

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II EXAMINATION PAPER – MAY 2018

- TITLE OF PAPER** : **ADVANCED CURRICULUM STUDIES:**
RELIGIOUS EDUCATION II
- COURSE CODE** : **CTE610**
- 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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**COURSE CODE: CTE610 (M) 2018- CURRICULUM STUDIES IN RELIGIOUS
EDUCATION**

END OF SEMESTER 2 FINAL EXAMINATION - MAY 2018

QUESTION 1

Historically, classrooms have been the stage for social change, providing a venue to promote and accelerate new ideas. In addition to academic instruction, one of a classroom teacher's most important roles is to help students develop the critical thinking, collaboration and self-reflection skills necessary to foster a better society (Blake, 2015:1).

Explain how a Religious Education teacher can make means to achieve what the author refers to as 'one of a classroom teacher's most important roles is to help students develop the critical thinking, collaboration and self-reflection skills necessary to foster a better society'.

[25]

QUESTION TWO

"Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in and where students learn the academic and critical skills needed to make it a reality." (Bigelow, B., Harvey, B., Karp, S., & Miller, L. (2001). *Rethinking our classrooms: Teaching for equity and justice*)

Make a critical analysis of Bigelow et al, (2001)'s arguments with regards to the teaching of Religious Education curriculum and classroom practice in Swaziland.

[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 Religious Education teachers are required to have due regard of in the context of the Swaziland classroom setting. [25]

THE END