

Course Code: EDC 375 (M) 2012

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II FINAL EXAMINATION PAPER – MAY 2012

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : EDC 375

STUDENTS : B.Ed III and PGCE

TIME : THREE (3) HOURS

TOTAL MARKS : 100 MARKS

INSTRUCTIONS :

- 1. The paper is divided into Three sections:**
 - 1.1 Section A. (Short Answer Questions)**
 - 1.2 Section B (Application)**
 - 1.3 Section C. (General knowledge)**
- 2. Answer ALL questions in section A; answer ONE question in section B; and answer TWO questions in section C**
- 3. Marks are indicated against each question.**

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

SECTION A Compulsory

QUESTION ONE

Answer all questions in this Section. Each question is worth five (5) marks.

- i). Assessment plays an important role in a teaching/learning situation. Give and explain any two principles an RE teacher needs to apply when designing an assessment for his/her students
- ii) Give two reasons why testing should be an integral part of your teaching as an RE teacher.
- iii) Explain when testing may not yield a measurement.
- iv) One of the developments in assessment is the introduction of the Criterion-Referenced versus the Norm-referenced testing. Explain the difference between the two assessment approaches state and how the two can complement each other in Religious Education.
- v) Describe the process of designing a 'table of specification' for a CRT test.

[25]

SECTION B. APPLICATION

ANSWER ANY ONE QUESTION FROM THIS SECTION

QUESTION TWO

Use the SGSCE Religious Education Syllabus attached to construct a Form IV end of month test from a topic area of your choice. Its duration should be 120 minutes. [25]

QUESTION THREE

Illustrate how you would use 'song and dance' as a resource for teaching a 'social issue' topic. [25]

SECTION C GENERAL ESSAYS

ANSWER ANY TWO QUESTIONS FROM THIS SECTION

QUESTION FOUR

Choose any TWO types of objective tests:

- a) Describe each type (3)
- b) Explain conditions under which each is used (2x2=4)
- c) State rules of setting (any 5x1x2 = 10)
- d) Identify strengths of each test type (any 4 per type = 8). [25]

QUESTION FIVE

- a) Conceptualise testing. (5)
- b) Discuss the decisions an RE teacher can make based on test results of his/her students. (4 X 5 = 20) [25]

QUESTION SIX

Every religion has its own characteristics. These are features that make a religion unique. The characteristics of religion help to guide the followers on the most important day-to-day aspects of their faith (Shongwe, 2006)

- a) Why is it important for the RE teacher to know these features of a religion (1)
- b) Describe the six characteristics of religion with reference to Swazi Traditional Religion (24) [25]

END OF EXAMINATION

Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places

- Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Pentecost, Ascension – in all cases the original events remembered in the observance as well as the way the day or season is observed
- Pilgrimage:
Bethlehem, Jerusalem, Nazareth, Rome (St Peter's), Lourdes
Local places – Somhlolo National church, Florence for the Catholics, Emanganganeni for the Red Gowns, Ngome in Vryheid (Kwazulu Natal) for the Catholics, Moria for the Zion Christian Church

Topic 4 Religion and the Family, Rites of Passage

- Birth rituals (baptism/dedication)
- Believer's baptism, confirmation
- Marriage
- Funerals
- What Christianity teaches about:
Personal relationships e.g., husband and wife, parents and children
Divorce
Chastity
Nurturing of the young
The role of women

Note: The influence of Swazi Traditional Religion practice on Christian worship should be considered where appropriate.

Topic 5 Religion and Social Action, Moral and Ethical Behaviour

Christian teachings supporting or applied to:

Social Action:

- Missionary work
- The use of money
- Religious aid organisations
- Nurturing and educating of the youth
- Care of the sick and elderly

Moral and Ethical Behaviour:

- Respect for personal integrity
- Teachings against abuse, exploitation, violence; for the relief of poverty, provision of education and health care
- Care for the environment
- Distribution of wealth
- Population control and prevention of HIV/AIDS
- Sexual orientation
- Suicide
- Abortion
- Euthanasia
- Discrimination and prejudice

SGCSE RELIGIOUS EDUCATION Syllabus 6893
November 2011 and November 2012 Examinations

SWAZI TRADITIONAL RELIGION

Topic 1 Beliefs and Major Figures

- Beliefs: Supreme Being, Ancestor veneration, Spirits (evil and good), Witchcraft
- Major figures: King, Queen Mother, the elderly, chiefs

Topic 2 Worship, Sacred Writings and Traditions

- Worship: places of worship
- Style of worship (nationally, community, family); private and public
- Leaders of worship (nationally, community, family)
- Sacred sources (myths, songs, dances, sacred places, rituals, personal and praise names, beliefs and customs)

Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.

Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places

- Pilgrim Festivals: National (Incwala, UMhlanga, Baganu, Butimba), Community, Sibhimbi, (e.g., chief installation)
- Fasts: National Kutila (e.g., drought, kuluma)
- Family: Kuphahla
- Sacred places in the family (kagogo, emadlizeni, esibayeni); National (cattle byre, mountains, and rivers)

Topic 4 Religion and the Family, Rites of Passage

- Family structure (nuclear, extended)
- Relationships and responsibilities of members of the family for nurturing of the young at esangweni, egumeni
- The role of women
- Marriage
- Divorce
- Birth Ceremonies – pregnancy-taboos and rituals (e.g., kukhishwa/ kukhokhwa endlini, kuyiswa emshini)
- Initiation ceremonies (kutfonjiswa)
- Marriage ceremonies: kucelwa, kutekwa, umtsimba, kulobola
- Death, funeral ceremonies and rituals: Umdzambayi, Kubikela labaphansi, kubuyisa, kutila, kugeza emanti and mourning

Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.

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Topic 5 Religion and Social Action, Moral and Ethical Behaviour

Religious teachings supporting or applied to:

Social Action:

- The use of wealth
- Community support for the disadvantaged
- Nurturing and educating of the youth
- Taking care of the elderly, sick and the needy

Moral and Ethical Behaviour:

- Sexual orientation
- Domestic violence
- Suicide
- Population control (e.g., contraception, prevention of HIV/AIDS)
- Abortion
- Discrimination and prejudice
- Respect for personal integrity
- Care for the environment
- Teaching *against* abuse, exploitation, violence; for the relief of poverty, provision of education and health