EXAMINATIONS COUNCIL
OF ESWATINI

Syllabus

For Examination In 2027

Religious Education

JC

Junior Certificate
Examination

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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 1 to Form 3) 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

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 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. pandemics; global warming and technological advances.

The National Curriculum for Form 1 to Form 3

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 take **six compulsory subjects** and any other subjects selected from the electives below.

Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati

Electives

- Additional Mathematics
- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

Fields of Study

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

INTRODUCTION

The Junior Certificate (JC) syllabuses are designed as three-year courses for examination in Form 3. The syllabus assumes that the learners have been through a Secondary School Programme (Form 1 to 3) of Religious Education. The purpose of the Religious Education syllabus is that 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.

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

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

AIMS

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

JC Religious Education aims to:

1. Develop learners' knowledge of the life and teachings of Jesus
2. Develop an enquiring and critical approach to the study of biblical texts, the ideas they contain and the ways in which they may be interpreted
3. Empower learners to explore the religious, ethical and historical questions raised in the text studied
4. Enable learners to make an informed response to issues arising from the study
5. Develop a range of transferable skills which will support learners in their lives.

ASSESSMENT OBJECTIVES

Assessment Objectives in Religious Education are:

1. Knowledge and Understanding
2. Analysis and Interpretation 3. Evaluation

AO1 KNOWLEDGE AND UNDERSTANDING Learners

should be able to:

1. Show their knowledge and understanding of biblical texts
2. Demonstrate knowledge and understanding of Christian responses to biblical teachings, Christian beliefs, experiences of biblical characters and Christian moral values.

AO2 ANALYSIS AND INTERPRETATION

Learners should be able to:

3. Use knowledge in order to analyse and interpret biblical texts, by explaining their significance for Christians
4. Analyse and show alternative Christian approaches to social, economic and spiritual problems.

AO3 EVALUATION

Learners should be able to:

5. Make assessments or judgements on views related to biblical issues arising from biblical texts by using evidence and argument to provide justifications
6. Formulate personal responses on views related to issues arising from biblical texts.

ASSESSMENT OBJECTIVES AND WEIGHTINGS

PAPER	WEIGHTING	ASSESSMENT OBJECTIVES
1	60%	Knowledge and Understanding
	40%	Analysis and Interpretation
2	40%	Knowledge and Understanding
	27%	Analysis and Interpretation
	33%	Evaluation

ASSESSMENT

Scheme of Assessment

Candidates will be required to write **TWO** examination papers.

PAPER 1

Time: 1 hour Marks: 40

The paper will consist of 40 multiple choice questions taken from the Junior Secondary syllabus. The paper will assess the five objectives, i.e. Knowledge, Understanding, Analysis and Interpretation.

The first items 1-24 will cover knowledge and understanding and 25-40 will cover analysis and interpretation.

Each item will contain a stem and four plausible options of which **ONE** will be the correct answer.

PAPER 2

Time: 2 hours Marks: 60

Questions for this paper will be drawn from the Junior Secondary syllabus.

There will be **four** questions covering any four of the eight themes. Candidates will be required to answer all **four** questions. Question 1 will be based on stimulus and source material.

The questions will require free responses in a form of sentences or paragraphs. Each question will be structured into three parts; (a), (b) and (c). Each question will be worth 15 marks. The (a) part will cover AO1 and will be worth 6 marks, (b) part will cover AO2 4 marks and (c) part will cover AO3 5 marks.

Weighting of Papers

PAPER	WEIGHTING
1	40%
2	60%

CURRICULUM CONTENT

The curriculum is divided into themes. These are:

Old Testament

Creation and the fall of man

Covenant: Abraham

Leadership in Israel: King David

New Testament

The Old Testament prophecies about the Messiah The infancy and early life of Jesus

The preparation of Jesus' Ministry

The Galilean Ministry: Teachings, Miracles and Parables

Passion Narratives: The journey, ministry of Jesus in Jerusalem, crucifixion, resurrection and ascension of Jesus

Christianity and social behaviour

Self-respect, Integrity and moral decision making

Factors that destroy human life

Version of the Bible

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

DETAILED CONTENT

Theme	Sub theme	Notes for guidance
1. CREATION AND THE FALL OF MAN	**Creation** • The Biblical accounts of creation and their meaning (Genesis 1 and 2) • Attributes of God from the creation accounts (Genesis 1 and 2) **The fall of man** • Alienation from God (Genesis 3:9-11) • Suffering (Genesis 2-3; Luke 15:11-19) • Guilt/shame (Gen 3:1-10) • Death (Gen 2-3)	Emphasis should be made on: • Order of creation • Characterisation: God, Adam, Eve and the serpent Moral lessons
2. COVENANT	**Abrahamic Covenant** • The call of Abraham (Genesis 11:24-32, 12:1-9) • Abrahams acts of faith in God (Genesis 12:1-9, 15:1-6, 17:23-24, 21:1-7, 22:1-19) • God's promises to Abraham and their relevance to Christians today (Genesis 12: 2-3, 15:1-21, 21:17, 17:1, 8 17:15-18) • Gods covenant with Abraham and its importance (Genesis 15:1-19) **Circumcision** • The importance of circumcision to Abraham and His descendants (Genesis 17:1-16) **The Sinai Covenant** • The call of Moses (3:1-22) • The plagues (Exodus 7: 14 - 11:1-10) • The Passover (Exodus 12: 1- 31) • The Mass Exodus	Emphasis should be made on: • Definition of the term faith in God (Hebrews 11:1-6) • Description of the covenant • Characterisation: God, Abraham

	• The crossing of the Red Sea (Exodus 14:5-31) • Provision of Manna and quails (Exodus 16: 1-35) • The making of the Sinai Covenant (Exodus 19,24:1-80) • The ten Commandments (Exodus 20: 1- 17) • The breaking of the Sinai Covenant (Exodus 32:1-35) • The renewal of the Sinai Covenant (Exodus 34: 1-35)	

3. LEADERSHIP IN ISRAEL	**Kingship in Israel** ▪ King David: King David's achievements as king of Israel (1Samuel 16: 1-23, 2 Samuel 6:1-15) ▪ King Saul (Samuel 10)	Emphasis should be on: • Choice • Anointing • Successes • Failures • Characterisation • Moral lessons
4. THE BIRTH NARRATIVES AND EARLY LIFE OF JESUS	**Old Testament Prophecies** • The coming of the Messiah (Isaiah 7:14, Deuteronomy 18:15, Isaiah 53:1-12) • John the forerunner of Christ (Isaiah 40: 3 – 5: Malachi 3:1: 4: 5 – 6) **John** • The Annunciation of John's birth (Luke 1:5-25) • The birth of John the Baptist (Luke 1:57 – 66) **Jesus** • The Annunciation of Jesus (Luke 1: 26 – 38) • Mary's visit to Elizabeth (Luke 1:39-56) • The birth of Jesus (Luke 2: 1- 20) • Dedication (Luke 2: 21 – 40) • The boy Jesus at the Temple (Luke 2:41 – 52) **Preparation of Jesus' Ministry** • John the Baptist prepares the way (Luke 3:1-20) • Baptism of Jesus Christ (Luke 3:21-22) • Temptation of Jesus (Luke 4:1-13)	Emphasis should be on: • Fulfilment of the Old Testament • Narratives • Significance • Characterisation • Symbolism • Moral lessons

5. GALILEAN MINISTRY	• Call of the first disciples (Luke 5: 1-11) • Choosing of the twelve Apostles (Luke 6: 12-19) • Early opposition to Jesus (Luke 5: 17-26) ○ Claim to forgive (Luke 5: 17-26) ○ Eating with sinners (Luke 5: 17-26 ○ Failure to fast (Luke 5:33-39) ○ Working on the Sabbath (Luke 6: 1-11) Peter's confession (Luke 9:18 -22) **Teachings** • Forgiveness (the sinful woman (Luke 7:36 – 8:3) • faith and humility (Luke 9: 37 – 50) • Judging others (Mathew 7: 1-5; Luke 7:37 – 42; Acts 20:19; John 8: 1-8) **Miracles** • The healing of the Centurion's servant (Luke 7: 1 – 10) • The boy with unclean spirit (Luke 9:37-43) • The raising of the son of the widow of Nain (Luke 7: 11 – 17) • Calming of the storm (Mark 4: 35 – 41) **Parables** • Parable of the mustard seed (Luke 13: 18 – 21) • Parable of The Great feast (Luke 14: 15 – 24) • Parable of the Pharisee and the Tax Collector (Luke 18: 1 – 18)	Emphasis should be made on: • Teachings • Characterization • Significance • Symbolism • Lessons learnt • Relevance to Christians today
6. PASSION NARRATIVES	• Triumphal Entry (Luke 19:28-40) • Cleansing of the temple (Luke 19: 41 – 48) • Predictions of trials, troubles and persecutions to come (Luke 21: 5 – 38) • The Last Supper (Luke 22:1-38) • Prayer on Mount Olives, betrayal and arrest (Luke 22:39-53)	Emphasis should be made on: • Significance of the passion accounts • Symbolism • Characterisation • Lessons learnt

	• The denial by Peter, trial, crucifixion, death and burial (Luke 22:5771, 23:1-56) • The Resurrection (Luke 24:1-53) o Witness to the risen Christ o Testimony of the holy women o The disciples on the way to Emmaus o Appearance of the disciples o Jesus' ascension to heaven	• Relevance to Christians today
7. CHRISTIANITY AND SOCIAL BEHAVIOUR	• **Self-respect, Integrity and moral decision making** (1 Corinthians 6:19-20, Ephesians 5:4) **Poverty and wealth** • Teachings on poverty and wealth (Proverbs 23:4-5; Psalm 37: 16 – 17; Proverbs 13: 11; Ecclesiastes 5:10; Matthew 6: 19-24) Crime and punishment (Matthew 7:2; Leviticus 24:19-20; John 8:7)	Emphasis should be made on: • Biblical teachings and practices on specified social issues

COMMAND WORDS

It is hoped that the glossary will prove a helpful guide. Candidates should appreciate that the meaning of a term must depend, in part, on its context.

GIVE AN ACCOUNT	Report or description of an event or experience.
COMPARE	Write about what is similar about two things.
COMPLETE	To add the remaining details required.
CONTRAST	Write about the differences between two things.
DEFINE	Give the meaning or definition of a word or a phrase
DESCRIBE	Write what something is like or what it is.
EXPLAIN	Write about why something happens
GIVE REASONS	Write about why something occurs or happens
GIVE 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).
WHO	Give further information about a person or people previously mentioned.
WHICH	Write information specifying one or more people or things from a definite set.
WHAT	Write a specific information about something.
IDENTIFY	Pick out something from information you have been given.
LABEL	Placing specific names or details to an illustrative technique in response to a particular requirement.
LIST	Identify and name a number of features to meet a particular purpose.
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.
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.
STATE	Give a brief detail about something
STUDY	Look carefully at (usually one of the figures in the paper)
SUGGEST	Give your ideas on or knowledge of something.
USE	Base your answer on the information provided.
WITH THE HELP OF	Write an answer that uses some of the information provided as well as additional material

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