

University of Eswatini



Faculty of Education

DEPARTMENT OF CURRICULUM AND TEACHING

SEMESTER 2 EXAMINATION PAPER – OCTOBER 2021

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE: CTE 522

TARGET GROUP: PGCE (F/T AND IDE)

TIME: THREE (3) HOURS

MARKS: 100

INSTRUCTIONS

1. There are five (5) questions in this paper.
2. Answer four (4) questions in all; QUESTION 1 is compulsory.
3. All questions carry equal marks.
4. Start each question on a new page.

REQUIREMENT: Secondary Religious Education Assessment Syllabus (6893)

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INVIGILATOR**

QUESTION 1 COMPULSORY

Answer all part questions.

- a) Explain any two reasons why assessment should be an integral part of teaching in Religious Education. (5)
- b) Briefly explain three principles of testing in Religious Education. (5)
- c) Describe the Multiple Choice item type. (5)
- d) Briefly explain five decisions a teacher can make about his/her students based on their continuous assessment results. (5)
- e) Establish the relationship between educational assessment, measurement, and evaluation. (5)

[25]

QUESTION 2

Use the JuniorSecondary Religious Education Syllabus (533) attached to construct a topic test (including a specification table) for Form 3 on topic 8: Jesus' Teachings, Miracles and Parables. The test duration should be 50 minutes and the total should be 40 marks.

[25]

QUESTION 3

Choose any one specialised teaching resource and illustrate in a lesson plan how you would use it in teaching a Form 4 Religious Education 80 minutes lesson. [25]

QUESTION 4

- a) How does a Criterion - referenced test (CRT) interpretation differ from a Norm-referenced test (NRT) interpretation? (4)
- b) Discuss why a Religious Education teacher needs to use both interpretations for his/her class. (21)
- [25]

QUESTION 5

- a) Conceptualise assessment in Religious Education. (5)
- b) Discuss the principles of effective assessment in relation to Religious Education. (20)
- [25]
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**Religious Education
Junior Certificate
Syllabus (533)**

2021-2023

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.

Topic 8 JESUS' TEACHINGS, MIRACLES AND PARABLES

Teachings

- Forgiveness (the sinful woman (Luke 7:36 – 8:3)
- faith and humility (Luke 9: 37 – 50)
- Forgiveness (Psalms 130:4; Matthew 26:28; Mark 1:4; Luke 1:77)
- Judging others (Matthew 7:1-5; Luke 7:37 – 42; Acts 20:19; John 8: 1-8)
- Humility (Psalms 45:4; Proverbs 11:12; Acts 20:19; James 3:13)
- Retaliation (Romans 12:17-21; Matthew 5:38-42; James 1:19-20)
- Jesus' warnings against false teachings i.e. (Luke 11:37 – 12: 1 – 12)
- The hypocrisy of the Pharisees
- Material possessions (Luke 12: 13 -34)
- Watchfulness and readiness and signs of the times (Luke 12: 35 -59)

Miracles

- The boy with an unclean spirit (Luke 9 : 37 – 43; Mat 17 : 14 -21; Mark 9 : 14 – 27)

- The healing of the Centurion's servant (Luke 7: 1 – 10)
 - The raising of Jairus' daughter (Mat 9:18 – 26; Luke 8:40 -56; Mark 5:21-43)
 - Jesus calms the storm (Mark 4 : 35 – 41)
 - Jesus walks on water (Mark 6 : 45 – 56)
 - The healing of the woman with haemorrhage (Mark 5 : 25 – 34; Luke 8 : 43 – 48; Mat 9 : 20 – 22)
 - The feeding of the five thousand (Mat 14 : 15 – 21; Luke 9 : 10 – 17)
- Emphasis should be made on:
 - **Teachings**
 - **Lessons learnt**
 - **Characterization**
 - **Symbolism**
 - **Implications today, teachings, covenants and practices.**

Parables

Parables about the kingdom (Luke 13)

- The mustard seed (Luke 13: 18 -21)
- The great feast (Luke 14: 15 – 24)
- The prodigal son (Luke 15 : 11 – 24)
- The parable of two debtors (Luke 7 : 36 – 50)
- The Pharisee and Tax collector (Luke 18 : 1 – 18)

Parables about the lost (Luke 15:1 – 32)

- Parable of the lost sheep (Luke 15: 3 – 7)
- Parable of the lost coin (Luke 15: 8 – 10)
- The parable of the lost Son (Luke 15: 11 – 24)

Persistence in Prayer (Luke 18: 1 – 14)

- Parable of the widow and the unjust judge (Luke 18: 1 – 18)
- Parable of the Pharisee and the Tax Collector (Luke 18: 1 – 18)

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 something

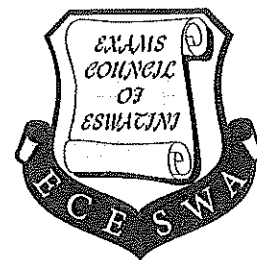
EGCSE

Eswatini General Certificate of Secondary Education

RELIGIOUS EDUCATION SYLLABUS

Subject Code: 6893

For Examination in 2021 - 2023



Examinations Council
of Eswatini

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.

ASSESSMENT

Scheme of Assessment

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.

Content: 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) Earlier 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) 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).
 - 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.

COMMAND WORDS

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).

SUGGEST 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).

WHAT Used to form a question concerned with selective ideas/ details/ factors.

COMPARE Estimate or note the similarity or dissimilarity between factors or features

CONTRAST Compare in such a way as to emphasize differences between features or factors

EGCSE RELIGIOUS EDUCATION Syllabus 6893
November 2021 and November 2023 Examinations
