

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 1 EXAMINATION PAPER – DECEMBER 2016

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : CTE521/221/IDE-EDC275

STUDENTS : PGCE (F/T)/B.ED 2/IDE (PGCE AND B.ED 2)

TIME : THREE (3) HOURS

INSTRUCTIONS :

- 1. Follow instructions for each section as indicated.**
- 2. Marks are indicated against each question/item**

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THE INVIGILATOR**

SECTION A: COMPULSORY QUESTIONS

ANSWER BOTH QUESTIONS IN THIS SECTION

QUESTION 1

- a) What do you understand by 'Blooms (1956) taxonomy'? (7)
- b) Choose any topic in the SGCSE Religious Education Syllabus and write one behavioural objective from each of Bloom's cognitive domain category. (18) [25]

QUESTION 2

Using some of the objectives in QUESTION 1 (b) above, prepare a 50 minute lesson plan for a Religious Education Form 4 class. [25]

SECTION B: CHOOSE ANY TWO QUESTIONS FROM THIS SECTION

QUESTION 3

The Group-Work method is a very important method in the teaching and learning of the IGCSE Religious Education syllabus. Discuss:

- i) The advantages of this teaching method (10)
- ii) Its disadvantages and how they could be overcome. (15) [25]

QUESTION 4

- a) Explain the main features of Piaget's Concrete Operational stage. (15)
- b) What makes children at this stage more likely to understand and appreciate what they read in religions' holy books like the Islamic Q'uran or the Christian Bible? (10)

[25]

QUESTION 5

The lecture method has been widely criticised for promoting teacher-centeredness and therefore has no place in the teaching/learning process in the classroom. Do you agree with this claim? Motivate your answer in the context of the teaching of the SGCSE Religious Education subject.

[25]

END OF EXAMINATION PAPER