

SYLLABUSES FOR
SECONDARY SCHOOLS

RELIGIOUS EDUCATION

SECONDARY 1 - 3

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PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL

RECOMMENDED FOR USE IN SCHOOLS BY



THE EDUCATION DEPARTMENT

HONG KONG

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1999

Mathematical Induction

1.1

Let $P(n)$ be a statement involving the natural number n .

Let $P(1)$ be true.

1.2

Let $P(n)$ be a statement involving the natural number n .

Let $P(1)$ be true.

1.3

Let $P(n)$ be a statement involving the natural number n .

Let $P(1)$ be true.

Let $P(n) \Rightarrow P(n+1)$.

1.4

Q.E.D.

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**Membership List of the
Religious / Ethical Education Subject Committee (Secondary)
(From 1 September 1995 To 29 May 1999)**

- Chairman: Mr WOO Wai-ki
- Ex-officio Member: Mr CHAN King-kong
Inspector, Advisory Inspectorate, Education Department
- Mr WONG Ho-chiu (From 18 March 1996)
Senior Curriculum Officer, Curriculum Development Institute,
Education Department
- Mr LEUNG Hing-lok
Curriculum Officer, Curriculum Development Institute,
Education Department
- Teacher Member Mr AU Kam-chan
- Mr IU Chi-shing
- Mr LI Shu-wing
- Mr SIU Wai-leung
- Mr YU Chi-wan (Until 31 August 1997)
- Ms Tuet Foon-sang (From 1 September 1997)
- Member from Hong Kong Examinations Authority Ms Betty Milton (Until 31 August 1996)
Mr LEUNG Yat-sum (From 1 October 1996)
- Member from Tertiary Education Institute Dr NG Tze-ming (Until 31 August 1997)
Dr LAI Pan-chiu (From 1 September 1997)
- Mr LEUNG Yan-wing

Preamble

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutes, officers of the Hong Kong Examinations Authority and those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employees.

The syllabus is recommended for use in Secondary 1 to 3 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the Religious / Ethical Education Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of teaching and learning experiences.

All comments and suggestions on the syllabus may be sent to:

Principal Curriculum Planning Officer
(Secondary and Prevocational),
Curriculum Development Institute,
Education Department,
Wu Chung House, 13/F.,
213 Queen's Road East,
Wanchai,
Hong Kong.

(I) Introduction

These are given below to explain the rationales underlying the guidelines.

Firstly, religion is a universal and supra-historical phenomenon essential in any whole-person education. It is therefore considered to be a subject which all students can profitably study. The subject committee hopes that the guidelines may provide a common basis for the formulation of syllabuses on all major religions.

Secondly, since the understanding of any religion does not come only through doctrinal studies, the dimensional approach has been adopted. Through this approach, students can understand the relationship between religion life and society, and can further explore the meaning of life.

Thirdly, religious education develop students' respect for religions. Students can also learn to search for a way for the harmonious coexistence of different religions in a diverse human society.

It should also be noted that teachers may arrange teaching points and apply teaching methodologies in a flexible way according to the need of individual schools.

1. The first part of the paper discusses the general theory of the firm, focusing on the role of capital structure and the trade-off between debt and equity financing.

2. The second part of the paper examines the implications of the trade-off theory for the choice of capital structure, showing how the benefits of debt financing are offset by the costs of financial distress.

3. The third part of the paper discusses the role of taxes in the capital structure decision, showing how the tax shield provided by interest payments on debt increases the value of the firm.

4. The fourth part of the paper examines the implications of the trade-off theory for the choice of capital structure, showing how the benefits of debt financing are offset by the costs of financial distress.

5. The fifth part of the paper discusses the role of taxes in the capital structure decision, showing how the tax shield provided by interest payments on debt increases the value of the firm.

(II) Teaching Aims

General aims:

1. To enable students to acquire an understanding of religion and religious ways of living.
2. To enable students to reflect upon their own experience of life and upon mankind's quest to understand the place and significance of religions / belief systems.
3. To enable students to appreciate the contributions of religions / belief systems to human cultures and individuals in their search for the meaning of life.
4. To give assistance to students in their search for a faith / life stance by which to live.

(III) Syllabus Outline

(A) Buddhism

Content area	Sample Contents
What is this religion	<ul style="list-style-type: none"> • Actual example of religious activities that are happening in today's world: Buddhist Monasteries, Buddhist followers and other activities and establishments.
The language of religion	<ul style="list-style-type: none"> • Symbols: <i>Sauvastika</i> ☸, <i>dharma</i> wheel, Lotus etc. • Doctrines and canon: the essence, compilation, translation etc. of the three Baskets/ <i>Tripitakas</i>: scripture, precepts, and Treatises • Buddhas' name and incantation of Great Compassion etc.
The Founder	<ul style="list-style-type: none"> • Sakaymuni (life and teaching)
The Believers	<ul style="list-style-type: none"> • Four groups of followers (life and teaching): -- monks and nuns: Bhiksu and Bhiksuni -- the Male and Female Laity
Religious communities	<ul style="list-style-type: none"> • Theravada Buddhism, Chinese Buddhism, Tibetan Buddhism and Buddhism in the Western World. • Characteristics of Buddhist communities in China and Hong Kong: past and present
Worship	<ul style="list-style-type: none"> • Taking refuge, Receiving of precepts, Repentance, Chanting of Buddha's name, Rites of initiation, Incantation, Funeral etc.
Belief	The Triple Gems: Buddha, Dharma and Sangha
Social action	<ul style="list-style-type: none"> • Social service: education, medical service, social work (Care for the aged, sick, disabled and orphans.)

Content area	Sample Contents
Moral	<ul style="list-style-type: none"> • To follow the spirit of the five precepts as the foundation of virtue. • To exercise compassion and wisdom to live a life that is devoted toward the development of benefit for oneself and others. • To learn to understand and be aware of one's behaviour as the means to increase one's moral and virtue. • To be understanding and empathetic to all: family members, friends, teachers and etc.. • To contribute unselfishly to the benefit of the family, society and the world.

(B) Christianity

Content area	Sample Contents
What is religion? --dimensions of religion quasi religions	<ul style="list-style-type: none">• Concrete examples from living religions• Contemporary prevalent religion• Religion and human beings
The language of religion	<ul style="list-style-type: none">• Symbolism• Sutra & literature: Bible
The Founder	<ul style="list-style-type: none">• Jesus (life of Christ)
The Believers	<ul style="list-style-type: none">• The past, stories and life of the Jews (Israelites)
Religious community	<ul style="list-style-type: none">• History, development, major characteristics--past and present
Worship/Ritual	<ul style="list-style-type: none">• Eucharist, Baptism, Marriage, Prayer, Fellowship
Belief	<ul style="list-style-type: none">• Teaching of Christ• Key concept of faith: Biblical theology
Social action	<ul style="list-style-type: none">• Services to the community: education, medical, social work etc
Moral Responsibilities	<ul style="list-style-type: none">• Life issues, problems encountered in life, the community and the world

(C) Confucianism

Content area	Sample Contents
What is religion? --dimensions of religion quasi religions	<ul style="list-style-type: none">• Concrete examples from living religions
The language of religion	<ul style="list-style-type: none">• Symbolism• Doctrine & literature: “The Four Books (Shishu)”, “The Five Classics (Wujing)”, “The Thirteen Classics (Shisanjing)”, the change in the trend of annotation by representative Confucian thinkers in the Song, Ming and Qing Dynasties
The Founder	<ul style="list-style-type: none">• Confucius (Life)
The Believers	<ul style="list-style-type: none">• The ideological trend developed by representative Confucianists in face of the different social contexts of the different generations
Religious community	<ul style="list-style-type: none">• History, development, major characteristics: past and present
Worship	<ul style="list-style-type: none">• Concrete examples: sacrificial rituals for ancestors, memorial ceremonies for personages of contribution to the culture of the nation
Belief	<ul style="list-style-type: none">• (teaching of Confucius and Confucian thinkers of different generations) Key concepts of faith: e.g. benevolence, righteousness, etc.

Content area	Sample Contents
Social action	<ul style="list-style-type: none"> • Services to the community: <ul style="list-style-type: none"> -- “When a student finds that he can more than cope with his duties, then he takes office.” -- “To assist the ruler to become a better leader than King Yao and King Shun first and then to work for a pure and simple custom for the community.” -- “People love not only their own parents; they treat with parental care not only their own children. Provision is made so that the aged may live comfortably until their death; so that the young may have the means to sustain their growth. The widows, orphans childless, and those who are disabled by disease, are all sufficiently maintained.”
Moral responsibilities	<ul style="list-style-type: none"> • Life issues, problems encountered in life, the community and the world • Filial piety, fraternal duty, loyalty, honesty, rites, righteousness, righteousness, shame

(D) Islamism

Content area	Sample Contents
Introduction	<ul style="list-style-type: none">• Living religion• Meaning of Islam: Submission, peace• Islam: a complete way of life
Sacred Book	<ul style="list-style-type: none">• Al-Quran: the Final Revelation• Al-Hadith: the saying & examples of prophet Muhammad
Prophet	<ul style="list-style-type: none">• Muhammad was the Messenger / prophet. He received the revelation and preached the religion. (Life)
Believers	<ul style="list-style-type: none">• All Muslim are Brothers / Sisters, no racial, territory & class barriers.
Worship	<ul style="list-style-type: none">• Worship means to act to please God.• Specific worship include prayer (salat), Fasting, Zakat and Hajj.
Beliefs	<ul style="list-style-type: none">• Beliefs in oneness of God• Active to do good in this life• Reward in the Hereafter after Judgement from God.
Social Responsibilities	<ul style="list-style-type: none">• It is a complete way of life giving guidance in all aspects including: politics, economics, social, education, family, food & drink, dress code, laws etc.
Moral Responsibilities	<ul style="list-style-type: none">• Understand the role of man and his duties.• Human Relationship, duties towards the community.• Concern the problems of the world and provide solution from Islamic perspective.

(E) Taoism

Content area	Sample Contents
What is religion? --dimensions of religion quasi religions	<ul style="list-style-type: none">• Concrete examples of living religions• Characteristics of Taoism
The language of religion	<ul style="list-style-type: none">• Symbolism• Doctrinal & literature: <i>Tao Te Ching</i>
The Founder	<ul style="list-style-type: none">• Lao-tzu (Life)
The Believers	<ul style="list-style-type: none">• the past, stories and life (some important Taoism figures & teachings, work)
Religious Community	<ul style="list-style-type: none">• History, development, major characteristics: -- past and present (The development of Taoism and the Taoist community in different periods)
Worship	<ul style="list-style-type: none">• Concrete examples: Rituals of worshipping Tao
Beliefs	<ul style="list-style-type: none">• The philosophy of Lao-tzu• Key concepts of faith
Social Action	<ul style="list-style-type: none">• Services to the community: social actions and contributions of Taoist community
Moral Responsibilities	<ul style="list-style-type: none">• Life issues, problems encountered in life, the community and the world (Taoism moral education, e.g. the four ethical principles and eight cardinal virtues)

(IV) CURRICULUM GUIDE

(A) Buddhism

I. Introduction

Buddhism is a religion that teaches “the awareness of the self” and “helping others to develop awareness” as the means to end all suffering in the world. Sakyamuni Buddha, the Founder of Buddhism, attained under the Bodhi tree “the full awareness of the self” and “the ultimate wisdom to help others”. He then began to deliver these teachings of ending suffering so that all sentient beings can also attain the ultimate enlightenment. For this reason, when we practice these teachings in our daily life to develop self-awareness and purify our body, speech and mind, we are practitioners of Buddhism. When we proceed to propagate these teachings so that others can also obtain their joyous benefit, we are carrying out the work of Bodhisattvas in helping others to eliminate suffering and to attain the ultimate enlightenment.

The syllabus for Secondary one to three is divided into two sections. The first section is to introduce the doctrines of Buddhism. It helps students to have a basic understanding of the doctrines and practices of Buddhism. The second section introduces the historical development, eminent persons, and general knowledge of Buddhism. It helps students to have a systematic understanding of the development and preaching of Buddhism. The two parts are complementary to each other which, together, show the whole picture of Buddhism.

II. Content of the Syllabus

Syllabus Outline for Secondary One

Outline	Main Points
1. Life of Founder	<ul style="list-style-type: none">• Life of Sakyamuni (1): Birth & Renunciation• Life of Sakyamuni (2): Studying & Enlightenment• Life of Sakyamuni (3): Preaching & Death (Nirvana)
2. Development of Buddhism	<ul style="list-style-type: none">• The Original Council, Theravada Buddhism
3. Basic Doctrines	<ul style="list-style-type: none">• Law of Co-dependent Origination, retribution• Law of retribution according to karma, cycle of rebirths
4. General Knowledge of Buddhism	<ul style="list-style-type: none">• Structure of community of monks and nuns
5. Eminent Persons	<ul style="list-style-type: none">• Early community of monks and nuns(1): the ten disciples of the Buddha• Early community of monks and nuns(2): the ten disciples of the Buddha
6. Method of practice	<ul style="list-style-type: none">• To take refuge in the Triple Gems• To receive the Five Precepts• To put into practice of the Ten Good Virtues

Syllabus Outline for Secondary Two

Outline	Main Points
1. Introduction	<ul style="list-style-type: none"> • Origin of the Buddha's image
2. Overcoming Superstition	<ul style="list-style-type: none"> • The difference between Buddha, Bodhisattva, and spiritual beings • Buddha and Angulimalya, the heretic
3. Basic Doctrines	<ul style="list-style-type: none"> • The Law of Cause and Effect in the mundane world: First and Second Noble Truth • The Law of Cause and Effect in the spiritual world: Third and Fourth Noble Truth • Non-self in the Five Aggregates
4. Eminent Persons	<ul style="list-style-type: none"> • History of early eminent monks & nuns (1): Monk Xuanzang who traveled to India • History of early eminent monks & nuns (2): the sixth patriarch of the Chan school, Huineng • History of early eminent monks & nuns (3): Monk Zhishou and Nun Prajapati
5. Exemplary Laity	<ul style="list-style-type: none"> • History of early followers (1): King Bimbisara and Sudatta, the elder • History of early followers (2): The mother of Vaisakha and the poor lady Nanda
6. General Knowledge of Buddhism	<ul style="list-style-type: none"> • Introduction to general knowledge of Buddhism: Flag of Buddhism, Sauvastika, Dharma wheels, Robe for monks and nuns, Implements used in worship
7. Method of practice	<ul style="list-style-type: none"> • To apply the teachings and practices of the Buddha in our daily life to develop self-awareness and to purify our body, speech and mind. • The Eight Rightful Path
8. Development of Buddhism	<ul style="list-style-type: none"> • Chinese Buddhism

Syllabus Outline for Secondary Three

Outline	Main Points
1. The Realm of Liberation	<ul style="list-style-type: none"> • Buddha and Bodhisattva • Arhat and Pratyeka-Buddha
2. Method of Practice	<ul style="list-style-type: none"> • To propagate these teachings of ending suffering so that others can also obtain their joyous benefit • The Six Perfections (Paramitas) • The Four All-embracing (Bodhisattva) Virtues
3. Development of Buddhism	<ul style="list-style-type: none"> • Tibetan Buddhism and Buddhism in the Western World
4. Basic Doctrines	<ul style="list-style-type: none"> • The twelve links of Co-dependent Origination
5. Eminent Monks and Nuns	<ul style="list-style-type: none"> • History of modern eminent monks and nuns (1): Monk Xuyun and Yinguang • History of modern eminent monks and nuns (2): Monk Hongyi and Taixu
6. Exemplary followers	<ul style="list-style-type: none"> • History of modern followers: Yang wenhui & Ou Yang jian
7. Selected Buddhist Classics	<ul style="list-style-type: none"> • Selected Buddhist Classics
8. General Knowledge of Buddhism	<ul style="list-style-type: none"> • The four famous mountains

(B) Christianity

I. General aims

1. To encourage pupils to enquire into the nature of religious faith of the Bible.
2. To help pupils learn about the relevance of religious faith to their own situations.
3. To teach pupils the skills of reflecting meaningfully about moral and social issues.
4. To help pupils understand the faith in the Bible is the foundation of Christian faith.

II. Content of the syllabus

1. Relationship between Human beings and Religion
 - (1) Way of living
 - (2) Objectives and meaning in human life
 - (3) Different religions
2. Christian Beliefs
 - (1) Symbolism: the Cross, Holy Icons
 - (2) Literature: Bible (including the course of compilation and translation, the content of Old Testament & New Testament, nature and authority)
 - (3) Founder: Jesus Christ
 - (i) Life of Christ: Birth, Childhood, Work, Death, Resurrection and Ascension

- (ii) Teachings: Parables, Sermon on the Mount, and Preaching
- (4) Believers:
- (i) Jews (Israelites)--history, way of living, story of important figures and their teaching
 - (ii) The work and teaching of the apostles--Paul, Peter and John
- (5) Religious Community:
- (i) History and development -- Catholic Church, Three Main Streams (Catholicism, Orthodoxy, Protestantism), other denominations.
 - (ii) The development of the Church in China & Hong Kong.
- (6) Worship/Ritual: Holy Communion/Thanksgiving, Baptism, Marriage, Prayer, Fellowship/Group
- (7) Belief and doctrine:
- (i) Teaching of Christ
 - (ii) Biblical theology -- God, Salvation, Covenant, Life, Sin, Suffering etc..
- (8) Social service: education, medical, help the needy, social work etc..
- (9) Belief and doctrine:
- (i) Life issues -- recognition of myself, meaning of living, inter-personal relation-ship (different ages) etc..

- (ii) **Community and World issues -- Uneven distribution of wealth, Environment Protection, Mass media, Patriotism etc..**

III. Reference

<u>Author</u>	<u>TITLE</u>	<u>PUBLISHER</u>
彭培剛	同創新天地 (一)	宗教教育中心
彭培剛	同創新天地 (二)	宗教教育中心
彭培剛	同創新天地 (三)	宗教教育中心
徐錦堯	蛻變：倫理初階之一	香港公教真理學會
徐錦堯	成長：倫理初階之二	香港公教真理學會
徐錦堯	群居：倫理初階之三	香港公教真理學會
吳思源、邱藹源	上帝與我：伴我成長路之一	突破出版社
邱藹源、王建文、 麥寶琳	耶穌與我：伴我成長路之二	突破出版社
邱藹源、王建文	聖靈與我：伴我成長路之三	突破出版社
嘉偉德	一書一民一使命：信仰與生活 課程之一	聯邦出版社
嘉偉德	我與我的世界：信仰與生活課 程之二	聯邦出版社
嘉偉德	認識上帝的人：信仰與生活課 程之三	聯邦出版社
黃美兒	恩榮之道 (一)	香港公教真理學會
黃美兒	恩榮之道 (二)	香港公教真理學會
黃美兒	恩榮之道 (三)	香港公教真理學會
J. Fageant & S. C. Mercier	Skills in Religious Studies (Book 1)	Heinemann Educational
J. Fageant & S. C. Mercier	Skills in Religious Studies (Book 2)	Heinemann Educational
S. C. Mercier	Skills in Religious Studies (Book 3)	Heinemann Educational
G. Windsor & J. Huges	Exploring Christianity - Jews & the Birth of the Church	Heinemann Educational
G. Windsor & J. Huges	Exploring Christianity - The Bible & Christian Belief	Heinemann Educational
G. Windsor & J. Huges	Exploring Christianity - Worship & Festivals	Heinemann Educational
G. Windsor & J. Huges	Exploring Christianity - Christian Life, Personal & Social Issues	Heinemann Educational
J. Bradner	Symbols of Church Seasons & Day	Morehouse Publishing

(C) Confucianism

I. Introduction:

Confucianism is a humanistic religion. Its doctrine is the essence of the Chinese ethics. Realizing that the higher the achievement of modern science is, the more human conscience vanishes; that the secular world praises those cute and cunning as talents understanding the times and those indulgent and anti-social as modern youngsters; and that the common people deem useless the original Chinese ethics of filial piety, fraternal duty, loyalty, honesty, the rites, righteousness, integrity and sense of shame and consider incompatible the western basic moral principles of love, liberty, equality and law-abiding spirit, Confucian scholars advocate that education of traditional Chinese ethics be restored and start with school education. This is also the reason for the edition of the religious textbooks of Confucianism, "The Chinese Classics".

The term "ethics" originates from the Greek term "Ethos" and the Latin term "Mores". It means the personality and willpower of individuals and the custom and conventions of a society. What ethical researchers study is ethical phenomenon, i.e., the judgment of kindness and wickedness and the pattern of human behaviour. The Way is ethics and virtue is personality; benevolence bases on sympathy and righteousness stems from a sense of responsibility. All these are the basic elements indispensable to social life. The Confucian classics and literature propagate and elaborate the doctrine, highlighting achievement of virtue and understanding of ethics as the foundation for acquiring knowledge. Therefore, when we are to restore our humanity, cultivate our personality, respect human rights and advocate social and personal morality, it is, in fact, a return to the basis.

II. Content of the Syllabus

1. Achieving Virtue

(1) About filial piety and fraternal duty

(i) Importance of filial piety and fraternal duty

(ii) The Way of filial piety and fraternal duty

(2) About loyalty and honesty

(i) Loyalty and honesty is sincerity

(ii) Importance of loyalty and honesty

(iii) Loyalty and honesty and choosing friends of knowledge

(iv) Loyalty and honesty and ruling the country

(v) Loyalty and honesty and impartiality

(3) About the rites

(i) Importance of the rites

(ii) The essence of the rites

(iii) Application of the rites

(4) About righteousness

(i) Importance of righteousness

(ii) Righteousness and profit

(iii) Righteousness and courage

- (iv) Practice of righteousness by officials
- (5) About integrity
 - (i) Cultivation of integrity with thrift
 - (ii) Conserving integrity with impartiality
 - (iii) Integrity by impartiality
- (6) About sense of shame
 - (i) Cultivation of personality
 - (ii) Conducting oneself in society
 - (iii) Attitude to being officials
 - (iv) Settling oneself in a state
- (7) About benevolence
 - (i) Resolution to achieve benevolence
 - (ii) Practice of benevolence
 - (iii) Encouragement of benevolence
 - (iv) Rule by benevolence
- (8) About wisdom
 - (i) Establishing oneself
 - (ii) Establishing others
 - (iii) Being officials
 - (iv) Encouragement of study

2. Acquiring knowledge

(1) Resolution to learn

- (i) The process of acquiring knowledge of Confucius
- (ii) Declaration of one's resolution
- (iii) Encouraging others to make resolution
- (iv) Persisting in achieving one's resolution

(2) Learning, raising questions and practice

- (i) Erudition
- (ii) Raising questions with circumspection
- (iii) Practice with persistence

(3) Thinking and judging

- (i) Thinking prudently
- (ii) Judging critically

(4) Words and deeds

- (i) Behaviour
- (ii) Words
- (iii) Establishing oneself in society

(5) Rectification of errors

- (i) Erring of the gentleman

- (ii) Encouraging rectification
- (iii) Erring of the small man
- (6) Choosing friends
 - (i) Attitude to choosing friends
 - (ii) Purpose of having friends
 - (iii) How to choose friends
 - (iv) Encouraging good deeds and admonishing against wrong deeds
- (7) Getting along with others
 - (i) Attitude to getting along with others
 - (ii) Observing people
 - (iii) Likes and dislikes
- (8) Education
 - (i) Principle of education
 - (ii) Methodology
 - (iii) Different subjects of Confucianism
 - (iv) Confucian disciples

III. Reference

AUTHOR

TITLE

PUBLISHER

朱熹	四書集注	中華書局
劉寶楠	論語正義	世界書局
楊樹遠	論語疏證	上海古籍出版社
徐英	論語會箋	正中書局
楊伯峻	論語譯注	中華書局
陳煥章	孔教論	香港孔教學院
陳煥章	儒行淺解	香港孔教學院
梁漱溟	中國文化要義	正中書局
蘇文擢	遼加室講論集	正中書局
何沛雄	孔學五論	香港孔教學院
南懷瑾	論語別裁	復旦大學出版社
湯恩佳	孔學論集	文津出版社

(D) Islamism

I. Introduction:

Islamism is a world-wide religion with over a billion believers, found in all parts of the world. The word "Islam" means submission and peace, that is, reaching a state of peace by leading a life of submission to the will of Allah.

The course for S1-3 is mainly based on the G.C.E. O-Level Syllabus of the University of London, but designed with the historical background of Hong Kong in mind so that students may have a sense of affinity when studying it.

The main feature of the S1 curriculum is to let the students learn the feelings and life of Muslim.

The feature of the S2 curriculum is to enable students to start understanding their own selves and systemically enlarge this understanding to include their family, neighbours and community.

The main subject matter for the S3 curriculum is to introduce to the students the Islamic outlook of life and Islamic values.

II. Content of the Syllabus

Syllabus Outline for Secondary One

Theme	Content
<ul style="list-style-type: none"> • Introduction • Islam is one of the fastest growing religions in the world • Distribution of Muslim population • No racial or national differences among believers • Special terms 	<ul style="list-style-type: none"> • Islam: peace, submission to the will of God. • Muslim: those who submit to the will of God. • Allah: God, Creator, Ruler, the most Beneficent, the most Merciful, the Just. • Din: religious life, not only the relationship between God and human beings.
<ul style="list-style-type: none"> • The life of a muslim 	<ul style="list-style-type: none"> • Living according to the will of God: <ul style="list-style-type: none"> -- God chose prophets to teach man -- God has revealed His will in Revelation • Harmony between man & man • Harmony between man & the universe <ul style="list-style-type: none"> -- do not waste resources
<ul style="list-style-type: none"> • Learning The Quran 	<ul style="list-style-type: none"> • Know the Creator <ul style="list-style-type: none"> -- The Quranic Message: the attributes of God, stories of prophets, guidance on living • Know the Creator's will • Teach man how to live <ul style="list-style-type: none"> -- appreciation of the Arabic calligraphy -- the Opening Chapter and its explanation -- importance of recitation -- importance of implementation

Theme	Content
<ul style="list-style-type: none"> • Beliefs 	<ul style="list-style-type: none"> • Tawheed (Unity of God) / Oneness of God <ul style="list-style-type: none"> -- Monotheism, Polytheism and atheism • The Prophets / Messengers <ul style="list-style-type: none"> -- Duties of prophets, some prophets' names mentioned in the Quran • The Books <ul style="list-style-type: none"> -- The names of the Books mentioned in the Quran • Day of Judgement <ul style="list-style-type: none"> -- Scientific view on the Day of Judgement -- The manifestation of God's mercy and justice
<ul style="list-style-type: none"> • Worship 	<ul style="list-style-type: none"> • Broad Definition: Worship means any acts to please God (alone) • Salat (Prayer) <ul style="list-style-type: none"> -- importance, Wudu, time, direction, movement, Dua
<ul style="list-style-type: none"> • Mosque 	<ul style="list-style-type: none"> • Function of Mosques: <ul style="list-style-type: none"> -- worship, congregation, discussion, education & welfare centre • Design and architectural features • Three major mosques in the muslim world: <ul style="list-style-type: none"> -- Kabbah in Makkah -- Prephets Mosque in Medina -- Dome of Rock in Jerusalem • Other famous mosques in Malaysia, China, Britain, Turkey etc.

Theme	Content
<ul style="list-style-type: none"> • Fasting 	<ul style="list-style-type: none"> • Islamic calendar <ul style="list-style-type: none"> -- the importance of Ramadan • Rules on fasting, abstains from food, drink and sexual related behaviours • Importance of fasting • Exemption from fasting • Lalat-al-Qadr • Festival of Eid-al-fitr: <ul style="list-style-type: none"> -- prayer, visiting relatives
<ul style="list-style-type: none"> • Hajj 	<ul style="list-style-type: none"> • Visiting kabbah <ul style="list-style-type: none"> -- the history of Kabbah -- the stories of Haajar and Ismail -- the stories of Ibrahim and Ismail -- content of Hajj in brief -- meaning: sacrafice for God, loyalty to God, universal harmony -- Eid-al-Adha
<ul style="list-style-type: none"> • Food & Drinks 	<ul style="list-style-type: none"> • The Lawful and Prohibited • Examine the reasons • Halal (Lawful) food market
<ul style="list-style-type: none"> • Muslim Community in Hong Kong 	<ul style="list-style-type: none"> • The history of Muslim community in Hong Kong: <ul style="list-style-type: none"> -- Migration from China, Pakistan, India and S.E. Asia • The Muslim organization in Hong Kong: <ul style="list-style-type: none"> -- CMCFA, IUHK, HKIYA, etc.

Syllabus Outline for Secondary Two

Theme	Content
<ul style="list-style-type: none"> • Know yourself 	<ul style="list-style-type: none"> • Understand man's role: <ul style="list-style-type: none"> -- vicegerent of God, duties & rights • Understand God's prophets, their teaching and practices • Understand God's revelation, meaning and the practice • Understand the principles of the lawful & the prohibited • Understand balanced way of life: <ul style="list-style-type: none"> -- eating & drinking, work, exercise, rest, sleep, cleanliness and personal hygiene • Understand the importance of spiritual and moral development: <ul style="list-style-type: none"> -- Prayer, Fasting, Remembrance of God
<ul style="list-style-type: none"> • Know your family 	<ul style="list-style-type: none"> • The importance of family: <ul style="list-style-type: none"> -- basic unit of a society • The relationship in a family: <ul style="list-style-type: none"> -- obligations and rights of husband & wife • Responsibilities of parents towards children • Islamic: Education • Responsibilities of children towards parents • Respect & gratitude • Islamic family life • Treat relatives well, provide financial & material support (Zakat)
<ul style="list-style-type: none"> • Know your neighbourhood 	<ul style="list-style-type: none"> • Human being is socially by nature • Meaning of friends • How to make friends • How to treat & help neighbours

Theme	Content
<ul style="list-style-type: none"> • Know your community 	<ul style="list-style-type: none"> • Purpose of community: <ul style="list-style-type: none"> -- sense of security • The nature and function of Muslim Community: <ul style="list-style-type: none"> -- Encourage the Good, Forbid the Evil • Principle of Justice • Principle of mutual consultation • Duties & Rights of members in a community
<ul style="list-style-type: none"> • Know the Chinese Muslim Community 	<ul style="list-style-type: none"> • Brief history of Islam in China • The situations in the Tang, Sung, Yuan, Ming and Ching Dynasties • Contemporary Muslims in China • Effects on economic, educational and social aspects • China Islamic Association and its function

Syllabus Outline for Secondary Three

Theme	Content
<ul style="list-style-type: none"> • Islamic Monotheism 	<ul style="list-style-type: none"> • The importance of monotheism: <ul style="list-style-type: none"> -- liberation of man from man's domination • Islamic Views: <ul style="list-style-type: none"> -- transcend racial, ethical and class boundary • The importance of monotheism on human life: <ul style="list-style-type: none"> -- not superstitious -- not arrogant -- self-esteem -- perseverance -- self-confidence
<ul style="list-style-type: none"> • Life of Prophet Muhammed 	<ul style="list-style-type: none"> • Background, birth & childhood • Marriage • Searching the Truth • Receiving the Revelation, start preaching • Hostility from the ruling class • Year of sorrow • Hijrah to Medina • Establish Islamic community in Medina • The battle of Badr • Hudaibiyah agreement • Sending messengers to other countries • The Return to Makkah • Farewell Address • Model for mankind

Theme	Content
<ul style="list-style-type: none"> • Some of the Prophet's stories in the Quran 	<ul style="list-style-type: none"> • Adam and Eve: <ul style="list-style-type: none"> -- The Purpose of creation, repent to God, pride of Satan • Noah & the Ark: <ul style="list-style-type: none"> -- the hard work of the preacher • Musa & Pharaoh: <ul style="list-style-type: none"> -- the result of a harsh ruler, the body of Pharaoh is preserved to warn mankind • The teaching of Isa: <ul style="list-style-type: none"> -- love mankind • The status of Isa in Islam
<ul style="list-style-type: none"> • Social manner and Basic virtues 	<ul style="list-style-type: none"> • Based on the Quranic verses, Hadith, stories of the Prophet and his companions to illustrate: <ul style="list-style-type: none"> -- brotherhood -- greeting -- honesty -- perseverance -- tolerance -- courage -- kindness -- justice -- hard work -- forgiveness -- contentment -- repentance
<ul style="list-style-type: none"> • Avoid Bad Behaviour and Conduct 	<ul style="list-style-type: none"> • Based on the Quranic verses, Hadith and stories of the companions and related stories to illustrate bad conducts like: <ul style="list-style-type: none"> -- lying -- back biting -- suspicion -- jealousy -- anger -- pride -- extravagance

Theme	Content
<ul style="list-style-type: none"> • The Prohibited things in Islam 	<ul style="list-style-type: none"> • Intake of Intoxicants (drugs & alcohol): <ul style="list-style-type: none"> -- discuss the reason behind the prohibition -- the impact on individual, family and society -- the prohibition of alcohol in Islamic Community and the United States -- Ruin to family life • Gambling: <ul style="list-style-type: none"> -- reasons of gambling -- its impact on individuals, family and society

III. Refrence

Author	Title	Publisher
時子周譯述	古蘭經 國語譯解	中國社會科學
馬堅譯	古蘭經	中國回教協會
王靜齋譯著	古蘭經 國語譯解	中國社會科學
馬宏毅譯	布哈里聖訓實錄精華	全馬伊斯蘭福利機構
馬宏毅譯	穆罕默德聖訓集	伊斯蘭青年協會
伊斯蘭英文中學 宗教事務委員會	伊斯蘭知識 (1,2,4 冊)	國際伊斯蘭學生會
美加穆斯林學	伊斯蘭教基礎(1)	國際伊斯蘭學生會
美加穆斯林學	穆聖生平	伊斯蘭青年協會
美加穆斯林學	禮拜	國際伊斯蘭學生會
美加穆斯林學	齋戒	國際伊斯蘭學生會
美加穆斯林學	朝覲	香港伊斯蘭青年協會
美加穆斯林學	天課	香港伊斯蘭青年協會
美加穆斯林學	真主的差使	香港伊斯蘭青年協會
美加穆斯林學	四大哈理法	香港伊斯蘭青年協會
美加穆斯林學	伊斯蘭教的道德觀	香港伊斯蘭青年協會
美加穆斯林學	古蘭經和聖訓	香港伊斯蘭青年協會
美加穆斯林學	穆斯林的節日及儀式	香港伊斯蘭青年協會
第博雅	回教哲學史	台灣商務
甘肅省民族研究所	伊斯蘭教在中國	寧夏
熊振宗	穆罕默德傳	中華文化
穆罕默德賴施德	穆罕默德的默示	中華書局
馬天英	伊斯蘭教義與中國傳統思想	中華書局
馬鄰翼	伊斯蘭教概論	商務
馬鄰翼	回教教義淺說 (五)	中華回教博愛社
高文遠	禮拜儀則	中華回教博愛社
曼蘇	回教常識問答	中華回教博愛社
穆罕默德葉格尼	伊斯蘭教世界觀 (中冊一)	中華回教博愛社
穆罕默德葉格尼	伊斯蘭教世界觀 (中冊二)	中華回教博愛社
艾哈邊德愛敏	阿拉伯·伊斯蘭文化史	商務
馬堅	回教哲學	河洛圖書
穆罕默德 等	伊斯蘭世界觀 (上)	河洛圖書
穆罕默德 等	伊斯蘭世界觀 (下)	河洛圖書
蕭永泰編譯	回教為什麼禁食豬肉	中國回教青年會
常子春譯	回教基本教法綱要	中國回教文化教育基金會
阿布篤拉漢亞特	穆民教義指南	中國回教文化教育基金會
阿布篤拉漢亞特	伊斯蘭教文化面面觀	齊魯書社
馬明道	伊斯蘭教	O.K.LANGUAGE
馬明道	伊斯蘭文化苑	伊斯蘭文化苑
馬明道	伊瑪尼·信仰	伊斯蘭文化苑
塔朗提諾	穆罕默德與聖戰 (4)	伊斯蘭服務社
托馬斯·李普曼	伊斯蘭教與穆斯林世界	新華
托馬斯·李普曼	中國伊斯蘭史存稿	寧夏
托馬斯·李普曼	世界穆斯林概況	寧夏
謝松濤	回教概論	華岡
海維諒	伊斯蘭人權論	中國回教文化教育基金會

Author	Title	Publisher
穆罕默德阿布篤	伊斯蘭教認一論大綱	中國回教文化教育基金會
伯納路易	歷史上的阿拉伯人	中國社會科學
伯納路易	朝覲南針	中國社會科學
馬明道	伊斯蘭教	中國回教協會
馬鳴岳	她為什麼信仰了伊斯蘭教	中國回教協會
定中明	正道溯源	國際伊斯蘭學生聯會
海維諒 譯	回教人權真理在沙國	中國回教協會譯經委員會
海維諒 譯	我信奉了回教	回教經書研究整印社
傳統先	中國回教史	商務
馬達五	奉教須知	商務
漢雅特	回教歷史教科書 (2)	商務
定中明	回教黎明史	華岡
定中明	穆罕默德傳略	華岡
馬達五 編譯	齋功簡介	穆士林佈道會
馬達五 編譯	拜功儀式	穆士林佈道會
張廣義	回教真理	穆士林佈道會
馬玉龍	清真禮法問答	穆士林佈道會
穆士塔法	伊斯蘭對主的崇拜	伊斯蘭青年協會
曼蘇爾	回教常識問答	伊斯蘭青年協會
馬天英	伊斯蘭教義五百問答	伊斯蘭青年協會
馬天英	回教對人類經濟問題解決之道	中國回教青年會
馬天英	伊斯蘭的家庭生活	伊斯蘭青年協會
賽義德	伊斯蘭教簡史	伊斯蘭青年協會
郁蘇福	論伊斯蘭教律中的合法與非合法的事	中國社會科學
莫里斯	聖經裡有關穆罕默德	伊斯蘭青年協會
莫里斯	人類的起源是甚麼	駐華文化參贊
馬明道	伊斯蘭法之研究	學海
高浩然	認識伊斯蘭	學海
穆罕默德·庫特卜	伊斯蘭和婦女	學海
阿綺莎	伊斯蘭的婦女	學海
阿綺莎	列聖故事與伊斯蘭的使者	學海
阿綺莎	伊斯蘭教文化百問	今日中國
阿綺莎	伊斯蘭：基本原則和特點	伊斯蘭青年協會

The Quran & Study of the Quran

Khunnam Murad	The way to the Quran	The Islamic Foundation
Muhammad Asad	The Message of the Quran	International Books & Tape Supply
A. Yusuf Ali	The Meaning of the Illustrious Quran	International Books & Tape Supply
A. A. Maududui	Towards Understanding the Quran	International Books & Tape Supply
T. B. Irving, Khurshid Ahmed and M. M. Ahsan	The Quran: Basic Teachings	The Islamic Foundation

Author	Title	Publisher
Iftekhhar Bano Hussain	Prophets in the Quran I & II	International Books & Tape Supply
Iftekhhar Bano Hussain	Incredible Facts About An Incredible Book	International Books & Tape Supply
Muhammad Ibrahim H.I. Surty	Islam: The Quranic Overview	International Books & Tape Supply
Ibrahim H.I. Surty	Reflections on the Quranic Concept of God	International Books & Tape Supply
Ahmed von Denffer	Ulum al-Quran: An Introduction to the Science of the Quran	International Books & Tape Supply
Mahmoud M. Ayoub	The Quran and Its Interpreters Vol.I & II	International Books & Tape Supply
Translated by Abdullah Yusuf Ali	The Quran	International Books & Tape Supply
Ibrahim H.I. Surty	A Course in "Ilm Al-Tajweed"	International Books & Tape Supply
Saniyasnain Khan	Presenting the Quran	International Books & Tape Supply
Ruqaiyyah Waris Maqsood	The Beautiful Commands of Allah	International Books & Tape Supply
Abdullah Yusuf Ali	The Meaning of the Holy Quran	International Books & Tape Supply

Serah & biography of the prophet Muhammad (P)

Martin Lings	Muhammad	International Books & Tape Supply
M. Fethullah Gulen	Prophet Muhammad as Commander	International Books & Tape Supply
M. Fethullah Gulen	Prophet Muhammad: The Infinite Light	International Books & Tape Supply
Muhammad Marmaduke Pickthall	The Life of the Prophet Muhammad	International Books & Tape Supply
Jabal Muhammad Buaben	Image of the Prophet Muhammad in the West: A Study of Muir, Margoliouth and Watt	International Books & Tape Supply
Faisal Siddqui	The Bible's Last Prophet	International Books & Tape Supply
Muhammad Rashid Rida	The Muhammadan Revelation	International Books & Tape Supply
Zakaria Bashia	Hijra: Story and Significance	International Books & Tape Supply
Imam Al-Ghazali, Yusuf Talal De Lorenzo	Remembrance & Prayer: The Way of the Prophet Muhammad	International Books & Tape Supply

Author	Title	Publisher
Ahmed Von Denffer	A Day with the Prophet	The Islamic Foundations
Muhhammad Husayn Haykal, translated by Idma'il Raji Al-Farooqi	The Life of Prophet Muhammad	International Books & Tape Supply
Tahia Al-Ismail	The Life of the Prophet Muhammad	International Books & Tape Supply
Dr. Jamal Badawi	Muhammad's Prophethood: An Analytical View	International Books & Tape Supply
Dawud, A.L.	Muhammad In the Bible	Angkatan, N. B. (Sarawak)

Hadith & Study of Hadith

Khurram Murad	Gifts From Muhammad	International Books & Tape Supply
Maulana Wahiduddin Khan	Words of the Prophet Muhammad (Wisdom of Muhammad): Selections from the Hadith	International Books & Tape Supply
Muhammad Zubayr Siddiqui	Hadith Literature: Its Origin, Development & Special Features	International Books & Tape Supply
Dr Khalid Mahmood Shaikh	A Study of Hadith	International Books & Tape Supply

Biography (General)

Jamila Jones	The Sahabiyat (Women companions)	International Books & Tape Supply
Andre Clot	Suleiman the Magnificent	International Books & Tape Supply
Abdui Wahid Hamid	Compnions of the Prophet	International Books & Tape Supply
Dr Aliah Schleifer	Mary the Blessed Virgin of Islam	International Books & Tape Supply
Dr Majid Ali Khan	The Pious Caliphs	International Books & Tape Supply

Basic Islamic belief & introduction to Islam

Abul Ala Maududi	Toward Understanding Islam	Koran Publishing (Damascus)
Hammudah Abdalati	Islam In Focus	I. I. F. S. O.
Imam al-Ghazali, translated by Muthar Holland	Inner Dimensions of Islamic Worship	International Books & Tape Supply
Abul Ala Maududi	Let Us Be Muslims	The Islamic Foundation
Muhammad Hamidullah	Introduction to Islam	International Books & Tape Supply

Author	Title	Publisher
Muhammad Qutb	Islam and the Crisis of the Modern World	International Books & Tape Supply
Bilal Philips	Islamic Studies Book 1 & 2	Zakee Muwwakkil
Maududi, S. A.	Islamic Way of Life	Islamic Federation (Kuwait)
Maududi, S.A.	Ethical View point of Islam	Islamic Publication (Lahore)
Rahman, A.U.	Prayer: Its Significance and Benefits	Muslims Schools Trust (London)
Abdul Wahid Hamid	Islam: The Natural Way	International Books & Tape Supply
Sayyid Qutb, trans. By Mohammed Moinuddin Siddiqui	The Islamic Concept and its Characteristics	International Books & Tape Supply
Muhammad Asad	The Spirit if Islam	International Books & Tape Supply
John Esposito	Islam: The Straight Path	Oxford University Press
Islmail al-Faruqi	Islam	Argus Communications
Roger De Pasquier	Unveiling Islam	International Books & Tape Supply
M. Manazir Ahsan	Islam: Faith and Practice	International Books & Tape Supply
Charles Le Gai Eaton (Hassan Gai Eaton)	Islam and the Destiny of Man	International Books & Tape Supply
Abu Aminah Bilal Phillips	The Fundamentals of Tawheed (Islamic Monotheism)	International Books & Tape Supply
Dr Mohamed Ibrahim Elmasry	1,000 Questions On Islam	International Books & Tape Supply
Mahmoud M. Ayoub	Islam: Faith and Practice	International Books & Tape Supply
Hassan Hathout	Reading the Muslim Mind	International Books & Tape Supply
Yahiya Emerick	What Islam Is All About	International Books & Tape Supply
Wahiduddin Khan	Islam The Voice of Human Nature	International Books & Tape Supply
M. Fethullah Gulen	Questions this Modern Age Puts to Islam	International Books & Tape Supply
Yahiya Emerick	How to Tell Others About Islam	International Books & Tape Supply
Science		
Dr Maurice Bucaille	The Bible, the Quran and Science	International Books & Tape Supply
Dr Maurice Bucaille	What is the Origin of Man?	Seghers

Author	Title	Publisher
Wahiduddin Khan	God Arises: Evidence of God in Nature and Science	International Books & Tape Supply
Dr K. Ajram	The Miracle of Islamic Science	International Books & Tape Supply
Various Authors	Scientific Indications in the Holy Quran	International Books & Tape Supply
T. H. Janabi	Changing To A Myth: The Story Behind Evolution	International Books & Tape Supply
Diet & Medicine		
Jalau'd-Din Abd' ur-Rahman As-Suyuti	Medicine of the Prophet Muhammad (P)	International Books & Tape Supply
Shahid Athar, MD.	Islamic Perspectives in Medicine	International Books & Tape Supply
Zaheer Uddin	A Handbook of Halaal & Haraam Products - 1 & 2	International Books & Tape Supply
Comparative Religion & Comparative Study		
M. A. Yusuf	The Dead Sea Scrolls, The Gospel of Barnabas and the New Testament	International Books & Tape Supply
M. Ataur Rahim	Jesus: A Prophet of Islam	International Books & Tape Supply
M. Ataur Rahim	Islam's Answer to the Race Question	International Books & Tape Supply
Muhammad Asad	This Law of Ours	International Books & Tape Supply
Politics & History		
Muhammad Asad	The Principles of State and Government in Islam	International Books & Tape Supply
Malek Ben Nabi	Islam in History and Society	International Books & Tape Supply
Prof. Masudul Hasan	History of Islam I & II	International Books & Tape Supply
Alija Ali Izetbegovic	Islam Between East and West	International Books & Tape Supply
Muhammad Said R. Al Buti, trans. by Munzer Said R. Al Buti	Jihad in Islam: How to Understand & Practice it	International Books & Tape Supply
A. A. Maududi	Capitalism, Socialism and Islam	International Books & Tape Supply
Heinrich Simon	Ibn Khaldun's Science of Human Culture	International Books & Tape Supply

Author	Title	Publisher
Mawdudi, A.	Islam: A Historical Perspective	Islamic Foundation Islamic (Leicester)
Afzalur Rahman	Role of Muslim Woman in Society	International Books & Tape Supply
Women Islam Relationships & Family		
Hammdah Abd al-Ati	The Family Structure in Islam	International Books & Tape Supply
Khurshid Ahmed	Family Life in Islam	International Books & Tape Supply
T. B. Irving	Islam and Social Responsibility	International Books & Tape Supply
Abul Fdahl Mohsin Ebrahim	Abortion, Birth Control and Surrogate Parenting: An Islamic	International Books & Tape Supply
Mahmoud Abu-Saud	Sex Roles in Muslim Families of the U.S.A.	International Books & Tape Supply
Norma Tarazi	The Child in Islam	International Books & Tape Supply
Dr Aliah Scheifer	Motherhood in Islam	International Books & Tape Supply
Maududi, A.	The Moral Foundations Of The Islamic Movement	Islam Publication (Lahore)
Mashoor, S.M.	Muslim Heroes Of The Twentieth Century	Muhammad Ashraf
Irving, T. B.	Islam And Social Responsibilities	Da' Wah & Islamic (Malaysia)

(E) Taoism

I. Introduction:

Taoism which has a long history was founded by Chinese. Its origin could be traced back to the early history of humankind. At that time, there was no such "religion" in name. However, in reality, the essence of Taoism already existed. The philosophy of Taoism affects different academic theories of China. The worshiping ceremony and ritual of Taoism affect our peoples' psychology of belief in God and their customs. This made Chinese nation become a great nationality.

The aim of Taoist education is to enlighten the truth and to establish morality. To enlighten the truth means to explain and explore the origin of Taoism and the essence of "The Book of Ethics". These are to be taught in the S4-5 syllabus. To establish morality means to cite the classics, historical texts, biographies and chronicle to describe the good words and exemplary conduct of ancients, to demonstrate the moral standard and principle, and to rectify current social malpractices. These are to be included in the S1-3 syllabus.

II. Content of the syllabus

Area	Outline	Teaching points	Example
The Four ethical principles and eight cardinal virtues	Filial piety	<ul style="list-style-type: none">• The importance of filial piety• The way to fulfil filial piety• Benevolence and filial piety	<ul style="list-style-type: none">• Filial piety is the greatest virtue• In affairs of the living, serve unreservedly; in affairs of the dead, think wholeheartedly• A man who has three faults (This story tells about when one has ability to serve the parents, his parents has already died.)• Disasters falls upon one whom everyone hates• Benevolence and filial piety cover the country

Area	Outline	Teaching points	Example
	Love and respect for one's elder brother	<ul style="list-style-type: none"> • The importance of loving and respecting for one's elder brother • The mutual respect between brothers 	<ul style="list-style-type: none"> • Brothers in desperate circumstances • One humbles oneself to bring credit to his brothers
	Loyalty	<ul style="list-style-type: none"> • The importance of loyalty • The way to fulfil loyalty • Loyalty and filial piety 	<ul style="list-style-type: none"> • Share blood for loyalty • All family members are loyal and pure • When times are at their worst point, the integrity appears • When showing authority, the official gives allegiance • Transfer filial piety to loyalty
	Trustworthiness	<ul style="list-style-type: none"> • The importance of trustworthiness • The way to be trustworthy 	<ul style="list-style-type: none"> • One should not be unfaithful to a dead friend • Being untrustworthy brings death to oneself and destruction to the state • Keep your word to children • One should keep one's promise
	Courtesy	<ul style="list-style-type: none"> • The importance of courtesy • The way to fulfil courtesy 	<ul style="list-style-type: none"> • One should not breach etiquette even one is alone • Do not accept a favour offered in contempt
	Righteousness	<ul style="list-style-type: none"> • The importance of righteousness • The way to fulfil righteousness 	<ul style="list-style-type: none"> • To cling righteousness even at the cost of your own life • Righteousness is sufficient to frighten strong enemies and to preserve the kingdom • To neglect one's own life to preserve righteousness

Area	Outline	Teaching points	Example
	Honesty and clean-living	<ul style="list-style-type: none"> • The importance of honesty and clean-living • The way to lead an honest and clean-living life 	<ul style="list-style-type: none"> • Frugality cultivates honesty • One should not take money without serious consideration • A tradition of honesty and innocence passes on from generation to generation within the family
	Sense of shame	<ul style="list-style-type: none"> • The importance of having a sense of shame • Having a sense of shame • Having a sense of shame and rectifying mistakes 	<ul style="list-style-type: none"> • If one has a sense of shame, one can still do good • Understanding shame is more effective than punishment • If people have the sense of shame, they moreover become good
Three important principles	Benevolence	<ul style="list-style-type: none"> • The importance of benevolence • The way to fulfil benevolence 	<ul style="list-style-type: none"> • Even animals are touched by one's benevolent acts • The differences between benevolence and mercilessness
	Thriftiness	<ul style="list-style-type: none"> • The importance of thriftiness • The way to be thrifty 	<ul style="list-style-type: none"> • Wallowing in luxury and extravagance pleasure leads to disasters
	Modesty	<ul style="list-style-type: none"> • The importance of modesty • The way of being modest 	<ul style="list-style-type: none"> • Those who is ambitious to succeed must fail • Draw a snake and add feet to it. (Doing something superfluous)
Others	Respect teachers	<ul style="list-style-type: none"> • The importance of respecting teachers • The way to respect teachers 	<ul style="list-style-type: none"> • Be respectful of the master and the truth • Dare not to offend the teacher
	Self-knowledge	<ul style="list-style-type: none"> • The importance of self-knowledge • Be content with one's lot and know restraint 	<ul style="list-style-type: none"> • One who lacks of self-knowledge ends in failure • One who knows contentment will not suffer disgrace; one who knows restraint will not encounter dangerous situations

Area	Outline	Teaching points	Example
	Studiousness	<ul style="list-style-type: none"> • The importance of studiousness • The way to be studious 	<ul style="list-style-type: none"> • To drill a hole on the wall to get some light from the neighbour's light (Be studious irrespective of difficult circumstances.)
	Cautiousness	<ul style="list-style-type: none"> • The importance of cautiousness • The way to handling things cautiously 	<ul style="list-style-type: none"> • If one is as conscientious at the end as he was at the start, then there will be no failures • Disasters are accumulated through negligence • A benevolent act is without traces (This implies that if one takes what is natural as his way, then he will be without anything which requires him to leave traces of himself.)
	Do good works	<ul style="list-style-type: none"> • The importance of doing good works • The way to do good works • Good and evil, cause and effect 	<ul style="list-style-type: none"> • There are five things which are inauspicious • Though one devotes one's whole life to virtuous acts, one's goodness will still not be sufficient • The one who does evil things will perish himself • Acts and retribution are like shadow following form • Cause and effect move in a circle
	Forbearance	<ul style="list-style-type: none"> • The importance of forbearance • Treat others kindly and leniently 	<ul style="list-style-type: none"> • To treat others with leniency, one will be rewarded with good • One who has the virtue of forgiveness is noble • Injustice repay with kindness

Area	Outline	Teaching points	Example
	Tolerance	<ul style="list-style-type: none"> • The importance of tolerance • The way to tolerate 	<ul style="list-style-type: none"> • Only through patience can great success be attained. • Accept a rude action, tolerate an absurd insult
	Teach others by one's own example	<ul style="list-style-type: none"> • The importance of teaching others by one's own example • Set an example 	<ul style="list-style-type: none"> • If the emperor does not intervene, the people will be rectified of their own accord
	Rectify mistakes	<ul style="list-style-type: none"> • The importance of rectifying mistakes • The way to rectify mistakes 	<ul style="list-style-type: none"> • Reforming faults is the greatest good
	Courageousness	<ul style="list-style-type: none"> • The definition of courageousness • Great valour and foolhardiness 	<ul style="list-style-type: none"> • To attack a tiger with bare hands and cross a river without a boat (This implies that one who acts rashly and flaunts one's superiority.)
	Self-cultivation	<ul style="list-style-type: none"> • Rectify the mind and cultivate one's moral character • The way one gets along with people • A man of great wisdom often appear slow-witted • The pure heart of a newborn baby (utter innocence) • Despise material • Follow the right principles 	<ul style="list-style-type: none"> • Rectify the mind and cultivate one's moral character • Confine one's brilliance; identify oneself with the common people • Though the superior man has great virtue, he appears as if ignorant • The sage is robed in coarse cloth but holds jade in his bosom (It implies that the sage always hide his brilliance deeply.) • Dwelling in constant virtue, one returns to the state of the pure heart of an infant • One should dwell quietly with calmness and composure • One who gives up right principles receives little help.

III. Reference Books

AUTHOR	TITLE	PUBLISHER
湯國華	道教知識	香港道教聯合會學務部
湯國華	道教知識教學會參	香港道教聯合會學務部
曾召南、石衍豐	道教基礎知識	四川大學出版社
盧國龍	道教知識百問	佛光出版社
李養正	道教概說	中華書局
任繼愈	中國道教史	桂冠圖書公司
劉精誠	中國道教史	文津出版社
南懷瑾	中國道教發展史略述	老方文化事業公司
葛兆光	道教與中國文化	上海人民出版社
卿希泰	道教與中國傳統文化	福建人民出版社

(V) SUGGESTED TIME ALLOCATION

It is appreciated that the time allocation for any one subject must be considered in relation to the requirements of other subjects in the school curriculum. As far as Religious Education for Secondary 1 to Secondary 3 is concerned, it is recommended that at least 2 periods per week or 3 periods per cycle should be allocated to teachers to complete the syllabus outline and to achieve the objectives of the syllabus.

(VI) TEACHING GUIDE

(A) Teaching methodology

The scope of Religious Education is both extensive and intensive. In every way, its teaching must be pupil-centred. Pupils should be helped in their continuous search for a faith and life stance, through studying religious beliefs and religious ways of living, and through revising and amending their own value systems after reflecting upon their experiences. It is therefore essential for teachers to vary their teaching strategies according to their specific objectives to make the presentation of their lessons a success.

Teaching methodology should be adjusted in accordance with different circumstances. As the learning environment differs in various schools and classes, teachers are recommended to adopt appropriate teaching strategies in line with the interest and abilities of pupils as well as the teaching environment.

Good teaching depends as much on the methods used as on the learning needs and the intellectual and emotional development of the pupils. The effectiveness of teaching is measured, not by how well the teacher performs, but by how much of the intended materials the pupils learn. The promotion of pupils' interest in the subject through organized activities such as discussion, quiz, role-play, campaign, game and competition, will be very helpful to activate the pupils' learning process.

The followings are some common teaching strategies to help teachers realize their teaching objectives:

1. *Chalk-and-Talk Method*

The chalk-and-talk method is a direct teaching method by which teachers explain the facts orally to pupils so that they may acquire a deeper understanding of what they have learned. However, this one-way teaching method should be used briefly so as not to turn the pupils into passive recipients without thinking properly on their own.

2. *Questioning*

This is a basic teaching technique. Guiding questions can facilitate good teaching if consideration is given to pupils' interest and mental abilities. In this way, teachers can help pupils revise their knowledge, stimulate their thinking skills and summarize the facts by raising questions.

Questioning requires certain good skills to achieve the teaching objectives. The following points are important when this method is applied:

- (a) questions should be clear, concise and critical;
- (b) After raising questions, teachers are not recommended to give the answers immediately so that pupils may ponder for a moment. Afterwards teachers may assign them to answer;
- (c) pupils are suggested not to answer together;
- (d) teachers are suggested not to repeat the pupils' answers;
- (e) Avoid "yes" or "no" questions as far as possible;
- (f) each student, if possible, should be given a chance to answer the questions.

The pupils' answers may not be all appropriate. It would be helpful if the teachers could guide them patiently so that other pupils may contribute to substantiate the answers. Sometimes teachers may use inappropriate answers as a guidance to other pupils in giving their own views. Hence, pupils' interest in answering questions is stimulated to achieve a thoroughgoing investigation. If the responses are poor, it is predicted that the questions are not clear enough or the pupils do not have enough information to answer. Teachers are then suggested to adjust the level of questions in accordance with their pupils' abilities. They may offer proper guidance to the pupils when they summarize their answers in the end. This method not only helps the pupils in their learning process, but also shows to the teachers the effectiveness of their teaching.

3. *Role Play*

Every religion has parables with both respectable and wicked characters which convey vigilant messages to the people. By providing pupils with opportunities to role play different characters in some given situations involving ethical problems, the teachers can guide pupils to develop empathy with the characters and understand the implications of the parables so as to widen their perspective of the world.

Pupils in lower secondary classes are usually interested in the activity of role play. Teachers are recommended to point out the objectives of such an activity to the pupils before it takes place so that its meaning will not be lost.

4. *Simulation Games / Games*

Board games, card games, action games with or without spoken language, quizzes and puzzles can all involve the pupils in appreciating the teaching points from the point of view of an actual participant. They are more interesting as well and pupils are usually willing to participate. It should be noted that games are only a means of education to realize the teaching effects. Hence, the time allowed for games should not be too long. Teachers are also recommended to coordinate games with other teaching activities so that the pupils may acquire opportunities to learn the themes of the topics.

5. *Group Discussion / Panel Discussion / Debate*

The choice of a small group or large group discussion, a panel discussion, or a debate with a forum, should be made according to the abilities and readiness of the pupils. Any one of these activities can be an effective method to involve pupils to be active in their learning process, to train them to organize ideas and information, and to develop the skill of discrimination and judgment. It is particularly suitable for dealing with controversial issues such as "Human nature is good / evil", "The real meaning of life" and "Freedom and regulation". In such activities, pupils may first be given a topic and some time to do individual thinking and reflection. They are then divided into small groups to exchange views and form tentative conclusions. Pupils should be encouraged to interact with

each other and the teacher only provides a final reference during the discussion / debate. The function of the teacher is to motivate pupils to take an active part in the activity, to guide them to work in the right direction, to summarize their views, and to give them some feedback.

6. *Projects*

This method enables pupils to launch an in-depth study on any chosen topic, such as a theme or character of any religion, or an ethical issue. It provides incentive for the pupils in their exploration into the topic, and helps to bridge the gap between academic knowledge and actual life experience.

In project work, pupils are provided with opportunities to select, analyze and classify information that they have, to learn to collect suitable information from books, mass media, encyclopedias, official documents, records or files, interviews, etc, and then to present them in an orderly and meaningful way in the form of a written or oral report. Teachers should provide suitable supervision and guidance until the pupils achieve valuable learning results and a sense of achievement.

A project can be done on a small scale by individual pupils, or on a large scale by groups or even the whole class. Through the project, they learn to be independent in the first instance, and to communicate, co-operate and compromise in the second.

7. *Case-study*

Teachers can provide information of specific case and guide the pupils to analyze the situation with a particular purpose in mind. Pupils should be guided to identify the problems, with suitable reference to their knowledge and then led to attempt to resolve the problems. For example, pupils are asked to work on a case of offence and forgiveness in which pupils should apply their values and life skills.

8. *Visits*

Visits to relevant places can arouse a stronger awareness of the topic being studied. The pupils' learning experience can be enhanced if the visits

are well planned and guided.

Pupils should be well-prepared before the visits so that they can make the necessary observations and proper responses during the visits. For example, visits to old people's homes can be educational in various ethical aspects.

9. *Teaching assistance with audio-visual materials*

The audio-visual materials may help to attract the pupils' attention in their learning process. Pictures are used to convey messages which involve the pupils in active learning to enrich their knowledge. One of the simple and convenient audio-visual materials is the concept map which is more effective than the description by words. The pupils can understand more easily.

Songs, videotape programmes and slides which are relevant to the topics are some teaching aids that help to raise the pupils' interest in learning.

Other audio-visual materials include radio-play cassettes and topic-related films. The former can be played optionally by the teachers or produced by the pupils in groups while the latter can be shown after lessons. In using these materials, the teachers are reminded of the following points:

- (a) The teaching time is limited. There are only 35 to 40 minutes available for each period. The time schedule is so tight that the preparation for each period is important, for instance, the preparation for equipment and the selection of relevant materials which may affect the teaching results. Sometimes not the whole package of slides and videotapes are applicable. If the materials are not properly selected, the teaching will become time-consuming and the themes disorganized.
- (b) It is not advisable to use the whole period on the audio-visual materials only. Time should be allocated to hold discussions and analyzing activities so that the pupils can have more opportunities to learn.

- (c) Teachers should select the materials carefully. They are suggested to avoid choosing those purely entertaining programmes so as not to alter the nature of teaching activities. Teachers may select some objective materials to avoid being affected by subjective viewpoint.
- (d) In using the materials, teachers are recommended to work in line with the copyright protection ordinance.

All in all, teachers should aim to provide pupils with the incentive as well as the opportunity to share their personal values and experience in response to the teaching of religious education. Teachers can also share with their pupils their own personal experience and thereby foster and broaden the horizons of the pupils. Such sharing is crucial to the pupils' personal growth, enabling them to reflect on their past experience, value systems and life stance, and subsequently to acquire the skills to apply the values acquired through their study so that they are able to revise or amend their value systems whenever necessary in the course of their adult life.

(B) Exercises for pupils

In light of the teaching aims of religious education, the pupils' exercises should enrich and consolidate the religious information in the first instance, and emphasize on the development of skills in thinking, understanding and analyzing in the second.

The amount of exercises can be crucial to the pupils' interest in studying the subject. Excessive workload may generate disturbances to the pupils while inadequate one can hardly fulfil the teaching aims. Teachers are thus recommended to offer the right amount of exercises and provide proper guidance to the pupils according to their academic levels, interest and learning abilities.

The exercises should be prepared in the way that proceed from the easy to the difficult and they should also be comprehensive. Their forms should be diversified to raise the pupils' learning interest and avoid copying from the texts or learning by rote.

Generally, short questions in the form of pictures, words or short sentences may effectively encourage the pupils to try to finish their exercises effectively by arousing their learning interest. After the cultivation of the basic answering skill, teachers may ask pupils to work on simple comments to develop their powers of reasoning and judgment.

The exercises can be done by games or group work. To cite examples, the former can take the forms of crossword puzzles and concept map drawing while the latter can be the wall newspaper design. All these exercises can guide pupils to concentrate on a specific topic. The pupils can also learn in a pleasant atmosphere which renders effective teaching.

Teachers are suggested to set the exercises in different forms according to the practical needs. They may also apply their teaching experience to tailor and devise the exercises for better teaching results.

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Teachers are recommended to give more constructive and encouraging comments when they mark their pupils' exercises. Whenever the pupils hold improper views, teachers should offer appropriate guidance. For those inaccurate religious matters or disorganized expressions, teachers should point them to the right direction.

(C) Evaluation

Religious Education, like other subjects, employs different methods to measure the learning effectiveness of the pupils. The measurement of pupils' performance should be evaluated in terms with the realization of the expected teaching objectives.

Evaluation is a part of the learning process. It includes (1) planning, (2) implementation and (3) assessment. Therefore, evaluation should be regarded as an integral part of the whole syllabus which is closely related to the syllabus content. Teachers may devise a plan to measure their pupils' learning results before they complete the syllabus. They should be ready to revise the plan at any time in view of the actual teaching situations.

Evaluation should be regarded in two perspectives, firstly, the evaluation of course work. It can be done partly by the teachers during panel meetings, workshops and seminars, and discussion with subject inspectors of the Education Department. The second perspective is the evaluation of pupils' learning progress. It is important to evaluate the course work so that the teachers will know how to improve it according to the needs of their pupils in relation to the outstanding problems of the social climate of different times. It is also important to evaluate the pupils' learning progress so that there can be reinforcement and encouragement for the pupils as well as their teachers.

The evaluation of pupils' learning progress can be categorized into two different types:

1. Formal measurement

This includes tests, short tests, examinations and project work. During tests and examinations, teachers are recommended to set their questions according to the levels of their pupils. Generally, various types of questions can be used, for instance, fill in the blanks, multiple choice, proof-reading and matching. Different levels of questions including cognitive questioning, integrated comprehension, analysis and comment are also some major forms of evaluation. Teachers should avoid testing information which is lengthy, trivial and just factual.

Project work helps pupils to develop understanding, insight into the matters, an empathy of the others and individual judgments. It can also be regarded as a means of evaluation which is especially useful to those academically low achievers. Notebooks with supplementary exercises can also serve as a means of evaluation for some schools. Such simple notes with supplementary exercises can be an effective and progressive measurement method for those academically low achievers. Teachers may also introduce the measurement standards to them, such as, systematization, creativity and preciseness at the beginning of the academic year which serve as a pointer to offer directions and guidance.

2. Informal measurement

Exercises and class participation are important ways to evaluate the

pupils' academic performance. These evaluation methods can better reflect what the pupils have acquired and reveal their long term performance. It will be a reliable and informal measurement method if the teachers can devote more attention to devise the teaching activities to arouse the active participation by their pupils and raise their learning interest. Teachers may in turn evaluate the pupils' performance in view of their responses in questioning and answering, and in participating the activities.

Informal measurement is a continuous process that its frequency depends on the methods used. For example, short tests can be more frequent while long tests or examinations should not exceed two or three times a year. Project work can be conducted once in each term or academic year. Different measurement methods should work together to form an integrated programme which is formulated at the beginning of each term or academic year. Although we suggest teachers to revise their measurement objectives according to their pupils' actual progress, it should be noted that a formal plan for measurement, such as, forms, frequency and ratio, is also important, and it should be arranged at an earlier time. Teachers are recommended to use different evaluation methods than to rely excessively on the academic performance in the final examination.

It must be recognised that religious education not only involves the acquisition of religious information, concepts and skills, but also the formation of religious beliefs and attitudes. Therefore, unlike most of the other subjects taught in schools, a large part of religious education is not measurable by means of the traditional tests and examinations. Exercises can be set to check how much factual knowledge and academic skill the pupils have acquired, but not on how much their faith and attitudes have developed.

Suggestions is therefore given here to do evaluation in religious education along the following guidelines:

1. Evaluation of course work should be done in view of the following points:
 - (a) the identification of the needs of the pupils (WHY);
 - (b) the depth, amount, organization and presentation (WHAT);

- (c) the approach and methodology of the teachers (HOW);
 - (d) the relevance of such education to the pupils' life (USE);
 - (e) the teaching / learning effectiveness in the development of the pupils (OUTCOME).
2. Evaluation should be planned evenly with regard to information, concepts, and reasoning (analysis, synthesis, deduction and judgment). It must be noted that pupils at this level should be trained in their abilities of reasoning, so adequate emphasis must be placed on the assessment of the development of the pupils' power of reasoning. This can be done when the questions demand a logical presentation of facts or arguments instead of just factual material.
 3. Evaluation of the pupils' knowledge of facts, concepts and reasoning power in relation to religious matters can be evaluated through exercises, tests and examinations. Assessment of the pupils' ability to apply their knowledge in modern life should be done carefully because the ultimate effect of this part of evaluation could be educative as well as testing. Questions and exercises on application of Christian values to life situations can be set in view of the reasoning abilities the pupils have already acquired.
 4. Evaluation of the pupils' development of faith and attitudes should not be emphasized as a measurement of the pupils' ability or academic standard because there is no universal criteria of judgement of how an individual develops and matures, and the teachers' judgement in the different cases of religious response cannot be standardized. The development of intrinsic personal values is not perceivable on any short-term basis, and very often, not until a crisis appears much later on in life. Conversion to any particular religious faith should never be the criteria of evaluation. If some sort of evaluation of the pupils' learning progress in the formation of faith and attitudes, even if unreliable, is necessary. It could be done to a limited degree through observation of their class performance and related activities such as discussion, debate, project work, etc. But teachers must bear in mind the limitations of such evaluation and interpret the results with reservation.

5. There should be distinguishable stages of evaluation: initial evaluation, continuous evaluation, experiential evaluation, and terminal evaluation, for each unit of teaching on the basis of as little as a single topic, a whole school term, or on a larger scale, for one to a few academic years. Initial evaluation should emphasize only factual information. Continuous evaluation could emphasize factual information, understanding as well as concept formation. Experiential evaluation could include all the above as well as some tentative development of beliefs and attitudes without any conclusive views. It is only in terminal evaluation that pupils can be assessed on all of the above as well as the development and preliminary formation of attitudes and value system. But it must always be remembered that no attitudes and value systems are really assessable in the school evaluation system of exercises, tests and examinations. Whatever is revealed through class performance, discussion and project work is more likely the potentiality of development rather than the development and formation itself.





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