'an, written texts of Islamic Knowledge Book of Arbain An-Nawawi	
2.0 Demonstrate mastery of the pillars and principles of Islam and the Islamic way of life	2.1 Demonstrate an understanding of some basic tenets of the Islamic way of life	(a) Discuss the concept of entrepreneurship and business in the context of Islam	Self-reflection: Guide students to discuss the concept of entrepreneurship and business in the context of Islam	Concept of entrepreneurship and business in the context of Islam are well discussed	Qur'an, Hadith Books, Written texts on Islamic knowledge, texts on Inheritance in Islam	10

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Assessing and using the history of Islam in everyday life	3.1 Demonstrate an understanding of the history of the spread of Islam in East Africa	(a) Discuss the entry and spread of Islam in East Africa and its role in social development	Problem-based learning: Guide students to discuss the entry and spread of Islam and its role in social development	Entry and spread of Islam in East Africa and its role in social development is discussed appropriately	Qur'an, Hadith Books, texts on Islamic Knowledge	4
4.0 Conduct a project in Islamic Knowledge	4.1 Carry out a project work	(a) Complete and submit for assessment the project started in Form Five	Brainstorming: Guide students to complete and submit for assessment the project started in Form Five Problem-based learning: Guide students to complete and submit for assessment the project started in Form Five.	Project is correctly completed and submitted for assessment	Qur'an, Hadith Books, texts on Islamic Knowledge	8

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