



THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



ISLAMIC RELIGIOUS EDUCATION SYLLABUS



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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Website: www.ncdc.go.ug

FOREWORD

This four-year syllabus for Islamic Religious Education (IRE) is one of the 20 subjects of the Lower Secondary School Curriculum. It reflects contemporary approaches in the teaching and learning process, while the Learning Outcomes give the learner opportunities to develop understanding and skills in different topics and sub-topics at levels commensurate with his/her ability. The Lower Secondary Syllabus for Islamic Religious Education builds upon concepts, skills, attitudes and values developed in primary school level, which provides a firm foundation specifically for the higher-achieving minority learners who will go on to study this subject at a higher level.

Islamic Religious Education contributes to the development of the knowledge, understanding, skills, attitudes and values that the learner needs to live responsibly in society. It promotes the spiritual and moral development of the learner, which enables him/her to search for meaning, value and purpose in life. The learner becomes aware that beliefs and values are fundamental to the self, the families and the fabric of society through discovery of the meaning and purpose of morality, beliefs and the values upheld by society.

The study of Islamic Religious Education enables the learner to develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity which are crucial in the modern world.

Teachers of IRE are required to shape the learning experiences to cater for the needs and interests of each learner.

I, therefore, endorse this syllabus as the official document for the teaching and learning of Islamic Religious Education at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports (MoES), for overseeing the development of the syllabus and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners, teachers and consultants from Cambridge Education and Curriculum Foundation UK, who worked with NCDC the specialist. Great thanks go to members of Islamic Religious Education Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical and the Government of Uganda for the financial support towards the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or through our *Contact Us* page on our website at www.ncdc.go.ug.



Grace K. Baguma

Director,
National Curriculum Development Centre.



INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasizes continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the Centre of the learning experience. This is in line with the aims of secondary education in Uganda, as provided for in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- 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 and their application in the context of socioeconomic development of Uganda;
- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;

- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information.

There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance program to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the review is based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the review implies:

"This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

KEY CHANGES IN THE CURRICULUM

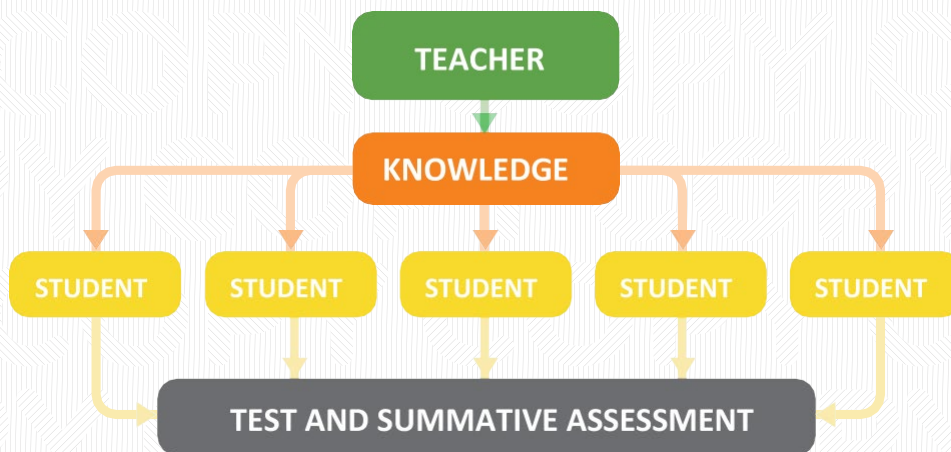
The key change in the curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations.

They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centered rather than passive, teacher-centered approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarized in the following diagrams.

KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later go on to university.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasizes knowledge, application and behavioral change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out ‘Key Learning Outcomes’ that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- demonstrate self- motivation, self-management and self-esteem
- know their own preferences, strengths and limitations
- adjust their behavior and language appropriately to different social situations
- relate well to a range of personality types

Responsible and patriotic citizens who:

- cherish the values promoted in the curriculum
- promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures
- apply environmental and health awareness when making decisions for themselves and their community
- are positive in their own identity as individuals and global citizens
- are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- can plan, reflect and direct their own learning
- actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- have acquired and can apply the Generic Skills
- demonstrate knowledge and understanding of the emerging needs of society and the economy
- understand how to design, make and critically evaluate products and processes to address needs
- appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalizations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

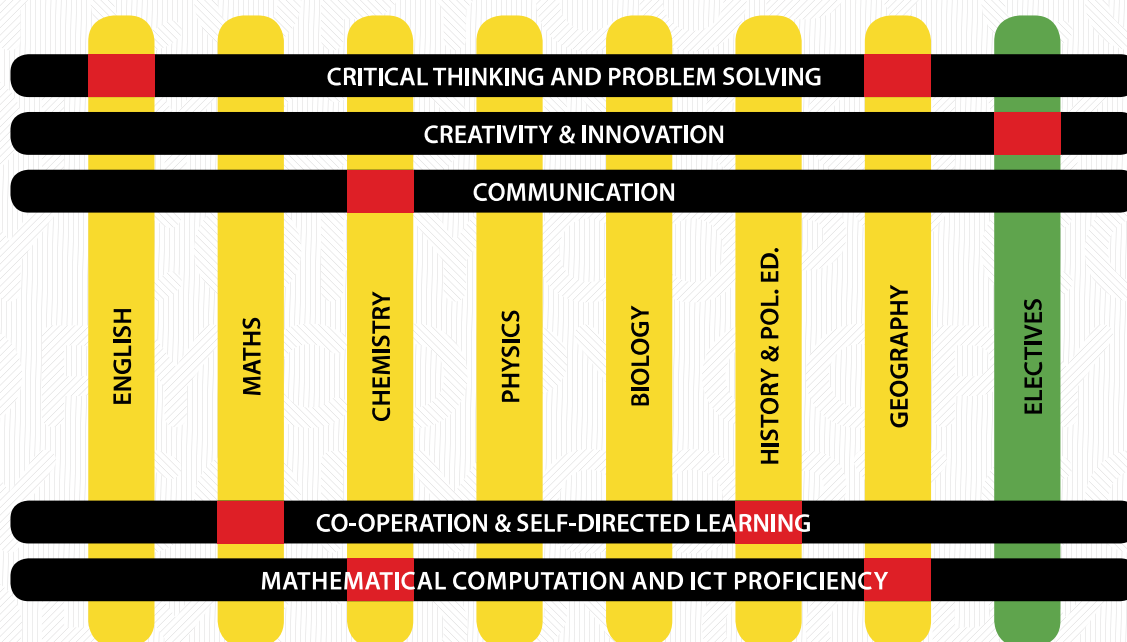
Mathematical Computation and ICT Proficiency

- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

GENERIC SKILLS WITHIN ISLAMIC RELIGIOUS EDUCATION

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also facilitate learning within those subjects. It is when these generic skills are deployed that learning is most effective. The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and these Subjects provide the context for the skills development. Islamic Religious Education provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a scientific point of view.

The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4. Thus the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the 'Cross-cutting Issues' and they need to be studied across the subjects. These issues develop learners' understanding of the connections between the subjects, and so of the complexities of life.

The Cross-cutting issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Mixed abilities and involvement
- Life skills

- Socio-economic challenges
- Citizenship and patriotism

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills. Islamic Religious Education provides a very good context for considering environmental and health awareness, and to understand the complex and diverse world in which we live.

ICT Integration

ICT is embedded as a learning/teaching tool. ICT integration framework is summarised below and cuts across all the subjects on the curriculum.

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

THE ISLAMIC RELIGIOUS EDUCATION SYLLABUS

Islamic Religious Education is one of a range of compulsory subjects in senior 1 and 2 that, along with elective subjects, will allow learners to follow their own interests and to specialize in particular areas.

Time allocation

ISLAMIC RELIGIOUS EDUCATION	S1&2	S3&4
	2 periods a week	3 periods a week

Rationale

Islamic Religious Education promotes the spiritual and moral development of learners. It enables them to engage in a search for meaning, value and purpose in life. Learners become aware that beliefs and values are fundamental to self, families and to the fabric of society. They discover the meaning and purpose of morality, beliefs and the values that are upheld by society.

Religious beliefs are diverse. The scope of the programme of study enables learners to develop an appreciation of faith within communities.

The programme of study reflects contemporary approaches in the learning-teaching process. It supports learners in developing and reflecting upon their values and contributing to their capacity for sound moral and ethical judgment. Through developing awareness and appreciation of the value of each individual in a diverse society, Islamic Religious Education brings about responsible attitudes towards other people.

Teaching and Learning Islamic Religious Education

The thrust of the syllabuses is experiential and towards deeper understanding. The focus in Islamic Religious Education is on the development of spirituality and an understanding of how religion affects or actions in everyday life.

The new syllabuses provide learners with a wide range of contexts in which to develop spirituality and this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

The role of the teacher is not only to build on learners' existing knowledge and experience, but to extend that by posing problems to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- Be responsible for their own learning
- Think for themselves and form their own ideas and opinions
- Become critical thinkers, ready to face new challenges and situations for themselves

THE ISLAMIC RELIGIOUS EDUCATION PROGRAMME PLANNER

In relation to the overall Key Learning Outcomes, Islamic Religious Education contributes to learners becoming:

- self-assured individuals,
- responsible and patriotic citizens,
- life-long learners,
- positive contributors to their own development, and to community and national development.

This is done by studying Islamic Religious Education through a range of topics and themes that relate to spiritual development and living together in a community.

Each topic is allocated 24 periods in Senior 1 and 2; and 36 periods for senior 3 and 4.

SENIOR ONE	THEME	TOPICS	DURATION (NUMBER OF PERIODS)
Term 1	Man's relationship with God	Worship	24
Term 2		Islamic Rituals and celebrations	24
Term 3		Islam and Values in Christianity and African Traditional Religion	24
Total			72

SENIOR TWO	THEME	TOPICS	DURATION (NUMBER OF PERIODS)
Term 1	Man's social relations	Respect for human life	24
Term 2		Marriage	24
Term 3		Family	24
Total			72

SENIOR THREE	THEME	TOPICS	DURATION (NUMBER OF PERIODS)
Term 1	Man's dominion over the world	Work	36
Term 2		Wealth and development	36
Term 3		Leisure	36
Total			108

SENIOR FOUR	THEME	TOPICS	DURATION (NUMBER OF PERIODS)
Term 1	Man's harmonious co-existence	Peace	36
Term 2		Justice	36
Term 3		Conflict resolution	36
Total			108

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR ISLAMIC RELIGIOUS EDUCATION

SENIOR 1: TERM 1

Theme: Man's relationship with God

TOPIC 1: WORSHIP

24 PERIODS

Competency: Learners understand worship and how it is derived from the Holy books and can relate the different forms of worship to daily Life.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a. understand the concept of worship(u) b. appreciate the Islamic teachings about worship (u, v) c. appreciate the value of communicating to God through different forms of worship (u, v) 	<p>In groups, learners:</p> <ul style="list-style-type: none"> • share views about the concept worship • discuss the benefit of communicating to God through different forms of worship. 	<ul style="list-style-type: none"> • Observe learners responses to questions during group discussions for ending of understanding of the concept of worship
<ul style="list-style-type: none"> a. understand the importance of worshipping Allah, and the value of worship in the lives of people (u) b. Appreciate the value of committing one's self to Allah through worship(u, v) 	<p>In a discussion, learners:</p> <ul style="list-style-type: none"> • use Swallah (prayer) as an example to generate reasons why Muslims worship Allah • identify and recite verses from the holy Quran about the value of worship to mankind • summarise two Hadiths about the value of worship. 	<ul style="list-style-type: none"> • Observe learners' contribution during the group discussions for evidence of understanding the different forms of worship. • Analyse the product the importance of worship to an individual and society.
<ul style="list-style-type: none"> a. understand the different forms of worship practised in Islam (u) b. use different verses of the Quran and Hadith to explain the forms of worship(u, s) 	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • use ICT to find information or ask Muslim clerics on identify at least six forms of worship, such as: <ul style="list-style-type: none"> • reading the holy Quran • praying • fasting • paying Zakah • performing pilgrimage • obeying parents • describe the different forms of worship, using the Quran and Hadith as their references • use internet search to find pictures showing the postures in the different forms of worship. • discuss the importance of the various forms of worship in relation to bringing man closer to God. 	<ul style="list-style-type: none"> • Observe learners as they take part in the preparation and performance of a role play reflecting one form of worship, such as reading the Quran, praying or obeying parents for cooperation, and communication.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the meaning of Shahada b. Know verses from the holy Quran about Shahada (u) c. pronounce the two testimonies of Shahada d. Appreciate the importance of Shahada to Muslims (u, v)	In groups, learners: <ul style="list-style-type: none"> • explain the meaning of Shahada • trace and recite the following verses of the Quran about Shahada-Surat Al-Baqarah (2:163) and Surat Al-A'raf(7:158) • state the two testimonies of Shahada • explain the benefits of Shahada to Muslims • use Surat Al-A'raf (7:158), Al-Baqara(2:163) and Al-Imran (3:18) to explain how the two testimonies in Shahada bring about recognition and obedience to authority. 	<ul style="list-style-type: none"> • Listen to the learners for accuracy as they recite the two testimonies of Shahada. • Assess the accuracy of the Qu'ranic quotations used in the summary report Muslims.
a. understand the meaning of Swallah (prayer)(u) b. know the types of Swallah c. understand the performance of Swallah d. evaluate the conditions necessary before performing Swallah (u) e. understand the different forms of purification (u) f. perform different forms of purification(s) g. understand the practical and spiritual value of Swallah (u, v)	The Guide guides learners to: <ul style="list-style-type: none"> • define and explain Swallah (prayer); involves recitations and actions • categorise Swallah into obligatory and optional, giving examples • identify the people who should pray, in a debate • demonstrate how a unit of prayer is performed • search using internet or library to find information on and identify the conditions necessary before one performs prayer, such as purification, facing the Qibla, proper dressing, knowledge of the content of prayer, and knowing the type of prayer to be performed at a particular time • locate the Qibla using the sun or the moon • summarise the conditions that must be fulfilled before performing Swallah (prayer). 	<ul style="list-style-type: none"> • Observe the learners Role-play the performance of Wudhu- partial ablution. • Analyze the product for accuracy • Listen to the learners debate about people who should pray for accuracy and language fluency

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the meaning of congregational prayer(u) b. understand the difference between congregational and private prayer(u) c. Appreciate the value of congregational prayers(u, v)	In groups, learners: <ul style="list-style-type: none"> • use the internet or research the characteristics of congregational prayers. • use examples to describe some of the congregational prayers, such as: <ul style="list-style-type: none"> • funeral prayer • Jumah prayer • Eid prayer • Taraweeh prayer • identify the characteristics of congregational prayers • explain the teachings of Islam about the social and spiritual value of congregational prayers ,e.g. promotes equality, strengthens brotherhood. • identify nullifiers of Swallah. 	<ul style="list-style-type: none"> • Draw a table indicating the names of congregational prayers, units performed and time of performance. • Listen to the discussion about their views on private and congregational prayers. • Analyse the product out of the discussions.
a. appreciate the teachings of Islam about Zakah (u, v) b. appreciate the types of Zakah (k, v) c. Understand different Quranic verses to explain the importance of Zakah (s) d. know the items from which Zakah is paid (k) e. know the categories of people entitled to receive Zakah(k)	With guidance from the teacher, learners: <ul style="list-style-type: none"> • brainstorm the meaning of Zakah and the types of Zakah, such as: <ul style="list-style-type: none"> - Zakat el maal - Zakat el fitri • use Zakah as an example to explain the value of sharing and generosity to the Muslim community • Use the internet as a source to find out the items from which Zakah is paid • Write an essay reflecting the importance of Zakah to an individual and society. • in groups, recite Surat Al-Mujadalah (58:13) and Al-Maidah (5:12) (justifies sharing) • describe at least four categories of people who should get Zakah, such as: <ul style="list-style-type: none"> - the needy - the poor - new converts - stranded Muslims - Muslim debtors - those struggling in the way of Allah • identify five items from which Zakah is payable, such as: <ul style="list-style-type: none"> - money - agricultural produce - gold - business transactions - buildings 	<ul style="list-style-type: none"> • Listen to the learners as they read Surat Al-Mujadalah (58:13) and Al-Maidah(5:12) for accuracy. • Analyse the written a report on the categories of people who are supposed to receive Zakah. • Analyse the product out of the discussions in regard to Zakah • Listen to learner talking about the categories of people who benefit from zakah for values developments.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. appreciate the meaning and value of fasting (u, v) b. understand the difference between types of fasting (u) c. know the categories of people who are supposed to fast and those exempted from fasting (k) d. understand the nullifiers of fasting (u, v)	The Guide guides learners to: <ul style="list-style-type: none"> • brainstorm and share ideas about fasting, using references from the Quran and Hadith • discuss the types of fasting • share the benefits of fasting to an individual Muslim and the community • write on a chart the categories of people who should fast and those exempted from fasting • develop a list of activities which nullify fasting. • use internet to search for activities that nullify fasting 	<ul style="list-style-type: none"> • Examine the quality and accuracy of individual learners' products. • Examine the quality and accuracy of the research each learner presents in their written products. • Observe learners discuss and exchange opinions for the value of respect
a. understand the six articles of faith (u) b. appreciate the value of the articles in strengthening one's faith(u/v)	With guidance from the teacher, learners: <ul style="list-style-type: none"> • ask the school Sheikh or Sheikhat about the six articles of faith: <ul style="list-style-type: none"> - belief in the one God - angels - holy books - messengers - day of judgement - Qadr (predestination) • discuss how faith promotes a sense of belonging and commitment using Surah Al-Tawbah (9:61) • discuss the importance of the six articles in strengthening one's faith. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research each learner presents in their written products. • Listen to the learners conversation about Surah-Al-Tawbah for accuracy and values development. • Listen Learners discuss the articles of faith for language accuracy and respect.
a. appreciate the values of belief in the oneness of God(u/v) b. know the attributes of God (k)	The teacher guides learners to: <ul style="list-style-type: none"> • read Surat Al-Anbiyaah (21:25) and explain belief in one God (Tawheed) • search the internet or research and write a report on at least 20 attributes of Allah • gather information using ICT or search from the Quran the role of angels. • Identify 10 attributes of God, such as: most gracious, most merciful, the cherisher, sustainer of the Worlds, the creator. • In a discussion, learners explain the importance of believing in one God. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research each learner presents in their written products. • Assess the accuracy of the Quran quotations used in the summary report

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the role of different angels (u) b. appreciate the value of angels to humanity(u/v)	In groups, the teacher guides learners to: <ul style="list-style-type: none"> • identify different angels and explain their duties using Surat Al-An'am (6:111) - Jibreel, Atid and Raqib, Michael and Israfil • brainstorm the importance of believing in Allah's angels. • explain the role of different angels. • mention the different divine scriptures and their recipients. 	<ul style="list-style-type: none"> • Assess the accuracy of the Quran quotations used in the summary report. • Listen to learners discussion for accuracy in Quran interpretation
a. understand the characteristics of holy books(u/v) b. appreciate the value of believing in holy books(u/v)	With guidance from the teacher, learners: <ul style="list-style-type: none"> • brainstorm the value of holy books using Surat Al-Imran (3:81) • Discuss the four holy books and their recipients. • Explain the characteristics of the Quran. • search the internet or investigate and record the benefits of belief in the divine scriptures. 	<ul style="list-style-type: none"> • Assess the accuracy of the Quran quotations used in the summary report. • Listen to learners responses in regard to the value of Holy books for language accuracy and correct interpretation.
a. understand the teachings of Islam about messengers of God (u) b. appreciate the role of God's messengers in providing guidance to humanity(u/v)	In groups, learners: <ul style="list-style-type: none"> • discuss the existence of God's messengers using Surat Al-Anbiyaah (21:7) • discuss how believing in God's messengers provides guidance and shapes one's character. • Identify the 25 prophets mentioned in the Quran. • Explain the Quranic teachings about Prophet Muhammad, Isah, Yusuf, Nuhu, Ibrahim and Adam, using Surat Al-Qaari'ah (101:1-11). • In a discussion, learners explain how believing in God's messengers provides guidance and shapes one's character. 	<ul style="list-style-type: none"> • Observe responses of different learners during group discussions/conversations for evidence of understanding, knowledge about prophecy in Islam. • Listen to learners' presentations focusing on language and accuracy of Quran verse interpretation

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. appreciate the teachings of Islam about the day of judgement(u, v) b. know the events on the Day of Judgement (k)	In groups, learners: <ul style="list-style-type: none"> • discuss and share views about the fate of believers and disbelievers after Allah's judgement • debate and share views about how believing in the Day of Judgment promotes one's faith and prevents one from committing evil • use internet or library to research and report about the teachings in the Taurat • read stories from the Quran about Prophets Yusuf, Nuhu, Ibrahim, Isa and Adam, and write about the characteristics of these prophets • write a report on how one can prepare for the Day of Judgement. 	<ul style="list-style-type: none"> • Listen to learner's explanations about the Islamic teachings about the Day of Resurrection. • Assess the written recount the events on the Day of Judgement using Surat Al-Qaari'ah (101:1-11) for accuracy
a) appreciate the existence of forms of worship before the coming of religious in Africa(u, v). b) understand practices of worship in traditional African Society (u, k)	Guide learners to: <ul style="list-style-type: none"> • research about worship before the coming of Islam and Christianity in Africa, through reading, oral interviews or the internet. • write a summary of their findings. In groups: <ul style="list-style-type: none"> • describe worshipping practices in African societies • Research and discuss African beliefs in ancestors in prayers intermediaries and African medicine. 	<ul style="list-style-type: none"> • Observe responses of different learners during group discussions/conversations for evidence of understanding, knowledge and respect for the African way of worship. • Listen to learners presentations for a correctness and language accuracy.

SENIOR 1: TERM 2

Theme: Man's Relationship with God

TOPIC 2: ISLAMIC RITUALS AND CELEBRATIONS

24 PERIODS

Competency: Learners understand religious rituals and celebrations as a means of promoting unity, love and commitment to Allah.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. know the symbols in Islam (k) b. appreciate the meaning and importance of divine symbols(u/v)	In a discussion, learners: <ul style="list-style-type: none"> • brainstorm the meaning of Islamic symbols with a focus on Surat Al-Hajj (22:30-32). • identify and draw pictures of Islamic religious symbols, such as: <ul style="list-style-type: none"> - ka'abah - blackstone - crescent - moon - Zamzam well in Mecca. • Explain the importance of divine symbols to the Muslim community with reference to Surat Ar-Ruum (30:22-24). 	<ul style="list-style-type: none"> • Listen to responses of individual learners for evidence of understanding of Islamic rituals and symbolism • Examine the quality and accuracy of the research each learner presents in their written products. • Observe learners contribution in a peaceful way during group work.
a. understand the teachings of Islam about Aqiqah (u)	In groups, learners: <ul style="list-style-type: none"> • share views about Aqiqah as an act of appreciating Allah for the gift of a newborn child • identify 10 good Muslim names and explain the impact of naming on the character of a child • describe the activities carried out during the Aqiqah ceremony • explain the importance of Aqiqah to the Muslim community. 	<ul style="list-style-type: none"> • Share experiences of Aqiqah ceremonies that you have attended. • Identify five names of boys and girls that you might wish to give to your children and give reasons for your choice.
a. understand various forms of Islamic ceremonies(u, v) b. appreciate the view that Islamic ceremonies trace their origin from Quran and Hadiths of the Prophet(u) c. appreciate the value of Muslim ceremonies (v)	In groups, the teacher guides learners to: <ul style="list-style-type: none"> • share experiences about the celebration of the two Eids. • identify other Muslim ceremonies • explain the purpose of Eid al-Adha with reference to Surat Al-Kawthar (108:2) and Surat Al-Hajj • use examples to explain how Islamic ceremonies create a bond of love and unity in the community. 	<ul style="list-style-type: none"> • In a conversation the learners to ascertain their understanding of how celebrations promote unity and fellowship. • Use Surat Al-Kawthar (108:2) to explain the purpose and importance of Eid al-Adha. • Assess the written report explaining ways through which Muslim ceremonies create love and unity. • read the product of the comparison the rituals and celebrations practiced in Islam and those of African Traditional Religion.

SENIOR 1: TERM 3

Theme: Man’s Relationship with God

TOPIC 3: ISLAM AND VALUES IN CHRISTIANITY AND AFRICAN TRADITIONAL RELIGION

24 PERIODS

Competency: Learners appreciate the beliefs and moral practices in other religions to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the foundation of Islam, Christianity and African Traditional Religion(u) b. understand fundamental teachings of each religion(k) c. know similarities and differences between Islam, Christianity and African Traditional Religion(k) d. understand the effects of modernity on the lifestyle of members of different religions(u, v)	Learners research, discuss and write a report on: <ul style="list-style-type: none"> • the foundation of Islam, Christianity and African Traditional Religion • the pre-Islamic period and the birth of Prophet Muhammad(PBUH) • how Prophet Muhammad’s mission changed the social, economic and religious life of the Arabs • the essential beliefs of Christianity with reference to the Creed • the Ten Commandments sent to Prophet Musa-Moses • the origin and characteristics of African Traditional Religion • the origin of religion as taught in Surat Al-Hajj (22:78) • the influence of modernity on different religions. 	<ul style="list-style-type: none"> • Read the written reports on the foundations of Christianity, Islam and an African Traditional Religion for accuracy. • In a conversation question the learners to ascertain their understanding of the Jahilliya period • Assess the written report on the essential beliefs of Christianity. • Assess their written products for evidence of understanding the teaching of 2 religions. • Observe individual participation of learners as they read and discuss in groups
a. appreciate the common beliefs across the three religions(u/v) b. appreciate the values across the three religions (u, v)	The teacher guides learners to: <ul style="list-style-type: none"> • understand monotheism in Islam and Christianity • discuss the nature of God under the following topics: <ul style="list-style-type: none"> - omnipotence - omnipresent - omniscience • identify God’s intermediaries in African Traditional Religion • explain the concept of ancestors and mediators in African Traditional Religion • identify the good practices in the three religions • explain how Islam, Christianity and African Traditional Religion differ. 	<ul style="list-style-type: none"> • Assess their written products for accuracy. • Observe Learners discussion and present for accuracy and language fluency.

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. evaluate moral standards across the three religions(u, v, s) b. explain the good practices across the three religions(u, v)	The teacher guides learners to: <ul style="list-style-type: none"> • understand respect for life manifested in actions of and deeds of love for one another across the three religions • identify the virtues across the three religions, such as: <ul style="list-style-type: none"> - kindness - sympathy - politeness - humility - honesty - use of appropriate language - descent dressing - respect for parents. 	<ul style="list-style-type: none"> • Observe learner’s research assess their communication and cooperation skills together with their individual contribution to the task. • Analyse the report on the values of African Traditional Religion.
a. understand ways through which people should show respect of other people’s religious beliefs (u, v) b. understand how to apply the Quranic teachings about harmonious living (u)	<ul style="list-style-type: none"> • Evaluate ways through which one can live with members of other religions without conflict. • Use examples to explain how people can live with others regardless of the differences in religious beliefs. • Investigate and record challenges across Christianity, Islam and traditional religion in the contemporary world. • In groups, learners discuss the teachings of Islam about respecting members of other religions with reference to Surat Al-Imran (3:19). • Identify the principle of dialogue anchored in the Quran and in the practice of the prophet using Surat Al-Imran(3:64). • Use examples from Prophet Muhammad’s life to explain how he respected members of other religions. 	<ul style="list-style-type: none"> • Examine learners written reports for accuracy • Listen to learners’ discussion for accuracy of Q’uranic verse interpretation.

SENIOR 2: TERM 1

Theme: Man’s Relationship with God

TOPIC 1: RESPECT FOR HUMAN LIFE

24 PERIODS

Competency: Learners develop respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand Islamic teaching on human dignity(u/v) b. appreciate that human dignity promotes love, respect and justice (u, v)	With guidance from the teacher, learners: <ul style="list-style-type: none"> • discuss the meaning of human dignity with examples from school where community members have not been respected. • share ideas about the meaning of being human and human dignity • discuss and give examples from school where some members have not been respected • in groups, use examples to explain the term justice • watch a video about the Jahiliya period • identify and record examples of acts of social and religious injustices during the Jahiliya period • explain the elements of human dignity, based on the character of Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> • Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented • Investigate the written reports to ascertain knowledge and accuracy.
a) appreciate life as a special gift from God that should be respected and protected (u, v)	Learners: <ul style="list-style-type: none"> • read and discuss Articles 1 and 2 of the 1948 Universal Declaration of Human Rights. In groups, learners: <ul style="list-style-type: none"> • use the internet to research and record ways through which people abuse the gift of life in modern society. • discuss ways through which life should be respected and protected. • use examples to describe acts that deprive respect for human life. • discuss self-esteem and assertiveness in the promotion of human dignity. 	<ul style="list-style-type: none"> • Assess learners’ written products for evidence of understanding the Qu’ranic teaching about human dignity

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand Islamic teaching on human dignity (u/v) b. appreciate that human dignity promotes love, respect and justice(u/v)	With guidance from the teacher, learners: <ul style="list-style-type: none"> • discuss the meaning of human dignity with examples from school where community members have not been respected. • share ideas about the meaning of being human and human dignity • discuss and give examples from school where some members have not been respected • in groups, use examples to explain the term justice • watch a video about the Jahiliya period • identify and record examples of acts of social and religious injustices during the Jahiliya period • explain the elements of human dignity, based on the character of Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> • Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented • Investigate the written reports to ascertain knowledge and accuracy. • Listen to learners presentations for correctness and language fluency.
a) appreciate life as a special gift from God that should be respected and protected (u, v)	Learners: <ul style="list-style-type: none"> • read and discuss Articles 1 and 2 of the 1948 Universal Declaration of Human Rights. In groups, learners: <ul style="list-style-type: none"> • use the internet to research and record ways through which people abuse the gift of life in modern society. • discuss ways through which life should be respected and protected. • use examples to describe acts that deprive respect for human life. • discuss self-esteem and assertiveness in the promotion of human dignity. 	<ul style="list-style-type: none"> • Assess learners' written products for evidence of understanding the Qu'ranic teaching about human dignity • Observe learners as they exchange ideas for correctness respect and quality arguments.
a) understand the Islamic teachings about respect for human life (u, v)	The teacher guides learners to: <ul style="list-style-type: none"> • discuss the importance of observing human dignity • explain the essence of human dignity with a focus on Surat Al-Maidah(5:32) • identify the forms of injustices in your society with a focus on Surat Ar-Ruum(30:41) • identify and record examples of injustices that Prophet Muhammad and his companions experienced based on Surat Al-Baqarah (2:49) • explain how the Prophet Muhammad was able to overcome mistreatment of his enemies- pagan Quraish. 	<ul style="list-style-type: none"> • Analyze the right product of a selected verse from the Quran, other than those given, and explain what it says about human dignity. • Listen to the discussion about injustices being practiced in your society can be overcome for correctness and language development.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate the Quranic teachings on human life (u/v)	Guide learners to: <ul style="list-style-type: none"> • explain the dignity Allah gave to man using Surat Al-A'raf (7:29), Al-Nahl (16:90) An-Nisa(4:58), Al-Qasas (28:78) and At-Tin (95:4-6). • use the Quran to extract teachings about the sanctity of life. • search the teachings about the sanctity of life • consult your school Sheikh/Imam about the punishments given to those who violate the rights of others. In groups, learners: <ul style="list-style-type: none"> • discuss practices which compromise human dignity. • Read Surat Al-A'raf (7:29), Al-Nahl (16:90),An-Nisa (4:58), Al-Qasas (28:78) and At-Tin (95:4-6) • explain what they say about human dignity. • discuss the Islamic teachings about zina, rape, corruption and murder. 	<ul style="list-style-type: none"> • Observe learner's research assess their communication and cooperation skills together with their individual contribution to the task. • Examine the quality and accuracy of individual learners' products • Assess the accuracy of the Quran quotations used in the summary report
a) understand human differences in terms of gender, religion and race (u)	In groups, learners <ul style="list-style-type: none"> • identify and record human differences using Surat Al-Hujurat (49:13). • With guidance from the teacher, explain ways through which human differences, such as gender, religion and race can be accommodated using Surat Al-Hujurat (49:13) and Al-Isra (17:22). 	<ul style="list-style-type: none"> • Assess the accuracy of the Quran quotations used in the summary report in regard to how human differences are accommodated.

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand Islamic teachings about equality and brotherhood (u, v)	In groups, learners: <ul style="list-style-type: none"> • use Prophet Muhammad's arrival at Madina to explain equality and brotherhood in Islam • explain equality and brotherhood among Muslims using Surat Al-Hujurat (49:13) • use the above tradition of the Prophet to explain this verse of the Quran: Prophet Muhammad said, "there is no difference between an Arab and a non-Arab, between a black and a red. The best among you is he who is most righteous" • Recite Surat Al-Hujurat (49:13) and the Prophetic Tradition. • explain the content of the Prophet's last speech and identify references to human dignity.(Bukhar). 	<ul style="list-style-type: none"> • Observe learner's interaction and individual contribution in the group activity in a conversation question individual learner to assess their understanding of sexuality in relation to God's plan. • Examine the written products for evidence of accuracy of information given in relation to sexuality.
a) appreciate sexuality as God's design of creation (v/a) b) understand the importance of respecting oneself by valuing one's own (u, v)	In groups, learners: <ul style="list-style-type: none"> • discuss human development and sexuality according to God's plan in relation to the creation story in the bible. • discuss the complementary nature of men and women. • explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene. • use the internet to search and discuss the importance of self-respect in terms of: <ul style="list-style-type: none"> - Valuing your own body - Observing personal hygiene - Protecting self from communicable diseases - Abstinence from sex. - Write about religious teachings on sexuality Individually, learners: <ul style="list-style-type: none"> • write an article on ways young people can value their bodies. Learners: <ul style="list-style-type: none"> • discuss ways in which the Africans promoted human dignity 	<ul style="list-style-type: none"> • Observe learner's interaction and individual contribution in the group activity in a conversation question individual learner to assess their understanding of sexuality in relation to God's plan. • Examine the written products for evidence of accuracy of information given in relation to sexuality.

SENIOR 2: TERM 2

Theme: Man’s Social Relations

TOPIC 2: MARRIAGE

24 PERIODS

Competency: Learners appreciate how marriage fosters the values of love, honesty, respect, harmony and generosity.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a. understand the purpose of marriage as an instrument of the promotion of love, companionship and understanding between husband and wife (u)</p>	<p>Guide learners to:</p> <ul style="list-style-type: none"> • discover the meaning and purpose of marriage given examples, which reflect marriage as a custodian of the values of love and honesty. • describe the importance of courtship period using examples • discuss the problems associated with not having courtship period • identify and record the value of preparing for marriage Use Surat An-Nisa (4:3, 4:25 and 45:61), Al-Baqarah (2:229 and 232) and Al-Talaq (65:61) to discover the way companionship and co-operation can be established between the husband and wife. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Observe group discussions conversations for evidence of individual participation. • Read the written essay reflecting the values that are developed in a marriage relationship, relating these to the teachings of Islam. • Assess learners’ written products for evidence of understanding the Islamic teaching about marriage • Examine the written products for accuracy of facts provided.
<p>a) know the different types of marriage in Uganda to promote respect for the law of the land and culture (k)</p>	<p>In pairs learners:</p> <ul style="list-style-type: none"> • research about and record the different types of marriages recognised in Uganda and use a table to list the similarities and differences between the different types of marriages. • give individual opinions on reasons why people choose a particular type of marriage • write about the values promoted by each type of marriage. • discuss the social and ethical issues related to marriage in the modern world today • research and report about unacceptable practices that affect the marriage institution in Uganda today. 	

ISLAMIC RELIGIOUS EDUCATION SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the challenges in marriage(u) b. understand the benefits of marriage(u, v) c. understand the right time for pregnancy(v)	Guide learners to: <ul style="list-style-type: none"> • use Surat An-Nisa (4:35) to discover the way reconciliation can be reached in a troubled marriage. • exchange ideas about the challenges of marriage in the modern world. • use the internet to search or share ideas about the causes of marriage breakup. • use Surat An-Nisa (4:3) to discover the way patience, forgiveness and kindness can bring about happiness in marriage. • discuss the importance of children in a marriage relationship using examples. • write about and suggest ways of keeping a childless marriage happy. 	<ul style="list-style-type: none"> • Assess learners' written products for accuracy of Quranic verses. • Listen to their conversations on ideas above the challenges of marriage in the modern world for validity. • Observe learners discuss for cooperation and respect for one another.
a) know Islamic teachings about the responsibility of husband and wife (k)	Guide learners to: <ul style="list-style-type: none"> • use Surat An-Nisa (4:35) and Al-Talaq(65:6-7) to discover responsibilities of a married couple towards each other. • Use Surat Al-Baqarah (2:187 and 223) to explain the benefits of marriage. 	<ul style="list-style-type: none"> • Analyse the learners written products for accuracy of quranic verses
b) appreciate traditional African marriage and the values therein (u, v)	Learners: <ul style="list-style-type: none"> • search the internet or research and report about courtship and marriage in traditional Africa • discuss the good practices of traditional African marriage • compare traditional and Islamic marriages 	<ul style="list-style-type: none"> • Listen to the presentations arising from the discussion for correctness accuracy and fluency in language.

SENIOR 2: TERM 3

Theme: Man’s Social Relations

TOPIC 3: FAMILY

24 PERIODS

Competency: Learners understand how the family promotes the values of responsibility, unity, loyalty, generosity and harmony as derived from the Quran.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the role of different members of the family (u)	In Group learners; <ul style="list-style-type: none"> • use Surat Luqman (31:12-19), Al-Isra(17:23-25) and Al-Ahqaf (49:15) to discover duties of children towards parents and parents towards children. • use Surat An-Nisa (4:35) and Al-Talaq(65:6-7) to discover responsibilities of a husband towards a wife and a wife towards a husband. • use Surat Al-Ahzab (33:29) and Ar-Ruum(30:21) to discover responsibilities of a wife towards a husband. 	<ul style="list-style-type: none"> • Observe the learners plan and participate in a role-play reflecting misunderstandings in families; identify causes, effects and possible solutions. • Assess the report about the advantages of the African extended family system over the nuclear family system. • Assess the written essay on how the values of respect and kindness are demonstrated by Prophet Muhammad (PBUH)
. appreciate the values promoted by a family (u)	In Pairs Learners; <ul style="list-style-type: none"> • share ideas about the use of Surat Al-Hujurat (49:11), Ar-Ruum (30:21), Al-Mumtahana (60:70), Al-Nahl (16:90) and An-Nisa (4:98) to show how values such as love, tolerance, respect, justice and kindness should be promoted by a Muslim family. 	
) know the Islamic teachings about family (k)	Learners; <ul style="list-style-type: none"> • use Surat Al-Baqarah (2:83 and 177) and An-Nisa (4:8 and 36) to explain one’s responsibility towards the extended family. 	
a) appreciate the importance of family as a basic unit of society (u/v)	Learners; <ul style="list-style-type: none"> • list the members who constitute a family. • share ideas about the importance of family to society. • discuss the value of courtesy in the family 	
a) understand the African concept of a family (u)	Guide Learners to; <ul style="list-style-type: none"> • use examples to differentiate between core and extended family. • give reasons in support for and against an extended family system. • share ideas on the boundaries of an extended family. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand the types of family in traditional African Society (u) b) understand the nature of the traditional African family (u,v) c) understand how modernity has influenced the African family (u,v)	Learners research to: <ul style="list-style-type: none"> • explain the nature of family in the traditional African setting • use role play to express the role of family members • identify the features of a good family in traditional Africa • explain the place of the family in the community • write about the African family values that are relevant today. • compare the African family to the modern family in Uganda today • draw lessons from the good practices of the traditional African family. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners

SENIOR 3: TERM 1

Theme: Man's Dominion over the World

TOPIC 1: WORK

36 PERIODS

Competency: Learners understand religious teachings about the value of work appreciate the importance of work and develop a positive attitude towards work.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate the value and purpose of work (u)	Guide Learners to; <ul style="list-style-type: none"> • share ideas about reasons why people engage in work. • use examples to explain the virtues related to any kind of work. • explain the value of community participation • use examples of the works of Prophets Dawud and Sulaiman in Surat Al-Anbiyaa (21:73-81) to illustrate the different types of work done by people in their societies. • use Surat Saba (34:10-13) to explain the benefits of hard work. • use Surat Al-Ahzab (33:21) and Al-Furqan (21:7) to describe Prophet Muhammad as a worker. • use Surat Al-Baqarah (2:23) to explain the way begging is discouraged. 	<ul style="list-style-type: none"> • Listen to learners' discussions/ conversation, oral expression and individual contributions. • Assess the accuracy of their written work understanding in relation to their Quran references. • Listen to learners' presentations of Prophet Muhammad's model to show ways through which beggars can be helped out of their situation. • Observe learners Participate in a role-play demonstrating the challenges of work in modern society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand the Islamic ethics of work (u)	Learners: <ul style="list-style-type: none"> • discuss the work ethics of different professions. • discuss the rights and responsibilities of employers and employees • use Surat Al-Baqarah (2:275, 276 and 278) and Al-Imran (3:130) to explain the prohibition of usury (ribah). • use Surat Al-Isra (17:35) to explain the prohibition of cheating in weights and measurements in the Quran. • use Surat An-Nisa (4:29) to explain the recommended methods of commercial transactions. 	Assess the accuracy of the Quranic verses
) understand the challenges of work in contemporary life (u)	In groups Learners: <ul style="list-style-type: none"> • share experiences and challenges of work. • discuss agreeable and disagreeable behaviors at the work place • suggest ways of overcoming challenges in work. • use Surat Al-Jumu'ah (62:10) and Al-Najm (53:39) to outline the challenges of work. • use Surat Al-Jumu'ah to explain ways through which challenges of work can be overcome. 	<ul style="list-style-type: none"> • Listen to learners' discussions for accuracy and correctness. • Examine Learners Product on the Quranic verses for accuracy
c) understand the Traditional African views about wealth and development(u)	Guide learners to: <ul style="list-style-type: none"> • discuss and construct the meaning and composition of wealth in Traditional Africa. • discuss ways through which wealth was acquired in Traditional Africa • relate wealth to development in Traditional Africa. • discuss the value of generosity in Traditional Africa 	<ul style="list-style-type: none"> • Observe learners participation during the group discussions for evidence of understanding the Traditional African view of wealth and development

SENIOR 3: TERM 2

Theme: Man’s Dominion over the World

TOPIC 2: WEALTH AND DEVELOPMENT

36 PERIODS

Competency: Learners explore the ways through which wealth can be acquired and the Islamic perspective creation and use of wealth for development.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate the Quranic teachings on wealth(a) b) appreciate the role of Islam in development(u/v)	Guide learners to: <ul style="list-style-type: none"> • discuss and construct the meaning of wealth and development. • discuss the Quranic teachings on wealth and development • explore the following verses of the Quran regarding wealth: <ul style="list-style-type: none"> - Al-Baqara (2:188) - Al-Imran (3:14) - An-Nisa (4:29, 4:33) - Al-Anfaal (8:28) - At-Tawbah(9:24, 88 and 111) - Yunus(10:2-3) - Al-Humazah (104:2) • find out about different Muslim projects that have influenced development in Uganda. • discuss the contribution made by Muslims in the development of Uganda. 	<ul style="list-style-type: none"> • Examine learner’s product in relation to accuracy and correct reference use of the Quranic verses to explain what they say about wealth and hard work. • Assess the products about the contribution made by Muslims in the development of Uganda.
c) understand how wealth is related to development (u)	Guide learners to: <ul style="list-style-type: none"> • discuss examples on how wealth promotes contentment and happiness in the community • explain unacceptable ways of acquiring wealth, such gambling, corruption, stealing. • describe ways through which hard work leads to wealth and development • use examples to explain the dangers of corruption and how it can be avoided. 	<ul style="list-style-type: none"> • Assess the products about how wealth is related to development. • Observe learners in the group discussions about wealth that promotes happiness in the community for co-operation, aspect and integrity

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) relate wealth to happiness (u)	Guide learners to: <ul style="list-style-type: none"> • use examples to illustrate how money and other forms of wealth can contribute to happiness • use examples to show how money and other forms of wealth can reduce happiness • identify individuals from the community who have acquired wealth through hard work. 	<ul style="list-style-type: none"> • Listen to debate on whether 'money and wealth' can contribute to happiness or reduce happiness for validity and language accuracy. • Analyze written products for correctness.
) understand the challenges of development (u)	In groups, learners: <ul style="list-style-type: none"> • identify factors that retard development, such as corruption, lack of skills, tribalism, lack of capital, poor infrastructure • discuss the negative effects of development on human life. 	<ul style="list-style-type: none"> • Read a summary about how development affects the environment.
a) understand the Traditional African views about wealth and development(u)	Guide learners to: <ul style="list-style-type: none"> • discuss and construct the meaning and composition of wealth in Traditional Africa. • discuss ways through which wealth was acquired in Traditional Africa • relate wealth to development in Traditional Africa. • discuss the value of generosity in Traditional Africa 	<ul style="list-style-type: none"> • Observe learners responses to the questions during the group discussions for evidence of understanding the Traditional African view of wealth and development

SENIOR 3: TERM 3

Theme: Man's Dominion over the World

TOPIC 3: LEISURE

36 PERIODS

Competency: Learners understand religious teachings about leisure for an individual and society, in order to make the right choice of leisure activities.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand the Islamic teachings about leisure (u)	The teacher guides learners to: <ul style="list-style-type: none"> • explain the need for leisure as presented in Surat Al-Inshillah (94:7) • explain what the Quran says about leisure using Surat Al-Ankabut (29:20, 30:9 and 40:21) • use Prophet Muhammad (PBUH) as a role model and explain how he spent his leisure time. 	<ul style="list-style-type: none"> • Examine learner's written work for accuracy and correctness of expressions and Quran referencing. • Listen to learners as they discuss converse during group work for accuracy
b) appreciate the importance of leisure in Islam (u)	The teacher guides learners to: <ul style="list-style-type: none"> • explain the importance of leisure according to the teachings of Islam • explain the various leisure activities in society • explain ways through which African communities spent their leisure time in traditional Africa • identify the different leisure activities in school • explain what happens if one has no time for leisure. • use internet to search what happens if one has no time for leisure. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Listen to the learners conversation about leisure for validity and accuracy. • Observe the discussion focusing on participation
a) Understand types of leisure activities (u, v)	In groups, learners: <ul style="list-style-type: none"> • discuss different leisure activities: <ul style="list-style-type: none"> - religious - cultural - physical - social - solitary, such reading the Quran or a novel, listening to the Quran, music, watching TV • explain five leisure activities in Islam that can promote friendship and unity • brainstorm unacceptable ways of spending leisure time in Islam. 	<ul style="list-style-type: none"> • Assess the products based on the Quran that explain three leisure activities that promote friendship and unity. • Listen to the discussion about the different Leisure activity focusing on the validity and quality presentation

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) identify modern trends of leisure (k) b) recognise how leisure can be misused in society today(u/v)	In groups, learners: <ul style="list-style-type: none"> • discuss the changes in the patterns of leisure in modern society • describe how leisure has evolved into an industry • explain the technological innovations in leisure/relate social media and leisure/give examples of other acceptable ways of spending leisure time • compare the Islamic teachings about leisure with the modern understanding of leisure • discuss the dangers of misusing leisure • identify examples of how leisure is abused today • outline possible solutions to the abuse of leisure. 	<ul style="list-style-type: none"> • Observe learners’ presentations on how leisure has been abused today and explain what can be done to rectify the situation. • Listen to the presentations from the discussion for validity and accuracy. • Analyze learners products for correctness
b) understand the effects of African traditional understanding of leisure	In a plenary, the teacher activities guides learners to: <ul style="list-style-type: none"> • describe new leisure activities in society • discuss the leisure activities in the Traditional African Society. • write about good leisure practices in Traditional African Society that are still relevant for people in the modern world 	<ul style="list-style-type: none"> • Listen to learners’ responses to the questions during the group discussions for evidence of understanding the Traditional African view of leisure

SENIOR 4: TERM 1

Theme: Man's Harmonious Co-existence

TOPIC 1: PEACE

36 PERIODS

Competency: Learners understand peaceful methods of resolving conflict and maintaining harmony in society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate the values of harmonious living, tolerance, dialogue, negotiation, conflict resolution and civility with regards to peace (u)	Guide learners to: <ul style="list-style-type: none"> • use Surat An-Nisa (4:97-99) to explore the way the vulnerable in society should be helped. • use Surat Hujurat (49:9-10) to explore the ways of reconciling the fighting groups. 	<ul style="list-style-type: none"> • Examine learner's written work for accuracy and correctness of expressions and content on peace • Examine the quality and accuracy of the research presented by the learners Give three examples of Prophet Muhammad's struggle to bring about peace in Arabia. <ul style="list-style-type: none"> • Observe learners participate in a discussion on the role of negotiation in attaining peace.
understand that Islam is built on the foundation of peace (salaam) (u)	<ul style="list-style-type: none"> • explain the implication of Allah's name (Al-Salaam). • explain the greeting in paradise based on Surat Al-Raad. 	
c) appreciate the Islamic teachings on peace (salaam) (u)	<ul style="list-style-type: none"> • use Surat Al-Zuhruf to explain the way one responds with peace and forgiveness to an aggressor. • use Surat Maryam to explain that in paradise there will be no noise, only salaam. • use Surat Al-Furqan to explain that righteous people do not quarrel with those who insult them, they only say salaam (let there be peace). 	
d) appreciate the struggle for peace as a way of promoting self-sacrifice and civility (u)	<ul style="list-style-type: none"> • share views on various methods of the struggle to attain peace. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand the nature of traditional African peace-building mechanisms(u) b) appreciate dialogue, negotiation and communication in the maintenance of peace(u/v)	The teacher guides learners to: <ul style="list-style-type: none"> • brainstorm about the traditional African understanding of peace. • identify the practices of peace in traditional societies, such as blood pacts • discuss the role of beer in promoting peace. • identify the role of traditional/cultural leaders in societies in promoting peace. • brainstorm about peace and how it is maintained in different types of relationships among young people, married people and society in general. • write an essay about good practices in traditional African peace –making that can be applied to modern times. • identify examples of people who have used negotiations and dialogue to build peace in relationships 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Listen to the correctness of the learners' presentation • Observe learners work in group focusing on cooperation , respect and language accuracy

SENIOR 4: TERM 2

Theme: Man's Harmonious Co-existence

TOPIC 2: JUSTICE

36 PERIODS

Competency: Learners appreciate Islamic teachings about justice, understand the value of a just society and know how fairness should be maintained in society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate Islamic teachings about justice (u)	Guide learners to: <ul style="list-style-type: none"> • use Surat Al-Nahl (16:90) to understand Allah's command of justice and fairness. • use Surat Al-An'am to explore the way Allah sealed His word with Truth and Justice. • use Surat An-Nisa (4:3) to explore the way justice is the main element of domestic relationships (6:152). • use Surat Al-An'am to explore that justice must prevail even when one's interest will be affected. 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during group work about justice and fairness. • Examine learner's written work for accuracy and correctness of expressions and Quran referencing about justice in society • Examine the quality and accuracy of the research presented by the learners in regard to non-violent methods of attaining justice • Assess the quality and accuracy of the research presented by the learners in regard to personalities who have struggled to create justice in society.
) understand the concept of justice to encourage self-control, love, fairness and respect for others (u)	In groups, learners: <ul style="list-style-type: none"> • identify and record examples of injustices in society • explain the dangers of injustices in society • explain the need for laws in society to maintain justice. • Suggest three non-violent ways of achieving justice. • explain the duties of each of the following: <ol style="list-style-type: none"> a. Ministry of Justice b. Human Rights Commission. • explain the importance of justice' in at least three surats in the Quran. • suggest ways of overcoming injustices in society 	
c) know the correct ways of achieving justice to develop integrity, endurance and truthfulness (k)	Learners investigate case studies to: <ul style="list-style-type: none"> • identify successful and unsuccessful ways of achieving justice • explain the role of government in upholding justice in society. 	
d) appreciate the value of a just society to attain joy, friendship and gratitude (u/v)	<ul style="list-style-type: none"> • investigate two case studies of people who have struggled to create justice in society. • identify factors that undermine the attainment of justice. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) appreciate the traditional African understanding of justice (u, v)	In group discussions learners: <ul style="list-style-type: none"> • construct the African meaning of justice • identify the injustices in the traditional society • investigate how justice was executed in traditional society in families and in villages • discuss how Justice is upheld in the African Traditional society 	<ul style="list-style-type: none"> • Observe learners as they discuss converse during group work. • Examine learner’s written work for accuracy and correctness of expressions and content about traditional African Justice

SENIOR 4: TERM 3

Theme: Man’s Harmonious Co-existence

TOPIC 3: CONFLICT RESOLUTION

36 PERIODS

Competency: Learners understand the value of resolving conflicts in order to maintain peace in society and value tolerance as a way of avoiding conflicts in society.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) understand Quran to identify teachings about conflict resolution (u, s) b) describe how Prophet Muhammad resolved conflicts (k)	Guide learners to: <ul style="list-style-type: none"> • discuss ways in which religion could help resolve conflicts using Surat Al-Imran (3:19 and 64). • describe the ways in which Prophet Muhammad resolved conflicts. • understand how religion can be an important factor in conflicts. 	<ul style="list-style-type: none"> • Analyze the written product principle of dialogue as anchored in the Quran verses and in the practice of the Prophet. • Observe learners discussion or correctness of verse interpretation
a) Analyse information received through various sources regarding causes of conflict (s) b) understand the nature of conflicts in the modern world (u) c) draw conclusions about the role of religion in conflict (u, s)	With guidance from the teacher, learners discuss: <ul style="list-style-type: none"> • the types of conflicts in families, schools, villages, society and the country • the causes of conflicts in the country • the nature of conflicts in the contemporary world • the religious conflicts in the country. In pairs, learners: <ul style="list-style-type: none"> • talk about examples of conflicts in the church • identify conflicts where religion contributed to the problem • describe the effects of the current conflicts to individuals and society. 	<ul style="list-style-type: none"> • Assess a written product about any one conflict that is related to religion. • Listen to learners’ discussion for quality of argument and language appropriators.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <p>a) understand the principles of conflict resolution (u)</p> <p>b) understand how conflicts can be resolved in different situations (u)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • identify the ways of resolving conflicts in families, schools, villages, society and the country • understand how conflicts can be resolved with a focus on reconciliation, tolerance, respect for others, kindness, fair treatment, unity and forgiveness • discuss the importance of conflict resolution • understand the contribution of Islam in the conflict resolution in Uganda. 	<ul style="list-style-type: none"> • Assess a written product about one conflict you were involved in and explain how it was resolved. • Listen to learners proposals about role in resolving any conflict.
<p>c) understand ways in which people can live in harmony to promote peace (u)</p>	<p>With guidance from the teacher, learners:</p> <ul style="list-style-type: none"> • explore conflict resolution skills with a focus on the following: active listening, understanding others, managing emotions, empathy and negotiation • propose any other skills they can use to resolve conflicts in families, schools, communities and the country • suggest ways in which religion could help resolve a current conflict. <p>In a classroom discussion, learners:</p> <ul style="list-style-type: none"> • identify key Muslim personalities who have played an important role in conflict resolution in Africa • suggest ways on how to help individuals affected by conflicts as a way of promoting peace and reconciliation • describe the importance of unity, tolerance, forgiveness and reconciliation in their own lives. 	<ul style="list-style-type: none"> • Assess the written product about any other conflict resolution skills. • Observe learners work in groups focusing on validity of arguments, language accuracy, cooperation
<p>a) understand the nature of conflicts that existed in traditional Africa (k)</p> <p>b) appreciate the conflict resolution methods used in the traditional African setting (u)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • discuss the nature of conflicts and conflict resolution methods in traditional African societies • compare the traditional African methods of conflict resolution to the ones of modern society • discuss what modern society can learn from African heritage concerning conflict resolution in society • use examples of religious conflicts that led to the persecution of Muslims • share opinions about how tolerance can help prevent conflicts in society • discuss other ways of avoiding conflict. 	<ul style="list-style-type: none"> • Assess a written summary of learner's thoughts about conflict resolution and compare this to what happens in modern society. • Observe learners participation as they work in group with focus on quality of arguments and language appropriators.

ASSESSMENT

Assessing the new expectations for learning

This curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k, u, s & v/ a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

This guidance focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram.

Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve.

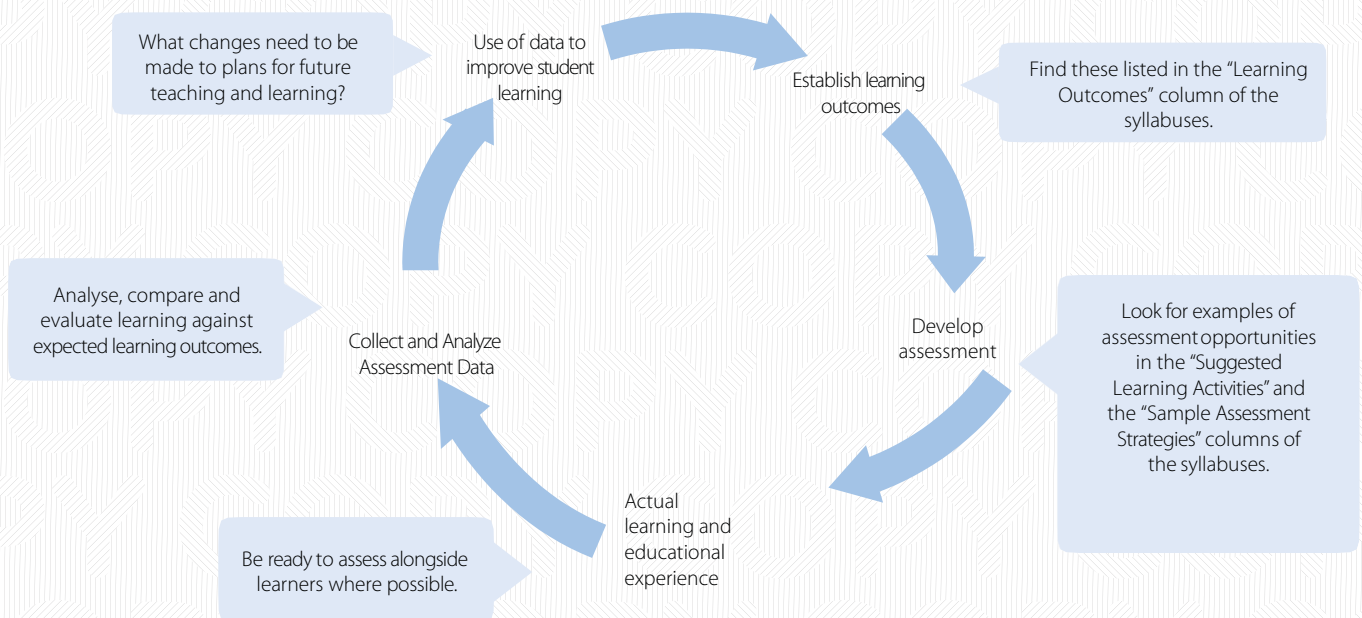
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes has been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

ASSESSMENT

How do we find the opportunity to make formative assessments?

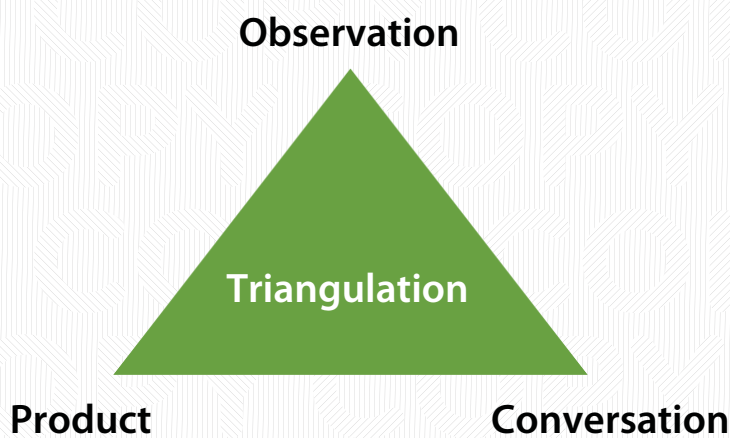
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills and values)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give 'Sample Assessment Strategy', and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each topic. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each topic as a whole.

Each Topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the Topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole to be achieved. This will vary with the subject and topic.

By looking at the Learning Outcomes within each topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category for different subjects and topics.

They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus topic through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-topic assessment for six learners.

Islamic Religious Education										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

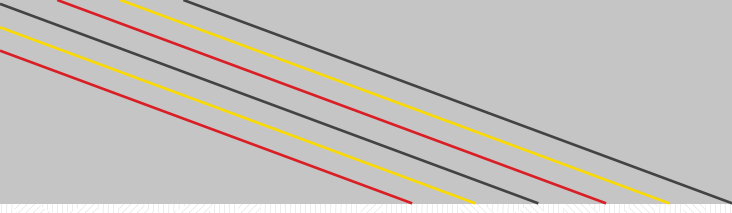
This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute to the final grade of the School Leaving Certificate.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Strategy	A strategy which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.





National Curriculum Development Centre
Ministry of Education and Sports,
P.O. Box 7002, Kampala, Uganda

Website: www.ncdc.go.ug