

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**  
**SUPPLEMENTARY EXAMINATION PAPER, JULY 2012**

**COURSE CODE** : **PEC 272**

**TITLE OF PAPER** : **CURRICULUM STUDIES: SOCIAL STUDIES**

**TIME ALLOWED** : **TWO (2) HOURS**

**INSTRUCTIONS** :

- 1. ANSWER THREE (3) QUESTIONS.**
- 2. EACH QUESTION CARRIES TWENTY FIVE (25) MARKS.**
- 3. THE ASSESSMENT OF THIS EXAMINATION SHALL TAKE INTO CONSIDERATION, AMONG OTHER THINGS, THE CORRECT USAGE OF THE ENGLISH LANGUAGE, THE QUALITY OF EXPRESSION AS WELL AS THE PRESENTATION OF THE ANSWER.**
- 4. INDICATE ON YOUR ANSWER BOOKLET WHETHER YOU ARE FULL TIME (F/T) OR NOT (IDE). APPEND THE INITIALS F.T OR I.D.E. TO YOUR I.D. NUMBER.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

### **QUESTION 1**

- a. Religious education advocates claim that it promotes spiritual and moral values among learners.

To what extent has the teaching and learning of religious education been successful in achieving these goals in Swaziland. Explain fully. (10 marks)

- b. Discuss three other purposes of religious education instruction. (15 marks)

### **QUESTION 2**

The lecture method and/or story teaching are widely used in the teaching of religious education. Very often, though, a well-prepared lesson is often spoilt because the teacher does not make proper and effective use of his voice.

- a. Explain, as fully as possible, how a teacher should use his voice in his presentations. (10 marks)
- b. Explain why teaching aids are often used during teacher presentations. (5 marks)
- c. Why do pupils sometimes misbehave during teacher presentations? (10 marks)

### **QUESTION 3**

Discuss four strategies that could be used by society at large to generate interest in the teaching and learning of religious education. (15 marks)

### **QUESTION 4**

Why is there a diversity of views among lay persons and even among teachers about what constitutes good teaching. (25 marks)