



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

Lesotho General Certificate of Secondary Education Syllabus

Religious Studies

0186

For examination in November 2020

National Curriculum Development Centre
in collaboration with
Examinations Council of Lesotho



Religious Studies – Christianity

1.0 Introduction

LGSCE Religious Studies Syllabus focuses on the teachings of the Christian religion as contained in the Luke's Gospel and the Acts of the Apostles while at the same time exposing students to the phenomenon of religion and its diversity. As it introduces students to the life and teachings of Jesus Christ and the life of the early Christian Church, the new syllabus also promotes application of these teachings to such important contemporary issues such as respect for life, prejudice and discrimination, issues of equality, HIV/AIDS, human and substance abuse, divorce, poverty, unemployment, corruption and environmental issues.

The syllabus helps learners to develop an enquiring and critical approach to the study of the Biblical texts and enables them to identify religious virtues and values promoted by such texts. It also helps learners to apply this approach to assess religious and personal responses to moral and ethical issues. It further challenges and equips them with the necessary skills to be able to lead constructive lives in the modern world.

2.0 Aims

These are not listed in order of priority:

- Develop religious awareness and appreciation of religious diversity
- Reflect on religious responses to contemporary issues
- Acquire a knowledge and understanding of the life and teaching of Jesus Christ through a study of Luke's Gospel and the development of the early Christian Church through a study of the Acts of the Apostles
- Develop and enquire critical approach to the study of Biblical texts and the ideas they contain and the ways they may be interpreted
- Recognise and appreciate the contribution of religion in the formation of patterns of beliefs and behaviour
- Develop positive attitudes to social behaviour and the skills for coping with life challenges
- Develop a range of transferable skills and attitudes.

3.0 Assessment Objectives

There are two assessment objectives in this syllabus, these are:

Assessment Objective 1 (AO1)

Describe and explain using knowledge and understanding.

Assessment Objective 2 (AO2)

Use evidence and reasoned argument to express and evaluate personal responses, informed insights and different viewpoints on religious and contemporary issues.

3.1 Scheme of Assessment

The syllabus is assessed by two written examination papers. All candidates will take both papers.

Questions on both papers are drawn from the whole syllabus.

Paper 1: Short answer questions 1 hour 15 minutes

Candidates answer all questions in three sections of the paper and write their answers on the question paper in the space provided.

The paper will assess Assessment Objective 1.

Total marks: 60

The paper consists of three sections. The questions will be drawn from the whole syllabus.

Section A: What is Religion?

2 questions, 5 marks each question.

Section B: Luke's Gospel and Acts of the Apostles (1-21:15). (Questions may contain quotations from the set texts).

8 questions, 5 marks each question.

Section C: Religion in Society

2 questions, 5 marks each question.

Paper 2: Essay questions 2 hours

Candidates answer two questions from section A and two questions from section B and one other from either section A or section B.

The paper will assess Assessment Objective 1 and Assessment Objective 2.

Total Marks 90.

There are eight essay questions. Candidates answer five questions. Questions will be drawn from Topics 2 and 3 of the Syllabus.

The paper has two sections.

Section A: Four questions based on:

Topic 2.1: The life and teaching of Jesus through a study of Luke's gospel.

Topic 3: Religion in Society.

Section B: Four questions based on:

Topic 2.2: The life and development of the early church through a study of the Acts of the Apostles (Acts 1-21:15).

Topic 3: Religion in Society.

All questions are worth 18 marks each.

3.2 Weighting of Assessment Objectives

Paper 1		
Assessment Objective	Marks	Weighting
AO1 – Describe and explain using knowledge and understanding.	60	40%
AO2 – Use evidence and reasoned argument to express and evaluate personal responses, informed insights and different viewpoints on religious and contemporary issues.	–	–
Total marks	60	40%

Paper 2		
Assessment Objective	Marks	Weighting
AO1 – Describe and explain using knowledge and understanding.	30	20%
AO2 – Use evidence and reasoned argument to express and evaluate personal responses, informed insights and different viewpoints on religious and contemporary issues.	60	40%
Total marks	90	60%

4.0 Content

Topic 1: What is Religion?

Defining Religion

- Definition of religion
- Characteristics of religion (The holy, response, beliefs, rituals, and liturgy, ethical codes and community of believers, scriptures written or unwritten)
- Diversity in religion: Candidates should be aware of examples of different types of religions (Theistic and Non-theistic types e.g. Abrahamic religions)
- Why is it important to study religion?
- Scriptures: Luke's Gospel: authorship; reasons for writing and destination
- Acts of the Apostles: authorship; reasons for writing and destination

Topic 2: Jesus and the Early Church

2.1 Jesus' Life and Teachings through the Study of Luke's Gospel

- Annunciations (John and Jesus) – faith, obedience and acceptance, joy and gladness
- Births of John and Jesus – co-operation, joy
- Early Rites of passage (circumcision, presentation and baptism) – cultural identity
- Early life – the boy Jesus at the Temple
- Genealogy of Jesus – cultural identity; universalism
- Jesus' temptations – obedience; power and corruption; nationalism
- Rejection at Nazareth – rejection, discrimination;
- The Call of the Twelve – apostleship and discipleship; power sharing/delegation of power
- The Story of Martha and Mary – a clash of temperaments
- Miracles: the Great Catch of Fish, the man with leprosy, the Paralysed man, Centurion's slave, the Widow of Nain, the Storm on the lake, Gerasene Demoniac (the man who lives among the tombs), the woman with the flow of blood, Jairus' daughter, Five thousand fed, the Woman with the Spirit of Infirmary, The Ten Lepers (A Grateful Samaritan), the Blind Man of Jericho.
- Parables: the Sower, the Good Samaritan, Friend at Midnight, the Rich Fool, Mustard Seed, Prodigal Son, the Dishonest Steward, the Rich man and Lazarus, the Pharisee and Tax-collector, the Widow and the Judge, the pounds, the wicked tenants.
- Late Rites of Passage: (Jesus' Death, Resurrection and Ascension) – compassion; suffering; unconditional love; mourning rites; forgiveness; death.

2.2 The Early Church through the Study of the Acts of the Apostles (Acts 1–21:15)

- Command and Ascension – universalism
- Appointment of another Apostle – efficient and effective administration; scriptural authority; apostleship; leadership requirements; outcome acceptance; prayer.
- The Pentecost – the miracle of Pentecost; the feast of Pentecost; “glossolalia”; universalism
- The role of the Holy Spirit;
- Nature of the early Christian Church – characteristics of the early Christian church; ministers and roles in the early Christian church
- Mission in Jewish Territories: the risen Jesus is the Messiah; the authority of scripture; miracles; the principle of God first man last (courage); Jerusalem temple; persecution of the Church; the Conversion of Saul
- Mission in Gentile Territories: universal salvation; grace; the risen Jesus is universal Messiah; acceptance; “from known to the unknown”; miracles;

Topic 3: Religion in Society

The teacher must make use of the texts from Luke and Acts to address pressing issues of concern like respect for life, prejudice and discrimination, issues of equality, HIV/AIDS, human and substance abuse, teenage pregnancy, divorce, poverty, unemployment, corruption, crime and punishment and environmental issues. The issues and values mentioned here are not exhaustive.

Religious virtues and values

Virtues	Indicators	Vices	Meanings of virtue
Chastity	Purity, knowledge, honesty, wisdom	Lust	Abstaining from sexual conduct according to one's state in life. The ability to refrain from being influenced by temptation and corruption
Temperance	Self-control, justice, honour, abstention	Gluttony	Constant mindfulness of others' and one's surroundings, practising self-control, abstention, moderation and deferred gratification
Charity	Will, benevolence, generosity, sacrifice	Greed	Love, unlimited loving kindness to others
Diligence	Persistence, effort, ethics, rectitude	Sloth	A zealous and careful nature in one's actions and work; Integrity and upholding one's convictions at all times
Patience	Peace, mercy, sufferance, tolerance	Wrath	Endurance and moderation; resolving conflicts and injustice and not resorting to violence
Kindness	Satisfaction, loyalty, compassion, integrity	Envy	Love, compassion and friendship for its own sake. Having positive outlook to inspire others
Humility	Bravery, modesty, reverence, altruism	Pride	Modest behaviour, selflessness, giving of respect
Love	Grace,	Hatred	Selfless, caring attitude and warm and affection feeling towards one's neighbours
Faith	Trust,	Denial, rejection	Total trust in God and doing His will
Hope	Courage, promise	Fear, despair	Strong belief in God and that positive desires are due

5.0 Notes on teaching

- 5.1 An examination is not the sole intention of the educational process; however, achievement in an examination is a natural outcome of successful teaching processes. Teachers should use a variety of educational practices and techniques to enable candidates to enjoy learning, to think and draw conclusions themselves.
- 5.2 Teachers can use any modern scholarly translation of the Bible. The Revised Standard Version (RSV) and New International Version (NIV) are used for quotations included in question papers.
- 5.3 In the AO2 assessment objective, the reference to the use of evidence in candidates' responses indicates that candidates must be encouraged to support their arguments with evidence and examples from the text and from their own experience.
- 5.4 Teachers are expected to encourage learners to appreciate how both for the Individual and within the community, religious virtues and values can be applied in daily life. As they learn about the virtues that are displayed by some stories and parables in the Bible learners ought to be aware of the vices as well.
- 5.5 In Religious Studies tolerance of others and their views is fundamental. Candidates should be encouraged to look at the teachings of Jesus and how they applied to His life context then, and how they apply to issues and life in the modern world now.
- 5.6 For Topics 3, teachers should encourage learners to increase their awareness of the pressing issues in society, using their own research and resources e.g. media.

6.0 Glossary of terms

Blasphemy: An act of claiming for oneself that which can only be said of God.

Ethical Code: Ethical guide on what is morally good or evil.

Faith: Belief in God, and in the truth of His revelation as well as obedience to Him.

Glossolalia: Speaking in tongues – the utterance of unintelligible speech or, more rarely, a language with which the speaker is unfamiliar through the empowerment of a divinity/spirit.

Hope: Expectation of and desire of receiving; repairing from despair and capability of not giving up.

Liturgy: A set standard way of conducting a religious service.

Love/charity: selfless, unconditional and voluntary loving kindness of one's neighbours.

Monotheism: Belief that there is only one God.

Non-theistic: Those in which the holy is conceived of as an impersonal power, a process, a state of being, or an eternal truth capable of transforming human existence.

Pantheism: The belief that the holy or divine is immanent in all things or is all things.

Polytheism: Belief in the existence of more than one deity.

Rites of Passage: Rituals that mark the major turning points in the human life cycle and other changes of status.

Ritual: A formalized mode of religious action entailing words, gestures, and objects; a repetitive and social form of doing intended to commemorate sacred occasions or to invoke a sacred presence.

Sacrament: A religious ceremony or act of the Christian Church that is regarded as an outward and visible sign that points to something sacred.

Sacred: That which is regarded as holy and is used for religious purposes.

Sacrilege: An act of making fun of something holy or sacred. Something is said to be sacrilegious when it does not show proper reverence toward what is held to be sacred.

Salvation: To be made whole in the sense of physical, psychological, and spiritual well-being or to be delivered from sickness, death, sin, or misfortune.

Scripture: An authoritative and timeless body of literature, oral or written, regarded as a sacred revelation of Transcendence or the Holy.

Symbol: A word, gesture, or object that stands for or makes present the thing symbolized.

The Holy: That which is considered as the ultimate object of worship in a religion.

Theism: Belief in the existence of God.

Theistic Religions: Those in which the holy is conceived of as a God or group of gods or spirits personally involved in the life of human beings.

Ultimate: That which is primary, complete, perfect, unconditional and is regarded as the eternal and enduring ground of all things.

Values: Moral and professional standards of behaviour; principles; cultural/social.

Vice: The habitual inclination to do evil or bad.

Virtues: A habit of good behaviour that enables one to do what is considered as right with ease, pleasure and consistency. The opposite of this is 'vice'.

7.0 Grade Descriptors

The following grade descriptions are intended to give a general indication of the standards of attainment likely to have been achieved by candidates awarded grades A, C and F.

At **Grade A** the candidate will be expected to:

- Demonstrate a detailed knowledge and clear understanding of the syllabus content, a balanced coverage of the syllabus and the ability to select appropriate features of the information required; organize and present the information in a consistent and appropriate manner.
- Demonstrate a thorough understanding of the areas concerned with the study of religion, including a thorough understanding of religious language and concepts; and religious characteristics; an understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs, and the ability to express them clearly and to show the relationship between belief and practice.
- Demonstrate the ability to see the significance of specific issues and express informed insights and different viewpoints.

At **Grade C** the candidate will be expected to:

- Demonstrate a wide knowledge of the syllabus content and the ability to select appropriate features of the information required showing some ability in organising and presenting the information.
- Demonstrate a reasonable understanding of the area concerned with the study of religion, including some understanding of religious language and basic concepts; characteristics of religion; some understanding of the influence of particular individuals, writings etc. on religious communities, an understanding of principal beliefs and the ability to show the relationship between belief and practice.
- Demonstrate the ability to see the significance of a specific issue and to express informed insights and different viewpoints.

At **Grade F** the candidate will be expected to:

- Demonstrate some knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information.
- Demonstrate some understanding of the areas concerned with the study of religion including: a limited understanding of religious language and characteristics of religion; a simple characteristic and understanding of the influence of particular individuals, writings etc. on religious communities; a limited understanding of some principal beliefs and the relationship between those beliefs and practice.
- Express clearly a personal opinion supported by limited argument.

Appendix 1: Command Words

Analyse: Separate information into components and identify their characteristics

Apply: Put into effect in a recognized way

Argue: Present a reasoned case

Assess: Make an informed judgment

Comment: Present an informed opinion

Compare: Identify similarities

Complete: Finish a task by adding to given information

Consider: Review and respond to given information

Contrast: Identify differences

Criticize: Assess worth against explicit expectations

Debate: Present different perspectives on an issue

Define: Specify meaning

Describe: Set out characteristics

Discuss: Present key points

Evaluate: Judge from available evidence

Explain: Set out purposes or reasons

Explore: Investigate without preconceptions about the outcome

Give: Produce an answer from recall

Identify: Name or otherwise characterize

Illustrate: Present clarifying examples

Interpret: Translate information into recognizable form

Justify: Support a case with evidence

Name: Give a name of a person or particular feature

Outline: Set out main characteristics

Prove: Demonstrate validity on the basis of evidence

Relate: Demonstrate connections between items

State: Express in clear terms

Suggest: Present a possible case

Summarize: Present principal points without detail

