

University of Eswatini



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER I EXAMINATION PAPER – DECEMBER 2018

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

COURSE CODE: CTE 609

STUDENTS: M.ED 2

TIME: THREE (3) HOURS

INSTRUCTIONS

1. There are FIVE (5) questions in this paper.
2. Answer QUESTION ONE and any other THREE (3) questions.
3. Marks are indicated against each question

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

QUESTION 1: COMPULSORY QUESTION

To what extent is the current secondary school Religious Education syllabus “...life –centred and relevant to the situation in Swaziland.” [25]

QUESTION 2

- 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]

QUESTION 3

Summarise and critique features of the ‘closed model’ of teaching Religious Education. [25]

QUESTION 4

- i) Analyse Ronald Goldman’s (1956) theory of Religious Thinking. [9]
- ii) What teaching strategies would you advise Religious Education teachers to adopt as a result of your understanding of Goldman’s (1964) theory? Use examples from the current Religious Education syllabus content. [16]

QUESTION 5

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’ from the theory. [25]

-----END OF EXAMINATION -----