

# University of Swaziland



## Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II EXAMINATION PAPER – MAY 2016

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

**COURSE CODE** : **EDC 637**

**STUDENTS** : **M.ED 2**

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

**INSTRUCTIONS** :

- 1. There are a total of FOUR questions in this question paper**
- 2. Answer ALL questions**
- 3. Marks are indicated against each question**

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THE INVIGILATOR**

**COURSE CODE: EDC 637 (M) 2016/17- CURRICULUM STUDIES IN RELIGIOUS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

**QUESTION 1**

“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]

**QUESTION TWO**

Bigelow et al. (200) envision a "social and pedagogical vision that is characterized by several interlocking components that together comprise what we call a social justice classroom" (p.

4). Bigelow, B., Harvey, B., Karp, S., & Miller, L. (2001). *Rethinking our classrooms: Teaching for equity and justice*.

Using Swaziland schools as a context, critically analyse what the authors view as qualities of a social justice classroom. [25]

**QUESTION THREE**

“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, antiracist pedagogy, and intercultural teaching among others ...” (Russo, P. (1994: 1) *What does it mean to teach/or 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 gender equality as a social structure in Swaziland's Religious Education class context. (15)

[25]

#### **QUESTION FOUR**

“When planning Religious Education, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups, including travellers, refugees and asylum-seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in Religious Education lessons fully and effectively” (Isle of Wight Agreed Syllabus for Religious Education, 2002)

In light of the above statement, discuss principles which Religious Education teachers are required to consider when planning for teaching the subject in the context of the Swaziland classroom setting. [25]

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**THE END**