

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II FINAL EXAMINATION PAPER – MAY 2013

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : EDC 375/575

STUDENTS : B.Ed III 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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SECTION A

QUESTION 1 – COMPULSORY. Each item carries 5 (five) marks.

- i) Explain the objectivity of the objective test type.
- ii) Explain two conditions under which an essay test can be used.
- iii) Define and illustrate the multiple choice item type.
- iv) Explain three principles of testing in Religious Education.
- v) Explain three main decisions a teacher can make about his/her students based on their test results. [25]

SECTION B

QUESTION 2 - COMPULSORY

Construct a one and half hour objective test for a Form 3 class from any topic in the Religious Education Junior Certificate Syllabus. (See attached). [25]

SECTION C

ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION

QUESTION 3

Contrast a Norm-Referenced from a Criterion-Referenced test interpretation scheme in terms of their:

- a) conceptualisation (5)
- b) characteristics (10)
- c) benefits (10)

[25]

QUESTION 4

- i) What is meant by educational testing, measurement, educational assessment, and educational evaluation.
- ii) explain these concepts relate to each other? (8)
- iii) Discuss the basic functions of testing for the Religious Education teacher in an RE class. (12) [25]

QUESTION 5

Choose any one teaching resource:

- i) Describe its nature (3)
- ii) illustrate in a lesson plan how you would use it in your teaching a Form 1 Religious Education double period (120 minutes) lesson. (22) [25]

QUESTION 6

- a) Conceptualise assessment. (5)
- b) Discuss the principles of effective assessment. (20) [25]

----- **END OF EXAMINATION** -----

INTRODUCTION

The Swaziland General Certificate for Secondary Education (SGCSE) syllabuses are designed as two-year courses for examination in Form 5. The purpose of the Religious Education syllabus is that through an encounter with the practices and other expressions of the major beliefs of the two religions studied, learners will have an understanding of the nature of religion and of its expression in and influence on the lives of individuals and society.

SGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content

Religious Education is an Elective Subject and falls into the Social Sciences and Humanities Field of Study which includes: Development Studies, French, Geography, History and Literature in English.

AIMS

The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in Religious Education for the SGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world;
2. consider the challenging and varied nature of religion, and the ways in which this is reflected in experience, belief and practice;
3. consider questions about the meaning of life, in relation to religious traditions;
4. encourage candidates to reflect on religious responses to moral issues;
5. recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

ASSESSMENT OBJECTIVES

Assessment Objectives in Religious Education are:

- A** Knowledge
- B** Understanding and Interpretation
- C** Evaluation.

A description of each assessment objective follows.

A KNOWLEDGE

Learners should be able to:

1. use knowledge in order to describe the religious practices, experiences and beliefs of others;
2. select and deploy relevant knowledge of the religions studied.

B UNDERSTANDING AND INTERPRETATION

Learners should be able to:

3. show understanding of religious beliefs and practices by explaining their significance for believers;
4. demonstrate awareness and understanding of religious responses to contemporary moral issues, both personal and social.

C EVALUATION

Learners should be able to:

5. evaluate different views on issues arising from religious belief and practice by using evidence and argument, and formulate a coherent personal response.

Specification Grid

The relationship between the assessment objectives and the components of the scheme of assessment

Paper	Assessment Objectives		
	A Knowledge	B Understanding and Interpretation	C Evaluation
1	45%	34%	21%
2	31%	36%	33%

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1 and 2 and are eligible for the award of Grades A* to G. A description of each paper follows.

Paper 1 (1 hour 45 minutes) consisting of 86 marks

Candidates will be required to answer all questions in Section A (26 marks) and three of four questions in Section B (20 marks each)

Section A will consist of ten short answer questions worth 1 mark each (10 marks) and two short answer questions worth 8 marks each (16 marks). This section will be mainly concerned with Assessment Objective A although B will also be assessed.

Section B will consist of four structured questions relating to either Christianity or Swazi Traditional Religion (two from each religion). This section will be mainly concerned with Assessment Objectives A, B and C.

See '**Paper 1 Study Notes**' under Appendix: Study Notes.

This paper will be weighted at 50% of the final total available marks.

Paper 2 (2 hour) consisting of 86 marks

Candidates will be required to answer the compulsory question in Section A (26 marks) and three of the four questions in Section B (20 marks each).

Section A consists of one compulsory question which will be based on stimulus and source material. The question may be set on either of the two specified religions. This section will be mainly concerned with Assessment Objectives B and C although A will also be assessed.

Section B consists of four structured questions relating to either Christianity or Swazi Traditional Religion (two from each religion). Candidates answer any three questions.

See '**Paper 2 Study Notes**' under Appendix: Study Notes.

This paper will be weighted at 50% of the final total available marks.

Weighting of Papers

Paper	Weighting
1	50%
2	50%

CURRICULUM CONTENT

Learners will study all of the topics for the following **two** religions

- Christianity
- Swazi Traditional Religion

in the Curriculum Content outlined below. '**Notes for Guidance**' on each of the topics are provided as an Appendix.

The topics are numbered purely for reference purposes, and there is no requirement for them to be taught in this order. It should also be understood that the teaching time devoted to each topic will need to reflect the demands and the amount of content in each, and that these will not be the same across all the topics. Each of the two religions will be examined according to the five 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 topics will vary from religion to religion.

Topic 1 Beliefs and Major Figures

Topic 2 Worship, Sacred Writings and Traditions

Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places

Topic 4 Religion and the Family, Rites of Passage

Topic 5 Religion and Social Action, Moral and Ethical Behaviour

Appropriate teaching time for the Religious Education syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

CHRISTIANITY

Topic 1 Beliefs and Major Figures

- Trinity: God the Father as Creator
Jesus the son of God, showing God's love through his life, death and resurrection
Holy Spirit, God's continuing action in the world
- Sin and Salvation, Judgement
- Major Figure: Jesus

Topic 2 Worship, Sacred Writings and Traditions

- Church, cathedral, chapel, meeting house
Features: font, pulpit, baptistery, lectern, altar, communion table, cross, crucifix
- Public worship:
Holy Communion (Eucharist, The Lord's Supper, Mass), Evangelical meetings (conventions),
Bible-based worship (Bible studies)
- Private worship:
Personal prayer, Bible reading, singing for personal edification
- Leaders of worship:
Bishop, priest, minister, preacher, pastor
- The Bible:
Its place in worship, the basis of its authority, the Old and the New Testament, the type of literature it contains

Note: The influence of Swazi Traditional Religion practice on Christian worship should be considered where appropriate.

Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places

- Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Pentecost, Ascension – in all cases the original events remembered in the observance as well as the way the day or season is observed
- Pilgrimage:
Bethlehem, Jerusalem, Nazareth, Rome (St Peter's), Lourdes
Local places – Somhlolo National church, Florence for the Catholics, Emanganganeni for the Red Gowns, Ngome in Vryheid (Kwazulu Natal) for the Catholics, Moria for the Zion Christian Church

Topic 4 Religion and the Family, Rites of Passage

- Birth rituals (baptism/dedication)
- Believer's baptism, confirmation
- Marriage
- Funerals
- What Christianity teaches about:
Personal relationships e.g., husband and wife, parents and children
Divorce
Chastity
Nurturing of the young
The role of women

Note: The influence of Swazi Traditional Religion practice on Christian worship should be considered where appropriate.

Topic 5 Religion and Social Action, Moral and Ethical Behaviour

Christian teachings supporting or applied to:

Social Action:

- Missionary work
- The use of money
- Religious aid organisations
- Nurturing and educating of the youth
- Care of the sick and elderly

Moral and Ethical Behaviour:

- Respect for personal integrity
- Teachings against abuse, exploitation, violence; for the relief of poverty, provision of education and health care
- Care for the environment
- Distribution of wealth
- Population control and prevention of HIV/AIDS
- Sexual orientation
- Suicide
- Abortion
- Euthanasia
- Discrimination and prejudice

SWAZI TRADITIONAL RELIGION

Topic 1 Beliefs and Major Figures

- Beliefs: Supreme Being, Ancestor veneration, Spirits (evil and good), Witchcraft
- Major figures: King, Queen Mother, the elderly, chiefs

Topic 2 Worship, Sacred Writings and Traditions

- Worship: places of worship
- Style of worship (nationally, community, family); private and public
- Leaders of worship (nationally, community, family)
- Sacred sources (myths, songs, dances, sacred places, rituals, personal and praise names, beliefs and customs)

Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.

Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places

- Pilgrim Festivals: National (Incwala, UMhlanga, Baganu, Butimba), Community, Sibhimbi, (e.g., chief installation)
- Fasts: National Kutila (e.g., drought, kuluma)
- Family: Kuphahla
- Sacred places in the family (kagogo, emadlizeni, esibayeni); National (cattle byre, mountains, and rivers)

Topic 4 Religion and the Family, Rites of Passage

- Family structure (nuclear, extended)
- Relationships and responsibilities of members of the family for nurturing of the young at esangweni, egumeni
- The role of women
- Marriage
- Divorce
- Birth Ceremonies – pregnancy-taboos and rituals (e.g., kukhishwa/ kukhokhwa endlini, kuyiswa emshini)
- Initiation ceremonies (kutforjiswa)
- Marriage ceremonies: kucelwa, kutekwa, umtsimba, kulobola
- Death, funeral ceremonies and rituals: Umdzambayi, Kubikela labaphansi, kubuyisa, kutila, kugeza emanti and mourning

Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.

Topic 5 Religion and Social Action, Moral and Ethical Behaviour

Religious teachings supporting or applied to:

Social Action:

- The use of wealth
- Community support for the disadvantaged
- Nurturing and educating of the youth
- Taking care of the elderly, sick and the needy

Moral and Ethical Behaviour:

- Sexual orientation
- Domestic violence
- Suicide
- Population control (e.g., contraception, prevention of HIV/AIDS)
- Abortion
- Discrimination and prejudice
- Respect for personal integrity
- Care for the environment
- Teaching *against* abuse, exploitation, violence; for the relief of poverty, provision of education and health