

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

END OF SEMESTER 1 FINAL EXAMINATION - DECEMBER 2009

**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 how Awino's (2007) conception of Religious Education as 'a Second Order Process' relates to some of the conceptions of Religious Education you have come across in your own reading for the course [25]

QUESTION 2

Mzizi (1994) in his submission at The National Consultation on Theological Education in Swaziland asserted that "...a closer look at the ...Junior certificate and Senior Certificate Religious Knowledge Curricular reveals less affective response but demands our pupils to cram Bible stories and events with the view of regurgitating them for the examiner". (Mzizi, 1994:15). Discuss the major problems that Mzizi (1994) levelled against the O'level Religious Knowledge curricular. To what extent do you think the IGCSE Religious Education Curricular solves these problems? [25]

QUESTION 3

What does 'teaching about religion' entail? Using appropriate examples, discuss Hull's (1993) conception of 'the phenomenological/non-confessional approach to teaching Religious education. [25]

QUESTION 4

Summarise and critique features of the 'closed model' of Religious Education. [25]

QUESTION 5

Evaluate the extent to which the 'new' multi-faith Religious Education responds to any FIVE aims of the Junior Certificate Religious Education. (See attached copy of the syllabus). [25]

QUESTION 6

What is meant by 'religious tolerance' in Religious Education? Using appropriate examples explain how a Religious Education teacher can ensure that religious tolerance is inculcated in his/her students. What factors influence religious intolerance in current Swaziland? [25]

END OF EXAMINATION PAPER

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 farm 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

CARITAS
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.

understanding/acceptance
tolerance

STR / Xianity