

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER I EXAMINATION PAPER – DECEMBER 2016

- TITLE OF PAPER** : **ADVANCED CURRICULUM STUDIES IN
RELIGIOUS EDUCATION II**
- COURSE CODE** : **CTE 609**
- STUDENTS** : **M.ED 2**
- TIME** : **THREE (3) HOURS**
- INSTRUCTIONS** :
1. There are a total of FIVE (5) questions in this question paper
 2. Answer QUESTION ONE and any THREE (3) other questions
 3. Marks are indicated against each question

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THE INVIGILATOR**

QUESTION 1 COMPULSORY QUESTION

"RE cannot ignore its role in fostering community cohesion and in educating for diversity. This goal has never been far from good Religious Education teaching but the current changes in society give this renewed urgency" (Ofsted, 2007).

Critically evaluate this statement in the context of Swaziland in teaching and learning of Religious education at secondary and high school levels. [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 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 former O' level Religious Knowledge curricular. (10)
- ii) To what extent do you think the new SGCSE 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 SGSCE Religious Studies 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 5

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 lesson planning and implementation in a Religious Education lesson. [25]

END OF EXAMINATION
