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Syllabus for Protestant Religious Education – Secondary cycle 1 (S1-S3)

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Introduction

Common objectives for all religion classes being taught in the European Schools

Religion classes taught in the European Schools are intended to provide a special educational environment. Through these classes, individual pupils acquire points of reference for their future lives, learn how to select from different options for their daily lives, and also how to organise themselves and to live in a way that is carefully thought out and responsible. They implement a comprehensive education which principally searches for meaning and poses questions, “drawing inspiration from cultural, religious and humanist inheritance of Europe” such as defined in the Preamble of the Lisbon Treaty. Religion classes provide rigorous information on the articles of faith that belong to each religion. They stimulate initiatives which develop a consistent approach to values in order to prepare all pupils to become responsible citizens, capable of contributing to the development of societies that are democratic, supportive, pluralist and open to other cultures, and to access the wealth of cultural diversity, whilst encouraging the recognition and respect of the diversity of beliefs. Classes in religion are included in the finalised framework of the Convention defining the Statute of the European Schools: “In education and instruction, the conscience and convictions of individuals shall be respected.” (Article 4 § 6) In accordance with their religious and philosophical convictions, the right of parents to choose the religious curriculum of their choice or, alternatively, a course of non-religious ethics, (being obligatorily provided) forms part of compliance with Article 14 § 3 of the European Union’s Charter of Fundamental Rights. Every religious denomination shall develop its own specific programme whilst respecting the fundamental aspects of the educational dynamic that the European Schools offer to their pupils.

The specific programmes of each denomination, as well as the evaluation of the pupils that result, need to reflect the organizational conditions of the religious instruction provided by the European Schools: number of periods per week, classes that are often not homogeneous (for example: difference in knowledge levels of the pupils who sometimes arrive without any prerequisites).

1. General Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils’ personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences

for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

As a part of the European Schools' syllabuses also Protestant Religious Education seeks to develop all of these key competences in the pupils.

2. Didactic Principles

The learning and teaching of the subjects is based on the following didactic principles:

- Integrated teaching and learning: Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- Active learning: Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

Didactic principles are provided as a guide for the learning and teaching of the different subjects.

Preliminary general remarks

In the course of the lifetime of each human being, education plays a fundamental role in their personal, social and spiritual development. While education is an ongoing process of improving knowledge, skills and attitudes, it is also an exceptional means of bringing about personal development based on a holistic and integrated vision of life and education. The four educational pillars cited in Jacques Delors' report to UNESCO¹ lay a foundation that is also relevant for Religious Education:

- *Learning to live together*, by developing an understanding of others
- *Learning to know*, in the context of rapid changes in society
- *Learning to do*, in a variety of situations in a rapidly changing context
- *Learning to be*, which includes the religious and spiritual aspect of life.

¹ UNESCO (1996). Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century

Teaching religion to adolescents gives the opportunity to help them

- to reflect and deepen their own identity and spirituality;
- to become acquainted with religious traditions of their own faith and with ways of life connected to it;
- to practise basic inter-religious learning, dialogue and participation in a multicultural/pluricultural environment
- to examine the ethical-philosophical dimension of life

This helps them to better solve the developmental tasks in the above areas of life. Encountering religion in a scholastic framework thus offers reflection upon the many impulses of (our current) way of life for an individual, for living together with others and for responsible political action.

Definition of basic competences in Religious Education:

Religious Education promotes the ability to use the knowledge and skills that a student can bring in essential areas of life² in order to use critical thinking and responsible behaviour in conjunction with the faith and its tradition, with other religions, with secular cultures and with personal development and spirituality.

In three important domains religion courses can contribute to the development of the adolescents.

- TO KNOW THE WORLD: Become familiar with forms of religious expression
- TO UNDERSTAND THE WORLD: Develop religious literacy
- TO ACT IN THE WORLD: Connect religion with personal life

The following three key competences concretize the basic competences as defined before:

Become familiar with forms of religious expression: the student is able to recognize, compare and interpret key elements of major religions through their texts, symbols, expressions of art, rituals and sacred places.

Develop religious literacy: the student is able to recognize, understand, interpret and apply the symbolic language of religious texts, terminology and symbolic expression in major religions.

Connect religion with personal life: the student is able to understand beliefs, reasoning and ways of acting inspired by major religions, to compare them with positions of their religion of reference and to relate them to situations of everyday life and global issues (with a focus on their ethical dimension).

3. Learning objectives

In the "Religion / Ethics" learning domain, parents and pupils in European schools have the freedom of choice according to their religious and philosophical orientations and conceptions. Through the respect of diversity but also the origins, convictions and respective religious identities, the students get to know in the context of the taught course the sources (religious culture, fundamental texts,

² Allison Davis and Robert J. Havighurst, 'Human Development and Intergroup Education', The Journal of Educational Sociology 18, no. 9 (1945): 535–41, <https://doi.org/10.2307/2263099>

rites, symbols, ...) of the religious or secular community which they and their respective parents have opted for (Catholic, Orthodox, Protestant, Jewish, Muslim or Ethics).

Religious Education at the European Schools aims to:

- Familiarise students with the traditions and way of life of the respective religion.
- Present basic religious texts.
- Develop an adequate understanding of philosophical and religious language and expression, especially symbolic language.
- Enable students to explore the respective religion, its historical evolution and its coherence and to objectively describe religious facts.
- Enable students to ask questions and propose answers to the meaning of life.
- Provide students with the conditions that allow them to situate themselves freely and knowingly in the face of religious fact by offering them an axiology, a hierarchy of values, attitudes, which are concretely translated into personal life and social relations in the world in respect for human dignity and the common good.
- Engage in inter-disciplinary dialogue with culture, humanities and science as well as with other religious, philosophical and moral traditions.
- Contribute to highlighting the various expressions of faith related to the history and culture of the member-states of the European Union, while highlighting the cultural and religious traditions of the country of residence.
- Encourage a practical and well reflected commitment to peace, justice and the safeguarding of creation.

In Protestant Religious Education, a close correlation exists between the competences that pupils can acquire / expected outcomes and the suggested teaching content in this subject. Against the backdrop of situational challenges, the key is to define the content of learning objectives and to find appropriate forms of learning to match them. Apart from competences, learning objectives and suggested teaching content, further dimensions are incisive for the quality of teaching Religious Education, to which teachers should consciously pay attention in designing their teaching: young people at a specific developmental age and in a particular situation in life, together with forms of communication and working, methods and media, and handling space and time. The acquisition of competences and achievement of learning objectives are embedded within this multidimensional web.³

Protestant Religious Education proposes that students acquire all these skills and competences in the context of a living Protestant faith tradition, in an ongoing reasoned hermeneutic process that combines and balances religious tradition with the challenges of today's world and as a multi-faith and multicultural society.

³ „Kompetenzen und Standards für den Evangelischen Religionsunterricht in der Sekundarstufe I“, EKD Texte 111, herausgegeben vom Kirchenamt der Evangelischen Kirche in Deutschland (EKD), Hannover 2010, p. 23. Original text in German, translation by CPCE.

Main learning objectives

The learning objectives attained at the end of S3 are:

Understanding of a text of the religious tradition

Identification of specifics of a religious tradition and recognition of their social and cultural implication

Identification of values in religion and society

Recognition and understanding of religious terminology

Identification of ethical consequences of religion

Identification of religious issues impacting contemporary Europe

Identification of similarities and differences to other religions and worldviews.

4. Contents of Secondary Cycle 1

a. Cycle 1 – S1-S2

The relevant contents in each subject necessary to meet the learning objectives are outlined. Contents are sequenced per each year/cycle.

Teaching Unit 1	Foundations of Religion – Christianity
Learning objectives <ul style="list-style-type: none"> - Outline the essentials of the history of Jesus, as told in the Bible - Basic knowledge of the time and environment of Jesus as Jew - Description of the life, death and resurrection of Jesus in the New Testament - Development of the church in Early Christianity 	
Themes	Suggested teaching content
The context of Christianity	<ul style="list-style-type: none"> - Introduction to the environment and life of Jesus - Political environment and religious groups at the time of Jesus (Sadducees, Pharisees, Zealots, Essenes)
Evidence about Jesus	<ul style="list-style-type: none"> - OT texts: Isaiah 9; 11 - NT texts: Matthew 1; Luke 2; Synoptic Gospels
The person and preaching of Jesus	<ul style="list-style-type: none"> - Jesus' ministry - Jesus as a role model in everyday life - Jesus' actions as example of a Christian-ethical teachings (sharing, healing and meeting with despised persons), succession/discipleship then and now
The death and resurrection of Jesus	<ul style="list-style-type: none"> - Biblical testimonies of Jesus' death - Jesus' resurrection conquering death on behalf of others - Disciples meeting Jesus resurrected
Faith in Christ	<ul style="list-style-type: none"> - The beginning of Christianity and the development of the Church - Christian festivals and celebrations, e.g. Pentecost - Jesus in the eyes of Christians, Jews, Muslims, atheists
Expected outcomes, competencies (knowledge, skills, attitudes): Students will be able to:	
Knowledge <ul style="list-style-type: none"> • Describe characteristics of Jesus that illustrate his affiliation with Judaism • Name key points of his biography as well as examples of the teachings and actions of Jesus then and now • Explain that for Christians Jesus of Nazareth is the Messiah expected by the Jews Skills <ul style="list-style-type: none"> • Compare the meaning of Jesus in the Christian tradition with his importance in other religious or secular ideas and statements • Formulate initial assessments concerning Jesus' preaching • Show selected examples of Jesus' appearance and actions in the context of his Jewish tradition • Show that Jesus inspires people today and present findings Attitudes <ul style="list-style-type: none"> • Discuss the importance of Jesus' teachings in everyday life 	

<ul style="list-style-type: none"> Explain to others how Christians can model themselves on (the actions of) Jesus
Interdisciplinary aspects: a) Art: Representations of Jesus in all art periods of the countries in Europe; b) History: The time of the Romans; c) Christian music in old and new times
European dimensions: Christian ethics and language as the basis for social morality and coexistence in Europe
Key competencies of the European schools: Personal, social and learning-to-learn competencies; literacy competencies; cultural awareness and expression competencies

Teaching Unit 2	Foundations of Abrahamic world religions – Judaism and Islam
Learning objectives	
<ul style="list-style-type: none"> The genesis and historical development of Judaism and Islam Basic faith elements of Judaism and Islam Situation of Judaism and Islam today 	
Themes	Suggested teaching content
The (historical) context	<ul style="list-style-type: none"> Important epochs in the history of Judaism and Islam Jewish symbols (e.g. Mezuzah) Jesus and Muhammad Churches, synagogues and mosques as a cultural and artistic expression of faith – differences and common points Jews and Muslims in European society
Sources of evidence	<ul style="list-style-type: none"> Main texts: Torah and Talmud Biography of Muhammad The Five Pillars of Islam The Bible and The Quran
Rites (of passage) and (other) rituals	<ul style="list-style-type: none"> Circumcision, Bar Mitzvah Islamic laws/rules for human communities (Sharia, man and woman, Jihad)
Development of traditions	<ul style="list-style-type: none"> Church and Synagogue Relationship between Judaism and Christianity
Tradition, faith and practice today	<ul style="list-style-type: none"> Forms of expression of Jewish and Muslim faith, life and feasts (e.g. Sabbath; Ramadan) Food regulations
Expected outcomes, competencies (knowledge, skills and attitudes):	
Students will be able to:	
Knowledge	
<ul style="list-style-type: none"> Know that spirituality expresses itself in different religions Recognise synagogues and mosques and compare them to churches Describe feasts, rituals and symbols of other Abrahamic religions Describe key points of Abrahamic religion in history and contemporary life 	
Skills	
<ul style="list-style-type: none"> Communicate with Muslims and Jews about aspects of their religions Distinguish historical and current religious worldviews from other worldviews, concepts of truth and reality and describe them in the context of their own lives 	

<ul style="list-style-type: none"> • Explain common features and differences between the other Abrahamic religions and Christianity • Recognise and classify different forms of religious expressions in our society <p>Attitudes</p> <ul style="list-style-type: none"> • Respect the religious views of Muslim and Jewish students • Behave appropriately in mosques and synagogues • Understand behaviours and reactions of people who belong to another religious tradition
<p>Interdisciplinary aspects: a) Art: Synagogues and Mosques as artistic buildings; b) History: The different calendars, Jews in history, the Hebrews in the time of the OT, Jews especially in the Middle Ages and 20th century</p>
<p>European dimensions: a) Jews and Muslims in European Society; Jewish and Muslim values as a basis of European Constitution; b) Dimensions: Jews and Muslims in European Society</p>
<p>Key competencies of the European schools: Personal, social and learning to learn; literacy; cultural awareness and expression</p>

Teaching Unit 3	Question of faith
<p>Learning objectives</p> <ul style="list-style-type: none"> - The Christian religion and its various denominations - Variety within faith from Biblical source to personal experience - Religion and everyday life 	
Themes	Suggested teaching content
Situation of faith today	<ul style="list-style-type: none"> - Christian denominations in Europe: Protestant, Catholic, Orthodox: common features, differences and dividing lines - Services and houses of God - Ecumenical Christianity at school and in parishes
The beginning of faith	<ul style="list-style-type: none"> - Explore one's own faith development
The growth of faith Images and faith	<ul style="list-style-type: none"> - Heroes and idols from the Bible and beyond
The expression of faith	<ul style="list-style-type: none"> - The Bible as an expression of faith – images of God (e.g. Mark 4, Luke 15) and God's kingdom in parables and psalms (e.g. Ps 23; 104; 139) - Parables as stories of the transforming power of the kingdom of God - Symbols, rites, myths, spaces, times - Way of life
Challenges of faith	<ul style="list-style-type: none"> - Comparison of religious phenomena in daily life and culture with Christian forms of expression; expressions of faith outside the Church - Sects
<p>Expected outcomes, competencies (knowledge, skills and attitudes): Students will be able to:</p>	
<p>Knowledge</p> <ul style="list-style-type: none"> • Explain common features and differences between different denominations 	

- Know biblical names and images of God
- Connect different ideas and images of God to human experiences in life
- Reveal, citing examples, how humans turn to God with words of complaint, thanks and praise
- Be aware that human spirituality expresses itself in different denominations

Skills

- Present the content of a biblical parable
- Recognise and respect other people’s ideas about God
- Engage with others ecumenically

Attitudes

- Extend their own image of God
- Show respect towards behaviours and reactions of people from another or no religious tradition

Interdisciplinary aspects: Symbols and figurative language in L 1-3 and Art

European dimensions: Variety of denominations in Europe

Key competencies of the European schools: Personal, social and learning to learn; literacy competencies; cultural awareness and expression; multilingual

Teaching Unit 4	Celebration of faith
Learning objectives	
<ul style="list-style-type: none"> - Meaning and significance of Protestant services of worship and those of other denominations - Elements of a Christian service in the context of a specific confession - Symbols and signs of Christian worship and festivals 	
Themes	Suggested teaching content
The world of ritual	<ul style="list-style-type: none"> - Rituals in daily life - Meaning and impact of rituals
Protestant worship	<ul style="list-style-type: none"> - Main Christian holidays and festivals and the basic structure of the ecclesiastical year - Biblical references to Christian feasts - The special meaning of Sunday - Protestant church services today - Religious rites of passage in Protestantism (baptism, confirmation, wedding, funeral)
Worship as an act of community and holy encounter	<ul style="list-style-type: none"> - Community-building relevance of religious festivals - Meaning and understanding of sacraments (baptism, holy communion) - Catholic and Orthodox forms of worship
Signs and symbols	<ul style="list-style-type: none"> - Definition of “symbol” - The symbolic language of the Bible - The meaning of Christian festivals (biblical foundation, symbols, cultural practices)
Prayer	<ul style="list-style-type: none"> - Prayer as a communication with God

	<ul style="list-style-type: none"> - Biblical forms of psalms: complaint, praise and thanksgiving - The Lord's Prayer
Expected outcomes, competencies (knowledge, skills and attitudes):	
Students will be able to:	
Knowledge	
<ul style="list-style-type: none"> • Explain the meaning of festivals, holidays and celebrations in private, public and church life • Know the basic structure of the ecclesiastical year, the main festivals and their Biblical origins • Be aware that the (school/academic) year is mainly based around religious holidays • Know religious terms, symbols and expressions used in worship 	
Skills	
<ul style="list-style-type: none"> • Connect religious expressions and issues with one's own biography 	
Attitude	
<ul style="list-style-type: none"> • Present a religious celebration to others • Show respect towards different forms of worship 	
Interdisciplinary aspects: Art and the Church	
European dimensions: Correlation between the ecclesiastical year and the ES school calendar	
Key competencies of the European schools: Cultural awareness and expression	

Teaching Unit 5	Ethical and moral challenges
Learning objectives	
<ul style="list-style-type: none"> - Ethical challenges on a personal level and in different areas of society - Ethical issues by referring to figures of the Bible 	
Themes	Suggested teaching content
Introduction to morality	<ul style="list-style-type: none"> - Conditions for successful co-existence - Conflicts in groups and group dynamics
Sources of morality	<ul style="list-style-type: none"> - Own conscience and external influences
Growing in morality	<ul style="list-style-type: none"> - Religiously based suggested solutions to ethical challenges - Ethical decisions in relation to religious positions in a European context - Growing one's own responsibility
Religious morality in action	<ul style="list-style-type: none"> - Religious positions on social and ecological problems, e.g. <ul style="list-style-type: none"> Environmental protection / integrity of creation / sustainability Migration Justice Freedom
Expected outcomes, competencies (knowledge, skills and attitudes):	
Students will be able to:	
Knowledge	

<ul style="list-style-type: none"> Identify and name social and ecological problems in Europe and their ethical impact on society
<p>Skills</p> <ul style="list-style-type: none"> Reflect upon respectful conversation with one another Link biblical answers to social and ecological problems Interpret biblical parables as narratives encouraging behavioural changes in society
<p>Attitudes</p> <ul style="list-style-type: none"> Develop linguistic sensitivity in presenting a problem Formulate and represent one's own positions on ethical and moral challenges appropriately
<p>Interdisciplinary aspects: Morality and other religions; human rights and social engagement</p>
<p>European dimensions: European constitution, impact of EU policy on people</p>
<p>Key competencies of the European schools: Personal, social and learning to learn</p>

b. Cycle 1 – S3 / L2 (Second language)

Teaching Unit 6	Community of faith
<p>Learning objectives</p> <ul style="list-style-type: none"> Religious convictions and religious institutions in society Arguments for and against membership in a religious community 	
Themes	Suggested teaching content
Community and its characteristics	<ul style="list-style-type: none"> Religious and non-religious communities – their forms, function and practice
Community at work	<ul style="list-style-type: none"> Practices of religious and secular communities that contribute to a better life Romans 12; 1 Corinthians 11-13
Community of faith	<ul style="list-style-type: none"> Basics of the Reformation Self-understanding of Protestantism Churches and sects
Relationships between communities of faith	<ul style="list-style-type: none"> The different churches of the Reformation The structure of Protestant Churches in Europe Table fellowship
Organisation and leadership in communities of faith	<ul style="list-style-type: none"> Structures of communities in Protestantism Organisational forms of churches in history and today and their self-understanding; structure and aims of sects
<p>Expected outcomes, competencies (knowledge, skills and competences): Students will be able to:</p>	
<p>Knowledge</p> <ul style="list-style-type: none"> Know and classify different forms of religious expression in our society in their L II 	
<p>Skills</p>	

<ul style="list-style-type: none"> • Reflect upon the diversity of communities and tasks in communities of faith within the churches and beyond • Reflect upon different appearances of the church on the basis of the message of the Bible and insights of the Reformation
Attitudes <ul style="list-style-type: none"> • Discuss in a respectful way the diversity of communities and tasks in communities of faith within the churches and beyond
Interdisciplinary aspects: Deepening language competence in L II
European dimensions: Communities of faith in Europe
Key competencies of the European schools: Multilingual and digital competence

Teaching Unit 7	Christianity: Origins and contemporary expressions
Learning objectives <ul style="list-style-type: none"> - Key texts of Christian hope - Problem-based Christian approach to social challenges 	
Themes	Suggested teaching content
The return to origins	<ul style="list-style-type: none"> - Isaiah 42 – Hope for the world
The vision of Jesus in context	<ul style="list-style-type: none"> - Beatitudes (Matthew 5) - “Salt” and “light” - Forgiveness as a principle of life
The message of conflict	<ul style="list-style-type: none"> - Social injustices and prejudices - Conflicts and their practical solutions
The formation of Christian community	<ul style="list-style-type: none"> - Christian community of strong and vulnerable individuals - Diaconia
The Christian message today	<ul style="list-style-type: none"> - Jesus’ message of the Kingdom of God - The Golden Rule as a guiding principle
Expected outcomes, competencies (knowledge, skills and attitudes): Students will be able to:	
Knowledge <ul style="list-style-type: none"> • Know images of the kingdom of God and their meanings • Understand how Jesus’ teachings are based on the OT 	
Skills <ul style="list-style-type: none"> • Visualise Jesus’ message of the kingdom of God using various methods • Reflect upon and practise peaceful interaction 	
Attitudes <ul style="list-style-type: none"> • Work in groups with diverse gifts and challenges to overcome prejudices 	
Interdisciplinary aspects: History: Reflection upon monotheism and ancient philosophers	
European dimensions: Diaconia in Europe	
Key competencies of the European schools: Personal, social and learning to learn; literacy and multilingualism; cultural awareness and expression	

5. Assessment

Assessment Policy in the European Schools Assessment is an integral part of planning, teaching and learning, provided by the teacher. It takes into account the needs of the diverse community of learners in the European Schools and is based on a common assessment approach. This assessment policy is consistent with the provisions of the Convention Defining the Statute of the European Schools and is in line with the Key Competences for Lifelong Learning. The learning objectives are the basis for assessment. They are established as part of the rules of the European Schools and are to be developed in the context of the curricula and syllabuses of the European Schools. They comprise pupils' competences - knowledge, skills and attitudes.

General idea of assessment policy Assessment provides pupils with appropriate feedback in order to help them to develop both academically and personally in line with educational expectations. Assessment processes, practices and results are important for pupils, teachers, parents, schools and the European Schools system.

Aims of assessment⁴

- to inform about individual pupils' strengths and weaknesses
- to inform about pupils' development and ability to meet the objectives set
- to engage pupils to improve the quality of their achievements
- to engage pupils in their own learning process and to enable them to improve their learning strategies
- to motivate and guide pupils towards further learning
- to improve the quality of teaching by modification of teaching strategies in relation to achieved results
- to provide a record of each pupil's achievements; especially for making decision about promotion to the next class
- to provide a record of each pupil's achievements for parents
- to provide a record of each pupil's achievements at the European Baccalaureate
- to evaluate the quality of education and assessment at the school level and within the European Schools system.

a. Mode of assessment

(1) Formative assessment (including diagnostic assessment and self-assessment).

- Formative assessment draws on information gathered in the assessment process to identify learning needs and adjust teaching and learning. The pupil's self-assessment is a fundamental part of formative assessment. Formative assessment is linked to pre-determined learning objectives and systematically built into the content (curriculum). It requires defining of clear assessment criteria. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance. It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the pupil and significantly contributes to the development of his/her personality and all other aspects of the eight key competences for lifelong learning.
- Diagnostic assessment provides teachers with information about pupils' knowledge, skills and attitudes in certain periods during the process of learning; often at the start of a new level of education, at the beginning of the school year (entry assessment), during the school year, when a new child comes into the class (ongoing assessment) etc. It uses special methods with the aim to

⁴ "Assessment Policy in the European Schools" (2011-01-D-61-en)

draw conclusions and take measures. It helps teachers to set appropriate learning strategies for each pupil and to modify the course and/or teaching approaches. Diagnostic assessment as a requirement of the school is the basis for providing the pupil with appropriate support (LS, SEN, SWALS).

- Initial assessment identifies the strengths and weaknesses of a pupil's knowledge or skills at the beginning of the learning process. It is carried out to ensure that pupils follow the programme and properly supported whilst on it. It provides a baseline for assessment of the pupil's progress at the end of a period.

(2) Summative assessment refers to summary assessments of pupil's performance. It is conducted at the end of a period of learning, e.g. after acquisition of some part/ of the curriculum or in a certain period of the school year when there is a need to get an overall view about the pupil's performance. Summative assessment is used for promotion, certification or admission to higher level of education. Of course, there is always a place for summative assessment in the learning process, both in the classroom and as part of examinations at key points in the learning process. It is important that new approaches used to develop key competences are reflected in the assessment approaches taken in these types of assessments. The New Marking System for use in the secondary cycle in the European Schools supports the assessment of key competences.⁵

b. Criteria for assessment

Quality assessments are assessments that meet the aims outlined above. In general, the following criteria are relevant for quality assessments: validity, reliability, transparency.

(1) Validity: The tool must measure what is intended to be measured in order to draw appropriate conclusions. For example, when an instrument for assessment is used to assess active listening, this instrument should really assess the skill 'active listening'. The more an instrument reaches its purpose the more validity it has. European Schools: Syllabus of Protestant Religious Education 2012-01-D-41-en 26/26

(2) Reliability is the extent to which consistent results are achieved every time a pupil is assessed under the same conditions. Even if validity can be considered as the most important requirement of assessment, an assessment can never be valid if it is not at the same time reliable. Reliability means that the results of an assessment can be trusted. Reliability is important because decisions that are taken on the basis of an assessment must be based on data that does not simply depend on different circumstances.

(3) Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks. Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined.

c. Assessment and Evaluation in Religion Classes

The assessment of pupils in the context of religion classes is based on the same criteria as for other subjects. The type of assessment should be primarily the formative assessment. Using the observations of the teacher, tests and self-assessment, the pupils acquire the knowledge of their level and of their progression; The evaluation must be based on the learning objectives specific to the cycle. However, as religion is not a subject taken into consideration for the promotion of pupils in the years S4 and S6, the mark "B" corresponds to the average of marks obtained in the course of tests set as part of the normal course work or of marks obtained in accordance with the specific assessment procedure of the subject area.

⁵ <https://www.eursc.eu/BasicTexts/2018-09-D-69-en-2.pdf>

5.1. Attainment descriptors

Mark	Denominator	Grade	Competences – Cycle 1
9-10	Excellent	A	<p>The student clearly understands a text from his or her religious tradition and presents it methodically correct, relevant and clear.</p> <p>The student fully and clearly recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.</p> <p>The student fully and clearly recognizes and explains one or more specific values relevant to / in religion and society.</p> <p>The student independently recognizes religious terminology and understands it accurately and in detail.</p> <p>The student fully and clearly recognizes the ethical consequences of religion and explains it comprehensively in relation to everyday life.</p> <p>The student describes in detail, clearly and comprehensively one or more religious themes that affect coexistence in today's Europe.</p> <p>The student recognizes the similarities and differences from other religions and worldviews and presents them on the basis of an accurate and well-informed understanding.</p>
8–8.9	Very good	B	<p>The student understands a text from his or her religious tradition and presents it methodically correct, clear and precise.</p> <p>The student recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.</p> <p>The student recognizes one or more specific values in their religious and social significance.</p> <p>The student recognizes religious terminology and understands it accurately and in detail.</p> <p>The student recognizes the ethical consequences of religion and explains it in detail in relation to everyday life.</p> <p>The student clearly and comprehensively describes one or more religious issues that affect coexistence in today's Europe.</p> <p>The student recognizes the commonalities and differences from other religions and worldviews and presents them on the basis of an accurate and mostly well-informed understanding.</p>

7-7.9	Good	C	<p>The student understands a text from his or her religious tradition and presents it methodically correct, clear and pertinent.</p> <p>The student recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.</p> <p>The student recognizes at least one specific value in its religious and social significance.</p> <p>The student recognizes religious terminology and understands it technically correct.</p> <p>The student recognizes the ethical consequences of religion and explains it in relation to everyday life.</p> <p>The student clearly describes one or more religious issues that affect coexistence in today's Europe.</p> <p>The student recognizes the commonalities and differences from other religions and beliefs and presents them on the basis of an accurate or well-informed understanding.</p>
6-6.9	Satisfactory	D	<p>The student understands a text from his or her religious tradition and presents it mostly clear and factually correct.</p> <p>The student adequately recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.</p> <p>The pupil adequately recognizes at least one specific value in its religious and social significance.</p> <p>The student recognizes religious terminology and understands it adequately.</p> <p>The student recognizes the ethical consequences of religion and adequately explains it in relation to everyday life.</p> <p>The student adequately describes at least one religious topic that affects coexistence in today's Europe.</p> <p>The student recognizes and represents the similarities and differences with other religions and worldviews.</p>
5-5.9	Sufficient	E	<p>The student partially understands a text from his or her religious tradition and presents it only inaccurately and somewhat factually correct.</p> <p>The student recognizes in part at least one specific aspect of the religious tradition and describes it in a limited context of its social and cultural contexts.</p> <p>The student partially recognizes at least one specific value in its religious and social significance.</p>

			<p>The student recognizes religious terminology and understands it to a limited extent.</p> <p>The student recognizes the ethical consequences of religion and explains it reasonably well in relation to everyday life.</p> <p>The student describes in part at least one religious topic that affects coexistence in today's Europe.</p> <p>The student partially recognizes the similarities and differences with other religions and worldviews.</p>
3-4.9	Failed / weak	F	<p>The pupil partly understands a text from his or her religious tradition and presents it inaccurately and minimally factually correct.</p> <p>The pupil recognizes in part at least one specific aspect of the religious tradition and partly describes its social and cultural contexts.</p> <p>The student partially recognizes at least one specific value, either in its religious or in its social significance.</p> <p>The student recognizes only limited religious terminology and understands it only improperly.</p> <p>The student only partially recognizes the ethical consequences of religion and does not adequately explain it in relation to everyday life.</p> <p>The student inadequately describes a religious issue that affects coexistence in today's Europe.</p> <p>The pupil hardly recognizes the similarities and differences with other religions and world views.</p>
0-2.9	Failed / very weak	FX	<p>The student understands a / no text from his or her religious tradition and presents it without factual correctness.</p> <p>The student hardly recognizes any specific aspect of the religious tradition and / or describe it in its social and cultural contexts.</p> <p>The student can hardly / not recognize a specific value either in its religious or in its social significance.</p> <p>The student hardly recognizes any religious terminology.</p> <p>The student can hardly / no recognize any ethical consequences of religion in relation to everyday life.</p> <p>The student can barely describe a religious issue that affects coexistence in today's Europe.</p> <p>The student recognizes almost no similarities and differences from other religions and worldviews.</p>

6. Annexes

Annex 1: Operators

english	deutsch	français	Attainment Descriptors – Cycle	Definition
describe	beschreiben	décrire	Cycle 1	Merkmale und Aspekte eines Sachverhalts oder eines Materials detailliert wiedergeben
summarise	zusammenfassen	résumer	Cycle 1	Sachverhalte / Aussagen komprimiert darstellen
name / list	benennen	présenter	Cycle 1	Informationen / Sachverhalte / Merkmale zielgerichtet unkommentiert zusammentragen
research	recherchieren	rechercher	Cycle 1	Einen Sachverhalt (mediengestützt) ermitteln
depict	darstellen	exposer	Cycle 1-2	Den Gedankengang oder die Hauptaussage eines Textes mit eigenen Worten darlegen
compare	vergleichen	comparer	Cycle 2	Gemeinsamkeiten / Unterschiede / Ähnlichkeiten von Textaussagen / Sachverhalten / Denkansätzen nach vorgegebenen oder selbst gewählten Aspekten darstellen
explain	erklären	expliquer	Cycle 2	Begründungszusammenhänge eines Textes oder eine Position darlegen / Sachverhalte in fachliche Zusammenhänge stellen und veranschaulichen
put into the context of	einordnen/ zuordnen	situer	Cycle 2	Sachverhalte oder Positionen in einen anderen Zusammenhang stellen
provide evidence for	belegen	justifier	Cycle 2	Behauptungen durch Textstellen oder bekannte Sachverhalte fundieren
justify	begründen	fonder	Cycle 2	Aussagen durch Argumente stützen
analyse	analysieren	analyser	Cycle 2	Materialien / Sachverhalten und Zusammenhänge in ihren Einzelaspekten nach vorgegebenen oder selbst gewählten Aspekten erschließen und darstellen.
elaborate	herausarbeiten	dégager	Cycle 2	Aus einem Text oder Material einen Sachverhalt, eine Position oder einen vorgegebenen Aspekt ermitteln und darstellen

examine	untersuchen	étudier	Cycle 2	Materialien / Sachverhalte und Zusammenhänge in ihren Einzelaspekten nach vorgegebenen oder selbst gewählten Aspekten erschließen und darstellen
discuss	erörtern	discuter	Cycle 2-3	Die Vielschichtigkeit eines Beurteilungsproblems erkennen und darstellen, dazu Thesen erfassen bzw. aufstellen, dialektisch abwägend Argumente formulieren und eine begründete Schlussfolgerung erarbeiten
relate	in Beziehung setzen	mettre en rapport	Cycle 2-3	Zusammenhänge und Differenzen unter vorgegebenen oder selbst gewählten Gesichtspunkten begründet herausstellen
create	gestalten / entwerfen	former / dessigner	Cycle 2-3	Eigene Handlungsvorschläge / Modelle / Produkte kreativ erstellen
question / reflect (upon)	befragen / durchdenken	réfléchir	Cycle 2-3	Eine Position aus einer anderen Perspektive beleuchten
evaluate	bewerten	évaluer	Cycle 3	Zu Aussagen / Sachverhalten / Problemen nach ausgewiesenen eigenen Wertmaßstäben ein fachlich abgesichertes eigenes Urteil formulieren
judge	beurteilen	juger (de)	Cycle 3	Zu Aussagen / Sachverhalten / Problemen ein fachlich begründetes Urteil entwickeln
verify	überprüfen	vérifier	Cycle 3	Eine Textaussage / These / Argumentation / einen Sachverhalt / ein Analyseergebnis nach selbstgewählten, ausgewiesenen Aspekten auf Angemessenheit hin untersuchen
comment (on)	Stellung nehmen	prendre position / commenter	Cycle 3	Eine Problemstellung / eine Bewertung / eine Position auf der Grundlage fachlicher Kenntnisse prüfen und nach sorgfältiger Abwägung eine Einschätzung formulieren



S1RPRDE Name des Schülers _____

Test zum Thema: „Das Kirchenjahr“

Aufgabe 1 Welches kirchliche Fest ist Dir besonders wichtig?

—
...../5P

Aufgabe 1a) Beschreibe das von Dir gewählte Fest und nenne das Datum (wenn möglich), den Bibelbezug (wenn möglich), die liturgische Farbe und die Tradition.

—

—
...../10P

Aufgabe 1b) Warum gefällt Dir dieses Fest besonders gut?

—

—

—

—
...../7P

Aufgabe 2 Du möchtest einem Kind das Christentum zeigen. Welches **andere** Fest würdest Du ihm empfehlen mitzufeiern? Begründe Deine Wahl!

—

—

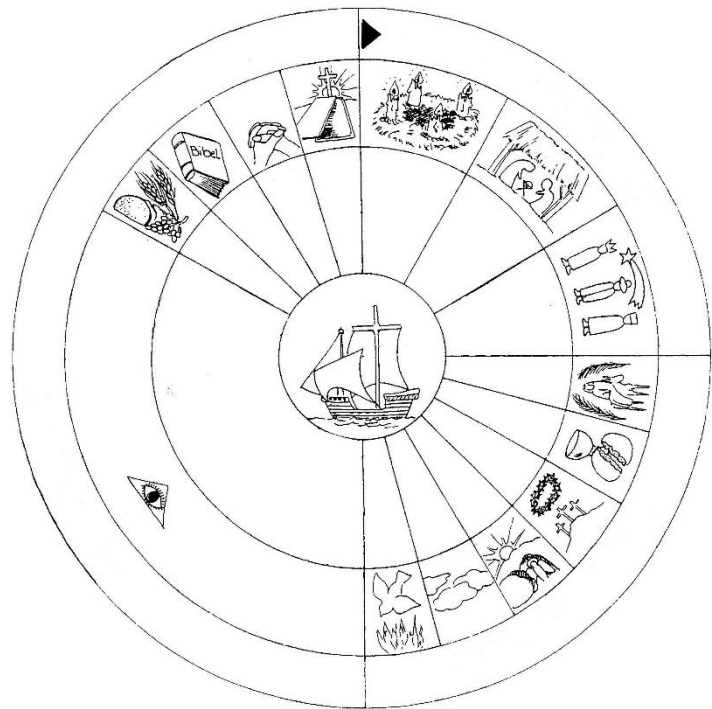
—

—
...../7P

Aufgabe 3 Ordne die Feiertage oder Zeiten in der richtigen zeitlichen Reihenfolge. Beginne mit dem ersten Tag des Kirchenjahres. Trage die richtige Reihenfolge in die zweite Spalte ein. (Der Kirchenjahreskreis kann Dir dazu als Inspiration dienen.)



1. Advent	1	
Epiphaniastag	2	
Erntedankfest	3	
Ewigkeitssonntag	4	
Gründonnerstag	5	
Heiliger Abend	6	
Himmelfahrt	7	
Karfreitag	8	
Ostersonntag	9	
Ostermontag	10	
Palmsonntag	11	
Pfingstsonntag	12	
Pfingstmontag	13	
Reformationstag	14	
Sankt Martin	15	
Sankt Nikolaus	16	
Trinitatis	17	
1. Weihnachtstag	18	
2. Weihnachtstag	19	



..../38P

Aufgabe 3a Welches dieser Feste geht auf das jüdische Passahfest zurück?

—

..../5P

Aufgabe 4 Gib ein Beispiel für ein Fest mit der jeweiligen liturgischen Farbe...

Weiß:

Grün:

Violett:

Schwarz:

Rot:

..../10P

Aufgabe 5 Einmal in der Woche feiern die Christen die Auferstehung von Jesus. Welcher Tag ist das?

..../3P

Aufgabe 5a Was unterscheidet diesen Tag von anderen Tagen in der Woche? Stelle dies dar anhand eines Beispiels aus Deinem Leben:

—

...../5P

Aufgabe 6 Nicht alle Festtage werden in Europa überall gleich gefeiert. (s. Bilder)



(Julbock aus Schweden)



(Melomakarona aus Griechenland)

Was meinst Du: Sollten die Bräuche der Feste für ganz Europa vereinheitlicht werden oder nicht? Begründe Deine Meinung.

.../10P

Note :

...../ 100P

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D
51 - 60	E
25 - 50	F
0 - 24	FX

Aufgaben = Schriftlicher Test zum protestantischen Kirchenjahr

Attainment descriptors (AD) Key competences (KC) Competences According Protestant Syllabus (CAPS)	Zielvorgaben (Objectives)	Aufgabe		Gewichtung in %	Gewich- tung in Punkten
		reproduktiv	produktiv		
	Der Schüler kann...				
AD2 Besonderheiten der religiösen Tradition erkennen und ihre soziale und kulturelle Bedeutung benennen. → CAPS C2/U2	...Anderen religiöse Feste vorstellen	Aufgabe 1		5%	5
	...die Bedeutung von kirchlichen Festen erklären	Aufgabe 1a		10%	10
	...religiöse Feste mit dem eigenen Leben verbinden	Aufgabe 1b		7%	7
AD2 Besonderheiten der religiösen Tradition erkennen und ihre soziale und kulturelle Bedeutung benennen.	...die Bedeutung von kirchlichen Festen erklären	Aufgabe 2		7%	7
KC8 Kulturkompetenz	...Wissen über religiöse Kultur und seine Ausdrucksformen darstellen	Aufgabe 3		38%	38
AD7 Der/die Schüler/in kann Gemeinsamkeiten mit anderen Religionen erkennen	...den biblischen Ursprung der Hauptfeste des Kirchenjahres verdeutlichen	Aufgabe 3a		5%	5
KC8 Kulturkompetenz	...die jeweilige religiöse Terminologie, Symbolik und Ausdrucksform in den Gottesdiensten des Kirchenjahres einander zuordnen	Aufgabe 4		10%	10
AD4 Der/die Schüler/in kann religiöse Terminologie erkennen und verstehen → CAPS C2/U2	...einen religiösen Fachausdruck korrekt zuordnen	Aufgabe 5		3%	3
	...religiöse Feste mit dem eigenen Leben verbinden		Aufgabe 5a	5%	5
KC8 Kulturkompetenz	...Respekt und Offenheit gegenüber der Vielfalt kultureller Ausdrucksformen zeigen		Aufgabe 6	10%	10
Ergebnis				100%	100

Test Rubric / Cycle 1

AD2 Der/die Schüler/in kann anhand des Kirchenjahres die Besonderheiten der religiösen Tradition erkennen und die soziale und kulturelle Bedeutung der Feste benennen	Excellent	Very good	Good	Satisfactory	Sufficient	Failed (weak)	Failed (very weak)
	A	B	C	D	E	F	FX
	10-9	8	7	6	5	4-3	2-0
	The student fully and clearly recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.	The student recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.	The student recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.	The student adequately recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.	The student recognizes in part at least one specific aspect of the religious tradition and describes it in a limited context of its social and cultural contexts.	The student recognizes in part at least one specific aspect of the religious tradition and partly describes its social and cultural contexts.	The student hardly recognizes any specific aspect of the religious tradition and / or describe it in its social and cultural contexts.
AD4 Der/die Schüler/in kann die religiöse Terminologie im Zusammenhang des Kirchenjahres erkennen, verstehen	Excellent	Very good	Good	Satisfactory	Sufficient	Failed (weak)	Failed (very weak)
	A	B	C	D	E	F	FX
	10-9	8	7	6	5	4-3	2-0
	The student independently recognizes religious terminology and understands it accurately and in detail.	The student recognizes religious terminology and understands it accurately and in detail.	The student recognizes religious terminology and understands it technically correct.	The student recognizes religious terminology and understands it adequately.	The student recognizes religious terminology and understands it to a limited extent.	The student recognizes only limited religious terminology and understands it only improperly.	The student hardly recognizes any religious terminology.
AD7 Der/die Schüler/in kann anhand der Feste des Kirchenjahres Gemeinsamkeiten mit Festen anderer Religionen erkennen	Excellent	Very good	Good	Satisfactory	Sufficient	Failed (weak)	Failed (very weak)
	A	B	C	D	E	F	FX
	10-9	8	7	6	5	4-3	2-0
	The student recognizes the similarities and differences from other religions and worldviews and presents them on the basis of an accurate and well-informed understanding.	The student recognizes the commonalities and differences from other religions and worldviews and presents them on the basis of an accurate and mostly well-informed understanding.	The student recognizes the commonalities and differences from other religions and beliefs and presents them on the basis of an accurate or well-informed understanding.	The student recognizes and represents the similarities and differences with other religions and worldviews.	The student partially recognizes the similarities and differences with other religions and worldviews.	The student hardly recognizes the similarities and differences with other religions and world views.	The student recognizes almost no similarities and differences from other religions and worldviews.