

# UNIVERSITY OF SWAZILAND



## FACULTY OF EDUCATION

### (DEPARTMENT OF CURRICULUM AND TEACHING)

#### SEMESTER 1 FINAL EXAMINATION PAPER – DECEMBER 2014

**TITLE OF PAPER** : **CURRICULUM STUDIES IN RELIGIOUS  
EDUCATION I**

**COURSE CODE** : **EDC 636**

**STUDENTS** : **M.ED I**

**TIME** : **THREE (3) HOURS**

**INSTRUCTIONS** :

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

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

### **QUESTION 1 (COMPULSORY QUESTION)**

Lesson planning underpinned by the Information Processing Model of the Cognitivism Theory proposes nine events of instruction. Using clear examples relate these 'nine events of instruction' to the Model. [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 Curricula reveal 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).

- i) Discuss the major problems that Mzizi (1994) levelled against the GCE O'level Religious Knowledge curriculum. (10)
- ii) To what extent do you think the current SGCSE Religious Education Curriculum solves these problems? (15) [25]

### **QUESTION 3**

Evaluate the extent to which the 'new' multi-faith Religious Education approach responds to any FIVE aims of the SGSCE Religious Studies Syllabus. (See attached copy of the syllabus). [25]

### **QUESTION 4**

- i) What is meant by 'religious tolerance' in Religious Education? (5)
- ii) What factors influence religious intolerance in current Swaziland? (10)
- iii) Using appropriate examples explain how a Religious Education teacher can ensure that religious tolerance is inculcated in his/her students. (10) [25]

### **QUESTION 5**

- i) Analyse Goldman's (1956) theory of the Development of Religious Thinking. (10)
- ii) What teaching strategies would you advise Religious Education teachers to adopt as a result of your understanding of Goldman's (1956) theory? (15) [25]

**QUESTION 6**

“Cultural diversity is something to be enjoyed. It is not a problem. The problem is ignorance. It is ignorance that provides the fuel for fear, prejudice and hate.” (Terry Davis, Council of Europe Secretary General, May 2010)

Discuss, in light of Davis (2010)’s statement, why teaching about religions has become a necessity in the context of Swaziland? [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 (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