

Australian Islamic College

Islamic Studies Department Curriculum Plan

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

Est. *William Arthur Ward* 1986

Islamic Values and Academic Excellence
for success in this life and the hereafter



AUSTRALIAN ISLAMIC COLLEGE (KEWDALE) CURRICULUM PLAN



'Islamic Values and Academic Excellence for success in this life and the hereafter.'

All praises belongs to Allah SWT the Glorious, Majestic, Most Kind and Merciful. May his peace and blessings be upon His last and final Messenger, Muhammad, Peace be upon him.

I welcome you to our school (A.I.C) and feel greatly privileged to share some information with regards to some of the activities and ways of integration that is carried out within the Islamic Studies Department and the types of outcomes that we focus on.

The outcomes that we focus on are:

1. Core Beliefs – Tawheed.
2. Islam/Submission and acts of worship
3. Rights and obligations (your duties/rights-responsibilities)
4. Qur'an recitation and memorization.
5. Fiqh- Islamic Jurisprudence including halal and haram
6. Biography/Seerah
7. Akhlaaq and Aadaab (Manners and ethics)

An important part of the department, especially in our type of colleges/ schools is the opportunity of applying Islamic studies across the curriculum i.e. integration.

E.g. Management and Marketing- Accounting
(Islamic Banking/finance)

Religion and Life - comparative religion –
religion linked to day-to-day life skills

SOSE -maintaining creation

Science- our lives/ our world and beyond

Biology- creation, birth etc.

English- across the board

The main aim is to inculcate within the students the love for religion, zeal for acquiring knowledge the love for Allah and the Prophet PBUH. The eagerness **to learn, understands, practice and share.**

Through the learning content, our aim is to equip our students with the necessary and essential Islamic knowledge to be able to contribute to their country without compromising their faith. At the same time, we emphasize the importance engaging with their Non Muslim neighbours and friends as per the advice and practice of the Prophet Muhammad PBUH.

I thank you for your time and request your sincere prayers.

Assalamo Alikum, Peace be upon you.

Wael Ibrahim, HOLA

Islamic Studies Department

ISLAMIC STUDIES

Religious Education

The Department aims to ensure that students develop understandings, skills and attitudes relevant to both individual and vocational needs, personal life and how to work in society thereby enabling them to fulfil their potential and contribute positively to society. Students develop relevant skills and understandings in a wide range of areas relating to business, comparative religion, modern day contemporary technical issues etc.

Religion and Religious Educational subjects provide students with the underlying skills for further study and development in Senior School. These fundamental skills are even more important now that students are able to study Senior School courses in this area which lead to tertiary entrance like Religion and Life. The ability to apply learning from a number of areas will be an advantage in gaining university entry for many students.



Lower School Years 7 to 10

Religious Learning area offers the following disciplines for year 7 to 9 Students.

Subject	Year Group	Relevant topics	Time allocation per week
Beliefs and Divinity - Learning Islam Book. 1-3	7-9	Core Values Worship in Daily Life	2 periods each week. i.e 100 minutes
Submission and Acts of worship - Learning Islam Book. 1-3	7-9	Ethical Behaviour Morals and values Jurisprudence (FIQH)	2 periods
Rights and Obligations - Learning Islam Book. 1-3	7-9	Environment Animals – Humans etc	2 periods
Islamic Literacy, Sunnah, History and Beyond: Martin Lings – The biography of Muhammad PBUH for year 10 group	10	Muhammed SAW gave us Islam in 20 years thru’ morals and character Previous nations and Prophets	For year in particular, we dedicate 3 periods a week for the Seerah Program.

Upper School Years 11 to 12

Choice of Religion and Life Courses

Subject	Year Group	Topics
Religion and Life <ul style="list-style-type: none">• Stages 1AB , 2AB	11	Nature of Religion Religious Belief Systems
Religion and Life <ul style="list-style-type: none">• Stage 3AB	12	Influence of Religion Cultural ,Contemporary issues

NOTE: Religion and Life students enjoy **5 lessons per week**. Each lesson is 50 min.

The lessons are divided into class work, research, group activity and IT integration.

Guidelines for the Delivery of the curriculum:

1. Teaching and Learning Programs:

All teachers should distribute a copy of teaching program, assessment policy. All year 7-12 programs must be strictly followed. Any part of the program must not be changed without prior permission or consultation with the HOLA. All assessment tasks mentioned in this program must be administered all the time unless otherwise discussed with the HOLA. Any modification /change in the program/ assessments tasks must be discussed in the general departmental meeting.

2. Assessments:

- a) All formal assessments must be carried out on the same week for respective year levels. Teachers are given responsibility for writing some part of the tests; answer keys for marking and the final test are compiled by HOLA or as agreed upon as a department. Feedback must be given to students as soon as possible and students should do the correction in their own time and must understand their mistakes for that particular test.
- b) The school policy is to evaluate students twice a term on the term test and the assessment task.

3. Reporting and Marks Analysis:

Reports for every year group need to be submitted electronically on the AIC / Iwise system. Names of all the students at risk from year 12 should be given to the HOLA as well as the Deputy Principal (Sr. Islam).

Once the marks are entered by the teachers, teachers send their analysis to the HOLA.

The HOLA then analyses the results and send the report to the principal and to the Deputy Principal with the board report as and when required.

4. Teacher's resource files:

All teachers must keep a resource file for each Year group containing:

- a) Programs/syllabuses
- b) Assessment tasks with marking keys
- c) Worksheets and any other classroom handouts

5. Students' portfolios/files:

- a) Marked assessment tasks need to be put in students' portfolios.
- b) The Head of Learning Area is required to evaluate student's work to make sure that programs are followed and assessment items are marked properly.

6. File inspections:

With prior notification, the HOLA will be checking student's files. All teachers will be given a checklist prior to the file inspection date.

7. Teaching Year 12 subjects:

The programs, tasks and exams for the year 11 and 12 courses are managed by the teacher teaching that course. The teachers have to follow all the programs designed by curriculum council and follow the guidelines mentioned by Curriculum council.

All teachers teaching Year 12 subjects must provide students sufficient study materials and past WACE examination papers and must ensure that students practice. Fortnightly feedback about the students' performance should be given to HOLA and Deputy Principal.

8. External Moderation for year 12 subjects:

Teachers teaching year 12 subjects should do small group moderation if the number of students is less than 10. In the past we have joined various schools and carried out SGM

9. Internal Moderation for all subject areas:

Internal moderation is done once a semester where teachers from Kewdale, Thornlie and Dianella come to Kewdale and moderate student work. Religious subjects could be moderated monthly.

10. Computer Skills Integration (ICT):

All the teachers should encourage their students to participate in computer skills competitions. IT and Computer integration is an important component of religious studies and Religion and Life

11. Students' Work Samples:

Teachers must give Head of learning area the work samples of their students every term.

12. Relief work and Emergency Files:

Teachers must provide relief work in the central office if they are not coming to school. Our department has a relief file that the HOLA keeps and used when needed.

13. Professional Development:

Teachers must get their P.D approved from the HOLA before they register for the P.D. The HOLA has to get the approval from the Principal.

14. Consensus Moderation:

Teachers teaching year 12 must attend consensus moderation meetings. The information will be sent to the teachers by Deputy Principal.

15. Departmental Meetings:

All the teachers must attend dept. meetings organised by HOLA from time to time.

16. Special activities and excursions:

This are to be arranged in advance with the HOLA and approval of the School Principal and should be relevant to learning outcomes and objectives.

17. Use of Cameras and Other Digital Media:

Teachers need to book this equipment if need be but also get written consent.

18. Resources and other extra materials:

Teachers need to ask HOLA to assist with their resource requests that will be submitted to the Admin/ Principal.



Religion and Life

In Religion and Life, students explore how and why individuals and communities relate to, and understand religion. As they develop the knowledge, understandings, values and skills of this course they learn ways to interact and communicate with people about religious beliefs and practices. Students explore particular religious worldviews and investigate characteristics of religions, their origins, foundations, cultural influences and development over time. They also analyse the role religion has played in human affairs and consider the challenges and opportunities religions face in the future.

Unit 1AREL

The focus for this unit is **why religion?** Students explore experiences that lead people to look for meaning and purpose in their life and the types of questions people ask about life, its meaning and purpose. They explore some of the reasons people give for why religion is important to them and what guidance and support it provides to people during their lives.

In developing this focus, students define spirituality and its place in people's lives, and understand what religion offers. Students are introduced to how religions are organised, the beliefs of religions, how religions develop values and beliefs in their followers and how the structures and practices of a religion can support a person in their life. They gather, use and communicate information about what they learn from a variety of reliable sources about religion.

Unit 1BREL

The focus for this unit is **people and religion**. This unit explores the relationship between people and religion. It considers the solutions or responses offered by religion to problems that exist in society be these moral, ethical or social issues. The unit explores important issues that all people experience in their lives. It seeks to describe these experiences, their causes and assess how religion addresses these issues. Students research and analyse how religions express a concern for justice and social justice in the world.

Students recognise that there is an ethical dimension to research. They demonstrate important elements of planning, conducting and communicating when processing information and conducting inquiries about people and religion.

Unit 2AREL

The focus for this unit is **the place of religion in society**. In this unit students study the place of religion in both past and present societies. Students explore the impact and influences of religion on a contemporary society such as Australia. The unit examines the response of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

After completing this unit, students understand why people gather together in communities and celebrate their religious identity. They refine the skills required for conducting, processing and communicating their findings about the interplay between religion and life.

Unit 2BREL

The focus for this unit is **religious identity and purpose**. This unit looks in more detail at the influence of religion on the search for personal identity and purpose in life. It explores how people understand experiences of spirituality and how their spirituality is affected at significant times and by events in their lives. The unit investigates how religious identity is shaped and how religion forms the identity of followers. The unit examines how religious identity has impacted on religious groups throughout history.

Students develop understandings of how the religious identity of a group and their values interact with society. The consequences of this interaction are examined. Students develop their understandings by gathering meaningful data that is processed critically and communicated using well-reasoned arguments.

Unit 3AREL

The focus for this unit is **connection and challenge in religion**. This unit examines the historical context of religion over time and explores opportunities and challenges that exist in the future for religion. The purpose of this unit is to make connections between past, present and future experiences of religion and understandings of the interplay between religion and life.

The unit explores the connections and challenges that arise for individuals and societies from the interplay over time between religion and life. Using a variety of sources to analyse the questions and challenges that arise from the interplay between religion and life, the unit examines the role of religion in societies and in particular, Australian society.

The unit analyses the impact of changes on society and how these changes shape ways that individuals and groups interact with religion, and how religion responds and adapts to change. Students develop research questions about how society, individuals and religion interact. They create, expand or modify their understandings of religion and how religion responds to current questions and concerns.

Unit 3BREL

The focus for this unit is **freedom and religion**. This unit explores the human desire to become responsible and free. It also examines religious understandings of freedom and how religion responds to issues that arise from the human desire for freedom. The range of ideas, values and attitudes that exist in society concerning freedom are examined by exploring possible sources of influence on people and how they live within societies, particularly in Australian society. The unit also analyses and assesses the development and consequences of trends in society and the effects these trends may have on people and their desire to be free.

Grades and Weighting Distribution

Schools report student achievement in a completed unit at Stage 1, 2 or 3 in terms of grades. The following grades are used:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Inadequate achievement

Schools report student achievement in Preliminary Stage units as either completed or not completed.

Each grade is based on the student's overall performance for the unit as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples.

The grade descriptions for this course are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

Please refer to the WACE Manual for further information regarding grades.

