**GRADE 10 – INSTRUCTION SHEET 1 –:** INTRODUCTION TO THE RELIGIOUS EDUCATION

 SYLLABUS.

**DATE**: September 14, 2020

**SUBJECT**: Religious Education

**Please ensure that the instructions listed below are carefully read and followed. . Classes will be held on Zoom using the following link:**

**Join Zoom Meeting -Business Group** [**https://us04web.zoom.us/j/79213220092?pwd=R2FUVERRMEVvTHErMkpnS3QvdHQ3Zz09**](https://us04web.zoom.us/j/79213220092?pwd=R2FUVERRMEVvTHErMkpnS3QvdHQ3Zz09)

**General and Arts Groups -**Join Zoom Meeting

Join Zoom Meeting

https://us04web.zoom.us/j/75826310445?pwd=U2ZYcjVGUUIwZUhoRW1QeHE1WnZNZz09

Meeting ID: 758 2631 0445

Passcode: i876ne

1. Today you will be introduced to what is expected of you in the Religious Education syllabus. The topic for this class will introduce you to some important details of the syllabus. **Topic**: Introduction to Option A- Christianity
2. Before reviewing the Handout below make sure that you have your note and text books, a copy of the syllabus and a dictionary ready.
3. Review the objectives for the topic below. These should also be written in your notebook. The summary of content should also be noted. (SEE BELOW)
4. Carefully read through the information below as well as your syllabus. A copy has been placed on the school’s website. It is also available on the CXC website.
5. The activity/ies should be completed for future reference.
6. Should you have any concerns please email me at myretaecher@yahoo.com .

**Aim: (i**) To examine the organisation of the syllabus in order to foster an understanding of the

 option being studied.

**Objectives:** At the end of the lesson students should be able to:

(i) explain the following terms: core, options, compulsory, knowledge, interpretation and analysis, application.

(ii) identify the FOUR (4) options of the Religious Education syllabus.

(iii) explain the knowledge and skills needed to answer questions from the three dimensions.

(a)Knowledge (b) Interpretation and Analysis (c) Application

(iv) describe the structure of the option (A) and format of the examination.

(v) familiarise themselves with the glossary of terms outlined in their syllabus. (N.B. This will

 help them to understand what is required of them for questions given)

(v) appreciate the fact that they are responsible for their own learning.

**Instructional Material**: The syllabus found on the school or cxc website

**Summary of Content**

The Religious Education syllabus is made up of a compulsory core and four options. Each candidate must study the compulsory core and one option.

**CORE** – the core emphasizes the beliefs and practices of four world religions and six indigenous religions in the Caribbean. The core section of the syllabus is done in grade 9/10. Therefore, our focus in grade 10 will be the core section of the syllabus. We will look at:

*1. Major Religions*: Christianity, Hinduism, Islam and Judaism

*2. Indigenous Religions*: Rastafari, Revivalism, Vodun, Orisha/Shango, Spiritual Baptist and Santeria

**N.B.** We will also start the School Based Assessment (SBA) in Grade 10.

**OPTIONS \_ This section is done in grade 11**

Each option explores the meaning and purpose of life from the perspective of each religion and the application of its principles to the challenges and demands of Caribbean society. The FOUR options are:

**Option A**- Christianity;  **B** – Hinduism; **C** – Islam; **D** – Judaism

**OPTION A – CHRISTIANITY (Marymount does TWO of the FOUR options i.e. A and D)**

Option A Christianity is divided into FOUR sections form which students are expected to do one compulsory and two other questions of their choice. The divisions are;

1. Human Life Issues 3. God
2. The Bible 4. Sin and Salvation

The Three [3] Dimensions of a Question

The knowledge and skills students are expected to develop on completion of this syllabus, have been grouped under three headings:

1. Knowledge;
2. Interpretation and Analysis;
3. Application

*Knowledge*- The student’s ability to recall facts and events, define terms, identify characteristics and describe practices.

*Interpretation and Analysis*- The student’s ability to explain concepts, analyse issues and values, compare and contrast beliefs and practices, cite implications and draw conclusions.

*Application*- The student’s ability to gather, organise and communicate information and apply religious principles to contemporary life situations.

**Format of the Examinations**

Candidates will be required to take Paper 01, Paper 02, and Paper 03.

**Paper 01 (1 hour 15 minutes)** - A compulsory paper based on the Core: Essentials of Religion,

Christianity, Hinduism, Islam, Judaism and Caribbean Indigenous Religions.

A 60-item Multiple Choice paper with items based on the Specific Objectives of the Core of the syllabus.

**Paper 02 (2 hours**) - An essay paper consisting of 4 questions.

Candidates will be required to respond to Question 1, and any two of the other three questions. These questions will be based on the Specific Objectives relating to Christianity or Hinduism or Islam or Judaism. N.B, that Marymount High School usually allow students to sit either option A- Christianity or Option D- Judaism. We will decide in grade 11 which of the options will be done. (**See page 4 in your syllabus).**

**The compulsory question for each Option will be set on Section 1: Human Life Issues**. For **Option**

**A - Christianity**, the questions will be set as follows:

**Question 1** – Human Life Issues (36 marks)

**Question 2** – The Bible (32 marks)

**Question 3** – God (32 marks)

**Question 4** – Sin and Salvation (32 marks)

**For Option B - Hinduism, the questions will be set as follows**:

Question 1 – Human Life Issues (36 marks)

 Question 2 – The Ramayan/Bhagvad Geeta (32 marks)

Question 3 – The Absolute and Avatars (32 marks)

 Question 4 – Concept of Sin and Liberation (32 marks)

**For Option C - Islam, the questions will be set as follows**:

Question 1 – Human Life Issues (36 marks)

Question 2 – The Holy Qur’an (32 marks)

Question 3 – Concept of Allah (32 marks)

Question 4 – Concept of Sin, Punishment and Reward (32 marks)

**For Option D - Judaism, the questions will be set as follows**:

Question 1 – Human Life Issues (36 marks)

Question 2 – The Tanakh (32 marks)

Question 3 – God (32 marks)

Question 4 – Festivals and Observances (32 marks)

**School Based Assessment (SBA) Paper 03/1** -The SBA assignment is a research paper. In this paper, students will explore the denominations and sects of selected world religions and Caribbean Indigenous Religions.

**Culminating Activity**

Students will explain what they have learnt about what the syllabus is like and what is expected of them.