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Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Grade 5 to Grade 7) so that at the completion of primary 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

Eswatini Primary Certificate (SPC) syllabuses for studies in Grade 5 to Grade 7 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 Grade 5 to Grade 7

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 **five compulsory subjects**.

Compulsory Subjects

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

Electives

- Agriculture
- Consumer Science
- Social Studies
- Practical Arts and Technology
- French
- Portuguese

Fields of Study

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

INTRODUCTION

The Eswatini Primary Certificate syllabuses are designed as three-year courses for examination in Grade 7. The syllabus assumes that the learners have been through a Lower Primary (Grade 3 and 4) 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.

SPC 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 SPC Examination. They are not listed in order of priority.

The Eswatini Primary Certificate Religious Education aims to:

1. Develop learner's knowledge and understanding of creation.
2. Develop an enquiring approach to biblical teachings, the ideas they contain and the ways in which they may be interpreted.
3. Enable learners to make informed decisions on issues arising from their personal and social lives.
4. Equip learners with a suitable foundation for ethical and moral decision making in their lives.
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 specified biblical texts and Christian beliefs.

AO2 ANALYSIS AND INTERPRETATION

Learners should be able to:

2. Use knowledge in order to analyse and interpret Christian beliefs, practices, teachings, Christian morals and values and biblical characters.

AO3 EVALUATION

Learners should be able to:

3. Give a personal response to biblical issues arising from Christian beliefs, teachings, practices and moral values.

ASSESSMENT OBJECTIVES AND WEIGHTINGS

Relationship between assessment objectives and components of the scheme of assessment

PAPER	WEIGHTING	ASSESSMENT OBJECTIVES
1	60%	Knowledge and Understanding
	30%	Analysis and Interpretation
	10%	Evaluation
2	40%	Knowledge and Understanding
	40%	Analysis and Interpretation
	20%	Evaluation

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates will be required to write **TWO** examination papers.

PAPER 1

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Time: 1 hour

Marks: 40

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

The first items 1-25 will cover knowledge and understanding and 26-40 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 Grade 5 to 7 syllabus.

There will be **three** questions covering any three of the five themes. Candidates will be required to answer all **three** questions.

The questions will require free responses in a form of sentences and paragraphs. Each question will be structured into three parts; (a), (b) and (c). Each question will be worth 20 marks. The (a) part will cover AO1 and will be worth 8 marks, the (b) part will cover AO2 8 marks and the (c) part will cover AO3 4 marks.

WEIGHTING OF PAPERS

PAPER	WEIGHTING
1	40%

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2	60%
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CURRICULUM CONTENT

The curriculum is divided into five themes. These are:

1. Creation, fall of man and destruction of life
2. Beliefs and Worship
3. Moral teachings and values
4. The Bible as God's Word
5. Miracles and Parables of Jesus Christ

Version of the Bible

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

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DETAILED CONTENT

Theme	Sub theme	Notes for guidance
1. CREATION, FALL OF MAN AND DESTRUCTION OF LIFE	<p>Creation (Genesis 1 and 2)</p> <ul style="list-style-type: none"> • The state of the universe before creation • Order of creation • The creation of the first people • Man's authority over creation • Uniqueness of man <p>Fall of man (Genesis 3)</p> <ul style="list-style-type: none"> • How man fell into sin <p>Destruction of life</p> <ul style="list-style-type: none"> • Noah and the flood (Genesis 6:9-22) • The plagues (Exodus 10- 11) • Crossing of the Red Sea (Exodus 14) • Gomorrah and Sodom (Genesis 19:23-29) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • How the world came into being. • The difference between the creation of Adam and Eve. • Explain how man different from the rest of God's creation: knows the difference between right and wrong; dominion over creation; made to worship God. • Explain why there was destruction of life in the specified content.
2. BELIEFS AND WORSHIP	<p>Beliefs</p> <ul style="list-style-type: none"> • Trinity • Sin and salvation • Life after death • Judgement <p>Worship</p> <ul style="list-style-type: none"> • Place of worship (Church, Hall, Classroom, tent) • Lord's Prayer (Matthew 6:9-13; Luke 11:2-4) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • Meaning of Trinity, sin and salvation, life after death, and judgement. • Identify the places of worship. • Describe how Christians worship. • Identify symbols of worship. • Explain the importance of worship.

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Theme	Sub theme	Notes for guidance
	<ul style="list-style-type: none"> • Styles of worship (Isaiah 42:10; Psalm 150; Psalm 95:6) <ul style="list-style-type: none"> ○ Bible Reading (Romans 1:20; 2:14-15; 2Timothy 3:16-17; 1 Peter 3:15) ○ Kneeling (Psalm 95:6; Romans 14:11) ○ Praying (1 John 5:14-16) ○ Dancing (Psalms 150:3-6) ○ Clapping (Psalms(47:1-2) ○ Singing (Psalms 47:1) ○ Fasting (Luke 4:1-9) • Symbols and objects of worship <ul style="list-style-type: none"> ○ Cross and crucifix (Matthew 27: 35) ○ Wine and bread Luke 24: 14-20) ○ Hymn books and music instruments (Psalms 150:3-6) 	
3. MORAL TEACHINGS AND VALUES	<p>Moral teachings of Jesus</p> <ul style="list-style-type: none"> • Peace (Mathew 5:9; Matthew 5:7) • love Luke 6:35-36; Luke 10:35-37; Matthew 22:36- 39; • forgiveness (Matthew 18:21; Luke 11:4; 17:4) • mercy (Matthew 5:7) • thanksgiving (Luke 22:17-20; • respect (Exodus 20:12) <p>Values</p> <ul style="list-style-type: none"> • Humility (Matthew 18:1-4; Luke 14:11; Matthew 23:12 ;) • Honesty (Proverbs 6:17; 12:22 Psalms 5:6; Luke 12: 42-48; Job 24:1 – 12) • Obedience (Exodus 19:5; Deuteronomy 11:1; John 15:9; 2nd Corinthians 10:5; Romans 1:5) • Fairness (Mathew 6:14-15; Proverbs 4:25-27; Hebrews 5:13; Luke 6:31) • Integrity (Proverbs 28:6; 10:29; 10:9) • Self –control (Genesis 39:5; Daniel 1:12–16; Mathew 4:2; Luke 4:2; Luke 4:4) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • Meaning of moral and value • Identify the specified morals and values • Explain the importance of the moral teaching and values

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Theme	Sub theme	Notes for guidance
MORAL TEACHINGS AND VALUES	<ul style="list-style-type: none"> • Perseverance (Romans 5:3; 2 Thessalonians 1:4; Hebrews 12:1; James 1:4; 2nd Peter 1-6) 	
4. THE BIBLE AS GOD'S WORD	<ul style="list-style-type: none"> • Divisions of the Bible • Uses of the Bible (1 Timothy 3:16; Luke 4:16) <ul style="list-style-type: none"> ○ Edification (John 20:31) ○ Correction (1 Corinthians 10:11; 2 Timothy 3:16) ○ Meditation (Psalms 119: 97-99) ○ Light (Psalms 119: 14, 24, 116) ○ Joy (Psalms 119: 105; 130) ○ Strength (Psalms 119:28) ○ Trust (Psalms 119:42) ○ Peace (Psalms 119:165) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • The divisions of the bible: Old Testament and New Testament • List the uses of God's word: edification, correction, meditation, light, joy, strength, trust and peace.
5. MIRACLES AND PARABLES OF JESUS CHRIST	<p>Parables</p> <ul style="list-style-type: none"> • Parable of the talents (Matthew 25:14-30) • Parable of the Sower (Matthew 13:3-23) • Good Samaritan (Luke 10:25-37) • Prodigal son (15:11-32) • Lost sheep (Luke 15:3-7) <p>Miracles</p> <ul style="list-style-type: none"> • Calming of the storm (Matthew 8:23-27) • Feeding of the five thousand (Luke 9:10-17) • Jesus heals many people (Mark 1:29-30) • Blind man of Jericho (Luke 18:35-43; Mark 10: 46-52) • Raising of Lazarus (John 11:38-44) • Jesus walks on the sea (Mathew 14:22-32) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • Teachings • Lesson learnt • Characterization • Symbolism

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.

COMPARE	Write about what is similar and different 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).
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.