

**THE COMMONWEALTH OF THE BAHAMAS**



**BAHAMAS GENERAL CERTIFICATE  
OF  
SECONDARY EDUCATION**

**RELIGIOUS STUDIES**

**REVISED SYLLABUS 2002**

**MINISTRY OF EDUCATION**

**TESTING & EVALUATION SECTION**



**MINISTRY OF EDUCATION**

**BAHAMAS GENERAL CERTIFICATE**

**OF**

**SECONDARY EDUCATION**

**RELIGIOUS STUDIES**

**Code Number 5121**

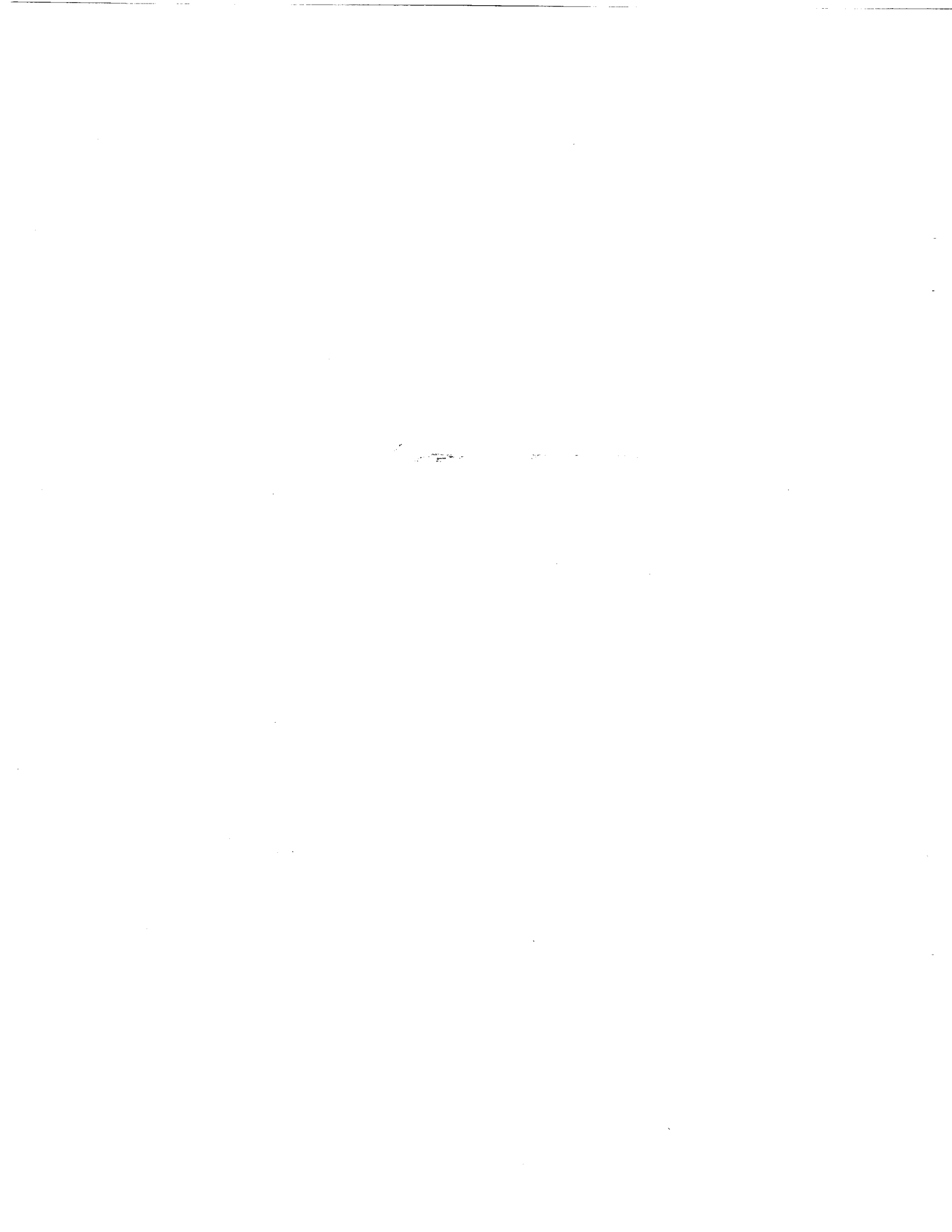
**Syllabus**

Some issues contained in this Syllabus have varying denominational views.

Candidates should have knowledge and understanding of these views and be able to discuss them when and where appropriate with supported argument.

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## INTRODUCTION

The subject Religious Studies aims to enable candidates to develop an understanding of religion, its place and significance in life. Religious Studies involves investigating religious language and ideas and appreciating religious beliefs and practices. The syllabus has been structured in such a way as to encourage an open and unrestricted treatment of the subject, emphasizing its educational basis. Accordingly, courses based upon this syllabus should be open for candidates of any or no religious persuasion.

The Religious Studies syllabus provides for the full BGCSE ability range stressing POSITIVE ACHIEVEMENT. Positive Achievement emphasizes what the candidate KNOWS, UNDERSTANDS and CAN DO. The syllabus is designed for candidates taking Religious Studies as a single subject. The content will translate into a teaching programme lasting two or three years. Three content areas have been provided to assist schools wishing to provide a balanced curriculum for a wide range of candidates. The syllabus follows the general BGCSE pattern. The main sections are: Aims, Domains, Content and Assessment.

It is hoped that by providing this syllabus the aims of religious education will be clear to parents, employers, principals and other interested parties. Schools can also justify the choice of sections as the basis for their teaching programme.

## **AIMS**

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Religious Studies based on any of the alternatives within this syllabus. The aims to be achieved are:

1. to promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world;
2. to help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions;
3. to encourage candidates to reflect on religious responses to moral issues;
4. to enable candidates to recognize and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

Some of these aims are reflected in assessment objectives; others cannot readily be translated into measurable objectives.

## **DOMAINS**

The three domains in Religious Studies are:

- A Knowledge with understanding
- B Judgement and Personal Response
- C Investigation (enquiry and communication).

A description of each domain follows.



## **ASSESSMENT OBJECTIVES**

### **A Knowledge with understanding**

Students should be able to recall and select relevant factual information and to use skills and concepts to show that they have understood the religious dimension of life. In particular they should be able to:

1. identify, describe and collate evidence;
2. use knowledge in order to interpret the practices, experiences and beliefs of others;
3. use the technical language of religious traditions, including analogy, symbolism, myths and creedal statements;
4. describe and show understanding of the role and importance of special people, writings, and events, in the context of the traditions in which they are found;
5. demonstrate awareness and understanding of religious and, where appropriate, non-religious responses to contemporary moral issues, both personal and social;
6. identify and show understanding of questions about the meaning and purpose of life.

### **B Judgement and personal response**

Students should be able to:

1. recognize and understand the presuppositions, motives and influences which shape the attitudes, beliefs and values of others and of themselves;
2. evaluate, on the basis of evidence and argument, issues of belief and practice arising from the study of religious and moral issues, and formulate a coherent personal response.

## SPECIFICATION GRID

The relationship between the assessment objectives and papers 1 and 2 of the scheme of assessment is shown in the following grid:

ASSESSMENT	OBJECTIVE TESTING			WEIGHTING
	KNOWLEDGE WITH UNDERSTANDING	JUDGEMENT AND PERSONAL RESPONSE	INVESTIGATION (ENQUIRY AND COMMUNICATION)	
Paper 1			Paper 1 Same as Paper 2.	
Structured - with stimulus	11%	4%		
Structured with out stimulus	15%	10%		40%
Paper II				
Structured with stimulus	11%	4%		
Structured without stimulus	15%	10%		40%
COURSEWORK				
Paper 3 or Paper 4	6%	4%	10%	20%
TOTAL	58%	32%	10%	100%

The total marks carried by each paper in this scheme of assessment will be as follows:

Paper I	100 marks
Paper II	100 marks
Coursework	100 marks
Total	300 marks

In order to achieve the correct weightings, the marks will be scaled to the percentage shown in the specification grid.

## **Biblical Quotations**

The King James Version, the New English Bible and the Good News Bible will be used for biblical quotations included in question papers based on papers I and II. There is, however, no wish or intention to prescribe what version of the Bible should be used in the teaching of Religious Studies, and schools are at liberty to use whichever they prefer. Examiners will be instructed not to set questions to which the answers depend on a particular version of the Bible.

## **THE ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR**

The scheme of assessment requires candidates to produce written sentences in English and The Testing and Evaluation Section will allocate 5% of the total marks available for accuracy in spelling, punctuation and grammar according to the rules that follow. (For written paper as well as Coursework assignment).

### **Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.

### **Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.

### **High performance**

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

## References

The Ten Commandments	Exodus 20: 1-17
Laws	Leviticus 19. 18
Jesus Maintaining the Law	Matt: 5: 17-26
Jesus on Judgement	Matt. 7: 1-6
Paying Taxes	Matt 22: 16-21
The Greatest Commandment	Mark 12: 28-31

## **PART 2: Personal, Social and World Issues**

In assessing the Christian perspective within each topic, teachers may use material from Part 1, and should also refer, wherever possible, to individuals, agencies and organizations, biblical and other Christian source material, local, national or global. The texts listed are to be used as a basis for developing an understanding of Christian teachings on the issues studied. These are not prescriptive, questions will not be asked which require specific knowledge of them, and other appropriate texts can be used.

### **Personal Relationships**

Candidates should have considered the difference between love and friendship, the questions raised by marriage and divorce, and the differing roles of men and women within Christianity and the Christian family:

the Church - its role in life and worship;  
the family (including worship in the family and a Christian life);  
love - friendship;  
the value of the individual - self-regard and self-acceptance;  
marriage and divorce:  
    the teaching of the marriage ceremony,  
    marriage after divorce;  
sexuality - the roles of men and women.

Relationships and forgiveness	I John 1:9
Marriage and divorce	Matthew 5:31-32
Caring for relatives	Mark 10:2-12

**(These texts refer primarily to the nature of Christian relationships and issues surrounding marriage and divorce.)**

## The Sanctity of Life

Candidates should have considered questions about the sanctity of life and related this to the issues surrounding birth control, abortion and genetic engineering as well as to death related issues and belief in an afterlife.

Sanctity of life: baptism, birth control, abortion, genetic engineering, life-support machines, suicide, euthanasia; funeral rites; questions of life after death.

Creation of humanity	Genesis 1:26-27
Known before birth	Jeremiah 1:5
Created by God	Psalms 139:13
The body is a temple	I Corinthians 3:16-17

**(These texts refer primarily to the Christian view of the sanctity of life on which most of the issues raised are dependent.)**

## Peace and Justice

Candidates should have considered Christian teaching relating to issues of justice and the struggle for peace. Christian understanding of issues concerning race, religion, gender, disabilities.

Treatment of other people	Deuteronomy 24:14-22/ Matt. 5; 6;
Cheating on the poor	Amos 5:10-15; Amos 8:4-6
Who is my neighbour?	Luke 10:25-37
Resist evil and discrimination	Colossians 3:5-11
The Sheep and the Goats	Matthew 25:31-46
Favouritism	James 2: 1-9

**(These texts refer primarily to Christian teaching about the treatment of others and the need to resist evil.)**

Christian understanding of 'Just War', pacifism, and violent and non-violent protest, human rights (United Nations) and prisoners of conscience.

Fasting and human rights

Isaiah 58:6-10

A time of peace

Micah 4:1-4

Living and dying by the sword

Matthew 26:47-52

Live at peace

Romans 12:17-21

**(These texts refer primarily to Christian teaching about peace and judgement.)**

### **Problems Facing The World**

Candidates should have considered Christian teaching relating to problems facing the world: stewardship, ecology and the environment, hunger and disease, distribution of food and resources.

Stewardship

Genesis 1:26-31

The glory of Creation

Psalms 19:1-10

## **GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates who were awarded particular grades. The descriptions must be interpreted in relation to the content specified by the syllabus; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### **GRADE F**

Candidates demonstrate elementary knowledge and understanding of the key elements of the syllabus studied and their impact on the lives of adherents. They do this by using basic technical vocabulary and knowledge, sometimes correctly, but not often systematically, and making simple connection between religion and people's lives. They make some attempt to evaluate points of view by presenting one-sided judgements with limited justification.

### **GRADE C**

Candidates demonstrate, generally with accuracy, a knowledge and understanding of the key elements of the syllabus studied and their impact on the lives of adherents. They do this by using correct specialist vocabulary when questions specifically demand it, describing accurately and explaining the importance of key features, beliefs and attitudes associated with religion, describing a variety of practice and belief denominationally. They support and evaluate points of view by presenting relevant evidence to support arguments and by using arguments to make reasoned judgements.

## **GRADE A**

Candidates demonstrate detailed and comprehensive knowledge and in-depth understanding of the key elements of the syllabus studied and their impact on the life of adherents. They do this by consistently integrating a range of specialist vocabulary, drawing out and explaining religious significance of distinctive features, beliefs and attitudes within religion, explaining the denominationally differences. They support and evaluate points of view by recognizing the complexity of issues, weighing up different opinions and by making reasoned judgements supported by a range of evidence and well-developed arguments and conclusion/s.



## **COURSEWORK CRITERIA AND ASSESSMENT**

It is essential that all teachers preparing candidates for this examination are familiar with the general Coursework requirements.

If a Centre is not completely certain that the proposed work will satisfy the following criteria, an outline of the work should be submitted to the Testing and Evaluation Section of the Ministry of Education.

Teachers should also be familiar with the general Coursework regulations published separately by the Ministry of Education Testing and Evaluation Section.

### **1 TIME**

The time devoted to Coursework should be approximately proportional to the percentage of marks allocated for this part of the course, i.e. 20%

### **2 SUBJECT MATTER**

- (a) Every candidate will be required to submit ONE assignment completed during the course of study. The subject matter may be drawn from any part(s) of the syllabus.
- (b) The assignment must be directly related to any section(s) of the syllabus.
- (c) Assignments should take the form of a response to a clearly formulated question or problem.
- (d) Each assignment should demonstrate some degree of achievement of all three of the domains.

### **3      FORMAT AND PRESENTATION**

All Coursework should, if possible, be placed in plain folders. The cover must be clearly marked with the candidate's name and number, the name of the Centre, and the subject code.

Expensive file covers should not be included with work sent for moderation. Assignments may include illustrative material in the form of films, tapes, models, etc.

Such illustrative material, if valuable, should not be included with work sent for moderation, but a note should be attached to the study confirming that the material had been part of the original assignment, or a photograph included if appropriate.

### **4      CONTENT**

All material must be the candidate's original work marked by the teacher, rather than a fair copy.

All assignments must include a title, a short introductory statement of intent, a table of contents, a bibliography, and a diary of visits, where appropriate.

Tables of statistics, diagrams, graphs, illustrations, photographs, maps, etc., will be given credit provided they are pertinent to the study and clearly support some part of the text, but they must not be accepted as a substitute for the written text.

Work which is little more than scrapbook collections or long extracts from reference books or other sources, without comment, analysis or interpretation by the candidate will be given little credit. Quotations must be clearly indicated and the source must be stated.

### **5      SUPERVISION AND GUIDANCE**

All assignments must be the candidate's work. Teachers whose candidates undertake Coursework face the delicate problem of the extent of their supervision. Their responsibility is that of an adviser and includes:

- (a) preparing candidates to undertake their assignments;

- (b) guiding candidates' choices of topic to ensure that they are appropriate to the level of ability in each case.
- (c) guiding candidates by pointing out the nature of difficulties of proposed topics, and the sources of material available either in the Centre or elsewhere;

### MARK RANGE AVAILABLE FOR EACH DOMAIN

BGCSE GRADE	KNOWLEDGE WITH UNDERSTANDING	JUDGEMENT AND PERSONAL RESPONSE	INVESTIGATION (ENQUIRY AND COMMUNICATION)
A	26-30	18-20	45-50
B	23-25	13-17	39-44
C	17-22	12-14	28-38
D	14-16	10-11	22-27
E	11-13	8-9	16-21
F	8-10	6-7	13-17
G	3-7	2-5	5-12

Table II

- (d) Teachers are required to maintain a record of the marks awarded to each candidate for each of the domains, Knowledge with Understanding, Judgement and Personal Response and Investigation (enquiry and communication). Accordingly, the assessment procedure should be carried out in the following manner:
- (i) The Coursework assignment is marked out of a total of 100 marks, in accordance with the appropriate mark weightings for each domain shown in Tables I and II above.
  - (ii) Transfer the totals for each assessment objective to the Coursework Assessment Form and add together to produce the final total mark, out of 100 awarded to the candidate.
- (e) Assignments which are not relevant to the syllabus which do not take the form of 'a response to a clearly formulated question or problem' or which fail in some other way to satisfy the coursework criteria, should be given little or no credit.

## 7 STANDARDIZATION AND MODERATION

- (a) It is the responsibility of the Centre to carry out the assessment procedure and to produce a single reliable order of merit for all candidates from the Centre.
- (b) If more than one teacher have been responsible for marking, Centres must standardize the marking. Evidence of the standardization process must be retained by the Head of Department and must be submitted to the external Moderator, with the sample assignments required for moderation.
- (c) All Coursework must be available for moderation by the specified date\* in the year of examination. By this date the Centre will be required to submit a representative sample of the assignment folders of 30 candidates, illustrating the range of ability within the Centre, together with the completed Assessment Forms provided by the Testing and Evaluation Section of the Ministry of Education. The Moderator may request additional samples, if necessary. Centres with a small number of candidates (fewer than 30) should send all the assignments.
- (d) All marks are confidential and may not be disclosed to candidates. The marks will be finalized by the Moderator, who may make scaling recommendations.
- (e) All Coursework specified for the examination is the property of the Testing and Evaluation Section of the Ministry of Education.
- (f) All assignments not required for moderation and all records relating to the assessment procedure must be retained by Centres until after the time allowed for appeals against results.

**\*See Testing and Evaluation Section's Calender of Events for correct date each year**

