

# University of Eswatini



## Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 2 EXAMINATION PAPER – MAY 2020

**TITLE OF PAPER : ADVANCED CURRICULUM STUDIES IN  
RELIGIOUS EDUCATION II**

**COURSE CODE: CTE 610**

**STUDENTS: M.ED 2**

**TIME: THREE (3) HOURS**

### INSTRUCTIONS

1. There are FIVE (5) questions in this paper.
2. Answer QUESTION 1 and any other THREE (3) questions.
3. Marks are indicated against each question.
4. All questions carry equal marks.

**DO NOT OPEN THIS PAPER UNTIL PERMISSION HAS BEEN GRANTED BY THE  
INVIGILATOR**

## QUESTION 1

### COMPULSORY

“Having a degree should not give people power. Real power is being able to make the choice between good and evil, life and death, between empowerment and nurturing people of people and putting people down. Education is often viewed as the exit route to a better lifestyle rather than the beginning of a journey, which will take a lifetime.” – Mullan, D. (2001).

- a) Discuss the values that education, and Religious Education in particular, promote in its endeavour to push a values based curriculum. (20)
- b) Explain the role that you, as an RE teacher can play at your school to ensure that the subject achieves what you have discussed in (a). (5)

## QUESTION 2

“Cultural diversity is something to be enjoyed. It is not a problem. The problem is ignorance. It is ignorance that provides the fuel for fear, prejudice and hate”.

(Terry Davis, Council of Europe Secretary General, May 2010).

Discuss, in light of Davis (2010)’s statement, whether teaching (about) religion(s) is a necessity in the context of Eswatini? [25]

## QUESTION 3

“Teaching for social justice has a common goal of preparing teachers to recognize, name, and combat inequality in schools and society through culturally relevant pedagogy, antiracist pedagogy, and intercultural teaching among others ...” (Russo, P. (1994: 1) *What does it mean to teach for social justice?* SUNY Oswego. Retrieved 21/02/20).

- a) Discuss what authors like Russo (1994) and from your wide reading, perceive as the goal for promoting social justice in a school situation. (10)

b) Highlight Russo (1994)'s suggestion on how a teacher can 'teach for the promotion of gender equality as a social structure' in Eswatini's Religious Education class context. (15)

#### QUESTION 4

a) Discuss the assessment objectives and assessment procedures of the current JC Religious Education (533) syllabus. (15)

b) To what extent do you think the new examination is likely to improve or worsen the teaching/learning of Religious Education in secondary schools of Eswatini? (10)

#### QUESTION 5

“Resources should not be seen as life rafts but valuable teaching tools that support and augment a strong Religious Education curriculum.” (Paprocki, *Thriving as an RE teacher*, 2007: 9).

a) Explain the reasons for using, and principles for selecting resources in RE teaching and learning. (15)

b) Identify **any two** teaching resources and illustrate how they can be effectively used in a Religious Education lesson. (10)

-----END OF EXAMINATION PAPER -----

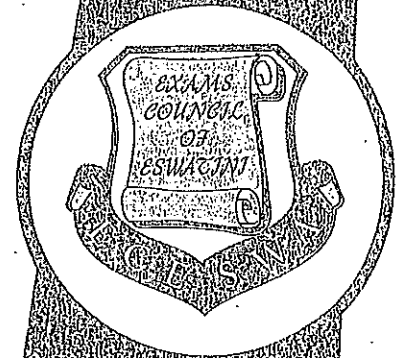
# JC EXAMINATION SYLLABUS

Junior Certificate

RELIGIOUS EDUCATION

Subject Code 533

For Examination in 2021 - 2023



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## JUNIOR CERTIFICATE EXAMINATION

### 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 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.

### Swaziland'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 Swaziland and elsewhere, e.g. the AIDS pandemic; global warming; misdistribution of wealth; 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 syllabuses are designed as three-year courses for examination in Form 3. The syllabus assumes that the learners have been through a Secondary School (Form 1 to 3) Programme 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 learners. 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.

The Junior Certificate 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**

Candidates should be able to:

1. show their knowledge of biblical texts and understanding of Christian beliefs, covenants, kingship in Israel, experiences and teachings by explaining their significance for Christian believers
2. demonstrate knowledge and understanding of Christian responses to biblical teachings, Christian beliefs, experiences of biblical characters, Christian moral values.

### **AO2 ANALYSIS AND INTERPRETATION**

Candidates should be able to:

1. use knowledge in order to analyse and interpret biblical teachings, covenants, Christian beliefs, experiences of biblical characters
2. analyse and show alternative Christian approaches to social, economic and spiritual problems.

### **AO3 EVALUATION**

Candidates should be able to:

1. make assessments or judgements on views related to biblical issues arising from Christian beliefs, teachings and practices by using evidence and argument to provide justifications.
2. formulate personal response on views related to biblical issues arising from Christian beliefs, teachings, covenants and practices.

**ASSESSMENT OBJECTIVES AND WEIGHTINGS**

Relationship between assessment objectives and components of the scheme of assessment

PAPER	WEIGHTING	ASSESSMENT OBJECTIVES
1	50%	Knowledge and Understanding
	30%	Analysis and Interpretation
	20%	Evaluation
2	40%	Knowledge and Understanding
	33%	Analysis and Interpretation
	27%	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, Interpretation and Evaluation.

The first items 1-20 will cover knowledge and understanding and 21-40 will cover analysis, interpretation and evaluation.

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

#### **PAPER 2**

**Time: 1 hour 30 minutes Marks: 60**

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

There will be four questions covering any four of the ten 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 5 marks and (c) part will cover AO3 4 marks.

## WEIGHTING OF PAPERS

PAPER	WEIGHTING
1	40%
2	60%

## CURRICULUM CONTENT

The curriculum is divided into ten themes. These are:

1. The Bible
2. Creation and the fall of man
3. Covenants
4. Leadership in Israel
5. The prophecies about the Messiah
6. The preparation of Jesus' ministry
7. Galilean Ministry
8. Jesus' teachings, miracles, and parables
9. The journey, ministry in Jerusalem, crucifixion, resurrection and ascension of Jesus
10. Christianity and social behaviour

### **Version of the Bible**

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

Theme	Sub-theme	Notes for Guidance
<p>1. THE BIBLE</p>	<p>The Bible</p> <ul style="list-style-type: none"> <li>◦ The structure of the Bible</li> <li>◦ Types of Literature found in the Bible</li> <li>◦ The authority of the bible (Hebrews 1:1-2, 2Timothy 3:16, Revelations 22:18, 2 Peter 1:20-21)</li> <li>◦ The use of the Bible in Christian life and worship                             <ul style="list-style-type: none"> <li>◦ Edification</li> <li>◦ Meditation</li> <li>◦ Correction</li> <li>◦ Light</li> <li>◦ Joy</li> <li>◦ Strength</li> <li>◦ Trust</li> <li>◦ Peace</li> <li>◦ Teaching</li> <li>◦ Reproof</li> <li>◦ Training</li> </ul> </li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>◦ Describing the structure and type of literature found in the Bible.</li> <li>◦ Explain the authority of the bible</li> <li>◦ Explain the uses of the Bible</li> </ul>
<p>2. CREATION AND THE FALL OF MAN</p>	<p>Creation</p> <ul style="list-style-type: none"> <li>◦ The Biblical accounts of creation and their meaning (Genesis 1 and 2)</li> <li>◦ Attributes of God from the creation accounts (Genesis 1 and 2)</li> </ul> <p>The fall of man</p> <ul style="list-style-type: none"> <li>◦ Alienation from God (Genesis 3:9-11)</li> <li>◦ Suffering (Genesis 2-3; Luke 15:11-19)</li> <li>◦ Guilt/shame (Gen 3:1-10)</li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>◦ Biblical explanation of how the earth came about.</li> <li>◦ Sin and its consequences</li> </ul>

Theme	Sub-theme	Notes for Guidance
<p>3. COVENANTS</p> <p><b>Abrahamic Covenant</b></p> <ul style="list-style-type: none"> <li>• The call of Abraham (Genesis 11:24-32, 12:1-9)</li> <li>• Abrahams acts of faith in God (Genesis 12:1-9, 15:1-6, 17:23-24, 21:1-7, 22:1-19)</li> <li>• 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)</li> <li>• Gods covenant with Abraham and its importance (Genesis 15:1-19)</li> </ul> <p><b>Circumcision</b></p> <ul style="list-style-type: none"> <li>• The importance of circumcision to Abraham and His descendants (Genesis 17:1-16)</li> </ul> <p><b>The Sinai Covenant</b></p> <ul style="list-style-type: none"> <li>• The call of Moses (Exodus 3:1-22)</li> <li>• The plagues (Exodus 7:14 - 11:1-10)</li> <li>• The Passover (Exodus 12: 1-31)</li> <li>• The Mass Exodus</li> <li>• The crossing of the Red Sea (Exodus 14:5-31)</li> <li>• Provision of Manna and quails (Exodus 16:1-35)</li> <li>• The making of the Sinai Covenant (Exodus 19,24:1-80)</li> <li>• The Ten Commandments (Exodus 20:1-17)</li> <li>• The breaking of the Sinai Covenant (Exodus 32:1-35)</li> <li>• The renewal of the Sinai Covenant (Exodus 34:1-35)</li> </ul>	<p>• Death (Gen 2-3)</p>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>• Definition of the term faith in God (Hebrews 11:1-6)</li> <li>• Definition of covenant.</li> <li>• Type of covenant.</li> <li>• Description of covenant.</li> <li>• Implication of not keeping covenant.</li> </ul>

Theme	Sub-theme	Notes or guidance
<p>4. LEADERSHIP IN ISRAEL</p>	<p>Kingship in Israel</p> <ul style="list-style-type: none"> <li>◦ King Saul (1 Samuel 10)</li> <li>◦ King David                             <ul style="list-style-type: none"> <li>◦ King David's achievements as king of Israel (1 Samuel 16: 1-23, 2 Samuel 6:1-15)</li> </ul> </li> <li>◦ King Solomon                             <ul style="list-style-type: none"> <li>◦ King Solomon's achievements and failures (1 Kings 3-12)</li> </ul> </li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>◦ Choice</li> <li>◦ Leader</li> <li>◦ Anointing</li> <li>◦ Success</li> <li>◦ Failures</li> <li>◦ Characterization.</li> </ul>
<p>5. THE PROPHECIES ABOUT THE MESSIAH</p>	<p>Old Testament Prophecies</p> <ul style="list-style-type: none"> <li>◦ The coming of the Messiah (Isaiah 7:14, Deuteronomy 18:15, Isaiah 53:1-12)</li> <li>◦ John the forerunner of Christ (Isaiah 40: 3 – 5; Malachi 3:1- 4: 5 – 6)</li> </ul> <p>New Testament Prophecies</p> <ul style="list-style-type: none"> <li>◦ the concept of the Messiah in the New Testament; (Matthew 1:26, Matthew 2:5, Matthew 3:3)</li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>◦ Describe how the prophecies are proof of the phenomena below.                             <ul style="list-style-type: none"> <li>◦ Virgin birth (Isaiah 7:14)</li> <li>◦ Place of birth (Micah 5:2)</li> <li>◦ Tribe (Genesis 49:10)</li> <li>◦ Descendants (Jeremiah 23:5)</li> </ul> </li> </ul>
<p>6. THE PREPARATION OF JESUS' MINISTRY</p>	<p>John</p> <ul style="list-style-type: none"> <li>◦ The birth of John the Baptist (Luke 1:57 – 80)</li> <li>◦ John the Baptist prepares the way (Luke 3:1-20)</li> </ul> <p>Jesus</p> <ul style="list-style-type: none"> <li>◦ The Annunciation of Jesus (Luke 1: 26 – 38)</li> <li>◦ The birth of Jesus (Luke 2: 1-20)</li> <li>◦ Magnificat (Luke: 46:56)</li> <li>◦ Dedication (Luke 2: 21 – 40)</li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>◦ The miraculous birth of John and Jesus</li> <li>◦ Describe the conversation between the angel and the recipients</li> <li>◦ Explain Zachariah's dumbness</li> <li>◦ Describe characterisation of Zachariah and Mary</li> </ul>

	<ul style="list-style-type: none"> <li>◦ The boy Jesus at the Temple (Luke 2:41 – 52)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Explain the importance of the virgin birth</li> <li>◦ Explain the importance of Jesus' visit to the temple at 8 days old and the age of 12</li> </ul>
		Notes for guidance
<p>6. THE PREPARATION OF JESUS' MINISTRY</p>	<ul style="list-style-type: none"> <li>◦ The announcement of John's birth (Luke 1:5-25; 67-80)</li> <li>◦ Early life of Jesus</li> <li>◦ Baptism of Jesus Christ (Luke 3:21-22)</li> <li>◦ Temptation of Jesus (Luke 4:1-13)</li> </ul>	<p>Emphasis should be made on :</p> <ul style="list-style-type: none"> <li>◦ Describe and explain the significance of the Benedictus, Magnificat and the song of Simeon</li> <li>◦ Explain the significance of the age 12 during the time of Jesus</li> <li>◦ Describe and explain the importance of Jesus' baptism</li> </ul>
<p>7. GALILEAN MINISTRY</p>	<ul style="list-style-type: none"> <li>◦ Rejection at Nazareth (Luke 4: 14-30)</li> <li>◦ Work at Capernaum (Luke 4: 31-44)</li> <li>◦ Call of His twelve disciples (Luke 5: 1-11)</li> <li>◦ Choosing of the twelve Apostles (Luke 6: 12-19)</li> <li>◦ Early opposition to Jesus (Luke 5: 17-26)             <ul style="list-style-type: none"> <li>◦ Claim to forgive (Luke 5: 17-26)</li> <li>◦ Eating with sinners (Luke 5: 17-26)</li> <li>◦ Failure to fast (Luke 5:33-39)</li> </ul> </li> <li>◦ Working on the Sabbath (Luke 6: 1-11)</li> </ul>	<p>Emphasis should be made on :</p> <ul style="list-style-type: none"> <li>◦ Describe and explain the rejection of Jesus at Nazareth</li> <li>◦ Describe and explain Jesus's work at Capernaum</li> <li>◦ The significance of the number 12</li> <li>◦ Identifying 12 Apostles</li> <li>◦ Describe and explain the early opposition of Jesus</li> </ul>



	<ul style="list-style-type: none"> <li>Relationship between Jesus Christ and John the Baptist (Luke 7:18-35)</li> <li>Jesus and the sinful woman (Luke 7:36-50)</li> <li>Mission of the 12 (Luke 9:1-6)</li> <li>Identity of Jesus (Luke 9:7-9; 9:18-22; 9:28_36)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Jesus and sinners</li> <li>The law versus Jesus's teachings about the Sabbath</li> <li>Jesus for the outcast in society.</li> <li>Who truly Jesus is</li> </ul>
<p><b>Theme</b></p>	<p><b>Sub-theme</b></p>	<p><b>Notes for guidance</b></p>
<p><b>8. JESUS' TEACHINGS, MIRACLES AND PARABLES</b></p>	<p><b>Teachings</b></p> <ul style="list-style-type: none"> <li>Forgiveness (the sinful woman (Luke 7:36 – 8:3)</li> <li>faith and humility (Luke 9: 37 – 50)</li> <li>Forgiveness (Psalms 130:4; Matthew 26:28; Mark 1:4; Luke 1:77)</li> <li>Judging others (Matthew 7:1-5; Luke 7:37 – 42; Acts 20:19; John 8: 1-8)</li> <li>Humility (Psalms 45:4; Proverbs 11:12; Acts 20:19; James 3:13)</li> <li>Retaliation (Romans 12:17-21; Matthew 5:38-42; James 1:19-20)</li> <li>Jesus' warnings against false teachings i.e. (Luke 11:37 – 12: 1 – 12)</li> <li>The hypocrisy of the Pharisees</li> <li>Material possessions (Luke 12: 13 -34)</li> <li>Watchfulness and readiness and signs of the times (Luke 12: 35 -59)</li> </ul> <p><b>Miracles</b></p> <ul style="list-style-type: none"> <li>The boy with an unclean spirit (Luke 9 : 37 -- 43; Mat 17 : 14 -21; Mark 9 : 14 –27)</li> <li>The healing of the Centurion's servant (Luke 7: 1 – 10)</li> <li>The raising of Jairus' daughter (Mat 9 : 18 – 28; Luke 8 : 40 -56; Mark 5 : 21 -43)</li> <li>Jesus calms the storm (Mark 4 : 35 – 41)</li> <li>Jesus walks on water (Mark 6 : 45 – 56)</li> </ul>	<p>Emphasis should be made on:</p> <ul style="list-style-type: none"> <li>Teachings</li> <li>Lesson learnt</li> <li>Characterization</li> <li>Symbolism</li> <li>Implications today</li> </ul>

	<ul style="list-style-type: none"> <li>◦ The healing of the woman with haemorrhage (Mark 5 : 25 – 34; Luke 8 : 43 – 48; Mat 9 : 20 – 22)</li> <li>◦ The feeding of the five thousand (Mat 14 : 15 – 21; Luke 9 : 10 – 17)</li> </ul> <p><b>Parables</b></p> <p><b>Parables about the kingdom (Luke 13)</b></p> <ul style="list-style-type: none"> <li>◦ The mustard seed (Luke 13: 18 -21)</li> <li>◦ The great feast (Luke 14: 15 – 24)</li> <li>◦ The prodigal son (Luke 15.: 11 – 24)</li> <li>◦ The parable of two debtors (Luke 7 : 36 – 50)</li> <li>◦ The Pharisee and Tax collector (Luke 18 : 1 – 18)</li> </ul> <p><b>Parables about the lost (Luke 15:1 – 32)</b></p> <ul style="list-style-type: none"> <li>◦ Parable of the lost sheep (Luke 15: 3 – 7)</li> <li>◦ Parable of the lost coin (Luke 15: 8 – 10)</li> </ul>	
<p><b>Theme</b></p> <p><b>JESUS' TEACHINGS, MIRACLES AND PARABLES</b></p>	<p><b>Sub-theme</b></p> <ul style="list-style-type: none"> <li>◦ The parable of the lost Son (Luke 15: 11 – 24)</li> </ul> <p><b>Persistence in Prayer (Luke 18: 1 – 14)</b></p> <ul style="list-style-type: none"> <li>◦ Parable of the widow and the unjust judge (Luke 18: 1 – 18)</li> <li>◦ Parable of the Pharisee and the Tax Collector (Luke 18: 1 – 18)</li> </ul>	<p><b>Notes for guidance</b></p>

<p>9. THE JOURNEY, MINISTRY IN JERUSALEM, CRUCIFIXION, RESURRECTION AND ASCENSION OF JESUS</p>	<ul style="list-style-type: none"> <li>• The triumphant entry into Jerusalem (Luke 19: 28 – 40)</li> <li>• Cleansing of the temple (Luke 19: 41 – 48)</li> <li>• Jesus' conflicts with the Jewish leaders (Luke 20: 1 – 21: 1 – 4)</li> <li>• Predictions of trials, troubles and persecutions to come (Luke 21: 5 – 38)</li> <li>• Jesus' passion, death and resurrection</li> <li>• The Last Supper (Luke 22:1-38)</li> <li>• Prayer on Mount Olives, betrayal and arrest (Luke 22:39-53)</li> <li>• The denial by Peter, trial, crucifixion, death and burial (Luke 22:57-71, 23:1-56)</li> <li>• The resurrection (Luke 24:1-53)             <ul style="list-style-type: none"> <li>◦ Witness to the risen Christ</li> <li>◦ Testimony of the holy women</li> <li>◦ The disciples on the way to Emmaus</li> <li>◦ Appearance of the disciples</li> <li>◦ Jesus' ascension to heaven</li> </ul> </li> </ul>	<p>Emphasis should be made on :</p> <ul style="list-style-type: none"> <li>• Describe and explain the significance of the triumphant entry (humility, kingship)</li> <li>• Describe the incidence of the last supper.</li> <li>• Explain the importance of the last supper.</li> <li>• Description of the incidents in the specified content.</li> <li>• Explanation of the incidents on the specified content</li> </ul>
<p>Themes</p>	<p>Sub-themes</p>	<p>Notes for guidance</p>
<p>10. CHRISTIANITY AND SOCIAL BEHAVIOUR</p>	<ul style="list-style-type: none"> <li>• Self-respect, Integrity and moral decision making (1 Corinthians 6:19-20, Ephesians 5:4)</li> </ul> <p>Incidents that destroy Human life</p> <ul style="list-style-type: none"> <li>• Suicide (2 Samuel 17:23, Exodus 20: 13, Jeremiah 1:5, Galatians 3:13, Matthew 27: 5-6)</li> <li>• Abortion (Jeremiah 20:17, Psalm 127:3-5, Galatians 1:15a)</li> </ul>	<ul style="list-style-type: none"> <li>• Biblical teachings and Christian responses and practices on the specified social issues.</li> </ul>

	<p><b>Poverty and wealth</b></p> <ul style="list-style-type: none"> <li>◦ Teachings on poverty and wealth (Proverbs 23:4-5; Psalm 37:16-17, Proverbs 13:11; Ecclesiastes 5:10; Matthew 6:19-24)</li> <li>◦ Taking care of the sick and elderly (Luke 10:30-37; 1 Timothy 5:1-8 Roman 13:8; Proverbs 19:17)</li> <li>◦ Crime and punishment (Matthew 7:2; Leviticus 24:19-20; John 8:7)</li> </ul> <p><b>Abuse</b></p> <ul style="list-style-type: none"> <li>◦ Sexual (2 Samuel 13:1-ff)</li> <li>◦ Physical</li> <li>◦ Emotional</li> <li>◦ Financial</li> </ul>	
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## 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 should be able to:**

#### **A 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

#### **B Analysis and interpretation**

- demonstrate a thorough analysis and interpretation of the areas concerned with the study of Christianity, including: a thorough analysis and interpretation of Christian beliefs, teachings and practices; an analysis and interpretation of the influence of particular individuals, writings, traditions etc., on communities; an analysis and interpretation of principal beliefs and the ability to express them clearly and to show the relationship between belief and practice; an interpretation of moral issues and values.

#### **C Evaluation**

- demonstrate the ability to see the significance of specific issues and clearly express a personal opinion supported with appropriate evidence and argument.

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

#### **A Knowledge and understanding**

- demonstrate a wide knowledge and understanding of the syllabus content and the ability to select appropriate features of the information required; show some ability in organising and presenting the information.

#### **B Analysis and interpretation**

- demonstrate a reasonable analysis and interpretation study of the Bible, including: some analysis and interpretation of biblical texts; some understanding of the influence of particular individuals, writings, traditions etc., on communities; an understanding of principal beliefs and the ability to show the relationship between belief and practice; an understanding of at least one moral issue and its relationship with religious belief.

#### **C Evaluation**

- demonstrate the ability to see the significance of a specific issue and to express a personal opinion.

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

#### **A 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.

B Analysis and interpretation

- demonstrate some interpretation of the areas concerned with the study of bible, including: a limited understanding of biblical text; a simple understanding of the influence of particular individuals, writings, traditions etc.; an understanding of a principal belief; an understanding of a moral issue and its relationship to Christian belief.

C Evaluation

- express clearly a personal opinion supported with some argument.

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.

<b>COMPARE</b>	Write about what is similar and different about two things.
<b>COMPLETE</b>	To add the remaining details required.
<b>CONTRAST</b>	Write about the differences between two things.
<b>DEFINE</b>	Give the meaning or definition of a word or a phrase
<b>DESCRIBE</b>	Write what something is like or what it is.
<b>EXPLAIN</b>	Write about why something happens
<b>GIVE REASONS</b>	Write about why something occurs or happens
<b>GIVE 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>IDENTIFY</b>	Pick out something from information you have been given.
<b>LABEL</b>	Placing specific names or details to an illustrative technique in response to a particular requirement.
<b>LIST</b>	Identify and name a number of features to meet a particular purpose.
<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>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>STATE</b>	Give a brief detail about something
<b>STUDY</b>	Look carefully at (usually one of the figures in the paper)
<b>SUGGEST</b>	Give your ideas on or knowledge of something.

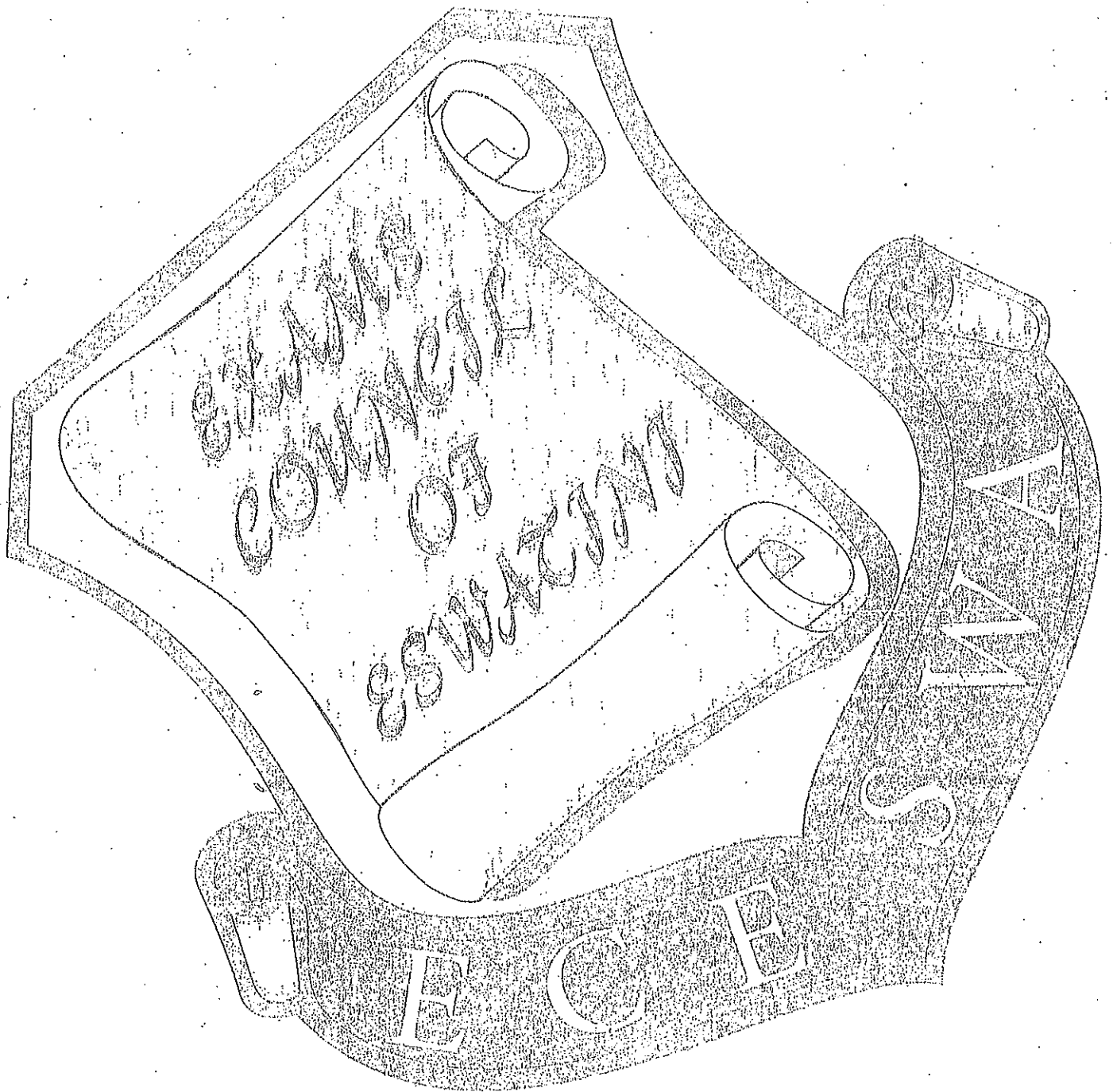
**USE**

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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The Examinations Council of Eswatini  
P. O. Box 1394, Mbabane  
Tel: 2417 8000  
Fax: 2416 2862  
[www.examsCouncil.org.sz](http://www.examsCouncil.org.sz)

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