

# EGCSE

Eswatini General Certificate of Secondary Education

## RELIGIOUS EDUCATION SYLLABUS

Subject Code: 6893

For Examination in 2021 - 2023



Examinations Council  
of Eswatini

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## **ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION**

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### **Broad Guidelines**

The Ministry of Education and Training is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

### **Eswatini's National Education Policy Directives**

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- Provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g., the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

### **The National Curriculum for Form 4 and Form 5**

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must offer **five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

### **Compulsory Subjects**

- SiSwati – either First Language or Second Language
- English Language
- Mathematics
- Science
- Religious Education

### **Fields of Study**

- Agriculture Field of Study
- Business Studies Field of Study
- Home Economics Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

## **INTRODUCTION**

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The Eswatini General Certificate for Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. The syllabus assumes that the learners have been through a Junior Secondary Programme of Religious Education. The purpose of the Religious Education syllabus is that through the study of the life and teachings of Jesus Christ and the Acts of the Apostles; Learners will have an understanding of the Christian beliefs, teachings, practices and influences on the lives of individuals and community; and be encouraged to adopt Christian values and behaviour.

EGCSE syllabuses follow a general pattern. The main sections are:

Aims  
Assessment Objectives  
Assessment  
Curriculum Content

Religious Education is a Core Subject and falls into the compulsory subjects group which includes: English language, SiSwati, Science and Mathematics.

## **AIMS**

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The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in Religious Education for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. Develop learner's knowledge of the life and teaching of Jesus, and the development of the early Christian Church
  2. Develop an enquiring approach to the study of biblical texts, the ideas they contain and the ways in which they may be interpreted
  3. Explore religious, ethical and historical questions and how they can be applied in personal life
  4. Enable learners to make informed decisions on issues arising from their personal and social lives
  5. Equip learners with a suitable foundation for ethical and moral decision making in their lives
  6. Develop a range of transferable skills which will support learners in their lives
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## **ASSESSMENT OBJECTIVES**

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Assessment Objectives in Religious Education are:

**AO1:** Knowledge and understanding

**AO2:** Evaluation

A description of each assessment objective follows.

### **AO1 KNOWLEDGE AND UNDERSTANDING**

Learners should be able to:

Describe and explain specified biblical passages and the teachings they contain using knowledge and understanding. Where appropriate, they may be asked to relate these passages and teachings to modern issues and everyday life.

### **AO2 EVALUATION**

Learners should be able to:

Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints related to the biblical teachings and characters they have studied. Where appropriate, they may be asked to answer in relation to modern issues and everyday life.

### **Specification Grid**

The relationship between the assessment objectives and the components of the scheme of assessment is as follows:

<b>Assessment Objective</b>	<b>Paper 1</b>	<b>Paper 2</b>	<b>Weighting for qualification</b>
<b>AO1</b> Knowledge and understanding	30%	30%	<b>60%</b>
<b>AO 2</b> Evaluation	20%	20%	<b>40%</b>

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

## ASSESSMENT

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### Scheme of Assessment

**All papers are compulsory.** Candidates must enter for Papers 1 and 2 and are eligible for the award of Grades A\* to G. A description of each paper follows.

#### **Paper 1 The portrayal of the life and teaching of Jesus in the Gospel of St. Luke**

(1 hour 45 minutes) consisting of 80 marks

Candidates will be required to answer all four questions set. Each question has two parts and carries 20 marks. Questions may sometimes feature a picture stimulus or a written source.

Each part question will focus on the following assessment objectives:

Parts (a) (i) and (ii) : **AO1** Knowledge and understanding: 6 marks each  
Part (b) **AO2** Evaluation: 8 marks.

This paper will be weighted at 50% of the final total available marks.

#### **Paper 2 The Acts of the Apostles**

(1 hour 45 minutes) consisting of 80 marks

Candidates will be required to answer all **four** questions set. Each question has two parts and carries 20 marks. Questions may sometimes feature a picture stimulus or a written source.

Each part question will focus on the following assessment objectives:

Parts (a)(i) and (ii) : **AO1** Knowledge and understanding (6 marks each)  
Part (b) **AO2** Evaluation (8 marks).

This paper will be weighted at 50% of the final total available marks.

### Weighting of Papers

Paper	Weighting
1	50%
2	50%

## **CURRICULUM CONTENT**

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Learners will study two books from the Bible:

- The Gospel according to St. Luke - specified passages
- The Acts of the Apostles chapters 1 – 21:15

The topics are listed purely for reference purposes, and there is no requirement for them to be taught in this order.

Approximate teaching time for the Religious Education syllabus should be equivalent to five (5) periods of forty (40) minutes per week each over a period of 60 weeks / cycles.

### **The portrayal of the life and teaching of Jesus in the Gospel of St. Luke**

- An Introduction to the Gospel of St. Luke and its historical context
- Themes in the life and ministry of Jesus Christ according to the Gospel of St. Luke
- Conflict and opposition to Jesus
- The Passion Narratives

### **The Acts of the Apostles**

- An introduction and brief background to the Acts of the Apostles.
- The birth of the Church and the spread of the church in Jerusalem
- The movement into Judaea and Samaria.
- The Damascus experience.
- The life of the Early Church.
- The spread of the church to other parts of the world.

### **Version of the Bible**

The Revised Standard Version will be used for quotations included in the question papers.

### **Paper 1: The Portrayal of the life and teachings of Jesus**

Candidates will be examined on the life and teaching of Jesus as portrayed in Luke's Gospel. Teachers must ensure that this content is understood in the context of the Gospel of Luke. The divisions of the subject content are not rigid and questions may be set which span two or more topics. The sequence in which the topics are listed is not intended to indicate its relative importance.

- Background of the Gospel
  - Roman rule in Palestine at the time of Jesus
  - The Jewish context: religious groups during the time of Christ e.g. Pharisees, Sadducees and Scribes
  - The Jewish concept of "the Messiah"
- Authorship of the Gospel of St. Luke
  - Date of writing
  - The addressee (Theophilus)
  - His purpose of writing the Gospel

- Characteristics of St. Luke's Gospel. NB These run throughout the Gospel and should be pointed out clearly.
- Relevance of the gospel for Christians today in the context of Eswatini.
- The birth narrative and childhood of Jesus
  - Annunciations to Zachariah and Mary (1:5-38)
  - Mary visits Elizabeth (1:39-56)
  - The births of John and Jesus (1:57-66), (2:1-21)
  - Jesus presented in the temple ( 2:22-40)
  - Jesus in the Temple at the age of 12 (2:41-52)
  - Relevance of the birth and childhood of Jesus for Christians today and in the Eswatini context
- Preparation for the Ministry of Jesus
  - The ministry of John the Baptist (3:1-22)
  - Temptation of Jesus (4:1-13)
  - Relevance of Jesus' ministry for Christians today and in the context of Eswatini.

- The Ministry of Jesus

Selected Miracles

- different types of miracles:
  - (i) Nature miracles: calming of the storm (8:22-25) and feeding of the 5000. (9:10-17);
  - (ii) Exorcisms: healing of the demoniac of Capernaum (4: 31-37) and the man with dropsy (14:1-6)
  - (iii) Healing: the woman with the flow of blood (8:43-48) and healing of a leper (5: 12-15)
  - (iv) Raising from the dead: Jairus' daughter (8:49-56) and raising of the son of the widow of Nain. (7:11-17)

-What they reveal about Christian beliefs, experiences and teachings

-What they teach about the person and work of Jesus

- Significance and issues raised by the miracles
- why Jesus performed the miracles
- Historical background of the miracles
- Relevance of the miracles of Jesus for Christians today and in the context of Eswatini today.

Specified Parables

- Different types of parables
  - (i) The Kingdom has arrived: The parable of the friend at midnight (11: 5-8); The parable of unjust judge (18: 1-8)
  - (ii) Parables of reconciliation: Parable of the lost sheep, coin and son (15: 1-32);
  - (iii) Kingdom claims: Parable of the Good Samaritan (10: 25-37); Parable of the ten pounds (19: 11-27).
  - (iv) Gathering clouds: Parable of the rich fool (12: 13-21); Parable of Lazarus and the rich man (16: 19-31).
- what they reveal about Christian beliefs, experiences and teachings
- what they teach about the person and work of Jesus Christ
- significance and issues raised by the parables
- why Jesus taught using parables
- interpretation of parables



- Relevance of parables for Christians today in the **context of Eswatini**.
- Jesus' teachings
  - Focus on the main teachings of Jesus on prayer, love, judging others, forgiveness, giving and anxiety
  - Jesus' treatment of marginalized groups of people: Gentiles, poor, women, outcasts, the sick, children, oppressed and outcasts
  - Relevance of the teachings for Christians today and in the **context of Eswatini** e.g. worshipping on the Sabbath, riches and divorce
- Conflict and opposition to Jesus
  - types of conflict
    - (i) **E**arlier conflict: claim to forgive sins (5:17-26), eating with sinners (5:27-32), failure to fast (5:33-39), working on the Sabbath (6:1-11) and
    - (ii) **L**ater conflict: questions about: Jesus' authority (20:1-8), paying taxes to Caesar (20:19-26) resurrection of the dead and Messiahship of Jesus (20:27-40).
  - what caused the opposition
  - Jesus' reaction towards this opposition
  - Christian attitudes towards opposition today in the context of **Eswatini**.
- Passion Narratives
  - Triumphant entry into Jerusalem (19:28-40)
  - The last supper (22:7-23)
  - Arrest and trials (22:47-53; 22:63-71; 23:1-25)
  - Crucifixion (23:26-43)
  - Death and resurrection; Post-resurrection appearances (23:44-24:49)
  - Ascension (24:50-53)
  - Relevance of the passion for Christians today and in the context of **Eswatini**.

## Paper 2: The Acts of the Apostles

Candidates will be examined on the work of the Apostles. Teachers must ensure that the content is understood in the context of Luke's intention of writing. Since Luke/ Acts is one continuous story, in some instances there will be overlaps. The divisions of the subject content are not rigid and questions may be set which span two or more topics.

- Authorship of the Book of Acts
  - Evidence of authorship and **Luke's** purpose in writing
  - Connection between Luke and Acts
  - Historical accuracy
- Forty days after resurrection
  - Post resurrection teachings ( )
  - Ascension and promised return(1:1-6-11)
  - Appointment of Matthias (1: 15-26)
  - **Relevance of the resurrection of Jesus Christ for Christians today and in the context of Eswatini.**
- The birth of the Church
  - The Pentecost and Peter's sermon ( 2:1-41)
  - The healing of the lame man at the Beautiful Gate (3:1-26)
  - The arrest of Peter and John - First persecution (4:1-31)

- Common life of the early church (2:42-46; 4:32-37; 5:42)
  - Ananias and Sapphira (5:1-11)
  - Apostles imprisoned - more persecution (5:17-41)
  - **Relevance of the birth of church for Christians today and in the context of Eswatini.**
- The spread of the church in Judea
    - The organisational structure of the early church e.g. Apostles, Deacons (6:1-7)
    - Stephen's martyrdom – further persecution (6:8-15; 7:1-8:1 )
    - **Relevance of the spread of the church for Christians today and in the context of Eswatini.**
- The movement of the church into Samaria
    - Phillip with the Ethiopian Eunuch (8:25-40)
    - The work of Phillip in Samaria (8:2-24)
    - **Relevance of the movement of the church into Samaria for Christians today and in the context of Eswatini.**
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- The Damascus experience
    - Paul persecutes the church (9:1-2)
    - Paul's conversion (9:3-19)
    - Paul is persecuted (9:20-31)
    - **Relevance of the Damascus experience for Christians today and in the context of Eswatini.**
- Gentiles receive the Gospel
    - Peter at Lydda and Joppa (9:32-43)
    - Conversion of Cornelius (10:1-48)
    - The church in Antioch (11:1-30)
    - Peter imprisoned - persecution by Herod (12:1-24)
    - **Relevance of the spread of the Gospel to non-Jews and persecution of Apostles for Christians and in the context of Eswatini.**
- The Council of Jerusalem
    - Cause and course of the Council (15:1-21)
    - Council's resolutions (15:22-35)
    - **Relevance of the Council of Jerusalem for Christians today and in the context of Eswatini.**
- The spread of the church to other parts of the world
    - The first missionary journey (13:1-14:1-28)
    - The second missionary journey (15:36-18:22)
    - The third missionary journey (18:23-21:15)
    - **Relevance of the spread of the church to other parts of the world for Christians today and in the context of Eswatini.**

Emphasis should be made on the following areas:

- Key places, people and events
- Successes and challenges of the journeys
- Lessons learnt from the journeys e.g. courage, resilience, perseverance and commitment, self-reliance

## Grade descriptions

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and E are shown below.

### **A Grade A candidate should be able to:**

#### AO1 Knowledge and understanding

- Demonstrate a detailed knowledge and clear understanding of the curriculum content, a balanced coverage of the curriculum content and the ability to select appropriate features of the information required; organise and present the information in a consistent and appropriate manner;
- Demonstrate a thorough understanding of the areas concerned with the study of the Gospel of St. Luke and the Acts of the Apostles, including: a thorough understanding of religious language and concepts; an understanding of the influence of particular individuals, writings, traditions etc., on religious communities; an understanding of principal beliefs and the ability to express them clearly and to show the relationship between belief, teaching and practice; an understanding of moral lessons;

#### AO2 Evaluation

- Demonstrate the ability to see the significance of specific Christian beliefs, teachings and practices and to clearly express a personal opinion supported with appropriate evidence and argument.

### **A Grade C candidate should be able to:**

#### AO1 Knowledge and understanding

- Demonstrate a wide knowledge of the syllabus content and the ability to select appropriate features of the information required; show some ability in organising and presenting the information;
- Demonstrate a reasonable understanding of the areas concerned with the study of the Gospel of St. Luke and the Acts of the Apostles; some understanding of the influence of particular individuals in the study of Christian beliefs, teachings and practices including: some understanding of religious language and basic concepts; an understanding of at least one moral issue and its relationship with religious belief in the contemporary Swazi society.

#### AO2 Evaluation

- Demonstrate the ability to see the significance of a specific issue and to express a personal opinion supported with some evidence and argument.

### **A Grade E candidate should be able to:**

#### AO1 Knowledge and Understanding

- Demonstrate some knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information
- Demonstrate some understanding of the areas concerned with the study of the Gospel of St. Luke and the Acts of the Apostle including: a limited understanding Christian beliefs, teachings and practices; a simple understanding of the influence of particular individuals, writings, traditions etc.; a limited understanding of a moral issue and its relationship to Christian belief in the contemporary Swazi society

#### AO2 Evaluation

- Express clearly a personal opinion supported with some argument.

## **STUDY NOTES**

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An important aspect of preparing candidates for examination is to make them aware of what is actually going to be assessed and how the assessment is structured – if they know that each part of every question is targeted precisely at a particular objective, and their ability to meet that objective is what is being tested, they are more likely to answer appropriately.

These notes are intended to inform teachers about the expectations of and the conventions used by the examiners in setting question papers and assessing work.

**Paper 1** consists of four structured questions relating to the Gospel according to St. Luke. Candidates answer all four questions. Each question is divided into two parts, in order to give candidates the opportunity to demonstrate different skills in accordance with the Assessment Objectives. Candidates should attempt both parts of the questions. For an explanation of structured questions please see below.

**Paper 2** consists of four structured questions relating to the Acts of the Apostles. Candidates answer all four questions. Each question is divided into two parts, in order to give candidates the opportunity to demonstrate different skills in accordance with the Assessment Objectives. Candidates should attempt both parts of the questions. For an explanation of structured questions please see below.

### **Structured Questions**

Papers 1 and 2 consist of structured questions. The questions are designed so that each part targets a specific Assessment Objective: part (a) (i) and (ii) will assess the candidate's Knowledge and Understanding (Assessment Objective 1), part (b) his/her Evaluation (Assessment Objective 2). The number of marks available for each targeted part-question in each paper reflects the overall weighting of the Assessment Objectives.

## **MARKING CRITERIA**

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Marks should be awarded according to what candidates can do. Always the aim must be for positive awarding, that is candidates are rewarded for what they know and can do, but no deduction of marks takes place. Candidates will not have marks deducted for incorrect facts in their answers; the marking guide requires that such errors are ignored.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as a guide by candidates to show how much detail to give or time to spend in answering. Guidance about the length of answer expected is given by the number of blank lines for each answer in the question paper.

**For each question:**

**Part (a) (i) & (ii) [6 marks each] – Assessment Objective 1: Knowledge and Understanding**

Level 4	6 marks	A thorough, well-developed and substantial response. A comprehensive account of the range and depth of relevant material, demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation. The answer is well structured.
Level 3	4-5 marks	Demonstrates a clear understanding of the question. The information is quite detailed. Generally accurate knowledge and understanding of the subject matter. Covers the main points accurately. The information is in a structured format.
Level 2	2-3 marks	Demonstrates some understanding of the question. A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge and understanding, which is fairly accurate but may lack specific detail. Some of the main points are covered but lack substance. The information will be presented for the most part in a structured format.
Level 1	1 mark	An attempt to answer the question, but demonstrates little understanding of the question. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Information is reported in basic outline only or as a list, with little or no explanation. Mainly inaccurate, though some credible points may be made.
Level 0	0 marks	No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response.

**Part (b) [8 marks] – Assessment Objective 2: Evaluation**

Level 4	7-8 marks	Recognises and explains the significance of the issue(s). A personal response is fully supported. A range of points of view, supported by justified arguments/discussion. The information is presented in a clear and organised way. Evidence of informed insights.
Level 3	5-6 marks	Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach. Justified arguments/different points of view, supported by some discussion. Evidence of appropriate personal response. Some evidence of informed insights.
Level 2	3-4 marks	Understands the question but the response is mainly descriptive. Only one view offered with limited support or discussion. Limited or no evidence of informed insights.
Level 1	1-2 marks	The candidate's response is descriptive with no attempt to discuss or evaluate the material at all. Viewpoints are unsupported.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

## **COMMAND WORDS**

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It is hoped that the glossary will prove helpful to candidates as a guide i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend, in part, on its context.

<b>DESCRIBE</b>	Write what something is like or what it is.
<b>DO YOU THINK</b>	Give own opinion. May be coupled with show, prove how, demonstrate that you have considered different views.
<b>GIVE AN ACCOUNT</b>	A report or description of an event or experience.
<b>EXPLAIN GIVE REASONS FOR</b>	Write about why something occurs or happens.
<b>GIVING YOUR VIEWS</b>	Say what you think about something.
<b>HOW</b>	In what way? To what extent? By what means / methods? May be coupled with show how (prove how, demonstrate how).
<b>NAME</b>	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
<b>NARRATE</b>	Give an account of a story, event or experience.
<b>OUTLINE</b>	Give a general description giving the essential features of something
<b>REFER TO WITH REFERENCE TO</b>	Write an answer which uses some of the ideas provided in a picture/ map/photograph/ or text etc., or other additional material such as a case study.
<b>RELATE</b>	Give an account of a story, event or experience.
<b>STATE</b>	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
<b>STUDY</b>	Look carefully at (usually one of the figures in the paper).
<b>SUGGEST</b>	Set down your ideas on or knowledge of. Often coupled with why (requires a statement or an explanatory statement referring to a particular feature or features).
<b>WHAT</b>	Used to form a question concerned with selective ideas/ details/ factors.
<b>COMPARE</b>	Estimate or note the similarity or dissimilarity between factors or features
<b>CONTRAST</b>	Compare in such a way as to emphasize differences between features or factors



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