



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Religious Education

Syllabus

Subject Code:631

For Examination In 2023 - 2024

CONTENTS

Broad guidelines	3
Introduction	5
Aims	5
Assessment Objectives and weightings	6
Assessment	7
Scheme of Assessment	7
Weighting of Papers	7
Curriculum Content	8
Command words	12

ESWATINI PRIMARY CERTIFICATE

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 (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 (EPC) 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 Swaziland and elsewhere, e.g., pandemics, global warming, 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 offer **five compulsory subjects**.

Compulsory Subjects

- 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 (Grades 3 and 4) Programme of Religious Education. The purpose of the Religious Education syllabus is that learners will understand the Christian beliefs, teachings, practices and influences on the lives of individuals and community; and be encouraged to adopt Christian values and behaviour.

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

The aims are to enable learners to:

1. Develop learner's knowledge and understanding of creation.
2. Develop an enquiring approach to biblical texts, 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 Domains

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 specified biblical texts and Christian beliefs.

AO2 ANALYSIS AND INTERPRETATION

candidates should be able to:

2. Use knowledge in order to analyse and interpret Christian beliefs of biblical characters.

AO3 EVALUATION

Candidates should be able to:

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

ASSESSMENT OBJECTIVES AND WEIGHTINGS

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

ASSESSMENT

Scheme of Assessment

Examination Questions will be drawn from the Grade 5 to 7 Teaching Syllabus.

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

PAPER1

Time: 1 hour

Marks: 40

The paper will consist of 40 multiple choice questions taken. The paper will assess the four 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: 1 hour 30 Minutes

Marks: 60

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 or 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 and will be worth 8 marks and (c) part will cover AO3 and will be worth 4 marks.

WEIGHTING OF PAPERS

PAPER	WEIGHTING
1	40%
2	60%

CURRICULUM CONTENT

The curriculum is divided into five themes. These are:

1. Creation, fall of man and destruction of life
2. Christian 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.

DETAILED CONTENT

Theme	Sub theme	Notes for guidance
<p>1. CREATION, FALL OF MAN AND DESTRUCTION OF LIFE</p>	<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) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • How the world came into existence • The difference between the creation of Adam and Eve • Explain how man is different from the rest of God's creation i.e., knows the difference between right and wrong; dominion over creation; made to worship God • Describe the destruction of life in the specified content • Explain why there was destruction of life in the specified content
<p>2. BELIEFS AND WORSHIP</p>	<p>Beliefs</p> <ul style="list-style-type: none"> • Sin and salvation • Life after death • Judgement <p>Worship</p> <ul style="list-style-type: none"> • Place of worship (Church, Hall, Classroom, Tent) 	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> • Types of sin • Christian teachings on beliefs studied • How Christians worship

ESWATINI PRIMARY CERTIFICATE
RELIGIOUS EDUCATION SYLLABUS 2023-2024

	<ul style="list-style-type: none"> • Lord's Prayer (Matthew 6:9-13; Luke 11:2-4) 	<ul style="list-style-type: none"> • Significance of symbols and objects of worship • Importance of worship
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 (Luke 17; 3-4) • 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; 2 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"> • Biblical teachings on Christian values
4. THE BIBLE AS GOD'S WORD	<ul style="list-style-type: none"> • Divisions of the Bible • Uses of the Bible (1Timothy 3:16; Luke 4:16) 	
5. MIRACLES AND PARABLES	<p><u>Miracles</u></p> <ul style="list-style-type: none"> • Calming of the storm (Matthew 8:23-27) • Feeding of the five thousand (Luke 9:10-17) 	<p>Emphasis should be made on:</p>

ESWATINI PRIMARY CERTIFICATE
RELIGIOUS EDUCATION SYLLABUS 2023-2024

OF JESUS CHRIST	<ul style="list-style-type: none">• Blind man of Jericho (Luke 18:35-43)• Jesus walks on the sea (Mathew 14:22-32)• The Raising of Lazarus (John 11:38-44)• The Healing of Simon’s mother–in-law (Mark 1:29-31) <p><u>Parables</u></p> <ul style="list-style-type: none">• Parable of the Sower (Matthew 13:3-23)• Parable of the Good Samaritan (Luke 10:25-37)• Parable of the Prodigal son (15:11-32)	<ul style="list-style-type: none">• Teachings• Characterization• Symbolism• Lessons learnt
--------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

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 about two things.
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.