

# University of Swaziland



## Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II FINAL EXAMINATION PAPER – DECEMBER 2013

- 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**

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

**Question One - Compulsory**

Lesson planning underpinned by the Cognitivism Information Processing Theory proposes nine events of instruction. Relate this theory to lesson planning in Religious Education. [25]

**Question Two**

John Hull suggests that 'Christianity is often being tackled in a much richer and fuller way in the context of world religions than in the days when ... it was mainly confined to the study of Christian origins without much reference to Christian faith today' (Hull 1982:96).

Critically analyse Hull's statement in the context of the receptivity of the multi-faith Religious Education (SGCSE) in Swaziland since its inception in 2006. [25]

**Question Three**

Matching teaching methods to course objectives is an essential, good teaching practice (Shongwe, 2010).

- i) Discuss basic principles that a Religious Education teacher needs to observe when choosing a suitable teaching method(s) for a Religious Education lesson. (10)
- ii) Identify any two teaching methods that a Religious Education teacher can use and explain how these methods can be effectively used in a Religious Education class. (15) [25]

**Question Four**

Effective teaching refers to teaching in which the teacher ....maximizes the achievements of students by acting in accordance with an explicit set of principles that have order, coherence and relevance in the particular instructional context (Killen, 2010)

Discuss in line with Killen (2010)'s definition, how a Religious Education teacher can plan for 'effective' teaching of a Religious Education lesson. [25]

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