



**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
(ZIMSEC)**

**ZIMBABWE GENERAL CERTIFICATE OF EDUCATION
(ZGCE)**

For Examinations in June/November 2013 – 2017

O-Level Syllabus

Religious Studies (2042, 2043)

Subjects 2042, 2043. RELIGIOUS STUDIES

Available in June and November examination

1.0 **PREAMBLE**

The Religious Studies syllabus is intended to develop pupils' awareness of the religious and spiritual experience of people, both in history and today. By searching and discovery pupils should be enabled to grow in their own faith and to reason why they believe or act as they do.

The aims, as expressed in this syllabus, indicate a broader scope to the study of religion than was offered in the past and teachers should approach all content with these aims in mind.

2.0 **AIMS**

To help the pupils develop:

- 2.1 an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the modern world;
- 2.2 an insight into the religious and spiritual areas of experience, particularly the African and Christian traditions which have profoundly affected their culture;
- 2.3 a respect for people whose beliefs differ from their own, and an increasing spirit of tolerance and co-operation among the various religious groups;
- 2.4 an awareness of the contribution of religion in the formation of the patterns of belief and behaviour which may enhance or hinder development;
- 2.5 a consistent set of beliefs, attitudes and practices which are the result of a personal process of growth, search and discovery;
- 2.6 the ability to investigate, analyse facts and draw conclusions on religious issues.

3.0 **ASSESSMENT OBJECTIVES**

The examination will test the extent to which the candidates are able to:

- 3.1 recall, select and present relevant factual information in an organised manner;
- 3.2 show an understanding of:
 - 3.2.1. language, terms and concepts used in religious studies;
 - 3.2.2. the role and importance in religion of special people, writings and traditions;

- 3.2.3. the principal beliefs of the religions being studied and the ways in which these beliefs are related to the personal and corporate expression of religion;
- 3.2.4. religious and where appropriate, non-religious responses to moral issues in the pupils' own context;
- 3.2.5. questions about the meaning of life and the variety of faith responses which may be given to them;
- 3.3 evaluate, on the basis of evidence and argument, issues of belief and practice arising from religious studies.
- 3.4 Table of Specifications

	3.1	3.2	3.3
Objectives	recall, select and use factual information	understand and interpret religious and moral language and phenomena	apply and evaluate religious concepts and beliefs
Question 1	20%	5%	5%
Structured Questions	30%	30%	10%
Totals	50%	35%	15%

4.0 METHODOLOGY

4.1 Pupils' background

Pupils come to class with backgrounds and experiences that are real to them. They are involved in their own learning by recalling these experiences through questioning and dialogue, both in groups and in the whole class situation. As they articulate and share their ideas they become more confident of their own identity and sense of worth.

It is therefore valuable to start lessons on a contemporary theme to which pupils can relate and so lead into the new material.

4.2 The small group

Small group discussion has value in providing opportunity for pupils to gain confidence. In listening, all members grow in sensitivity and openness with resulting appreciation of each other's points of view.

4.3 Varieties of presentation

New material should be presented in a variety of ways including:

- lecture, with the use of overhead transparencies, charts, maps and other aids;
- textual study;
- seminar, presented by pupils as a result of their research;
- visit to places of religious significance;
- debate, drama, role play, interrogation, etc.,
- speakers from the community.

4.4 Use of texts

Where appropriate, the text of the Bible and Qur'an should be studied and reference made to the Vedas.

There is no wish or intention to prescribe which version of the Bible should be used in Religious Studies: schools are at liberty to use whichever they prefer. The Revised Standard Version and The New International Version will be used in Biblical quotations in examination papers, but examiners are instructed not to set questions which require answers which depend on a rendering peculiar to a particular version of the Bible.

4.5 Response

Beliefs and attitudes are not taught simply by imparting knowledge. There has to be a progression from cognitive understanding to faith development and moral commitment. The teacher needs to appreciate the stages of growth in moral awareness of the pupils. They may have inherited a dogmatic and authoritarian attitude and need to see the right and wrong of both sides of the question, but one cannot leave them there. They need to be helped through interaction to a critical commitment, so they can reason why they believe or act as they do.

5.0 CONTENT

Candidates may study **EITHER** Subject A **OR** Subject B.

If Subject B is chosen both papers 2 and 3 should be studied. (Students should only embark on this course when resource materials are available to them.)

SUBJECT (2042)

5.1 Paper 1. The Life and Teaching of Christ as contained in the Synoptic Gospels.

5.1.1. Background

geographical features of the land of Palestine;
different groups of peoples occupying the land in the time of Jesus Christ;
religious customs of the Jews of the time;

background of the authors of the three gospels;
nature of the people for whom each author wrote;
different literary style and emphases adopted by each of the authors;
scholars' views as to the sources used by each author.

5.1.2. Life of Christ

5.1.3. The Teaching of Christ

Credit will be given for relevant quotations from the text in the answering of questions.

SUBJECT B (2043)

5.2 Paper 2. The Life and Teaching of Christ as contained in the Gospel of Luke.

Pupils are expected to study the whole gospel.

5.2.1. Background

the geographic and climatic features of the land of Palestine;
the nature of the groups of people living in Palestine at the time of Christ;
the religious outlook of the Jews of the time;
Luke's identity;
his method and purpose in writing;
his specific concerns.

5.2.2. The Life of Christ according to Luke

5.2.3. Teaching of Christ

Note should be taken of the topics in Christ's teaching that Luke emphasises, namely prayer and these groups of people: the poor, women, children, the sick, oppressed, outcasts and Gentiles. Consideration should be given to the relevance of this teaching for today, in contexts the pupils understand.

5.3 Paper 3. Acts of the Apostles.

5.3.1. Background

the religious outlook of the Jews in the First Century after Christ;
the impact of Roman civilisation on the nations of the Mediterranean area;
an outline of Greek and Roman religious ideas;
evidence for the Lukan authorship of Acts;
his sources and his purpose in writing.

5.3.2. The activity of Peter and the other disciples. (chapters 1-12)

5.3.3. The missionary activity of Paul. (chapters 13-28)

6.0 SCHEME OF ASSESSMENT

Candidates should offer **EITHER** Subject A **OR** Subject B.

6.1 Subject A

The life and teaching of Christ as contained in the Synoptic Gospels. (2042/1)

Paper 1. The life and teaching of Christ (2½ hours)
Question 1 will be a compulsory context question (30 marks, 6 marks for each of **five** sections chosen).
Candidate will attempt **FOUR** other questions (72 marks, 18 for each of these four questions) .

6.2 Subject B

Two papers will be set as follows:

Paper 2. The Life and Teaching of Christ as contained in the Gospel of Luke (2043/2)

Paper 3. Acts of the Apostles (2043/3)

Candidates must offer both papers 2 and 3.

Papers 2&3 (both 1½ hour papers)

Question 1 will be a compulsory context question (28 marks, 7 marks for each of four sections chosen).

Candidates will attempt **THREE** other questions (72 marks, 24 for each of these three questions).