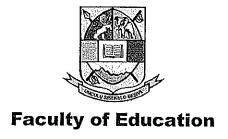
University of Eswatini



(DEPARTMENT OF CURRICULUM AND TEACHING)

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

RE-SIT AND SUPPLEMENTARY EXAMINATION PAPER, JANUARY 2019

COURSE CODE: CTE 521/321/EDC 275

STUDENTS: PGCE (F/T AND IDE) /B.ED 3 AND 4)

TIME: THREE (3) HOURS

INSTRUCTIONS

- 1. There are five (5) questions in this paper.
- 2. Answer four (4) questions in all; QUESTION 1 and any other three (3) questions.
- 3. All questions carry equal marks.
- 4. Start each question on a new page.

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QUESTION I [COMPULSORY]	
From the syllabus document provided, construct a two weeks scheme of wo	ork for a Form 3 class
[The syllabus document is provided for this question]	[25
QUESTION 2	
a) How is lesson planning important for teachers?	[5]
b) Provide and explain the significance of the main elements of a lesson pl	lan. [20]
QUESTION 3	
a) What is meant by 'religious tolerance' in Religious Education?	[5]
b) Using Eswatini as an example, what factors can perpetuate religious	s intolerance? [10]
c) With examples, explain how a Religious Education teacher can ensu tolerance is inculcated in his/her learners.	ure that religious [10]
QUESTION 4	
The Group-Work method is a very important method in the teaching and le Religious Education course. Discuss:	arning of the SGCSE
a) The advantages of this teaching method in and beyond the classroom	[10]
b) Its disadvantages and how they could be overcome.	[15]
QUESTION 5	
Differentiate between the phenomenological and thematic approaches of tea	aching Religious
Education.	[25]
END OF EXAMINATION	