ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FAMILY AND RELIGIOUS STUDIES SYLLABUS

FORMS 5 & 6

Curriculum Development Unit
P.O. Box MP 133
MOUNT PLEASANT
HARARE

ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Family and Religious Studies panel for their professional and technical input
- Representatives from Universities (Zimbabwe Open University and University of Zimbabwe)
- Zimbabwe Schools Examinations Council (ZIMSEC)
- Representatives from various Religious Traditions and Institutions
- United Nations International Children's Educational Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organisation (UNESCO)
- Publishers

CONTENTS   **PAGE**

1.0 PREAMBLE

1.1 INTRODUCTION

The Family and Religious Studies learning area is a two year syllabus that provides learners with skills that enable them to critically reflect on religious concepts and experiences. The learning area helps the learners understand and interpret religious and moral concepts in their everyday life. It is a multi-faith, non-proselytising approach to the study of religion which makes learners to be aware of their respective religious identities in the context of Unhu/Ubuntu/Vumunhu and religious plurality. It inculcates in the learners the invaluable ability to hold responsible dialogue where they tolerate each other's religion in a peaceful environment. The learning area enables learners to evaluate and synthesise religious concepts to formulate theoretical frameworks for sustainable development. The syllabus employs a thematic approach that will graduate learners to a mature relationship with religious and moral thinking and practice. The learning phase will see learners being assessed through both continuous assessment and summative examination.

1.2 RATIONALE

The Family and Religious Studies learning area focuses on selected concepts in four religions in Zimbabwe; Indigenous Religion, Judaism, Christianity and Islam. The learning area facilitates the respect for human dignity and diversity. The Family and Religious Studies learning area is significant in that it enables learners to actively conceptualise, analyse, evaluate and apply data gathered from their observations of religious phenomena to develop Unhu/Ubuntu/Vumunhu, social responsibility and ethical principles from the religions. The learning area develops learners into critical, self-driven and responsible citizens who participate in sustainable development.

The Family and Religious Studies syllabus enables learners to develop skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management

- Communication
- Enterprise
- Learning and innovation

1.3 SUMMARY OF CONTENT

This syllabus covers aspects of Indigenous Religion, Judaism, Christianity and Islam. The focus is to draw concepts from these religions that enable learners to reflect on their lives within their socio- political and economic environment.

1.4.0 METHODOLOGY AND TIME ALLOCATION

1.4.1 METHODOLOGY

This syllabus is based upon a learner-centred, hands-on, multi-faith, non-proselytising and non-confessional problem posing approach. This approach develops critical thinking, evaluation, synthesis and practical application of concepts to everyday life. The methodology comprises the following teaching and learning methods:

- Lecture and Signing
- Group Work and Discussion
- Seminars
- Workshop
- Drama, Role-play and Simulation
- Video and Film Show
- E-learning
- Discovery
- Projects
- Research and assignment
- Case Studies
- Educational Tours

The above suggested methods are enhanced by the application of methods that employ multi-sensory approaches to teaching such as individualization, totality, concreteness, tactility, stimulation and self-activity.

1.4.2 TIME ALLOCATION

Eight periods of 40 minutes per week should be allocated for adequate coverage of the syllabus. A minimum of two seminars per year and some educational tours should be allocated.

1.5 ASSUMPTIONS

It is assumed that learners:

- are aware of background issues
- are aware of diversity of religions
- are aware that religion is dynamic
- are conscious of Unhu/Ubuntu/Vumunhu and moral values in the diversity of religions
- have the potential to critique different religions in a rational manner
- are aware that the religion has the potential to influence change in the society

1.6 CROSS-CUTTING THEMES

Family and Religious Studies as a learning area encompasses the cross-cutting themes listed here-under:

- Gender
- Health
- Environmental management
- Enterprise
- Human Rights
- Sexuality
- Heritage
- Good Citizenship, Social Responsibility and Governance

- Conflict Transformation, Tolerance and Peace-Building

2.0 PRESENTATION OF SYLLABUS

The Family and Religious Studies syllabus is presented as a single document which covers aspects of Indigenous Religion and Judaism in Form 5 and aspects of Christianity and Islam in Form 6.

3.0 AIMS

The aims of the syllabus are to:

- enable the learner to appraise the four religions in Zimbabwe
- integrate the concept of Unhu/Ubuntu/Vumunhu with various religious beliefs in shaping the character and behaviour of the learner
- develop critical consciousness of how religion shapes identity and national values
- enable the learner to evaluate the role of religion in fostering the dignity of hard work and teamwork for sustainable development

4.0 SYLLABUS OBJECTIVES

By the end of form 6 learners should be able to:

4.1 identify the key aspects in the four religions in Zimbabwe

4.2 apply concepts from the religions in problem solving

4.3 evaluate the elements of Unhu/Ubuntu/Vumunhu in the Indigenous Religion

4.4 delineate the traits of Unhu/Ubuntu/Vumunhu in Judaism, Christianity and Islam

4.5 Discuss concepts in the four religions that shape identity and national values

4.6 Assess the role of religion in fostering the dignity of hard work and team work

4.7 synthesise religious concepts from the four religions into the models of hard work and team work for

Sustainable development

5.0 PRESENTATION OF THE SYLLABUS

5.1 RELIGIONS

- Indigenous Religion
- Judaism
- Christianity
- Islam

5.2 Indigenous Religion

- Tenets Of Indigenous Religion
- Indigenous Religion and Medium ship
- Unhu/Ubuntu/Vumunhu in Indigenous Religion

5.3 Indigenous Religion and Contemporary issues

- Indigenous Religion and Marriage
- Indigenous Religion and Gender Relations
- Indigenous Religion and Land

- Indigenous Religion and the Natural Environment
- Indigenous Religion and Health
- Indigenous Religion and Politics

5.4 Judaism

Prophecy
- Prophecy and its origins – including possible origins outside ancient Israel
- The early manifestations of prophecy and functions of prophets
- Methods used by prophets to receive and communicate their messages
- True and false prophets
- Prophecy, politics and social justice

Note: Examples on the above concepts may be drawn from pre-canonical prophets and canonical prophets – Amos, Hosea, Isaiah of Jerusalem and Jeremiah

5.5 Judaism and Contemporary issues

- Marriage institution
- Death and related beliefs
- Health and well being
- The portrayal of women in Judaism
- Judaism and the land question
- Environmental conservation

5.6 Islam

- Tenets of Islam
- Mohamed, prophecy and revelation
- Ethics in Islam

5.7 Islam and Contemporary issues

- Islam and gender relations
- Islam and social responsibility
- Islam in Politics (peace building)
- Islam and marriage
- Islam and the natural environment

5.8 CHRISTIANITY

- Tenets of Christianity
- Jesus – birth, baptism, death and resurrection
- Key teachings of Christianity

5.9 Christianity and contemporary issues:

- Christianity and marriage
- Christianity and enterprise
- Christianity and politics (peace building)
- Christianity and health/wellbeing
- Christianity and gender relations
- Christianity, prophecy and miracles in the contemporary Zimbabwean context

6.0. SCOPE AND SEQUENCE

6.1. TOPIC 1: Indigenous Religion

SUB TOPIC	FORM 5	FORM 6
Tenets Of Indigenous Religion	- Concept of God - Existence and functions of spirits - Concept of ancestors - Totems and indigenous identities - Communication with the spirits - Symbolism - Belief in life after death - The nature of Medium ship	-
Indigenous Religion and Medium ship	Concept of medium ship	-
Unhu/Ubuntu/Vumunhu in Indigenous Religion	- Family relations and ethical conduct - Respect for the elders - Community and Social responsibility	-
Indigenous Religion and Marriage	- Marriage institution - Divorce	-
Indigenous Religion and Gender Relations	- Status of women in Indigenous Religion - Women participation in politics	-
Indigenous Religion and Land	- Concept of land in Indigenous Religion - Indigenous Religion and land ownership	-
Indigenous Religion and the Natural Environment	- Reverence for nature and kinship with nature - Sacred phenomena in the natural	-

SUB TOPIC	FORM 5	FORM 6
	environment • Taboos and the natural environment	
Indigenous Religion and Enterprise	• Indigenous Religion and wealth creation	-
Indigenous Religion and Health	• Concept of health • Methods of healing	-
Indigenous Religion and Politics	• Governance	-

6.2. TOPIC 2: Judaism

10

SUB TOPIC	FORM 5	FORM 6
Tenets of Judaism	• Covenant • Law	-
Prophecy	• Prophecy and its origins – including possible origins outside ancient Israel • The early manifestations of prophecy • Functions of prophets • Ways in which prophets received their messages • Methods used by prophets to communicate their message • True and false prophets • Prophecy, politics and social justice	-
Judaism and Contemporary issues	• Marriage institution • Death and related beliefs • Health and well being • Status of women in Judaism • Judaism and the land question • Environmental conservation	-

6.3.   TOPIC 3: Christianity

Tenets of Christianity	-	• Authority of the Bible • Sin • Salvation

		• Holy Spirit
		• Concept of the church
		• Eschatology
Jesus's life	-	• Birth
		• Baptism
		• Passion and Death
		• Resurrection
Ministry of Jesus	-	• Kingdom of God
		• Parables
		• Miracles
		• Ethics of Jesus

6.4.   TOPIC 4: Islam

SUB TOPIC	FORM 5	FORM 6
Tenets of Islam	-	• Authority of the Koran
		• Concept of Allah
		• Five pillars of Islam
		• Sharia Law
Mohammad, prophecy and revelation	-	• Role of Mohammad in Islam
		• Mohammad as the prophet
Ethics in Islam	-	• Love
		• Rules of behaviour
Islam and gender relations	-	• Status of women in Islam

SUB TOPIC	FORM 5	FORM 6
		• Participation of women in politics
Islam and social responsibility	-	• Humanitarian service • Islamic charity organisations/NGOs
Islam and Politics	-	• Concept of governance in Islam • Concept of Jihad • Islam and conflict transformation
Islam and marriage	-	• Marriage institution • Divorce
Islam and the natural environment	-	• Natural environment preservation

COMPETENCY MATRIX

FORM 5

TOPIC 1: INDIGENOUS RELIGION

SUB TOPIC 1: TENETS OF INDIGENOUS RELIGION

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Concept of God	• explain the concept of God • identify the attributes of God	• God • Attributes	• Discussing the concept of God • Explaining the attributes of God	• ICT tools • Large print books • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
				• Braille book
Existence and functions of spirits	• explore the existence of spirits • examine the types of spirits • explain the functions of spirits	• Spirit existence • Types of spirits such as ancestral spirits, shavi spirits and avenging spirits • Functions of spirits	• Discussing the challenges involved in establishing the existence of spirits • Researching on types of spirits. • Exploring functions of spirits	• ICT tools • Large print books • Talking book • Braille book
Concept of ancestors	• explain the concept of ancestors	• Ancestors • Relationship with God	• Discussing the concept of ancestors	• ICT tools • Large print books • Talking book • Braille book
Totems and Indigenous identities	• Identify lineages of totems and founding ancestors • explain the importance of totems in Indigenous Religion	• Totems • Importance • identity -Spiritual Role -Social role • Migration from Guruuswa to Baradzano • Spiritual leaders • Totems and founding ancestors	• Exploring the history of totems • Discussing the importance of totems	• ICT tools • Large print books • Talking book • Braille book • Resource Person • Case study
Communication with the	• identify different ways of communicating with	• Forms of communication such as	• Comparing and contrasting the different ways of communicating	• ICT tools • Large print

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
spirits	spirits • Assess the different ways of communicating with spirits	- Kusuma/kudira/ ukubika emadlozini • Kupira/ ukuthethela	with spirits • Evaluating the different ways of communicating with spirits	books • Talking book • Braille book
Symbolism	• identify the symbols in Indigenous Religion interpret the significance of symbols	• Symbols in Indigenous Religion • Significance of symbols	• Examining the symbols in Indigenous Religion • Deducing the significance of symbols	• ICT tools • Large print books • Talking book • Braille book
Beliefs in Life after Death	• explain the concept of life after death in Indigenous Religion • examine rituals associated with life after death • discuss evidence of life after death in Indigenous Religion	• Concept of life after death • Rituals associated with life after death such as Kurova guva/ ukubuyisa • Life after death such as Ngozi (Avenging Spirits), Vadzimu (Ancestral Spirits)	• Analysing the concept of life after death • Researching on rituals associated with life after death • Exploring evidence of life after death in indigenous Religion	• ICT tools • Braille books • Talking books • Resource person • Large print books
The nature of	• Explain the practice of	• Initiation into medium	• Researching on the initiation and	• ICT tools

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
medium ship	medium ship • Delineate the observances (Miko)and the ethical principles of mediums • Discuss the criteria to distinguish true from false medium ship	ship such as call through dreams, sickness and misfortune • Practice of medium ship • Observances of mediums such as diet and etiquette • Ethics of medium ship • Criteria to distinguish true from false medium ship	practice of medium ship • Discussing the observances and ethical principles of mediums • Debating the criteria to distinguish true from false medium ship	• Braille books • Talking books • Resource person

SUB TOPIC 3: INDIGENOUS RELIGION AND MEDIUMSHIP

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Concept of Medium ship	• explain the concept of medium ship • identify early and contemporary mediums • Assess the interaction between the early mediums	• Medium ship • Examples of early and contemporary mediums. Early mediums; Chaminuka, Nehanda and Thobela	• Examining the concept of medium ship giving examples of mediums • Researching on early and contemporary	• ICT tools • Large print books • Talking book • Braille book • Resource person

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	and the white settlers • Critique the roles of Mediums in the Liberation Struggle in Zimbabwe	Contemporary mediums; Mushore, Nemamwa and Tangwena • Interaction between the early mediums and the white settlers such as suppression of indigenous religious institutions • The roles of Mediums in the Liberation Struggle in Zimbabwe	mediums • Discussing the suppression of indigenous religious institutions citing examples • Assessing the role of mediums in the Liberation Struggle in Zimbabwe	

SUB TOPIC 4: UNHU/UBUNTU/VUMUNHU IN INDIGENOUS RELIGION

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Family relations and ethical	• examine the nature of family relations in Indigenous	• Nature of family relations • Aspects of ethical	• Discussing the nature of family relations • Evaluating the importance of	• ICT tools • Large print books • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
conduct	Religion • identify ethical aspects that affect family relations in Indigenous Religion	conduct	ethical conduct in shaping family relations	• Braille book
Respect for the elders	• explain the concept of respect in Indigenous Religion • examine the value of respecting elders in Indigenous Religion	• Concept of respect • Value of respect for elders	• Discussing the concept of respect in Indigenous Religion • Assessing the value of respect for elders	• ICT tools • Large print books • Talking book • Braille book
Community and Social responsibility	• identify elements that enhance communal life in Indigenous Religion • evaluate the factors that negatively affect the communal system	• Elements of communal life • Factors affecting communal system	• Discussing elements that enhance communal life • Examining the factors that negatively impact on the communal system in Indigenous Religion	• ICT tools • Large print books • Talking book • Braille book

SUB TOPIC 5: INDIGENOUS RELIGION AND MARRIAGE

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Marriage Institution	• identify the types of marriage in Indigenous Religion • explain pre and post marital rites	• Marriage types • Marital rites	• Explore the types of marriage in Indigenous Religion • Discussing the stages in both pre and post marital rites	• ICT tools • Large print books • Talking book • Braille book
Divorce	• explain the nature of divorce in Indigenous Religion • highlight the procedures of facilitating divorce	• Nature of divorce • Procedures of divorce	• Discussing the nature of divorce in Indigenous Religion • Examining the procedures of facilitating divorce	• ICT tools • Large print books • Talking book • Braille book

SUB TOPIC 6: INDIGENOUS RELIGION AND GENDER RELATIONS

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Status of women in Indigenous Religion	• examine the status of women in Indigenous Religion • evaluate factors which may promote or hinder women's progress in Indigenous Religion	• Status of women • Women's progress	• Discussing the status of women in Indigenous Religion • Analysing factors which may promote or hinder women's progress in Indigenous Religion	• ICT tools • Large print books • Talking book • Braille book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Women participation in politics	• evaluate the involvement of women in politics in Indigenous Religion • identify factors which may promote or hinder women's participation in politics	• Women in politics • Factor promoting • Factors hindering	• Analysing women's participation in politics • Explaining factors which promote or hinder women's participation in politics	• ICT tools • Large print books • Talking book • Braille book

SUB TOPIC 7: INDIGENOUS RELIGION AND LAND

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES

Land in Indigenous religion	• Explain the concept of land in Indigenous Religion
	• Assess the land ownership system in Indigenous religion
		• Concept of land
		  - Ancestors
		  - Chiefs
		  - Mediums
		• Land ownership
			• Discussing the concept of land in Indigenous Religion
			• Analysing the concept of land ownership in Indigenous Religion
				• ICT tools
				• Text books
				• Braille Books
				• Resource person
				• Talking book

SUB-TOPIC 8: INDIGENOUS RELIGION AND NATURAL ENVIRONMENT

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Reverence for nature and kinship with nature	• examine reverence for nature in Indigenous Religion • explain human kinship with nature in Indigenous Religion	• Reverence • Kinship with nature	• Discussing reverence of nature in Indigenous Religion • Analysing human kinship with nature in Indigenous Religion	• ICT tools • Text books • Braille Books • Resource person • Talking book
Sacred phenomena in the natural environment	• identify the sacred phenomena in the natural environment • Assess the significance of sacred phenomena in the natural environment	• Sacred phenomena • Significance	• Explaining the significance of sacred natural phenomena in Indigenous Religion • Researching on the significance of sacred phenomena	• ICT tools • Text books • Braille Books • Resource person • Talking book
Taboos and the natural environment	• Analyse taboos that protect the natural environment	• Taboos	• Discussing taboos and their significance in protecting the environment	• ICT tools • Text books • Braille Books • Resource person • Talking book

SUB-TOPIC 9: INDIGENOUS RELIGION AND ENTERPRISE

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Indigenous Religion and wealth creation	• explain the values on wealth creation in Indigenous Religion • identify the prohibited ways of wealth creation	• Values on wealth creation • Prohibited ways of wealth creation such as: -negative manipulation of supernatural powers and any such unacceptable means	• Discussing the values on wealth creation in Indigenous Religion • Examining the prohibited ways of wealth creation	• ICT tools • Text books • Braille Books • Resource person • Talking book

SUB-TOPIC 10: INDIGENOUS RELIGION AND HEALTH

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Concept of Health	• analyse the concept of health in Indigenous Religion	• Holistic nature of the concept of health in Indigenous Religion	• Identifying areas of indigenous life that are included under health	• ICT tools • Text books • Braille Books • Resource person • Talking book
Methods of Healing	• delineate the relationship between the spiritual world and healing • examine methods of	• Relationship between the spiritual world and healing	• Discussing ways in which the spiritual realm influences the healing practice • Researching on different	• ICT tools • Text books • Braille Books • Resource person

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	healing in Indigenous Religion	• Significance of the spiritual realm in the healing practice • Forms of healing -spiritual -physical	methods of healing, highlighting the religious practitioners involved and tools used in each method	• Talking book

SUB TOPIC 11:   INDIGENOUS RELIGION AND POLITICS

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Concept of governance	• explain the concept of governance in Indigenous Religion • identify the processes of governance Indigenous Religion	• Governance -Spirit medium ship -Chieftainship • Processes of governance	• Discussing the concept of governance • Exploring the processes of governance	• ICT tools • Large print books • Talking book • Braille book

TOPIC 2: JUDAISM

SUB TOPIC: TENETS OF JUDAISM

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Covenant	• identify different types of covenants • explain the significance of the covenants	• Covenant • Significance of covenants	• Discussing the various types of covenants and their significance	• ICT tools • Large print books • Talking book • Braille book
Law	• distinguish different types of laws in the Pentateuch • interpret the Decalogue	• Laws – casuistic and apodictic • Decalogue	• Analysing different types of laws in the Pentateuch • Assessing the significance of the Decalogue	• ICT tools • Large print books • Talking book • Braille book

SUB TOPIC: PROPHECY

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Prophecy and its origins	• reflect on definitions of prophecy	• Prophecy • Theories	• Delineating the different definitions of prophecy • Discussing theories on	• ICT tools • Large print books • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	• critique theories on origins of prophecy		origins of prophecy	• Braille book
Early manifestations of prophecy	• examine early forms of prophecy • compare the early forms with similar phenomena in surrounding nations	• Early forms of prophecy • Similar forms in surrounding nations	• Explaining early forms of prophecy • Tracing the development of the forms of prophecy	• ICT tools • Large print books • Talking book • Braille book
Functions of prophets	• explain functions of prophets • assess the functions of prophets	• Functions of prophets	• Evaluating functions of prophets	• ICT tools • Large print books • Talking book • Braille book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Ways in which prophets received messages	• Identify ways in which prophets received their message • examine methods used by prophets to receive their message	• Methods of reception • Significance	• Discussing ways in which prophets received their messages • Assessing the significance of methods	• ICT tools • Large print • books • Talking book • Braille book
Methods used by prophets to communicate their message	• identify methods used by prophets to communicate their message • evaluate methods used by prophets to communicate their message	• Communication • Significance	• Discussing the methods used by prophets to communicate their message • Assessing the effectiveness of the methods used.	• ICT tools • Large print books • Talking book • Braille book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
True and false prophecy	• Explain the concept of false prophecy • Trace the circumstances that led to the development of criteria to distinguish true and false prophecy • assess the criteria used to differentiate between true and false prophecy	• True and false prophecy • Criteria used to differentiate true and false prophecy	• Examining the concept of true and false prophecy • Researching on circumstances that led to the development of criteria to distinguish true and false prophecy • Analysing the criteria used to differentiate between true and false prophets	• ICT tools • Large print books • Talking book • Braille book
Prophecy, politics and social justice	• examine the involvement of prophets in politics • explain how prophets addressed social injustice	• Involvement of prophets in politics • Prophets and social justice	• Discussing the relationship of prophecy, politics and social justice • Evaluating the relationship of prophecy, politics and social justice	• ICT tools • Large print books • Talking book • Braille book

SUB TOPIC: JUDAISM AND CONTEMPORARY ISSUES

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Marriage institution	• Examine the nature of marriage in Judaism • Explore marriage rites in Judaism	• nature of marriage • marriage rites	• Discussing the nature of marriage • Evaluating the significance of the marriage rites	• ICT tools • Text books • Braille Books • Resource person • Talking book
Death and related beliefs	• Explain how death is perceived in Judaism • Compare perceptions of death in Judaism with perceptions of death in other religions	• Perceptions of death • Comparison with three religions -Indigenous Religion -Christianity -Islam	• Discussing the Jewish perceptions of death • Researching on perceptions on death in Judaism comparing with other religions	• ICT tools • Text books • Braille Books • Resource person • Talking book
Health and well being	• Explore the concept of well-being and health in Judaism	• Well-being • Health	• Discussing the concept of well- being and health in Judaism	• ICT tools • Text books • Braille Books • Resource person • Talking book
Status of women in Judaism	• Identify the roles of women in Judaism	• Roles of women • Status of women	• Exploring the roles of women in Judaism	• ICT tools • Text books • Braille Books

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	• Assess the status of women in Judaism		• Evaluating the status of women in Judaism	• Resource person • Talking book
Judaism and the land question	Assess the land tenure system in Judaism Evaluate the significance of the land in Judaism	Land tenure system - Deuteronomic Law	Discussing the challenges associated with the land tenure system in Judaism. Exploring the significance of land in Judaism	• ICT tools • Text books • Braille Books • Resource person • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Environment conservation	• Evaluate Jewish attitudes to the natural environment • Assess how the Jewish attitudes influence environmental conservation	• Jewish attitudes towards nature(reference to Jewish scriptures) • Conservation	• Discussing the Jewish attitudes to the natural environment • Analysing the impact of Jewish attitudes on environmental conservation	• ICT tools • Text books • Braille Books • Resource person • Talking book

FORM 6

TOPIC 3: CHRISTIANITY

SUB-TOPIC 1: TENETS OF CHRISTIANITY

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Authority of the Bible	• Evaluate the relationship between the Old Testament and the New Testament	• The Old and New covenants	• Discussing how different Christians in Zimbabwe value the Old and New Testaments	• ICT tools • Text books • Braille Books • Resource person • Talking book
Sin	• Examine the biblical meaning of sin • Critique the various perceptions of sin among Christians in Zimbabwe	• Biblical texts on sin • Various perceptions of sin	• Analysing the concept of sin from the Old Testament and New Testament • Debating perceptions of sin in society and ways of overcoming sin	• ICT tools • Text books • Braille Books • Resource person • Talking book
Salvation	• Examine the concept of salvation in the New Testament • Analyse the different concepts of salvation across denominations in Zimbabwe	• New Testament soteriology -Gospels, Acts, Pauline and non-Pauline epistles • Different concepts of salvation in churches in Zimbabwe	• Discussing the New Testament concepts that form the basis of Christian soteriology • Assessing the problems associated with the Christian soteriology in society (salvation is only through	• ICT tools • Text books • Braille Books • Resource person • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
			Jesus Christ)	
Holy Spirit	• Explain the concept of the Holy Spirit • Explore the function of the Holy Spirit in Christianity	• Concept of the Holy Spirit (pneumatology) • Functions of the Holy Spirit in Christianity	• Interpreting the concept of Holy Spirit • Discussing the functions of the Holy Spirit as interpreted by different churches	• ICT tools • Text books • Braille Books • Resource person • Talking book
Concept of the Church	• Explain the concept of the church • Draw conclusions from Acts and relevant epistles about the origins and development of the early church	• Ecclesiology • Origins of the early church • Development of the early church	• Comparing the New Testament concept of the church to contemporary understandings of the church • Discussing the challenges associated with the mission of the church in society	• ICT tools • Text books • Braille Books • Resource person • Talking book
Eschatology	• Explain eschatology • Examine the biblical view of the last things • Develop a logical view of death and life after death	• Definition of eschatology • Examples of eschatological concepts in the gospels and Pauline letters (1 Thessalonians and 1 Corinthians) • Death and the here-after	• Researching on eschatological concepts in the Gospels and Pauline letters • • Comparing the Christian view of death and the here-after with similar concepts in society	• ICT tools • Text books • Braille Books • Resource person • Talking book

SUB-TOPIC 2: JESUS' LIFE

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Birth	• examine the birth narratives in the gospels • Investigate challenges associated with the birth of Jesus.	• The virgin birth • Similarities and differences in the birth narratives in the Gospels	• Debating the presence of birth narratives in Matthew and Luke • Comparing birth narratives in Matthew and Luke	• ICT tools • Text books • Braille Books • Resource person • Talking book
Baptism	• Explain the rite of baptism in the New Testament • Assess the significance of baptism to Jesus, the early church and Christians today	• Rite of baptism • Significance of baptism	• Critiquing various forms of baptism in the different churches in Zimbabwe today • Comparing the birth narratives in the Gospels • Evaluating the significance of baptism	• ICT tools • Text books • Braille Books • Resource person • Talking book
Passion and Death	• Interpret the passion narratives • Assess the reasons for the crucifixion of Jesus	• Passion narratives in the four gospels • Reasons for the death of Jesus	• Researching on the passion narratives • Debating the significance of the death of Jesus in Christianity	• ICT tools • Text books • Braille Books • Resource person • Talking book
Resurrection	• Interpret the resurrection narratives • Evaluate the evidence for the resurrection of Jesus	• Resurrection narratives in the four gospels • Evidence for the resurrection of Jesus	• Exploring the resurrection narratives • Discussing the challenges associated with the historicity of the resurrection of Jesus	• ICT tools • Text books • Braille Books • Resource person • Talking book

SUB-TOPIC 3: MINISTRY OF JESUS

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Kingdom of God	• Explain the meaning of the kingdom of God from the gospels • Examine the dimensions of the Kingdom of God	• Meaning of the Kingdom of God • Nature of the Kingdom of God -present -future	• Assessing the extent to which the Kingdom of God is central to Jesus' teaching and ministry • Evaluating the extent to which the Kingdom of God is central to the ministry of the church today	• ICT tools • Text books • Braille Books • Resource person • Talking book
Parables	• Examine the nature of a parable • Explain why Jesus taught in parables	• Nature of parable as a literary genre • Reasons for teaching in parables	• Critiquing views on Jesus' parables • Discussing why Jesus taught in parables	• ICT tools • Text books • Braille Books • Resource person • Talking book
Miracles	• Examine the concept of miracles in the New Testament • Assess the significance of miracles in the New Testament	• Concept of miracles • Significance of miracles	• Exploring the various terms used by New Testament writers to refer to miracles • Evaluating the significance of miracles.	• ICT tools • Text books • Braille Books • Resource person • Talking book
Ethics of Jesus	• Identify the basic elements of Jesus' ethics from the gospels • Evaluate the challenges associated with the ethics	• Elements of Jesus' ethics • Challenges of Jesus' ethics	• Assessing the extent to which Jesus' ethics are applicable to Christians • Discussing the elements of Jesus' ethics.	• ICT tools • Text books • Braille Books • Resource person • Talking book

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	of Jesus			

SUB-TOPIC 4: CHRISTIANITY AND CONTEMPORARY ISSUES

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Christianity and the marriage institution	• Analyse the marriage institution in Christianity • Assess the challenges of Jesus' teaching on marriage to Christians today.	• Jesus' teaching on marriage. • Challenges of Jesus' teaching on marriage.	• Discussing on marriage institution in Christianity • Researching on marriage crises in the church today and how the church is dealing with divorce.	• ICT tools • Text books • Braille Books • Resource person • Talking book
Christianity and enterprise	• explain the term enterprise • delineate the link between the Christian faith and enterprise	• Enterprise • Relationship between Christianity and enterprise	• Discussing the term enterprise • Examining texts in the New Testament that promote enterprise • Exploring the link between Christian faith and enterprise	• ICT tools • Text books • Braille Books • Resource person • Talking book
Christianity and politics	• Interpret texts in the new testament that refer to good governance and responsible citizenship • Reflect on the relations between Christianity and the State.	• Concepts of good governance and responsible citizenship • Church State relations	• Explaining good governance and responsible citizenship • Discussing relationship between Christianity and the state	• ICT tools • Text books • Braille Books • Resource person • Talking book
Christianity, health	• Explain the New	• New Testament	• Discussing the concept of	• ICT tools

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
and wellbeing	Testament concept of health and wellbeing • Evaluate the challenges associated with Christian conceptions of health and wellbeing	conceptions of health and wellbeing • Christian conceptions of health and wellbeing such as the prosperity gospel	health and well-being in the New Testament • Assessing arguments for and against the prosperity gospel as an example of a Christian conception of health and wellbeing in Zimbabwe today.	• Text books • Braille Books • Resource person • Talking book
Status of women in Christianity	• analyse the positive portrayal of women in the New Testament • examine texts in the New Testament that portray women negatively	• Positive portrayal of women in the New Testament • Negative portrayal of women in the New Testament	• Researching on the positive portrayal of women in the New Testament • Assessing negative portrayal of women in the New Testament.	• ICT tools • Text books • Braille Books • Resource person • Talking book
Christianity, prophecy and miracles in Zimbabwe today	• Analyse contemporary Christian conceptions of prophecy and miracles in Zimbabwe • Identify the challenges of contemporary Christian conceptions of prophecy and miracles in Zimbabwe	• Contemporary Christian conceptions of prophecy and miracles in Zimbabwe • Challenges of contemporary prophetic activities	• Researching on contemporary prophetic ministry in Zimbabwe. • Critiquing the challenges of contemporary prophetic ministry.	• ICT tools • Text books • Braille Books • Resource person • Talking book

TOPIC 4: ISLAM

SUB TOPIC: TENETS OF ISLAM

Authority of the Koran	• Explain the nature of the Koran • Evaluate the importance of the Koran in Islam	• Nature of the Koran • Significance of the Koran	• Identifying the nature of the Koran • Analysing the significance of the Koran	• Textbooks • Talking book braille • ICT tools
Concept of Allah	• Explain the concept of Allah • Identify the attributes of Allah	• The deity of Allah • Attributes of Allah	• Discussing the concept of Allah • Analysing the attributes of Allah	• Textbooks • Talking book braille • ICT tools
Five pillars of Islam	• Identify the five pillars of Islam • Assess the significance of the five pillars of Islam	• Pillars of Islam • Significance of the five pillars	• Examinig the five pillars of Islam • Evaluating the five pillars of Islam	• Textbooks • Talking book braille • ICT tools
Shariah Law	• Explain Shariah Law how instances where Shariah Law is applied	• Shariah Law • Instances where applicable	• Discussing Shariah Law • Illustrating the application of Shariah Law in Islam	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: MUHAMMAD, PROPHECY AND REVELATION

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Role of Muhammad	• explain the role of Muhammad in the establishment of Islam • evaluate the legacy of Muhammad	• Muhammad's role • Muhammad's legacy	• Identifying key events involving Muhammad in the establishment of Islam • Examining the achievements of Muhammad in Islam	• Textbooks • Talking book braille • ICT tools
Muhammad as a Prophet	• analyse the concept of a prophet in Islam • explore the extent of Muhammad's prophetic status	• Concept of a prophet in Islam • Muhammad's prophetic status	• Discussing the characteristics of a prophet in Islam • Illustrating Muhammad's prophetic status	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: ETHICS IN ISLAM

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Love	• delineate the categories of love • assess how love is demonstrated in Islam	• Categories of love	• Identifying the types of love emphasised in Islam • Discussing how love is expressed in Islam	• Textbooks • Talking book braille • ICT tools
Rules of behaviour	• Identify the sources of ethical principles in Islam • examine the rules of behaviour in Islam	• Sources of ethics • Rules of behaviour	• Explaining the sources of behaviour • Discussing the rules of behaviour in Islam	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: ISLAM AND GENDER RELATIONS

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Status of women	• identify the role of women in Islam • evaluate the perception of women in Islam	• Role of women in Islam • Perception of women	• Discussing the role of women in Islam • Distinguishing factors which may hinder or promote women's progress in Islam	• Textbooks • Talking book braille • ICT tools
Participation of women in politics	• analyse the extent to which women are involved in politics in Islam	• Women in politics	• Evaluating women's participation in politics	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: ISLAM AND SOCIAL RESPONSIBILITY

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Humanitarian service	• explain the concept of humanitarian service • delineate the relationship between	• Concept of humanitarian service • Link between Jihad and humanitarian	• Discussing the concept of humanitarian service • Examining types of humanitarian services	• Textbooks • Talking book braille • ICT tools

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	Jihad and humanitarian service	service	offered in Islam	
Islamic charity organisations/NGOs	• identify Islamic related NGOs and their roles • analyse the contribution of Islam to social development in Zimbabwe	• Charity organisations/ NGOs • Contribution of Islam	• Discussing the activities of Islamic charity organisations/ NGOs • Assessing the contribution of Islamic charity organisations to social development in Zimbabwe	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: ISLAM AND POLITICS

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Islam and governance	• explain the Islamic concept of governance • assess the challenges of Islamic perceptions of governance	• Islamic concept of governance • Perceptions of governance	• Discussing the Islamic concept of governance • Examining the challenges of Islamic perceptions of governance	• Textbooks • Talking book braille • ICT tools
Concept of Jihad	• explore the meaning of Jihad • evaluate the importance of a Jihad	• Meaning of Jihad • Importance of Jihad	• Exploring the meaning of Jihad • Assessing the importance of Jihad.	• Textbooks • Talking book braille • ICT tools
Islam and conflict transformation	• explain conflict transformation • illustrate the modes of conflict transformation in	• Conflict transformation • Modes of conflict transformation	• Analysing the nature of conflict transformation • Examining modes of conflict transformation in Islam	• Textbooks • Talking book braille • ICT tools

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
	Islam			

SUB TOPIC: ISLAM AND MARRIAGE

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Marriage Institution	• Evaluate the meaning of marriage in the Koran • assess the importance of marriage in Islam	• Meaning of marriage • Importance of marriage	• Discussing the meaning of marriage in Islam • Analysing the significance of marriage in Islam	• Textbooks • Talking book braille • ICT tools
Divorce	• explain the causes of divorce in Islam	• Causes of divorce	• Discussing the causes of divorce in Islam	• Textbooks • Talking book braille • ICT tools

SUB TOPIC: ISLAM AND NATURAL ENVIRONMENT

KEY CONCEPT	LEARNING OBJECTIVE: Learners should be able to:-	CONTENT (Skills, knowledge, attitude)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED LEARNING RESOURCES
Natural environment preservation	• identify the sources of Islamic environmental practice • explain the principles of environmental preservation in Islam	• Sources of natural environmental practice • Principles of environmental preservation	• Interpreting the sources of Islamic environmental practice • Examining the principles of environmental preservation in Islam	• Textbooks • Talking book braille • ICT tools

SCHEME OF ASSESSMENT

The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications should be visible in both the continuous and summative assessment to enable all learners to access assessments.
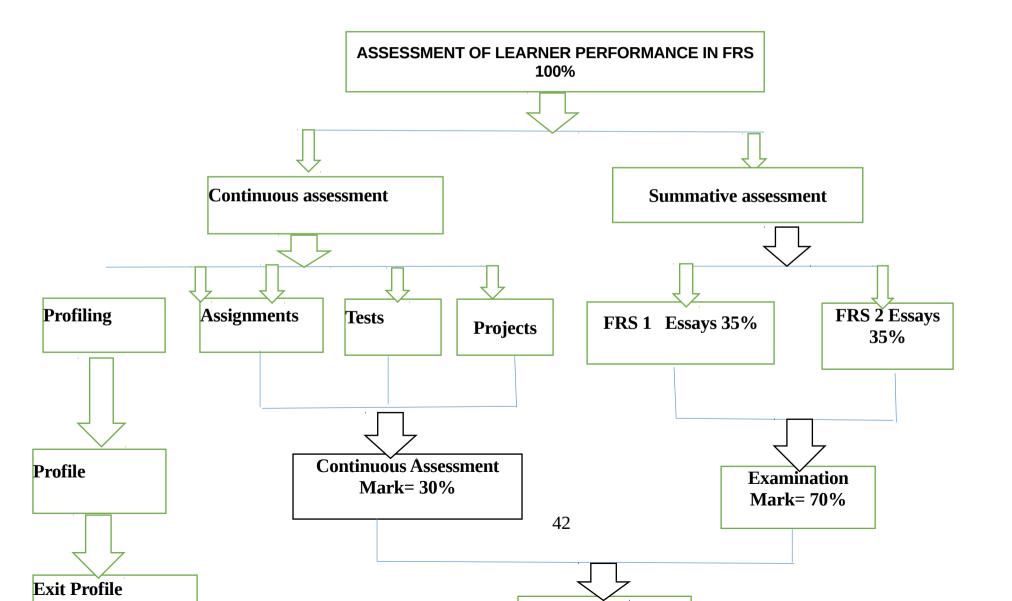
ASSESSMENT OBJECTIVES

By the end of the course learners should be able to:

- identify key aspects in the four religions in Zimbabwe
- apply concepts from the religions in problem solving
- evaluate the elements of Unhu/Ubuntu/Vumunhu in the Indigenous Religion
- delineate the traits of Unhu/Ubuntu/Vumunhu in Judaism, Christianity and Islam
- discuss concepts in the four religions that shape identity and national values
- assess the role of religion in fostering the dignity of hard work and team work
- synthesise religious concepts from the four religions into the models of hard work and team work for

    Sustainable development

ASSESSMENT MODEL

```
┌─────────────────────────────────────────────────┐
│  ASSESSMENT OF LEARNER PERFORMANCE IN FRS        │
│                    100%                          │
└─────────────────────────────────────────────────┘
```

Continuous assessment	Summative assessment

Profiling	Assignments	Tests	Projects	FRS 1 Essays 35%	FRS 2 Essays 35%

Profile	Continuous Assessment Mark= 30%	Examination Mark= 70%

42

Exit Profile

Form of assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 5	Assignment Test	2 per term 1 per term	15%
Form 6	Assignment Test	2 per term 1 per term	15%
Total			**30%**

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

The learners shall be assessed through both continuous assessment and summative examination. The summative examination consists of two component papers which are FRS 1 and FRS 2.

SUMMATIVE ASSESSMENT

PAPER DESCRIPTION

FRS 1 (3 hours)
This component consists of 10 essay questions on two religions in this syllabus. The component is in two sections of which Section **A** is covering Indigenous Religion and Section **B** covering Judaism.

FRS 2 (3 hours)

This component consists of 10 essay questions on two religions in this syllabus. The component is in two sections of which Section **A** is covering Christianity and Section **B** covering Islam.

NOTE: In both papers candidates must answer four questions, choosing at least one question from each section.

SPECIFICATION GRID

Skill	Paper 1	Paper 2	
Knowledge and understanding	5	5	
Comprehension	5	5	
Application and analysis	10	10	
Synthesis and Evaluation	15	15	
Practical	-	-	
Total	**35**	**35**	