

# UNIVERSITY OF SWAZILAND



## FACULTY OF EDUCATION

[DEPARTMENT OF CURRIVULUM AND TEACHING]

SEMESTER TWO EXAMINATION PAPER, MAY 2010

- TITLE OF PAPER :** CURRICULUM STUDIES IN RELIGIOUS EDUCATION
- COURSE CODE :** EDC 637
- STUDENTS :** MASTER OF EDUCATION
- TIME :** THREE HOURS
- INSTRUCTIONS :**
1. There are a total of six (6) questions in this paper
  2. Answer any FOUR (4) questions
  3. All questions carry equal marks and these are indicated against each question.

**DO NOT TURN THIS PAPER UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

**QUESTION 1****A compulsory Question**

One of the aims of the Religious Education Junior Secondary Syllabus is stated as "...learners should have acquired an understanding of contemporary **social**...issues in Swaziland...." (Source: Religious Education Junior Secondary Syllabus (2006:3). Ministry of Education: Government Press).

Using the above aim, choose a 'social' issue from the attached JC Syllabus to develop a 55 minutes double period lesson plan for a Form 3 class. [25]

**QUESTION 2**

- a) Explain key principles of the Constructivism Theory. (10)
- b) Drawing from your readings and observations discuss challenges the RE teacher may face in attempting to utilise principles of this 'theory' in the context of teaching Religious Education in Swaziland schools.(15) [25]

**QUESTION 3**

- a) Discuss the assessment objectives and assessment procedures of the International General Certificate of Secondary Education (IGCSE) Religious Education course. (15)
- b) With appropriate examples critically evaluate the extent to which you think the new examination is likely to improve or worsen the teaching/learning of Religious Education in secondary/high schools in Swaziland. (10) [25]

**QUESTION 4**

Using appropriate examples drawn from the high school Religious Education IGSCE course in Swaziland, discuss at least five reasons justifying the teaching of the multi-faith Religious Education syllabus. To what extent is this course addressing the reasons you discussed? [25]

**QUESTION 5**

Discuss any five specialised instructional techniques considered suitable for the teaching of Religious Education, highlighting their positive impact on teaching/learning and student understanding of the Religious Education subject. [25]

**QUESTION 6**

Discuss characteristics of a 'professional' Religious Education teacher. What challenges does this teacher face in teaching Religious Education in Swaziland schools and how can these challenges be addressed or resolved? [25]

**END OF EXAMINATION**

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**JUNIOR CERTIFICATE**

**RELIGIOUS EDUCATION SYLLABUS**

**FORMS 1-3**

**2006**

<b>FORM 3</b>		
<b>TOPIC 8</b>		
<b>Religion - Social and Environmental Issues</b>		
<b>The importance of Life</b>	<ul style="list-style-type: none"> <li>▪ Give the three forms of life</li> <li>▪ Give the characteristics of the three forms of life</li> <li>▪ Explain why human kind is considered as the most important of all creation</li> <li>▪ Identify things beyond human control</li> </ul>	<p>Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Guided discovery/presentation</p>
<b>Animal Life</b>	<ul style="list-style-type: none"> <li>▪ Explain the value of animal life in the three religions</li> <li>▪ Discuss different ways by which animal life can be protected in the Religions Studied.</li> <li>▪ Discuss ways in which human beings can use animal life in enhancing their religious beliefs</li> </ul>	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p>
<b>Plant Life</b>	<ul style="list-style-type: none"> <li>▪ List some ways in which plant life can be protected</li> <li>▪ Discuss the religious importance of plant life in the three religions</li> <li>▪ Describe ways by which plants can be used in the different religions studied</li> <li>▪ Discuss some taboos that can lead to the destruction of human plant and animal life</li> </ul>	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p>
<b>The family</b>	<ul style="list-style-type: none"> <li>▪ Describe a family structure – e.g. nuclear, extended community, extended groups e.g. Kibbutzim, relationships and responsibilities within the family e.g. husband/wife, parents/children.</li> </ul>	<p>Discussion</p>

	<ul style="list-style-type: none"> <li>▪ Discuss emotional and material support offered by parents to their children.</li> </ul>	Exposition/Discussion	
	<ul style="list-style-type: none"> <li>▪ Discuss the rights and responsibilities of children, husband and wife.</li> </ul>	Exposition/discussion	
	<ul style="list-style-type: none"> <li>▪ Analyse the value of a family to its members and the importance of living in a family according to different religion.</li> </ul>	Debate	
	<ul style="list-style-type: none"> <li>▪ Describe the role of family members as viewed by different religions: Christianity, Islam, Swazi Traditional Religion and Judaism</li> </ul>	Presentations	
	<ul style="list-style-type: none"> <li>▪ Assess the social economic religious and political reasons which have necessitated women to abandon their traditional roles</li> </ul>	Guided discovery/Debate	
	<ul style="list-style-type: none"> <li>▪ Examine complimentary roles between genders in the religions studied.</li> </ul>	Discussion	
<b>Marriage and Divorce</b>	<ul style="list-style-type: none"> <li>▪ Define: celibacy, chastity, adultery, fornication, polygamy, divorce, monogamy polygyny and polyandry.</li> </ul>	Exposition / Discussion	
	<ul style="list-style-type: none"> <li>▪ Describe a religious wedding ceremony in Christianity, Islam and Judaism.</li> </ul>	Exposition/Discussion	
	<ul style="list-style-type: none"> <li>▪ Discuss how the religions studied view marriage and divorce.</li> </ul>	Debate	
	<ul style="list-style-type: none"> <li>▪ Identify the different sex orientations (lesbianism, heterosexual, homosexuality and bestiality)</li> </ul>	Presentations	
	<ul style="list-style-type: none"> <li>▪ Discuss the different sex orientations, as viewed by the religions studied, (lesbianism, heterosexual, homosexuality and bestiality)</li> </ul>	Guided discovery/Debate	
	<ul style="list-style-type: none"> <li>▪ Discuss the view of the different religions about population control</li> </ul>	Discussion	
	<b>Suicide</b>	<ul style="list-style-type: none"> <li>▪ Define suicide</li> </ul>	Guided discovery
		<ul style="list-style-type: none"> <li>▪ Give reason for suicide</li> </ul>	Exposition/Discussion

<p><b>Abortion</b></p>	<ul style="list-style-type: none"> <li>▪ Outline consequences of suicide in society</li> <li>▪ Discuss the ethical teaching of the different religions on suicide</li> <li>▪ Identify the different types of abortion</li> <li>▪ Discuss the different types of abortion</li> <li>▪ Discuss medical, social and legal reasons for abortion</li> <li>▪ Discuss physical, emotional, religious implications of committing abortion.</li> <li>▪ Discuss the different views expressed in religious traditions studied about abortion</li> <li>▪ Distinguish between euthanasia, massacre and murdering.</li>   <li>▪ Discuss the teachings of the religious traditions studied on euthanasia, massacre and murder.</li> <li>▪ State the ethical teaching of the different religions on murder.</li> <li>▪ Outline the effects of murder in the society</li> <li>▪ Discuss social and economic facts on euthanasia</li> </ul>	<p>Exposition/Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Guided discovery</p> <p>Guided discovery</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guest Speaker</p> <p>Exposition / Discussion</p>
<p><b>Religions and Poverty and Wealth</b></p>	<ul style="list-style-type: none"> <li>▪ Define: wealth, poverty</li> <li>▪ Identify local, regional, international organizations that assist the poor.</li> </ul>	<p>Discussion</p> <p>Exposition / Discussion</p>
<p><b>World Poverty / Wealth</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the religious organizations that help the poor</li> <li>▪ Describe the work of religious</li> </ul>	<p>Exposition / Discussion</p> <p>Guided discovery and presentation</p>

	<p>organizations that help the poor e.g. Hope House</p> <ul style="list-style-type: none"> <li>▪ Describe the Christian and Islamic views of poverty.</li> <li>▪ Discuss the teachings of the three religions studied about wealth.</li> <li>▪ Discuss the teaching and practice of religious traditions studied of the use of money.</li> <li>▪ Show how giving is viewed in the different religions.</li> </ul>	<p>Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p>
<b>Prejudice and Discrimination</b>	<ul style="list-style-type: none"> <li>▪ Define prejudice discrimination, equality and justice.</li> <li>▪ Discuss the teaching of each religious tradition about prejudice, discrimination, justice and equality.</li> </ul>	<p>Exposition/Discussion</p> <p>Discussion</p>
<b>Peace and Conflict</b>	<ul style="list-style-type: none"> <li>▪ Define peace, conflict / war, forgiveness, justice, pacifism explain just war and Holy war compare each one of them a war (s) today.</li> <li>▪ Explain just war and holy war</li> <li>▪ Discuss the social, economic and political effects of war.</li> <li>▪ Discuss causes of war</li> <li>▪ Give examples of a religious conflict: e.g. Israel / Palestine</li> <li>▪ Discuss the attitude of Christians, Muslims and Jews towards war.</li> </ul>	<p>Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guided discovery</p>
<b>Crime and Punishment</b>	<ul style="list-style-type: none"> <li>▪ Define sin, crime, law, justice, deterrence, reform, judgement punishment and capital punishment.</li> <li>▪ Differentiate between the types of punishment</li> <li>▪ Compare and contrast the different views shared by the three religions studied about capital punishment</li> </ul>	<p>Exposition/Discussion</p> <p>Discussion</p>