

# UNIVERSITY OF SWAZILAND



## FACULTY OF EDUCATION

[DEPARTMENT OF CURRIVULUM AND TEACHING]

SEMESTER 1 EXAMINATION PAPER - DECEMBER 2015

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

**COURSE CODE :** EDC 636

**STUDENTS :** MASTER OF EDUCATION

**TIME :** THREE HOURS

**INSTRUCTIONS :**

1. Answer question ONE (1) and any THREE other questions
2. Marks are indicated against each question

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

## QUESTION 1 COMPULSORY QUESTION

“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?

## 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 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 O’level Religious Knowledge curricular (10)
- ii) To what extent do you think the IGCSE Religious Education Curricular 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 SIGSCE Religious Studies Syllabus. (See attached copy of the syllabus). [25]

## QUESTION 4

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

## QUESTION 6

Lesson planning underpinned by the Information Processing Model of the Cognitivism Theory proposes nine events of instruction. Using clear examples with a 60 minutes Form 4 Religious Education lesson plan, relate these ‘nine events of instruction’ to the theory. [25]

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