

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION PAPER MAY 2009**

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

**COURSE CODE : EDC 637**

**STUDENTS : MASTER OF EDUCATION**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS : 1. There are a total of six (6) questions in this paper**  
**2. Question 1 is a COMPULSORY question.**  
**3. Answer Question 1 and any other three (3) questions**  
**3. All questions carry equal marks**

**QUESTION 1 (A Compulsory Question)**

One of the aims of the secondary Religious Education syllabus is stated as "...learners should have acquired an understanding of contemporary social...issues in Swaziland...."

(Source: Religious Education Junior Secondary Syllabus (2006:3). Ministry of Education: Government Press).

- a) What is the rationale for including such an aim in the Religious Education Syllabus? (5)
- b) Use the above syllabus aim to develop a four-week-scheme of work (See attached syllabus extract) (20) [25]

**QUESTION 2**

- a. Differentiate between the "confessional approach" and the "non-confessional approach" to teaching Religious Education. (10)
- b. Drawing from your readings and observations illustrate the strengths and weaknesses of these two approaches to teaching Religious Education in Swaziland schools. (15) [25]

**QUESTION 3**

- a. Discuss the assessment objectives and assessment procedures of the International General Certificate of Secondary Education (IGCSE) Religious Education course. (15)
- b. With appropriate examples, critically evaluate the extent to which you think the new examination approach is likely to improve or worsen the teaching/learning of Religious Education in secondary/high schools in Swaziland. (10) [25]

#### QUESTION 4

'Utilisation of a variety of teaching resources is one of the hallmarks of effective instruction-an exacting one which is by no means always attained' (Unknown, 1999).

- a) Discuss the above statement using any five different types of resources that could be utilised by the Religious Education teacher in implementing a Religious Education lesson plan in the classroom. (15)
- b) Identify and explain the underlying principles that the teacher needs to observe in selecting these resources. (10)

[25]

#### QUESTION 5

Mazibuko (1996) argues that although teaching methods are not usually prescribed in any legal sense, teachers may experience subtle pressures from other sources which lead them to teach in particular ways (Source: Mazibuko, E.Z (1996). **The Mediation of Teaching through Central Curriculum Controls**. Perth: Edith Cowen).

Discuss the sources of pressure teachers experience as they go about their teaching role in Swaziland and highlight how these sources of pressure impact on teaching, learning and student understanding of Religious Education in schools.

[25]

#### QUESTION 6

- a) Discuss the functions of the following 'sources of help' for the Religious Education teacher within the structure of the Ministry of Education:
  - i). Teacher Education Component (Colleges, Uniswa Faculty of Education, Inspectorate)
  - ii). The National Curriculum Centre (Religious Education). (15)
- b) Evaluate the extent to which these 'sources of help' are functional in helping the Religious Education teacher in the schools in Swaziland. (10)

[25]

**JUNIOR CERTIFICATE**

**RELIGIOUS EDUCATION SYLLABUS**

**FORMS 1-3**

**2006**

## SYLLABUS LAYOUT

STRAND	OBJECTIVES	TEACHING TECHNIQUES
<p><b>FORM 1</b></p> <p>Introduction to Religion</p>	<ul style="list-style-type: none"><li>▪ Discuss the importance of studying Religious Education.</li><li>▪ Identify the different religions found in Swaziland.</li><li>▪ Locate on the world map where each of the religion studied originates.</li><li>▪ Use the words: theist, atheist, agnostics, polytheist, monotheist correctly.</li><li>▪ Explain myths, and legends about the origin of the universe as portrayed by the 4 religious traditions</li></ul>	<p>Exposition / Discussion</p> <p>Pair work</p> <p>Pair work</p> <p>Exposition / Discussion</p> <p>Research / discussion</p>
<p>Characteristics of Religions</p> <p>Origins of the three world religions.</p> <p>Christianity</p>	<ul style="list-style-type: none"><li>▪ Identify the major characteristics of religion.</li><li>▪ Discuss the major characteristics of religions (beliefs, teaching, practices, ethical codes, worship and myths).</li><li>▪ Define the characteristics of religion (Supreme Being, places and forms of worship, festivals, fasts, myths, special days, pilgrimage, sacred writings, rites of passage, religious personages and ethical codes.</li><li>▪ Discuss Christian beliefs about: God-Father Son and the Holy Spirit; God as love, shown through life death and resurrection of Jesus; sin and salvation</li><li>▪ Identify the major figure: Jesus of Nazareth</li></ul>	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Discussion</p> <p>Discussion</p>

<p><b>Islam</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the main beliefs in Islam: the Unity of God (Tawhid); God as creator, sovereignty of God; the beautiful names of God; Allah's compassion; the day of Judgement; life after death; and angels</li> </ul>	<p>Discussion/Research</p>
<p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the major figure: Prophet Muhammad.</li> </ul>	<p>Discussion</p>
<p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the patriarchs Abraham, Isaac and Jacob</li> </ul>	<p>Discussion</p>
<p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the significance of the patriarchs.</li> </ul>	<p>Discussion</p>
<p><b>TOPIC 1</b> <b>Places and forms of worship</b></p> <p><b>Christianity</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the places of worship: church, cathedral, chapel, meeting house; font, baptistery, sanctuary, screen iconostasis, altar, communion table, pulpit, lectern, cross, crucifix, icon, lights and candles</li> <li>▪ Distinguish between the public and private forms of worship: forms of prayer e.g. intercession, thanks giving; Holy Communion (Lord's Supper, Eucharist, Mass)</li> <li>▪ Discuss religious leaders worship and their functions: bishop, priest, minister, lay reader and local preacher.</li> <li>▪ Identify and discuss the use of liturgical objects, art music, Stations of the Cross, symbolic actions, kiss of peace.</li> </ul>	<p>Exposition / Discussion/Excursions</p> <p>Exposition / Discussion</p> <p>Investigation and discussion</p> <p>Discuss</p>
<p><b>Places &amp; forms of worship</b></p> <p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Identify places of worship: Synagogue; ark (aron ha-kodesh), bimah (reading desk); Ner Tamid (eternal light); tablets of the law.</li> <li>▪ Identify the different symbols</li> </ul>	<p>Exposition / Discussion/Excursion</p> <p>Exposition / Discussion</p>

<p><b>Places and Forms of Worship</b></p> <p><b>Islam</b></p>	<p>of worship: seven-branched menorah; Magen. David (star or shield of David) the home as a place of worship and the main focus of the festivals, ritual objects e.g. mezuzah</p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of Public and private worship: Sabbath and daily services, minyan (number required for public worship) readings from the Torah and Prophets, Amidah (standing prayer); Shema.</li> <li>▪ Discuss the importance of Rabbi (teacher) cantor, ritual dress, tallit (prayer shawl), tefillin, kippah / yarmulka (skull cap)</li> <li>▪ Discuss the importance of the places and forms of worship: Synagogue, ark, bimah, Ner tablets of the law Tarnid</li> <li>▪ Locate the major areas where the Islamic Faith is dominant.</li> <li>▪ Trace the growing Islam</li> <li>▪ Identify areas in Swaziland where the Moslems are found</li> <li>▪ Give the names Allah</li> <li>▪ Discuss the attributes of Allah</li> <li>▪ Discuss the calling of the major figure: Prophet Muhammad</li> <li>▪ Identify the places and forms of worship: Mosque (masjid); minaret, dome mihrab (niche), qiblah (direction), minbar (steps of sermon); Qur'an stand; art, architecture and calligraphy;</li> <li>▪ Describe public and private worship: salah (pl. salat) (prescribed prayer), rakah (unity of salah), the sequence of positions</li> <li>▪ Explain the significance of Imam (leader of worship) Muezzin (caller)</li> </ul>	<p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guided discovery</p> <p>Guided discovery</p> <p>Discussion</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p> <p>Discussion</p> <p>Exposition and discussion</p>
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	<ul style="list-style-type: none"> <li>▪ Discuss the Adhan (call to prayer) Iqamah (call to worship) wudu (ritual ablution)</li> <li>▪ Discuss the Five Pillars of Islam: (reed prayer, poor dues, Fasting, Pilgrimage)</li> </ul> <p>Five Pillars</p> <ol style="list-style-type: none"> <li>1. Declaration of faith (Shahadah)</li> <li>2. Compulsory prayers (salah)</li> <li>3. Welfare dues (zakah)</li> <li>4. Pilgrimage (Hajj)</li> <li>5. Fasting (sawn)</li> </ol>	<p>Discussion</p> <p>Discussion</p>
<p><b>TOPIC 2</b></p> <p><b>FESTIVALS, FASTS AND SPECIAL DAYS</b></p> <p><b>Christianity</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the festivals and special days: Christmas, Epiphany (including Holy Week), Easter, Pentecost, Sunday, Patronal Festivals, Saints' days</li> <li>▪ Identify the time of each festival.</li> <li>▪ Give the duration of each festival</li> <li>▪ Discuss the significance of each festival.</li> <li>▪ Discuss the significance of fasting</li> </ul>	<p>Exposition and discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p>
<p><b>FESTIVALS, FASTS AND SPECIAL DAYS</b></p> <p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the festivals in Judaism</li> <li>▪ Identify the times of each festival</li> <li>▪ Give the duration of each festival</li> <li>▪ Discuss the theme of each festival</li> <li>▪ Discuss the Religious Feasts: making offering to priest,</li> </ul>	<p>Exposition and discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p>



<p><b>FESTIVALS FASTS AND SPECIAL DAYS</b></p> <p><b>Islam</b></p>	<p>finding your neighbour's property</p>	
	<ul style="list-style-type: none"> <li>▪ Discuss the Ten Commandments and their two keys laws:</li> <li>(i) Honour thy father and thy mother.</li> <li>(ii) Thou shall not covet thy neighbours' wife or goods</li> </ul>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Discuss special days: Sabbath: Friday evening meal, kiddush and ha-motzi synagogue services havdalah</li> </ul> <p>Pilgrim festivals: Pesach (Passover), Shavuot (Pentecost), Sukkot (Tabernacles)</p>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ High Holy Days: Rosh Hashanah (New Year) Yom Kippur (Day of Atonement) Minor festivals, Chanukah, Purim</li> </ul>	<p>Exposition / Discussion</p>
	<p><u>Modern Festivals</u></p> <ul style="list-style-type: none"> <li>▪ Discuss modern festivals: Tu Bi'shvat (New Year for trees), Yom Hashanah (Holocaust Day)</li> </ul>	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> <li>▪ Compare the Jewish Calendar with the convectional calendar</li> </ul>	<p>Discussion</p>
<ul style="list-style-type: none"> <li>▪ Identify the festivals fasts and special days: <ul style="list-style-type: none"> <li>✓ Ramadan, Id al-Fitr (the end of Ramadan), Id al-Adha (feast of sacrifice), the Birthday of Muhammad ( Mawlid ul-Nabi), Night of Power (Lailat ul-Qadr) Jummah (Friday midday prayers)</li> <li>✓ Birthday of Muhammad (Mawlid ul-Nabi)</li> </ul> </li> </ul>	<p>Exposition / Discussion</p>	

	<ul style="list-style-type: none"> <li>✓ Nigh of Power (Lailat ul-Gadr).</li> <li>✓ Jummah (Friday midday prayer).</li> </ul>	
<b>TOPIC 3 PILGRAMAGE</b>		
<b>Christianity</b>	<ul style="list-style-type: none"> <li>▪ Identify the pilgrimages undertaken by Christians: Bethlehem, Jerusalem, local places of pilgrimage</li> <li>▪ Give examples of local places of Pilgrimage</li> <li>▪ Discuss the importance of each Pilgrimage</li> </ul>	<p>Exposition / Discussion</p> <p>Exposition</p> <p>Guided Discovery</p>
<b>PILGRIMAGE</b>		
<b>Judaism</b>	<ul style="list-style-type: none"> <li>▪ Identify the Pilgrimage in the Jewish Faith</li> <li>▪ Discuss importance of each Pilgrimage: Jerusalem; Western (Wailing) Wall, Yad Vashem (Holocaust Memorial), Masada</li> </ul>	<p>Resource person/Guest speaker</p> <p>Discussion</p>
<b>PILGRIMAGE</b>		
<b>Islam</b>	<ul style="list-style-type: none"> <li>▪ Identify the Pilgrimage undertaken in the Islamic Faith: Hajj: Makkah and Medina:</li> <li>▪ Discuss the importance of each pilgrimage</li> </ul>	<p>Discussion</p> <p>Discussion</p>
<b>FORM 2</b>		
<b>TOPIC 4 SACRED WRITINGS AND OBJECTS</b>		
<b>Christianity</b>	<ul style="list-style-type: none"> <li>▪ Identify the sacred writings and objects in Christianity.</li> <li>▪ Explain the role of the Bible in worship and as a guide for life.</li> <li>▪ Explain the basis of the authority of the Bible.</li> </ul>	<p>Exposition and discussion</p> <p>Discussion</p> <p>Exposition and discussion</p>

<p><b>SACRED WRITINGS AND OBJECTS</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the types of literature it contains</li> <li>▪ Give examples of sacred writings used in Christianity</li> <li>▪ Critically analyse the use of sacred literature in Christianity</li> <li>▪ Give examples of sacred objects</li> <li>▪ Explain the use of sacred objects in Christianity</li> <li>▪ Explain the importance of sacred object in Christianity</li> </ul>	<p>Discussion</p> <p>Discussion</p> <p>Exposition and discussion</p> <p>Guided discovery</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p>
<p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>▪ Name the sacred writings, Bible: Torah, (Law), Nevi'im (Prophets) Ketuvim (Writings)</li> <li>▪ Discuss the role of the Bible in worship and as a guide for life</li> <li>▪ Explain the Mishnah (codification of the oral law,) and Talmud (commentary on the Mishnah)</li> <li>▪ Identify the types of literature in the Bible Talmud</li> </ul>	<p>Exposition and discussion</p> <p>Discussion</p> <p>Exposition and discussion</p> <p>Exposition/discussion</p>
<p><b>SACRED WRITINGS AND OBJECTS</b></p> <p><b>Islam</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the origin of the Qur'an</li> <li>▪ Explain the nature of the Qur'an literature</li> <li>▪ Give the essential doctrines of the Qur'an: <ul style="list-style-type: none"> <li>&gt; Belief in Allah</li> <li>&gt; Belief in the Holy Books</li> <li>&gt; Belief in Angels</li> <li>&gt; Belief in the Prophets</li> <li>&gt; Belief in Predestination</li> <li>&gt; Belief in the Day of Judgment</li> </ul> </li> <li>▪ Explain the use of the Qur'an in worship and as a guide for life</li> </ul>	<p>Guided Discovery</p> <p>Discussion</p> <p>Discussion</p> <p>Exposition and discussion</p>

	<ul style="list-style-type: none"> <li>▪ Discuss emotional and material support offered by parents to their children.</li> <li>▪ Discuss the rights and responsibilities of children, husband and wife.</li> <li>▪ Analyse the value of a family to its members and the importance of living in a family according to different religion.</li> <li>▪ Describe the role of family members as viewed by different religions: Christianity, Islam, Swazi Traditional Religion and Judaism</li> <li>▪ Assess the social economic religious and political reasons which have necessitated women to abandon their traditional roles</li> <li>▪ Examine complimentary roles between genders in the religions studied.</li> </ul>	<p>Exposition/Discussion</p> <p>Exposition/discussion</p> <p>Debate</p> <p>Presentations</p> <p>Guided discovery/Debate</p> <p>Discussion</p>
<p><b>Marriage and Divorce</b></p>	<ul style="list-style-type: none"> <li>▪ Define: celibacy, chastity, adultery, fornication, polygamy, divorce, monogamy polygyny and polyandry.</li> <li>▪ Describe a religious wedding ceremony in Christianity, Islam and Judaism.</li> <li>▪ Discuss how the religions studied view marriage and divorce.</li> <li>▪ Identify the different sex orientations (lesbianism, heterosexual, homosexuality and bestiality)</li> <li>▪ Discuss the different sex orientations, as viewed by the religions studied, (lesbianism, heterosexual, homosexuality and bestiality)</li> <li>▪ Discuss the view of the different religions about population control</li> </ul>	<p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Debate</p> <p>Presentations</p> <p>Guided discovery/Debate</p> <p>Discussion</p>
<p><b>Suicide</b></p>	<ul style="list-style-type: none"> <li>▪ Define suicide</li> <li>▪ Give reason for suicide</li> </ul>	<p>Guided discovery</p> <p>Exposition/Discussion</p>

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

<p><b>Source of Swazi Traditional Religion</b></p>	<ul style="list-style-type: none"> <li>▪ Identify the pilgrimage undertaken in the Swazi Traditional religion: <i>butimba, lusekwane</i>, reed dance.</li> <li>▪ Discuss the importance of each pilgrimage</li> <li>▪ Discuss the reed dance as fertility cult</li> <li>▪ Discuss the significance of the feast of the First-Fruit (<i>Incwala and Lusekwane</i>)</li> <li>▪ Analyse the significance of the attire: <i>Inyoni, Sigeja</i> Shield.</li> <li>▪ Identify sacred places and songs.</li> <li>▪ Analyse the sacred songs.</li> <li>▪ Compare and contrast the cause of sickness and healing in Swazi Traditional Religion, Christianity and Islam.</li> <li>▪ Discuss myths and legends of Swazi Traditional Religion</li> </ul>	<p>Discussion</p> <p>Discussion</p> <p>Expositions / Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Investigate/Presentation</p> <p>Exposition / Discussion</p> <p>Resource Person/Presentation</p> <p>Exposition / Discussion</p>
<p><b>Function of Swazi Traditional Religion</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the role played by Swazi Traditional Religion in cultural unity and identity</li> <li>▪ Discuss the rites of passage in the Swazi Traditional Religion: birth, initiation, marriage and death</li> <li>▪ Compare and contrast the rites of passage in Swazi Traditional religion, Christianity and Islam.</li> <li>▪ Show relationship between the living – dead epic heroes (family and national ancestors)</li> </ul>	<p>Exposition , Discussion and Presentation</p> <p>Exposition/Discussion</p> <p>Exposition/Discussion</p> <p>Resource Person/Presentation</p>
<p><b>RELIGIOUS GROUPS AICS'</b></p>	<ul style="list-style-type: none"> <li>▪ Define the term AIC</li> <li>▪ Identify the different types of AIC's</li> <li>▪ Distinguish between the</li> </ul>	<p>Exposition / Discussion Resource person Guest Speaker</p> <p>Exposition/Discussion</p> <p>Exposition / Discussion</p>



<p><b>TOPIC 10</b></p> <p><b>RELIGION AND THE LOCAL COMMUNITY</b></p>	<p>different types of AICs.</p>	<p>Exposition / Discussion</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>
	<p> </p>	<p> </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>	