

6 Evaluation

6.1 MEANING AND GENERAL APPLICATION

Evaluation takes place when answers given to questions are assessed. Such an evaluation need not necessarily be given marks to be of value. Answers given to questions in the course of a lesson are not evaluated by means of marks. Without awarding any points the teacher informs himself of the effectiveness of his teaching. The pupils' answers to the questions, which are an indication of their ability, enable the teacher to adjust his teaching to their level. It is precisely because no marks are involved in answering questions that the evaluating function of these questions is generally overlooked.

Awarding marks to answers to test and examination questions is regarded as evaluation. The evaluation of test answers can make a meaningful contribution to promoting teaching. The mark awarded to a test answer is not the final objective of the test. Evaluation that takes place in a test ought to be a means that is applied to improve the quality of teaching.

So when the teacher asks a question, whether in the teaching situation, a test or an examination, it is his purpose to evaluate. This evaluation takes place irrespective of whether answers to a question are given marks or not.

6.2 PARTICULAR APPLICATION OF EVALUATION

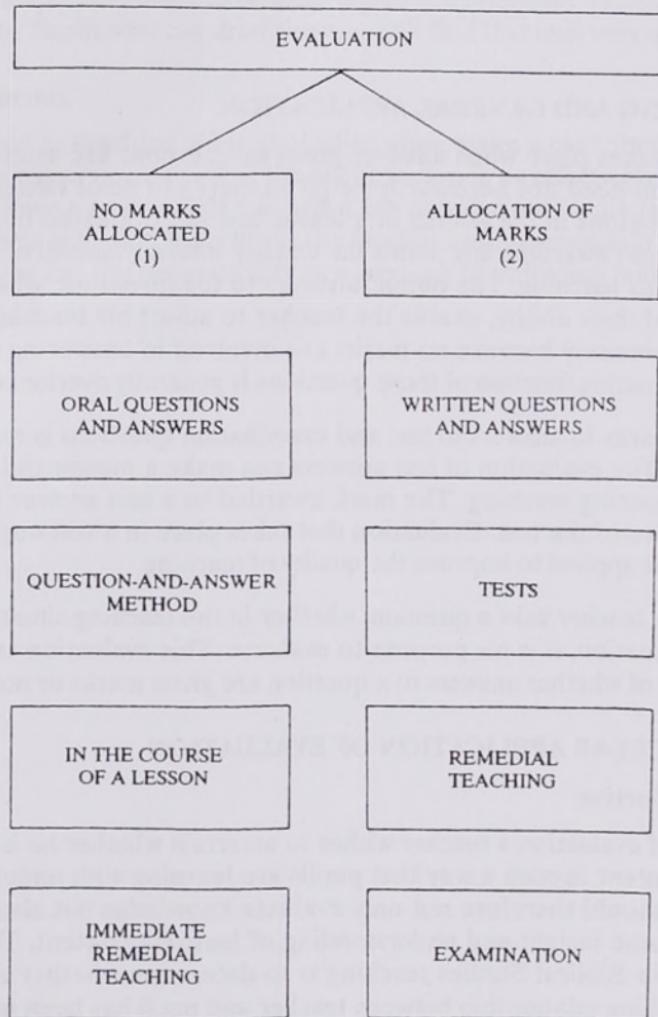
6.2.1 Introduction

By means of evaluation a teacher wishes to ascertain whether he is clarifying learning content in such a way that pupils are learning with understanding. Questions should therefore not only evaluate knowledge but also concepts which presume insight and understanding of learning content. The aim of evaluation in Biblical Studies teaching is to determine whether the fundamental teaching relationship between teacher and pupil has been maintained with Biblical Studies learning content as the starting-point.

Two forms of evaluation take place in teaching Biblical Studies:

- evaluation without allocation of marks: answers to questions asked in the course of the lesson; and
- evaluation based on the allocation of marks: answers to questions in tests and examinations.

Diagram 6.1



6.2.2 Evaluation in teaching without allocation of marks (diagram 6.1(1))

6.2.2.1 Explanation

Evaluation without giving marks takes place mainly on the basis of the question-and-answer method in the course of different lesson phases. The teacher evaluates various aspects of pupils' knowledge of the lesson by means of oral questions to be answered orally. Based on this evaluation the teacher is in a position to adapt his presentation of the specific learning content of the lesson to the pupils' abilities.

Since it is impossible to ask each pupil in a class a question, this form of evaluation is only a random sample of pupils' knowledge. As the teacher learns to know his class, he is able to apply this random sampling in such a way that he can obtain a reasonably reliable picture of the pupils' knowledge. Such a picture can be obtained especially by asking those pupils who usually have a middling or poor knowledge of their work to answer. This is not to say, however, that the more gifted pupils are not taken into account.

6.2.2.2 Evaluation during the introductory phase

Questions asked in the introductory phase of a lesson are aimed at evaluating pupils' existent knowledge and understanding of the learning content planned for teaching. This evaluation gives teachers an indication of a starting-point for presenting the lesson.

Evaluating existent knowledge also means that the teacher can ascertain how familiar pupils are with the Biblical Studies terminology that will be used in the presentation of the lesson. If it should appear that pupils are not fully conversant with the specific terms, the teacher is required to supplement their knowledge. A lack of thorough knowledge of terms used in the lesson prevents pupils from acquiring the necessary knowledge and being able to grasp the learning content. If a teacher should discover that pupils have no knowledge of a particular term, it is necessary to teach them its meaning. This teaching that precedes the lesson contributes to the success of the lesson.

Asking questions in the introduction of a lesson is a way of evaluating pupils to arrive at a meaningful starting-point for the presentation phase.

6.2.2.3 Evaluation during the presentation phase

In the course of the presentation phase of a lesson, evaluation takes place at regular intervals with the question-and-answer method - an evaluation which can promote the teaching of new facts.

Evaluation during the presentation phase related to small subsections of the learning content enables the teacher to make his teaching as effective as possible. If the teacher should find that pupils have difficulty generally in answering the questions, it is a sign that the learning content has not been grasped as desired. The teacher is then obliged to repeat the particular learning content in such a way that pupils acquire a good knowledge of and insight into it. To ensure that pupils continually follow the teaching with understanding, it is essential for a lesson to be regularly supplemented with questions. Such questions cannot be regarded as interrupting the lesson because they help evaluate the content that was taught. In this way the teacher is kept informed of whether his teaching is, in fact, proceeding according to plan.

If no questions are asked in the course of a lesson presentation, the teacher is not evaluating the teaching with which he or she is occupied. The teacher then proceeds with his teaching, regardless of whether pupils grasp the learning content or not.

6.2.2.4 Evaluation during the reinforcement phase

During the reinforcement phase, evaluation aims at combining the smaller sections of the learning content taught during the presentation phase into a cohesive whole. In the reinforcement phase oral questions which amount to random sampling should rather be avoided. In this phase of the lesson the teacher is interested in finding out how each of the pupils has acquired knowledge of and insight into the learning content which has just been taught.

Individual evaluation of pupils can be done effectively by having each pupil answer short questions (such as multiple-choice questions) in writing. Evaluating the answers could indicate that there are sections of the learning content that have not been grasped as desired. This opportunity must be used to teach the learning content concerned once again.

6.2.2.5 Summary

While the teacher is busy with the different phases of the lesson, evaluating the answers to questions he asks at regular intervals forms an integral part of teaching. On the basis of this evaluation the teacher is able, when necessary, to make essential adjustments in the teaching; adjustments which mean that learning content can be learned successfully. Although the evaluation is not allocated any marks, it does offer the teacher a guideline for presenting learning content meaningfully to pupils.

6.2.3 Evaluation of teaching through allocating marks (diagram 6.1(2))

6.2.3.1 Evaluation by means of tests

In teaching Biblical Studies the object of a test is to synthesise a number of lesson topics which together form a whole. To prepare themselves for a test, pupils must study these topics as a unit to write the test. The foregoing serves to partly answer the question whether tests in Biblical Studies are only a cumbersome task for teachers and pupils which is not making a positive contribution to the teaching of the subject.

To achieve the aim of a test in Biblical Studies teaching requires an analysis of the evaluation of test answers (see table 6.1 on page 102).

The following should be noted in the table:

- Every test ought preferably to consist of ten questions as then it is easy to calculate the percentage. Such a short paper also has the advantage of being answered quickly.
- A horizontal reading of the table indicates the achievements of individual pupils. This reading shows to what extent individual pupils have mastered the learning content concerned. Pupils who obtained a total lower than five marks (50 per cent) did not master the learning content as they should have. The teacher is obliged to deal with this learning content with the pupils concerned again so that the problems experienced in respect of sections of Biblical Studies can be cleared up.
- A vertical reading of the table shows the success with which pupils have answered the various questions. Questions that were answered incorrectly by 50 per cent and more of the pupils show that the learning content on which they were based had not been mastered as it should have been by pupils. It is essential that this learning content be taught to the class as a whole again.
- Analysing the evaluation of the answers in a test gives the teacher an indication of
 - the pupils' success in studying the learning content - horizontal reading; and
 - his or her own success in teaching varied learning content - vertical reading.

A class test is a measuring instrument which, through analysing the results of the test, can lay the foundation for improving teaching and pupils' diligence.

Table 6.1 Analysis of test results

NAMES OF PUPILS	1	2	3	4	5	6	7	8	9	10	TOTAL/PUPIL	GENERAL REMARKS
1 JOHN	X		X		X	X	X			5		Remedial attention
2 PAUL	X		X		X	X	X			6		Remedial attention
3 JACK			X		X	X				4		
4 PETER	X	X	X	X	X	X	X			10		Requires special attention
5 STEVEN		X		X			X			3		
6 PHILIP										0		
7 DICK		X	X		X		X			4		
8 QUINTIN	X		X	X		X				5		Remedial attention
9 CYNTHIA			X			X				2		
10 JUDY	X	X	X	X	X	X	X	X		10		Requires special attention
11 CAROL	X		X		X		X			4		
12 MANDY	X		X		X		X			5		Remedial attention
13 ANSO										0		
14 RIANA			X				X			2		
TOTAL WRONG PER QUESTION	2	7	2	12	4	5	9	6	8	5		

X shows the errors that were made.

6.2.3.2 Evaluation by means of examination

Evaluation by means of examinations entails sample questions on learning content taught during the year. The aim of this evaluation is to ascertain whether pupils have acquired sufficient knowledge and understanding of the year's work to continue with Biblical Studies the following year.

Examinations are, in fact, the culmination of all the questions and evaluation during the year. Pupils who had difficulty in answering questions during lessons and in tests, will also find it difficult to pass the examination.

6.2.4 Some hints on setting questions

6.2.4.1 Basic principles for setting questions

When setting questions, whether for tests or for examinations, there are certain basic principles which should be taken into consideration.

(a) Cornering pupils

Do not attempt to corner pupils. Because of his or her superior knowledge, the teacher should not find it very difficult to set questions that pupils cannot answer.

(b) Ascertain what pupils know

The aim of the questions that are set is to ascertain what the students know, and in the case of Higher Grade pupils - in the separate tests that are put to them - whether they have actually grasped what they have learned.

(c) Discriminatory value of questions

The discriminatory value of a question should be such that the pupils who have studied should be able to answer the question correctly. However, those who have not studied may interpret the question in such a way that they cannot answer it correctly.

(d) A question should ask what it is supposed to ask

It often happens that when a question is being set the teacher has a specific answer in mind. When marking the answers he discovers that some pupils have given a different answer from that expected. It is then necessary to examine the question to see whether the pupils could interpret it differently from what was originally intended. If this is the case, then credit should be given in so far as it has been answered correctly.

(e) *Taking the time factor into account*

The time factor must be taken into account in class tests and examinations. By setting too many questions to be answered within a fixed time, the test or examination becomes a kind of speed test. Then it is no longer an attempt to evaluate how much knowledge has been acquired. Allowing pupils an excessive amount of time to complete a test or examination, however, serves no purpose either. Pupils can only perform and achieve as well as their knowledge and/or comprehension allows. The number of questions should be planned in such a way that most of the pupils have sufficient time to complete the paper.

(f) *Summary*

Questions ought to be set in such a way that an evaluation of the answers provides an accurate picture of pupils' knowledge and understanding of the learning content of Biblical Studies.

6.2.5 Requirements for setting long questions

When setting long questions, that is questions which require answers comprising a number of lines, a paragraph or even a number of paragraphs, there are various matters that have to receive attention.

6.2.5.1 Long questions that are phrased vaguely

A question like "Write an essay on the Epistle to the Philippians" is far too vague.

The examiner apparently expects pupils to furnish the "introduction" to the Epistle as the answer, as dealt with in class. However, if in his answer a pupil does not discuss the "introduction" but another aspect, his answer still falls within the scope of the question. He is asked to write "an essay" without any specific aspects of the Epistle being stipulated. The pupil is then truly free to write on any aspect of the relevant letter and be given credit for it.

This is an example of a question that does not ask what it is supposed to ask.

6.2.5.2 Set long questions so that pupils know exactly what is expected from them

Formulate a long question in such a way that the pupil knows exactly what is expected in his answer. For example:

Discuss the following aspects of the Gospel according to John:

- (a) The object and characteristics of the Gospel
- (b) The main divisions in the Gospel
- (c) The origin and date of the Gospel.

From the question above the pupil knows exactly what is required. If he or she makes a mistake now, the teacher is justified in penalising him.

6.2.5.3 Formulating a compound long question

A long question does not necessarily have to deal with just one or a single aspect of Biblical Studies. The person setting the question may, if he so desires, formulate a compound question. The following is an example:

Discuss each of the following in 100-140 words:

- (a) The author of the Epistle to the Philippians
- (b) The nature and the purpose of the Epistle from James
- (c) The content of the First Epistle of Peter.

The pupils know exactly how long each essay must be (an improvement on the previous example) and they know exactly what they are expected to write about.

6.2.5.4 Long questions in which references have to be made to texts

In Biblical Studies pupils can justifiably be expected to give evidence of really having studied the Bible. A question ought to be formulated in such a way that pupils are obliged to make use of text references. The following question serves as an example:

Discuss the eschatological expectations in II Peter 3 with references to specific texts.

If a pupil has no knowledge of II Peter 3, it will be impossible for him to answer the question meaningfully.

Simply to state at the start of a question or paper, "Substantiate your answer with appropriate Scripture references", serves no purpose. The application of texts should flow naturally out of the formulation of the question, as indicated in the question above. The following is a further example:

- (a) Explain what it means to pray in the Name of Jesus. Text references to support your explanation are important.

(b) Believers frequently pray in the Name of Jesus Christ. On what Scriptural grounds is this justified?

Questions (a) and (b) above both test the same learning content. In question (a), however, the requirement to make use of text references forms a loose appendage to the question to which pupils might not necessarily respond. Question (b) has been formulated in such a way that the pupils cannot do other than make use of texts in their answers. Questions must be formulated in such a way that the pupil is obliged to do what the questioner expects him to do.

From the above it is clear that Scripture itself should be the starting-point in Biblical Studies. If this is not the case, questions like the ones above will only be answered with difficulty or not at all.

6.2.5.5 The use of Biblical Studies terminology in formulating questions

Since Biblical Studies as a science has its own recognised technical terminology, it is obvious that this should be applied in testing and examining. Therefore it is a requirement that pupils should be thoroughly conversant with this terminology. The formulation of Biblical Studies questions should distinguish it from all other subjects. Consider the following example:

Discuss the Fifth Commandment and its relevance today.

The above formulation could equally well have appeared in a History paper, for example, in an adapted version:

Discuss the influence of Marxism in modern life.

To put the former Biblical Studies question more in the "idiom" of the subject, it could be formulated as follows:

Do you agree that many young people today fail to appreciate the commandment to obey authority?

Both Biblical Studies questions require the pupils to explain the commandment about authority in present-day circumstances. The improved example is a better interpretation of the disposition and perspective characteristic of Biblical Studies.

Another example:

Discuss the Epistle to the Philippians under the following headings: author, background, destination and presentation.

This question requires pupils to discuss the "introduction" to the epistle concerned under the headings given in the question. The term "introduction", which is part of Biblical Studies, ought to be applied. The question could possibly be improved as follows:

Give a brief introduction to the Epistle to the Philippians under the following headings: author, background, destination and presentation.

Both the improved formulations above are in accordance with the language usage and formulation applied in the teaching of Biblical Studies.

6.2.5.6 Summary

Long questions in Biblical Studies tests and examinations ought to be formulated in such a way that the questions flow naturally from the lesson. Such a formulation requires that, by means of the terminology learned in the teaching, pupils know exactly what a question expects from them. The discriminatory value of every long question should distinguish between those who have learned their work and those who have not.

6.2.6 Some advice regarding the formulation and application of multiple-choice questions

6.2.6.1 Introduction

Because multiple-choice questions are so easy to mark, this type of question is frequently used in order to save time. Although easy to mark, they are not so easy to formulate.

Teachers must take into account that pupils have to answer multiple-choice questions not only in Biblical Studies but in other subjects, too. Because pupils gain experience in answering multiple-choice questions, they become "test experienced". A pupil who is test experienced is someone who can answer multiple-choice questions correctly without necessarily knowing what has actually been asked. Such a pupil knows from experience in which way the two sections of a multiple-choice question are more or less linked. Multiple-choice questions that can be answered correctly by a test experienced pupil have not been formulated effectively enough to meet the requirements of properly testing knowledge and/or comprehension.

6.2.6.2 Ambiguity in the formulation of multiple-choice questions

(a) Actual ambiguity

When there is "actual ambiguity" in a multiple-choice question, it creates a problem for the pupil when answering the question. It is not clear to him which alternative the teacher regards as correct.

This shortcoming in the formulation of multiple-choice questions manifests itself when the teacher lacks command of the learning content and leans heavily on the source from which the question was formulated. Ambiguity often results when phrases in the source from which the question is formulated are reformulated or adapted. Use of this method results in more than one alternative in the multiple-choice question being correct.

(b) *Alleged ambiguity*

Pupils who do not know their work well (or perhaps not at all) often accuse the multiple-choice questions of being ambiguous. This accusation reveals their lack of knowledge. In such cases the multiple-choice questions have been so accurately and well formulated that they discriminate against pupils who have neglected to study the relevant learning contents thoroughly.

Since these pupils have a poor knowledge of the learning content, the language usage of the questions does not address them in the way it should. Because they lack knowledge, they are unable to grasp correctly the exact connotation of the terminology in Biblical Studies, hence the accusation that the questions are ambiguous.

6.2.6.3 *Construction and formulation of multiple-choice questions*

(a) *Introduction*

Multiple-choice questions consist basically of two main parts:

- the core statement that creates a problem in the form of a question or a statement; and
- the alternative answers (options), of which *five* are generally formulated. Only *one* of the five is correctly related to the core statement: that is the exact answer. The other four answers are *distractors*.

(b) *Requirements for the formulation of the core statement*

The success of every multiple-choice question depends on formulating the core statement so that it tests pupils' understanding of the most important concept of the learning content. Being able to answer the question correctly demonstrates that the pupil can control and manage his factual knowledge in a rational way. A meaningful core statement must fulfil the following requirements:

- A core statement must address only *one* problem.
- Every core statement ought to be formulated in an original way. Quotations or adaptations from sources ought to be avoided.

- To avoid confusion, only pertinent facts should be provided in the core statement.
- Each core statement should only presume one correct answer.

Correct selection of the alternative answer is to a large extent determined by the accuracy with which the core statement is formulated.

(c) *Requirements for the formulation of alternative answers*

(i) *General requirements*

The main requirement for alternative answers is that they must be both concise and meaningful. A pupil should be in a position to immediately grasp the meaning of each alternative answer (if he knows his work). The factual content of each alternative answer must be related to the core statement in some way - even if there is a deliberate ambiguity in this regard. Alternative answers are presented with the object of systematically testing a pupil's knowledge and/or understanding.

If alternative answers have been formulated in such a way that the exact answer can be worked out on the basis of intelligent reading, the multiple-choice questions have degenerated into a comprehension test.

(ii) *Requirements for the formulation of the correct answer*

The formulation of the correct answer is closely related to the formulation of the "distractors". Even the most test experienced pupil, who has a faulty knowledge of the learning content, must not be put in a position where he is able to select the correct answer on the basis of his experience. Although the desired answer is concealed, especially from the test experienced pupil, the following should be taken into consideration when formulating the exact answer.

The facts furnished in the exact answer must be so absolutely correct that the correctness is immediately recognisable. But, at the same time the concealment of the inappropriateness of the alternatives consists in the formulation not giving any apparent indication thereof.

(iii) *Requirements for the formulation of distractors*

The distractor distinguishes between the pupils who know their work and those who do not. To make this distinction, the facts in the distractor must be correct. There is a discrepancy between the correct fact and the core statement. This is done to distract the pupil who does not know the work well from the correct alternative.

The following should be taken into consideration when formulating distractors:

- The fact that is furnished in the distractor is determined by the subject referred to in the core statement. Each distractor thus refers in a misleading way to the topic that is raised in the core statement.
- Expressions or ideas of the core statement can be applied in the different distractors. There must be a subtle and concealed discrepancy between them and the core statement.
- If a variety of elements can be concluded from the core statement, a variation of constructions can possibly be given in the distractors. However, it is essential that each of the different constructions is as close as possible to the correct one.
- Core statements can be formulated in such a way that the distractors consist of general expressions or phrases which more or less apply to the question.

A distractor should not be so factually correct that a pupil would be justified in selecting it as the correct answer. To avoid this possibility, it is necessary to test each multiple-choice question in practice first.

6.2.6.4 Pretesting multiple-choice questions

(a) The necessity of pretesting

Even if the teacher is convinced that his multiple-choice questions have been formulated effectively, it is still necessary to subject each of them to a test. The test can be undertaken in two phases.

(b) Submitting the questions to a colleague

To start with it is desirable to submit the multiple-choice questions to a colleague who also presents Biblical Studies or Religious Instruction at school. This will contribute towards eliminating flaws such as "actual ambiguity" in the questions to a great extent. The colleague will also be able to contribute towards improving the impact of the distractors.

Joint reflection with the colleague who edited the multiple-choice questions will contribute towards eliminating the most obvious shortcomings in the initial formulation of these questions. The actual test takes place when the multiple-choice questions are presented to pupils for a trial run.

(c) *The answering of multiple-choice questions by pupils as a trial run*

When the opportunity presents itself, such as revision for a test or an examination for instance, a number of multiple-choice questions can be answered by pupils. A discussion can then follow on the basis of the answers to

- promote the revision programme for the evaluation concerned; and
- further refine the effectiveness of the multiple-choice questions.

The following practical method can realise these two objectives:

- The multiple-choice questions are given to each of the pupils, who then have to answer them individually. The answering does not take up much time since pupils only have to make a mark next to the alternative they regard as correct.
- After the pupils have answered all the multiple-choice questions, the teacher verifies the answers without providing the correct answer.
- The teacher asks which group of pupils chose the first alternative as the correct answer. The group then discuss their reasons for their choice. Each of the alternatives of the multiple-choice questions is discussed in this way. If possible, it should be up to the group of pupils to establish which alternative is actually the correct answer. Such a decision is often arrived at with the co-operation of the teacher.

The following can be revealed on the basis of this practical method:

- The group of pupils unanimously chose the correct alternative as the answer. When this happens, there is a strong possibility that all the pupils know their work well, which is highly unlikely. It is more likely that the correct alternative can be recognised without any doubt.

This multiple-choice question, then, serves no purpose and must be eliminated.

- The group of pupils are in two minds as to which alternative is the correct answer. One group is as convinced as the other that their alternative is the correct one. What is more, each group bases its choice on a well thought out Biblical argument.

A case like this is a clear example of "actual ambiguity" in the multiple-choice questions that was somehow overlooked by the colleague who first tested them. It is necessary to revise one of the alternatives in such a way that the ambiguity is removed.

- In answering the multiple-choice questions the pupils completely overlooked an alternative. This occasionally also happens in respect of two alternatives. This phenomenon indicates that the alternatives which were not marked failed as distractors.

Especially when there are two alternatives that have been overlooked, it is preferable to cancel the particular multiple-choice question as impractical.

- A more or less even number of pupils indicate each of the alternatives as the correct answer. A discussion of the various alternatives reveals that the facts have been applied in such a way that it required a thorough knowledge of the work to be able to recognise the incorrect connotation.

This multiple-choice question is effective.

After multiple-choice questions have been proved effective and suitable in this way, they can be applied in tests and examinations in succeeding years.

6.2.6.5 Summary

Since multiple-choice questions can be marked so easily and quickly, this type of question is frequently used in Biblical Studies tests and examinations. To formulate a series of multiple-choice questions, however, is not as simple as it may seem. In deciding to apply multiple-choice questions, the time and effort required to formulate them effectively must be weighed up against the time and effort involved in evaluating the answers. Teachers who teach large groups of pupils in a standard that is divided into various class groups can consider making use of multiple-choice questions in tests and examinations.

Irrespective of the reliability of the multiple-choice question, it is not the only educational measuring instrument that can be used in testing and evaluating pupils. The type of question to be applied depends on

- the nature of the learning content that is being tested; and
- the nature of the answer that the teacher expects from the pupil. If the teacher is looking for a reasoned answer from the pupil that must be given in his own words, multiple-choice questions cannot be used.

Taking the above into consideration, it is preferable not to make use only of multiple-choice questions in testing and examining.

Section C

Planning of teaching

7 General planning of lessons

7.1 INTRODUCTION

The presentation of a lesson in Biblical Studies may be divided into three phases. Although in subject didactics it is possible to recognise three phases in the lesson's structure, in practice the first two lesson phases cannot always be distinguished clearly. The following three phases can be distinguished in a Biblical Studies lesson:

- introduction
- presentation
- reinforcement.

It is sound practice to take these three phases into consideration when planning and preparing a lesson (see diagram 7.1).

The somewhat detailed explanation of lesson planning in teaching Biblical Studies will be of little or no use, even with a thorough knowledge of the subject. Knowledge alone is not enough. *It is essential to be able to apply the knowledge effectively in practice.* It should now be possible to apply the knowledge that has been mastered in the preceding chapters in the theoretical reflection on lesson planning. Care should be taken to gain a thorough understanding of the preceding chapters or this knowledge will not come into its own right in the planning of a lesson.

A discussion of the different phases of a Biblical Studies lesson now follows. Although the phases are dealt with separately, it will be found that they are very closely linked.

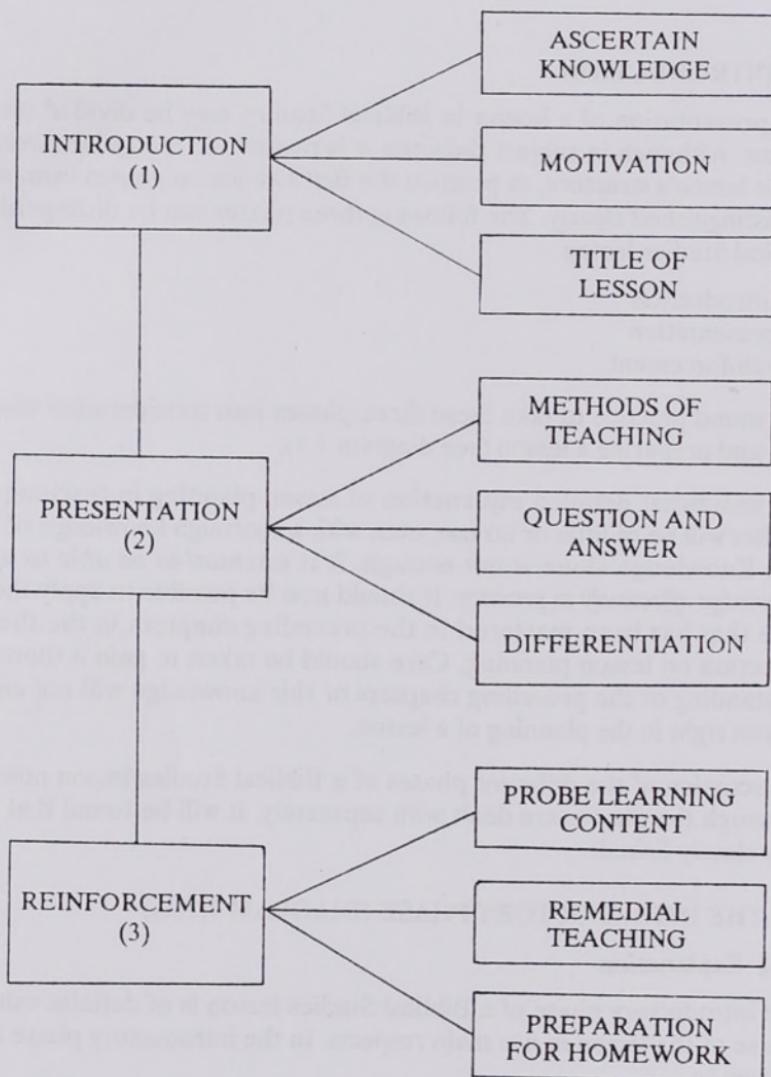
7.2 THE INTRODUCTORY PHASE (DIAGRAM 7.1(1))

7.2.1 Explanation

The introductory phase of a Biblical Studies lesson is of definite value to the course of the lesson in *two* main respects. In the introductory phase attention is given to

Diagram 7.1

LESSON PHASES AND ACTIVITIES



- a method for motivating pupils to become actively involved in the activities of the presentation and reinforcement phase; and
- a way of ascertaining the knowledge Biblical Studies pupils already have of the learning content to be taught in the presentation phase (existent knowledge).

7.2.2 Methods to motivate pupils to confine their attention to the lesson

7.2.2.1 Motivation to pay attention

In the course of the presentation phase of a lesson pupils ought to be motivated to confine their attention to the learning content that is presented to them. Coupled with the teacher's teaching technique this motivation can be accomplished by setting an immediate objective at the end of each lesson which the pupils have to fulfil with reference to the remote objective. Pupils must be motivated by means of each presentation of a lesson to become so involved in it that the remote objective is achieved systematically.

Methods aimed at motivating pupils to become involved in the presentation of a lesson will naturally be based on some form of self-activity. Motivating self-activity lead pupils to learn as well as possible while the teacher is presenting the lesson. Before the teacher starts with presenting the lesson, he informs the pupils of what is expected of them in the reinforcement phase. A requirement of participation is that pupils should become actively involved in the lesson in some way.

Involvement in the presentation of a lesson implies various possibilities.

7.2.2.2 Co-ordinated answering of short questions by pupils

Before commencing the presentation phase the teacher informs the pupils that each of them will have to answer a short test paper in the reinforcement phase. This short test paper is compiled as follows:

- Two short sets of questions, A and B, are compiled. Pupils receive alternative sets of questions in turn with a view to counteracting copying as far as possible.
- Each test paper consists of a maximum of ten questions.
- Each of the test papers (A and B) covers examples of the whole learning content that has just been presented.

After pupils have been given sufficient time to answer the questions in writing, the answers are verified as follows:

- A pupil who answered question 1 of paper A puts this question to another one who answered paper B. The latter pupil then has to answer question 1 of paper A orally. All the questions of paper A are put to pupils who answered paper B by various others who answered paper A.
- In the same way as above the questions of paper B are answered by pupils who answered paper A in writing.

While the questions are being answered orally the teacher and the pupils should pay attention to what is said. The following could emerge from the oral answers:

- Because the questioner wrote down an answer that is wholly or partly incorrect, he does not want to accept the correct answer of another pupil.
- The opposite is also possible. The oral answer given is wholly or partly incorrect.

As soon as a dispute arises between the pupil asking the question and the one answering, the other pupils in the class should try to provide the correct answer under the guidance of the teacher. The teacher may deliberately cause a dispute by questioning an answer, even if it is correct. In such a case, too, the rest of the class are expected to arrive at the correct answer by means of reasoning based on the extent to which they have been made receptive by the learning content.

In the way mentioned above more opportunities are created for pupils to answer questions, especially in a big class, than when the teacher puts a number of oral questions to a limited number of pupils. Even if not all the pupils have a turn to answer a question orally, they have all answered questions in writing. When there is an argument over the accuracy of an answer, more pupils get the opportunity to take part in answering a question than simply those who are asked the question.

7.2.2.3 Answering multiple-choice questions

Pupils are informed before the presentation phase that they will have to answer a number of multiple-choice questions in the reinforcement phase. In the reinforcement phase a multiple-choice paper with a maximum of 15 questions is given to pupils. In this type of paper more questions can be set because the questions can be answered much more quickly.

After the paper has been answered, the teacher sets to work as follows:

- The correct alternative as the answer to the question is not given.

- A group of pupils who jointly but independently of each other indicated the same alternative for the answer have to justify their choice. Each of the alternatives chosen by pupils is discussed. In this way guessing, which often happens in multiple-choice questions, is counteracted. Pupils have to account for their choice.
- Pupils are expected to determine the correct alternative (answer) jointly - with the assistance of the teacher, if necessary.

The relevance of the alternative answers provided for each question enables pupils to make subtle distinctions of revelational-historical realities which were made accessible to them during the lesson presentation. On the basis of discussions of alternative answers that were chosen, the growth of understanding which took place during the lesson presentation is taken further. It is the responsibility of teachers to ensure that the argumentation which takes place during the discussion of alternative answers sticks to the facts in question. When pupils interpret revelational-historical realities incorrectly, the teacher must intervene immediately to set the facts straight. It is precisely when pupils are applying norms they learned as realities that it becomes evident to what extent the lesson presentation in Biblical Studies was successful. There is a possibility at this stage of clearing up misconceptions pupils may have.

7.2.2.4 Pupils set short questions themselves

During the presentation phase pupils are required to set questions on the work that is being taught. Before the start of the presentation phase each pupil should be given the task of formulating at least three questions. In the reinforcement phase every pupil is given the opportunity of setting three questions on paper. Because questions may not be repeated, pupils are obliged to formulate more than just three questions. If they do not do so they run the risk of having other pupils ask the very questions they wished to ask before they had.

In the reinforcement phase pupils are given the opportunity in turn to ask *one* question at a time and to indicate which pupil should answer it. Answering questions presents the following possibilities:

- When a pupil cannot answer a question, the teacher steps in to reformulate the original question so that it can be more readily understood. As the next step, some clues can be given that lead to the desired answer, if necessary. Under no circumstances should the teacher give the answer to a question or call upon someone else to answer the question. If, despite the help that has been given, the pupil concerned is still unable to answer

the question, he is given the task of looking it up in the Bible and/or textbook.

As soon as a pupil has difficulty in answering a question, it is the task of the teacher, with his superior training and experience in the teaching situation, to deal with it.

- The answer given to a question is totally or partly incorrect. The teacher questions the answer by asking other pupils in turn what they think of the answer or a particular aspect of the answer. Without giving the correct answer, the pupils are helped through joint reasoning to arrive at the correct answer. Higher Grade pupils especially are taught in this way to acquire the skill of making use of factual knowledge in their reasoning.

On occasion, particularly when the teacher wishes to emphasise an important fact, he will question its accuracy when it is raised in an answer. Even if the pupil handled the fact correctly in his answer, the teacher will still question it. In this way Higher Grade pupils are compelled to discuss such a fact in a reasoned way so that by doing this they may be able to gain a deeper insight into it.

To ensure that the core facts of the presentation phase just concluded are brought up, the teacher also prepares a number of questions about them. The Teacher interrupts the pupils' questions now and then with his own questions. This ensures that essential revelational-historical sections which were dealt with receive the necessary attention.

The advantage of this method is that pupils are obliged to pay careful attention throughout the presentation phase so that they

- can ask meaningful questions;
- can give meaningful answers to any question they may be asked; and
- can make a significant contribution to discussions and arguments presented in the class.

This method motivates pupils to self-activity during the lesson presentation. The pupil will only be able to ask questions and later answer questions if he has paid attention.

7.2.2.5 Pupils repeat sections of the presentation phase

In the course of their teaching preparation teachers formulate a number of questions aimed at obliging pupils to give longer or shorter sections of the presentation phase just dealt with as answers. Depending on the kind of ans-

wers expected from them, pupils fix their attention on bigger sections of the learning content. To be able to remember these sections better, the pupils are encouraged to make brief notes of facts dealt with in the presentation phase. These notes then serve as starting-points for answering the questions. In this way Higher Grade Biblical Studies pupils in particular are taught how they ought to take notes when they attend lectures in Biblical Studies at university.

This method of questioning offers a good opportunity for differentiation:

- Standard Grade pupils answer questions that require them to reproduce knowledge with understanding.
- Higher Grade pupils answer questions that require them to apply the knowledge and understanding they acquired in the presentation phase.

Teachers render assistance when mistakes emerge in answering questions. Assistance is given in such a way that the other pupils in the class share in rectifying mistakes by means of reasoned discussions.

In this way pupils are given oral practice in answering long questions in a differentiated way according to their grade level. Because there is an opportunity for pointing out and rectifying possible mistakes, not only the pupil answering the question but the class as a whole knows the demands made by a long question. There is a possibility that questions, which are initially answered orally, may be answered in writing for homework.

As the pupils become skilled in answering long questions, the questions to be answered in writing can be varied to some extent from those which were initially answered orally. In this way pupils are being prepared to

- answer long questions with confidence and possible success in tests and examinations; and
- answer questions at university which are mostly in the form of long questions.

It is important that pupils should be opened up to revelational-historical realities in the above-mentioned way at the level at which they are taking Biblical Studies.

7.2.2.6 The effect of different types of questions on the self-activity and learning disposition of pupils

Answering short and multiple-choice questions requires pupils to pay particular attention to the details of the major part of the learning content in a les-

son presentation. These questions are aimed especially at testing particular factual knowledge. Since it is impossible to learn, know and understand a series of loose unrelated facts without their forming a whole, it is obvious that the major section of which the facts form part will not pass the student unnoticed. Answering long questions requires pupils to pay particular attention to the major parts of the lesson presentation. The nature of this question causes a shift in emphasis in pupils' attention during the presentation of the lesson. While the emphasis in a long question falls on bigger parts of the lesson presentation, the underlying facts which make up these sections cannot be ignored or overlooked.

To bring about well-balanced attention in pupils it is preferable to combine different types of questions when setting questions in the reinforcement phase.

7.2.2.7 Combinations of types of questions in the reinforcement phase of a lesson

(a) Introduction

To bring about any balanced attention in pupils at all during the presentation phase, various types of questions can be combined in the reinforcement phase. A combination of types of questions should take into account that pupils' attention is determined equally by underlying facts as by the major parts of the lesson design. The following combinations of types of questions may be considered.

(b) Combination of short and multiple-choice questions

The above combination, which is often unavoidable because not all learning content lends itself to being tested by means of multiple-choice questions, also serves a particular goal. Pupils are required to provide a short, self-reasoned answer to the short questions. When it comes to answering multiple-choice questions, the teacher who sets the questions takes the initiative in the presentation of his alternative answers to offer the pupils different arguments. The pupil must interpret these arguments to be able to furnish the correct answer.

(c) Combination of short or multiple-choice and long questions

The first part of this paper consists of short or multiple-choice questions which are aimed at testing particular facts. The second part of the paper, which consists of one or at most two long questions, is aimed at a major unit of the learning content. Such a paper, which is evaluated by means of discus-

sion, is aimed at ascertaining to what extent pupils have understood the lesson just presented.

On the basis of this type of test paper pupils have to pay attention during the lesson presentation to the details *and* to the major sections of the Biblical Studies lesson. Because the reinforcement phase lasts only ten minutes, this test paper cannot be too long, otherwise there will be no time for discussion.

(d) *Summary*

The above-mentioned methods for involving pupils actively in the course of the lesson are discussed in the introductory phase of the lesson. This is done because pupils have to know in this phase what type of question will be applied in the reinforcement phase. Pupils have to prepare themselves during the presentation phase to be able to participate in the reinforcement phase.

7.2.3 Setting differentiated questions in the introductory phase of a lesson

7.2.3.1 *Introduction*

There are two types of introductory phases in a Biblical Studies lesson:

- an introductory phase which is a continuation of a previous lesson presentation; and
- an introductory phase in respect of a new topic in the presentation phase.

If there is to be a meaningful presentation phase, then a separate approach to each of these two types is necessary.

7.2.3.2 *An introductory phase which is a continuation of a previous lesson presentation*

Already at this early stage it is necessary to differentiate between Higher and Standard Grade.

(a) *Higher Grade pupils*

For Higher Grade pupils it is possible to set a problem in the introductory phase of a lesson. These pupils are given the task of displaying a knowledge and understanding of the previous lesson in a written answer which is preceded by a brief oral discussion. This aspect of the Higher Grade teaching is revised purposefully in this way so that it can serve as the basis for revelational-historical realities to be dealt with in the coming lesson. In answering the problem these pupils must have the necessary knowledge and un-

derstanding, but not at the same level as the Standard Grade pupils. The Higher Grade pupils are independently engaged in answering the problem.

(b) *Standard Grade pupils*

For this group of pupils, the question-and-answer method is applied to test their knowledge and understanding of the previous lesson.

(c) *Summary*

Naturally, it is the Higher Grade pupils who have to attempt to answer a problem in Biblical Studies independently. The Standard Grade pupils are dependent on the support of the teacher to a greater degree.

7.2.3.3 An introductory phase for a new topic in the presentation phase

When a new topic is to be taught in the presentation phase of a Biblical Studies lesson, it is necessary to ascertain pupils' existent knowledge of the topic. This is usually done orally by means of the question-and-answer method. Questions are made increasingly difficult to determine the quality of the pupils' previously acquired knowledge.

The teacher must also determine by means of these questions to what extent the class in general is capable of giving answers. If it becomes apparent from the answers that most of the pupils cannot give any further answers the introductory phase goes over into the presentation phase.

7.2.3.4 The title of a lesson in Biblical Studies

(a) *Announcing the title*

Announcing the title of a lesson in the introductory phase has advantages and disadvantages.

(b) *Advantages*

One of the advantages is that in the presentation phase the teacher is obliged to keep within the limits of the title in presenting learning content. In this way teachers are to a certain extent obliged to deal in detail with learning content related to the title.

Another advantage is that pupils then know precisely what such a lesson will cover. Because they know what the lesson is about, they are able to form a better understanding of the learning content presented.

(c) *Disadvantages*

One of the disadvantages is that some pupils could possibly decide on the basis of the title that they are not interested in that particular lesson. When this happens, those pupils are not involved in the lesson from the outset. Such a negative disposition can only be overcome if the presentation phase proves to be so interesting that those pupils cannot help being interested and paying attention.

When teachers always announce the title at the start of a lesson in the same way, the announcement loses the desired effect. It is essential to bring lesson titles to pupils' notice in different ways so as to attract their attention and interest.

(d) *Various ways of announcing the title of a lesson*

To a great extent, the way in which a title is announced will determine the pupils' interest in the lesson.

(i) *The title takes the form of a question*

An example of such a question is:

How many times did Jesus purify the temple?

The question contained in the title must be answered in the course of the lesson. If at all possible, the pupils themselves must contribute to the solution of the problem.

(ii) *The title as a contentious statement*

An example of a contentious statement could be:

Gideon was actually a coward.

On the basis of Judges 6:11-16, a case could be made out for this contentious statement. This title makes Gideon's later heroism stand out more strongly.

(iii) *Pupils must give the lesson a title*

The teacher announces that the lesson will deal with Hezekiah's illness, but he expects the pupils to give the lesson a specific title. The teacher has actually given the pupils the title of the lesson already. By requiring the pupils to formulate a title themselves in the reinforcement phase, the teacher is establishing whether they have grasped the overall main theme of the lesson.

A variation of the above is to ask pupils in the reinforcement phase whether

they agree with the title of the lesson given at the start of it. In this way the teacher determines whether he or she

- presented the lesson in such a way that pupils grasped its basic idea; and
- did not stray from the topic of the lesson to such an extent in his presentation that it cannot be described in a single title and so his original title is no longer valid.

(e) Summary

The title of a lesson should be announced in the introductory phase so that pupils know what the lesson will cover. The way in which the announcement is made determines with how much interest pupils will follow the lesson.

7.2.4 The importance of the introductory phase in a Biblical Studies lesson

The introductory phase of a lesson is important for two main reasons:

- In the introductory phase pupils are informed as to the type(s) of question(s) they will have to answer in the reinforcement phase. Because they know they will have to answer these questions then, pupils are motivated to pay attention during the presentation phase of the lesson. The questions announced during the introductory phase steer the lesson in a particular direction.
- During the introductory phase the teacher establishes the quality of knowledge and understanding that can be built on in the presentation phase of the lesson. If he should establish that some pupils lack the necessary knowledge and understanding to be able to proceed with the next phase, it is necessary to teach the required content.

The introductory phase is the indispensable starting point for the presentation phase of a lesson in Biblical Studies.

7.3 THE PRESENTATION PHASE (DIAGRAM 7.1(2))

7.3.1 Introduction

In the presentation phase of a lesson, unknown - that is new - relational-historical realities are made accessible to pupils as learning content. In this phase of the lesson differentiation between Higher and Standard Grade pupils emerges. Teaching both grade levels in the same class can be difficult at times and cause problems, but these are not insurmountable. At the start both groups are taught with the object of acquiring knowledge and understanding of the learning content under discussion. After this has been done,

differentiation takes place. The joint teaching of Higher and Standard Grade pupils will now be considered.

7.3.2 Clarifying fundamental knowledge and creating understanding of revelational-historical facts

During the introductory phase pupils are informed of the method with which they will be evaluated in the reinforcement phase. It is thus presumed that pupils are motivated to participate in the presentation phase.

To start with the meaning of the particular revelational-historical learning content is explained by means of an oral method, mainly storytelling, with reference to relevant scriptural passages. Such an explanation requires that a commentarial-exegetical study of the passages of Scripture concerned be undertaken during teaching preparation. The lack of commentaries suitable for pupils is a serious shortcoming. By means of the motivation method pupils are persuaded to pay attention to what they are taught orally.

While the teacher is presenting the lesson, he ascertains by means of the question-and-answer method to what extent pupils grasp what is being taught. Evaluation by means of the question-and-answer method has a twofold value in this phase of the lesson:

- How far pupils have kept up with what was taught in class is established. If not all the pupils grasped everything, it is necessary to briefly remedy the situation. In this way the teacher can prevent some children from struggling in the teaching situation, which later hinders them from being able to participate successfully in the reinforcement phase.
- If, when the work is repeated, it is found that most of the pupils show little or no grasp of what they were taught, there is something wrong with the teaching method(s) applied by the teacher. It is necessary to eliminate the shortcomings so that the pupils' needs can be met.

The application of the question-and-answer method at regular intervals contributes to the successful unfolding of new learning content in a lesson. After each main point in the presentation phase a number of questions are asked.

To establish a unit of main facts in the pupils' minds, the teacher refers to each consecutive main fact. After each main fact is fully discussed, the teacher asks questions that emphasise it and that link it to the previously discussed main facts. Applying the question-and-answer method in this way requires the teacher to formulate appropriate questions during his lesson planning. The questions bring about a dialogue between the teacher and his

pupils. This situation within the context of the lesson enables the teacher to assess the degree to which the learning content has been made accessible.

After clarifying fundamental revelational-historical learning content, differentiation between Higher and Standard Grade pupils takes place.

7.3.3 Differentiation between Higher and Standard Grade pupils

7.3.3.1 Explanation

At this stage of presenting the lesson the class is approached in two separate groups: Higher and Standard Grade pupils. Each of the groups is now involved in studying Biblical Studies at its particular level. The separate teaching presented at the different grade levels brings two "separate classes" into being. Well thought out teaching planning is required to teach both groups meaningfully at the same time.

7.3.3.2 Differentiated teaching to Higher Grade pupils

Higher Grade pupils are led to be able to assimilate knowledge and understanding that was clarified in the previous stage of the presentation of the lesson. Even a Std X Higher Grade pupil is not always capable of assimilating knowledge as well as insight meaningfully in a problem situation.

Let us study the commandment which forbids the Name of the Lord being misused as an example. After a fundamental grasp of and insight into the commandment has been unfolded in the previous stage, these can be applied in the following ways:

- by considering the positive content of the commandment; and
- by examining the connection between taking the Name of God in vain (profanity) and taking an oath (Duvenage 1970:106-107).

Studying the positive content of the commandment entails reflecting on the way in which the Name of the Lord may be used. According to Gispen (1964:684), the term "in vain" means that the Name of the Lord may not be used in a lying or criminal way (e.g. perjury) or without thinking (e.g. cursing, swearing). This means that the Name of God may not be used in an unworthy way.

The second problem, namely the connection between taking an oath and taking the Name of God in vain, is closely related to the first one. By using the Name of God in a positive way, taking an oath will not constitute misusing the Name of God.

Based on their study of the first problem, Higher Grade pupils can attempt to probe this problem more independently with the help of the prescribed textbook and supplementary literature.

As pointed out, problems should be planned, set and formulated in such a way that successive problems are related to each other to some extent. This then enables pupils in the Higher Grade to work more independently within the context of a particular revelational-historical reality. This is an essential ability where there is joint differentiated teaching in the same class. In this way Higher Grade pupils are prepared to be able to study independently at tertiary level.

7.3.3.3 Differentiated teaching to Standard Grade pupils

In the second stage of the presentation phase of the lesson Standard Grade pupils are helped to deepen their knowledge based on their understanding of the learning content. When dealing with the commandment forbidding the profane use of the Name of the Lord, the following questions will help to shed more light on the study being undertaken:

- In what way did the Jews understand this commandment?
- Is there a possibility that the Name of God is used profanely in worship?
- Is the Name of God only used in vain when someone swears?

These questions have been arranged in this order for definite reasons:

- The questions are attempting to clarify factual knowledge about the revelational-historical topic.
- The questions have been arranged in such a way that the degree of difficulty increases from one question to another. The third and most difficult question requires some degree of assimilation of concepts. This is a question that is meant more specifically for a Standard Grade pupil in the higher category. It is most likely that not all Standard Grade pupils will be able to answer this last question successfully.

As in the case of the Higher Grade pupils, those on the Standard Grade level also have to learn to work independently within the context of their studies. This is absolutely necessary given the nature of the particular class situation in which they find themselves. The teacher must have an opportunity to alternate his attention between Higher and Standard Grade pupils.

7.3.3.4 Organising alternating personal attention of teachers between the two grade levels

During this stage of the presentation phase the teacher has the task of being involved with two grade level groups at the same time, both of whom require equal attention from him. Under the pressure of circumstances the teacher is then obliged to divide his attention as equally as possible between the two groups. The following procedure would possibly lead to a measure of success:

- Provide the Standard Grade pupils with source material related to their first question and ask them to read the references independently.
- While that group is occupied with its reading, give attention to the Higher Grade pupils. To prepare them to answer the problem set for them in writing, discuss it with them. After they have completed their written answers to the first question, they must undertake independent reading to be able to probe the next problem.
- While the latter group is busy writing, the teacher gives his attention to the Standard Grade pupils. Their independent reading is discussed before they can present an answer in writing.

The different assignments given to the respective grade levels are discussed with each grade level in turn according to the above procedure. Handling differentiated teaching according to the method shown makes specific demands on the teacher:

- The times when personal attention is given to various groups in turn should, as far as possible, be of equal length. Because of the limited duration of periods this does not allow the teacher much time, at most a few minutes per grade level.
- The time limit experienced by the teacher for necessary explanation at each grade level demands extremely precise and close preparation of this facet of the presentation of the lesson. Teachers must succeed in being able to explain clearly and distinctly in the short time at their disposal, and then in such a functional way that no repetition is required.

In due course pupils at both grade levels become accustomed to the pressure that is experienced in this phase of the lesson. Pupils learn to work independently and to pay optimal attention when the teacher uses the short time to explain something. The procedure can be varied to some extent in having the Standard Grade and the Higher Grade group alternatively commence this phase with independent reading. Accordingly, then, the teacher devotes his personal attention first to each of the grade levels in turn.

7.3.3.5 Summary

The disadvantage of this joint teaching is that, as a result of a lack of time in a period, the teacher cannot devote sufficient time to teaching both groups. It is pupils in the lower category of their particular grade level who suffer as a result. The Higher Grade pupil is then transferred to the Standard Grade which means that he then could forfeit university entrance. The Standard Grade pupil could possibly fail the subject, which in turn could lead to his failing the year as a whole.

An advantage is that pupils in both grade levels are obliged to study independently (self-activity is promoted). The Higher Grade pupil in particular who wishes to continue his studies at tertiary level soon becomes trained in being able to undertake independent study.

7.3.4 The reinforcement phase (diagram 7.1(3))

7.3.4.1 Explanation

The reinforcement phase of a lesson offers a rounding off of learning content to which the pupils were introduced in the presentation phase. Making learning content accessible, which started in the presentation phase is taken further in the reinforcement phase.

7.3.4.2 Answering questions

Questions that were announced in the introductory phase are answered and evaluated in the reinforcement phase. The evaluation of these questions, in which pupils also have a share, reveals the knowledge and understanding which they have acquired. On the basis of what has been established through evaluation, teachers can further refine the knowledge of and insight into learning content.

With a view to teaching pupils to approach learning content from various perspectives, the types of questions they have to answer should be varied from time to time. The reinforcement phase can be used to give pupils practice in answering long questions.

7.3.4.3 Value of the reinforcement phase

(a) In the classroom

The reinforcement phase in a lesson entails more than simply closing the presentation of the lesson by ending it off. In this phase of the lesson pupils are given the opportunity to probe learning content in such a way that they need only revise at home. In this phase of the lesson teachers must really

make use of the time to impress the relevant learning content firmly on pupils' minds.

During the reinforcement phase the necessary preparation takes place to enable pupils to do their homework successfully.

(b) *In respect of homework*

The task that is given to pupils in the reinforcement phase, which they have to revise at home, should be explained to them in detail. The following aspects are important:

- Differentiation must be carried through in respect of learning content for homework, that is why Higher and Standard Grade pupils are given separate assignments. The assignments agree with the respective grade levels of the pupils.
- When it comes to answering questions, pupils could undertake to answer some of those with which they had problems in the reinforcement phase. This amounts to revision and improvement of work done in the reinforcement phase. The assignment set for homework must link up with what was done in the presentation and reinforcement phases. Pupils are then engaged at home in revising and further reinforcing revelational-historical learning content as this has already been made accessible to them.
- Pupils in the separate grade levels can be given the task of studying specified sections of the prescribed textbook according to their particular study field. Usually this amounts to both grade levels studying the same sections in the textbook, but each from the specific differentiated perspective of their study field.

To allow pupils to carry out the last-mentioned study successfully, in the presentation and reinforcement phases the learning content discussed should have a bearing on that section mentioned in the prescribed textbook. If this is not the case, pupils of both grade levels have to study a specific section of the textbook independently. Although it is not wrong to give pupils a task like that, this does not, strictly speaking, entail revision.

With reference to the above, pupils can be given the task, according to their differentiated grade level, of undertaking self-study as homework. The nature of the self-study should have a bearing on the learning content of revelational-historical realities which were clarified in preceding teaching phases already. This self-study, which takes the Bible as its starting-point, is further unfolded by means of additional literature.

7.4 SUMMARY OF LESSON PRESENTATION IN BIBLICAL STUDIES

The three phases into which a lesson has been divided in the foregoing serves solely to facilitate discussion and to enable the teacher to undertake his teaching planning systematically. The inherent unity of the lesson may be illustrated as follows:

- The thoroughness with which questions are formulated for the introductory phase of the lesson serves as the basis for presenting learning content in the presentation phase. The introductory questions serve as the basis for ascertaining pupils' existent knowledge and understanding before the teacher can commence with the presentation phase. Poorly formulated questions do not reveal possible shortcomings in the existent knowledge of pupils. This in turn has disadvantages for the presentation phase of the lesson.
- The nature of the questions that are set to pupils during the introductory phase determines the focus of their attention during the presentation phase as well as in the reinforcement phase.
- The learning content dealt with in the presentation phase is rounded off in such a way in the reinforcement phase that pupils will be able to complete their homework with understanding.

Each phase of the lesson thus has its own particular function which contributes to the success of the Biblical Studies lesson as a whole.

8 Lesson types

8.1 INTRODUCTION

In this work the term "lesson types" indicates a particular type of lesson that is taught in conjunction with its learning content. The discussion of lesson types which follows is intended only as a guideline for the presentation of the lesson in Biblical Studies where specific learning content is raised.

Teachers should keep in mind that the learning content of a lesson can never be of a purely historical nature. Time and again within the whole of the historical content there are revelational components with abstract meanings and aims. Teachers therefore usually have to teach an abstract component.

On the other hand, there is also learning content with a totally abstract meaning within the historical background in which it is embedded. In these lessons the historical component only plays a supplementary role. In this instance the historical serves merely to indicate the time and/or place of the particular events.

Lesson types in Biblical Studies teaching will be discussed under the following two headings:

- ° historical learning content with an abstract revelational component; and
- ° abstract learning content which takes place in a historical context.

8.2 HISTORICAL LEARNING CONTENT WITH AN ABSTRACT REVELATIONAL ELEMENT

8.2.1 Explanation

In teaching Biblical Studies many of the historical narratives in the Bible with which pupils are already familiar are taught again. Because pupils are already familiar with the narrative, some of them are then no longer interested in the lesson. To overcome this lack of interest the teacher is required to apply

specific techniques to motivate pupils to focus their attention on the presentation of the lesson. Several examples of lesson types to serve as guidelines for a lesson now follow.

8.2.2 Examples of lesson content with a mainly historical character

8.2.2.1 Abraham's calling (*Genesis 12:1-9*)

This lesson, which has a mainly historical meaning, also indicates the "sealing of the covenant" with Abraham, which forms the abstract component. Within the context of the "calling", with which most pupils are familiar, the "sealing of the covenant" is taught, which presents a new insight.

(a) Introductory phase of the lesson

(i) Title of the lesson

If this lesson is announced as "the calling of Abraham", there is a possibility that a number of pupils will show no interest in the topic - they have heard the topic several times already. The title should be formulated in such a way that pupils are confronted with something new in the learning content concerned. A title such as (i) "God seals a covenant with Abraham" or (ii) "Abraham obeys God" should appeal to pupils more than "The calling of Abraham". Title (i) is preferable to title (ii). The "covenant" is an important revelation of God within these historical events.

(ii) Questions to determine existent knowledge

The question-and-answer method is used to determine pupils' existent knowledge in respect of the historical events. Pupils must know that Abraham moved with his family from Ur to a land which he did not know.

(iii) Types of questions

Pupils are told what types of questions they will have to answer in the reinforcement phase.

(b) Presentation phase

- The calling of Abraham is taught according to *Genesis 12:1-8* regarding the historical background according to pupils' existent knowledge. If pupils do not have sufficient knowledge of this aspect of the learning content, it is to be supplemented.
- The sealing of the covenant which took place in the historical context according to *Genesis 12:1-3* and 7 is explained.

- After the initial sealing of the covenant with Abraham has been taught, other texts where the covenant is reported are discussed: Genesis 13:14-17, 15:7 and 17:2-4.

Pupils have learned about Abraham's calling within its historical background. The sealing of the covenant, which is the abstract concept within the historical events, has been raised and discussed. The pupils' attention has been drawn to the fact that the initial covenant in Genesis 12 is brought to the fore more clearly again and again in the texts that follow.

God chose Abraham to enter into and seal a covenant with Him. This covenant, where God took the initiative, laid the foundation for the Ten Commandments which were later given to Israel. The initiative that God took long ago still holds today for believers, who are regarded as Abraham's descendants. Baptism is the sign of this covenant.

Teachers should take into account that

- the election of Israel can be mentioned in this lesson. This concept is a dogma which does not come up for discussion in Biblical Studies; and
- baptism is the sign of the covenant, irrespective of when it takes place. There is no argument about this in Biblical Studies.

(c) Reinforcement phase

The questions that are set should test the historical aspects, but also and especially the aspect of the covenant.

8.2.2.2 The ruling period of the Judges (Judges 3 and 6)

Historically, in the period of the Judges the theocratic form of ruling emerged in Israel. Examples must be taken from the history of the Judges in such a way that it is clear how God ruled His people in a special way. Theocratic rule is the abstract component of the historical reality of rule by the various Judges.

(a) Introductory phase

(i) Title of the lesson

In announcing the title of the lesson it should be borne in mind that the term "theocracy", which indicates the content of the lesson, is unfamiliar to most pupils. A strange term which does not address or appeal to most of the pupils will not motivate them to show interest and participate actively in the lesson. A striking title must be found to describe the theme of the lesson within the

fields of interest and comprehension of pupils. The title could possibly take the form of a question:

Who ruled over Israel in the time of the Judges?

The question in the title gives an indication that it was not the Judges themselves who ruled.

(ii) Questions to ascertain existent knowledge

The existent knowledge of pupils should be focused mainly on a general understanding of the historical background of the Judges. This knowledge serves as the starting-point for explaining the term "theocracy".

(iii) Types of questions

The types of questions that have to be answered in the reinforcement phase are announced.

(b) Presentation phase

- (i) Explanation of the term "theocracy".
- (ii) Discussion of the calling of a number of Judges, with examples

- (aa) Othniel Judges 3:9-10
- (bb) Ehud Judges 3:15
- (cc) Gideon Judges 6:7-16.

From the examples taken from Judges it is clear that God delivers Israel from their enemies when they show signs of repentance. God rules Israel by means of this deliverer or Judge. A synoptic study of Gideon's rule (referred to in (cc)) in Judges 6-8 is the final portrayal of the meaning of theocratic rule in Israel. Judges 8:22-23 spells out clearly the meaning of the office of a Judge, especially:

... I will not be your ruler, nor will my son.
The LORD will be your ruler.

The idea of theocracy comes out strongly in the words "... the LORD will be your ruler". In this way the answer to the question in the title is given and at the same time, too, an explanation of how God ruled in the time of the Judges.

(c) Reinforcement phase

Questions that are set in this phase must test pupils' knowledge and understanding of the term "theocracy" in particular. This knowledge and under-

standing is based on the historical background of the Judges discussed in the lesson and must also be tested.

8.2.2.3 Philip and the Ethiopian Official (Acts 8:26-40)

This story, which is a historical reality, carries the inherent abstract meaning of the prophecy in Isaiah 53:7, which was fulfilled in the crucifixion of Christ. Isaiah's prophecy plays a special role in the course of the story within the context of the historical events.

(a) Introductory phase

(i) Title of the lesson

To draw the pupils' attention to the lesson, the title could be announced in the words of Acts 8:30(c):

Do you understand what you are reading?

To link this title to the pupils' train of thought, the question can be developed further to:

Do you understand what you are reading in the Bible?

The latter question is the real reason for studying Biblical Studies as a subject.

(ii) Questions to ascertain existent knowledge

Pupils' attention is focused particularly on the historical content of the story. Their existent knowledge is built on in the presentation phase.

(iii) Questions in the reinforcement phase

Pupils are told what types of questions will have to be answered in the reinforcement phase.

(b) Presentation phase

- ° To expand on the pupils' existent knowledge they are taught more about the historical details of the meeting between Philip and the Ethiopian Official. This history forms the background to the prophecy that is raised and discussed.
- ° Acts 8:30 - Philip hears the Official reading from Isaiah. Philip asks himself to what extent the Ethiopian really understood the prophecy. For this reason Philip asks the Official whether he understands what he is reading.

- Acts 8:32-33 - The Official does not grasp the symbolism of this prophecy of Isaiah and thus does not really understand what he is reading.
- It is possible that while Isaiah was prophesying (53:7) he did not know the real meaning of his prophecy. For Isaiah this particular pronouncement had a bearing on the period in which it was addressed to the people. After the crucifixion of Jesus it became clear how these prophetic words were fulfilled. For this reason Philip could teach the Official about Isaiah's prophecy on the grounds of what he had been reading: Acts 8:35.
- Based on the foregoing teaching, two abstract concepts have been impressed on pupils:
 - Pupils are introduced to the meaning of the word "prophecy". In this instance the abstract meaning comes to the fore in a certain sense in practice. The words written by Isaiah many years previously in the time of the exile are so real to the Official and Philip that they are also relevant for their lifetime. The eternal truth of the Word of God is a reality.
 - In the New Testament Christ fulfils the expectation of the Old Testament. Bruce (1970:89) explains: "As the historic fact of Jesus' undeserved suffering and death is certain, equally certain is it that through His suffering and death men and women of all nations have experienced forgiveness and redemption just as the prophet foretold."

The abstract value of God's revelation must be perceived within the context of the historical story. This perception is the real meaning of the teaching of Biblical Studies.

(c) Reinforcement phase

Questions are set with the purpose of testing the abstract value in particular of Acts 8:6-40 against the background of the historical events to assess the pupils' perception.

8.2.2.4 Differentiated teaching of lesson contents with a principally historical learning content

(a) Standard Grade pupils

Standard Grade pupils are given the task of acquiring knowledge from the historical realities of the stories. With regard to the examples given above, this includes:

(i) The calling of Abraham (Genesis 12:1-8)

Historical details of this story as a whole which involves a study of the whole of Genesis 12. Pupils also learn of the sealing of the covenant without having to probe the abstract meaning.

(ii) The rule of the Judges (Judges 3 and 6)

Historical details of the minor Judges - Othniel (Judges 3:7-11), Ehud (Judges 3:15-30) and Gideon (Judges 6:1-40). Pupils are expected to have an extensive knowledge of the history of these Judges including the reality that God ruled over Israel through the Judges.

However, the Standard Grade pupils do not need to probe the abstract meaning of the term "theocracy".

(iii) Philip and the Ethiopian Official (Acts 8:26-40)

The historical details of the story including the fact that the Ethiopian did not understand what he had read has to be taught. The abstract meaning of the content is not intended for these pupils.

Standard Grade pupils have to master the facts with understanding so that they can probe the logical course of events. They are introduced to the events which have an abstract meaning. That is not to say, however, that the higher level Standard Grade pupil is incapable of partially understanding the abstract meaning. Such understanding heightens or enriches the level of these Standard Grade pupils' study.

(b) Higher Grade pupils

Higher Grade pupils are given the task of being able to probe specific abstract concepts against the background of historical events. With these pupils the emphasis is on the abstract.

(i) The calling of Abraham (Genesis 12:1-8)

The covenant with Abraham, which forms the basis for the covenant relationship between the believer and God, is the main focus without removing it from its historical context.

(ii) The rule of the Judges (Judges 3 and 6)

The theocratic form of ruling Israel during the era of the Judges is studied.

(iii) Philip and the Ethiopian (*Acts 8:26-40*)

Prophecy and Christ's fulfilment of prophecy are studied.

(c) *Summary*

Lesson presentations with historical learning contents which include an abstract revelational element are presented in such a differentiated manner that both grade levels of pupils benefit from the teaching.

8.3 MAINLY ABSTRACT LEARNING CONTENT CONTAINING A HISTORICAL CONTEXT

8.3.1 Explanation

The often abstract character of learning content in Biblical Studies leads to a tendency among teachers to only treat the particular abstract topic, such as "fulfilment". This is done without taking the historical perspective into account. Dealing with abstract concepts in teaching requires them to be explained within a particular historical context. Because these lesson presentations are conducted in a more or less similar form, only one example is given.

8.3.2 Jesus came to fulfil the Old Testament - the term "fulfil" or "fulfilment"

(a) *Introductory phase*

(i) *Title of lesson*

The title of the lesson may be presented in the form of a problem. By doing this the term "fulfilment" can arouse the interest of the pupils. The title could for instance, be presented as:

Did Jesus come to fulfil the Old Testament or to abolish it?

(ii) *Determining existing knowledge*

Discuss the term "fulfil" or "fulfilment" in the pupils' daily life. Has a pupil ever experienced something that he really desired being realised? His wish has then been "fulfilled". How does "fulfilment" take place in the life of Christ on earth?

(iii) *Types of questions*

Announce what types of questions the pupils will have to answer in the reinforcement phase of the lesson.

(b) Presentation phase

With reference to the introductory phase the teacher points out texts in the New Testament where mention is made of the fulfilment by Christ. Exemplary texts are chosen to form a unit.

- Matthew 2:15 refers to the fulfilment of the Word of the Lord spoken through the prophet. In this text Matthew is referring to Hosea's (11:1) prophecy: "I called my Son out of Egypt."

In this case the prophecy was not fulfilled by any direct action of Christ. A prophecy about the life of Jesus was fulfilled (Ridderbos s.a.:45-46).

- Matthew 5:17 - here Jesus refers to the Old Testament by saying: "I have not come to abolish but to fulfil."

This text gives the answer to the question in the title of the lesson. From this text it is clear that Jesus obeys the demand made on Him by the Father. This pronouncement of Jesus has a particular bearing on His role and work as Teacher and Preacher of the Old Testament (the law and the prophets) on earth (Ridderbos s.a.: 46). Ridderbos (1972:258-259) points out that Jesus came to bring to full completion the law of God by which He makes His will known.

The main meaning of this pronouncement by Jesus is that by fulfilling the Old Testament He shows complete obedience to God the Father.

- John 19:30(b) - "It is finished."

These words of Jesus from the Cross signify that He has completed His task on earth given to Him by the Father. According to Hendriksen (1979:435): "As Jesus saw it, the entire work of redemption ... had been brought to completion."

Pupils' attention must be drawn to the fact that (i) the Son who was called out of Egypt (ii) fulfilled the expectation of the Old Testament in obedience to such an extent that (ii) He died for sinners on the cross.

(c) Reinforcement phase

Questions are set in such a way that they test knowledge and understanding of the fulfilment perfected and completed in Christ.

8.3.3 Differentiated teaching of learning content with a mainly abstract meaning

8.3.3.1 Standard Grade pupils

Since learning content of an abstract nature appeals to the understanding and insight of pupils, it is intended mainly for Higher Grade pupils. Standard Grade pupils can be involved in learning content to the extent that they will go into the specific historical aspect in more detail.

The attention of Standard Grade pupils is drawn in this case to the occasions when Matthew points out that a particular prophecy has been fulfilled. This study, which may be undertaken independently by Standard Grade pupils, could be carried out under the following headings:

- the text verse(s) in which Matthew mentions the fulfilment of a prophecy;
- the specific prophecy which Matthew refers to as being fulfilled; and
- the way in which the fulfilment is being completed.

To undertake this study pupils have to read the book carefully to be able to ascertain the first aspect. They will have to consult supplementary literature to be able to show the second and third ones.

Standard Grade pupils are thus introduced to a particular abstract concept without having to probe it.

8.3.3.2 Higher Grade pupils

This learning content can be presented to Higher Grade pupils by setting them the task of studying the term "fulfilment" as set out in the example. The historical background that forms the context of the abstract concept "fulfilment" helps pupils to form a better understanding of it. If the teacher presents this concept (or other abstract concept) by means of complicated explanations outside the Bible, pupils find it difficult or even impossible to understand it.

8.3.3.3 Summary

A differentiated lesson presentation with regard to a mainly abstract concept in Biblical Studies amounts to Standard Grade pupils being introduced to the term as such without going into it in depth. In reality such an approach means that these pupils are given a separate lesson on such a topic.

Higher Grade pupils are expected to understand an abstract term in such a way that they will eventually be able to apply it in answering a question. The following is an example of a question that requires them to do so:

With reference to Matthew 5:43-48, explain how Christ brought the commandment concerned to fulfilment.

8.3.4 Applying types of lessons in teaching Biblical Studies

The application of a type of lesson to teach a particular learning content does not in itself guarantee the success of that lesson or teaching in Biblical Studies. After the teacher has decided to use a particular type of lesson, he has to prepare himself within its framework to be able to teach the learning content successfully.