

RELIGIOUS STUDIES SYLLABUS



GRADE 9 2020



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1. INTRODUCTION TO THE GRADE 9 RELIGIOUS STUDIES SYLLABUS

The Grade 9 Religious Studies syllabus builds on knowledge and skills acquired in the previous grades, whilst introducing some new concepts and content appropriate to the age of a learner at this level. This syllabus draws its content from the seven dimensions of religion; namely:

- practical and ritual;
- experiential and emotional;
- narrative or myths;
- doctrinal and philosophical;
- ethical and legal;
- social and institutional; and
- material.

The syllabus is intended to develop a learner spiritually, morally, and socially. The kind of knowledge that is imparted enables a learner to have good relationship and respect for God and other human beings. Finally, it equips learners with the necessary skills, values and attitudes that will allow them to lead constructive lives in the modern world.

2. SYLLABUS AIMS

The Religious Studies Syllabus aims to:

- develop religious awareness and appreciation of religious diversity;
- reflect on religious responses to contemporary issues;
- develop and enquire critical approach to the study of Biblical texts and the ideas they contain and the ways they may be interpreted;
- recognize and appreciates the contribution of religion in the formation of patterns of beliefs and behavior;
- develop positive attitudes to social behavior and the skills for coping with life challenges; and
- develop a range of transferable skills and attitudes.

3. ORGANISATION OF THE SYLLABUS

This syllabus is organised around themes and sub-themes. The scope and content of each topic is presented as an overview and Activity Plan. The syllabus **Overview** gives a summary of all the Learning Outcomes to be covered in the syllabus while the **Activity Plan** provide guidance on how to teach the Learning Outcomes and Concepts, promote skills, values and attitudes which learners are expected to have acquired after completing the syllabus. Some objectives also express attitudes and values that are required for nurturing the learner as a responsible citizen of Lesotho. The **Activity Plan** also provide information on suggested learning experiences/activities, Assessment Strategies and resources.

4. ASSESSMENT OBJECTIVES

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

i. Assessment Objective 1 (AO1)

Describe and explain using knowledge and understanding.

ii. 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.

5. 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.

a. WEIGHTING OF ASSESSMENT OBJECTIVES.

PAPER 1		
ASSESSMENT OBJECTIVES	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	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%

GRADE 9 RELIGIOUS STUDIES SYLLABUS OVERVIEW

Learning Outcomes: at the end of Grade 9 learners should be able to:

1. demonstrate understanding of the power of God through miracles.
2. interpret the teaching of Jesus through parables.
3. demonstrate importance of faith in God.
4. explain importance of religious rites of passage.
5. observe religious festivals with understanding.
6. explain experiences of people when encountering the power of God.
7. differentiate between religious institutions.
8. respect religious laws and social rules.
9. understand the importance of paying tax.
10. perform seven works of charity.
11. demonstrate understanding of the divinity and humanity of Jesus.

**GRADE 9 RELIGIOUS STUDIES SYLLABUS
ACTIVITY PLAN.**

Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, values and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
<p>1. demonstrate understanding of the power of God through miracles.</p>	<p>Concepts miracle</p> <p>Types of miracles:</p> <p>nature. healing. exorcism.</p> <p>Raising the dead.</p> <p>Miracles:</p> <p>crossing the Red Sea. the Bronze Snake. the man with an evil spirit. the death of Lazarus.</p>	<ul style="list-style-type: none"> • Learners find out the meaning of miracle. • Teacher explains four types of miracles. • Learners read the following miracles: the crossing of the Red Sea, the bronze snake, the man with the evil spirit and the death of Lazarus from Exodus 14:1-31, Numbers 21:4-9, Luke 4:31-37, John11:1-4. • Teacher and learners discuss different miracles above. • Teacher and learners interpret the above miracles. • Learners share experiences of the miracles they know. 	<p>search information on the meaning of miracle.</p> <p>explain four types of miracles.</p> <p>interpret the stated miracles.</p> <p>share experiences of the miracles they know.</p>	<p>Bible.</p> <p>Commentary.</p>

	<p>Skills Discussion. Interpretation.</p> <p>Values and attitudes Awareness. Sharing.</p>			
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, values and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
2. interpret the teaching of Jesus through parables.	<p>Concepts Purpose of parables.</p> <p>Types of parables: Kingdom Prayer Riches Love and forgiveness</p>	<ul style="list-style-type: none"> • Learners find out why parables were used in Jesus teachings. • Teacher and learners discuss the purpose of parables in Jesus' teaching. • Teacher explains different types of parables. • Learners read the following parables: the parable of sower, the prodigal son, the Pharisee and tax and the rich fool 	<p>seek information on the usage of parables in Jesus' teaching.</p> <p>outline the purpose of parables in Jesus teaching.</p> <p>explain different types of parables.</p> <p>interpret the above</p>	<p>Bible Commentary.</p>

	<p>Parables: Parable of the sower Prodigal son Pharisee and tax. Collector The rich fool.</p> <p>Skills Interpretation Role play</p> <p>Values and Attitudes Awareness</p>	<p>from Luke 8:4-15, Luke15:11-32, Luke18:9-14, Luke 12:16-21.</p> <ul style="list-style-type: none"> • Teacher and learners interpret the above parables. • Teacher and learners discuss the moral lesson in each parable. • Teacher and learners discuss the purpose of parables in Jesus' teaching. • Learners role play any of the parables above. 	<p>parables. state the moral lesson in each parable. role play the stated parables. outline the purpose of parables in Jesus teaching.</p>	
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, and values attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
<p>3. demonstrate importance of faith to God.</p>	<p>Concepts Faith. Call. Covenant.</p> <p>The call of: Abraham. Story of flood</p> <p>The covenant between God and: Noah. Abraham.</p> <p>Importance of faith.</p> <p>Skills Discussion. Analysis.</p>	<p>Learners define the concepts of faith, covenant and call.</p> <ul style="list-style-type: none"> Learners read about the story of flood in Genesis 9-22 Teachers and learners analyse the story of flood. Learners read about the call of Abraham in Genesis 12:1-9. Teachers and learners analyse the call of Abraham. Learners read about the covenant between God and Noah in Genesis 9: 1-17 and the one between God and Abraham in Genesis 15 & 17. Learners share experiences of the covenant/agreement they undertook or came across. Teacher and learners discuss the importance of 	<p>analyse the story of flood.</p> <p>analyse the call of Abraham.</p> <p>share experiences of the covenant/agreement they undertook or came across.</p> <p>describe the importance of faith.</p>	<p>Bible.</p> <p>Commentary.</p>

	Values and Attitudes Awareness. Sharing.	faith.		
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, and values attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
4. explain importance of religious rites of passage.	Concepts Rites of passage: Purification Presentation Baptism. The importance of religious rites of passage Skills Discussion. Roleplay.	<ul style="list-style-type: none"> Learners define the following rites of passage: purification, presentation and baptism. Teacher consolidate the meanings. Learners read about purification, presentation and Baptism from Leviticus12:1-8, 1Samuel 19-28, Luke2:22-24 and Matthew 3:13-17. Teacher and learners discuss the three texts. Teacher explain the 	define the following rites of passage: purification, presentation and baptism. explain the significance of baptism. explain the importance of three rites of passage.	Bible. Commentary.

	<p>Values and Attitudes Awareness</p>	<p>significance of baptism.</p> <ul style="list-style-type: none"> • Teacher and learners explain the importance of three rites of passage. • Learners roleplay baptism as a rite. 		
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, values and attitudes.	skills, and	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
5. observe religious festivals with understanding.	<p>Concepts Feasts. Festivals. Three Jewish festivals: Passover; Harvest; and Shelter.</p> <p>Importance of three Jewish festivals.</p> <p>Skills Discussion Application</p>		<ul style="list-style-type: none"> • Learners differentiate between feasts and festivals. • Learners list the festivals they know. • Learners read about Passover, harvest and shelter festivals from Exodus 12:1-15, 23:14-19, Leviticus 23:5-14, 15-22, 33-44. • Teacher and learners discuss three Jewish Festivals. • Learners relate three Jewish festival to their lives. 	<p>differentiate between feasts and festivals.</p> <p>describe three Jewish Festivals.</p> <p>relate three Jewish festival to their lives.</p>	<p>Bible.</p> <p>Commentary.</p>

	Values and Attitudes Awareness			
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, and values attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
6. explain experiences of people when encountering the power of God.	<p>Concepts The call of Moses The mission of the prophet Jonah</p> <p>The transfiguration of Jesus</p> <p>Saul's conversion</p> <p>Skills Discussion Role play</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Learners read the following texts: the call of Moses, the mission of the prophet Jonah, the transfiguration of Jesus and Saul's conversion from: Exodus 3:1-23, 4:1-17, Johan 1:1-17, 3:1-10, Luke 28-36, Acts 9:1-9. Teacher and learners discuss the above texts. Learners role play any of the above texts. Learners comment from the four incidents. 	<p>describe the call of Moses, the mission of the prophet Jonah, the transfiguration of Jesus and Saul's conversion.</p> <p>role play any of these texts: the call of Moses, the mission of the prophet Jonah, the transfiguration of Jesus and Saul's conversion.</p> <p>comment on the call of Moses, the mission of the prophet Jonah, the transfiguration of Jesus and Saul's conversion.</p>	Bible. Commentary.

Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, values skills, and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
7. differentiate between religious institutions.	<p>Concepts Religious institutions: synagogue; and church</p> <p>Functions of religious institutions.</p> <p>Skills Discussion</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Learners define the concepts of church and synagogue with reference to Acts 2: 41-47. Teachers and learners consolidate the meaning of church and synagogue. Learners state functions of church and synagogues with reference to the following texts: Luke 4: 16- 19, 4: 31; Acts 2: 43-47, 3: 1-10, 5: 5-25, 11: 27-30, 15: 1-21. Learners list services rendered by church in their communities. Teacher and learners discuss functions of church and synagogue. Learners differentiate 	<p>state the meaning of church and synagogue.</p> <p>state functions of church and synagogues.</p> <p>list services rendered by church in their communities.</p> <p>differentiate between church and synagogue.</p>	Bible. Commentary.

		between church and synagogue.		
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, values, skills, and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
<p>8. respect religious laws and social rules.</p>	<p>Concepts Rules at: Household clubs Classroom School Village</p> <p>The ten commandments The importance of obeying laws and rules Consequences of disobeying laws and rules</p> <p>Skills Discussion. Analysis.</p>	<ul style="list-style-type: none"> • In groups, learners discuss rules that governs them at their households and different clubs. • Teacher and learners discuss household and club rules. • In groups, learners state rules that govern them at their classroom and school. • Teacher and learners discuss classroom and school rules. • In groups, learners state rules that govern them at their villages. • Teacher and learners discuss village rules. • Learners read the ten 	<p>list rules that govern households and different clubs.</p> <p>state rules that govern them at their classroom and school.</p> <p>state rules that govern them at their villages.</p> <p>state the Ten Commandments</p> <p>categorise the Ten Commandments.</p> <p>analyse the Ten Commandments.</p>	<p>Bible Commentary.</p>

	<p>Values and Attitudes</p> <p>Awareness. Obedience. Respect. Sharing.</p>	<p>commandment from Exodus 20:1-20.</p> <ul style="list-style-type: none"> • Teacher and learners categorise the Ten Commandments. • Teacher and learners analyse the Ten Commandments. • Teacher and learners discuss the importance of obeying laws and rules. • Learners share experiences of incidents where they obey and disobey laws and rules. • Learners describe consequences of disobeying laws and rules. 	<p>describe the importance of obeying laws and rules. share experiences of incidents of obeying and disobey laws and rules. describe consequences of disobeying laws and rules.</p>	
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, and values attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
9. understand the importance of paying tax.	<p>Concepts</p> <p>Forms of tax:</p> <p>sales; and</p>	<ul style="list-style-type: none"> • Learners list different forms of tax. • Teacher and learners 	<p>state different forms of tax. describe functions of</p>	<p>Bible. Commentary.</p>

	<p>income.</p> <p>Stories of paying tax: civilian tax; and temple tax.</p> <p>Functions of civilian and temple taxes.</p> <p>Consequences of not paying tax.</p> <p>Skills Discussion.</p> <p>Values and Attitudes Awareness.</p>	<p>discuss forms of tax.</p> <ul style="list-style-type: none"> • Learners read the following stories on tax: the question about paying tax, the Temple tax from Mark12:13-17, Matthew 17:24-27. • Teacher and learners discuss two texts on tax. • Learners state the functions of both civilian and temple taxes. • Teacher and learners discuss the functions of taxes. • Learners state the consequences of not paying both taxes. • Teacher and learners discuss the consequences of not paying tax. 	<p>both civilian and temple taxes.</p> <p>state the consequences of not paying tax.</p>	
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, skills, and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
10. perform seven works of charity.	<p>Concepts Seven works of charity: Feed the hungry Give drink to the thirsty Cloth the naked Bury the dead Shelter the traveler Comfort the sick Ransom the captive</p> <p>Skills Discussion Teamwork</p> <p>Values and attitudes. Awareness. Sharing.</p>	<ul style="list-style-type: none"> Learners explain the concepts of charity. Teacher and learners discuss seven works of charity. Teacher and learners make reference to these Biblical texts: Proverbs 22:9; Isaiah 55:1, 58:10; 2 Kings 4:42-44; Matthew 14: 15-21, 25:35-36; Luke 3:11, 9:12-17; John 6:35, 7:37-39; Revelation 26:6, 22:17; Tobit 1:17-19 that support seven works of charity. In groups or individually learners select works of charity to be undertaken in their communities. In groups or individually learners volunteer to do works of charity in their communities. In groups or individually learners share their 	<p>describe seven works of charity.</p> <p>select works of charity to be undertaken in their communities.</p> <p>execute works of charity in their communities.</p> <p>share their experiences of working for their communities.</p>	<p>Bible. Commentary.</p>

		experiences of working for their communities.		
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Learning Outcomes: At the end of grade 9, learners should be able to:	Concepts, values, skills, and attitudes.	Suggested learning experiences.	What to assess: a teacher should assess learner's ability to:	Suggested resources
demonstrate understanding of the divinity and humanity of Jesus.	<p>Concepts Divinity. Humanity. The annunciation of the birth of Jesus. The birth of Jesus.</p> <p>Skills Discussion. Role play.</p> <p>Values and Attitudes Awareness.</p>	<ul style="list-style-type: none"> • Learners define the concepts of divinity and humanity. • Teacher consolidated the meanings of two concepts and explain both concepts. • Learners read the story of the annunciation of the birth of Jesus in Luke1:26-38 • Teacher and learner discuss the story of the annunciation of the birth of Jesus. • Learners read the story of the birth of Jesus in Luke 2: 1-2. • Teacher and learners discuss the story of the 	<p>explain the concepts of divinity and humanity.</p> <p>describe the annunciation of the birth of Jesus.</p> <p>comment on the annunciation of the birth of Jesus.</p> <p>comment on the birth of Jesus.</p> <p>role-play the annunciation and birth of Jesus.</p> <p>describe the birth of Jesus.</p>	Bible. Commentary.

		birth of Jesus.		
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Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

RELIGIOUS STUDIES
Specimen Paper 1

0186/1
1 hour 15 minutes
Marks 60

Candidates answer on the Question Paper.
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

1. Write your Centre number, candidate number and name on all the work you hand in.
2. Use the spaces provided on the question paper to answer the questions in the space provided.
3. Write in dark blue or black pen.
4. Do not use staples, paper clips, highlighters, and glue or correction fluid.
5. Answer all questions in each section.
6. Where there are differences in quotations from the Bible, RSV indicates Revised Standard Version, NIV indicates New International Version.
7. The number of marks is given in brackets [] at the end of each question or part question.

SECTION A (10 marks)

RELIGION AND SCRIPTURE

All questions must be answered.

Each question carries 5 marks.

1.

a) Explain what is meant by theistic religion.

.....
.....
..... [3]

b) Give **two** types of theistic religions.

- i.
- ii. [2]

2.

a) State **two** characteristics of religion.

- i.
- ii. [2]

b) Explain why religion is important in human life.

.....
.....
..... [3]

SECTION B (40 marks)

The Gospel of Luke

Answer all questions.

Each question carries 5 marks.

3.

a) Give **two** reasons why it was difficult for Zechariah and Elizabeth to have a child.

i.

ii. [2]

b) Explain why Zechariah’s child was important in Luke’s Gospel.

.....
.....
..... [3]

4.

a) State evidence that Jesus came from a poor family.

.....
..... [2]

b) Explain the significance of Jesus’ answer to his parents when he was lost in the Temple.

.....
.....
..... [3]

5.

a) Give the names of **two** tax collectors whom Jesus befriended.

i.

ii. [2]

b) Explain why the tax collectors were despised by their fellow Jews.

.....
.....
..... [3]

6.

a) Explain why Jesus took pity on the Widow of Nain.

.....
.....
..... [3]

b) State what the people said when they witnessed this miracle of the Widow of Nain.

.....
..... [2]

THE ACTS OF THE APOSTLES (ACTS 1–21:15).

7.

a) State **two** charges brought against Stephen.

- i. [2]
- ii. [2]

b) Explain the significance of Stephen’s death for the early church.

.....
.....
..... [3]

8.

a) Explain why the Council of Jerusalem sat.

.....
.....
..... [3]

b) State **two** decisions taken at the Council of Jerusalem.

- i. [2]
- ii. [2]

9.

a) At Ephesus, there was a riot.

- i. Name the man who caused the riot.
..... [1]
- ii. State the occupation of the man who caused the riot.
..... [1]

b) Explain why there was a riot.

.....
.....
..... [3]

10.

a) State how Paul raised to life the young man who fell from the third storey in Troas.

.....
..... [2]

b) Explain what is learnt about worship in the early church from this story of the young man who was raised to life.

c)
.....
..... [3]

SECTION C (10 marks)

Religion in Society.

All questions must be answered.

Each question carries 5 marks.

RSV “You shall love the Lord your God with all your heart and with all your strength, and with all your mind; and your neighbour as yourself”. (Luke 10:27).

11. a)

- i. State the question that the teacher of the law ask Jesus in order to justify himself.
..... [1]
- ii. State who ignored the robbed man according to this text.
..... [1]

b) Identify **one** local community organization as an example of a Good Samaritan.

Give reasons for your answer.

- Local community organization..... [1]
- Reasons.....
..... [2]

RSV “But a man named Ananias with his wife Sapphira sold a piece of property.” (Acts 5:1).

12.

a)

- i. State what Ananias did with the money.
..... [1]
- ii. State what Peter said to Ananias about his behaviour.
..... [1]

b) Explain the lessons that can be drawn about dishonesty from this story.

.....
.....
..... [3]



Kingdom of Lesotho
Ministry of Education and Training

**LESOTHO GENERAL CERTIFICATE
OF SECONDARY EDUCATION
MARK SCHEME FOR THE SPECIMEN PAPER FOR THE 2015
LGCSE**

**EXAMINATIONS
FOR THE GUIDANCE OF TEACHERS**

ECol is publishing the mark schemes for the specimen papers for the 2015 LGCSE examinations. These mark schemes are published as an aid to teachers and candidates, to indicate the requirements of the examination. They show the basis on which Examiners award marks.

**Religious Studies Paper 1
0186/1 Maximum raw mark 40**

Mark schemes must be read in conjunction with the question papers and the report on the examination.

ECol will not enter into discussions or correspondence in connection with these mark schemes.

SECTION A

Religion and Scriptures

1. (a) Religions in which the holy is conceived of as a God or groups of gods, or spirits personally involved in the life of human beings

(A simple statement 1 mark, with some development 2 marks, further amplification 3 marks [3])

- (b) Take any 2 from: Christianity, Islam, Judaism, Bahai Faith, Hinduism [2]

2. (a) Take any 2 from: The holy/sacred/beliefs/ethical codes/rituals
[2]

(b) Moral guidance/life fulfillment/Offers world view/sense of belonging/unity
Explains the mysteries of life/meaning of life
(A simple statement 1 mark, with some development 2 marks, further amplification 3 marks} [3]

SECTION B

The Gospel

3. (a) advanced in years
Elizabeth was barren [2]
(b) His birth is announced by the angel, Cousin of Jesus, prepared the way for the coming of Jesus, baptized the people, preached baptism of repentance, foretold the coming of Jesus, baptized Jesus
(A simple statement 1 mark, with some development 2 marks, further amplification 3 marks. [3]
4. (a) Take any 2 from: Offering two young pigeons or turtledoves instead of a sheep/one year old lamb could not afford an inn (born in a stable) was the son of a carpenter. [2]
b) Jesus was surprised that his parents did not know where to find him, his answer was mature beyond his years, he referred to the Temple as his Father's house which indicates that he perhaps already knew his identity/mission
A simple statement 1 mark, with some development 2 marks, further amplification 3 marks
5. (a) Answers should include: Levi/Matthew Zacchaeus [2]
b) Collected more than it was required by the law (dishonest), collected taxes for the enemies of their own people, collaborated with the Romans, despised because they did not keep the Law of Moses, travelled in gentile lands, collected taxes for the enemies of their own people
A simple statement 1 mark, with some development 2 marks, further amplification 3 marks
6. (a) She would have no one to support her, neighbours would regard her as a childless widow who had lost God's favour, she would be an outcast
A simple statement 1 mark, with some development 2 marks, further amplification 3 marks [3]
(b) "A great Prophet has risen among us.

God has visited his people.” [2]

The Acts of the Apostles

7. (a) Uttered blasphemies against Moses (Mosaic law)

Spoke blasphemies against God (Temple) [2]

(b) Severe persecution arose and disciples fled out of Jerusalem spreading the word of God on their way and where they settled, conversion of gentiles in significant numbers, belief became stronger, people were willing to die

A simple statement 1 mark, with some development 2 marks, further amplification 3 marks.

[3]

8. (a) To resolve an argument on whether to circumcise Gentiles

Paul and Barnabas were concerned about the obstacles that were being put for gentiles to become Christians. Some Jews had been causing trouble saying the gentiles had to be circumcised and keep the Law of Moses. Paul and Barnabas took the matter to the Council

A simple statement 1 mark, with some development 2 marks, further amplification 3 marks [3]

(b) Take any 2 from: To abstain from

Meat sacrificed to idols/pollution of idols

Unchastity/sexual immorality

Meat that is strangled/strangled animals' blood.

[2]

9. (a) (i) Demetrius

(ii) Silversmith [2]

(b) Paul's message of one God threatened the silversmiths because they made idols for pilgrims. They were in danger of losing tourists. Demetrius said that they were in danger of losing their good name and their trade and the Temple of Artemis was also threatened A simple statement 1 mark, with some development 2 marks, further amplification 3 marks [3]

10. (a) Paul went down and bent over him, and embracing him said, “do not be alarmed for his life, is in him” [2]

Note: 1 Mark for what he did and 1 mark for what he said to the people

(b) They gathered in their homes for worship after work (it was late) broke bread together, prayed together, preaching was dominant, because one would be allowed to prolong his speech like Paul did

A simple statement 1 mark, with some development 2 marks,

further amplification 3 marks [3]

SECTION C

Religion in Society

11. (a) (i) “Who is my neighbour?”

(ii) The Levite/the priest

(b) Beautiful gate/Mamochochoko organization, Mantsase Orphanage Childrens’ Home

etc.

Candidates are likely to give an example and explain it’s work

A simple statement 1 mark, with some development 2 marks,

further amplification 3 marks

[3]

12. (a) (i) He kept part of the proceeds, gave rest to apostles

(ii) Ananias lied to Holy Spirit/lie to God/Satan filled his heart

(b) Dishonesty does not pay (death)

[2]

Dishonesty compromises ones integrity

It disrupts harmonious relationships

The truth will always come out

A simple statement 1 mark, with some development 2 marks, further amplification 3 marks. [3]



LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

RELIGIOUS STUDIES

0186/2

Specimen Paper 2

Marks 90

2 hours

Additional materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Write your Centre Number, candidate number and name on all the work you hand in.
Use the Answer Booklet provided, to answer the questions.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, and glue or correction fluid.

There are **TWO** sections A and B. Answer **TWO** questions from Section A and **TWO** questions from Section B and **ONE OTHER**, from either Section A or Section B.

Your answers should be in continuous prose.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of 3 printed pages and 1 blank pages

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Examinations Council of Lesotho

[TURN OVER

Section A

The Life and teaching of Jesus through a study of Luke and Religion in Society

1. (a) Describe what happened when Mary was told about the forthcoming birth of Jesus.

[6] (b) Discuss the religious values which have been learned from this passage. [12]

2. (a) Give an account of the woman who touched the fringe of Jesus' garment (cloak). [6]

(b) Assess how people's attitude today differs from that of Jesus towards sick people.
[12]

(a) Relate the parable of the Unjust Judge. [6]