

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 1 FINAL EXAMINATION PAPER

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : EDC 275/575

STUDENTS : PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

- 1. The paper is divided into Three sections:
i) Section A. (Multiple Choice)
ii) Section B (Application)
iii) Section C. (General Essays)**
- 2. Answer ALL questions in section A; answer ONE question in section B; and answer TWO questions in section C**
- 3. Marks are indicated against each question.**

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THE INVIGILATOR**

SECTION A. MULTIPLE CHOICE

Answer ALL questions in this section. Indicate the correct answer with X over the letter in the answer sheet provided. [40]

1. Taylor advocated for all the following as characteristics of religion **except...**
 - A. church building
 - B. priesthood
 - C. founder
 - D. sacred literature

2. Who said these words, "Religion at its best is an illusion, at its worst it is fraud" ?
 - A. Sigmund Freud
 - B. Piaget
 - C. Karl Marx
 - D. Martin Luther King

3. Religion continues to be popular in most places because people...
 - A. are becoming more sophisticated
 - B. fear death
 - C. have a clear understanding of God
 - D. are more compassionate

4. The present Religious Education approach adopted in the syllabus in Swaziland schools is defined as...
 - A. non confessional
 - B. multi-faith
 - C. phenomenological
 - D. Child-centred

5. Which developmental stage, according to Piaget does the capacity of thinking abstract concepts occur?
 - A. Formal operation
 - B. Preoperational
 - C. Sensory-motor
 - D. Concrete operational

6. The work of Piaget is important in education because...
 - A. Piaget studied a child's behaviour day by day
 - B. it pioneered the study of the child's cognitive development
 - C. Piaget discovered that children are different in cognitive development
 - D. Piaget denied the influence of parents on their children's development

7. The development of the Moral Development theory is mainly attributed to...
- A. Goldman
 - B. Voltaire
 - C. Karl Marx
 - D. Kohlberg
8. The statement, "if there was no God, Man would have invented one" is attributed to
- A. Sigmund Freud
 - B. Karl Marx
 - C. Voltaire
 - D. Goldman
9. According to Goldman (1964), the best stage for children to effectively learn religious concepts is the.....stage.
- A. concrete operational
 - B. personal religious
 - C. sub-religious
 - D. pre-religious
10. The Sunday school Movement was an outcome of...
- A. the invention of the printing press in Europe
 - B. the translation of the bible by the Calvinists
 - C. the work of Ninian Smart
 - D. the post- Reformation
11. Which among the following is **NOT** one of the six stages of Kohlberg's theory?
- A. The law and order
 - B. Late instrumental change
 - C. The child's need for love
 - D. The social contract
12. Teachers value the use of a video in teaching senior students because it...
- A. leads to arguments after the show
 - B. is very entertaining to students at this level
 - C. leads to class discussions after the show
 - D. does not lead to indoctrination of students
13. All the following are approaches to teaching Religious Education **except...**
- A. values clarification
 - B. non-confessional
 - C. confessional
 - D. phenomenological

14. The word Kerygmatic is used when dealing with...
- A. personal character
 - B. a set of beliefs
 - C. parables
 - D. salvation
15. A teaching method to get all pupils participating in a lesson is mainly the...method.
- A. discussion
 - B. Socratic
 - C. group-work
 - D. lecture
16. Which among the following is audiovisual software?
- A. Bulletin board
 - B. Film strips
 - C. Flannel graph
 - D. Posters
17. A lesson objective differs from a lesson aim in that
- A. an objective expresses what the teacher intends to achieve, while an aim expresses what the student will do at the end of the lesson
 - B. an aim is more specific while an objective is general
 - C. An objective describes the observable behaviour of the student, while an aim describes what the teacher intends to achieve
 - D. an aim is more complex, while an objective is simpler
18. Divergent questions refer to...
- A. questions asked requiring no correct answer
 - B. closed-ended questions
 - C. questions asked to revise past materials
 - D. questions of a factual nature
19. Set induction is mainly described as...
- A. a motivating skill initiated by the student
 - B. examples a teacher gives in the lesson development
 - C. provision of consolidation of concepts by the teacher
 - D. a skill to get students prepared for the task at hand
20. One fundamental principle of teaching R.E is...
- A. teaching from the known to the unknown
 - B. teaching from a common religion to the uncommon
 - C. allowing biases where necessary to protect children
 - D. treating all religions as equal.

21. The teaching of..... is best done when it involves dialogue between teacher and pupils.

- A. church doctrines
- B. moral conduct
- C. beliefs
- D. myths

22. "No religion has the truth and the child should not be led to the acceptance of them." This is the stance to teaching RE of the.....Approach.

- A. Non-confessional
- B. Confessional
- C. Personal experience
- D. None of the above

For test items 23 – 25, indicate the cognitive level at which each objective is in Bloom's taxonomy. Students should be able to:

23. Explain the concept 'religious tolerance'.

- A. Knowledge
- B. Synthesis
- C. Application
- D. Comprehension

24. Locate places of origin of three world religions on a world map.

- A. Comprehension
- B. Knowledge
- C. Application
- D. Synthesis

25. Contrast the myths of creation in Islam and Christianity

- A. Evaluation
- B. Comprehension
- C. Knowledge
- D. Analysis

For test items 26 – 31 indicate the event of instruction described

26. 'The teacher asks students about their birthdays and how they celebrate them'

- A. Eliciting performance
- B. Gaining attention
- C. Recalling previous Knowledge
- D. Gaining attention

27. 'The teacher discusses the importance of Prophet Mohamed's birthday to Moslems with students'
- A. Gaining attention
 - B. Presenting learning materials
 - C. Assessment
 - D. providing learning guidance
28. 'The teacher asks one student what the lesson was about'
- A. Presenting objectives
 - B. Eliciting performance
 - C. Retention activity
 - D. Assessment
29. 'The teacher groups students to discuss the importance of different sacred objects in Swazi traditional Religion'
- A. Providing learning guidance
 - B. Providing feedback
 - C. Assessment
 - D. Retention activity
30. 'The teacher gives a class exercise on sacred objects in Swazi Traditional Religion'
- A. Providing feedback
 - B. Retention activity
 - C. Presenting learning materials
 - D. Eliciting performance
31. 'The teacher gives the class a reading assignment on sacred objects in Christianity'
- A. Providing learning guidance
 - B. Recalling previous knowledge
 - C. Retention activity
 - D. Assessment
32. Which statement is true about the limitations of the story telling method?
- A. It involves all the students
 - B. It is time consuming
 - C. It arouses students' interest
 - D. students learn in groups
33. One main advantage of the lecture method to the learners is that .
- A. pupils sit passively in class and listen
 - B. the teacher displays his/her knowledge
 - C. new concepts are introduced and explained
 - D. All of the above

34. What is the most important factor in the teaching of R.E?
- A. the teacher's skill
 - B. child-centred teaching
 - C. use of a variety of methods
 - D. use of Audio-Visual aids
35. Previous knowledge, when planning a lesson refers to...
- A. knowledge and experiences children bring to class
 - B. knowledge and experiences the teacher brings to class
 - C. expert knowledge from knowledgeable people
 - D. Readings from various sources like the holy books
36. Which, among the following is **not** one of Ninian Smart's dimensions of religion?
- A. Ethical
 - B. Ritual
 - C. Narrative
 - D. Phenomenological
37. The material dimension in Smart's dimensions of religion deals with...
- A. monuments
 - B. church programmes
 - C. doctrines
 - D. religious festivals
38. In the developmental stages of R.E who was a catechist?
- A. A convert to a new religion
 - B. The question-answer book used
 - C. A religious leader
 - D. Doctrines of the religion
39. A phenomenological approach to teaching Religious Education is one that...
- A. deals with a phenomenon
 - B. is very spiritual
 - C. is dealing with many religions
 - D. is bible-centred
40. Liturgy is a religious activity dealing with...
- A. the study of religion
 - B. evangelism campaign
 - C. the teaching of morality
 - D. church ceremonies

SECTION B. APPLICATION

Choose any ONE question from this section

QUESTION 1

Choose a topic from the attached IGCSE syllabus. Prepare a 40 minutes lesson for a Form 4 class. **[20]**

QUESTION 2

Choose any five AV-Aids. Describe in details how you would use them in a 40 minutes lesson for a Form V class. **[20]**

SECTION C. ESSAY QUESTIONS

Choose any TWO questions from this section

QUESTION 3

Explain and illustrate the differences between the 'closed model' and the 'open model' underpinning the teaching of Religious Education as a subject **[20]**

QUESTION 4

Lesson planning is a key activity if a Religious Education teacher is to teach effectively and efficiently. Discuss the importance of this activity, highlighting the main stages in the lesson planning process. **[20]**

QUESTION 5

- a) Explain and illustrate the THEMATIC approach to teaching Religious Education. (10)
- b) Summarise the benefits that have been advocated for this approach in the context of teaching Religious Education in Swaziland schools (10) **[20]**

END OF EXAMINATION

Religious Studies

Syllabus code: 0490

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NOTES

This syllabus is available in the November examination only.

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

This syllabus is designed for candidates taking Religious Studies as a single subject.

AIMS

The aims of the syllabus are the same for all candidates. These are set out below and describe the educational purposes of a course in Religious Studies for the IGCSE examination. They are not listed in order of priority.

The aims are to:

1. promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world
2. introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice
3. help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions
4. encourage candidates to reflect on religious responses to moral issues
5. enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

ASSESSMENT OBJECTIVES

The three assessment objectives in Religious Studies are:

- A Knowledge
- B Understanding and Interpretation
- C Evaluation and Investigation.

A description of each assessment objective follows.

A KNOWLEDGE

Candidates should be able to:

1. identify, describe and collate evidence
2. use knowledge in order to interpret the practices, experiences and beliefs of others
3. identify and use the technical language of religious traditions, including analogy, symbolism, myths and credal statements.

B UNDERSTANDING AND INTERPRETATION

Candidates should be able to:

4. describe and show understanding of the rôle and importance of special people, writings and events, in the context of the traditions in which they are found
5. demonstrate awareness and understanding of religious responses to contemporary moral issues, both personal and social
6. identify and show understanding of questions about the meaning and purpose of life
7. recognise and understand the presuppositions, motives and influences which shape the attitudes, beliefs and values of others and of themselves
8. empathise with religious believers in their experiences, feelings, attitudes, beliefs and practices.

C EVALUATION AND INVESTIGATION

Candidates should be able to:

9. evaluate, on the basis of evidence and argument, issues of belief and practice arising from the study of religious and moral issues, and formulate a coherent personal response
10. identify, select, collate and record material relevant to a particular enquiry
11. present and communicate a coherent viewpoint, using methods and media appropriate to the study of religion.

ASSESSMENT

SCHEME OF ASSESSMENT

All candidates will take Papers 1 and 2, and either Paper 3 or Paper 4.

Paper 1 (1 1/4 hours)

This paper will consist of:

- a compulsory short answer section
- three structured questions without stimulus material, from which candidates will be required to answer two
- two structured questions on general topics from the syllabus, without stimulus material, from which candidates will be expected to answer one.

Paper 2 (1 3/4 hours)

This paper will consist of structured questions based upon stimulus material. Candidates will be expected to answer three questions selected from a total of five questions drawn from the whole curriculum.

Paper 3 Coursework (School-Based Assessment)

Teachers may not undertake School-Based Assessment of Coursework without the written approval of CIE. This will only be given to teachers who satisfy CIE's requirements concerning moderation, and they will have to undergo special training in assessment before entering candidates.

All candidates must submit Coursework consisting of one or two pieces of work to total between 1500 and 3000 words, for school-based assessment with external moderation. Each piece of work may consist of several shorter exercises/assignments related to a common theme. All Coursework will be marked by the teachers concerned. External moderation of a sample of each Centre's work will subsequently take place. The time to be devoted to the preparation and completion of Coursework should be approximately in proportion with the mark allocation - i.e. about 30%.

Paper 4 (2 hours) (Alternative to Coursework)

This paper will be on Topics 8-10. The paper will include a collection of source material relating to the prescribed topic, and candidates will be required to answer a series of questions on this material.

For the 2007 examination, the prescribed topic will be:

The teaching and practice of the religions studied in relation to charity and poverty.

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting</i>	<i>Domains assessed</i>
1	30%	A, B
2	40%	A, B
3 or 4	30%	A, B, C

CURRICULUM CONTENT

The following content is divided into sections, each of which is based upon central ideas within Religious Studies:

- Topics 1-7 will be assessed by Papers 1 and 2.
- Topics 8-10 will be assessed by Paper 3 (Coursework) or Paper 4 (Alternative to Coursework).

The curriculum has been designed so that teachers in any society can apply their candidates' own experience, local case studies and work relating their own experience to an understanding of the central ideas and themes of the course.

The curriculum is set out in terms of central ideas, key questions and associated concepts. A consideration of the central ideas and key questions is essential for the purpose of this curriculum.

Candidates will be expected to understand the way in which the significance of the main beliefs and of the major figures of a religion is expressed through the topics listed. However, no questions will be set directly on these beliefs and figures unless they are specified in the topics.

Candidates will be expected to be familiar with the key technical terms used within a religion. In Topics 1-7 such terms are listed, with the meaning given in brackets; where a term is widely used but knowledge of it is not required of candidates, it has been put in brackets.

SYLLABUS CONTENT

Candidates are required to make a study of the following three world religions:

- Christianity
- Islam
- Judaism.

In addition, candidates may also make a study of another, local religion or religious group which will then be examined by Paper 3 (Coursework).

The purpose of this syllabus is that, through an encounter with the practices and other expressions of the major beliefs of three contemporary world religions, candidates will be able to have an understanding of the nature of religion and of its expression in and influence on the lives of individuals and society.

Each religion will be examined according to the inter-related topics listed below. The topics have been numbered purely for purposes of reference and there is no intention that the order should be seen as a suitable sequence for study.

Candidates should be aware that the importance attached to particular themes will vary from religion to religion.

Topic 1 - Places and Forms of Worship

- The religious significance of the architecture, furnishing, decoration and art and ritual objects associated with places of worship
- The ways in which they reflect the beliefs and influence the attitudes of the worshippers
- Public and private worship
- The duties of leaders of worship
- The meaning and use of ritual and symbol
- The use of sacred writings and ritual objects in worship

Topic 2 - Festivals, Fasts and Special Days

- Weekly holy days
- Calendars and the cycle of the religious year, with emphasis on contemporary practice and significance, including the faith events which festivals, fasts and other special days recall

Topic 3 - Pilgrimage

- The place of pilgrimage in the religion
- Rituals associated with pilgrimage
- Reasons for the importance of the centres of pilgrimage

Topic 4 - Sacred Writings

- Their use in public and private worship
- The bases of their authority
- How respect is shown to them
- The nature of their literature

Topic 5 - Rites of Passage

- Ceremonies marking birth, initiation, marriage and death, and their significance within the religion

Topic 6 - Major Divisions or Sects

- Divisions or sects within a religion
- Their practices and emphases, and the reasons for variations

Topic 7 - Religious Leaders in the Local Community

(This theme does not include the worship functions of leaders, which are covered in Topic 1.)

- Teaching, including the nurture of the young in the faith
- The pastoral duties of leaders, both clerical and lay
- The welfare of members of the community – e.g. care of the sick and elderly

Topic 8 - Religion and the Family

The teaching and practice of the religion in relation to:

- structure of the family – e.g. nuclear/extended; extended groups – e.g. kibbutzim; relationships and responsibilities within the family – e.g. husband/wife, parents/children
- marriage and divorce
- the rôle of women
- population control

a fam in Israel in which people live together and share work, profits, decisions

Topic 9 - Religion and Poverty and Wealth

The teaching and practice of the religion in relation to:

- the use of money
- personal giving
- inequalities in society
- organisations of the religious community for the relief of poverty

CHARITIES
WORLD VISION

Topic 10 - Religion and the Local Community

- The relationship between the religions studied within the community
- Missionary work (proselytising)
- The relationship between the religions studied and other more local faiths and beliefs

to try to persuade others to accept one's own beliefs, religion etc.