

Course Code: EDC636 (M) 2012

# 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 636**

**STUDENTS : M.ED**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS :**

- 1. There are a total of six (6) questions in this paper**
- 2. Answer QUESTION ONE and any THREE (3) other questions**
- 3. All questions carry equal marks**

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

**ANSWER QUESTION ONE AND ANY OTHER 3 (THREE) QUESTIONS**

**QUESTION 1 – COMPULSORY QUESTION**

‘Properly constructed learning objectives *are about the evidence of learning*; they specify what behaviour a student must demonstrate or perform in order for a teacher to **infer** that learning took place’ (Kizlik, 2003). Discuss features of a properly constructed objective for a Religious Education lesson. [25]

**QUESTION 2**

Mzizi (1994) in his submission at The National Consultation on Theological Education in Swaziland asserted that “...*a closer look at the junior certificate and senior certificate Religious Knowledge curricular reveals a less affective response but demands our pupils to cram Bible stories and events with the view of regurgitating them for the examiner*” (Mzizi, 1994:15).

2.1 Discuss the major problems that Mzizi (1994) claimed against the O’level Religious Knowledge curricular.

2.2 To what extent do you think the ‘shift’ in 2006 from the GCE O’level to SIGCSE Religious Education curricular addresses these problems? [25]

**QUESTION 3**

3.1 Discuss Hull’s (1993) conception of the nature of Religious Education as a discipline.

3.2 Critically analyse his views on what he defines as ‘*the learning about religion*’ approach. [25]

**QUESTION 4**

Discuss Sutcliff (2004)’s conception of Religious Education as ‘an educational activity’ relating it to the teaching and learning of Religious Education in Swaziland. [25]

**QUESTION 5**

Trace the historical development of Religious Education as a subject both globally and locally to its present multi-faith status. [25]

**QUESTION 6**

6.1 What is meant by ‘religious intolerance’ in the Religious Education context?

6.2 What factors influence religious intolerance in current Swaziland?

6.3 Using appropriate examples explain how a Religious Education teacher can ensure that religious tolerance is inculcated in his/her students. [25]

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