

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION PAPER NOVEMBER 2008**

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

**COURSE CODE : EDC 636**

**STUDENTS : MASTER OF EDUCATION**

**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**

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THE INVIGILATOR**

**QUESTION 1**

Discuss the basic conceptions of Religious Education as a discipline highlighting their main implications for the Religious Education teacher.

[25]

**QUESTION 2**

Hull (1993) has argued that Religious Education has three fundamental purposes in society. Using information you acquired from your readings in the course, discuss these purposes and their bearing on the approaches to teaching the current multi-faith Religious Education curriculum in Swaziland.

[25]

**QUESTION 3**

Authors like Fuller and Snyder (1991), Tabulawa (1997) and Cohen *et al* (2000) give an elaborate discussion of two models of Religious Education.

- a. What is meant by the 'open' model and 'closed' model with regards to Religious Education as discussed by these authors? (15)
- b. Using appropriate examples from a Religious Education class, distinguish these two types of models. (10)

[25]

**QUESTION 4**

The Government of Swaziland has introduced the International General Certificate of Secondary Education (IGCSE) examination at the end of year 12 to replace the Cambridge GCE Ordinary Level.

- a. Differentiate between the aims and objectives of the Religious Education IGCSE syllabus and those of the 'O' Level syllabus. (10)
- b. What challenges do teachers face in implementing the Religious Education curriculum and how can these challenges be resolved? (15)

[25]

### **QUESTION 5**

Goldman (1964) in Bigala and Mazibuko (2000:214) argues that ‘the Bible is not a children’s book and that the teaching of large sections of it may do more damage than good to a child’s religious understanding’.

- a. What is meant by this line of argument with regards to the teaching of Religious Education in schools? (5)
- b. Using appropriate examples, discuss the three developmental stages of religious thinking as outlined by Goldman (1964). (20) [25]

### **QUESTION 6**

Make a critical evaluation of the shift from non-multi faith approach to the multi-faith approach curriculum in Swaziland with particular reference to the Religious Education subject. [25]

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**END OF EXAMINATION PAPER**