



# Advanced Certificate of Religious Education

## CORE COURSES

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### **5RE 01 Revelation, Scripture & Tradition**

In this module students gain a knowledge and understanding of the nature, structure and formation of the texts and canons of the Christian Scriptures, while recognising a range of literary genres found therein, and developing basic skills of interpretation. They develop a deeper understanding of issues related to Scripture such as inspiration, truth and inerrancy, and the relationship to tradition, reason and human experience. They also become aware of how different Christian communities understand these sacred texts and their use in personal and communal contexts.

#### **OUTCOME 1**

Demonstrate an understanding of key concepts in relation to revelation and scripture in the Christian tradition

#### **ASSESSMENT CRITERIA**

- 1.1 Describe and explain the concept of revelation and its relationship to scripture, tradition and human experience
- 1.2 Describe and explain the concept of inspiration and its relationship to authorship, truth and inerrancy
- 1.3 Describe and explain the concept of tradition and its relationship to authority, scripture, reason and human experience

#### **OUTCOME 2**

Describe and analyse the composition of the canons of the Hebrew Bible and Christian New Testament

#### **ASSESSMENT CRITERIA**

- 2.1 Describe the history of the formation of these canons
- 2.2 Identify a range of literary genres found in these canons
- 2.3 Describe and compare the different canons found in Christianity

#### **OUTCOME 3**

Apply a range of methods used to interpret biblical passages

#### **ASSESSMENT CRITERIA**

- 3.1 Demonstrate a working knowledge of a range of historical-critical (diachronic) and literary-critical (synchronic) methods of interpretation

- 3.2 Describe and analyse the issues associated with a literal interpretation of scripture
- 3.3 Perform basic exegesis and application of biblical texts, demonstrating sensitivity to social diversity, divergent opinions and differing styles of expressing faith
- 3.4 Identify the genre of texts and their significance for their historical and contemporary contexts

## **OUTCOME 4**

Analyse the role of scripture in Christian tradition

### **ASSESSMENT CRITERIA**

- 4.1 Describe how inspired texts are seen as the Word of God in Christian communities
  - 4.2 Compare different understandings of scripture among Christian communities
  - 4.3 Describe and analyse the use of scripture in liturgical contexts
  - 4.4 Compare the personal use of scripture among Christians of different communities
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## **5RE 02 Human Existence, God & Human Destiny**

This module introduces students to the discipline of Christian theology through a reflection on its nature, its sources and its methods. It provides a brief overview of its history through the past two millennia and creates opportunities for critical reflection on some key theological themes, such as creation, the human person, sexuality and gender, suffering and human destiny in order to develop a heightened appreciation and sense of awe and wonder before the mystery of God, creation and humanity. Students will thereby develop greater confidence in dealing with theological questions, and an ability to correlate these and other themes with the experience of those they teach.

## **OUTCOME 1**

Demonstrate an understanding of the nature of Christian theology, and give a general overview of its sub-disciplines and areas of concern

### **ASSESSMENT CRITERIA**

- 1.1 Show a developed personal understanding of theology and its relationship to faith
- 1.2 Describe and evaluate the relationship between theology and philosophy
- 1.3 Describe and explain the main types and sub-disciplines within the field of theology
- 1.4 Analyse the main theological issues and areas of concern in the Christian tradition, such as the early Christological debates, causes of division, and present efforts to bring about unity

## **OUTCOME 2**

Demonstrate a working knowledge of Christian theology's sources and methods

### **ASSESSMENT CRITERIA**

- 2.1 Identify the main sources of Christian theology, namely scripture, tradition, reason and human experience
- 2.2 Compare and contrast the notions of 'embedded' and 'deliberative' theology
- 2.3 Describe and evaluate different standpoints from which theology may be engaged in
- 2.4 Apply the three elements in doing theology – interpreting, correlating, and assessing
- 2.5 Engage in theological reflection, based on personal experience and the religious tradition.

### **OUTCOME 3**

Develop and use foundational theological knowledge in a responsible manner to address a range of relevant issues, taking into consideration a range of Christian perspectives, including ecological, feminist and liberation theologies

### **ASSESSMENT CRITERIA**

- 3.1 Describe and analyse the theme of creation from biblical and evolutionary perspectives
- 3.2 Describe and explain different theological views of the nature of the human person and its relationship to the cosmos
- 3.3 Describe and explain different Christian theological views of human sexuality and gender
- 3.4 Describe and evaluate different approaches to the question of theodicy with reference to human suffering
- 3.5 Describe and compare the elements of eschatology from biblical and scientific perspectives

### **OUTCOME 4**

Develop the ability to deal with theological questions in a teaching situation with a sensitive and sound educational approach

### **ASSESSMENT CRITERIA**

- 4.1 Describe and compare a range of approaches to theological education
- 4.2 Demonstrate the ability to understand and apply the idea of correlating experience with elements of the religious tradition
- 4.3 Demonstrate an understanding of the concept of pedagogical content knowledge and apply it to given theological topics

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## **5RE 03 World Religions & Interreligious Dialogue**

In this module, students will be challenged to develop an appreciation of diversity, given the multicultural and multi-religious context of Religious Education in South Africa. In their practice, they will develop a dialogical approach to teaching and learning so that their learners are individually affirmed in their cultural and religious identity, while, in turn, coming to appreciate the identities of others in their midst. Students will be equipped with a basic knowledge of the major religions found in South Africa and will be introduced to various forms of interreligious dialogue. Religions included in this module are African Tradition, Buddhism, Hinduism, Islam and Judaism.

## **OUTCOME 1**

Demonstrate an understanding of and appreciation for religious diversity

### **ASSESSMENT CRITERIA**

- 1.1 Describe the phenomenon of religious pluralism while exhibiting the social skills of courtesy, civility, respect, tact and thoughtfulness
- 1.2 Articulate own position on different belief systems with confidence and respect

## **OUTCOME 2**

Describe and evaluate the historical background, origin and subsequent development of the major religions in South Africa

### **ASSESSMENT CRITERIA**

- 2.1 Describe and compare the lives and works of the founding figures of different religions, for example Judaism, Christianity, Islam, Buddhism
- 2.2 Describe the socio-historical processes that led to the rise of different religions
- 2.3 Describe and analyse the socio-historical and doctrinal reasons for the emergence of sub-groupings in at least two world religions
- 2.4 Explain, in the case of at least two world religions, the interactions that have taken place between the religion and other religious and nonreligious systems during its historical development
- 2.5 Describe and explain the contemporary geographical extent of different religions

## **OUTCOME 3**

Explain and evaluate the main features of the texts, the belief systems and the personal and communal practices of a range of major religions in South Africa

### **ASSESSMENT CRITERIA**

- 3.1 Describe the major doctrines of three different religions and relevant variations on these
- 3.2 Identify and analyse unresolved topics of debate between sub-groups in these religions
- 3.3 Provide a synopsis of a major text in at least two world religions
- 3.4 Explain the personal and communal practices found in three world religions

## **OUTCOME 4**

Show an understanding and appreciation of the engagement of various communities in interreligious dialogue, both locally and globally

### **ASSESSMENT CRITERIA**

- 4.1 Demonstrate an understanding of the basis for interreligious dialogue in different religions, and evaluate it
- 4.2 Describe the various forms of interreligious dialogue and apply them to a chosen context
- 4.3 Describe and evaluate the theological and methodological approaches of two organisations (of which one is based in South Africa) that are involved in interreligious dialogue

## **OUTCOME 5**

Describe methods of interreligious teaching and learning, and apply them in a teaching context.

### **ASSESSMENT CRITERIA**

- 5.1 Demonstrate an understanding of the idea of interreligious teaching and learning
  - 5.2 Describe and evaluate different approaches to interreligious teaching and learning
  - 5.3 Show the ability to create pedagogical space for interreligious learning in a respectful and sensitive manner
  - 5.4 Demonstrate the ability to apply interreligious teaching and learning in a familiar context
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## **5RE 04 Religious Education in Theory & Practice**

This module introduces the student to the basic questions concerning the practice of Religious Education as a dimension of the school curriculum, while the relationship of Religious Education in the school to other formal contexts, such as the school or faith community, is understood and appreciated. Students will explore policy and framework documents relevant to their context and, where appropriate, understand the rights and responsibilities of schools, both public and independent, with regard to religion.

Through this module, the student gains a clear understanding of the teaching and learning process in Religious Education and how to manage it in the learning environment, treating various aspects, such as an appreciation of different language types used in religion, the correlation of the learner's faith tradition with life experience, methodologies appropriate to different curricular aspects, and suitable resources. This will be done with a knowledge of and sensitivity to the learners' different contexts, ages and stages of spiritual, moral and religious development.

## **OUTCOME 1**

Describe and evaluate different religious and legal factors that shape the teaching and learning context.

### **ASSESSMENT CRITERIA**

- 1.1 Demonstrate knowledge of the relevant guidelines found in policy and framework documents relevant to a particular context, and ability to apply them appropriately
- 1.2 Demonstrate an understanding and appreciation of the partnership in Religious Education between the home, the school and the faith community, and clearly describe the roles of each

## **OUTCOME 2**

Demonstrate awareness and practical knowledge of, and a sensitivity to, the differences found among learners, and take these into account in shaping pedagogical choices

### ***ASSESSMENT CRITERIA***

- 2.1 Demonstrate knowledge of different theories of personal development, including cognitive, psycho-social, moral and faith development, and apply them appropriately in a teaching context
- 2.2 Describe and analyse the different intelligences and learning styles that young people bring to Religious Education, and apply them in a teaching situation

### **OUTCOME 3**

Demonstrate competence and confidence to lead the teaching and learning process in a formal Religious Education context

### ***ASSESSMENT CRITERIA***

- 3.1 Describe and evaluate a range of methodologies
- 3.2 Demonstrate the ability to develop an effective lesson planning strategy
- 3.3 Demonstrate an understanding of the place of evaluation and assessment in Religious Education

### **OUTCOME 4**

Demonstrate an understanding of the aims, objectives and scope of Religious Education as defined for a particular teaching and learning context

### ***ASSESSMENT CRITERIA***

- 4.1 Demonstrate detailed knowledge of the curriculum statement or directory pertaining to a particular context
- 4.2 Demonstrate the ability to plan a suitable programme of learning in the light of the given curriculum
- 4.3 Develop and describe a strategy for identifying and acquiring resources necessary for an effective implementation of the programme

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ELECTIVE COURSES/...

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## **5RE 11 The Search for Meaning and Values: Human Culture, Religion & Faith**

This module focuses on human culture(s) and worldviews as the context within which the communal and personal search for meaning and values takes place. It explores different responses that have been made through human history to the great questions of life. In particular it studies the role that religion has played in this human quest as ally, critic and transformer of human culture. Finally it proposes the trans-cultural worldview offered by the reign (*basileia*) of God embodied in Jesus as a definitive expression of meaning and value for human history.

### **OUTCOME 1**

Describe and analyse a range of traditional and contemporary expressions of the search for meaning

#### **ASSESSMENT CRITERIA**

- 1.1 Demonstrate an understanding of the nature and purpose of philosophy and identify key moments in the development of philosophy from ancient to modern times
- 1.2 Identify key existential questions that arise from human experience and their expression in contemporary culture
- 1.3 Demonstrate an understanding of the concept of culture and its role in the human search for meaning and values

### **OUTCOME 2**

Compare the various kinds of responses that have been made by human societies and cultures in the search for meaning

#### **ASSESSMENT CRITERIA**

- 2.1 Describe and compare a range of myths and cosmologies, in particular those arising in the (South) African context
- 2.2 Show awareness of a sense of the sacred in contemporary culture and the various ways in which it is expressed
- 2.3 Evaluate non-religious efforts to develop responses to the great questions of life
- 2.4 Compare a representative sample of utopian writings across different cultures and traditions
- 2.5 Describe and critically evaluate at least two different theories of religion

### **OUTCOME 3**

Describe and evaluate the role that religion plays in the human search for meaning

#### **ASSESSMENT CRITERIA**

- 3.1 Compare different descriptions or images of God or gods in different cultures and religions
- 3.2 Describe and evaluate the different contributions that religions have made to human cultures

- 3.3 Demonstrate an understanding of how religion creates a framework for meaning and living for its adherents
- 3.4 Describe and analyse a selection of new religious movements found in South Africa, outlining their main features and identifying the cultural and religious conditions that have favoured their emergence

## **OUTCOME 4**

Demonstrate an understanding of religion as the ally, critic and transformer of human culture in the quest for meaning

### **ASSESSMENT CRITERIA**

- 4.1 Demonstrate an understanding of the nature of religious faith and the role it plays in generating meaning and values for living
  - 4.2 Describe historical instances where religion has acted as a critic of the culture in which it is placed
  - 4.3 Describe instances where culture has acted as a critic of religion
  - 4.4 Demonstrate an understanding of the idea of the reign of God as Jesus proposed it, as critic and transformer of human culture
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## **5RE 12 Religion, Morality & Society**

This module will address questions of ethics and morality from a theoretical and a practical perspective. Students will engage with different understandings of ethics and morality and undertake a deeper analysis of the complex questions that arise. They will come to an understanding of religious motivations for ethics and morality and the interplay of personal and social ethical or behavioural norms.

## **OUTCOME 1**

Describe and evaluate the concepts of ethics and morality

### **ASSESSMENT CRITERIA**

- 1.1 Describe the distinction between ethics and morality
- 1.2 Identify and describe key ethical and moral concepts used in various religions
- 1.3 Critically compare a range of ethical theories such as hedonism, utilitarianism, deontological ethics, teleological ethics and virtue ethics

## **OUTCOME 2**

Identify and analyse Judaeo-Christian and other religious motivations for sound ethical and moral behaviour

### **ASSESSMENT CRITERIA**

- 2.1 Describe the biblical idea of 'covenant'
- 2.2 Outline the major themes of the biblical Decalogue, and apply them to the contemporary context
- 2.3 Outline the moral teachings of Jesus, and appropriately apply them to contemporary situations
- 2.4 Describe and critically compare the ethical systems proposed by two traditions other than Judaism or Christianity



### **OUTCOME 3**

Demonstrate an understanding of the process of moral development as becoming fully human

#### **ASSESSMENT CRITERIA**

- 3.1 Demonstrate an understanding of the concepts of values and virtue and the relationship between them
- 3.2 Describe the character of a person who is 'morally mature'
- 3.3 Demonstrate an understanding of the human faculty of conscience and the role religion plays in forming and informing it
- 3.4 Demonstrate an understanding of the Christian concepts of sin as moral failure and reconciliation as restoring relationships
- 3.5 Describe and analyse the moral perspectives of one tradition other than Christianity on moral failure

### **OUTCOME 4**

Describe and analyse a range of current ethical and moral issues

#### **ASSESSMENT CRITERIA**

- 4.1 Describe a process of moral decision-making that is adaptable to different age groups
- 4.2 Apply the process to a range of contemporary moral dilemmas
- 4.3 Describe and evaluate the responses of various religions to moral standpoints and issues in society
- 4.4 Describe and analyse, from a historical perspective, changes in the understanding of a range of moral issues in the light of a human rights culture

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## **5RE 13 Science & Religion**

Participants in this module will develop an awareness of the changing nature and methods of the scientific and theological enterprises. They will trace key moments in the history of the relationship between religion and science, and engage with some contemporary issues and debates such as those concerning creation, human origins, genetic engineering and the termination of life. In general, they will explore the ethical and theological implications of scientific progress.

### **OUTCOME 1**

Describe and analyse, from a historical perspective, the rise of religion and science as two modes of the human search for meaning

#### **ASSESSMENT CRITERIA**

- 1.1 Describe and analyse a current theory of the rise and development of religion
- 1.2 Describe, with reference to different cultures, the origins of the scientific discipline

### **OUTCOME 2**

Describe, from a historical perspective, the different relationships between science and religion

### **ASSESSMENT CRITERIA**

- 2.1 Describe and analyse Ian Barbour's four models for the interaction between science and religion – independence, conflict, dialogue and integration
- 2.2 Identify concrete historical examples of each of these modes of interaction
- 2.3 Describe the interaction between science and religion in different world religions

### **OUTCOME 3**

Demonstrate an understanding of the different ways of knowing through science, on the one hand, and through religion on the other

### **ASSESSMENT CRITERIA**

- 3.1 Demonstrate an understanding of the nature of religious knowledge and how it is acquired
- 3.2 Demonstrate an understanding of the process of generating knowledge in the scientific disciplines
- 3.3 Demonstrate an understanding of the ways of faith and reason and how each applies to science and to religion

### **OUTCOME 4**

Identify and analyse a range of contemporary issues that call for a dialogue between science and religion

### **ASSESSMENT CRITERIA**

- 4.1 Outline and assess the responses of different religions to areas of concern in the field of ecology
  - 4.2 Summarise the key issues in two of the following debates: creation and evolution, the origin of the human species, genetic engineering, and the termination of human life; and argue a personal position in both
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## **5RE 24 Spirituality & Life**

This module will develop an understanding of the nature of spirituality and its various expressions. A range of Christian spiritual traditions will be dealt with from historical and practical perspectives, and participants will become familiar with key practices in other religious traditions of the world.

### **OUTCOME 1**

Describe the nature of spirituality as a field of study and as a common human concern

### **ASSESSMENT CRITERIA**

- 1.1 Demonstrate an understanding of spirituality as a focus on the interior life of the human person
- 1.2 Demonstrate an understanding of the practice of spirituality as the development of the human potential for God or the transcendent, and the means whereby this is achieved
- 1.3 Describe the concepts of spirituality and religion, and evaluate their relationship
- 1.4 Describe a range of spiritual experiences found across religions and cultures

## **OUTCOME 2**

Describe and analyse traditions in Christian spirituality

### **ASSESSMENT CRITERIA**

- 2.1 Demonstrate an understanding of the meaning of the three classical ways in Christian spirituality – the purgative, the illuminative and the unitive
- 2.2 Describe and analyse the main traditions of Christian spirituality, including contemporary ecological, liberation, feminist and ecumenical expressions
- 2.3 Analyse a selection of classical texts in the Christian spiritual tradition on a particular topic (e.g., prayer, knowing God, worship, the Holy Spirit)
- 2.4 Describe and evaluate different spiritualities or ways of living that emerge from different theological or societal views of the relationship between humanity and the cosmos

## **OUTCOME 3**

Describe and analyse a range of spiritual practices and disciplines in Christianity and other world religions

### **ASSESSMENT CRITERIA**

- 3.1 Describe and compare a range of prayer and meditation practices in different religions
- 3.2 Describe and compare a range of physical disciplines in different religions designed to enhance the wholeness of the person
- 3.3 Describe and compare a range of services or works in different religions designed to help the practitioner grow in freedom and love of the other

## **OUTCOME 4**

Describe connections that different areas of human activity have with the spiritual dimension of life

### **ASSESSMENT CRITERIA**

- 4.1 Evaluate the various forms of creative art as expressions of the spiritual for the artist and the beholder
- 4.2 Critically evaluate the spiritualities implicit in contemporary sport, politics, industry and trade
- 4.3 Describe and evaluate the effect of different spiritualities on the life of the individual person, the religious community and the broader society

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## **5RE 25 Principles of Social Justice**

In this module students are required to develop their knowledge and understanding of the principles of social analysis and to learn how to apply those principles to actual situations at the local, national and international levels. The module will be informed by a selection of secular and religious perspectives on social justice.

## **OUTCOME 1**

Demonstrate an understanding of the concept of social justice and its relationship to human rights

### **ASSESSMENT CRITERIA**

- 1.1 Develop a working definition of social justice
- 1.2 Demonstrate an understanding of the connection between social justice and human rights
- 1.3 Describe and analyse the broad principles of social justice and human rights as articulated in some key church documents and in the Universal Declaration of Human Rights

## **OUTCOME 2**

Describe and evaluate religious perspectives on social justice issues

### **ASSESSMENT CRITERIA**

- 2.1 Compare the points of view that religions have developed on at least three social justice issues, and do this from the perspective of at least three religions
- 2.2 Describe the ways in which religion and social justice issues have interacted in the history of the religions of the world
- 2.3 Identify and evaluate points of harmony and conflict between religious teachings and human rights
- 2.4 Critically evaluate a range of reasons why particular religions have interacted with social justice issues in particular ways

## **OUTCOME 3**

Describe and analyse major social justice issues

### **ASSESSMENT CRITERIA**

- 3.1 Describe and analyse at least three issues in an international or global context
- 3.2 Critically relate these three issues to a national context, noting differences in approach that reflect national priorities
- 3.3 Describe and critically evaluate approaches to these three issues in a local context, again noting differences in character that reflect an agenda in tension with national or international ones

## **OUTCOME 4**

Critically analyse social justice issues

### **ASSESSMENT CRITERIA**

- 4.1 Describe a method of social analysis such as See-Judge-Act
- 4.2 Apply this method to an issue in a local, national or global context, taking the principles of social justice and human rights into account

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## **5RE 26 The Worshipping Community**

This module will give participants an understanding of the nature of liturgy or communal worship, its purpose, how it is celebrated, and what it can mean to the community who celebrates. The relevance and use of symbols, words and actions in liturgy will be explored particularly in relation to the Christian sacraments as celebrated in different communities.

## **OUTCOME 1**

Describe and analyse the concepts of rites, rituals, signs and symbols in religious and secular contexts

### **ASSESSMENT CRITERIA**

- 1.1 Describe the links between religious beliefs, myths, texts, rituals and experience
- 1.2 Describe different patterns and types of religious rituals
- 1.3 Compare examples of rituals from different religions as well as secular society

## **OUTCOME 2**

Describe the value of rituals in religious systems

### **ASSESSMENT CRITERIA**

- 2.1 Identify and evaluate different reasons for performing religious rituals
- 2.2 Evaluate rituals as contributing to the wellbeing of the religious community and the individuals who belong to it

## **OUTCOME 3**

Outline the origin, meaning and practice of the Christian sacraments in different communities

### **ASSESSMENT CRITERIA**

- 3.1 Identify the scriptural bases for the different sacraments
- 3.2 Describe and analyse the theological significance of the various sacraments from the perspectives of different communities
- 3.3 Compare the practice of these sacraments in different communities

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## **5RE 37 The Jesus of History and the Christ of Faith**

In this module students gain knowledge of the social, political and religious world of first century Palestine in order to better appreciate the various dimensions of Jesus' historical life and ministry. They learn to appreciate the Gospels as documents which witness both to the early Christian communities' faith in Jesus the Christ, the revelation of God, and to their memories of the historical Jesus of Nazareth. They come to understand the different portraits of Jesus contained in the Gospels and develop their own understanding of the person and history of Jesus. The module also introduces students to the ways in which biblical scholars and contemporary theologians interpret for our time and culture the experience and understanding of the Christ mystery found within the New Testament and the early centuries of the Church.

## **OUTCOME 1**

Demonstrate understanding of the gospels as documents which witness to the person of Jesus

### **ASSESSMENT CRITERIA**

- 1.1 Demonstrate an understanding of the gospel as a specific literary genre
- 1.2 Describe and analyse the generally-accepted theory of the origins of the four canonical gospels
- 1.3 Describe and compare the different portraits of Jesus contained in the four gospels

## **OUTCOME 2**

Demonstrate a basic knowledge of the world of Jesus, his life and ministry

### **ASSESSMENT CRITERIA**

- 2.1 Describe the social, political and religious worlds of first century Palestine
- 2.2 Compile an overview of the life of Jesus, drawing on different historical sources
- 2.3 Describe and analyse the different aspects of Jesus' ministry – his teaching, his healing and the signs he gave.

## **OUTCOME 3**

Describe and evaluate the diversity of approaches to the experience and understanding of the Christ mystery

### **ASSESSMENT CRITERIA**

- 3.1 Describe and analyse how different biblical scholars approach the accounts of the resurrection of Jesus and the Easter experiences of the first disciples
- 3.2 Describe the development of the Church's understanding of the person of Jesus through the early church councils
- 3.3 Describe and evaluate the differences between 'Christology from below' and 'Christology from above'

## **OUTCOME 4**

Articulate the meaning of Christ for today through a correlation of Christian faith with contemporary science and culture

### **ASSESSMENT CRITERIA**

- 4.1 Evaluate a selection of contemporary literary and artistic expressions of the mystery of Christ
- 4.2 Describe and evaluate a selection of theologies that work to reconcile the Christ of faith with modern cosmology
- 4.3 Apply one of these theologies to a correlation of Christian faith with an evolutionary cosmology

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## **5RE 38 The History of Christianity**

The primary focus in this module is an exploration of the historical nature of Christianity and the role of social, cultural and political contexts in the shaping of belief and practice from the time of Jesus to the present day. The dynamics of continuity and discontinuity as well as diversity and adaptability within the Christian tradition will be identified.

## **OUTCOME 1**

Gather, evaluate, and present information on the historical background and origin of Christianity

### **ASSESSMENT CRITERIA**

- 1.1 Describe the Jewish roots of Christianity
- 1.2 Analyse the influence of the Graeco-Roman world as a vehicle for the early spread of Christianity
- 1.3 Describe the first Christian communities as seen through the New Testament writings, especially those of Luke and Paul

## **OUTCOME 2**

Trace the development of Christianity from earliest times to the present

### ***ASSESSMENT CRITERIA***

- 2.1 Identify and analyse key movements and events that shaped the course of Christian history
- 2.2 Identify major figures and events responsible for reform and return-to-origins movements in Christian history, and assess their impact
- 2.3 Identify the causes of major controversies in Christian history
- 2.4 Describe and evaluate the interactions that have taken place between Christianity and other religions and worldviews during its historical development

## **OUTCOME 3**

Critically survey the history of Christianity in Africa, and in South Africa in particular

### ***ASSESSMENT CRITERIA***

- 3.1 Outline and analyse the effect of Christian missions on the religious landscape of South Africa
- 3.2 Describe and analyse the emergence of African Independent Churches in Africa and South Africa
- 3.3 Critically evaluate attempts at inculturation in African Christianity
- 3.4 Identify possibilities of dialogue between Christianity and African Traditional Religion

## **OUTCOME 4**

Demonstrate an awareness of possible futures for Christianity as a world religion

### ***ASSESSMENT CRITERIA***

- 4.1 Describe the contemporary geographical extent of Christianity globally
- 4.2 Describe and evaluate different models of Church for the 21<sup>st</sup> century
- 4.3 Identify current global trends in the development of Christianity
- 4.4 Describe and evaluate the current and future relationship of the Church to the contemporary world