Religious Education

Lower Secondary

Syllabus

for Catholic Agency Schools

Papua New Guinea
National Catholic Commission for Education
in partnership with
National Department of Education
Published in 2012 by the National Catholic Education Commission

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A Teacher’s Guide, Grade 9, Books 1-4 and Grade 10, Books 1-3 were also published by the Liturgical Catechetical Institute, Goroka, and is provided to assist teachers with implementation of the Syllabus - programming and assessment. Sample programs and sample assessment tasks for each unit are provided.

An annual meeting of Religious Education Coordinators appointed to Catholic Secondary and High Schools throughout Papua New Guinea provides a means of quality assurance and the seed of a Religious Education Subject Advisory Committee.
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Bishop’s message

Dear Teacher

Teaching Religious Education to Grade 9 and 10 students can be both the most rewarding and the most challenging experience of your life.

It is challenging because your students will be at many different levels of awareness about their journey of life, about what is important, about their relationship with Jesus – and themselves and others. The challenge is to gradually recognize these different levels of awareness and commitment, and design activities that will help each one grow deeper in their faith and trust.

It is rewarding because learning to know and trust in the love God has for each of us is the fundamental decision that every Christian is invited to discover. As you and your students discover this mystery of life, you will be rewarded with your own growth, with deeper insight into the mystery of life and love and the very mystery of God, who is love (1 Jn 4:16).

We hope that you can prepare yourself for teaching Religious Education by reading and praying. It is worth reading this Syllabus and the Curriculum Statement for Lower Secondary Religious Education. You may find there a few insights that will give you a focus for your teaching. It is also worth reading Nurturing our Catholic Faith – the National Catechetical Directory for Papua New Guinea and Solomon Islands. This will give many principles and methods of catechesis.

It is always worthwhile to pray. Try and find your own quiet times to sit still and be open to the Spirit, who will guide you wonderfully in your work. Try and say quiet prayers for yourself and your students, when you enter the classroom, when they are working away at various activities and when you are unsure what is happening. Jesus promised us that I am with you always, even to the end of the world (Mt 28:20).

The teaching of Religious Education in Lower Secondary is not meant to be a time for the teachers to be answering questions. It is a time for questioning – questioning personal values, ideas and concepts of God and life. Your lessons should raise questions in the minds and hearts of your students – questions that will encourage them to look more closely at themselves and the world around them. Many of these questions will only begin to be answered after times of silence and reflection on the part of the one asking the question. Together with you, your students are encouraged to probe, ponder and discuss the meaning, purpose and presence of God in their lives.

May your preparation and presentation of these lessons bring you and your students to a greater realization of how high and long, how wide and deep is Christ’s love so that each one of you may be filled with the utter fullness of God (Eph 3:18). I wish you every blessing and success as you bring your students to know the only true God and Jesus Christ whom God has sent (Jn 17:3).

For the Bishops of Papua New Guinea

+ Francesco Panfilo SDB

Bishop Deputy for Education
Introduction

The Religious Education syllabus is based on

- **Christian Living Skills**

- **Vision and Mission** of the Catholic Church in Papua New Guinea

- **Content areas**: God, Jesus, Church, Prayer, Sacraments, Scripture, Christian Life, Religion and Society

- **Methodology**: Quality Teaching and Learning; Shared Christian Reflection on Life (Praxis); Ways of Learning and Knowing and the Selection of Activities

- **Curriculum structure**, assessment, reporting and evaluation
Christian Living Skills

1. How to bring faith and life together by using a process of Shared Christian Reflection on Life. How to apply this process to any life situation, to making moral decisions and to social justice issues. How to bring faith and life together in celebrating the Mass.

2. How to become more self-aware and reflective by focusing on self-awareness in the process of shared Christian reflection; by keeping a spiritual journal; by keeping a moral journal; by keeping a journal promoting human dignity.

3. How to pray more deeply by learning to meditate, by hearing and sharing Word of Life, by experiencing the presence of Jesus in the Sacraments; by learning to pray the Psalms.


5. How to become more aware of personal qualities and personal responsibility by reflection on the Bible and their own experience of being human.

6. How to become more alive in Christ, by praying, by accepting the Word into daily life, by witnessing and bearing fruit; by sharing Eucharist; by experiencing reconciliation.

7. How to grow as members of the Church by expanding their knowledge and understanding of Church history; how to discover their own personal calling to live their faith.

8. How to grow in compassion to promote human dignity by learning to analyse situations of conflict and injustice and become a peace-maker.

These eight Christian living skills are the key outcomes of the syllabus. They are developed gradually, Unit by Unit, so that what is learnt in later Units depends on adequate mastery of earlier Units.

The contributing outcomes for each of these Christian living skills are identified in the learning outcomes for each Unit.
Vision and Mission of the Catholic Church in Papua New Guinea

**VISION**

We, the Catholic Church in Papua New Guinea, are alive in Christ, witnessing the love of God in the world.

**MISSION**

Called by the Father, sent by Jesus and moved by the Spirit we strive to promote God’s kingdom:

- by witnessing the Good News
- by fostering growth in holiness for all and
- by encouraging fuller participation in Church and society

so as to transform the world through the love of Christ.

**STRATEGIES**

**OUTCOME**

The vision and mission statement was developed over several years of prayer, reflection and discussion in local Churches and was finally agreed at the General Assembly of the Catholic Church in Vunapope in 2004. It offers a vision of who the Catholic Church is today and what are the strategies of our mission to achieve that vision.
Rationale

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

Constitution of Papua New Guinea: National Goals

I have come that they may have life, and have it to the full.

John 10:10

The Religious Education syllabus develops strategies for such integral human development which will help students find the fullness of life.

1. **A strategy of self-awareness and reflection**
   The process of Shared Christian Reflection on Life includes a moment of self-reflection when the person is asked to look into their own hearts and become aware of their own personal response to the situation, their questions about the situation and the challenges of the Christian story and vision about the situation. It is the moment when each person is asked to become aware of how they feel and think about the situation.

2. **The process of Shared Christian Reflection on Life (SCRL)**
   The process of SCRL aims to produce two outcomes: integration and response. These are the last two movements of the process. Integration is that “WOW” moment when our questions about the situation, the Christian story, and what our hearts want, all come together and we see how it all fits. This integration is what gives us the energy to respond.

3. **Integration across subject areas**
   This Religious Education Curriculum offers several opportunities for integrating science and religion, especially in the sections on understanding stories found in the Book of Revelation in Unit 9.2 and in understanding the creation stories in Unit 10.2. A fundamentalist approach to the Bible is avoided and students are offered a mature and fully-informed understanding of Biblical passages based on current study of the Bible.

4. **Integration of our noble traditions and Christian principles**
   Both the Constitution of PNG and the Education Act call for all education to be based on both our noble traditions and Christian principles.

   The Religious Education syllabus integrates noble traditions and Christian principles in many of the teaching methodologies and in the methods of prayer and reflection recommended in the syllabus.

5. **Integration of knowledge, beliefs and action**
   Empowerment to act is central to the Religious Education syllabus. The recommended teaching strategies encourage students to explore and overcome the fears and impediments in their hearts that lead either to destructive actions or apathy. They are encouraged to work together to build up the communities of their classrooms, their peers, their school, their families, their local community and their nation.
Religious Education aims to:

- encourage students to develop deeper relationships of communion with God and with each other, through knowing and following Jesus Christ;
- encourage students to explore their faith, their beliefs and values, and integrate faith and life;
- assist students to become more self-aware and become reflective people;
- assist students to make responsible decisions about their lives and their world;
- explore and encourage the integral human development of each student and their growth in freedom;
- assist students to develop their skills as Christian leaders so that they can live happily and productively in their communities.
Strands

The study of Religious Education is described in the following strands:

- God
- Jesus
- Church
- Prayer
- Sacraments and Liturgical Life
- Scripture
- Christian Living
- Religion and Society
Learning outcomes

The Religious Education learning outcomes identify the attitudes, skills, values and knowledge students demonstrate at the end of Grade 10. The learning outcomes for Religious Education are listed below.

Students can:

1. integrate faith and life
2. be more self-aware and reflective
3. pray more deeply through personal experience of God
4. discover deeper meanings in God’s Word
5. be more aware of the qualities of genuine human love and God’s love and apply this to personal relationships.
6. be more alive in Christ
7. grow as Christian leaders and build strong school communities and families
8. grow in wholeness and holiness
9. demonstrate a knowledge of the Church – its beliefs and history, its rituals and its social teaching.

Learning outcomes mapped against units

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.1</td>
</tr>
<tr>
<td>1. Integrate faith and life</td>
<td>✓</td>
</tr>
<tr>
<td>2. Be more self-aware and reflective</td>
<td>✓</td>
</tr>
<tr>
<td>3. Pray more deeply through personal experience of God</td>
<td>✓</td>
</tr>
<tr>
<td>4. Discover deeper meanings in God’s Word</td>
<td>✓</td>
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<tr>
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<tr>
<td>8. Grow in wholeness and holiness</td>
<td>✓</td>
</tr>
<tr>
<td>9. Demonstrate a knowledge of the Church – its beliefs and history, its rituals and its social teaching</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Unit sequence and content

<table>
<thead>
<tr>
<th>Grade 9 units</th>
<th>Grade 10 units</th>
</tr>
</thead>
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<tr>
<td><strong>9.1 Church History</strong>&lt;br&gt;10 weeks</td>
<td><strong>10.1 Church</strong>&lt;br&gt;10 weeks</td>
</tr>
<tr>
<td>- Time of Persecution</td>
<td>- About the Church</td>
</tr>
<tr>
<td>- Legal Religion</td>
<td>- Acts of the Apostles</td>
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<tr>
<td>- Need for Renewal</td>
<td>- Life in the Early Church</td>
</tr>
<tr>
<td>- Growth and Expansion</td>
<td>- Local Church</td>
</tr>
<tr>
<td>- Christianity in PNG and Solomon Islands</td>
<td>- Images of Church</td>
</tr>
<tr>
<td><strong>9.2 Understanding the New Testament</strong>&lt;br&gt;10 weeks</td>
<td><strong>10.2 Made in God's Image</strong>&lt;br&gt;10 weeks</td>
</tr>
<tr>
<td>- Land of Israel</td>
<td>- Discovering the Person I am</td>
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<td>- What the Bible says about who I am</td>
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<tr>
<td>- Gospel of Mark</td>
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<td>- Paul's Letter to the Ephesians</td>
<td>- Marriage</td>
</tr>
<tr>
<td>- The Book of Revelation</td>
<td>- Research Activities</td>
</tr>
<tr>
<td><strong>9.3 Sacraments</strong>&lt;br&gt;10 weeks</td>
<td><strong>10.3 Promoting Human Dignity</strong>&lt;br&gt;10 weeks</td>
</tr>
<tr>
<td>- About Sacraments</td>
<td>- Made in the Image of God</td>
</tr>
<tr>
<td>- <strong>Initiation</strong>&lt;br&gt; Baptism</td>
<td>- Dignity of the Disabled</td>
</tr>
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<td>- Confirmation</td>
<td>- Racism and Prejudice</td>
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<td>- Eucharist</td>
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<tr>
<td>- <strong>Healing</strong>&lt;br&gt; Reconciliation</td>
<td>- Being a Peacemaker</td>
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<td>- Anointing of the Sick</td>
<td>- People, our best resource</td>
</tr>
<tr>
<td>- <strong>Commitment</strong>&lt;br&gt; Holy Orders</td>
<td>- Catholic Social Teaching and Human Rights</td>
</tr>
<tr>
<td>- Marriage</td>
<td></td>
</tr>
</tbody>
</table>

**9.4 Prayer and Faith**<br>10 weeks

- Faith
- Christians and Prayer
- Faith and Prayer
- Styles of Prayer
- Psalms
- Mass
- Research Activities
Content Areas

The content of the curriculum is given structure by the following organizing strands: God, Jesus, Church, Prayer, Sacraments, Scripture, Christian Life, Religion and Society.

The content of each strand generates statements of stage outcomes and key concepts. These are provided by units which each have unit outcomes.

Grade 9 units

9.1 Church History

10 weeks, 20 periods

This unit encourages students to understand and to appreciate what it means to be a member of the Church; to deepen their awareness of the responsibility of a baptized person; to develop positive attitudes to other churches and faith communities; to understand that essential things never change, for example, witnessing to the way that Jesus lived and having concern for the poor; to be aware of the real problems of the early Church and of the Church today; to deepen the desire to participate more fully in the life of the Church – its worship, sacraments, prayer, teaching, tradition and mission.

Learning outcomes

Students can:

1. state that Pentecost is the birthday of the Church
2. name at least three Roman Emperors
3. explain how catacombs were used
4. explain changes that Emperor Constantine made
5. give examples of how we witness to Jesus and his saving work
6. describe how monastic life began and how it offered education
7. name two important saints before the year 1000 and explain their importance
8. discuss reasons for the need for renewal of the Church
9. describe some events in the life of St Francis of Assissi
10. describe the beginnings of the Anglican Church
11. give reasons for the great expansion of the Church after the 16th century
12. name an early saint from America, Africa, Japan
13. explain the events in the coming of the Catholic Church to Melanesia
14. name some early Congregations to come to PNG
15. describe the main events in the lives of Louis Vangeke and Peter To Rot

Content

- Time of Persecution
- Legal Religion
- Need for Renewal
- Growth and Expansion
- Christianity in PNG and Solomon Islands
9.2 Understanding the New Testament

10 weeks, 20 periods

This unit encourages students to understand what it means for Jesus to have his own land and to belong to the Jewish people; to extend their knowledge of the land of Israel and of Israel’s political history; appreciate the growth and development of the Scriptures and of how to read and understand the Word of God; to deepen understanding of the message of the Gospel of Mark; the letter of St Paul to the Ephesians and the meaning of the book of Revelation.

Students work on their own, in pairs and in small groups. The knowledge, skills and attitudes in this unit are further developed in Units 2-4.

Learning Outcomes:

Students can:

1. name geographical features of Israel
2. compare the lands of Israel and Papua New Guinea
3. explain, at least one, cultural difference between themselves and the Jewish people
4. give examples of questions that modern Biblical Scholars ask about scripture passages
5. explain how Mark describes Jesus in his Gospel
6. discuss the plan of Mark’s Gospel
7. discuss miracles and their importance
8. describe some parables and give examples of the values they teach
9. explain the purpose of St Paul’s letters and Bishop’s letters to us today
10. find Ephesus on a map and say something about it the city
11. explain the structure of the letter to the Ephesians
12. show how the Book of Revelation is a message of Good News
13. name, at least three, literary styles in the Bible
14. explain the meaning of some of the symbols in the Book of Revelation

To achieve the learning outcomes, students:

- study the map of Israel; locate towns and cities; identify features of the land
- discuss where Jesus travelled and match Gospel stories with the map
- explore the Bible and find the Gospels, Letters and Book of Revelation; use your Bible to read, reflect and prayer
- compare symbols and their meanings in Biblical writings and in their own culture

Content

- Land of Israel
- Reading the Bible
- Gospel of Mark
- Paul’s Letter to the Ephesians
- The Book of Revelation
9.3 Sacraments

10 weeks, 20 periods

The focus of this Unit is to help students discover the presence and action of God in the Sacraments. The Father calling them; the Son sending them and the Holy Spirit moving them on their life’s journey. The knowledge, skills and attitudes in this unit are linked with Units 9.1, 9.2 and 9.4.

Learning outcomes

Students can:

1. recall and share stories of celebrations in their lives
2. name the seven sacraments
3. name the sacraments of initiation
4. name the sacraments of commitment and service
5. name the sacraments of healing
6. compare the advantages of adult baptism to child baptism
7. explain the meaning of symbols used in each sacrament
8. discuss the history of the sacrament of Confirmation
9. give examples of how we live a life of service in response to the Sacraments
10. explain the structure of the Mass
11. name the corporal works of mercy
12. describe some spiritual works of mercy

To achieve these learning outcomes, students:

- Share and discuss traditional rituals and celebrations enjoyed by the community.
- Explore the use of symbols in Church and society.
- Research and identify different rituals and values in Melanesian and Christian societies.

Content

- About Sacraments

Initiation
- Baptism
- Confirmation
- Eucharist

Healing
- Reconciliation
- Anointing of the Sick

Commitment
- Holy Orders
- Marriage
9.4 Prayer and Faith

10 weeks, 20 periods

In this unit, students will learn that our faith journey begins with the invitation of God. Our faith journey passes through three main stages. Adult faith involves not only believing but doing things for others. Students will also explore the personal and community experience of prayer. They will learn about different styles of prayer, praying with the saints, traditional prayers and practices and praying in the different seasons of the Church’s calendar.

Learning outcomes

Students can:
1. Name the three main stages of our faith journey
2. Discuss faith in the stage of adolescence
3. Recall that adult faith involves faith that is expressed in service of others
4. Name some common mistakes made about faith
5. Name the goal of our faith journey
6. Name ways of improving our relationship with Jesus
7. Compare and contrast some different styles of prayer
8. Name and discuss different ways and times that Jesus prayed
9. Give examples of how we live a life of service
10. Describe how some prayerful people experience the Holy Spirit in their lives
11. Memorize some traditional prayers; join some prayer practices
12. Describe some benefits of prayer

Content

- Faith
- Christians and Prayer
- Faith and Prayer
- Styles of Prayer
- Psalms
- Mass
- Research Activities
Grade 10 units

10.1 Church

10 weeks, 20 periods

The focus of this Unit is to help students to understand and appreciate being a member of the Catholic Church. They are encouraged to integrate what they learnt in Unit 9.1 with current issues of church membership. They will explore different images of the Church and be encouraged to form their own personal image of what is means to be “church”.

Learning outcomes

Students can:

1. Describe different meanings for the word “church”
2. Conduct a survey
4. Give at least 3 examples of how the early Church lived and what it believed
5. Explain the meaning of some symbols used at Pentecost
6. Describe some of the problems between the Samaritans and the Jews
7. Give examples of how we witness to Jesus
8. Name problems faced in the Early Church and in the Church today
9. Name a positive value of conflict
10. Name some of the Church’s ministries
11. List at least 3 facts about the Church in PNG
12. Describe at least 2 images of the Church
13. Know what ecumenism means
15. Name some tensions between New Religious Movements and Mainline Churches
16. Give reasons for reading the Bible and name attitudes for prayerful Bible reading
17. Explain why it is important for someone to have the final authority on Bible interpretation

Content

- About the Church
- Acts of the Apostles
- Life in the Early Church
- Local Church
- Images of Church
- New Religious Groups
- Research Activities
10.2 Made in God’s Image

10 weeks, 20 periods

The purpose of this Unit is to help students develop positive attitudes towards males and females. They are led to explore issues of personal identity. They are helped to learn a method of making decisions and apply this to their own personal relationships. They identify various meanings of “love” and critical awareness of pathways to marriage.

Learning outcomes

Students can:

1. Describe some characteristics that distinguish people
2. Explain “self-identity”
3. Name ways we grow as persons and become mature
4. Name ways that stop us growing as persons
5. Quote three passages from Scripture which show God’s great love for us
6. State what the book of Genesis says about male and female
7. Name positive and negative emotions; learn how to respond to them in a creative way
8. Distinguish true love from infatuation and from selfish forms of love
9. List important factors in choosing a partner for life
10. Name the stages that marriages go through
11. Name sources of information that can help us make moral decisions
12. Describe the STOP method as a help in decision making.

Content

- Discovering the Person I am
- What the Bible says about who I am
- Making Decisions
- Marriage
- Research Activities
10.3 Promoting Human Dignity

10 weeks, 20 periods

The purpose of this unit is to encourage students to become involved in working to promote human dignity, resolve conflicts, become empowered and promote peace.

Learning outcomes

1. Describe Christianity and its relationship to God’s Kingdom
2. Explain and give examples of working for justice
3. Describe some famous disabled people and their achievements
4. Explain why people become prejudiced and its limitations
5. Describe habits that remove prejudice from our lives
6. Explain and give examples of how women are not respected
7. Explain “feminism” and “sexism”
8. Give reason why violence against women and children is wrong and not a private matter
9. List ways to become a peacemaker
10. Explain how to increase and reduce conflict
11. Explain the meaning of “win-win”, “lose-lose”, “win-lose”
12. Develop communication skills using “I” messages
13. Explain why poverty exists
14. Give at least five facts about poverty in PNG and in the world
15. Describe how money is a resource to use wisely
16. Name ways we can spoil our own dignity as persons
17. Become familiar with Catholic Social Teaching and UN Charter of Rights

Content

- Made in the Image of God
- Dignity of the Disabled
- Racism and Prejudice
- Dignity of Women
- Being a Peacemaker
- People, our best resource
- Catholic Social Teaching and Human Rights

Bibliography

- Today’s English Version (1976) Good News Bible or Christian Community Bible
- Catholic Faith Series. Text Books for Gr 9-10 for PNG Catholic Schools. Available from Liturgical Catechetical Institute, Goroka, EHP.
- Catholic Faith Series, Teachers’ Guides for Gr 9-10 for PNG Catholic School including Assessment Guide and Sample Unit Tests
- To Have Life in All Its Fullness: Catechism for Catholics of Papua New Guinea and Solomon Islands (2009) Catholic Bishops’ Conference PNG / SI.
Assessment components, weighting and tasks

The suggested components and weightings and suggested tasks for Grades 9 and 10 units are detailed below. Sample assessment tasks are available in the Lower Secondary Religious Education Teachers’ Guide.

Grade 9 units

Each unit is worth 100 marks in Grade 9. There should be four assessment tasks per unit or term. Assessment tasks must be selected according to these weightings, which are appropriate to the nature of Religious Education.

Components, weighting and tasks for Grade 9

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Test and Examination</td>
<td>60</td>
<td>These may include short answers and extended responses</td>
</tr>
<tr>
<td></td>
<td>(2 tasks)</td>
<td></td>
</tr>
<tr>
<td>Research and communication</td>
<td>100</td>
<td>Tasks may include, for example, assignment, talk, essay, community</td>
</tr>
<tr>
<td></td>
<td>(2 task)</td>
<td>activity, reflective journal, letter writing, comparison tables,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>role play, debate, research</td>
</tr>
<tr>
<td>Stimulus-based skills</td>
<td>40</td>
<td>Tasks may include drama, poster, book mark, case studies, newspaper</td>
</tr>
<tr>
<td></td>
<td>(1 task)</td>
<td>reports, film and so on</td>
</tr>
<tr>
<td>Marks</td>
<td>200</td>
<td>5 assessment tasks</td>
</tr>
</tbody>
</table>
Grade 10 units

The suggested components and weightings and suggested tasks for Grades 9 and 10 units are detailed below. Sample assessment tasks are available in the Lower Secondary Religious Education Teachers’ Guide.

In Grade 10 each unit or term is worth 100 marks. There is no Religious Education assessment in Term 4. Assessment tasks must be selected according to these weightings, which are appropriate to the nature of Religious Education.

Components, weighting and tasks for Grade 10

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Tasks</th>
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<tbody>
<tr>
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<td>200</td>
<td>5 assessment tasks</td>
</tr>
</tbody>
</table>

Assessment and certification

Assessment is an important component of teaching and learning and is integrated into the learning and teaching activities of Religious Education. Continuous assessment in Religious Education provides feedback to students and the teacher on students’ progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In Religious Education, teachers gather evidence from students’ work during the course of the term and use those continuous assessments to improve their teaching and students’ learning.

Religious Education makes a unique contribution to the curriculum in that it promotes the development of the student as a whole person.

Assessment and reporting practices described here are detailed further in the National Assessment and Reporting Policy for Papua New Guinea (2003) and in other support materials produced by the Department of Education.
Assessment

The main purpose of assessment is to improve student learning. Assessment needs to be for learning as well as of learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Learning and teaching using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes, using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Religious Education

A student's achievement in Religious Education at the end of Grade 10 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grade 9 and 10.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year.

Assessment for certification

A student's overall achievement in Religious Education will be internally assessed. Successful completion of the subject will be recorded on the national certificate.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Religious Education, the internal assessment marks will provide a summation of each student's achievements in Grades 9 and 10.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the Grade 12 Assessment, Examination and Certification Handbook.

Certification

Candidates will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of certificates are specified in the Grade 12 Assessment, Examination and Certification Handbook.