



**CARIBBEAN EXAMINATIONS COUNCIL**

**Caribbean Secondary Education Certificate  
CSEC<sup>®</sup>**

**RELIGIOUS EDUCATION  
SYLLABUS**

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# Religious Education Syllabus

## ◆ RATIONALE

The people of the Caribbean live in multi-cultural societies where they are in constant contact with numerous religious ideas. This variety of ideas, along with scientific and technological developments and rapid social changes has led to the questioning of traditional values.

The CSEC Religious Education syllabus is designed to provide students with opportunities to participate in the age-long search of human beings for the meaning and purpose of life, and to facilitate an appreciation and an affirmation of their own sense of uniqueness and identity. It is intended to assist them in understanding the concept of god in religions. It also seeks to help them become aware of the interconnectedness among God, human beings and the world. The syllabus exposes students to different religious ideas, values and ways of expressing them so that they can interact meaningfully with people of different religious and cultural persuasions in the Caribbean and the world.

Further, the syllabus seeks to foster understanding, appreciation and respect for the religious, ethnic, cultural, political and other aspects of plurality in the Caribbean. It is intended that the study of the CSEC Religious Education syllabus will help students to understand their society and the belief systems of others, clarify their own belief systems, deal with problems, and resolve conflicts.

This syllabus will contribute to the development of the *Ideal Caribbean Person*, by promoting and encouraging the cross-pollination of ideas among students of different ethnic backgrounds, cultures and points of view. The syllabus will also help students to develop intellectually and seeks to refine their critical thinking skills and judgments and the acquisition of skills as defined in the UNESCO pillars of Learning through research and the study of four world religions and indigenous religions found in the Caribbean.

## ◆ AIMS

This syllabus aims to:

1. develop an understanding of the meaning and purpose of life as advanced by different religions practised in the Caribbean;
2. encourage informed dialogue among various cultural and religious organisations and groups to foster harmony and peace among people of diverse customs and beliefs within the Caribbean;
3. encourage a critical and reflective approach to religious beliefs and practices;
4. encourage appreciation and respect for various belief systems;
5. create an awareness of the diversity and communality that exist in religion;
6. create an awareness of our religious heritage as a Caribbean people.

## ◆ CRITERIA FOR CONTENT SELECTION

The main considerations which have guided the selection of the content of the syllabus are that the concepts and themes chosen should be:

- i. representative of four world religions and indigenous religions found in the Caribbean;
- ii. conducive to the exploration of the meaning and purpose of life;
- iii. useful in developing knowledge, awareness of and respect for the value placed by others on their religious beliefs and practices;
- iv. helpful to students in clarifying their own belief systems, dealing with issues and resolving conflicts.

The term, “Caribbean Indigenous Religions,” as used in the syllabus, acknowledges that all Caribbean religions have both European and African retentions. Over time, these religions have amalgamated, assimilated, integrated, and have evolved into a distinctive Caribbean orientation and mode of expression.

Many indigenous religions may be identified in the region. Since it is not possible to study all of these religions in the time available for the section on Caribbean Indigenous Religions, six have been identified in the syllabus, namely, Rastafari, Revivalism, Vodun, Orisha, Spiritual Baptist and Santería.

## ◆ ORGANISATION OF THE SYLLABUS

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 emphasises the beliefs and practices of four world religions and six indigenous religions in the Caribbean. This section is intended to provide a foundation for the study of the central concepts of the religions that will follow in the Options.

### OPTIONS

Each Option explores the meaning and purpose of life from the perspective of each religion, and the application of its teaching and principles to the challenges and demands of Caribbean society.

Four religions intended as Options are alphabetically listed below:

Option A	-	CHRISTIANITY
Option B	-	HINDUISM
Option C	-	ISLAM
Option D	-	JUDAISM

## ◆ APPROACHES TO TEACHING THE SYLLABUS

This syllabus focuses on religious education rather than religious instruction. The emphasis is on the development of knowledge and insight that will enable students to clarify their own beliefs and to understand the belief systems of others.

Religious education is concerned with learning to be humane and helping others to make the best of their own humanity. It explores the mysteries of life, examines the distinction between what is regarded as sacred and what is regarded as profane and teaches respect for the sacred space of others.

As such, religious education is necessary as part of good general education. It is relevant not only for persons who are interested in careers as religious leaders and persons who are interested in personal spirituality or moral development, but also for professionals in several fields, including medicine, law enforcement and social work. In teaching the CSEC Religious Education Syllabus, either the Revised Standard Version (R.S.V) or the New International Version (N. I.V.) of the *Bible*, the *Ramayana*, the *Bhagavad Geeta*, the Qur'an (Koran) and the *Tennach* (Tenakh) may be used.

## ◆ SUGGESTED TIME-TABLE ALLOCATION

It is recommended that about 144 hours be time-tabled for coverage of the syllabus.

## ◆ CERTIFICATION

The syllabus will be examined at the General Proficiency certification only. The candidate's performance will be indicated on the certificate by an overall numeric grade, and, in addition, by a letter grade for each of the three Profile Dimensions.

## ◆ DEFINITION OF PROFILE DIMENSIONS

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

- (i) Knowledge;
- (ii) Interpretation and Analysis;
- (iii) 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.*

**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:*

<i>Question 1 – Human Life Issues</i>	<i>(36 marks)</i>
<i>Question 2 – The Ramayan/Bhagvad Geeta</i>	<i>(32 marks)</i>
<i>Question 3 – The Absolute and Avatars</i>	<i>(32 marks)</i>
<i>Question 4 – Concept of Sin and Liberation</i>	<i>(32 marks)</i>

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

<i>Question 1 – Human Life Issues</i>	<i>(36 marks)</i>
<i>Question 2 – The Holy Qur'an</i>	<i>(32 marks)</i>
<i>Question 3 – Concept of Allah</i>	<i>(32 marks)</i>
<i>Question 4 – Concept of Sin, Punishment and Reward</i>	<i>(32 marks)</i>

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

<i>Question 1 – Human Life Issues</i>	<i>(36 marks)</i>
<i>Question 2 – The Tanakh</i>	<i>(32 marks)</i>
<i>Question 3 – God</i>	<i>(32 marks)</i>
<i>Question 4 – Festivals and Observances</i>	<i>(32 marks)</i>

**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.



## MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

Profile Dimensions	Paper 01	Paper 02	Paper 03 (SBA)	Profile Weight
Knowledge	40	30	-	35%
Interpretation and Analysis	20	40	20	40%
Application	-	30	20	25%
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>100%</b>

### ◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates who have obtained 50% or more of the moderated score will not be required to repeat this component of the examination provided that they write the examination in the academic year immediately following their first sitting of the examination. Resit candidates who failed to achieve 50 % of the moderated score must repeat the research paper during the academic year in which the examination is repeated. Resit candidates must indicate at registration that they are resit candidates.

# ◆ CORE

## ◆ SECTION 1 - ESSENTIALS OF RELIGION

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the elements of religion;
2. appreciate how religion contributes to an understanding of the meaning and purpose of life.

### SPECIFIC OBJECTIVES

Students should be able to:

1. define religion, denomination, sect, and cult;
2. explain the common features of religions;
3. describe human needs to which religion offers a response.

### CONTENT

#### 1. Definition of:

- (i) Religion.
- (ii) Denomination.
- (iii) Sect.
- (iv) Cult.

#### 2. Features of Religion

- (i) Prayer.
- (ii) *Place of Worship.*
- (iii) Belief systems.
- (iv) Rituals.
- (v) Worship.
- (vi) Symbols.

## SECTION 1 - ESSENTIALS OF RELIGION (cont'd)

- (vii) Sacred writings.
- (viii) Deity.
- (ix) Festivals.
- (x) Rites of passage.

### 3. Human needs

- (i) Quest for personal identity.
- (ii) Quest for personal fulfilment in life in relation to a deity.
- (iii) Search for harmony with nature or the environment, and human relationship.
- (iv) Seeking spiritual meaning for life experiences.
- (v) Providing moral codes as a guide for life.

## ◆ SECTION 2 - CHRISTIANITY

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the central beliefs and practices of Christianity;
2. appreciate the similarities and differences with other religions where they occur.

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe how Christians express their understanding of God;
2. identify places of worship in Christianity;
3. identify the major locations where Christianity is practised;
4. identify the written source of authority for Christianity;
5. outline basic beliefs of Christianity;
6. explain selected Christian festivals in different traditions of Christianity in the Caribbean;
7. identify the similarities and differences of origins, beliefs, practices(rites of passage, rituals, initiation, symbols and worship) of Christianity with those of Hinduism, Islam, Judaism and Caribbean Indigenous Religions;
8. explain the ways in which Christianity came to the Caribbean through Christian missions and its establishment in the region.

### CONTENT

#### 1. Christian Understanding of God

- (i) Creator.
- (ii) Liberator.
- (iii) Present through the Holy Spirit.
- (iv) In Jesus Christ.
- (v) *Deliverer.*
- (vi) As Father and Mother.

## SECTION 2 – CHRISTIANITY (cont'd)

### 2. **Places of Worship**

- (i) Tabernacle.
- (ii) Church.
- (iii) Temple.
- (iv) Cathedral.
- (v) Basilica.
- (vi) Assembly Hall or Tent.
- (vii) Assembly.
- (viii) Chapel.

### 3. **Major Locations**

- (i) Africa.
- (ii) *Asia/Pacific*.
- (iii) Europe.
- (iv) The Americas.

### 4. **Source of Authority**

The Bible (Old and New Testament)

- (i) transmitting the Word of God;
- (ii) informing Worship;
- (iii) supporting beliefs and lifestyles.

### 5. **Major Teachings**

- (i) God is One, Almighty Creator.
- (ii) The Trinity.
- (iii) Jesus Christ is redemption.
- (iv) There is judgement, punishment, forgiveness, reward.

## SECTION 2 – CHRISTIANITY (cont'd)

- (v) Concept of man, sin, salvation.
- (vi) Concept of second coming and last days.

### 6. Christian Festivals

- (i) Advent.
- (ii) Christmas.
- (iii) Epiphany.
- (iv) Lent:
  - (a) Ash Wednesday;
  - (b) Palm Sunday;
  - (c) Holy Week;
  - (d) Holy Thursday;
  - (e) Good Friday.
- (iv) Paschaltide:
  - (a) Holy Saturday;
  - (b) Easter Vigil;
  - (c) Easter Sunday and Resurrection of Jesus;
  - (d) Ascension Day;
  - (e) Whitsuntide and Pentecost;
  - (f) Trinity Sunday;
  - (g) Corpus Christi.

### 7. *Practices of Christianity*

- (i) *Rites of Passage*
  - (a) *Birth;*
  - (b) *Marriage;*
  - (c) *Death.*

## SECTION 2 – CHRISTIANITY (cont'd)

- (ii) *Rituals.*
- (iii) *Initiation Ceremonies.*
- (iv) *Symbols and Worship.*

### 8. Similarities and differences with other religions

- (i) Origins, beliefs and practices of Christianity with:
  - (a) Hinduism;
  - (b) Islam;
  - (c) Judaism;
  - (d) Caribbean Indigenous Religions.

### 9. Coming of Christianity to the Caribbean

- (i) From Spain and Portugal with arrival of Christopher Columbus (late 15<sup>th</sup> Century).
- (ii) From other parts of Europe – period of Colonisation in the Caribbean (17<sup>th</sup> Century).
- (iii) From North America and Europe (15<sup>th</sup> to 20<sup>th</sup> Century):
  - (a) Pre-Columbus;
  - (b) The era of enslavement;
  - (c) Post-emancipation;
  - (d) Period of Indentureship;
  - (e) Post-indentureship;
  - (f) Post-independence.

## ◆ SECTION 3 - HINDUISM

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the central beliefs and practices of Hinduism and why Hindu religion is called *Sanaatana* Dharma/Manar Dhama;
2. appreciate the similarities and differences with other religions where they occur.

### SPECIFIC OBJECTIVES

Students should be able to:

1. identify some major manifestations of God;
2. identify the sacred places of worship and teerthas (places of pilgrimage);
3. identify the major locations where Hinduism is practised;
4. identify Hindu scriptures;
5. identify beliefs of Hinduism which govern life;
6. describe some of the important festivals and reasons for their observance;
7. identify similarities and differences of origins, beliefs and practices (rites of passage, rituals, initiation, symbols and worship) of Hinduism with those of Christianity, Islam, Judaism and Caribbean Indigenous Religions;
8. explain the ways in which Hinduism came to the Caribbean.

### CONTENT

1. **Some Major Manifestations of God**
  - (i) Brahma.
  - (ii) Vishnu.
  - (iii) Shiva (Mahesh).
  - (iv) Durga.
  - (v) Lakshmi.
  - (vi) Saraswati.
  - (vii) Ganesh.



## SECTION 3 - HINDUISM (cont'd)

(viii) Hanumaan.

(ix) Surya.

### 2. Sacred Places

(i) Home altar.

(ii) Mandirs.

(iii) Sacred rivers.

(iv) Sacred plants or trees.

(v) *Sacred animals.*

### 3. Major Locations

India, Nepal and the Diaspora.

### 4. Sources of Authority: Hindu Scriptures

(i) - Shrutis  
- Rig Veda  
- Yajur Veda  
- Sama Veda  
- Atharva Veda

(ii) - Smritis  
- Ramayan  
- Mahabharata/Geeta  
- Puranas

### 5. Beliefs

(i) Nature of Atma (soul).

(ii) Forms of life.

(iii) Dharma.

(iv) Karma.

(v) Incarnation.

(vi) Re-incarnation.

(vii) Four Yugas – cycles of time.

## SECTION 3 - HINDUISM (cont'd)

- (viii) Four stages of life.
- (ix) Four goals of life.
- (x) *Maayaa*.
- (xi) Moksha.

### 6. **Festivals**

Significance of:

- (i) Divali or Deepavali;
- (ii) Holi or Phagwah;
- (iii) Maha Sivaratri;
- (iv) Krishna Janam Ashtmi;
- (v) Rama Naumi;
- (vi) Nava Raatri.

### 7. *Practices of Hinduism*

- (i) *Rites of Passage – Samskaaras*
  - (a) *Birth*;
  - (b) *Sacred thread ceremony*;
  - (c) *Marriage*;
  - (d) *Death*.
- (ii) *Rituals*.
- (iii) *Initiation Ceremonies*.
- (iv) *Symbols and Worship*.

### 8. **Similarities and differences with other religions**

Beliefs, origin and practices of Hinduism with:

- (i) Christianity;

### SECTION 3 - HINDUISM (cont'd)

- (ii) Islam;
- (iii) Judaism;
- (iv) Caribbean Indigenous Religions.

#### 9. *Coming of Hinduism to the Caribbean*

- (i) *Indentureship.*
- (ii) *Contemporary Hinduism.*

## ◆ SECTION 4 - ISLAM

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the central beliefs and practices of Islam;
2. appreciate the similarities and differences with other religions where they occur.

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe a Muslim's relationship with Allah;
2. identify the places of worship in Islam;
3. identify the major locations where Islam is practised;
4. identify the written source of Authority for Islam;
5. outline basic Islamic beliefs;
6. recall the purpose of selected festivals and observances in Islam;
7. identify similarities and differences of origins, beliefs and practices (rites of passage, rituals, initiation, symbols and worship) of Islam with Hinduism, Judaism, Christianity and Caribbean Indigenous Religions;
8. explain the ways in which Islam came to the Caribbean.

### CONTENT

1. **Relationship with Allah**
  - (i) Creator-created; Master-servant; Beloved.
  - (ii) Worship-worshipper; definition and scope of worship.
  - (iii) Allah's love and mercy for man; man's love for Allah and how this is shown. Qur'an 1:1-4; 2:21-22; 3:31-32; 9:24.
  - (iv) An Nawawi Forty Hadith #2, 18, 19.
  - (v) Human Relations/Race Relations.

## SECTION 4 – ISLAM (cont'd)

### 2. **Places of Worship**

- (i) Diagrams or pictures illustrating Masaajid- Mosques and Islamic Centres throughout the Muslim world. Worship not confined to any particular place.
  - Kaaba, Masjidul Aqsa, Masjidun Nabi
- (ii) Location and parts of the Masjid.

### 3. **Major Locations**

Asia, Africa and the Diaspora.

### 4. **Sources of Authority**

- (i) The Shariah, (Islamic Law), the sources of which are:
  - (a) Primary sources - The Qur'an (Book of Allah) and the Sunnah (sayings, actions and approvals of Muhammad, uwbp);
  - (b) Fiqh (Jurisprudence), the efforts of scholars to deduce and interpret the law (the four major Schools of Islamic jurisprudence – The Hanafi, The Maliki, The Shafei and The Hanbali Schools).

### 5. **Major Teachings**

- (i) The Six Articles of Faith:
  - (a) Belief in The Unity of Allah – Tawhid, Allah is One, has no partner, equal or rival. He alone is The Sovereign Lord and Master, The Most Beautiful Names and Attributes belong to Him;
  - (b) Belief in Angels;
  - (c) Belief in Prophets;
  - (d) Belief in the Revealed Books;
  - (e) Belief in Al Akhirah (Life after Death);
  - (f) Belief in Al Qadr (Predestination).
- (ii) The Five Pillars:
  - (a) The Shahaadah (Declaration of Faith five times a day);
  - (b) Salaah (prayer) – Role of Imam, Muadhadhin – Muezzin, and followers;

## SECTION 4 – ISLAM (cont'd)

- (c) Zakaah (Alms);
- (d) Saum (Fasting);
- (e) Hajj (Pilgrimage to Makkah).

### 6. Festivals and Observances

(i) Festivals:

(a) Eid Ul Fitr (Festival at the end of Ramadan)

- 1<sup>st</sup> Shawwal, the 10<sup>th</sup> Islamic month;
- Salatul Eid Ul Fitr, special prayer offered in the morning;
- A day of feasting and almsgiving.

(b) Eid Ul Adha

- 10<sup>th</sup> of Dhulhijj, the last Islamic month;
- Commemoration of Ibrahim's sacrifice of his son, Ismail to Allah;
- Salatul Eid Ul Adha, special prayer offered in the morning. Meat of the sacrificial animals shared to the poor, family and friends;
- Coincides with the performance of the Hajj in Makkah.

(ii) Additional observations:

(a) Ashura (10<sup>th</sup> of Muharram)

- Sanctifying the death of Imam Hussain, (Shia);
- Fasting on the 9<sup>th</sup> and 10<sup>th</sup> or 10<sup>th</sup> and 11<sup>th</sup> (Sunni);
- Hosay celebrations in Trinidad and Jamaica.

(b) Miladunnabi

- Birthday of the Prophet, 12th Rabiul Awal (*not observed by all Muslims*).

(c) Lailatul Miraj/Isra

- Ascension to the Heavens and the Night Journey (*not observed by all Muslims*).

(d) Lailatul Qadr

- Night of Power during Ramadan.

(e) Lailatul Bara'at

- Night at the middle of Shaabaan (8<sup>th</sup> month) of Islamic calendar (*not observed by all Muslims*).

## SECTION 4 – ISLAM (cont'd)

### 7. *Practices of Islam*

- (i) *Rites of Passage*
  - (a) *Birth;*
  - (b) *Marriage;*
  - (c) *Death.*
- (ii) *Rituals.*
- (iii) *Initiation Ceremonies.*
- (iv) *Symbols and Worship.*

### 8. **Similarities and differences with other Religions**

Origins, beliefs and practices of Islam with:

- (i) Christianity;
- (ii) Hinduism;
- (iii) Judaism;
- (iv) Caribbean Indigenous Religions.

### 9. **Coming of Islam to the Caribbean**

- (i) Pre-Columbus.
- (ii) The Era of Enslavement.
- (iii) The Period of Indentureship.
- (iv) Post-indentureship (Arab traders, Muslim merchants).

## ◆ SECTION 5 - JUDAISM

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the central beliefs and practices of Judaism;
2. appreciate the similarities and differences with other religions where they occur.

### SPECIFIC OBJECTIVES

Students should be able to:

1. summarise Jewish beliefs on the nature of God;
2. identify place(s) of worship in Judaism;
3. identify the major locations where Judaism is practised;
4. identify the written sources of authority for Judaism;
5. outline basic beliefs of Judaism;
6. describe selected festivals in Judaism;
7. identify similarities and differences of beliefs, origins and practices (rites of passage, rituals, initiation, symbols and worship) of Judaism with those of Christianity, Hinduism, Islam and Caribbean Indigenous Religions;
8. explain the ways in which Judaism came to the Caribbean.

### CONTENT

1. **Nature of God**
  - (i) The One and Only God (*Shema*) *Deut 6:4*.
  - (ii) One in His works (*Universal Creator and Guide*).
  - (iii) One in his attributes:
    - (a) Incorporeal;
    - (b) Eternal;
    - (c) Omnipotent;
    - (d) Omniscient;
    - (e) Omnipresent.



## SECTION 5 - JUDAISM (cont'd)

- (iv) The Compassionate, Merciful Judge.
- (v) Relationship with God (Adonai or Elohin):
  - (a) Sacredness of God's name (not used lightly);
  - (b) God's Covenant with Abraham, and its renewal with Isaac and Jacob;
  - (c) God's Covenant with Moses;
  - (d) God's Covenant with David (Everlasting Kingdom).

### 2. **Places of Worship**

Diagrams illustrating temples and synagogues.

### 3. **Major Locations**

Israel and the Diaspora.

### 4. **Sources of Authority**

Torah (Talmud/Midrash Mishnah, Gemara, Apocrypha), and TeNakh.

### 5. **Major Teachings**

Basic beliefs of Judaism:

- (i) God is One, Almighty Creator.
- (ii) There is judgment, punishment, forgiveness, reward.
- (iii) Concept of humanity, sin, salvation.
- (iv) Concept of second coming and last days.
- (v) *Varying beliefs of the major Sects.*
- (vi) *Teachings concerning the Sabbath.*

### 6. **Festivals**

- (i) Rosh Hashanah – Jewish New Year
  - (a) Time for seriousness and solemnity as well as for happiness and festivity.

## SECTION 5 - JUDAISM (cont'd)

- (b) Shofar (ram's horn) blown to remind of one's responsibility in conscience to God and neighbour.
- (ii) Yom Kippur – Day of Atonement:  
Most solemn day of complete fasting and prayer in repentance for sins.
- (iii) Pesach/Passover:  
Commemoration of God's saving action to Israel – the Exodus.
- (iv) Shavuoth or Pentecost or Feast of Weeks:
  - (a) Commemoration of the reception of the Ten Commandments from God by Moses on Mount Sinai;
  - (b) Thanksgiving for the Torah and also the Wheat Harvest.
- (v) Sukkoth or Tabernacles or Booths:
  - (a) Commemoration of Israelites living in tabernacles or booths during their wanderings in the wilderness and being fed with manna from heaven and having their thirst quenched with water;
  - (b) Sympathy for less fortunate.
- (vi) Simchath Torah – Rejoicing of the Law:
  - (a) Celebrated at end of Sukkoth or Tabernacles;
  - (b) Day on which the public reading of the Torah ends for one year and begins for the next.
- (vii) Purim – Festival of Lots:  
Annual festival reminding of the evil of Haman.
- (viii) Chanukkah – Great Festival of Light or Feast of Dedication:
  - (a) Re-dedication of Temple;
  - (b) Annual reminder of Triumph of Truth and Goodness over evil;
  - (c) Lighting of the Menorah.

### 7. Practices of Judaism

- (i) *Rites of Passage*
  - (a) *Birth;*

## SECTION 5 - JUDAISM (cont'd)

- (b) *Marriage;*
- (c) *Death.*
- (ii) *Rituals.*
- (iii) *Initiation Ceremonies.*
- (iv) *Symbols and Worship.*

### 8. **Similarities and differences with other religions**

Origin, beliefs and practices of Judaism with:

- (i) Christianity;
- (ii) Hinduism;
- (iii) Islam;
- (iv) Caribbean Indigenous Religions.

### 9. **Coming of Judaism to the Caribbean**

- (i) From Spain and Portugal with arrival of Christopher Columbus (late 15<sup>th</sup> Century).
- (ii) Sephardic Jews.
- (iii) From Portugal via Brazil.

## ◆ SECTION 6 - CARIBBEAN INDIGENOUS RELIGIONS

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the main beliefs and practices of Caribbean Indigenous Religions;
2. understand the origins of Caribbean Indigenous Religions;
3. understand the influences of four world religions upon Caribbean Indigenous Religions.

### SPECIFIC OBJECTIVES

Students should be able to:

1. identify the roles of each major divinity and the lesser divinities as well as the ancestors, spirits, elders and other humans in each Caribbean Indigenous Religion;
2. identify places of worship in Caribbean Indigenous Religions;
3. identify the major locations where each Caribbean Indigenous Religion is practised;
4. outline the basic beliefs and teachings of each Caribbean Indigenous Religion;
5. identify some of the sources of authority (oral and written) for each Caribbean Indigenous Religion;
6. describe some of the important festivals and feasts and reasons for their observances in the different Caribbean Indigenous Religions;
7. identify similarities and differences and similarities of origins, beliefs, practices and sources of authority of Caribbean Indigenous Religions with each other and with Hinduism, Islam, Judaism and Christianity;
8. outline the development of the Caribbean Indigenous Religions in the Caribbean.

### CONTENT

1. Concept of God (or the Supreme Being or the Creator)
  - (i) Rastafari:  
Haile Selassie.
  - (ii) Revivalism:
    - Heavenly Spirits, Earth-bound Spirits and Ground Spirits.

## SECTION 6 - CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

- (iii) Vodun:
  - (a) God, Grand Maitre, Bon Dieu;
  - (b) Rada loas and Petro loas.
- (iv) Orisha:  
*Olodumare*
- (v) Spiritual Baptist:  
Triune God of Christianity with an emphasis on the Holy Spirit.
- (vi) Santería:  
Olodumare (one supreme god) is the supreme source of ashe, the spiritual energy that makes up the universe, all life and material objects.

### 2. Places of Worship

- (i) Rastafari:  
Camps: Nyabingi, ground, Communal (for example, Bobo Shanti Community - Bull Bay, and temple or tabernacle).
- (ii) Revivalism:  
Mission houses and Churches.
- (iii) Vodun:  
Hounfo.
- (iv) Orisha:  
Palais or Orisha Yard (objects of the Powers are kept in a special room called Chapelle).
- (v) Spiritual Baptist:  
Church.
- (vi) Santería:  
*Casa de Santo.*

## SECTION 6 - CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

### 3. **Major Locations**

- (i) Rastafari:  
Jamaica and the Eastern Caribbean.
- (ii) Revivalism:  
Jamaica.
- (iii) Vodun:  
Mainly in rural Haiti.
- (iv) Orisha:  
Trinidad and Tobago.
- (v) Spiritual Baptist:  
Barbados, Grenada, St. Vincent and the Grenadines, Trinidad and Tobago.
- (vi) Santería:  
Cuba, Puerto Rico and Dominican Republic.

### 4. **Major Teachings**

- (i) Rastafari:
  - (a) Deification of Haile Selassie;
  - (b) Repatriation to Africa;
  - (c) Reparations;
  - (d) Blacks are the true Israelites;
  - (e) Ethiopia is the black man's heaven;
  - (f) Bible (not the King James Version);
  - (g) Babylon as a system of oppression;
  - (h) Ganja was given by Jah for medicine and for wisdom;
  - (i) A healthy diet (more often vegetarian; pork taboo) is essential to keep the temple (physical body) in tune with nature;

## SECTION 6 – CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

- (j) Reflection and meditation are valuable sources of knowledge, insight and understanding and must be undertaken regularly;
  - (k) It is essential to live in tune with nature (environmentalism);
  - (l) Pan-Africanism.
- (ii) Revivalism:
- (a) Belief in the existence of two worlds (spiritual and temporal);
  - (b) The universe is occupied by three groups of spirits (heavenly, earth-bound and ground spirits);
  - (c) The body can be possessed by spirits;
  - (d) Living devotees may travel to the spirit world to communicate with and receive gifts from the spirits;
  - (e) Ancestors communicate through dreams and visions;
  - (f) Colours are significant in the spiritual and temporal world;
  - (g) Sometimes the spirits communicate with devotees using colours – for example, banners and candles.
- (iii) Vodun:
- (a) Some devotees believe that loas and saints are the same, while others believe they are two different groups of spiritual beings;
  - (b) Loas communicate with devotees through dreams and possession;
  - (c) The dead must also be honoured, for like the loas, they reward or punish the living;
  - (d) People who possess special talents must be degraded at death or they will torment their living relatives;
  - (e) The spirits manifest themselves to the faithful through possession.
- (iv) Orisha:
- (a) The deities possess the bodies of their devotees and identify themselves through their nature of manifestation;
  - (b) The role of ancestors;
  - (c) The dead has a soul as well as a shadow or spirit;

## SECTION 6 – CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

- (d) The deities or powers speak to devotees through dreams, visions and divination.
- (e) *The giving of offerings.*
- (v) Spiritual Baptist:
  - (a) The Holy Spirit and his power and presence are manifested in the lives of the believers;
  - (b) The power of the Word of God and in the power of prayer;
  - (c) Baptism by the Holy Spirit as well as baptism in running or living water;
  - (d) Cleansing of the believer is achieved through fasting and mourning;
  - (e) Ancestors communicate with the living through dreams.
- (vi) Santería:
  - (a) Five different levels of power in the Yoruba cosmology: Olodumare, the Orisha, human beings, human ancestors and the lowest group (which includes plants, animals, natural entities and manufactured items);
  - (b) One supreme god – Olodumare;
  - (c) Communication with the Orisha is through several means, including prayer, ritual divination and offerings (ebo-sacrifice);
  - (d) The eleven commandments were handed down to Obatala to ensure that the people would not succumb to evil and so that they would live prosperous lives in union with the Orisha.

### 5. Festivals/Ceremonies

- (i) Rastafari:
  - (a) Nyabinghi observances;
  - (b) Ethiopian Christmas – January 7;
  - (c) Anniversary of Selassie’s visit to Jamaica – April 21;
  - (d) African Liberation Day – May 25;
  - (e) Birthday of His Imperial Majesty Emperor Haile Selassie I – July 23;
  - (f) Coronation of His Imperial Majesty Emperor Haile Selassie I – November 2.



## SECTION 6 – CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

- (ii) Revivalism:
  - (a) The Annual Convention at Watt Town, St. Ann – first Thursday in March;
  - (b) Tables or Ceremonies for: thanksgiving, “upliftment”, burial, healing.
  - (c) Baptism.
- (iii) Vodun:
  - (a) Ceremonies in honour of the spirits and the ancestors;
  - (b) Degradation Ceremony – removal of special abilities from the dead, for example, hougan or priest;
  - (c) Ceremony of Transmission conducted to find a successor for the hougan or another person to whom the special talent will be given;
  - (d) Ceremony of Renunciation conducted by the heirs of a hougan, those who have no desire in continuing to maintain the houmfest;
  - (e) Ceremony of Dismissal: devotees who wish to be released from obligation to a loa.
- (iv) *Orisha: Ebo*s,
  - (a) *Oshun Festival*;
  - (b) *Rain Festival*;
  - (c) *Earth Festival*;
- (v) *Spiritual Baptist*:
  - (a) *Mourning and Building Ceremonies*;
  - (b) *Thanksgiving of Light and Food*;
  - (c) *Nation Dance: performed on the anniversary of a dead family member, the eve of a wedding.*
- (vi) *Santería*:
  - (a) *Abakua dance of the Ireme (diablito)*;
  - (b) *Güiro – entertainment offered to the divinities (Havana) – Mayo Roy*;
  - (c) *Bembe Feasts*;
  - (d) *Rites of initiation, commemorations and funerals.*

## SECTION 6 – CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

### 6. Source of Authority

- (i) Rastafari:
  - (a) Bible (not the King James version) the self, the I and the INI.
  - (b) Holy Piby.
  
- (ii) Revivalism:
  - (a) Bible;
  - (b) Books of Magic (mainly Pukumina);
  - (c) God and the Spirits (through dreams, possession).
  
- (iii) Vodun:
  - (a) Bible;
  - (b) God and the Spirits (through dreams, possession).
  
- (iv) Orisha:
  - (a) Bible;
  - (b) The Odu;
  - (c) Divination;
  - (d) God and the Spirits.
  
- (v) Spiritual Baptist:
  - (a) Bible;
  - (b) God and the Spirits (through dreams, possession).
  
- (vi) Santería:

Passed on orally through a rich tradition of stories told to convey the beliefs and ways of worship of the religion.

## SECTION 6 – CARIBBEAN INDIGENOUS RELIGIONS (cont'd)

### 7. Similarities and differences with other religions

Origin, beliefs, and practices among the six Caribbean Indigenous Religions with:

- (i) Christianity;
- (ii) Hinduism;
- (iii) Islam;
- (iv) Judaism.

### 8. The development of six indigenous religions in the Caribbean

- (i) Rastafari:  
Protestantism and African religious practices.
- (ii) Revivalism:  
The Native Baptist Movement, American (Baptist) Movement and African retention.
- (iii) Vodun:  
French Catholicism and Dahomean religious practices.
- (iv) Orisha:  
Roman Catholicism, Protestantism (Baptist) and Yoruba traditional religion.
- (v) Spiritual Baptist:  
Protestanism (mainly Native Baptist), Roman Catholicism and Yoruba traditional religion.
- (vi) Santería:  
Iberian Catholicism and Western Yoruba Religion.

## ◆ OPTIONS

### OPTION A: CHRISTIANITY

## ◆ SECTION 1 - HUMAN LIFE ISSUES

### GENERAL OBJECTIVE

On completion of this Section, students should understand the biblical responses to human life issues concerning the meaning and purpose of life.

### SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the meaning and purpose of life as reflected in the Bible;
2. explain the concept of stewardship and its application to daily living;
3. assess issues related to justice and peace and the value and dignity of human life as reflected in the Bible;
4. discuss the responsibilities and rights of individuals in areas of family life and work as reflected in the Bible;
5. illustrate how the biblical concept of love applies to different areas of life and relationships;
6. describe the Old Testament background to the concept of the reign of God;
7. describe the New Testament background to the concept of the reign of God.

### CONTENT

1. **Biblical teachings on the meaning and purpose of life**
  - (i) The Human Family – The Family of God: (Gen. 22:20, Acts 3:25, Eph. 3:15).
  - (ii) Creatures of God created in God's image and likeness: (Gen. 1:26-27; Ps. 8:5-8; Acts 17:27-29; Eph. 2:10).
  - (iii) Created male and female: (Gen. 1:26-27; Mark 10:6-9).
  - (iv) Endowed with intelligence and free will: (Gen. 3:7-14; 20-23; Is. 6:9-10; Matt. 5, 6, 7; John 14, 15, 16; Acts 13:40-41).
  - (v) God as the source of life and human values: (Gen. 2:3, Ezk 37:5, Acts 17:25, Rom. 8:11.)

## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

### 2. **Concept of Stewardship**

- (i) Co-workers with God:  
God's affirmation of the worth of the Individual (Gen. 1:28-30; 2 Cor 9:6-9).
- (ii) The sick:  
(Mark 3: 1-6; Matt 20:30-34; Luke 13:10-17).
- (iii) The suffering:  
(Mark 5:1-43; Luke 17:12-19; Matt 15:21-28).
- (iv) The Child:  
(Luke 8:40-56; 18:15-17; *Psalm 131:1-2*; *Proverbs 22:6*; *1Cor. 13:11*; *Eph 6: 1-4*).
- (v) The Outcast:  
(John 8:1-11; Luke 17:11-19; Luke 19:1-10).

### 3. **Issues related to value and dignity of human life**

- (i) Child abuse.
- (ii) Substance abuse.
- (iii) Capital punishment.
- (iv) Poverty.
- (v) Unemployment.
- (vi) Prejudice and discrimination.
- (vii) Male and female roles and relationships.
- (viii) Violence, Vandalism and War.
- (ix) Treatment of the mentally and physically challenged.
- (x) Dealing with Human Immuno Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).

### 4. **Individuals' roles, responsibilities and rights in areas of family life and work**

- (i) Family life (*Gen 42*).
- (ii) Husband and wife (Eph 5:21-33; 1Pt. 3:1-7).
- (iii) Parent (Eph 6:4; Col 3:21).

## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

- (iv) Children (Eph 6:1-3; Col 3:20; Tim 5:1-17).
- (v) Work (Deut. 5:13, Ecc 3:17, 9:10, 2 Thess. 3:10, Jn 5:17).
- (vi) Master and slave (Col 3:22-25; Eph 6:5-9; 2 Thess 3:6-14; 1 Tim 5:18).

### 5. **Implications of biblical teaching of love in areas of human relationship**

- (i) Popular culture.
- (ii) Religion.
- (iii) Sexuality.
- (iv) Race.
- (v) Social status.

### 6. **The Old Testament background to the concept of the reign of God**

- (i) Israel as God's special care:  
(Exod. 19: 1 – 25).
- (ii) The whole world seen as belonging to God:  
(Ps. 8; 24:1; Is. 56, 66).

### 7. **The New Testament background to the concept of the reign of God**

- (i) Paul's speech at Athens:  
(Acts 17:22 – 31).
- (ii) Incorruptible inheritance reserved in heaven:  
(1 Peter 1:3 – 5).
- (iii) New Heaven and New Earth. God dwelling with His people:  
(Rev. 21:1 – 3).

## ◆ SECTION 2 - THE BIBLE

### GENERAL OBJECTIVE

On completion of this Section, students should understand the Bible as the authority on Christian teaching and practice.

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe how the Books of the Bible were transmitted and selected;
2. identify the different types of writings in the Bible;
3. explain how Biblical passages may be applied to areas of daily life;
4. relate biblical teachings to personal and social experiences.

### CONTENT

1. **Transmission and preservation of the Bible**
  - (i) The Dead Sea Scrolls.
  - (ii) How the Books of the Bible were selected to form the Canon.
  - (iii) Names of the books in the Old and New Testament.
2. **Different types of writings**
  - (i) Narrative  
(The Pentateuch – First five books  
The Acts of the Apostles)
  - (ii) Laws/Exhortations/Instructions  
(Matt. 5, 6, 7; Luke 6:20-49; Jn. 14, 15, 16; Is. 55; Ps. 24; Ex. 20)
  - (iii) Prophecy  
(Amos, Hosea, Isaiah, Jeremiah)
  - (iv) Apocalyptic Writing  
(Matt 24; Mark 13; Luke 21; Revelations; Daniel)
  - (v) Parable  
(Matt 13; Luke 16:19-31; 20:9-19)
  - (vi) Wisdom Sayings  
(Prov. 10:22-30; Eccl 3:1-9)

## SECTION 2 - THE BIBLE (cont'd)

- (vii) Miracle Stories  
(Mark 1:23-28; Luke 5:1-11; Matt 12:9-44; John 11:1-44)

### 3. **Biblical passages applied to daily life**

- (i) Guidelines for living:
  - (a) The Ten Commandments (Exod. 20:1-17);
  - (b) The Sermon on the Mount (Matt 5-7);
  - (c) The Golden Rule (Matt 7:12);
  - (d) The Greatest Commandment (Matt 22:36-40);
  - (e) Christ's New Commandment (John 13:34-35);
  - (f) Christian Love (1 Cor. 13);
  - (g) Way of Salvation:  
(John 14:6; Acts 16:31; Rom 10:9)
  - (h) Marriage and divorce:  
(Matt 19:3-9)

### 4. **Biblical teachings applied to personal and social experiences:**

- (i) Relationship with family and peers:  
Cain and Abel (Genesis 4)  
Mary and Martha (Lk 10: 38-42)  
David and Jonathan (I Samuel 19: 1 – 7)
- (ii) Comfort in Time of Sorrow:  
(2 Cor 3-5; Rom 8:26-28)
- (iii) Relief in Time of Suffering:  
(2 Cor. 12:8-1; Heb. 12:3-13)
- (iv) Courage in Time of Fear:  
(Heb. 13:5-6; Eph 5:10-18)
- (v) Protection in Time of Danger:  
(Ps. 91; 121)
- (vi) Business and Professional Behaviours.  
(Ps. 15; Prov. 3:1-12)
- (vii) Dealing with material wealth.  
Rich fool (Lk 12: 16 – 21)



## ◆ SECTION 3 - GOD

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the nature and attributes of God;
2. understand specific teachings of Christianity about God.

### SPECIFIC OBJECTIVES

Students should be able to:

1. describe the roles of God;
2. explain the significance of the names of God;
3. describe the idea of God as Father, Son and Holy Spirit;
4. explain the attributes of God.

### CONTENT

#### 1. Roles of God

God as:

- (i) **Creator (Father/Mother):**  
Throughout the Bible God is recognised as Creator and Lord of all, that is, the earth, the heaven, animal, fish, vegetation, social and political systems, (Gen 1:2; Ps 8; Acts 17:16-31)
- (ii) **Provider:**  
God provides for the needs of all living things (Ps 23; Luke 12:22-34)
- (iii) **Protector and Liberator:**  
God is the protector and liberator of systems, persons and peoples (Josh 24; Ps 91; Luke 13:34)
- (iv) **Sovereign Ruler over all:**  
(Ps. 6, 47, 97; Luke 10:21-22)
- (v) **Source and Sustainer of Life:**  
(Gen. 1-2; John 5: 19 -24; Rom. 8:18-23)
- (vi) **Revealer and Teacher:**  
(John 14: 15-17; 16: 7-15; 1 Cor 2: 9-16)

## SECTION 3 – GOD (cont'd)

### 2. Significance of the names of God

- (i) Yahweh (*Psalm 90:2*).
- (ii) King, Redeemer, Shepherd:  
(*Job; Psalm 23:1*).
- (iii) Adonai (Lord, Master):  
(*Ex 4: 10-12; Josh. 7: 8-11*).
- (iv) Elohim (Mighty One):  
A plural term for God, usually speaking of either his majesty or his plenitude.  
(*Gen 31: 3; Deut. 5: 9*).
- (v) El-Shaddai (Almighty God):  
(*Gen. 17: 1-20*).
- (vi) Jehovah-Jireh (God is Provider):  
(*Gen. 22: 8-14*).
- (vii) Jehovah-Rapha (The God who heals):  
(*Ex. 15: 26*).
- (viii) Jehovah-Shalom (God is Peace):  
(*Judges 6: 24*).
- (ix) Christos:  
(*Jn. 1: 41; Rom 6: 23*).
- (x) Yeshua (God is Salvation):  
(*Matt 16: 13-16; Jn 6: 42*).
- (xi) Father, Advocate, Lord:  
(*Matt. 6:26; 1 John 2:1; Deut. 10:17*).

### 3. God as Father, Son and Holy Spirit

God is viewed as:

- (i) Father of humankind:  
(*Is. 9: 6; 64:8*).
- (ii) Biblical imagery recognises:
  - (a) God as Son and Son of God  
(*Mt. 8: 29*).
  - (b) Lamb of God  
(*Jn. 1: 19-31; Heb. 10: 10*).

## SECTION 3 – GOD (cont'd)

(c) Bread of Life  
(Jn. 6: 32-35).

(iii) Biblical imagery depicts

God as Spirit

(a) At work in Creation  
(Gen. 1: 1-2; Ps. 139: 7).

(b) As Advocate  
(Jn. 14: 15-17; Acts 2: 2-4, 11-12).

### 4. Attributes of God

(i) Unity – God is One:  
(Deut. 6:4; 1 Cor 8: 6).

(ii) Eternal – God transcends time:  
(Gen. 21: 33; Pm 90: 2).

(iii) Omnipresent –God is present everywhere:  
(Ps. 139: 1-4; Jer. 23: 23-24).

(iv) Omniscient - God knows all things:  
(Ps. 139: 1-4; 147: 4-5; Mt. 11: 21).

(v) Omnipotent - God is all powerful:  
(Mt. 19:26; Rev. 19: 6).

(vi) Love – God seeks the highest good of humans at his own infinite cost:  
(Ps. 103: 17; Jn. 3:16; 1 Jn 8: 10).

(vii) Justice – God does not show favourites:  
(Acts 10: 34,35; Rom 2: 11).

(viii) Holiness – God is righteous, perfect and set apart from all sin or evil:  
(1 Pet. 1: 16).

(ix) Righteousness: Living according to the laws of God (right living):  
(Ps. 19: 7-9; Jer. 24).

(x) Mercy – God shows unmerited compassion to all:  
(Ex. 3: 7, 17; Ps.103: 13).

## ◆ SECTION 4 - CONCEPT OF SIN AND SALVATION

### GENERAL OBJECTIVE

On completion of this Section, students should understand the biblical concept of sin and salvation.

### SPECIFIC OBJECTIVES

Students should be able to:

1. explain the basic concept of sin;
2. explain how sin affects the quality of life for the individual, the society and the environment;
3. describe biblical examples which state consequences of sin;
4. explain the basic concept of salvation;
5. discuss the involvement of God in the work of salvation through Jesus Christ;
6. show that salvation is available for all through faith in Christ;
7. explain essential factors in the process of salvation using biblical illustrations.

### CONTENT

#### 1. **Concept of Sin**

Sin described in the Bible as:

- (i) State and condition of humankind:  
(Ps. 51: 5; Rom 5: 12-21).
- (ii) Transgression and Rebellion:  
(Gen 3; Matt 23:37-39; Rom 1:18-32).
- (iii) Violation of God's law:  
(Rom 1).
- (iv) A Universal Phenomenon:  
(Rom 3:9-23; 5:12-21).
- (v) Personal failure to be responsible:  
(Gen 3; Luke 12:41-48).
- (vi) Corporate failure to act responsibly:  
(Luke 11:39-52; 17:1-3).

## SECTION 4 - CONCEPT OF SIN AND SALVATION (cont'd)

### 2. Sin Affecting the Quality of Life

Affecting the quality of the life of:

- (i) The individual:  
(Mark 7:11-13; Luke 16:20-21).
- (ii) The society:  
(Gen 6, 7, 8, 11; Rom 1:18-32).
- (iii) The environment:  
(Gen 3:17-25; Rom 8:18-25).

### 3. Consequences of Sin

- (i) Alienation from God and others:  
(Hos 1:6-9; Luke 15:11-32; Rom 1:24-25).
- (ii) Suffering/Degeneration:  
(Gen 2-3; Luke 15:11-19; Rom 1:18-32; 2:9).
- (iii) Guilt/Shame:  
(Gen 3:1-10; Luke 15:11-19).
- (iv) Death:  
(Gen 2-3; Josh 7; Luke 19:12-27; Rom 6:20-22).

### 4. Concept of Salvation

- (i) Salvation described in the Bible as:  
  
Deliverance, Freedom, Liberation from the bondage of sin:  
(Gal 4: 1-7; 5: 1; Rom 8: 19-23 Ex. 12).

### 5. God in the Work of Salvation

- (i) God working through Jesus Christ:  
(John 1:2-4; Rom 5:11; John 5:19-29; John 1:1; 14-18; Heb 1:1-18).
- (ii) Christ as God's special gift to the world:  
(John 3:16-18).
- (iii) Christ's love for the world (Humankind):  
(John 15:12-17).

## SECTION 4 - CONCEPT OF SIN AND SALVATION (cont'd)

### 6. **Salvation and Faith**

Salvation for all through faith in Christ:  
(Acts 4:1-12; John 3:6; Gal 3:10-14; Eph. 2).

### 7. **Essential Factors in the Process of Salvation**

- (i) **Repentance:**  
(Luke 7:35-50; 5:11-14; 19: 1-10; Acts 2:37-39).
- (ii) **Justification by faith:**  
(Acts 16:30-32; Rom 3:21-26; Rom. 10:11-17; James 2:14-17; Rom 5:1-21).
- (iii) **Forgiveness or Reconciliation or Atonement:**  
(Luke 15:11-24; 19:1-10; Eph 2:11-22).
- (iv) **Regeneration/New Birth.** Having the capacity to live life in the light of Christ's teachings:  
(Col 3:12-17; Eph. 4:23-24).
- (v) **Sanctification.** Growing into Godlikeness or maturity in the light of the teachings of Christ:  
(Eph. 2:1-10; Gal 5:16-26).

## OPTION B : HINDUISM

### ◆ SECTION 1 – HUMAN LIFE ISSUES

#### GENERAL OBJECTIVE

*On completion of this Section, students should understand the meaning and purpose of life from the Hindu perspective.*

#### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. discuss the meaning and purpose of life as reflected in the Geeta (for example, (a) what is the purpose of my life? (b) what is my destiny?);*
- 2. explain the concept of 'guruhood' and 'discipleship' and its application to daily living;*
- 3. assess issues related to justice and peace and the value and dignity of human life as reflected in the Geeta;*
- 4. illustrate how the Hindu concept of love applies to different areas of life and relationships;*
- 5. discuss the roles and responsibilities of individuals in areas of family and relationships, for example, in marital relations, parental responsibilities, respect for parents/elders, attitudes towards work, labour relations;*
- 6. describe the scriptural teachings on the nature of human beings;*
- 7. describe the sanctity of life from the Hindu perspective.*

#### CONTENT

- 1. Hindu teachings on the meaning and purpose of life (Uttarkaanda Ramayan Dhoaa 44)***

*One's lifetime is an opportunity in time to move 'God – wards', to bring to an end the cycle of rebirth (re-incarnation).*

- 2. Concepts of Guruhood and Disciple***

- The role of a Guru is to provide guidance so that devotees can realise their own divine nature, for example, (a) Ekalavya in the Upanishads and Mahabarat and (b) Mahatma Gandhi.*
- The Fall of Man (Bhagvad Geeta, Chpt 2: Verses 62; 63) and the Rise of Man (The Bhaja Govindam, Verse 9).*

## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

### 3. *Issues related to value and dignity of human life*

- (i) *Child abuse.*
- (ii) *Substance abuse.*
- (iii) *Capital/corporal punishment.*
- (iv) *Poverty.*
- (v) *Unemployment.*
- (vi) *Prejudice and discrimination.*
- (vii) *Male and female roles and relationships.*
- (viii) *Violence, Vandalism and War.*
- (ix) *Treatment of the mentally and physically challenged.*
- (x) *Abortion.*

### 4. *Individual's roles, responsibilities and rights in areas of family life and work*

- (i) *Family life.*
- (ii) *Marital relations – Ram and Sita (Ramayan).*
- (iii) *Parental responsibilities, for example, Kaushalya and Dasharatha; Vasudeva and Devaki; (Manu Smriti).*
- (iv) *Responsibilities of child to parent – Shravan Kumar (Ramayan).*
- (v) *Attitudes towards work (Geeta 3:9).*
- (vi) *Labour relations – employer/employee based on mutual respect (Manu Smriti).*

### 5. *Implications of Hindu teaching of love in areas of human relationship*

- (i) *Popular culture.*
- (ii) *Religion.*
- (iii) *Sex and sexuality.*
- (iv) *Race.*
- (v) *Social status.*



## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

### 6. *Scriptural teachings on the nature of human beings*

- (i) *Nature of man - Balkáand of the Ramayan and Chapter 15 of the Geeta.*
- (ii) *Chapter 15: Geeta.*

### 7. *Sanctity of Life*

*Life is sacred – Life is one, for example, Rama’s attitude to Guhaa (the boatman), Jataayu (the bird), Kaykayi and Shabari (the tribal devotee).*

## ◆ SECTION 2 - THE RAMAYAN/BHAGVAD GEETA

### GENERAL OBJECTIVE

*On completion of this Section, students should understand that the Hindu scriptures must be used as an authority on Hindu teaching and practice.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. describe how the Ramayan and the Bhagvad Geeta came into being;*
- 2. describe the different literary styles used in the Ramayan and Geeta;*
- 3. explain the relevance of scriptural teaching as it relates to daily life;*
- 4. relate the scriptural teachings to personal and social experiences.*

### CONTENT

- How the Ramayan and Bhagvad Geeta came into being:***
  - (i) Valmiki Ramayan was written in Sanskrit, therefore the knowledge was not filtered to the masses. In order to make the knowledge available to the masses it was rewritten in Hindi by Tulsi Das.*
  - (ii) Arjuna could not discharge his duty as a warrior due to attachment. Shri Krishna imparted to him the knowledge of the Geeta so that he could righteously carry out the duties of a warrior.*
- Different types of writings***
  - (i) Prose.*
  - (ii) Poetry – Chowpai/Dohaas/Shloka/Sorthaa/Chhanda.*
- Scriptural teachings as it relates to daily life***
  - (i) Guidelines for living:*
    - (a) Promoting the welfare of all is one's highest duty.*
    - (b) Distressing another is the greatest sin.*

## SECTION 2 – RAMAYANA AND BHAGVAD GEETA (cont'd)

### 4. *Hindu teachings applied to personal and social experiences*

- (i) *Honesty - Gandhi (Gita 16: 1 – 3).*
- (ii) *Righteousness - Bharat (Ramayan).*
- (iii) *Faith - Shabari (Ramayan).*
- (iv) *Forgiveness - Jayant (Ramayan).*
- (v) *Mercy, for example, Shri Rama to Rawana (Ramayan).*
- (vi) *Faithfulness - Lakshman and Bharat (Ramayan).*
- (vii) *Prayerfulness, for example, Prahalad (Bhagvad Puraana).*
- (viii) *Justice, for example, Bali (Ramayan).*
- (ix) *Love for God (Pralhad).*
- (x) *Love for Enemy (Shri Rama and Rawana).*
- (xi) *Dealing with material wealth (Bharat).*
- (xii) *Protection in time of Danger, for example, Hanuman saving Lakshman.*
- (xiii) *Courage in time of fear, for example, Hanuman's trip to Lanka.*

## ◆ SECTION 3 – THE ABSOLUTE AND AVATARS

### GENERAL OBJECTIVES

*On completion of this Section, students should:*

1. *understand the nature and attributes of The Absolute;*
2. *understand specific teachings of Hinduism about The Absolute and Avatars – (incarnation).*

### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *explain the statement “Twameva Maataa Cha Pitaa Twameva.....”;*
2. *explain the significance of the names of God;*
3. *describe God as Nirgun Brahma and Sagun Brahma (unmanifest and manifest);*
4. *discuss the importance of the attitudes and qualities of Sagun Brahma (manifestations) in our relationship with man.*

### CONTENT

#### 1. **Roles of God**

*God as All:*

*God is recognised in the statement (‘Twameva Maataa.....’) – You alone are my Mother, Father, Brethren, Companion, Friend, Knowledge, Wealth and God All.*

#### 2. **Significance of the names of God**

- (i) *Vishnu - The all prevailing one, The Sustainer.*
- (ii) *Brahma - The Creator.*
- (iii) *Mahesh - The Dissolver/Destroyer.*

### SECTION 3 – THE ABSOLUTE AND AVATARS (cont'd)

#### 3. *God as Nirgun and Sagun Brahma*

*God is viewed as:*

- (i) *Nirgun Brahma - the unmanifest, absolute, eternal entity, without any physical qualities.*
- (ii) *Sagun Brahma - the manifest with form, not eternal, relative with physical qualities.*

#### 4. *Qualities of Saguna Brahma (as the Parmaatmaa)*

*Thinking at the level is universal and so are the qualities.*

## ◆ SECTION 4 - CONCEPT OF SIN AND LIBERATION

### GENERAL OBJECTIVE

*On completion of this Section, students should understand the Hindu concept of sin and liberation.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *explain the basic concept of sin;*
2. *discuss how sin affects the quality of life for the individual, the society and the environment;*
3. *describe how sin affects survival in the present day situation;*
4. *explain the concept of liberation;*
5. *explain how the freedom of choice and liberation is the birth right of all;*
6. *explain the way out of bondage through liberation, for example, Valmiki.*

### CONTENT

#### 1. **Concept of Sin**

- (i) *Transgression of divine law.*
- (ii) *No inherent or original sin.*
- (iii) *There is no mortal sin which can result in a soul being lost forever in hell.*
- (iv) *Atonement through Tapsya.*

#### 2. **How sin affects individual, society and environment**

- (i) *Individual – tends to become inhumane, that is, asuric qualities, (Baal Kaand - Ramayan).*
- (ii) *Society – degenerated as a result of the Sins of Rawana (Lankaa Kaand Ramayan).*
- (iii) *Environment – become depressed and saddened due to Rama's exile (Ayodhyaa Khand Ramayan).*

## SECTION 4 - CONCEPT OF SIN AND LIBERATION (cont'd)

### 3. *Consequences of sin:*

- (i) *Alienation one from God and man.*
- (ii) *Promotes suffering and spiritual death.*
- (iii) *Promotes unhealthy environment and disease.*

### 4. *Concept of Liberation (Moksha)*

*To be liberated the individual must be one with God in all that he thinks, feels, says and does.*

### 5. *Bondage and liberation*

- (i) *Bondage is the thinking of being limited which results in self imposed restriction, for example, to firstly think you CAN'T will result in non-accomplishment.*
- (ii) *Liberation begins with realistic thinking that I am 'Sat-Chit-Anand-Svaroop', for example, if I think I CAN I will accomplish.*
- (iii) *Freedom of choice and liberation.*

*Since one faces the consequences of what he thinks, feels and does, it must be our birthright to choose what we think, feel and do.*

- (iv) *Freedom from Bondage to Liberation (for example, Valmiki – changed from being a highway robber to a Saint (Ramayan)).*

## OPTION C: ISLAM

### ◆ SECTION 1 – HUMAN LIFE ISSUES

#### GENERAL OBJECTIVE

*On completion of this Section, students should understand the Islamic responses to human life issues concerning the meaning and purpose of life.*

#### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. discuss the Islamic teachings of the meaning and the purpose of life;*
- 2. discuss the concept of khilaafah (Vicegerency) and its application to daily life;*
- 3. examine issues related to justice, peace and human dignity as represented in Islam;*
- 4. discuss the responsibilities and rights of individuals in areas of family life and work as reflected in Islam;*
- 5. describe the concept of Ibaadah (worship) and its impact on daily life;*
- 6. analyze the Islamic response to the social ills and inadequacies of society;*
- 7. assess the Islamic answer to the socio-economic problems of society.*

#### CONTENT

- 1. Islamic teachings on the meaning and purpose of life**
  - (i) Knowing (worship) and attaining closeness to God:  
(Qur'an: 51:56, Hadith #38).*
  - (ii) Man as Allah's representative on earth:  
(Qur'an: 2:30).*
  - (iii) Life as a sacred trust from God:  
(Qur'an: 33:72).*



## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

### 2. *Vicegerency of man*

- (i) *Adam and Eve:*  
(Qur'an: 2:30).
- (ii) *Common Parentage:*  
(Qur'an: 4:1).
- (iii) *Distinction based on piety and righteousness:*  
(Qur'an: 49:13).
- (iv) *Equality of men in the sight of God:*  
(Qur'an: 4:1).
- (v) *No distinction based on colour, language, ethnicity:*  
(Qur'an: 49:13).

### 3. *Issues related to value and dignity of human life*

- (i) *The concept of justice in Islam:*  
(Qur'an: 4:135).
- (ii) *The heavenly balance (cosmos):*  
(Qur'an: 57:4 and 55:7).
- (iii) *The earthly balance:*  
(Qur'an: 55:7-9).
- (iv) *The value of human life:*  
(Qur'an: 5:32).
- (v) *The goals of the Shariah: The preservation of human life, dignity, property, religion and progeny:*  
(Qur'an: 45:18; 57:25).
- (vi) *The concept of peace:*  
(Qur'an: 7:56).
- (vii) *The nobility of man – the universal brotherhood of man:*  
(Qur'an: 4:1).
- (viii) *Mercy to the young:*  
(Qur'an: 4:6, 6:151-152).
- (ix) *Care for the aged:*  
(Qur'an: 17:23-25).

## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

- (x) *Care for the sick:*  
(Hadith #24).
- (xi) *Care for animals and the environment:*  
(Hadith).

### 4. **Individuals' roles, responsibilities and rights in areas of family life and work**

- (i) *Family – its centrality in Islam.*
- (ii) *Husband and wife:*  
(Qur'an: 4-34).
- (iii) *Parents and children:*  
(Qur'an: 17:23-25).
- (iv) *Extended family members, relatives and neighbours:*  
(Qur'an: 4-34, 2:215).
- (v) *Employers and employees:*  
(Hadith).
- (vi) *The dignity of labour and labour relations:*  
(Hadith).

### 5. **Concept of Ibaadah (worship) and its impact of daily life**

- (i) *Pervasiveness of worship:*  
(Qur'an: 51:56).
- (ii) *Social ethics and interaction:*  
(Qur'an: 49:10-13).
- (iii) *Moral behaviour and decency:*  
(Qur'an: 16-90).
- (iv) *Social responsibilities:*  
(Qur'an: 2:177).
- (v) *Salaah (Prayer) and its relationship with human activities:*  
(Qur'an: 23:1-10).
- (vi) *Zikr (constant remembrance of God):*  
(Qur'an: 62:10).

## SECTION 1 – HUMAN LIFE ISSUES (cont'd)

### 6. *The response to the social ills and inadequacies*

- (i) *Child abuse:*  
(*Qur'an: 6:151*).
- (ii) *Substance abuse and gambling:*  
(*Qur'an: 5:90*).
- (iii) *Poverty:*  
(*Quran: 2:267-268*).
- (iv) *Prejudice and discrimination:*  
(*Qur'an: 49:11-13 and 5:8*).
- (v) *Spousal abuse:*  
(*Qur'an: 4:19-21*).
- (vi) *Violence and crime:*  
(*Qur'an: 5:32-33*).

### 7. *The Islamic answers to socio-economic problems*

- (i) *The institution of Zakaah (compulsory charity):*  
(*Qur'an: 9:103*).
- (ii) *Charity and support for the destitute:*  
(*Qur'an: 2: 261,267*).
- (iii) *Interest free banking:*  
(*Qur'an: 2:275*).
- (iv) *Exploitation of labour:*  
(*Qur'an: 57:23-24*).

## ◆ SECTION 2 – THE HOLY QUR’AN

### GENERAL OBJECTIVE

*On completion of this section, students should have an understanding of:*

- (i) the Islamic concept of revelation;*
- (ii) the Qur’an as the permanent Miracle of Allah;*
- (iii) the importance of the Qur’an and Hadith in Islamic thought and practice.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. explain the preservation, transmission and compilation of the Qur’an;*
- 2. discuss the importance of the Arabic Language in understanding the message of the Qur’an;*
- 3. discuss the miraculous nature of the Qur’an revealed to Prophet Muhammad (upon whom be peace);*
- 4. discuss the main tenets presented in the Qur’an;*
- 5. explain the role of the Hadith (record of the Prophet’s sayings, actions and approval) as the second source of guidance along with the Qur’an;*
- 6. discuss the teachings of the Qur’an and Hadith on daily life.*

### CONTENT

- 1. Preservation, transmission and compilation of the Qur’an**
  - (i) The first revelation and its historical circumstances: (Qur’an: 96: 1 – 5).*
  - (ii) Allah says in the Qur’an that He Himself will preserve and protect the Qur’an: (Qur’an:15:10).*
  - (iii) Oral transmission is the most important mode of transmission and preservation of the Qur’an: (Qur’an 54:40).*
  - (iv) The Qur’an in written form is an additional means of preservation.*
  - (v) The Qur’an was memorised, recorded and arranged during the life time of Prophet Muhammad (peace be upon him): (Hadith).*

## SECTION 2 – THE HOLY QUR’AN (cont’d)

- (vi) *Collection and preservation of Qur’an through memorisation, writing and practice: (Qur’an: 54:40).*
- (vii) *The role of the early caliphs in compiling and circulating the Qur’an in book form.*
- (viii) *The original copy is an authentic reference point for all future copies of the Holy Qur’an.*
- (ix) *The names, attributes and structure of the Qur’an: (Qur’an: 25:1; 15:9; 17:82; 2:1).*

### 2. ***The Arabic language as the language of the Qur’an***

- (i) *The Qur’an remains exactly as it was revealed to Prophet Muhammad (peace be upon him): (Qur’an: 15:10).*
- (ii) *Only the Arabic Language can best convey the profound meanings, eloquence and miracles of the Qur’an: (Qur’an: 4:166; 41:2-3; 43:2-4).*
- (iii) *Translations of the Qur’an are only the meanings of Qur’an.*
- (iv) *The Quranic language: faseeha (pure language), balaga (poetic expression) Uloomul-Qur’an (Quranic sciences): (Qur’an:16:103; 38:29; 3:7; 24:35).*

### 3. ***The Qur’an: Permanent Miracle revealed to Prophet Muhammad (peace be upon him)***

- (i) *Permanent challenge to those who doubt that Qur’an is Kalaamullah (the Perfect Words of Allah): (Qur’an: 2: 23–24; 52:33-34; 4:82).*
- (ii) *Literacy form and expression: (Qur’an: 4:163-165; 1:113-114; 26:28).*
- (iii) *Archaeological and Historical discoveries: (Qur’an: 30:2-5; 10:92; 11:44).*
- (iv) *Scientific evidences and facts: (Qur’an: 23:14; 86:6-7; 6:38; 16:66; 21:30-33).*

### 4. ***Main Tenets of the Qur’an***

- (i) *Allah (God): His Nature and Attributes: (Qur’an:2:255; 112:1-4; 7:180; 20:8; 59:24).*

## SECTION 2 – THE HOLY QUR’AN (cont’d)

- (ii) *Man: origin, purpose, historical experiences and final destination:*  
(Qur’an:4:1; 49:13; 30:22; 51:56).
- (iii) *Laws, rules and regulations for all aspects of life:*  
(Qur’an: 5:3; 3:19, 85; 5:47-49; 31:58).

### 5. **The Hadith: second source of guidance**

- (i) *The relationship between the Quran and the Hadith:*  
(Qur’an: 53:3; 4:64-65; 3:32; 5:92).
- (ii) *The role of the Hadith as a source of Islamic law:*  
(Qur’an: 59:7; 4:58-59; 4:65, 80).
- (iii) *The collection and classification of Hadith:*
  - (a) *criteria and scrutiny of Hadith collection;*
  - (b) *preservation through memorisation, recording and practise;*
  - (c) *classification: Sahih (authentic), Hasan (sound), Daif (weak).*
- (iv) *The message and teachings of the Hadith:*  
(An-Nawawi’s Forty Hadith)

### 6. **The teachings of Qur’an and Hadith for daily life**

- (i) *Beliefs, concepts and world view:*  
(Qur’an: 2:177, 138, 285; Hadith # 24, 20, 34).
- (ii) *Personal worship and relationship with Allah – Salaah (prayers), Zikr (constant remembrance of God) and Dua (supplication):*  
(Qur’an: 2:3, 43, 153; 4:43; 2: 186; 32:15-16; 3:191-195 Hadith # 29).
- (iii) *Social responsibilities: ethics and interaction:*  
(Qur’an: 49: 6-13, 17:22-37; Hadith # 15; 13; 14; 20; 25; 26).
- (iv) *Morality, mannerisms and conduct:*  
(Qur’an: 16:90-91, Hadith #18).
- (v) *Mundane living: diet, hygiene, dress, marriage, sexuality, work, business and death:*  
(Qur’an: 5:3-5; 2:222; 24:30-33; Hadith # 6; 10; 15).
- (vi) *Culture, life-style, values: entertainment, home, art and architecture:*  
(Qur’an: 24:58-61; 25:62-77; Hadith# 6; 10).

## ◆ SECTION 3 – CONCEPT OF ALLAH (GOD)

### GENERAL OBJECTIVE

*On completion of this Section, students should understand:*

1. *the nature and attributes of Allah;*
2. *the fundamental articles which constitute faith in Allah.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *discuss the concept of Tawheed;*
2. *explain belief in the Angels;*
3. *explain belief in the divine scripture;*
4. *discuss the concept of prophethood;*
5. *explain belief in the hereafter;*
6. *explain belief in Al-Qadr (Divine Decree);*
7. *examine the relationship between the Allah and his servants.*

### CONTENT

#### 1. **The concept of Tawheed (Oneness of God)**

- (i) *The concept of Tawheed:*  
(*Qur'an: 2:133,163, 255; 5:171; 3:18*).
- (ii) *The three aspects of Tawheed:*
  - (a) *Tawheed al Rububiyyah (Unity of Lordship):*  
(*Qur'an: 2:163; 112:1-4*).
  - (b) *Tawheed al Ulluhiyyah/Ibaadah (Unity of Worship):*  
(*Qur'an: 2:28; 17:23*).
  - (c) *Tawheed al Asma wa al Sifaat (Unity of His Names and Attributes):*  
(*Qur'an: 20:8*).

## SECTION 3 – CONCEPT OF ALLAH (GOD) (cont'd)

- (iii) *The Impact of Tawheed on life:*  
(*Qur'an: 23:1-9, 70:22-34*).

### 2. ***Belief in the Angels***

- (i) *Nature of the Angels:*  
(*Qur'an:13:13; 35:1*).
- (ii) *Roles of the Angels:*  
(*Qur'an: 66:6; 4:97; 53:5-10*).
- (iii) *The recording Angels:*  
(*Qur'an: 50:17-18; 82:10-12*).

### 3. ***Belief in the Divine Scripture***

- (i) *Concept of Wahi (Revelation):*  
(*Qur'an: 4:163; 6:91-93; 16:101-102*).
- (ii) *The previous Books:*  
(*Qur'an: 4:36; 6:92*).
- (iii) *The final Revelation:*  
(*Qur'an: 17:9, 41; 25:32*).

### 4. ***The Concept of Prophethood***

- (i) *The Concept of Prophethood:*  
(*Qur'an: 45:16; 57:26; 6:82-90*).
- (ii) *The Attributes and qualities of Prophets:*  
(*Qur'an: 25:20; 3:79-80; 4:64; 3:161*).
- (iii) *The Role of Prophets:*  
(*Qur'an: 2:213; 33:45-46*).
- (iv) *The finality and pre-eminence of Prophet Muhammad (Peace be upon him):*  
(*Qur'an: 34:28; 33:40; 62:2; 33:56; 33:21*).
- (v) *The Prophethood of Prophet Muhammad (Peace be upon him):*  
(*Seerah*).



## SECTION 3 – CONCEPT OF ALLAH (GOD) (cont'd)

### 5. *Belief in the Hereafter*

- (i) *Concept of death and immortality of the soul:*  
(*Qur'an: 3:145; 3:185; 21:28; 89:27-30*).
- (ii) *Life in the Grave:*  
(*Qur'an: Ch.102; 23:100*).
- (iii) *Signs of the Last Day:*  
(*Hadith*).
- (iv) *Scenes of the Last Day:*  
(*Qur'an: 39:67-68; 81:1-14; 82:1-5*).
- (v) *Reward and Punishment:*  
(*Qur'an: 39:69-75; 77:29-38; 76:11-22*).

### 6. *Belief in Al – Qadr (Divine Decree)*

- (i) *The Divine Knowledge:*  
(*Qur'an: 6:59*).
- (ii) *The Record of all matters:*  
(*Qur'an: 22:70; 57:22*).
- (iii) *The Divine Will:*  
(*Qur'an: 2:253; 81:27-29*).
- (iv) *The Creation of everything:*  
(*Qur'an:25:1-2; 39:62; 54:49; 37:96*).

### 7. *The relationship between the Allah and His servants (devotee)*

- (i) *Ibaadah (Worship) - Meaning, scope and significance:*  
(*Qur'an: 98:5; 51:56*).
- (ii) *Salaah (Prayers) - Status, benefits and regulations:*  
(*Qur'an: 2: 2-3, 153,177; 4:43; 29:45; 11:114; 20:130; 74:43*).
- (iii) *Zakaah (Compulsory charity) - Significance, scope and regulations:*  
(*Qur'an: 2:43, 110, 177, 277; 4:162, 5:55*).
- (iv) *Sawm (Fasting) - Status, benefits and regulations:*  
(*Qur'an: 2:183-185,187*).
- (v) *Hajj (Pilgrimage) - Importance, virtues and regulations:*  
(*Qur'an: 2:189, 196-203; 3:97; 22:26-30*).

## ◆ SECTION 4 – CONCEPT OF SIN, PUNISHMENT AND REWARD

### GENERAL OBJECTIVE

*On completion of this Section, students should understand the concept and consequences of sin and the rewards of repentance and goodness.*

### SPECIFIC OBJECTIVES

*The students should be able to:*

- 1. explain the concept of sin;*
- 2. discuss the effects of sin on the individual, society and environment;*
- 3. describe the impact of Taqwah (piety) and Ihsan (excellence);*
- 4. analyze the progression of spirituality in attaining closeness to Allah.*

### CONTENT

#### **1. Concept of sin**

- (i) The status of human being as the best of Allah's creation:  
(Qur'an: 2:30-31; 95:4; 33:72).*
- (ii) All human beings are born in a state of Fitrah (natural purity) free from sin:  
(Qur'an: 7:172; 7:29).*
- (iii) The purpose of creation (including man) is submission to the Creator:  
(Qur'an: 3-83).*
- (iv) Man's deviation from the divine purpose:  
(Qur'an: 2:243; 7:10, 17; 14:7).*
- (v) Man is responsible for his own action and no one bears the sin of another:  
(Qur'an: 17:13-15; 34:25).*
- (vi) The sin of omission and commission:  
(Qur'an: 6:120; 7:33; 25:68-71).*
- (vii) Major and Minor sins:  
(Qur'an: 4:31; 53:32; 42:37; 17:23-38).*

## SECTION 4 – CONCEPT OF SIN, PUNISHMENT AND REWARD (cont'd)

### 2. *The effects of sin*

- (i) *The individual: moral, spiritual and physical degradation:*  
(Qur'an: 7:145-147; 10:69-70; 6:125; 6:110-111).
- (ii) *The society: breakdown in values, norms and conventions:*  
(Qur'an: 30:41).
- (iii) *The environment: endangerment to life and depletion of natural resources:*  
(Qur'an: 30:41).

### 3. *The consequences of sin*

- (i) *Deprivation of Allah's mercy, guidance and protection:*  
(Qur'an: 7:146-147; 2:257; 4:123).
- (ii) *Increase of the disease of the soul (qalb) and its eventual death (spiritual):*  
(Qur'an: 2: 7-12; 8:48-49; 9:125; 2:74).
- (iii) *Immorality and disregard for human values:*  
(Qur'an: 7:179; 22:72).
- (iv) *Follow base passions and desires:*  
(Qur'an: 95:5).
- (v) *The wrath and punishment of Allah:*  
(Qur'an: 8:50-51; 3:106).

### 4. *The Concept of Taqwah (God consciousness) and Ihsan (Excellence)*

- (i) *Taqwah ( God consciousness) and its important place in Islam:*  
(Qur'an: 9:109; 10:105; 22:37; 2:197; 49:13; 65:2-3).
- (ii) *Moral significance of the vicegerency of man:*  
(Qur'an: 30:30; 98:7, 63:8).
- (iii) *The stages of spiritual progression: Muslim, Mu'min and Muhsin:*  
(Qur'an: 49:14-15; Hadith # 2).
- (iv) *Man's potential to attain Ihsan (excellence and goodness) in all aspects of life:*  
(Qur'an: 2:30; 95:4; 50:16; Hadith#17; 19; 38).
- (v) *Attainment of closeness to Allah and its station in this world:*  
(Qur'an: 3:191; 22:54; 8:2-4; Hadith # 38).
- (vi) *Attainment of the divine pleasure and rewards of Allah in the Hereafter:*  
(Qur'an: 3:15; 25: 75-76; 61:10-13).

## OPTION D: JUDAISM

### ◆ SECTION 1: HUMAN LIFE ISSUES

#### GENERAL OBJECTIVE

*On completion of this Section, students should understand the responses of Judaism to specific human life issues concerning the meaning and purpose of life.*

#### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. discuss the meaning and purpose of human life as reflected in the Tennach (Tenakh);*
- 2. explain the concept of stewardship and its application to daily living;*
- 3. explain the concept of moral living and its application to daily living;*
- 4. assess issues relating to justice, peace and the value and dignity of human life as reflected in the Tennach (Tenakh);*
- 5. discuss the roles, responsibilities and rights of individuals in areas of family life and work as reflected in the Tennach (Tenakh);*
- 6. describe the concept of the reign of God as displayed in the Tennach (Tenakh);*
- 7. discuss the teachings of Judaism on specific health and medical issues.*

#### CONTENT

- 1. Teachings on the meaning and purpose of human life through being***
  - (i) Created in the image of God.*
  - (ii) Created male and female.*
  - (iii) Endowed with intelligence and free will.*
  - (iv) God is the source of life and human value.*
- 2. Concept of Stewardship***
  - (i) Co-workers with God.*
  - (ii) Human responsibility to care for creation.*

## SECTION 1 - HUMAN LIFE ISSUES (cont'd)

- (iii) *Thanksgiving Offerings.*
- (iv) *Care for the foreigner and less fortunate.*

### 3. *Moral living in daily life*

- (i) *God is moral and the source of moral values.*
- (ii) *Human responsibility is to imitate God in moral rectitude.*
- (iii) *Human responsibility to love and serve God.*
- (iv) *Sexual issues.*
- (v) *Race relationships.*
- (vi) *Social status.*

### 4. *Issues related to value and dignity of human life*

- (i) *Child abuse.*
- (ii) *Substance abuse.*
- (iii) *Capital punishment.*
- (iv) *Poverty.*
- (v) *Unemployment.*
- (vi) *Prejudice and discrimination.*
- (vii) *Violence, Vandalism and War.*
- (viii) *Treatment of the mentally and physically challenged.*

### 5. *Individuals' roles, responsibilities and rights in family life*

- (i) *Marriage and Divorce.*
- (ii) *Family life.*
- (iii) *Gender roles and responsibilities:*
  - (a) *status of women;*

## SECTION 1 - HUMAN LIFE ISSUES (cont'd)

- (b) *responsibilities of the husband;*
- (c) *obligations of genders to the commandments.*
- (iv) *Parenthood.*
- (v) *Children.*

### 6. **Concept of the reign of God in the Tennach (Tenakh)**

- (i) *Israel as God's special care.*
- (ii) *The whole world belongs to God.*

### 7. **Medical and Health Issues**

*Rules relating to:*

- (i) *autopsies;*
- (ii) *transplants;*
- (iii) *abortion;*
- (iv) *life support;*
- (v) *termination of life.*

## ◆ SECTION 2 – THE TENNACH (TENAKH)

### GENERAL OBJECTIVE

*On completion of this section, students should understand the Tennach (Tenakh) as the authority on Jewish teaching and practice.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

- 1. describe how the Tennach/Tenakh (Torah, Nevi'im, Ketuvim) was transmitted;*
- 2. identify the different types of writings in the Tennach/Tenakh;*
- 3. explain how passages from the Tennach/Tenakh are used as instruction for Jewish teaching and practices;*
- 4. relate teachings of the Tennach/Tenakh to personal and social experiences.*

### CONTENT

#### **1. Transmission of the Tennach/Tenakh**

- (i) The Dead Sea Scrolls.*
- (ii) Oral Tradition.*
- (iii) Names of the books in the Torah, Nevi'im and the Ketuvim.*

#### **2. The books of Teaching**

- (i) The first five books (Genesis to Deuteronomy).*
- (ii) The books of the Prophets (1 and 2 Samuel; 1 and 2 Kings, Joel, Isaiah, Jeremiah).*
- (iii) The writings (Psalms, Esther, Proverbs, Nehemiah, Daniel).*

#### **3. Instruction on Jewish teachings and practices**

- (i) Beliefs about Human Nature (Genesis 2: 7).*
- (ii) Belief in Yahweh (God) (Deut 6:4).*
- (iii) The observance of the Sabbath (Ex 20: 1-14).*

## SECTION 2 – THE TANAKH (cont'd)

- (iv) *Observances of the three Pilgrim Festivals (Lev 23: 24 – 36).*
- (v) *Beliefs about the Jewish Afterlife (Gen. 25:8, 17 ; Gen. 17: 14; Gen. 35: 29; Gen. 49: 33; Ex. 31: 14; Deut. 42: 50; Ecc.3: 19-20; 2 Sam. 14: 14; Ps. 88: 4-7,13; Job 10:21-22; Job 26:5; Lam. 3:55).*
- (vi) *Beliefs about the Messiah (Isa. 6: 1- 9; Isa 11: 2-5; 2 Sam. 7: 12-13; Jer. 23: 5; Jer. 33: 15; Dan. 10:14; Zec. 14:9; Micah 4; Hosea 3: 4-5; Zep. 3: 9; Ez. 38: 16).*
- (vii) *Belief in worship and prayer.*
- (viii) *Belief in the Resurrection of the Dead and the Judgement (Babylonian Talmud, Tractate Ketubot 111b; Tractate Baba Metzia 58b).*
- (ix) *Beliefs about Jews.*

### 4. **Teachings of the Tannach /TeNaKh applied to personal and social experiences**

- (i) *Relationship with family and peers (Cain and Abel, Gen. 4).*
- (ii) *Guidelines for living (Ex. 20:1 -17).*
- (iii) *Comfort in Time of Sorrow and Suffering.*
- (iv) *Protection in Time of Danger.*
- (v) *Business and professional Behaviours (Ps. 15; Prov. 3: 1 -12).*
- (vi) *Dietary Regulations and health issues.*
- (vii) *Morals and Ethics.*
- (viii) *Death and Mourning.*



## ◆ SECTION 3 – GOD

### GENERAL OBJECTIVES

*On completion of this Section, students should:*

1. *understand the nature and attributes of God;*
2. *understand specific teachings about God.*

### SPECIFIC OBJECTIVES

*Students should be able to:*

1. *describe the nature of God;*
2. *discuss the understanding of the name and the significance of the titles for God;*
3. *explain the significance of the idea of God as a Covenant maker;*
4. *explain the attributes of God.*

### CONTENT

1. ***Nature of God***
  - (i) *God is limitless.*
  - (ii) *God is one.*
  - (iii) *God is creator.*
  - (iv) *God is moral.*
  - (v) *God is personal.*

## SECTION 3 – GOD (cont'd)

### 2. *The name of God and titles for God*

- (i) *Writing and pronouncing the name of God*  
*Name of God not usually written. Name not to be erased or defaced (Deut. 12: 23)*  
*Torah nor.*
- (ii) *God is known by many names. These include:*
  - (a) *Yahweh;*
  - (b) *Ha'Shem;*
  - (c) *El;*
  - (d) *Adoni;*
  - (e) *Eliyah sh' Eliyah;*
  - (f) *Zebaot.*

### 3. *God and Covenant*

- (i) *What is ber'it*  
*Examining the understanding and nature of the concept of covenant*
- (ii) *Examples of Covenants with God*
  - (a) *God's covenant with Noah;*
  - (b) *God's covenants with Abram.*
- (iii) *Jews as God's special people*
  - (a) *life within the covenant;*
  - (b) *Jewish identity as God's special people.*

### 4. *Attributes of God*

- (i) *Eternal.*
- (ii) *Omnipresent.*
- (iii) *Omniscient.*

### SECTION 3 – GOD (cont'd)

- (iv) *Love.*
- (v) *Just.*
- (vi) *Holy.*
- (vii) *Righteous.*
- (viii) *Merciful.*

## ◆ SECTION 4: FESTIVALS AND OBSERVANCES

### GENERAL OBJECTIVES

*On completion of this Section, students should understand:*

1. *the festivals and observances in Judaism;*
2. *the significance of the festivals with special reference to Jews in the Caribbean.*

### SPECIFIC OBJECTIVES

*The student should be able to:*

1. *identify the festivals and holy days of Judaism;*
2. *discuss the purpose and ceremonial observance of the festivals and holy days;*
3. *explain the modern significance of each festival;*
4. *identify the months of celebration for each festival.*

### CONTENT

#### 1. ***Jewish Festivals in the Caribbean***

- (i) *Yom Kippur, Day of Atonement – Day of Fasting:*  
(Lev. 16: 1 – 34; Nubs 29: 1 – 11; Isaiah 57: 14; 58: 14)
- (ii) *Passover/Pesach - commemoration of God's saving action to Israel - the Exodus:*  
(Ex. 12: 14 – 51; Nubs 23: 1 – 8; Ex. 23: 1 – 8)
- (iii) *Rosh Hashana - The Jewish New Year:*  
(Lev 23: 24 – 25)
- (iv) *Succoth/Tabernacle (Jewish Harvest Festival)*  
(Lev. 23: 34 – 36; Nubs 29: 12 – 39)
- (v) *Shavvot/Feast of Weeks: When Israelites received the Torah/Commandments at Mount Sinai*  
(Ex. 19: 1 – 20; 23; Deut 16: 9 – 12)
- (vi) *The Sabbath (Shabbos)*  
(Ex. 20: 1 – 14)
- (vii) *Chanukah (feast of dedication)*  
(1 Maccabees 4: 36 – 59)

## SECTION 4: FESTIVALS AND OBSERVANCES (cont'd)

### 2. *Purpose and ceremonial observance of the festivals and holy days*

- (i) *Yom Kippur (day of Atonement): the most solemn day of complete fasting and prayer.  
(Nubs 29: 1- 11; Lev. 16: 1- 34; Isaiah 57: 14; 58: 14)*
- (ii) *Passover (Peasach): As a remembrance of the Exodus from Egypt. The main observance is in the form of the Seder Supper with its special meal and the reading of the Hagadah, the retelling of the Exodus.*
- (iii) *Rosh Hashanah/New Year: Beginning of the Ten Pentecostal days ending on Yom Kippur: Blowing of the Shofar: Time of reflection and personal sacrifice: Retelling of the story of the sacrifice of Issac.*
- (iv) *Shavuot: Recounting of the receipt of the commandments from God on Mount Sinai  
Story of the Golden Calf etc.*
- (v) *Succoth (Tabernacle): Reminds of the transient and fragile nature of our lives on earth blessings for the ability to have food to eat*
- (vi) *Chanukah: Give thanks for the preservation of our faith and the temple: Lighting of the Menorah on each of the seven nights of the festival.*
- (vii) *The Sabbath ( Shabbos):  
observing the day of rest.*

### 3. *Explain the modern significance of each festival*

- (i) *Yom Kippur (Day of Atonement): to concentrate entirely upon the spiritual aspect of life.  
Nubs 29: 1 – 11; Lev. 16: 1 – 34; Isaiah 57: 14; 58: 14*
- (ii) *Passover/Pesach:  
emphasises the essential part which the moral law must play in the life of nations and individuals.*
- (iii) *Rosh Hashanah (The Jewish New Year):  
To start the process of repentance there is a need to make a personal sacrifice to alter one's current mode.*
- (iv) *Succoth (Harvest festival) of behaviour*
- (v) *Purim (Festival of Lights):  
teaches that those who spread hatred are themselves in the end destroyed That salvation will arise for the Jew if he clings to his faith.*
- (vi) *The Sabbath: Day of serious prayer and reading of the Torah: A time of family reunion/togetherness: A time of cessation of work as explained in the Talmud*
- (vii) *Chanukah (Feast of Dedication):  
the victory of the "few" over the "many" giving encouragement to all minorities to believe in the right and that the right will always triumph.*

## SECTION 4: FESTIVALS AND OBSERVANCES (cont'd)

### 4. Identify the months of celebration for each.

- (i) *Yom Kippur (Day of Atonement):*  
*9<sup>th</sup> and 10<sup>th</sup> of Tishri.*
- (ii) *Passover/Pesach:*  
*5<sup>th</sup> – 22<sup>nd</sup> Nissan/15<sup>th</sup> – 23<sup>rd</sup> Nissan (Jews in diaspora).*
- (iii) *Rosh Hashanah (the Jewish New Year):*  
*1<sup>st</sup> of Tishri/2<sup>nd</sup> of Tishri (Jews in diaspora).*
- (iv) *Sukkoth:*  
*15<sup>th</sup> of Tishri.*
- (v) *Purim (Festival of Lights):*  
*14<sup>th</sup> of Adar.*
- (vi) *The Sabbath:*  
*Friday evening into Saturday evening.*
- (vii) *Chanukah/Hanukkah:*  
*Feast of Dedication – 25<sup>th</sup> Kis/ev (lasts for eight days).*

## ◆ SCHOOL-BASED ASSESSMENT (40 marks)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities that are emphasised by this CSEC subject and enhances the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

### **GUIDELINES TO TEACHERS FOR THE CONDUCT OF SCHOOL-BASED ASSESSMENT**

The School-Based Assessment (SBA) for Religious Education consists of a research paper based on a selected world religion or on any other religion selected from those listed under the topics for research on pages 76 – 78 of the syllabus. It is required of all candidates and will be marked by the teacher in accordance with the criteria set out in the SBA mark scheme on pages 83 – 85 of the syllabus. The guidelines for the research paper are described below.

The SBA is to be marked out of a total of 40 marks and is worth 20% of the overall grade. It focuses equally on the assessment of Profile Dimension 2, Interpretation and Analysis (20 marks) and Profile Dimension 3, Application (20 marks). These profile dimensions are described more fully on page 3 of the syllabus.

Teachers must ensure that candidates hand in their research papers in time to allow for marking and submission to the Council by April 30th in the year of the examination. If audio-visual is used, this should be submitted also with a transcript or any appropriate written documentation.

## **The Role of the Teacher in Managing School-Based Assessment**

Since the SBA is an integral part of the evaluation scheme of the syllabus, teachers are expected to guide and monitor students' progress and assess the finished product according to the criteria set out in the mark scheme.

The teacher is expected to:

1. inform students of the areas available for research;
2. approve students' research plans;
3. inform students about the deadlines for completion and submission of the report;
4. advise students on the nature of the task and the scope and depth of research required to complete it;
5. advise students on the availability of resource material;
6. monitor students' progress by advising them on the quality of their work in progress and suggesting ways to improve quality;
7. use techniques such as review of students' progress reports and preliminary drafts to establish authenticity of their work;
8. collect and mark the research reports;
9. keep a record of students' marks and submit these together with samples of work as requested by CXC;
10. copy, complete and attach the research proposal to each sample script submitted.

**IMPORTANT** - The teacher is responsible for ensuring that each student's research report is his or her own work. Plagiarism and cheating will be penalised. A simple way to establish authenticity is to insist on check points for students to show how their work is progressing.

Teachers may also use brief oral questions to verify that candidates did indeed engage in the research activities. Some teachers may require candidates to submit preliminary drafts along with the final version, although only the final version will be assessed.

### **TOPICS FOR RESEARCH**

Teachers should assist students in selecting topics related to one of the following religions specified for guided research:

1. Indigenous Caribbean Religions
  - (i) Rastafari
  - (ii) Revivalism
  - (iii) Vodun
  - (iv) Orisha



- (v) Spiritual Baptist
- (vi) Santería
- (vii) Jordanite

## 2. Hinduism

- (i) Groups
  - (a) Iskon Movement
  - (b) Vaishnavites
  - (c) Shiva Narayan
  - (d) Shaivites
  - (e) Shaktas
  - (f) Kali Mai
  - (g) Arya Samaj
  - (h) Kabir Panth
- (ii) Hinduism during the period of indentureship

## 3. Islam

- (i) “Sects”
  - (a) Sunni
  - (b) Shi’ite
- (ii) Others
  - (a) Ismaili’s
  - (b) Ahmadi’s
  - (c) Nusayris
  - (d) Nation of Islam
- (iii) Islam and indentureship

4. Christianity

(i) Denominations

- (a) Anglicans
- (b) Baptists
- (c) Brethren
- (d) Church of God
- (e) Lutheran
- (f) Methodists
- (g) Moravians
- (h) Pentecostals
- (i) Reformed (including Prebyterian)
- (j) Roman Catholics
- (k) Seventh-Day Groups
- (l) Evangelicals.

(ii) Christianity during the period of enslavement and indentureship

5. Judaism

(i) Sects

- (a) Orthodox
- (b) Conservatives
- (c) Reform

(ii) Judaism in the 1700's in the Caribbean.

**The Research Paper**

Each candidate must submit a research paper of 1,000 words, not including table of contents, bibliography and appendices. A total of 10 per cent of the candidate's score will be deducted for any research paper in excess of 1,000 words (excluding tables, direct quotations, footnotes, references and appendices). The following criteria are provided to guide candidates in preparing the research paper:

1. **Presentation**

The criterion includes a table of content, illustrations, presentation of research paper (proper compilation, neatness of document) and bibliography (author or editor, title, place of publication, publishers, date).

2. **Statement of Aims**

This criterion includes a basic outline of all that the candidate hopes to achieve and discover at the end of the study.

3. **Information Collection**

This criterion includes a description of how, when, where information was collected, including instruments or questionnaires if any were used. Library research is acceptable.

4. **Summary of Findings**

This criterion includes the actual documentation of relevant facts and findings discovered through research.

5. **Analysis and Interpretation of Information Collected**

Candidates need to display an understanding of the issues related to the topic chosen. Critical thinking should be encouraged as candidates are asked to analyse and interpret the information presented. This criterion requires clarity of explanation and as such, calls upon the candidate to demonstrate this ability.

6. **Conclusions**

This criterion requires that the candidate summarise the main ideas of the research paper and draw conclusions from the material which they analyse.

7. **Communication of Information**

This criterion refers to the communication of information in a logical way, using correct grammar.

(See pages 83 - 85 for guidelines for marking the research paper).

The following are suggested areas of research- Festivals, Worship, Rituals, Code of Ethics, Basic Beliefs, Leadership, Origins and Development.

**Preparing the Research Paper**

1. The research should be conducted prior to the second term of the final year and the research paper written during that term. The paper should be assessed by the teacher. Marks must be submitted online using the SBA data capture module of the Online Registration System (ORS).
2. The research paper should be in a simple soft-back folder of “Quarto” or “A4” size. Candidate’s registration number, title of the research paper and the name of the school should be clearly written on the folder AND on the FIRST inside page. The research paper should be neatly written or typed.

3. Teachers should discourage duplication of material, that is, although two candidates may write on the same topic, there must be evidence of individual work. Group research is allowed but student must write individual reports.

### **Notes to Teachers**

1. The research paper allows the student to choose from topics related to one of the selected world religions or on any other religion, denomination or sect selected from those listed under the topics for research pages 76 - 78 and provides an opportunity for self-directed learning in which the student can assume responsibility for conducting an enquiry. The student's work can be improved by:
  - (i) stimulation of interest in religious beliefs and practices;
  - (ii) an awareness of strategies, concepts and principles involved in the research.
2. The teacher should provide specific guidance in:
  - (i) the selection of an appropriate and manageable topic;
  - (ii) the presentation of illustrative material;
  - (iii) the presentation of written information (format);
  - (iv) the methods of interpretation of information collected;
  - (v) identifying resource materials and making available materials accessible to candidates. An on-going programme of collection and documentation of material is necessary.
3. Teachers should assist in fostering the development in their students of the skills related to students in comprehension, analysis and synthesis of information.
4. Many of the difficulties connected with research projects can be avoided if careful thought is given to the timing of the work so that it:
  - (i) avoids serious clashes with students' workload in other subjects;
  - (ii) allows sufficient time for the students to have acquired some familiarity with appropriate research techniques;
  - (iii) gives adequate time for individual supervision by the teacher;
  - (iv) allows sufficient time after students have completed their research papers for teachers to meet assessment deadlines.
5. The following are suggested areas for research:
  - (i) festivals;
  - (ii) rituals;
  - (iii) worship;

- (iv) code of ethics;
- (v) basic beliefs;
- (vi) origins and development;
- (vii) leadership.

**This list is not exhaustive and students may choose to investigate other topics relevant to the content and objectives of the syllabuses.**

## ◆ MODERATION OF SCHOOL-BASED ASSESSMENT

*School-Based Assessment Record Sheets are available online via the CXC's website [www.cxc.org](http://www.cxc.org).*

*All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.*

*Copies of the students' assignments that are not submitted must be retained by the school until three months after publication by CXC of the examination results.*

CARIBBEAN EXAMINATIONS COUNCIL

Religious Education (SBA)

RESEARCH PROPOSAL

To be attached to each requested sample script

Teachers are advised to make a duplicate copy for each student.

To be completed by .....(teacher will suggest date)

NAME OF CANDIDATE: \_\_\_\_\_ CANDIDATE'S NUMBER: \_\_\_\_\_

NAME OF TEACHER : \_\_\_\_\_ NAME OF SCHOOL: \_\_\_\_\_

YEAR OF EXAMINATION: \_\_\_\_\_ SCHOOL CODE: \_\_\_\_\_

**AREA OF RESEARCH:**

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**BASIC OUTLINE OF STUDY:**

1. What is the rationale/aim of your study?

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2. How will you obtain your information?

---

---

3. How do you intend to present the information?

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Teacher' signature: \_\_\_\_\_ Candidate's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**GUIDELINES FOR MARKING THE RESEARCH PAPER**

Refer to pages 88 – 90 for details.

CRITERIA	SCORE	
	Interpretation And Analysis (P2)	Application (P3)
<p>A. <u>Presentation (6 marks)</u></p> <ul style="list-style-type: none"> <li>- <b>Excellent</b> presentation and organisation</li> <li>- <b>Satisfactory</b> presentation and organisation</li> <li>- <b>Weak</b> presentation and organisation</li> </ul>		<p>5-6</p> <p>3-4</p> <p>1-2</p>
<p>B. <u>Statement of aims (3 marks)</u></p> <ul style="list-style-type: none"> <li>- Aims <b>clearly</b> stated</li> <li>- Aims <b>fairly</b> clearly stated</li> <li>- At least ONE aim <b>mentioned</b></li> </ul>	<p>3</p> <p>2</p> <p>1</p>	
<p>C. <u>Description of how, when, where information was collected, including instruments used (4 marks)</u></p> <ul style="list-style-type: none"> <li>- <b>Clear</b> description of the information, collection procedures AND description/example(s) of the instrument(s) used</li> <li>- <b>Fairly clear</b> description of the information, collection procedures AND description/example(s) of the instrument(s) used</li> <li>- <b>Adequate</b> description of the information collection procedures AND description/example(s) of the instrument(s) used</li> <li>- <b>Limited</b> description of the information collection procedures</li> </ul>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	
<p>D. <u>Summary of Findings (5 marks)</u></p> <ul style="list-style-type: none"> <li>- <b>Excellent</b> documentation of information collected</li> <li>- <b>Good</b> documentation of information collected</li> <li>- <b>Limited</b> documentation of information</li> </ul>	<p>4-5</p> <p>3</p> <p>1-2</p>	

CRITERIA	SCORE	
	Interpretation And Analysis (P2)	Application (P3)
<p>E. <u>Analysis and interpretation of information collected (8 marks)</u></p> <ul style="list-style-type: none"> <li>- Analysis and interpretation <b>relevant</b> and <b>well developed</b></li> <li>- Analysis and interpretation <b>relevant</b> and <b>adequately</b> developed</li> <li>- Analysis and interpretation show <b>moderate relevance</b> and <b>moderate</b> development</li> <li>- Analysis and interpretation show <b>limited</b> relevance and <b>limited</b> development</li> </ul>	<p>7-8</p> <p>5-6</p> <p>3-4</p> <p>1-2</p>	
<p>F. <u>Statement of conclusions (8 marks)</u></p> <ul style="list-style-type: none"> <li>- Conclusions and inferences are <b>clearly</b> stated, <b>related</b> to the aim(s) and <b>well developed</b></li> <li>- Conclusions and inferences are <b>clearly</b> stated, <b>related</b> to the aim(s) and <b>satisfactorily</b> developed</li> <li>- Conclusions and inferences are <b>satisfactorily</b> stated, <b>generally related</b> to the aim(s) and show <b>some development</b></li> <li>- Conclusions and inferences are stated and <b>moderately related</b> to the aim(s), with <b>some</b> development</li> <li>- Conclusions and inferences are stated and show <b>limited relevance</b> and <b>development</b></li> <li>- Conclusions and inferences are <b>mentioned</b>, with <b>little or no</b> development</li> </ul>		<p>8</p> <p>6-7</p> <p>4-5</p> <p>3</p> <p>2</p> <p>1</p>



CRITERIA	SCORE	
	Interpretation And Analysis (P2)	Application (P3)
G. <u>Communication of Information in a logical way using correct grammar (6 marks)</u>  - Communication of information in a logical way using correct grammar.  - Communication of information in a fairly logical way with few grammatical errors.  - Communication of information in a partially logical way with several grammatical errors.		5-6  3-4  1-2
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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### **WEBSITES**

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## ◆ GLOSSARY

TERMS	DEFINITION/MEANING	PROFILE DIMENSIONS
<b>Define</b>	State concisely the meaning of a word or term.	<b>KNOWLEDGE</b>
<b>Describe</b>	Illustrate something in words or provide factual information about it, (that is, what are its component parts, what it looks like).	
<b>Identify</b>	Name or point out specific components or features.	
<b>List</b>	Relate or itemise a specific set of points, items with no elaboration.	
<b>Name</b>	Give only the name of an item, object, person.	
<b>Outline</b>	Give the main features, main points or general idea.	
<b>Relate</b>	Tell or narrate a story, an event.	
<b>State</b>	Write a short, concise answer, without explanation or elaboration; specify the facts of a case or an incident.	<b>INTERPRETATION AND ANALYSIS</b>
<b>Analyse</b>	Break down information into its component parts, examining and trying to understand the organisational structure of such information.	
<b>Compare</b>	Present similarities <u>as well as</u> differences.	
<b>Discuss or comment on</b>	Present a reasoned argument; consider points both for and against; explain the relative merits of a case.	
<b>Examine</b>	Identify key elements in a text, or the key points in an argument and closely evaluate them.	
<b>Explain</b>	Make plain or understandable; give reasons for or causes of; show the logical development of a relationship.	
<b>Illustrate</b>	Use verbal or visual means and concrete examples to clarify a point.	
<b>Show</b>	Set forth clearly a position or idea and provide arguments or evidence to support it.	
<b>Assess</b>	Judge the importance of a point or an issue, the strength of an argument, the appropriateness of an action.	

<b>TERMS</b>	<b>DEFINITION/MEANING</b>	<b>PROFILE DIMENSIONS</b>
<b>Defend/justify/criticise</b>	Judge the value of material based on personal values and opinions, accepted standards (no 'correct' or 'incorrect' answer).	} <b>INTERPRETATION AND ANALYSIS (cont'd)</b>
<b>Evaluate</b>	Identify shortcomings, weaknesses, disadvantages <u>as well as</u> strengths, advantages, benefits.	
<b>Propose</b>	Use previously learned information to solve problems or suggest a course of action (a 'best' answer is usually expected).	} <b>APPLICATION</b>
<b>Recommend</b>	Advise as to the best course of action, choice of alternatives.	
<b>Suggest</b>	Offer advice or explanation or course of action deduced from information provided, based on previous knowledge or based on authoritative information.	
<b>Summarise</b>	Present the main or essential points in concise, coherent, logical writing.	

Western Zone Office  
09 November 2009