

CONTENTS

	Page
Eswatini General Certificate of Secondary Education	2
Introduction	3
Aims	3
Assessment Objectives	3-4
Specification Grid	4
Assessment	5
Scheme of Assessment	5
Weighting of Papers	5
Curriculum Content	6-8
Grade Descriptions	9-10
Command words	12
Marking Criteria	13-15
Appendix: Glossary of Terms	16

ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education 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
- Prevocational field of Study

INTRODUCTION

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

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
-

ASSESSMENT OBJECTIVES

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:

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

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

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

(2 hours) consisting of 80 marks

Candidates will be required to answer all four questions set. Each question has two parts and carries 20 marks. Question One may 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.
Candidates will answer on the question paper.

Paper 2 The Acts of the Apostles

(2 hours) consisting of 80 marks

Candidates will be required to answer all four questions set. Each question has two parts and carries 20 marks. Question One may 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.
Candidates will answer on the question paper.

Weighting of Papers

Paper	Weighting
1	50%
2	50%

CURRICULUM CONTENT

Learners will study two books from the Bible:

- The Gospel according to St. Luke - specified passages
- The Acts of the Apostles chapters 1 – 28:10

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 and in the Eswatini context
- 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 Eswatini context
- The Ministry of Jesus

Selected Miracles

- different types of miracles
 - (i) **Nature Miracles:** calming of the storm (8:22-25) and The Great Catch (5:1-11)
 - (ii) **Exorcisms:** healing of the demoniac of Genessareth (8:26-39) and the boy possessed by demons (9:37-43); The Crippled Woman (13:10-17)
 - (iii) **Healing:** the woman with the flow of blood (8:43-48) and healing of ten lepers (17:11-19); the Centurion's Servant (7:1-10)
- Significance and issues raised by the miracles
- what they reveal about Christian beliefs, experiences and teachings
- what they teach about the person and work of Jesus
- why Jesus performed the miracles
- Historical background of the miracles
- Relevance of the miracles of Jesus for Christians today and in the Eswatini context

Specified Parables

- different types of Parables
 - (i) parables on prayer: the friend at midnight (11:5-8); the unjust judge (18:1-8)
 - (ii) parable about the kingdom of God: the unjust judge (); the mustard seed (13:18-30); parable of the ten pounds (19:11-27)
 - (iii) gathering clouds: the rich fool (12:13-21); Lazarus and the rich man (16:19-31); the great banquet (14:15-24)
 - 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 and in the Eswatini context
- Jesus' teachings

- Focus on the main teachings of Jesus on prayer, beatitudes, cost of discipleship, 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 Eswatini context e.g. worshipping on the Sabbath, riches and divorce
- Conflict and opposition to Jesus
 - what caused the opposition
 - Jesus' reaction towards this opposition
 - Christian attitudes towards opposition today in the Eswatini context
 - types of conflict
 - (i) later 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).
- 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 Eswatini context

Paper 2: The Acts of the Apostles

- Forty days after resurrection
 - Ascension and promised return(1:1-6-11)
 - Relevance of the resurrection of Jesus for Christians today in the context of Eswatini.
- The birth of the Church
 - The Pentecost and Peter's sermon (2:1-41)
 - 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)
 - Apostles imprisoned - more persecution (5:17-41)
- 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)
- The Damascus experience
 - Paul persecutes the church (9:1-2)
 - Paul's conversion (9:3-19)
 - Paul is persecuted (9:20-31)
- 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)
 - Relevance of the spread of the church to other parts of the world for Christians today in the context of Eswatini.
- The Council of Jerusalem
 - Cause and course of the Council (15:1- 21)

EGCSE RELIGIOUS EDUCATION Syllabus 6893
November 2024 to November 2026 Examinations

- Council's resolutions (15:22-35)
- Relevance of the resurrection of the Council of Jerusalem for Christians today 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)

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
-
- The trials and persecution of Paul (21:16-28:10)

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 Swatii 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 of 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 Swatii society

AO2 Evaluation

- Express clearly a personal opinion supported with some argument.

STUDY NOTES

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.

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.

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

Marks should be awarded according to what candidates can do. The aim must always 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

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.

DESCRIBE	Write what something is like or what it is.
DO YOU THINK	Give own opinion. May be coupled with show, prove how, demonstrate that you have considered different views.
GIVE AN ACCOUNT	A report or description of an event or experience.
EXPLAIN GIVE REASONS FOR	Write about why something occurs or happens.
GIVING YOUR VIEWS	Say what you think about something.
HOW	In what way? To what extent? By what means / methods? May be coupled with show how (prove how, demonstrate how).
NAME	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.
NARRATE	Give an account of a story, event or experience.
OUTLINE	Give a general description giving the essential features of something
REFER TO WITH REFERENCE TO	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.
RELATE	Give an account of a story, event or experience.
STATE	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.
STUDY	Look carefully at (usually one of the figures in the paper).
WHAT	Used to form a question concerned with selective ideas/ details/ factors.