

# UNIVERSITY OF SWAZILAND

## FACULTY OF EDUCATION

(DEPARTMENT OF CURRICULUM AND TEACHING)

SUPPLEMENTARY EXAMINATION PAPER, JULY 2012

<b>TITLE OF PAPER</b>	<b>:</b>	<b>CURRICULUM STUDIES IN RELIGIOUS EDUCATION</b>
<b>COURSE CODE</b>	<b>:</b>	<b>EDC 275</b>
<b>STUDENTS</b>	<b>:</b>	<b>B.ED II and PGCE</b>
<b>TIME</b>	<b>:</b>	<b>THREE (3) HOURS</b>
<b>TOTAL MARKS</b>	<b>:</b>	<b>100 MARKS</b>
<b>INSTRUCTIONS</b>	<b>:</b>	<b>1. There are a total of six (6) questions in this Paper</b> <b>2. Answer QUESTION ONE and any THREE (3) other questions</b> <b>3. All questions carry equal marks</b>

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THE INVIGILATOR**

**QUESTION 1**

Using the Religious Education Junior Certificate syllabus attached, prepare a 4-week scheme of work for a Form 3 class. [25]

**QUESTION 2**

- a) Differentiate between the skills of set induction and stimulus variation usually utilised in a Religious Education lesson presentation. (10)
- b) Prepare a Religious Education Form V micro lesson showing how you can use any **one** of the skills in (2a). (15) [25]

**QUESTION 3**

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. [25]

**QUESTION 4**

- a) Explain and illustrate the phenomenological approach to teaching Religious Education. (15)
- b) Summarise the benefits that have been advocated for this approach in the context of Swaziland. (10) [25]

**QUESTION 5**

Describe Kohlberg's six stages of moral development. [25]

## **QUESTION 6**

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

i) The project method

ii) The debate

**[25]**

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**END OF EXAMINATION PAPER**

## CURRICULUM CONTENT

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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