

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 636

STUDENTS : MASTER OF EDUCATION

TIME : THREE HOURS

INSTRUCTIONS :

1. Question ONE is compulsory
2. Answer any THREE other questions
3. Marks are indicated against each question

**DO NOT TURN THIS PAPER UNTIL PERMISSION HAS BEEN GRANTED BY
THE INVIGILATOR.**

QUESTION 1

A compulsory Question

One of the aims of the Religious Education Junior Secondary 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).

Using the above aim, use the attached JC Syllabus to construct a scheme of work for a Form 3 class covering the duration of a month in the second term of schools in Swaziland.

[25]

QUESTION 2

- a) Explain Goldman's (1964) Theory of Religious Development. (10)
- b) Drawing from your readings and observations discuss how best an RE teacher can plan instruction based on this 'theory' in the context of teaching Religious Education in Swaziland schools.(15)

[25]

QUESTION 3

- a) Discuss the assessment objectives and assessment procedures of the Swaziland 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 is likely to improve or worsen the teaching/learning of Religious Education in secondary/high schools in Swaziland. (10)

[25]

QUESTION 4

Gillard (1991) asks the question: 'Does the presence of a variety of religions in a modern society present a problem or an opportunity for Religious Education?'

Using appropriate examples drawn from the high school Religious Education IGCSE course in Swaziland, discuss at least five critical issues raised by the author. To what extent are the issues you discussed affecting the teaching of RE in Swaziland schools?

[25]

QUESTION 5

Discuss any five teaching techniques considered suitable for the teaching of Religious Education, highlighting their positive impact on teaching/learning and student understanding of the Religious Education subject.

[25]

QUESTION 6

Discuss characteristics of a 'professional' Religious Education teacher. What challenges does this teacher face in teaching Religious Education in Swaziland schools and how can these challenges be addressed or resolved?

[25]

END OF EXAMINATION

JUNIOR CERTIFICATE

RELIGIOUS EDUCATION SYLLABUS

FORMS 1-3

2006

SYLLABUS LAYOUT

STRAND	OBJECTIVES	TEACHING TECHNIQUES
FORM 1		
Introduction to Religion	<ul style="list-style-type: none"> ▪ Discuss the importance of studying Religious Education. ▪ Identify the different religions found in Swaziland. ▪ Locate on the world map where each of the religion studied originates. ▪ Use the words: theist, atheist, agnostics, polytheist, monotheist correctly. ▪ Explain myths, and legends about the origin of the universe as portrayed by the 4 religious traditions 	<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> </p> <p>Origins of the three world religions.</p> <p>Christianity</p>	<ul style="list-style-type: none"> ▪ Identify the major characteristics of religion. ▪ Discuss the major characteristics of religions (beliefs, teaching, practices, ethical codes, worship and myths). ▪ 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. ▪ 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 ▪ Identify the major figure: Jesus of Nazareth 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Discussion</p> <p>Discussion</p>

<p>Islam</p>	<ul style="list-style-type: none"> ▪ 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 ▪ Identify the major figure: Prophet Muhammad. 	<p>Discussion/Research</p> <p>Discussion</p>
<p>Judaism</p>	<ul style="list-style-type: none"> ▪ Identify the patriarchs Abraham, Isaac and Jacob ▪ Discuss the significance of the patriarchs. 	<p>Discussion</p> <p>Discussion</p>
<p>TOPIC 1 Places and forms of worship</p>		
<p>Christianity</p>	<ul style="list-style-type: none"> ▪ 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 ▪ Distinguish between the public and private forms of worship: forms of prayer e.g. intercession, thanks giving; Holy Communion (Lord's Supper, Eucharist, Mass) ▪ Discuss religious leaders worship and their functions: bishop, priest, minister, lay reader and local preacher. ▪ Identify and discuss the use of liturgical objects, art music, Stations of the Cross, symbolic actions, kiss of peace. 	<p>Exposition / Discussion/Excursions</p> <p>Exposition / Discussion</p> <p>Investigation and discussion</p> <p>Discuss</p>
<p>Places & forms of worship</p>		
<p>Judaism</p>	<ul style="list-style-type: none"> ▪ Identify places of worship: Synagogue; ark (aron ha-kodesh), bimah (reading desk); Ner Tamid (eternal light); tablets of the law. ▪ Identify the different symbols 	<p>Exposition / Discussion/Excursion</p> <p>Exposition / Discussion</p>

<p>Places and Forms of Worship</p> <p>Islam</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"> ▪ 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. ▪ Discuss the importance of: Rabbi (teacher) cantor, ritual dress, tallit (prayer shawl), tefillin, kippah / yarmulka (skull cap) ▪ Discuss the importance of the places and forms of worship: Synagogue, ark, bimah, Ner tablets of the law Tamid <ul style="list-style-type: none"> ▪ Locate the major areas where the Islamic Faith is dominant. ▪ Trace the growing Islam ▪ Identify areas in Swaziland where the Moslems are found ▪ Give the names Allah ▪ Discuss the attributes of Allah ▪ Discuss the calling of the major figure: Prophet Muhammad ▪ Identify the places and forms of worship: Mosque (masjid); minaret, dome mihrab (niche), quiblah (direction), minbar (steps of sermon); Qur'an stand; art, architecture and calligraphy; ▪ Describe public and private worship: salah (pl. salat) (prescribed prayer), rakah (unity of salah), the sequence of positions ▪ Explain the significance of Imam (leader of worship) Muezzin (caller) 	<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>
---	---	--

	<ul style="list-style-type: none"> ▪ Discuss the Adhan (call to prayer) Iqamah (call to worship) wudu (ritual ablution) ▪ Discuss the Five Pillars of Islam: (reed prayer, poor dues, Fasting, Pilgrimage) 	Discussion
	<p>Five Pillars .</p> <ol style="list-style-type: none"> 1. Declaration of faith (Shahadah) 2. Compulsory prayers (salah) 3. Welfare dues (zakah) 4. Pilgrimage (Hajj) 5. Fasting (sawn) 	Discussion
TOPIC 2		
FESTIVALS, FASTS AND SPECIAL DAYS		
Christianity	<ul style="list-style-type: none"> ▪ Identify the festivals and special days: Christmas, Epiphany (including Holy Week), Easter, Pentecost, Sunday, Patronal Festivals, Saints' days ▪ Identify the time of each festival. ▪ Give the duration of each festival ▪ Discuss the significance of each festival. ▪ Discuss the significance of fasting 	Exposition and discussion
		Discussion
		Discussion
		Discussion
		Discussion
FESTIVALS, FASTS AND SPECIAL DAYS		
Judaism	<ul style="list-style-type: none"> ▪ Identify the festivals in Judaism ▪ Identify the times of each festival ▪ Give the duration of each festival ▪ Discuss the theme of each festival ▪ Discuss the Religious Feasts: making offering to priest, 	Exposition and discussion
		Discussion
		Discussion
		Discussion
		Discussion

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

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

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

	<ul style="list-style-type: none"> ▪ Discuss the concept of revelation (wahy) ▪ State the significance of hafiz (person who can recite the Qur'an by heart) ▪ Explain hafiz (person who can recite the Qur'an by heart) ▪ Describe the Hadith (Life example of Muhammed) 	<p>Discussion</p> <p>Discussion</p> <p>Exposition and discussion</p> <p>Exposition and discussion</p>
<p>TOPIC 5</p> <p>THE RITES OF PASSAGE</p> <p>Christianity</p>	<ul style="list-style-type: none"> ▪ List the rites of passage: infant baptism / dedication, believers) baptism, first communion, confirmation, marriage ceremonies, funeral (ceremonies) ▪ Analyse the importance of each one of the rites of passage in the life of the individuals. 	<p>Discussion</p> <p>Discussion</p>
<p>rites of passage</p> <p>Judaism</p>	<ul style="list-style-type: none"> ▪ Identify the rites of passage ▪ Discuss the importance of the rites of passage with emphasis on birth ceremonies, circumcision, (Brit Milah), Bar / Bat Mitzvah, marriage ceremonies death and mourning rituals 	<p>Exposition and discussion</p> <p>Discussion</p>
<p>rites of passage</p> <p>Islam</p>	<ul style="list-style-type: none"> ▪ Identify the rites of passage in the Islamic Faith. ▪ Birth ceremonies: adhan and iqamah (calls to faith); marriage ceremonies, funeral ceremonies. ▪ Analyse the importance of each rite of passage. ▪ Compare and contrast rites of passage in the 3 Religious traditions studies 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Guided discovery</p> <p>Discovery/Presentations</p>

<p>TOPIC 6</p> <p>MAJOR DIVISIONS OR SECTS</p> <p>Christianity</p>	<ul style="list-style-type: none"> ▪ Identify the major divisions or sects within the Christian faith Orthodox, Roman Catholic, Protestant (including Anglican and other Reformed Churches) ▪ Explain the evolution of each division. ▪ Distinguish between each of the divisions. 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Discussion</p>
<p>MAJOR DIVISIONS OR SECTS</p> <p>Judaism</p>	<ul style="list-style-type: none"> ▪ Identify the major divisions in Judaism (Ultra-orthodox, Orthodox, Progressive) ▪ Explain the evolution of each division. ▪ Distinguish between each of the division: 	<p>Guided discovery</p> <p>Exposition / Discussion</p> <p>Discussion</p>
<p>MAJOR DIVISIONS OR SECTS</p> <p>Islam</p>	<ul style="list-style-type: none"> ▪ Identify the major sects found within the Islamic Faith (sunni,shia) ▪ Discuss the History behind the formation of each sect ▪ Distinguish between each of the divisions 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Exposition and discussion</p>
<p>TOPIC 7</p> <p>RELIGIOUS LEADERS IN LOCAL COMMUNITY (DO NOT INCLUDE THE FUNCTIONS OF LEADERS WHICH IS COVERED IN STRAND 1)</p> <p>Christianity</p>	<ul style="list-style-type: none"> ▪ Identify the major 3 Christian bodies found in Swaziland 	<p>Guided discovery</p>

	<ul style="list-style-type: none"> ▪ Explain the role played by the leaders: Bishops, Priests, Reverends, Ministers, Deacons and Pastors 	Guided discovery/Presentations
	<ul style="list-style-type: none"> ▪ Explain the role of the leaders in the welfare of members of the community, e.g. care of the sick, elderly, the HIV infected and affected, politically oppressed 	Guided discovery/Presentations
	<ul style="list-style-type: none"> ▪ Discuss the role played by religious leaders in nurturing the young in faith. 	Guided discovery/Presentations
	<ul style="list-style-type: none"> ▪ Investigate the pastoral duties of leaders in the welfare of all the members of the community: (poverty stricken, HIV / AIDS victims, sick and elderly.) 	Guided discovery /presentations
Judaism	<ul style="list-style-type: none"> ▪ Explain the role of the leaders in the welfare of members of the community e.g. care of the sick, the elderly, HIV infected and affected, politically oppressed. 	Guided discovery/presentations
	<ul style="list-style-type: none"> ▪ Discuss the role played by religious leaders in nurturing the youth in faith 	Guided discovery/presentations
	<ul style="list-style-type: none"> ▪ Investigate the pastoral duties of leaders in the welfare of all the members of the community, both clerical and lay e.g. Rabbi 	Guided discovery/presentations
Islam	<ul style="list-style-type: none"> ▪ Explain the role of the leaders in the welfare of members of the community in the Islamic faith. e.g. care of the sick, the elderly, the HIV infected and affected, politically oppressed 	Guided discovery/presentation
	<ul style="list-style-type: none"> ▪ Discuss the role played by religious leaders in nurturing the young in faith 	Discussion
	<ul style="list-style-type: none"> ▪ Investigate the pastoral duties of leaders in the welfare of all the members of the community, (poverty stricken, HIV / AIDS victims, sick and elderly.) 	Guided discovery/presentation

FORM 3		
TOPIC 8		
Religion - Social and Environmental Issues		
The importance of Life	<ul style="list-style-type: none"> ▪ Give the three forms of life ▪ Give the characteristics of the three forms of life ▪ Explain why human kind is considered as the most important of all creation ▪ Identify things beyond human control 	<p>Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Guided discovery/presentation control</p>
Animal Life	<ul style="list-style-type: none"> ▪ Explain the value of animal life in the three religions ▪ Discuss different ways by which animal life can be protected in the Religions Studied. ▪ Discuss ways in which human beings can use animal life in enhancing their religious beliefs 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p>
Plant Life	<ul style="list-style-type: none"> ▪ List some ways in which plant life can be protected ▪ Discuss the religious importance of plant life in the three religions ▪ Describe ways by which plants can be used in the different religions studied ▪ Discuss some taboos that can lead to the destruction of human plant and animal life 	<p>Exposition / Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion</p>
The family	<ul style="list-style-type: none"> ▪ Describe a family structure -- e.g. nuclear, extended community, extended groups e.g. Kibbutzim, relationships and responsibilities within the family e.g. husband/wife, parents/children. 	<p>Discussion</p>

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

<p>Abortion</p>	<ul style="list-style-type: none"> ▪ Outline consequences of suicide in society ▪ Discuss the ethical teaching of the different religions on suicide ▪ Identify the different types of abortion ▪ Discuss the different types of abortion ▪ Discuss medical, social and legal reasons for abortion ▪ Discuss physical, emotional, religious implications of committing abortion. ▪ Discuss the different views expressed in religious traditions studied about abortion ▪ Distinguish between euthanasia, massacre and murdering. ▪ Discuss the teachings of the religious traditions studied on euthanasia, massacre and murder. ▪ State the ethical teaching of the different religions on murder. ▪ Outline the effects of murder in the society ▪ Discuss social and economic facts on euthanasia 	<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>Religions and Poverty and Wealth</p>	<ul style="list-style-type: none"> ▪ Define: wealth, poverty ▪ Identify local, regional, international organizations that assist the poor. 	<p>Discussion</p> <p>Exposition / Discussion</p>
<p>World Poverty / Wealth</p>	<ul style="list-style-type: none"> ▪ Identify the religious organizations that help the poor ▪ Describe the work of religious 	<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"> ▪ Describe the Christian and Islamic views of poverty. ▪ Discuss the teachings of the three religions studied about wealth. ▪ Discuss the teaching and practice of religious traditions studied of the use of money. ▪ Show how giving is viewed in the different religions. 	<p>Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p>
Prejudice and Discrimination	<ul style="list-style-type: none"> ▪ Define prejudice discrimination, equality and justice. ▪ Discuss the teaching of each religious tradition about prejudice, discrimination, justice and equality. 	<p>Exposition/Discussion</p> <p>Discussion</p>
Peace and Conflict	<ul style="list-style-type: none"> ▪ Define peace, conflict / war, forgiveness, justice, pacifism explain just war and Holy war compare each one of them a war (s) today. ▪ Explain just war and holy war ▪ Discuss the social, economic and political effects of war. ▪ Discuss causes of war ▪ Give examples of a religious conflict: e.g. Israel / Palestine ▪ Discuss the attitude of Christians, Muslims and Jews towards war. 	<p>Discussion</p> <p>Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition/Discussion</p> <p>Guided discovery</p>
Crime and Punishment	<ul style="list-style-type: none"> ▪ Define sin, crime, law, justice, deterrence, reform, judgement punishment and capital punishment. ▪ Differentiate between the types of punishment ▪ Compare and contrast the different views shared by the three religions studied about capital punishment 	<p>Exposition/Discussion</p> <p>Discussion</p>

<p>TOPIC 9</p> <p>SWAZI TRADITIONAL RELIGION</p> <p>The elements of the Swazi Traditional Religion</p>	<ul style="list-style-type: none"> ▪ Discuss the elements of the Swazi traditional Religion: Supreme Being, lesser being, myths, symbols, rituals, prayer, sacred persons, magic and taboo. ▪ Identify the elements of the lesser beings and ancestors. ▪ Show relationships between community and the individual. ▪ Compare and contrast Swazi tradition as religion with Universal human rights. ▪ Distinguish between the sacred and the secular. ▪ Explain ancestor veneration-cum-worship. ▪ Describe the nature of Swazi traditional Religion (cosmic unity, proselyte, no coded scriptures) 	<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>Intermediaries</p>	<ul style="list-style-type: none"> ▪ Define intermediaries ▪ List the characteristics of intermediaries ▪ Explain the roles and functions of intermediaries ▪ Distinguish between human and spirit intermediaries – both good and bad. ▪ Investigate the influence of intermediaries in the lives of people, king, priests, medicine men, prophets and diviners ▪ Discuss the major religious leaders: king, priests, medicine men, prophets and diviners ▪ Examine their roles in the welfare of the members of the society: sick, elderly, poor, HIV/AIDS infected and affected 	<p>Exposition/discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Exposition / Discussion</p> <p>Discussion</p>
<p>Religious Personage</p>	<ul style="list-style-type: none"> ▪ Examine their roles in the welfare of the members of the society: sick, elderly, poor, HIV/AIDS infected and affected 	<p>Discussion</p>

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

<p>TOPIC 10</p> <p>RELIGION AND THE LOCAL COMMUNITY</p>	<p>different types of AICs.</p>	
	<ul style="list-style-type: none"> ▪ Compare and contrast the history behind the formation of the AIC's and the introduction of Islam and Christianity in Swaziland. 	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> ▪ Evaluate the impact of AIC's in Swazi religion. 	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> ▪ Investigate interaction between the AIC's and the western culture 	<p>Discussion</p>
	<ul style="list-style-type: none"> ▪ Present the hierarchal structure in the AIC's 	<p>Discussion</p>
	<ul style="list-style-type: none"> ▪ Discuss the significance of the symbols in the ritual dresses of each AIC studied: cross, sickle, stars, new moon, and different colours. 	<p>Exposition/Discussion</p>
	<ul style="list-style-type: none"> ▪ Identify the pilgrimage undertaken by each AIC 	<p>Exposition/Discussion</p>
	<ul style="list-style-type: none"> ▪ Describe the relationship between the three religions studied (Judaism, Christianity and Islam) within the Swazi community. 	<p>Exposition / Discussion</p>
	<ul style="list-style-type: none"> ▪ Discuss the positive and negative sides of the different missionary work/proselytizing used by the religions studied. 	<p>Discussion</p>
	<ul style="list-style-type: none"> ▪ Discuss the relationship between the religions studied with: Swazi Traditional Religion 	<p>Exposition/Discussion</p>