

# UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 1 FINAL EXAMINATION PAPER – DECEMBER 2012

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : EDC 275/575

STUDENTS : B.Ed II and PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

1. The paper is divided into Three sections:
  - i) Section A. (Multiple Choice)
  - ii) Section B (Application)
  - iii) Section C. (General Essays)
2. Answer All questions in Section A and B (compulsory question). Answer TWO questions in section C
3. Marks are indicated against each question.

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THE INVIGILATOR**

**SECTION A. MULTIPLE CHOICE**

**QUESTION ONE**

**Answer ALL questions in this section. Indicate the correct answer with X over the letter in the answer sheet provided. Remember to insert your answer sheet in the answer booklet on submission.**

1. Ninian Smart (1998) advocated for all the following as characteristics of religion except...
  - A. church building
  - B. priesthood
  - C. founder
  - D. sacred literature
  
2. Who among the following made the claim that, "Religion is the sigh of the oppressed"?
  - A. Sigmund Freud
  - B. Piaget
  - C. Karl Marx
  - D. Martin Luther King
  
3. Religion can be viewed positively by some people because...
  - A. people are becoming more sophisticated
  - B. it induces fear for death
  - C. people have a clear understanding of God
  - D. it promotes behaviour change
  
4. The present Religious Education approach adopted in the RE curriculum in Swaziland schools is called...
  - A. non confessional
  - B. multi-faith
  - C. phenomenological
  - D. Child-centred
  
5. Which developmental stage, according to Goldman (1964) does the capacity of thinking abstract religious concepts occur?
  - A. Operational religious stage
  - B. Sub-religious stage
  - C. Sensory-motor stage
  - D. Personal Religious stage

6. The work of Piaget is important in education because...
  - A. Piaget studied a child's behaviour day by day
  - B. it pioneered the study of the child's cognitive development
  - C. Piaget discovered that children are different in cognitive development
  - D. Piaget denied the influence of parents on their children's development
  
7. The Sunday school Movement was an outcome of...
  - A. the invention of the printing press in Europe
  - B. the translation of the bible by the Calvinists
  - C. the work of Ninian Smart
  - D. the post- Reformation stage
  
8. Which among the following is NOT one of the six stages of Kohlberg's theory?
  - A. The law and order
  - B. Late instrumental change
  - C. The child's need for love
  - D. The social contract
  
9. Which of the following is an approach to teaching Religious Education?
  - A. values clarification
  - B. open model
  - C. confessional
  - D. closed model
  
10. 29. In the Catechesis developmental phase of R.E, a catechist was....
  - A. a new convert
  - B. a priest
  - C. instruction
  - D. salvation
  
11. Which among the following is audio-visual software?
  - A. Bulletin board
  - B. Film strips
  - C. Flannel graph
  - D. Posters
  
12. A lesson objective differs from a lesson aim in that
  - A. an objective expresses what the teacher intends to achieve, while an aim expresses what the student will do at the end of the lesson
  - B. an aim is more specific while an objective is general
  - C. An objective describes the observable behaviour of the student, while an aim describes what the teacher intends to achieve
  - D. an aim is more complex, while an objective is simpler
  
13. Convergent questions refer to...

- A. deductive questions
- B. inductive questions
- C. revision questions
- D. factual questions

14. Set induction is mainly described as...

- A. a skill to get students prepared for the task at hand
- B. examples a teacher gives in the lesson development
- C. provision of consolidation of concepts by the teacher
- D. a motivating skill initiated by the student teacher

15. One key factor in the effective teaching R.E is...

- A. teaching from the simple to the complex
- B. teacher skills
- C. allowing biases where necessary to protect children
- D. treating all religions as equal.

16. The teaching of..... is best done when it involves dialogue between teacher and pupils.

- A. Church doctrines
- B. Life skills
- C. Moral conduct
- D. Moral dilemma

17. "No religion has the truth and the child should not be led to the acceptance of them."

This is a theoretical conclusion to teaching RE by.....

- A. Karl Marx
- B. Goldman
- C. Sigmund Freud
- D. Bloom

**For test items 18 - 21 indicate the cognitive level at which each objective is in in Bloom's Taxonomy. Students should be able to:**

18. *Explain the concept 'religious tolerance'.*

- A. Knowledge
- B. Synthesis
- C. Application
- D. Comprehension

19. *Locate places of origin of three world religions on a world map.*

- A. Comprehension
- B. Knowledge
- C. Application
- D. Synthesis

20. *Contrast the myths of creation in Islam and Christianity*

- A. Evaluation
- B. Comprehension
- C. Knowledge
- D. Analysis

21. *Summarise the main ideas in the Christian creation story presented in Genesis 1*

- A. Knowledge
- B. Application
- C. Comprehension
- D. Synthesis

22. What is the most important PRINCIPLE in the teaching of R.E?

- A. teaching the known syllabus
- B. child-centred teaching
- C. teaching from known to unknown
- D. use of Audio-Visual aids

23. Previous knowledge, when planning a lesson refers to...

- A. knowledge and experiences children bring to class
- B. knowledge and experiences the teacher brings to class
- C. expert knowledge from knowledgeable people
- D. Readings from various sources like the holy books

24. One advantage of the Phenomenological Approach is that...

- A. It is descriptive
- B. It is transmissional
- C. It is judgemental
- D. It is popular

25. The Information Processing Model relates to lesson planning in that

- A. It presents stimulus
- B. It explains the learning process
- C. It outlines how children learn religion
- D. It explains how information is lost

**SECTION B**

**THIS IS A COMPULSORY QUESTION**

**QUESTION 2**

Scheming is a key activity if a Religious Education teacher is to teach effectively and efficiently. Describe the importance of this activity, highlighting the main stages in the scheming process. [25]

**SECTION C**

**ANSWER ANY TWO QUESTIONS IN THIS SECTION**

**QUESTION 3**

To what extent do you think the shift from a Bible-based to a Religious Education Multi-faith curriculum has been a necessity for Swaziland? [25]

**QUESTION 4**

a) Critically analyse the phenomenological approach to teaching Religious Education in Swaziland. [25]

**QUESTION 5**

5.1 Describe Goldman (1964)'s developmental stages of religious thinking in children (15)

5.2 Discuss the implications of Goldman's theory to the teaching of the Religious Education subject in Swaziland (10) [25]

**QUESTION 6**

As a Religious Education teacher, you have to use different teaching methods for different classes and instruction to impart religious knowledge to your students effectively (Shongwe, 2007:24).

6.1 Discuss reasons for the use of a variety of teaching/learning methods (15)

6.2 Advance advantages and disadvantages of using small group teaching method in a Religious Education lesson. (10) [25]

.....**END OF QUESTION PAPER**.....