

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**FINAL EXAMINATION, MAY 2006**

TITLE OF PAPER : CURRICULUM STUDIES IN SOCIAL STUDIES AND RELIGIOUS EDUCATION

COURSE NUMBER : PEC 371 AND PEC 372

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B.

2. THIS PAPER IS WORTH FIFTY PERCENT (50% OF THE FINAL GRAD.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

**SECTION A - PEC 371**

Instructions : Using a separate answer-booklet, answer two (2) questions.

1. (a) Identify and give examples of concepts that are used in social studies. [5 marks]  
(b) Evaluate four reasons that explain why concept learning according to some scholars, is susceptible to verbalism. [20 marks]
2. Discuss four criteria that are often used to group students for instructional purposes. Give examples to clarify your answer. [20 marks]
3. (a) Describe three basic techniques that are used for changing the scale of a map. [20 marks]  
(b) Which of these techniques do you think, should be emphasized to teacher-trainees in Swaziland. Explain fully. [5 marks]
4. With specific reference to Swaziland, evaluate three pros and three cons of internal examinations. [25 marks]

**SECTION B - PEC 372**

Instruction: Using a separate answer-booklet, answer two (2) questions.

5. With particular reference to Swaziland, assess four reasons that are often used to justify the inclusion of Biblical Studies in the school curriculum. [25 marks]
6. Evaluate criticism that have been levelled against each of the approaches to Biblical Studies outline below.  
(a) Dogmatism (8 marks)  
(b) Aestheticism (8 marks)  
(c) Biblicism (8 marks)  
[25 marks]
7. Discuss four misconceptions concerning the teaching of Biblical Studies and briefly comment on each of them. [25 marks]