



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

RELIGIOUS AND MORAL EDUCATION SYLLABUS

GRADES 8 - 10

2007

Ministry of Education
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Religious and Moral Education Syllabus Grades 8 - 10

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1. Introduction

This syllabus describes the intended learning and assessment for Religious and Moral Education in the Junior Secondary phase. As a subject, Religious and Moral Education is within the spiritual and the moral and ethical areas of learning within the curriculum, but has thematic links to other subjects across the curriculum.

The spiritual area of learning is about the way people celebrate, reflect and ask questions about the meaning and value of life. It involves enquiry into and appreciation of the spiritual dimension of humankind and a serious consideration of religious and other views which guide people in their lives.

Moral and Ethical development is not only an area which is dealt with in various subjects, but is also dependent on the social atmosphere of the school. Learners have to cope with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness. Learning about moral and ethical problems helps to develop moral convictions and attitudes. The school should foster respect for the feelings and views of others, and show that problems can and should be solved in a rational and empathetic manner. The school system should foster a culture of tolerance where the rights of others are respected and promoted.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learnings within the curriculum as a whole. Under optimal circumstances, this subject would need at least one period per week.

2. Rationale

Religion is a way of making meaning out of life. Children are brought up in the feelings, values and relationships of their home culture from earliest childhood, and wonder about the mysteries of life. The aim of Religious and Moral Education is to enable learners to understand their religious beliefs and practices, and to accept other groups whose values and traditions are different from their own. Religious and Moral Education enables learners to better understand themselves and the changing multicultural world in which they are growing up. In the Junior Secondary phase the learners are enabled to understand the diversity of religious belief and practice in the wider community, and to explore some world religions. This work leads to focussing on moral issues and on taking responsibility for their own lives.

3. Aims

Religious and Moral Education aims to:

- promote the spiritual, religious and moral development of the learner
- promote and foster the highest moral and ethical values
- develop and enhance respect for and understanding and tolerance of other peoples' religions, beliefs, cultures and ways of life

4. Competencies and Learning Outcomes

On entry to the Junior Secondary phase, all learners are expected to be capable of comparing and contrasting the values of their own faith with those of other faiths, and to begin to take responsibility for caring for their own and others' well-being and the environment.

On completing this phase of education in Religious and Moral Education, all learners are expected to have an awareness of the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life. Further, learners should have a clear understanding and respect for the diversity and freedom of beliefs.

5. Particular Features of the Subject at this Phase

In the Junior Secondary school phase the learner is invited to explore three world faiths and other religions and belief systems relevant to the Namibian society. To do this, they will work together to use what is known already about faith in a local context as a means to understand and interpret what is unfamiliar. They will then use what has been discovered about other faiths as a means of reflecting on and deepening their own religious experience and understanding. The learner is also enabled to become more aware of the inner world and of mystery. The teacher's approach must not be *dogmatic* in relation to his/her own beliefs. It should be *ecumenical* in terms of all religions and value-systems.

6. Gender and Cultural Issues

Discrimination against different social or ethnic groups may sometimes be deliberate, but it is usually unconscious. One of the central objectives of this syllabus is to help learners to become aware of the barriers other people, and they themselves, erect in their minds and to become active in tackling discrimination. This is widespread as regards gender and more is needed than just achieving equity of access. Until recently, theories of curriculum development have been dominated by masculine preconceptions. Masculine thinking tends to be individualistic, rule-dominated and categorical, and to encourage competitiveness. However, religious truth cannot be constrained into categories. As well as valuing rigorous thought, religion values are other-related, holistic and contextual. It stresses the virtues of caring and nurturing. It is about expressing things that cannot be expressed in words. Therefore, in the learner-centred curriculum, Religious and Moral Education is of key importance, because it gives weighting to feminine values and ways of relating to the world as well as to masculine values. If we are to learn and develop as whole persons, learning must be imbued with caring, with the relatedness between humans and the rest of the environment.

7. Local Context and Content

This syllabus, at several points, recommends that the teacher invites an outsider to come and talk with the learners about some aspect of their faith and why they value it. This use of members of the community is most important, because the learners encounter someone living out their faith in the local, African context. Although the teacher must present the subject objectively, religion is about conviction and commitment, and the learners need the opportunity to experience that commitment at first hand. Through asking the visitor questions, learners may begin to realise what that person's faith means to her or him.

The syllabus will only be successful if the teacher establishes a good contact with learners' families, so that they trust and are willing to co-operate with the teacher, even though the religion or ethnic background may be different.

8. Links to Other Subjects and Cross-Curricular Issues

The cross-curricular issues including Environmental Learning, HIV and AIDS, Population Education, Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all

phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in this syllabus.

Links in this syllabus to cross-curricular issues:

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT
<u>Grade 8:</u> - Islam; world environment - Living in a community <u>Grade 10:</u> - World trade	<u>Grade 10:</u> - Marriage and parenthood	<u>Grade 10:</u> - Birth and marriage in Buddhism and in Hinduism - Marriage and divorce	<u>Grade 8:</u> - Community life - Authority <u>Grade 9:</u> - Freedom and responsibility - Law and justice	<u>Grade 8:</u> - Meeting strangers <u>Grade 9:</u> - Media and technology

9. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family and the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners and the nature of the learning to be done, and shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance.

10. Summary of the Learning Content

Grade 8	Grade 9	Grade 10
<u>Islam:</u> - The Five Pillars of Islam - The Qur'an and Hadith - The Prophet and his Successors - Festivals and fasting - Pilgrimage – The Hajj - Special occasions <u>Common Values:</u> - Community life - Authority	<u>Other Religions / Belief Systems:</u> - Bahai' Faith - Rastafarianism - Jehovah's Witnesses - The Church of Jesus Christ of the Latterday Saints (Mormons) - Other religions or beliefs in the community <u>Freedom and Responsibility:</u> - Personal freedom - The concept of freedom - Rights and responsibilities	<u>Buddhism:</u> - Worship and beliefs - Special occasions <u>Hinduism:</u> - Worship and beliefs - Special occasions <u>Morality and Law:</u> - Marriage - Freedom and responsibility - The wider community

11. Learning Content

11.1. Learning Content for Grade 8

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 8 learners should be able to:
11.1.1. Islam: The Five Pillars of Islam		
The five Pillars of Islam, including salat prayers (salah)	- learn about the five pillars and what they mean for Muslims - understand the role of prayer in the Muslim tradition	- give the English name for each of the Five Pillars and say what it means for Muslims - name the times a Muslim is expected to pray each day, and outline the positions for prayer (rak'ah) - compare the rules for Muslim prayer with those for prayer in another religion - describe the washing before salat prayers
The Mosque and Friday prayers	discover the main features and functions of a mosque	- describe the special features of the architecture of a mosque - describe what happens during weekly prayers in the mosque - evaluate the advantages of public prayer
11.1.2. Islam: The Qur'an and Hadith		
Muslim scripture: The Holy Qur'an	- learn about the origin of the Qur'an and its main structure - understand how Muslims show their respect for the Qur'an	- name the language of the Qur'an and say why translations are not used officially - demonstrate three ways in which Muslims show their respect for the Qur'an, both in public worship and in private study
The Hadith	learn how the hadith arose, and how Muslims apply hadith	- explain what hadith are and give three examples of how they are applied by Muslims - select one or two hadith that seem to be good advice for living
Shariat law	discover some of the demands of Shariat law on crime and punishment	compare some reports about how Shariat law operates in Muslim states

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 8 learners should be able to:
11.1.3. Islam: The Prophet and His Successors		
The Night of Power	learn about Muhammed’s experience in the cave on Mount Hira	discuss and describe Muhammed’s experiences in the cave on Mount Hira on the ‘Night of Power’
Muhammed’s return to Mecca	learn about Muhammed’s return to Mecca and why the Kab’ah is Islam’s most sacred place	describe the Kab’ah as Islam’s most sacred place and the reason for its importance
The Successors of Muhammed (Caliph or Khalifa)	- understand Islam’s need for a political and religious leader - understand the origins of the Shi’a party	- explain why some Arab tribes left Islam when Muhammed died and why the Muslims made war in order to bring them back - identify Ali as fourth Caliph and explain how the Shi’ite party began
11.1.4. Islam: Festivals and Fasting		
Ramadan	understand the Muslim calendar and the month of Ramadan	- compare the Muslim calendar with the conventional one, explaining why they differ - outline the rules for fasting during Ramadan
Id-ul-Fitr	learn that Id-ul-Fitr is the major festival of the year for most Muslims	- describe at least three ways in which a typical Muslim family celebrates Id-ul-Fitr - evaluate the idea of giving poor families the price of a meal at the time of a major festival
11.1.5. Islam: Pilgrimage – The Hajj		
The pilgrimage to Mecca and the Rituals of the Hajj	discover in outline the main events of the Mecca pilgrimage	- describe the timetable for a Muslim pilgrim on Hajj - name at least two holy places visited during Hajj and say what pilgrims do there
11.1.6. Islam: Special Occasions		
Childhood and Islamic education	learn about the religious upbringing of Muslim children	- describe the importance of religious education in the lives of Muslim children - discuss the advantages/disadvantages of reciting and learning parts of the Qur’an in Arabic

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 8 learners should be able to:
Marriage and Funeral	explore how marriage and funeral are regarded by Muslims	- list the most important conditions for the partners to agree on at the time of their marriage - describe what most Muslims do for someone close to them who has died - explain why Muslims prefer to bury the dead rather than burning the body (cremation)
Creation and Paradise	explore ideas of creation and of paradise from the pages of the Qur'an	- discuss Muslim ideas of creation in the light of Arab wealth from oil - describe ideas of heaven or paradise from the Qur'an
11.1.7. Common Values: Community Life		
Origins of a value system	- understand that an individual has physical and emotional needs, so living with others requires shared values - recognise that major world religions teach similar values	- compare the physical and emotional needs in an individual with the shared values in a family or other community - describe how people of different religions can embrace the same moral principles
Living in community	- explore the structure of different communities in Namibia - recognise the need for a society to compel members to keep the rules	- describe the structure of a community you know well, e.g. family, village, sports club, etc. - discuss how many individuals in a community choose to do the same things in their leisure time - explain how a society will treat someone who does not keep the rules
Meeting strangers	- recognise prejudice in attitudes towards strangers and explore the limits of tolerance - learn to distinguish genuine friendship from pretence	- distinguish tolerant from intolerant behaviour towards people from another country or culture - distinguish between tolerance and carelessness towards strangers - identify some needs of someone visiting a strange town - analyse the intentions or motivations of people who befriend the newcomers

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 8 learners should be able to:
11.1.8. Common Values: Authority		
Authority by position	- understand the authority held by a person in a certain position: - leaders or government in a country - an employer or manager - teachers and pastors - parents and elders	- describe what might happen if there were no government - contrast the work situation where there is a manager with a cooperative of equals - give examples of division of labour in a work situation - describe the authoritative role of a teacher, class leader, pastor, etc. - discuss from own experience the guidance given by a parent or elder
Authority through power	- recognise the power of people who are physically strong - explore different aspects of the power of money or influence	- explain how physical strength can put a person in a position of authority, and its limitations - give examples how rich or influential persons manipulate others
Authority from knowledge and skill – the specialist	recognise the value of people with specialised knowledge and skills	explain situations where one needs to call someone with specialised knowledge or skill, e.g. doctor, electrician

11.2. Learning Content for Grade 9

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 9 learners should be able to:
11.2.1. Other Religions / Belief Systems: Bahai' Faith		
Origin of the Bahai' Faith	consider the origin of the Bahai' faith	- describe the origin of the Bahai' Faith and how the Bab and Baha'u llah became the messengers of God - discuss the basic characteristics of the Bahai' faith
Teachings and laws of Baha'u llah	- understand the spiritual and social teachings of Baha'u llah - discover the laws of Baha'u llah	- compare the spiritual with the social teachings of Baha'u llah - discuss the laws of Baha'u llah
Bahai' community life	explore ways how Bahai' teachings are practiced in their community	- list some ways in which the Bahai' attract followers of other faiths - explain the different community practices of the Bahai'
11.2.2. Other Religions / Belief Systems: Rastafarianism		
Origins of Rastafari	- explore the origin of Rastafari - learn about the Ethiopian Ras Tafari or Emperor Haile Selassi I	- explain the Judaist and Christian roots of Rastafarianism - discuss Emperor Haile Selassie's influence as a religious leader
The Religion	- learn about Jah and the holy text of the Rastafari - consider Rastafari as a belief system with no official doctrine (teaching)	- identify Jah as the name of God (short for Jehovah) - explain how it came about that the Piby became the holy text - discuss the belief system concerning spiritual, social and historical matters
Characteristics	explore the characteristics of the Rastafarian belief	- discover the most important characteristics of the Rastafarian belief - hairstyle (dreadlocks) - diet ("ital" or pure) - music (reggae) - marijuana (weed of wisdom)

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 9 learners should be able to:
11.2.3. Other Religions / Belief Systems: Jehovah's Witnesses		
Teachings of Jehovah's Witnesses	explore the teachings of Jehovah's Witnesses	- outline the basic characteristics of the teachings of Jehovah's Witnesses - explain the implications of their beliefs not to participate in national and cultural issues
The Watchtower	learn about the Watchtower Organisation	give a brief description of the Watchtower Organisation and say how it operates
11.2.4. Other Religions / Belief Systems: The Church of Jesus Christ of the Latterday Saints (Mormons)		
The origin of Mormons	learn about the origin of the Mormons	describe the origin of the Church of Jesus Christ of Latterday Saints (Mormons)
Teachings of the Mormons	learn about the Articles of Faith and the teachings about daily life	- compare the Articles of Faith with the Apostolic Creed - describe some of the aspects of daily life teachings
11.2.5. Other Religions / Belief Systems: Other Religions or Beliefs in the Community		
The community	investigate other religions or belief systems in the community	listen to and summarise presentations of invited visitors from the community about their religion or belief system
11.2.6. Freedom and Responsibility: Personal Freedom		
Freedom from bondage to emotions	realise that certain emotions can hold the mind in bondage	- discuss how fear, guilt, anger, despair, jealousy, etc. can prohibit free choice - list sources of help for dealing with strong emotions, e.g. counsellor, pastor, trusted teacher, etc.
A purpose in life	reflect on their own strong and weak qualities in order to discover their purpose in life	- describe what gives meaning to their own lives and to the life of another person they admire - tabulate their strengths and weaknesses - suggest ways in which they could develop their strong qualities into living life meaningfully

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 9 learners should be able to:
Crisis leading to growth	understand crisis, loss or disappointment as opportunities for growth	- share with peers crisis experiences and explain the lessons learnt from them - explain from some of the following Bible passages, how opportunities for growth arose out of crises: - David's conflict with Saul - Joseph being sold as a slave to Egypt - Peter's betrayal of his master - Paul's crisis on the way to Damascus
Financial freedom	explore ways of responsible money management	compare and contrast being in debt and having financial freedom
11.2.7. Freedom and Responsibility: The Concept of Freedom		
'Freedom from' and 'freedom for'	explore the concepts 'freedom from' and 'freedom for'	- distinguish between 'freedom from' (e.g. from interference by neighbours, or by the government) and 'freedom for' (e.g. for self determination, education, health, commitment to valued beliefs and culture) - evaluate the two kinds of freedom and the responsibilities within both
Celebrating life	explore ways of expressing joy and celebrating life	- describe a secular or religious festival they have enjoyed and say why - name ways of expressing happiness in a responsible way
Speaking out	realise the importance of speaking out for what is right	relate the stories of Daniel in the Bible as an example of being assertive about one's valued beliefs
11.2.8. Freedom and Responsibility: Rights and Responsibilities		
Rights and responsibilities	- understand that exercising human rights brings responsibility - evaluate the obligation to pay taxes and to do community service	- explore the Fundamental Freedoms (Article 21 of the Namibian Constitution) and discuss the responsibilities that come with each of them - name three types of taxes and aspects of government expenditure - discuss possible voluntary community services - fantasise about an ideal Namibian society

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 9 learners should be able to:
Media and Technology	explore the ways in which advertising may manipulate the consumer	- analyse a collection of various advertisements (newspaper, magazine, radio, TV) in terms of: - well-known advertisements that are most manipulative - advertisements aimed at young children - truth value (whether they mean what they say) - the real need for the product or service - conformity with community and religious values
	explore the messages of popular and traditional music	- discuss the lyrics of popular and traditional music in terms of: - the message that the singer wants to convey - the reason why teenagers and adults prefer different types of music - the reason for certain artists preferring to perform only gospel music
	assess the positive and negative influences of television programmes on the young mind	- discuss television programmes in terms of: - purpose (educational, entertainment, informative, etc.) - suggested age restrictions for certain programmes - the reasons why some parents restrict their children in the time as well as the programmes they are allowed to watch
	investigate the hidden messages in internet and digital games	- analyse internet and digital games in terms of: - promoting violence - prohibiting social development - the atmosphere they create, e.g. fear, gloom, etc.

11.3. Learning Content for Grade 10

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 10 learners should be able to:
11.3.1. Buddhism: Worship and Beliefs		
Places of worship	learn about the shrine as a special place of worship	- describe and name special features inside a shrine - name and describe three places of worship e.g. shrines, monasteries and stupas
Meditation	know that meditation plays an important part in the life of observant Buddhists	- describe how Buddhists meditate - explain group and individual worship
The Buddha	- find out more about the life of Siddhattha - explore the search for enlightenment	- explain the early life of Siddhattha (Buddha) - identify some positive traits in the life of Buddha that learners would like to adopt in their own lives - describe how Siddhattha searched for enlightenment
11.3.2. Buddhism: Special Occasions		
Birth	consider ways that Buddhist families celebrate the birth of a new baby	discuss how an observant Buddhist family celebrate the birth of a new baby and compare this with how Namibians do it
The head shaving ceremony	find out how and why the head shaving ceremony is done	- explain how and why the head of a boy is shaved - describe the role of the monks at the ceremony
Pilgrimage	learn about the Buddhist pilgrimage	discuss Buddhist pilgrimages to Nepal (Lumbini), Stupas, Sri Pada and Bodh Goya
The festival of Wesak	learn about the origin of the Wesak festival	describe what Buddhists do and believe on Wesak
Marriage and funerals	learn about marriage, funerals and other family occasions	- explain why parents arrange Buddhist marriages - describe the wedding ceremony - explain why death is not regarded as a sad event

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 10 learners should be able to:
11.3.3. Hinduism: Worship and Beliefs		
Places of worship	discuss puja or worship in the home and community worship	- compare the ceremonies attached to the shrine in the home with temple worship - discuss the importance of meditation and mantras
Hindu gods and goddesses	learn about the roles of the Hindu gods and goddesses and about the Trimutri	- name the three most important gods of the Hindu religion and their functions - name the goddesses that are most often worshipped
Beliefs	- understand the Hindu belief of atman – the universal soul that is in everything - realise that reincarnation is an essential Hindu belief	- discuss the ethic of ahimsa which means to avoid harming other living things, including creatures, plants and trees - explain the Hindu view of reincarnation
The four paths to Brahman	learn about the Brahman Supreme spirit	- identify and describe the four paths to Brahman: - the path of knowledge - the path of meditation - the path of love - the path of doing your best
11.3.4. Hinduism: Special Occasions		
Birth and childhood	discuss the special ceremonies or samskars performed before and after birth	- explain the most important rituals and ceremonies that take place during birth and childhood: - during pregnancy - at birth - the naming ceremony - the thread ceremony
Pilgrimage	learn about Hindu pilgrimage	- give three reasons why people choose to go on pilgrimages - explain the symbolism of bathing in a holy river - name some Hindu places of pilgrimage
Marriage and funerals	learn about the Hindu marriage ceremony and funeral service	- describe three rituals at a Hindu wedding - explain the symbolism of the fire and the holy water - discuss why and how a body is cremated on a funeral pyre - explain the continual cycle of birth and death called samsara

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 10 learners should be able to:
11.3.5. Morality and Law: Marriage		
Marriage and divorce	• explore marriage customs in different social groups and discover their functions • understand the importance of marriage and the responsibility of being a parent	• describe the meaning and societal function of different marriage customs • explain why marriage is accepted as a norm and as an acceptable value in society • specify some problems that come with unplanned or arranged/forced marriages and propose appropriate coping skills • discuss divorce and its effects on and implications for family members
Marriage and being a parent	• gain insight into the skills they will need to have once they are parents themselves	• describe the African concept of children as a gift from God and parents as guardians on God's behalf • list the parenting skills they feel they will need when they have their own children • explain how they would discuss responsible sexual behaviour with their teenage children when they themselves are parents
11.3.6. Morality and Law: Freedom and Responsibility		
Religion and morality	• understand that, for religious people, morality is based on their religion • recognise that most people have an inborn sense of fairness • recognise the power of social norms and conventions	• list some basic rules taught by religion • give examples of fair and unfair behaviour • explain a situation where self-control is needed in order to be fair • distinguish correct social customs from morality
Law	• learn that laws have different origins • understand that laws must be expressed in words	• name some laws in Namibia and identify their origins, e.g. some inherited, some made by parliament, etc. • discover where one can find the laws of Namibia • explain why laws must be written up

Themes and Topics	Learning Objectives Learners will:	Basic Competencies Grade 10 learners should be able to:
Justice	- learn how courts function and the role of the police, lawyers and judges - compare examples of just and unjust laws	- give an outline of the legal system in Namibia - debate different ways in which correctional services may deal with offenders and their likely results - debate situations where it seems right to disobey the law
11.3.7. Morality and Law: The Wider Community		
International support organisations	- find out how an international organisation can offer help and support and can help to prevent war - discover links between easy communication and globalisation - learn about the work of UN, AU, SADC	- give an example of international peacekeeping - list various ways in which international donor agencies support countries affected by disasters - identify a refugee camp in Namibia that is run by aid agencies - compare communication between continents today with 100 years ago - outline the functions of the UN or the AU or SADC
World trade	- explore how natural resources and products are shared in Africa - explore just and unjust prices for raw materials	- debate how the international community share the world's natural resources - find out and compare the price of a cup of coffee in the USA with the money received by a coffee grower, for example in Uganda

12. Assessment

12.1. Introductory Remarks

Assessment includes informal continuous assessment over a period of time during normal classroom activities. The assessment specified in this syllabus is related to the Basic Competencies of the syllabus and to Life Skills Competencies (Investigating, Interpreting, Applying knowledge and skills, Communicating, Valuing and Participating) and how well each learner achieves within the competencies.

12.2. Purpose of Assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process.

- **Information to the Learner**
The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.
- **Information to the Parents**
The parents should be regularly informed about the progress of their child and be encouraged to reward achievements.
- **Evaluating the Teaching/learning Process**
Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to continually improve the working atmosphere and achievements of the class.

12.3. Types of Assessment

- **Formative Assessment**
Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:
 - it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
 - assessment tasks help learners to solve problems intelligently by using what they have learned
 - the teacher uses the information to improve teaching methods and learning materials.
- **Continuous Assessment**
All assessment in Religious and Moral Education will be done through Continuous assessment. It should be planned and programmed at the beginning of the year, should be kept as simple as possible and should not take up too much teaching time. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

12.4. Methods of Assessment

- **Informal Methods**

The teacher must assess how well each learner masters the Basic Competencies described in the Religious and Moral Education syllabus, and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

- **Criterion-referenced Assessment**

When grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies and not to other learners. Criterion referencing and rubrics should be used to assess learning as *understanding*. Competencies and assessment should be linked by using criterion referencing for informal tasks. Criterion marking based on rubrics can be translated into normative marks to be recorded on the general cumulative recording sheet.

- **Recording Grades**

Each Theme/Topic in the Religious and Moral Education syllabus should be assessed through any of the informal methods mentioned above. The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements.

12.5. Grade Descriptions

Grading for Grades 8, 9 and 10

The grading scale shows the learner's level of achievement in relation to the Basic Competencies as outlined in the subject syllabuses. The 7-point scale (A – G) covers a wide ability range, using letters A to G where A is the highest and G the lowest grade. Candidates scoring below a G grade, i.e. 0 – 19% will be un-graded.

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80 – 100	Achieved Basic Competencies exceptionally well Learner is outstanding in all areas of competency
B	70 – 79	Achieved Basic Competencies well Learner is highly proficient in most of the areas of competency
C	60 – 69	Achieved Basic Competencies well
D	50 – 59	Achieved Basic Competencies satisfactorily
E	40 – 49	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level
F	30 – 39	Achieved the minimum number of Basic Competencies to be considered competent
G	20 – 29	Achieved the minimum number of Basic Competencies worthy of a grade. Learner needs compensatory teaching
U	0 – 19	Un-graded

13. Additional Information

A teachers' guide that contains the relevant information necessary to teach the syllabus content is available. All relevant terminology is explained in the teachers' guide. Both the syllabus and the teachers' guide can be downloaded from the NIED website at <http://www.nied.edu.na>

Please refer to the Ministry of Education Textbook Catalogue for relevant publications you can use as further resource materials.

Reference List for Religious and Moral Education

The following publications were consulted during syllabus development:

Brown, A; Rankin, J. & Wood, A. (1995). *Religions* (7th ed.). Essex: Longman Group Limited.
Clinton; Lynch; Orchard; Weston & Wright. (2001). *Religion in Focus – Islam in Today's World*. London: John Murray Publishers.

Cole, W.O. & Morgan, P. (2000). *Six Religions in the Twenty-first Century*. Cheltenham: Stanley Thorus Publishers.

Erricker, C. & Erricker, J. (1995). *Celebrate Buddhist Festivals*. Oxford: Heinemann.

Goonewardene, A. (1995). *Buddhist Scriptures*. Oxford: Heinemann.

Kadodwala, D. & Gateshill, P. (1995). *Celebrate Hindu Festivals*. Oxford: Heinemann.

Kamitkar, V.P. (1995). *Hindu Scriptures*. Oxford: Heinemann.

Knight, K. (1995). *Celebrate Islamic Festivals*. Oxford: Heinemann.

Mercier, S.C. (1996). *Interpreting Muslims* Oxford: Heinemann.

Penny, S. (1995). *Discovering Religions - Buddhism*. Oxford: Heinemann.

Penny, S. (1995). *Discovering Religions - Hinduism*. Oxford: Heinemann.

Penny, S. (1997). *Buddhism*. Oxford: Heinemann.

Penny, S. (1997). *Hinduism*. Oxford: Heinemann.

Penny, S. (1997). *Islam*. Oxford: Heinemann.

Wayne, E. & Everington, J. (1996). *Interpreting Hindus* Oxford: Heinemann.

The following web-sites were consulted during syllabus development:

<http://www.bobmarley.com>

<http://www.swagga.com>

<http://www.geocities.com>

<http://www.lds.org>

<http://www.newadvent.org>

<http://www.watchtower.org>

<http://www.bahai.com>

<http://www.carm.org>