

SYLLABUSES FOR  
SECONDARY SCHOOLS

# RELIGIOUS STUDIES

# (CHRISTIANITY)

SECONDARY 4 - 5

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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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**(Christianity)**

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## **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 institutions, officers of the Hong Kong Examinations Authority, as well as 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 employers.

All syllabuses prepared by the Curriculum Development Council for Secondary 4-5 normally lead to appropriate examinations at the Certificate of Education level provided by the Hong Kong Examinations Authority.

This syllabus is recommended for use in Secondary 4 to 5 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 classroom experiences.

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

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## **(I) INTRODUCTION**

The Religious Studies Syllabus (Christianity) for Secondary 4 and 5 is prepared by the Religious/Ethical Education Subject Committee (Secondary) of the Curriculum Development Council. The syllabus aims at providing teachers with suggestions and assistance in their organization of teaching materials of this subject.

This syllabus includes syllabus content as well as some suggestions in teaching strategies and assessment. Methods of different levels of difficulty and complexity are listed for teachers' reference. Teachers should read them all and apply the ones they find suitable for their particular purposes in teaching the particular areas of the subject.

The rationale lying behind the design and content of the syllabus is as follows:

1. Religion, being a universal and supra-historical phenomenon and an important cultural heritage of mankind, is essential in any whole-person education.
2. Religious education develops in pupils an awareness of the ethical/spiritual value of their life.
3. The pupil-centred approach will be adopted since the understanding of any religion does not come from doctrinal studies only, but also from a personal experience and realization of the concepts of a religion.
4. It is hoped that through religious education pupils will come to understand why Christians believe that their religion is relevant in modern society and how Christians apply biblical teaching to discover how they should respond to modern ethical issues.
5. Religious education is the foundation of spiritual life, and its moral, social, ritual, intellectual and aesthetic aspects should be taught as an integrated whole. Teaching of this subject should open up for the pupils a broad perspective as well as a deepened insight into life.

## **(II) AIMS AND OBJECTIVES**

This syllabus aims to build up in pupils a general awareness of the source and nature of man's spiritual life to assist them in their search for faith or a life stance.

Through the study of the Bible's account of faith in the days before Christ, the life of Jesus, the founder of Christianity, the development of the Christian Church, and the moral values inherent in the Christian belief, it is hoped that the pupils will develop a sympathetic understanding of the nature and significance of the Christian religion, its contribution to human cultures and individuals, and its relevance to both personal and social life in modern society.

### **GENERAL AIMS**

1. Pupils should be encouraged to enquire into the nature of religious faith of the Bible.
2. Pupils should learn about the relevance of religious faith to their own situations.
3. Pupils should be taught the skills of reflecting meaningfully about moral and social issues.
4. Pupils should understand that the faith in the Bible is the foundation of Christian faith.

### **OBJECTIVES OF THE SECTIONS**

#### *Section A*

1. This section helps pupils to understand how the Christian faith is a natural development of the faith of the Old Testament. It also provides them a background knowledge of how the coming of Christ has fulfilled the promise of God revealed in the Old Testament.
2. The study of the life and teaching of Jesus Christ helps pupils to gain an understanding of the Christian faith and to understand how the teaching of Christ challenges modern man.

#### *Section B*

The study of personal and social problems from a Christian perspective helps pupils to relate religious beliefs to daily life issues and to understand that it is their personal beliefs that determine for them their approach towards personal and social issues. Pupils are encouraged in this section to learn to reflect critically before they make any decision about choice or judgement.

### **(III) SYLLABUS OUTLINE**

There are altogether two sections in this syllabus:

Section A      The Fulfilment of God's Promises in the Life of Jesus the Christ

Section B      Personal And Social Problems

## (IV) CURRICULUM GUIDE

### SECTION A: THE FULFILMENT OF GOD'S PROMISES IN THE LIFE OF JESUS THE CHRIST

Topics and Bible References	Objectives	Teaching Points
<b>I. BACKGROUND</b>		
(a) The Faith of the Old Testament		
(i) The Passover (Ex. 12:21-42)	To point out how God acts to save and liberate the Israelites	<ul style="list-style-type: none"> <li>- the first Passover; salvation and judgement</li> <li>- Pharaoh frees the Israelites</li> </ul>
(ii) The Sinai Covenant (Ex. 19:1-8, 20:1-21)	To show that Israel became God's chosen people by covenant	<ul style="list-style-type: none"> <li>- God invites the Israelites to become His chosen people by covenant, and to serve Him as priests</li> </ul>
(iii) Promise of a New Covenant (Jer. 31:31-34; Ezek. 36:22-28)	To show how God promises to make a new and better covenant to bring the people into an even closer relationship with Himself	<ul style="list-style-type: none"> <li>- background:               <ul style="list-style-type: none"> <li>• Israel repeatedly breaks the covenant and turn to idols; God punishes them by war, defeat and exile</li> <li>• Gods's purpose to change His people so as to demonstrate His holiness to all nations</li> </ul> </li> <li>- the new covenant brings purification, forgiveness, a new heart and mind, and an experiential knowledge of God</li> </ul>
(iv) The Messianic Hope (Isa. 11:1-9)	To explain the Jewish hope which was focused on the coming of the Messiah	<ul style="list-style-type: none"> <li>- the Messiah will come as a shoot growing from the stump of David's dynasty</li> <li>- like David, the Messiah is to be empowered by the Spirit and to rule in justice</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(b) Palestine in the First Century A.D.		
(i) Roman Occupation	To explain the political situation of Palestine	<ul style="list-style-type: none"> <li>- the Procurator</li> <li>- King Herod</li> <li>- Sanhedrin</li> </ul>
(ii) Jewish Factions	To show the characteristics of some Jewish sects	<ul style="list-style-type: none"> <li>- Sadducees</li> <li>- Pharisees</li> <li>- Zealots</li> </ul>
(iii) The People	To show the situation of the people and their background	<ul style="list-style-type: none"> <li>- the working conditions of peasants, fishermen, landlords, craftsmen and businessmen</li> <li>- the officials:               <ul style="list-style-type: none"> <li>(a) Tax-collectors</li> <li>(b) Priests</li> <li>(c) Levites</li> <li>(d) Synagogue elders</li> </ul> </li> </ul>
(c) Defining and Understanding Biblical Terms, Ceremonies and Festivals	To introduce the common terms, ceremonies and festivals in the Gospels	(to be taught as they arise in the rest of this syllabus)
<b>II. JESUS, A HISTORICAL PERSON</b>		
(a) Heading (Mk. 1:1)	To introduce the identity of Jesus and His work	<ul style="list-style-type: none"> <li>- Jesus is the Son of God</li> <li>- the terms "Son of God" and "Good News"</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(b) Birth and Childhood (Mt. 1:18-25, 2:1-23; Lk. 1:26-56, 2:1-52)	<ol style="list-style-type: none"> <li>1. To compare Matthew and Luke's accounts of the childhood of Jesus</li> <li>2. To show that the birth of Jesus is prophesied in the Old Testament</li> <li>3. To describe the childhood of Jesus</li> </ol>	<ul style="list-style-type: none"> <li>- the coming of the Son of God: human, born of a virgin, descendant of David, born to be King</li> <li>- the roles played by Mary, Joseph, the angels, the wise men, King Herod, the shepherds, Simeon and Anna</li> <li>- virgin birth</li> <li>- to be born in Bethlehem</li> <li>- the killing of children</li> <li>- the escape to Egypt and return to Nazareth</li> <li>- family background</li> <li>- physical and intellectual development</li> <li>- sense of communion with God the Father</li> </ul>
(c) John the Baptist (Mk. 1:2-8, 6:14-29)	To show the character and work of John the Baptist	<ul style="list-style-type: none"> <li>- John's appearance and behaviour</li> <li>- John's message, role and ministry</li> <li>- John's imprisonment and death</li> <li>- the importance of repentance and forgiveness</li> </ul>
(d) Baptism (Mk. 1:9-11)	To point out the importance of Jesus' baptism	<ul style="list-style-type: none"> <li>- the meaning of baptism in the days of Jesus and the meaning of baptism today</li> <li>- Jesus comes to John for His baptism</li> <li>- the signs of God's approval of Jesus</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(e) Temptation (Mk. 1:12-13; Lk. 4:1-13)	<ol style="list-style-type: none"> <li>1. To explain the significance of the temptation of Jesus</li> <li>2. To demonstrate how it is possible to overcome temptations in our daily life</li> </ol>	<ul style="list-style-type: none"> <li>- the background to the temptation of Jesus</li> <li>- the nature of the temptation</li> <li>- Jesus' replies</li> <li>- obedience to God, submission to the teaching of the Bible, and determination to resist Satan</li> </ul>
<b>III. JESUS AS THE MESSIAH</b>		
(a) The Son of Man has to Suffer (Mk. 8:31-33, 9:9-13, 9:30-32, 10:32-45)	<ol style="list-style-type: none"> <li>1. To show why the Messiah has to suffer</li> <li>2. To explain the meaning of greatness in the Kingdom of God</li> </ol>	<ul style="list-style-type: none"> <li>- Jesus' three predictions about his suffering</li> <li>- the Messianic Secret</li> <li>- Peter's misunderstanding of Jesus' role</li> <li>- Jesus' preparation of his disciples for His coming suffering</li> <li>- contrast of the standards of greatness in God's Kingdom and in this world</li> </ul>
(b) Jesus' Identity Is Hidden (Mk. 1:32-34, 1:40-45, 3:7-12, 5:21-43, 7:24-30, 7:31-37, 8:22-30, 9:1-10)	<ol style="list-style-type: none"> <li>1. To explain why Jesus kept His identity hidden</li> <li>2. To point out the importance of Peter's declaration</li> </ol>	<ul style="list-style-type: none"> <li>- people's expectations of the Messiah</li> <li>- healing and exorcism are signs of the Messianic age</li> <li>- Jesus does not want to be considered as a political leader or a miracle worker</li> <li>- time not yet ripe to reveal His identity</li> <li>- Peter acknowledges Jesus as the Messiah (Christ)</li> </ul>

Topics and Bible References	Objectives	Teaching Points
	3. To explain the importance of the transfiguration	<ul style="list-style-type: none"> <li>- Jesus' identity is confirmed by the appearance of Elijah and Moses, and the voice of God</li> <li>- the transfiguration confirms the disciples' faith before Jesus' suffering</li> </ul>
(c) Conflicts (Mk. 2:1-12, 2:15-28, 3:1-6, 7:1-13, 8:11-13, 10:1-12, 11:15-19, 11:27-33, 12:1-40)	1. To explain why the Jewish leaders oppose Jesus and the nature of the conflicts  2. To show how Jesus handles the conflicts	<ul style="list-style-type: none"> <li>- the causes of the conflicts: jealousy, the Law, attitudes to traditions, politics, vested interest, ...</li> <li>- Jesus shows the true spirit of the Old Testament teachings, uses counter questions, and points out the errors of the Jewish leaders</li> </ul>
	3. To explain Jesus's confrontation with the Jewish leaders and His warning of punishment for rejecting the Messiah	<ul style="list-style-type: none"> <li>- Jesus tells the parable of the tenants in the vineyard and the Jewish leaders understand it is told against them</li> </ul>
<b>IV. JESUS THE TEACHER</b>		
(a) The Kingdom of God (Mk. 1:14-15, 4:1-20, 4:26-33, 9:1, 9:42-50, 10:13-16, 12:28-34)	To point out the characteristics of the Kingdom of God and its citizens	<ul style="list-style-type: none"> <li>- the Kingdom of God is a gift</li> <li>- characteristics of the Kingdom of God:               <ul style="list-style-type: none"> <li>(a) accessible to all</li> <li>(b) demands repentance and faith</li> <li>(c) present in Jesus and established by Him</li> <li>(d) will grow secretly, steadily and abundantly</li> <li>(e) will be consummated at the Second Coming of Jesus (Mk. 14:22-25)</li> </ul> </li> </ul>

Topics and Bible References	Objectives	Teaching Points
		<ul style="list-style-type: none"> <li>- the proclamation of the Kingdom of God evokes different responses</li> <li>- characteristics of its citizens:               <ul style="list-style-type: none"> <li>(a) whole-hearted love for God and all people</li> <li>(b) childlike humility</li> </ul> </li> </ul>
(b) The Disciples (Mk. 1:16-20, 2:13-14, 3:13-19, 6:7-13)	<ol style="list-style-type: none"> <li>1. To show that discipleship is a call from Jesus</li> <li>2. To explain the appointment and training of the apostles</li> </ol>	<ul style="list-style-type: none"> <li>- Jesus calls ordinary people to be His disciples</li> <li>- the meaning of "disciple"</li> <li>- the appointment of the twelve apostles</li> <li>- the meaning of "apostle"</li> <li>- the work, power (authority) and mission of the disciples/apostles</li> </ul>
(c) The Parables (Mk. 4:1-34, 12:1-12; Lk. 10:25-37, Lk. 15)	<ol style="list-style-type: none"> <li>1. To explain Jesus' purpose in using parables</li> <li>2. To introduce some parables about the Kingdom of God and to show their relevance to our daily life</li> </ol>	<ul style="list-style-type: none"> <li>- Jesus' explanation of "parable"</li> <li>- Jesus uses common experiences to convey spiritual truth</li> <li>- meaning and purpose of the parables:               <ul style="list-style-type: none"> <li>(a) The Sower: the different responses to God's message and the different degrees of fruitfulness among the people</li> <li>(b) The Lamp under the Bowl: the secret of the Kingdom of God is to be disclosed</li> <li>(c) The Growing Seed: the inward invisible growth of the Kingdom</li> <li>(d) The Mustard Seed: the outward visible growth of the Kingdom</li> </ul> </li> </ul>

Topics and Bible References	Objectives	Teaching Points
		(e) The Tenants in the Vineyard: the Jewish leaders' rejection of the prophets and the Messiah (f) The Good Samaritan: all people are our neighbours (g) The Lost Sheep, The Lost Coin, and The Lost Son: God's unconditional love and welcome for sinners who repent
(d) Other Teachings (Mk. 3:20-33, 7:14-23, 8:14-21, 8:34-38, 9:33-41, 10:17-31, 11:12-14, 11:20-26, 12:41-44)	To teach how to live in a good relationship with God	- avoidance of impiety - faith and prayer - renunciation and self-denial - purity of heart - humility and service - willingness to accept other servants of God - true brotherhood and discipleship - whole-hearted devotion
<b>V. JESUS' POWER</b>		
(a) Healing (Mk. 1:23-26, 1:29-42, 2:1-12, 3:1-5, 3:7-12, 5:1-20, 5:22-43, 6:5-6, 6:53-56, 7:24-37, 8:22-26, 9:14-29, 10:46-52)	To show that Jesus has the power to heal and that it is part of His ministry	- Jesus performs the healing miracles because of His compassion and the people's faith - the different reactions of the people towards these miracles - Jesus keeps His identity hidden in some of these miracles

Topics and Bible References	Objectives	Teaching Points
(b) Authority (Mk. 1:21-28, 2:6-12, 11:15-19, 11:27-33)	To show that Jesus' words and actions are authoritative and full of power	<ul style="list-style-type: none"> <li>- Jesus possesses the power and authority of God</li> <li>- people's reaction to Jesus' words and deeds</li> </ul>
(c) Glory (Mk. 9:2-8)	To point out the glory of Jesus in His transfiguration	<ul style="list-style-type: none"> <li>- confirmation of the divinity of Jesus</li> <li>- the appearance of Moses and Elijah, and the voice of God acknowledging Jesus as the Son of God</li> </ul>
(d) Power of the Creator (Mk. 4:35-41, 6:30-52, 8:1-10)	<ol style="list-style-type: none"> <li>1. To show that Jesus exercises His power over nature out of His concern for the people's needs</li> <li>2. To point out the importance of faith in facing difficulties</li> </ol>	<ul style="list-style-type: none"> <li>- Jesus calms storms and feeds multitudes</li> <li>- the disciples are limited by their lack of faith and understanding</li> </ul>
<b>VI. JESUS' PASSION</b>		
(a) Entrance into Jerusalem (Mk. 11:1-10)	To show how Jesus makes His role as the Messiah public, and thereby fulfilling the prophecy	<ul style="list-style-type: none"> <li>- riding on the colt into Jerusalem is a prophetic sign of Messiahship</li> <li>- the way the people welcome Jesus shows their misunderstanding of Messiahship</li> <li>- Palm Sunday</li> </ul>
(b) The Anointing at Bethany (Mk. 14:1-11)	To show that the anointing is preparation for Jesus' death	<ul style="list-style-type: none"> <li>- the Jewish leaders' plot to arrest Jesus secretly</li> <li>- Jesus praises Mary's deed</li> <li>- Judas agrees to betray Jesus</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(c) The Lord's Supper (Mk. 14:12-31)	To explain the meaning of the Last Supper	<ul style="list-style-type: none"> <li>- Jesus foretells His coming suffering and the reaction of the disciples</li> <li>- the Feast of the Unleavened Bread and the Passover</li> <li>- the significance of the Last Supper in the days of the disciples and in the church today</li> <li>- Maundy/Holy Thursday</li> </ul>
(d) Gethsemane (Mk. 14:32-42)	To point out how Jesus as a human being shrinks away from His suffering, but finally determines to do the will of God at all costs	<ul style="list-style-type: none"> <li>- Jesus' example: to pursue the way of God in prayer</li> <li>- Jesus exhorts the disciples to be watchful and to pray for strength to resist temptation</li> </ul>
(e) Arrest (Mk. 14:43-52)	To give an account of the unjust arrest of Jesus	<ul style="list-style-type: none"> <li>- the roles of Judas, the guards, the disciples, the Jewish leaders and the false witnesses</li> </ul>
(f) Before the Council (Mk. 14:53-65)	To show how Jesus is condemned for acknowledging his identity as the Messiah	<ul style="list-style-type: none"> <li>- the Jewish Council</li> </ul>
(g) Peter's Denial (Mk. 14:66-72)	<ol style="list-style-type: none"> <li>1. To explain why and how Peter fails and denies Jesus</li> <li>2. To help students learn from Peter's failure</li> </ol>	<ul style="list-style-type: none"> <li>- in spite of Jesus' warning, Peter denies Him</li> <li>- the reasons for Peter's failure</li> <li>- the importance of repentance</li> </ul>
(h) Before Pilate (Mk. 15:1-15)	To show how Jesus voluntarily submits to the injustice done to him	<ul style="list-style-type: none"> <li>- the unjust and illegal trial</li> <li>- the parts played by Pilate, the Jewish leaders and the crowd</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(i) Crucifixion and Death (Mk. 15:16-41)	<ol style="list-style-type: none"> <li>1. To give an account of the Crucifixion and explain its meaning</li> <li>2. To compare the reaction of different people to the Crucifixion</li> </ol>	<ul style="list-style-type: none"> <li>- the meaning of “crucifixion”</li> <li>- the fulfilment of prophecies</li> <li>- Jesus’ words on the cross</li> <li>- the soldiers, Simon of Cyrene, the two bandits, the priests and scribes, and the bystanders</li> </ul>
(j) Burial (Mk. 15:42-47)	To give an account of Jesus’ death and burial	<ul style="list-style-type: none"> <li>- witnesses of Jesus’ death: Joseph of Arimathea, the Roman Officer, and some women</li> <li>- Jewish burial</li> <li>- Good Friday</li> </ul>

## VII. JESUS LIVES

(a) The Resurrection (MK. 16:1-11)	To describe the events that took place at the Resurrection	<ul style="list-style-type: none"> <li>- the message of the Resurrection</li> <li>- the role of the angels and the women, including Mary Magdalene</li> <li>- the reaction of the people concerned</li> </ul>
(b) The Disciples (Mk. 16:12-18)	To point out the relevance of the Resurrection for Christians today	<ul style="list-style-type: none"> <li>- Jesus promises His disciples power and authority, and to be with them always</li> <li>- Jesus gives His disciples the mission to spread the Good News</li> <li>- the meaning of Resurrection</li> <li>- Jesus is alive and present with His people</li> <li>- Easter</li> </ul>

Topics and Bible References	Objectives	Teaching Points
(c) The Ascension (Mk. 16:19-20)	To explain the meanings of Jesus' Ascension	<ul style="list-style-type: none"> <li>- Jesus resumes His glory (the meaning of sitting at the right hand side of God the Father)</li> <li>- the Kingdom of God has come</li> <li>- Jesus' followers worship Him and the Lord confirms their work for the Kingdom of God with the signs of the Messianic Age</li> </ul>
<b>VIII. THE CONTINUATION OF CHRIST'S MINISTRY THROUGH THE CHURCH</b>		
(a) The Purpose of the Acts (Acts 1:1-5)	To teach that the main theme of the Acts shows how the Holy Spirit directs the believers to spread the gospel to the ends of the earth	<ul style="list-style-type: none"> <li>- Acts, Luke's second book, is dedicated to Theophilus</li> <li>- the promise of the Holy Spirit and the power to witness</li> </ul>
(b) The Ascension (Acts 1:6-11)	To describe how the Ascension took place	<ul style="list-style-type: none"> <li>- things happening at the Ascension</li> </ul>
(c) The Choice of a New Apostle (Acts 1:12-26)	1. To point out that the main function of the Early Church is to witness the Risen Christ	<ul style="list-style-type: none"> <li>- the believers gather to pray and wait for the gift of the Holy Spirit</li> <li>- Peter suggests choosing a replacement for Judas</li> </ul>

Topics and Bible References	Objectives	Teaching Points
	2. To explain the role played by Peter, the Leader of the Church  3. To show why and how a new apostle was chosen	- criteria for the choice
(d) Pentecost - the coming of the Holy Spirit (Acts 2:1-24, 2:32-41)	To show the Holy Spirit empowered the church to preach to the people who came from different places	- the form and gift of the Holy Spirit
(e) The Life-style of the Early Church (Acts 2:42-47)	1. To introduce the content of the Kerygma (proclamation) of the Early Church  2. To explain the importance of fellowship to the developing church	- Peter's proclamation begins the active spreading of the gospel by the church - content, scope and effect of the proclamation  - the apostles' confidence before the High Priest

## SECTION B: PERSONAL AND SOCIAL PROBLEMS

Topics and Bible References	Objectives	Teaching Points	Biblical References
<b>I. PERSONAL RELATIONSHIPS AND RESPONSIBILITIES</b>			
(a) Family and Marriage	1. To show that the family is the most important unit for maintaining stability in life	<ul style="list-style-type: none"> <li>- it is God's intention that people should live in families</li> <li>- family is a community based on love from which individuals reach out to other people</li> <li>- family provides nurturing and education for children</li> </ul>	Gen 1:26-28, 2:18-25
	2. To explain God's view of family life and the relationship of its members	<ul style="list-style-type: none"> <li>- the need of mutual submission as in the relationship of the church and Christ</li> <li>- duties of husband, wife, parents, children, sisters and brothers</li> </ul>	Eph 5:21-6:4
	3. To demonstrate Christian loyalty to the wider family of God	<ul style="list-style-type: none"> <li>- the need to put God before all things</li> <li>- the need of love and respect for other people</li> </ul>	Lk 2:41-52

Topics and Bible References	Objectives	Teaching Points	Biblical References
	4. To explain the meaning of marriage	<ul style="list-style-type: none"> <li>- union, decision and expectation of love and sharing</li> <li>- a legal and constructive way of living for the purposes of procreation and the nurturing of children</li> <li>- it directs the sex instinct to the most constructive channel; the conjugal rights</li> <li>- it provides companionship</li> </ul>	
	5. To consider Christ's view on marriage and divorce	<ul style="list-style-type: none"> <li>- Jesus' emphasis of union of man and woman when they become husband and wife</li> <li>- man not to separate what God has joined</li> <li>- the Christian attitude towards marriage</li> </ul>	Mt 5:31-32, Mk 10:1-12
	6. To consider Paul's view on marriage and divorce	<ul style="list-style-type: none"> <li>- marriage is good for ordinary people</li> <li>- celibacy is a special gift from God</li> <li>- the problem of marriage between a believer and a non-believer</li> <li>- Paul forbids divorce in most cases</li> </ul>	1 Cor 7:1-17
	7. To discuss the family problems in Hong Kong	<ul style="list-style-type: none"> <li>- the influence of rapid social changes, such as values, relationships and mobility</li> <li>- problems of divorce, generation gap, working mothers, negligence/over-protection of children, etc.</li> </ul>	

Topics and Bible References	Objectives	Teaching Points	Biblical References
(b) The Care of the Old	1. To explore the problems faced by old people and the causes of these problems	<ul style="list-style-type: none"> <li>- individual: lack of family care and loneliness, negative values, physical and psychological weaknesses, financial problems</li> <li>- family: disintegration, generation gap, selfishness, disrespect, lack of space</li> <li>- society: exploitation and displacement, insufficient provision for the old</li> </ul>	
	2. To point out the Christian attitudes towards caring for the old	<ul style="list-style-type: none"> <li>- respect for old people and aged parents, and appreciation for their wisdom and experience</li> <li>- responsibility of the younger generation to take care of the older generation</li> <li>- God's promise to take care of His people in old age</li> <li>- obligation of the Church to help those left alone</li> </ul>	Lev 19:32; Prov 23:22, 23:24-25 Ruth 4:13-15, 1 Tim 5:1-4,5:8 Is 46:3-4
	3. To discuss some public ways of providing care and concern for the old	<ul style="list-style-type: none"> <li>- education for society, especially the young</li> <li>- provision of basic necessities such as financial assistance, medical, hostel</li> <li>- provision of services to promote a better quality of life</li> </ul>	1 Tim 5:16

Topics and Bible References	Objectives	Teaching Points	Biblical References
(c) Work	1. To consider the needs for work	<ul style="list-style-type: none"> <li>- psychological needs: meaningful occupation, application of talents, satisfaction in achievements, comradeship</li> <li>- economical needs: sustenance, security</li> <li>- social needs: productivity, division of labour, solidarity</li> </ul>	
	2. To explain the importance of work for Christians	<ul style="list-style-type: none"> <li>- the divine order</li> </ul>	Gen 1:26-32, 2:15, 3:17-19
	3. To point out the proper attitudes towards work	<ul style="list-style-type: none"> <li>- the need of being hardworking</li> <li>- willingness to work</li> <li>- working in co-operation</li> <li>- helping those in need</li> <li>- Jesus' example</li> </ul>	Prov 6:6-11, 15:19; 2 Thess 3:6-12 Eph 6:5-9 1 Cor 12:14-27 Eph 4:28 Mk 6:3, Jn 5:17
	4. To consider the rights of workers	<ul style="list-style-type: none"> <li>- workers deserve reasonable wages</li> <li>- rights and welfare of workers</li> </ul>	Deut 24:14-15 Lk 10:7
	5. To consider the proper attitudes towards a vocation	<ul style="list-style-type: none"> <li>- perseverance</li> <li>- a spirit of sacrifice</li> </ul>	Jn 4:34, Rom 12:1-2 2Cor 4:1-2

Topics and Bible References	Objectives	Teaching Points	Biblical References
<b>II. STEWARDSHIP</b>			
(a) Life and Health	1. To explain the meaning and purpose of life	<ul style="list-style-type: none"> <li>- to be God's responsible steward in His image and manage the world properly</li> <li>- to be a responsible person to self, others and the world, be responsible for one's decision and love and respect each other</li> <li>- God grants us life to magnify His glory</li> <li>- it is impossible to exchange other things for a longer life</li> <li>- one can only gain eternal life from Jesus (willing to commit to Him and the Gospel)</li> </ul>	<p>Gen 1:26-28</p> <p>Gen 2:15-17, 2:21-24; Mt.7:12</p> <p>1 Cor 6:18-20</p> <p>Mk 8:34-37</p>
	2. To explain the importance of time management	<ul style="list-style-type: none"> <li>- proper uses of time, taking breaks from work to rest is important to both body and soul (God's command for rest on Sabbath)</li> <li>- do not misuse time. This is harmful to both body and soul. It is necessary to have activities which are constructive and good for both body and mind</li> <li>- there is a time for everything. Toil is harmful</li> </ul>	<p>Ex 20:9-11, Mk 2:27-28,</p> <p>Hag 1:9</p> <p>Ecc 3:1-11</p>

Topics and Bible References	Objectives	Teaching Points	Biblical References
	3. To show that our talents are gifts from God	<ul style="list-style-type: none"> <li>- all that we have come from God</li> <li>- the need to use our talents</li> <li>- wasting talents leads to condemnation</li> <li>- some suggestions on the methods of developing talents: overcoming obstacles that inhibit the development of talents, seeking advice, active participation and practice</li> </ul>	Rom 12:6-8 Mt 25:14-30
	4. To discuss the reasons for not fearing death	<ul style="list-style-type: none"> <li>- it is part of man's nature that his life has a beginning as well as an end; man is mortal, death is the end of man's physical life</li> <li>- everything has its time and reason. Man cannot predict everything in the future. No man has the power to rule life and death because God is that ruler. The most important thing is to treasure every moment in life and to live meaningfully and constructively</li> <li>- to man, his life is more precious than anything. One should give up and sacrifice other things to keep his life to serve God and others</li> </ul>	Ps 90 Ecc 8:6-8; Job 42:2-5; Ps 139: 13-18 Mk 5:1-20; Jn 11:28-44
(b) Stewardship of Money and Material Possessions	1. To show that God is the real owner of all wealth on earth	<ul style="list-style-type: none"> <li>- God's ownership</li> </ul>	
	2. To explain the need of trust in God	<ul style="list-style-type: none"> <li>- wealth is not reliable but God is</li> <li>- there is no need to worry as God will provide</li> <li>- the need to be contented</li> </ul>	Mt 6:19-24

Topics and Bible References	Objectives	Teaching Points	Biblical References
	3. To explain that people are only stewards of the things under their charge	<ul style="list-style-type: none"> <li>- everyone on earth is just a trustee of what he/she has</li> <li>- everyone is held responsible for what he/she spends</li> </ul>	Lk 19:11-27
	4. To point out ways of using money wisely	<ul style="list-style-type: none"> <li>- as offering to God</li> <li>- to help the needy</li> <li>- in preparation for our future life</li> <li>- not in wastage or reckless spending</li> </ul>	Mk 12:41-44 Lk 10:30-35, Acts 11:27-30, 1 Cor 16:1-4; Lk 16:1-13, 15:13-14
	5. To consider the dangers of money	<ul style="list-style-type: none"> <li>- placing too much importance on money is placing it before god</li> <li>- serving God and serving money</li> <li>- money may make us forget about the life to come</li> <li>- trust in God and not in material things</li> <li>- money may blind us to the needs of other people, and therefore lead us to condemnation</li> <li>- money may make us give up faith</li> <li>- love of money is a root of all kinds of evil</li> </ul>	Mt 6:19-23; Mk 10:17-27 Mt 6:24 Mt 6:25-34; 1 Tim 6:6-8 Lk 12:16-21 Lk 16:19-31 1 Tim 6:9-10
	6. To discuss how easy life at the expense of other people is to be avoided	<ul style="list-style-type: none"> <li>- God judges those who prosper at the expense of others</li> <li>- enjoying luxury while the country is being ruined brings woes</li> </ul>	Amos 4:1-3 Amos 6:4-7

Topics and Bible References	Objectives	Teaching Points	Biblical References
(c) Stewardship of the Environment	1. To point out that God is creator and sustainer of nature	- the creation and sustenance of nature	Ps 24:1-2; Gen 1:1-31
	2. To explain God's plan for nature	- the environment will fail to function properly because of man's sins - in God's plan of redemption, both man and nature will be freed from slavery and decay - the proper attitudes towards nature and the environment	Lev 26:14-20  Rom 8:18-23
	3. To explain man's relationship with nature	- all things in nature are our fellow-creatures, created by God	Gen 1:26-31
	4. To explain our responsibilities to nature	- our obligation to take good care of things in nature - the instruction to conserve God's creation	Gen 1:28, 2:15  Lev 25:1-7
	5. To discuss the causes of environmental pollution	- the basic factors leading to the causing of environmental pollution being greed, haste and selfish pleasure	Ex 20:17; Phil 2:4
	6. To consider some possible ways of conserving nature	- education - laws - research on ways to develop a better environment	

Topics and Bible References	Objectives	Teaching Points	Biblical References
<b>III OUR ATTITUDES TO WORLD AND SOCIAL ISSUES</b>			
(a) Service and Responsibility	1. To explain why the love of neighbours should lead to the provision of social services	<ul style="list-style-type: none"> <li>- Jesus' example</li> <li>- a brief review of the social services provided in Hong Kong</li> <li>- the concern of voluntary groups (e.g. the Church) in social services</li> </ul>	Phil 2:3-11, Acts 20:24, 20:33-35; 1 Cor 13 Rom 12, 15:1-3; 1 Jn 4:19-21; Lk 10:25-37; Mt 25:31-46; Mk 12:29-31
	2. To explain the responsibilities of a government	<ul style="list-style-type: none"> <li>- protection of the basic human rights</li> <li>- provision for the basic needs</li> <li>- national defence</li> <li>- helping those in need, e.g. the poor, handicapped, elderly, etc.</li> </ul>	Ex 3:7-10; Mic 3:1-4, 3:8-12 Mt 25:31-46, Lk 10:25-37; Rom 15:1-3, 1 Pet 2:13-17; Rom 12:1-2; Jas 2:14-18; Mt 22:37-39
	3. To explain the responsibilities of a citizen	<ul style="list-style-type: none"> <li>- obeying the law</li> <li>- good conduct</li> <li>- active participation in society</li> <li>- protection of justice</li> </ul>	Mt 22:15-22 Rom 13:1-10 Acts 4:18-19

Topics and Bible References	Objectives	Teaching Points	Biblical References
(b) Class Distinction and Racial Prejudice	<ol style="list-style-type: none"> <li>1. To explore the different types of prejudice and distinction, and their causes</li> <li>2. To explain the biblical teaching about prejudice and distinction</li> <li>3. To consider some typical examples of prejudice and distinction, past and present</li> </ol>	<ul style="list-style-type: none"> <li>- racial, social, class, religious, sexual prejudices</li> <li>- Jesus accepts all races and classes of people, makes friends with them and loves them</li> <li>- causes: ignorance, socio-economic indoctrination, and human weaknesses such as pride, self-centredness, selfishness, etc.</li> <li>- God's creation of humankind as a whole, not as broken parts</li> <li>- the need to love different kinds of people disregarding their race and social background</li> <li>- historical: colonialism, Nazism, Civil Rights Movement in USA, etc.</li> <li>- present: (to be discussed according to circumstances)</li> </ul>	<p>Mt 8:5-12, 8:27-57 Mk 2:13-17, 10:46-52; Lk 8:1-3, 17:11-19; Jn 3:1-2</p> <p>Gen 5:1-2</p> <p>Deut 10:17-19; Rom 12:3; Phil 2:3-4; Jas 2:1-9; Mt 5:9, 28:19-20; Lk 14:16-24; Rom 3:29-30; Gal 3:26-29; Mk 10:35-37, 10:41-45</p>
(c) Social Problems			
(i) Corruption	<ol style="list-style-type: none"> <li>1. To explain the meaning of corruption</li> </ol>	<ul style="list-style-type: none"> <li>- the offering or acceptance of an advantage as an inducement to or reward for doing or not doing an act which amounts to abusing one's official position</li> </ul>	

Topics and Bible References	Objectives	Teaching Points	Biblical References
(ii) Drugs	2. To point out the causes of corruption	<ul style="list-style-type: none"> <li>- individual: greed, misunderstanding, ignorance, not fearing God</li> <li>- society: ill practice, wrong concept of business transactions</li> </ul>	Ps 14:1
	3. To discuss the consequences of corruption	<ul style="list-style-type: none"> <li>- injustice</li> <li>- contempt for the law</li> <li>- unpunished crimes</li> </ul>	Prov 25:26 Is 5:20-23 Mic 3:8-12, 7:1-7
	4. To explore possible solutions to the problems	<ul style="list-style-type: none"> <li>- education</li> <li>- revealing cases of corruption</li> <li>- legal action against all cases of corruption</li> <li>- effective government polices</li> </ul>	Deut 10:15-20 Ps 15 Amos 5:10-15
	1. To discuss the causes of drug-addiction	<ul style="list-style-type: none"> <li>- individuals: curiosity, ignorance, influence of parents and peers, wrong concept of values, low self-esteem, lack of love and weakness of character</li> </ul>	
	2. To consider the effect of drug-addiction	<ul style="list-style-type: none"> <li>- on individuals: loss of health (body and soul), broken families, crimes</li> <li>- on society: crimes, high costs in loss of human resources and in beating drug and crimes</li> </ul>	
	3. To explain the Christian attitude regarding drugs	<ul style="list-style-type: none"> <li>- Christians should not be enslaved by destructive habits and self-indulgence</li> </ul>	Rom 6:12-14, 13:12-14 2 Pet 2:19

Topics and Bible References	Objectives	Teaching Points	Biblical References
	4. To explore possible solutions to the problem	<ul style="list-style-type: none"> <li>- education and stricter control by</li> <li>- comprehensive rehabilitation programmes</li> <li>- international co-operation</li> </ul>	1 Cor 6:19-20, 9:24-27 1 Pet 1:13-14, 4:7
(iii) Gambling	1. To explain the meaning of gambling  2. To discuss the reasons for participating in gambling  3. To explain the possible objections to gambling	<ul style="list-style-type: none"> <li>- gaining money or materials by chance and at the expense of other people (as distinguishable from games)</li> <li>- false hope of making a lot of money with little effort</li> <li>- greed</li> <li>- excitement and a false sense of involvement</li> <li>- the concept of stewardship</li> <li>- values and attitudes to life that are wrong: greed, laziness, dependence on chance, bad examples to children, broken families, ...</li> <li>- harmful effect on society: crimes, non-productivity, social regression, ...</li> </ul>	Ex 20:17; Ecc 3:13; Jn 15:12; Rom 14:13, 15:1-2; Eph 5:5; Gen 1:26, 2:15, 3:19; 1 Cor 8:9 1 Tim 6:8-10, 6:17-19; Mt 6:31-33, 16:26
(iv) Pornography	1. To explain the meaning of pornography	<ul style="list-style-type: none"> <li>- description or display of sex in order to arouse sexual excitement</li> </ul>	

Topics and Bible References	Objectives	Teaching Points	Biblical References
	2. To explain the objections to pornography	<ul style="list-style-type: none"> <li>- wrong concept of sex, for example</li> <li>• health hazards: physical, mental, spiritual and emotional</li> <li>• adultery may lead to personal and family disintegration</li> <li>• it is against the glorification of God in our life as our body is a temple of the Holy Spirit</li> <li>- it may lead to undesirable social behaviour and relationships</li> <li>- damaged human dignity</li> </ul>	<p>Mt 5:27-30</p> <p>Jn 8:1-11; 1 Cor 6:18-20; Eph 5:1-5</p> <p>Mk 7:21-23; Gen 1:27; Rom 13:12-14; Col 3:5-10</p>
	3. To point out the causes of pornographic activities	<ul style="list-style-type: none"> <li>- wrong concept of sex</li> <li>- individual: psychological problems, indulgence</li> <li>- social: negligence in education, false values imposed in mass media</li> <li>- national: little control by law, permissiveness</li> </ul>	Phil 4:8-9
	4. To explore possible solutions to the problem	<ul style="list-style-type: none"> <li>- education</li> <li>- stricter control by law</li> <li>- healthy activities to relieve psycho-sexual burdens</li> </ul>	<p>Jn 8:1-11; Phil 4:8-9; Mk 7:21-23; 1 Cor 3:5-10</p>

Topics and Bible References	Objectives	Teaching Points	Biblical References
(d) The Mass Media			
(i) The importance of the mass media	<ol style="list-style-type: none"> <li>1. To point out that the mass media should report the truth</li> <li>2. To take up the cudgels for justice, to report unfairness in a community</li> </ol>	<ul style="list-style-type: none"> <li>- the mass media has the responsibility and duty to report facts accurately</li> <li>- citizens have the right to know the whole truth</li> <li>- in a community, everyone should be treated fairly, irrespective of race, social class and religious belief</li> <li>- justice should be promoted. The mass media should report the news impartially and faithfully</li> </ul>	<p>Mt 5:37, 6:33</p> <p>Amos 5:23-24; Is 1:17</p>
(ii) The responsibility of the mass media	<ol style="list-style-type: none"> <li>1. To point out that the mass media should not monetise rumours and tell lies</li> <li>2. To explain that freedom is to live with responsibilities</li> <li>3. To point out that the mass media should be a servant of the community</li> </ol>	<ul style="list-style-type: none"> <li>- to mislead citizens is a serious sin</li> <li>- news full of claptrap will distort the truth</li> <li>- the way one treats people and things should not cause others to stumble and suffer</li> <li>- irresponsible report will make citizens suffer and throw them into a panic</li> <li>- the mass media should provide services according to the needs of citizens</li> <li>- in the pursuit of profits, the mass media is accountable to the community and its citizens</li> </ul>	<p>Lev 19:11</p> <p>Lk 17:1-2; Mk 2:27; 1 Cor 8:9, 10:23-24</p> <p>Mt 20:26-28</p>

## **( 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 Studies for Secondary 4 and 5 is concerned, it is recommended that for schools offering this syllabus as an examination subject, at least 2 to 3 periods per week or 3 to 4 periods per cycle should be allocated to teachers so that they have sufficient time to complete the syllabus content and to achieve the objectives of the syllabus within the estimated 48 teaching weeks of Secondary 4 and 5. For schools which offer the syllabus as a non-examination subject, a smaller number of periods will suffice.

## (VI) TEACHING GUIDE

### (1) TEACHING STRATEGY

The scope of Religious Studies 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 Christianity and Christian 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.

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*

Oral presentation by teacher is a direct teaching method. Pupils may acquire a deeper understanding of what they have learned if it is accompanied by proper usage of blackboard. However, this one-way teaching method should not be adopted as the predominant teaching method so as to avoid turning 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. For example, teachers can familiarize pupils with the facts and bring out the gist of any given text by raising a series of questions beginning with "who", "when", "where", "which", "why", "how", "what", etc., and

inducing the important teaching points at the end of the lesson. 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 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*

By providing pupils with opportunities to role play different characters in biblical events or interpret 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 need to see a purpose in their attempt of projection into the characters. Teachers should make greater demands of S4-5 pupils than pupils in lower secondary classes when they participate in this kind of activities. One example is the parable of the prodigal son. Pupils in lower secondary classes can be asked to share the feelings of the characters; pupils in higher secondary classes can be asked to explain their

behaviour and justify their action in the parable. Teachers planning a role play should always point out the objectives of such an activity to the pupils before it takes place, and then guide them towards a search for its meaning at the end.

#### 4. *Simulation 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 with a forum, 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 and analyse information, and to develop the skill of discrimination and judgment. It is particularly suitable for dealing with controversial issues such as divorce, abortion, or mercy killing etc. 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 consolidate their views, and to give them some appropriate feedback.

#### 6. *Projects*

This method enables pupils to launch an in-depth study on any chosen topic, such as a biblical theme or character, 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 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. They learn to be independent and also to communicate, co-operate and compromise.

#### 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 may be 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 appropriate 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 the development towards a broader spiritual perspective for both the pupils and themselves. 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.

## **(2) EVALUATION**

Evaluation should be regarded in two perspectives, the evaluation of course work and 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 course work can be done partly by the teachers during panel meetings, workshops and seminars, and discussion with subject inspectors of the Education Department, and also through the evaluation of pupils' learning progress. The evaluation of pupils' learning progress can be done in forms of exercises, tests and examinations, but also more appropriately in discussions, quizzes, project work, etc.

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 identification of the needs of the learners (WHY), the learnability of the course materials in terms of depth, amount, organization and presentation (WHAT), the approach and methodology of the teachers (HOW), the relevance of such education to the pupils' life (USE), and 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, progressional 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. Progressional 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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