

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II FINAL EXAMINATION PAPER – MAY 2014

- TITLE OF PAPER** : **CURRICULUM STUDIES IN RELIGIOUS
EDUCATION**
- COURSE CODE** : **EDC 637**
- STUDENTS** : **M.ED**
- TIME** : **THREE (3) HOURS**
- INSTRUCTIONS** : **1. There are a total of FOUR (4) questions in this
paper**
- 2. Answer ALL QUESTIONS**
- 3. All questions carry equal marks**

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THE INVIGILATOR**

QUESTION ONE – COMPULSORY

Schools in Swaziland are required, as part of their provision of a broad and balanced curriculum for pupils, to provide Religious Education in accordance with the Agreed Syllabus in such a way as to meet the specific needs of individuals and groups of pupils.

Discuss the principles and strategies the Religious Education teacher needs to observe and use in planning and teaching the RE subject in an inclusive RE class. [25]

QUESTION TWO

‘Teaching for social justice has a common goal of preparing teachers to recognize, name, and combat inequality in schools and society through culturally relevant pedagogy, anti-racist pedagogy, and intercultural teaching among others....’ (Russo, P. (1994:1) *What does it mean to teach for social justice?* SUNY Oswego. Retrieved 5/20/07).

- i) Discuss what authors like Russo (1994) and from your wide reading, perceive as the goal for promoting social justice in a school situation. (10)
- ii) Highlight Russo (1994)’s suggestion on how a teacher can ‘teach for the promotion of social justice’ in Swaziland’s Religious Education class context. (15) [25]

QUESTION THREE

‘There are a variety of resources available to assist religious educators in developing meaningful, relevant and rich teaching and learning. Resources can assist at different stages in the teaching and learning processes’ (Shongwe, 2010:24).

Support this statement with an illustration of a lesson plan for a Form V Religious Education class. [25]

QUESTION FOUR

- a) Discuss the quality of teaching and learning that the current multi-faith SGCSE Religious Education Syllabus demands from the RE teacher in Swaziland. (15)
- b) What are possible limitations that a Religious Education teacher may encounter in the execution of the syllabus? (10) [25]

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