

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

[DEPARTMENT OF CURRICULUM AND TEACHING]

SEMESTER 1 EXAMINATION PAPER, DECEMBER 2010

- TITLE OF PAPER :** CURRICULUM STUDIES IN RELIGIOUS EDUCATION
- COURSE CODE :** EDC 275
- STUDENTS :** BACHELOR OF EDUCATION
- TIME :** THREE HOURS
- INSTRUCTIONS :**
1. This Paper is divided into THREE sections:
 - i) Section A – Multiple Choice
 - ii) Section B – Application
 - iii) Section C – General
 2. Answer ALL questions in section A and Section B and TWO questions from Section C
 3. Marks are indicated against each question

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SECTION A. MULTIPLE CHOICE

Indicate the correct answer with X over the letter in the answer sheet provided. [25]

For items 1 – 10, select the most correct event of instruction described by each instruction given.

1. 'The teacher asks students to sing a Christmas carol'
 - A. Eliciting performance
 - B. Gaining attention
 - C. Recalling previous Knowledge
 - D. Gaining attention

2. The teacher explains the concept 'religious tolerance'.
 - A. Eliciting performance
 - B. Gaining attention
 - C. Recalling previous Knowledge
 - D. Presenting new learning materials

3. The teacher asks a student to locate places of origin of three world religions on a world map.
 - A. Presenting objectives
 - B. Eliciting performance
 - C. Retention activity
 - D. Assessment

4. The teacher groups students to compare and contrast the myths of creation in Islam and Christianity
 - A. Providing learning guidance
 - B. Recalling previous knowledge
 - C. Retention activity
 - D. Assessment

5. 'The teacher takes students to 'tour' a Mosque.
 - A. Gaining attention
 - B. Presenting learning materials
 - C. Assessment
 - D. providing learning guidance

6. 'The teacher asks one student to summarise the main points of the lesson'
 - A. Presenting objectives
 - B. Eliciting performance
 - C. Retention activity
 - D. Assessment

7. '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

8. 'The teacher asks different groups to present their findings on sacred objects in Islam'
 - A. Providing feedback
 - B. Retention activity
 - C. Presenting learning materials
 - D. Eliciting performance

9. '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

10. 'The teacher asks students to 'exchange' their test exercise books to mark the class work given'
 - A. Providing learning guidance
 - B. Providing feedback
 - C. Assessment
 - D. Retention activity

For items 11 - 15 indicate the cognitive level at which each objective is in Bloom's taxonomy.

Students should be able to:

11. Outline the importance of studying RE for students in Swaziland.
 - A. Knowledge
 - B. Synthesis
 - C. Application
 - D. Comprehension

12. Discuss the origins of the Christian Religion.
 - A. Comprehension
 - B. Knowledge
 - C. Application
 - D. Synthesis

13. Describe the myths of creation in Islam.
- A. Evaluation
 - B. Comprehension
 - C. Knowledge
 - D. Analysis
14. Evaluate the teaching of the RE subject through the multi-faith approach
- A. Knowledge
 - B. Synthesis
 - C. Evaluation
 - D. Comprehension
15. Examine the claim that the lecture method is not suitable for a Form 1 RE class
- A. Comprehension
 - B. Knowledge
 - C. Application
 - D. Analysis
16. The highest point of Bloom's taxonomy in the psychomotor domain level is...
- A. comprehension
 - B. set
 - C. mechanism
 - D. origination
17. Piaget's concrete operation stage deals with children at...years.
- A. 0 - 2
 - B. 13-16
 - C. 1-2
 - D. 7-11
18. Self-evaluation by the teacher helps him/her to...
- A. judge how good he/she has presented the lesson
 - B. punish students who are playful in class
 - C. reflect on where to improve
 - D. reflect on how other teachers teach
19. Which one of the following is not Ninian Smart's dimension of religion?
- A. Ethical
 - B. confessional
 - C. Mythical
 - D. Narrative

20. One basic criteria to be observed when choosing a teaching method involves
- A. knowing all students by their first names
 - B. considering the adaptability of the method
 - C. considering the popularity of the method
 - D. Both B and C
21. Religious Education is widely regarded as a subject...
- A. developing morality
 - B. increasing one's faith
 - C. developing one's sense of security
 - D. providing answers to societal questions
22. What is the main advantage of the chalkboard as an AV aid? It...
- A. is inexpensive
 - B. is easy to use
 - C. has many uses
 - D. can replace the teacher.
23. The most suitable questioning skill to get students to clarify their answers is...
- A. probing
 - B. higher order
 - C. divergent
 - D. general
24. Which among the following can be considered as a source of morality in R.E?
- A. Adherents' experiences
 - B. Religious traditions
 - C. Religious' intolerance
 - D. All of the above
25. In lesson presentation, the introduction mainly...
- A. focuses the students' attention to what is taught
 - B. provides for eliciting of performance from the students
 - C. provides a consolidation of concepts by the teacher
 - D. helps students to acquiring new skills and knowledge

SECTION B. APPLICATION

Choose any ONE question from this section.

QUESTION 1

- a) Differentiate between the phenomenological and thematic approach to teaching Religious Education. (10)
- b) Prepare a 55 minutes Religious Education lesson plan for a Form V class demonstrating the thematic approach. (See the attached syllabus) (15) [25]

QUESTION 2

Scheming is a key activity if a Religious Education teacher is to teach effectively and efficiently. Describe with examples the main stages in the scheming process. [25]

SECTION C. GENERAL QUESTIONS

Answer any TWO questions from this section.

QUESTION 3

- a) Discuss the 'confessional' approach to teaching Religious Education in the Swaziland context [25]

QUESTION 4

- a) Describe Goldman's (1964) stages of the theory of religious thinking in children. (15)
- b) Discuss the implications of Goldman's theory to the teaching of the Religious Education subject in Swaziland. (10) [25]

QUESTION 5

Write short notes on the two following ^ateaching Aids and, explain how you would use each of them in the teaching of the new IGCSE Religious Education Syllabus:

- i) The fieldtrip method
- ii) The guest speaker method [25]

END OF EXAMINATION PAPER

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

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

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