

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SUPPLEMENTARY EXAMINATION PAPER, JULY 2015

- TITLE OF PAPER** : **CURRICULUM STUDIES IN RELIGIOUS EDUCATION**
- COURSE CODE** : **EDC 375**
- STUDENTS** : **B.ED III/PGCE**
- TIME** : **THREE (3) HOURS**
- INSTRUCTIONS** :
1. The paper is divided into Three sections:
 - i) Section A. (Short answer questions)
 - ii) Section B (Application)
 - iii) Section C. (General Essays)
 2. i) Answer All questions in Section A and B (compulsory questions).
ii) Answer TWO questions in Section C
 3. Marks are indicated against each question/item

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

SECTION A. Compulsory

QUESTION ONE

Answer all questions in this Section. Each question is worth five (5) marks.

- i). Identify and explain any two purposes of assessment in a teaching/learning situation.
- ii). Rationalise why testing should be an integral part of your teaching as an RE teacher.
- iii). Establish the relationship between the following modes of educational assessment:
testing, measurement, assessment and evaluation.
- iv). Explain the rationale for the inclusion of the Curriculum Studies in Religious Education course in the training of Religious Education Teachers at the University of Swaziland.
- v) Describe the process of holistic marking when marking essay questions.

[25]

SECTION B. APPLICATION

ANSWER ANY ONE QUESTION FROM THIS SECTION

QUESTION TWO

Use the SGSCE Religious Education Syllabus attached to construct a Form IV end of month test from a topic area of your choice. Its duration should be 1: 30 minutes. [25]

QUESTION THREE

Choose any one teaching resource and illustrate in a lesson plan how you would use it in your teaching a Form 1 Religious Education double period (120 minutes) lesson. [25]

SECTION C GENERAL ESSAYS

ANSWER ANY TWO QUESTIONS FROM THIS SECTION

QUESTION FOUR

Choose any **THREE** types of objective tests and explain the rules of setting, strengths and limitations for each of them in Religious education. **[25]**

QUESTION FIVE

- a) Conceptualise assessment. (5)
- b) Discuss the principles of effective assessment in Religious Education. (4x5=20) **[25]**

QUESTION SIX

- a) Describe a Criterion-Referenced Test interpretation. (5)
- b) What are the benefits of the CRT in contrast to the Norm-Referenced Test (5x4=20) **[25]**

END OF EXAMINATION

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, Buganu, 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 (kutfonjiswa)
- 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