

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION PAPER APRIL/MAY 2009**

**TITLE OF PAPER : CURRICULUM STUDIES IN RELIGIOUS  
EDUCATION**

**COURSE CODE : EDC 375/575**

**STUDENTS : B.ED III/PGCE**

**TIME : THREE (3) 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**

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

**QUESTION 1**

Illustrate with relevant examples the main principles underpinning the higher order questioning skill that the Religious Education teacher needs to observe when presenting a Religious Education lesson. [25]

**QUESTION 2**

Explain the following concepts and clearly establish how they relate to each other as they apply to the teaching/learning of Religious Education:

- i) Testing
- ii) Measurement
- iii) Assessment
- iv) Evaluation

[25]

**QUESTION 3**

Describe and illustrate the following test item types, highlighting the rules of setting, their strengths and their weaknesses:

- i) Essay (10)
- ii) Multiple Choice (10)
- iii) The value of the essay type of test item in the cognitive development of the child within the context of Religious Education.(5)

[25]

#### **QUESTION 4**

As a teacher of Religious Education, you have to use a variety of teaching methods to impart religious knowledge effectively to your students.

- i) Discuss the importance of using a variety of teaching methods when teaching.(10)
- ii) Choose and describe either the Group-discussion method or the Question and Answer method. Advance its strengths and value to the child in as far as teaching and learning of Religious Education is concerned. (15)

[25]

#### **QUESTION 5**

- a) Explain the concept 'Norm-Referenced testing'. (5)
- b) To what extent do you consider this form of testing beneficial to both the Religious Education teacher and his/her students? (20)

[25]

#### **QUESTION 6**

Describe the 'thematic' approach illustrating it with a lesson plan for a Form 3 class. (See attached extract of the syllabus). [25]

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**END OF EXAMINATION PAPER**

**COURSE CODE: EDC 375/575 (M) 2008- CURRICULUM STUDIES IN  
RELIGIOUS EDUCATION**

**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 control</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>

<b>Marriage and Divorce</b>	<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
	<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> </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><b>Religions and Poverty and Wealth</b></p>	<ul style="list-style-type: none"> <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> <li>▪ Define: wealth, poverty</li> <li>▪ Identify local, regional, international organizations that assist the poor.</li> </ul>	<p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guest Speaker</p> <p>Exposition / Discussion</p> <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>Discussion</p> <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>



<p><b>TOPIC 9</b></p> <p><b>SWAZI TRADITIONAL RELIGION</b></p> <p><b>The elements of the Swazi Traditional Religion</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the elements of the Swazi traditional Religion: Supreme Being, lesser being, myths, symbols, rituals, prayer, sacred persons, magic and taboo.</li> <li>▪ Identify the elements of the lesser beings and ancestors.</li> <li>▪ Show relationships between community and the individual.</li> <li>▪ Compare and contrast Swazi tradition as religion with Universal human rights.</li> <li>▪ Distinguish between the sacred and the secular.</li> <li>▪ Explain ancestor veneration-cum-worship.</li> <li>▪ Describe the nature of Swazi traditional Religion (cosmic unity, proselyte, no coded scriptures)</li> </ul>	<p>Exposition/Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guided discovery Debate</p>
<p><b>Intermediaries</b></p>	<ul style="list-style-type: none"> <li>▪ Define intermediaries</li> <li>▪ List the characteristics of intermediaries</li> <li>▪ Explain the roles and functions of intermediaries</li> <li>▪ Distinguish between human and spirit intermediaries – both good and bad.</li> <li>▪ Investigate the influence of intermediaries in the lives of people, king, priests, medicine men, prophets and diviners</li> <li>▪ Discuss the major religious leaders: king, priests, medicine men, prophets and diviners</li> <li>▪ Examine their roles in the welfare of the members of the society: sick, elderly, poor, HIV/AIDS infected and affected</li> </ul>	<p>Exposition/discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Discussion</p>
<p><b>Religious Personage</b></p>		

<b>Source of Swazi Traditional Religion</b>	▪ Identify the pilgrimage undertaken in the Swazi Traditional religion: <i>butimba, lusekwane</i> , reed dance.	Discussion
	▪ Discuss the importance of each pilgrimage	Discussion
	▪ Discuss the reed dance as fertility cult	Expositions / Discussion
	▪ Discuss the significance of the feast of the First-Fruit ( <i>Incwala and Lusekwane</i> )	Discussion
	▪ Analyse the significance of the attire: <i>Inyoni, Sigeja</i> Shield.	Exposition / Discussion
	▪ Identify sacred places and songs.	Investigate/Presentation
	▪ Analyse the sacred songs.	Exposition / Discussion
	▪ Compare and contrast the cause of sickness and healing in Swazi Traditional Religion, Christianity and Islam.	Resource Person/Presentation
<b>Function of Swazi Traditional Religion</b>	▪ Discuss myths and legends of Swazi Traditional Religion	Exposition / Discussion
	▪ Discuss the role played by Swazi Traditional Religion in cultural unity and identity	Exposition , Discussion and Presentation
	▪ Discuss the rites of passage in the Swazi Traditional Religion: birth, initiation, marriage and death	Exposition/Discussion
	▪ Compare and contrast the rites of passage in Swazi Traditional religion, Christianity and Islam.	Exposition/Discussion
<b>RELIGIOUS GROUPS AICS'</b>	▪ Show relationship between the living – dead epic heroes (family and national ancestors)	Resource Person/Presentation
	▪ Define the term AIC	Exposition / Discussion Resource person Guest Speaker
	▪ Identify the different types of AIC's	Exposition/Discussion
	▪ Distinguish between the	Exposition / Discussion

<p><b>TOPIC 10</b></p> <p><b>RELIGION AND THE LOCAL COMMUNITY</b></p>	<p>different types of AICs.</p>	
	<ul style="list-style-type: none"> <li>▪ Compare and contrast the history behind the formation of the AIC's and the introduction of Islam and Christianity in Swaziland.</li> </ul>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Evaluate the impact of AIC's in Swazi religion.</li> </ul>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Investigate interaction between the AIC's and the western culture</li> </ul>	<p>Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Present the hierarchal structure in the AIC's</li> </ul>	<p>Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Discuss the significance of the symbols in the ritual dresses of each AIC studied: cross, sickle, stars, new moon, and different colours.</li> </ul>	<p>Exposition/Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Identify the pilgrimage undertaken by each AIC</li> </ul>	<p>Exposition/Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Describe the relationship between the three religions studied (Judaism, Christianity and Islam) within the Swazi community.</li> </ul>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Discuss the positive and negative sides of the different missionary work/proselytizing used by the religions studied.</li> </ul>	<p>Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Discuss the relationship between the religions studied with: Swazi Traditional Religion</li> </ul>	<p>Exposition/Discussion</p>