

# University of Eswatini



## Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 2 EXAMINATION PAPER – OCTOBER 2021

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

**COURSE CODE: CTE 610**

**TARGET GROUP: M.ED 2**

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

**MARKS: 100**

### 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.

**REQUIREMENT: Junior Certificate Religious Education Teaching Syllabus (533)**

[Appendix 1]

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

## QUESTION 1

## COMPULSORY

One of the aims of the Secondary Religious Education Syllabus is stated as "...learners should have acquired an understanding of contemporary **social, economic, and spiritual issues in Swaziland and the globe, in line with biblical teachings**" (Source: Secondary Religious Education Syllabus (2018:7). Ministry of Education: Government Press).

Using the above aim, choose a '**social**' issue from the attached Religious Education Junior Secondary Teaching Syllabus to develop a 40 minutes lesson plan for a Form 3 class. The lesson plan should illustrate active participation of learners and utilization of a variety of teaching methods and resources. [25]

## QUESTION 2

Bigelow *et al.* (1994) describe a "social and pedagogical vision that is characterized by several interlocking components that together comprise a social justice classroom". (p.4).

Critically analyse Religious Education classrooms in Eswatini in the implementation of the recently (2017) introduced curriculum in view of what the author views as a social justice classroom. [25]

## QUESTION 3

"Having a degree should not give people power. Real power is being able to make the choice between good and evil, life and death, between empowerment and nurturing of people and putting people down. Education is often viewed as the exit route to a better lifestyle rather than the beginning of a journey, which will take a lifetime." – Mullan, D. (2001).

- a) Discuss the values that education, and Religious Education in particular, promote in its endeavour to push a values based curriculum. (20)
- b) Explain the role that you, as an RE teacher can play at your school to ensure that the subject achieves what you have discussed in (a). (5)

[25]

#### QUESTION 4

“Resources should not be seen as life rafts but valuable teaching tools that support and augment a strong Religious Education curriculum.” (Paprocki, *Thriving as an RE teacher*, 2007: 9).

- a) Explain the reasons for using, and principles for selecting resources in RE teaching and learning. (15)
- b) Identify any two teaching resources and discuss how they can be effectively used in a Religious Education lesson. (10)

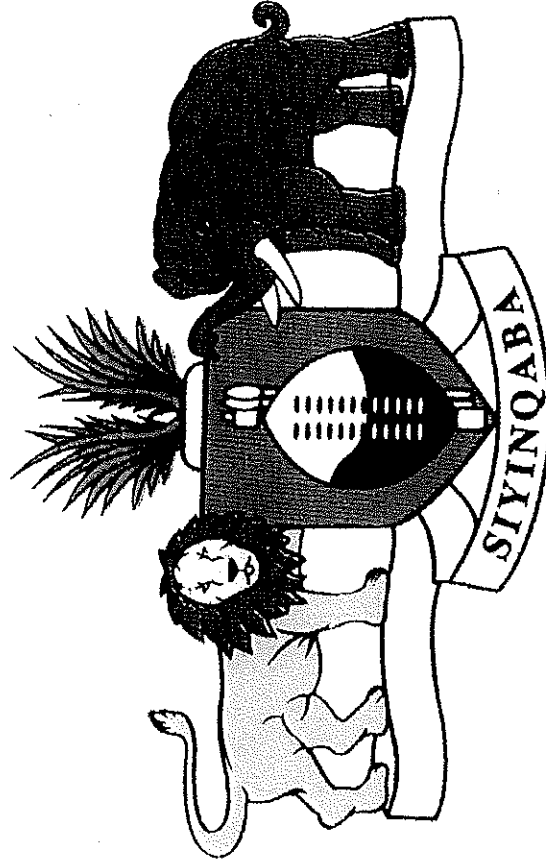
[25]

#### QUESTION 5

- a) Describe the assessment objectives and assessment procedures of the JC Religious Education Assessment Syllabus (533). (15)
- b) With appropriate examples critically evaluate the extent to which you think the new examination is likely to improve or worsen the teaching/learning of Religious Education in secondary/high schools in Swaziland. (10)

[25]

APPENDIX 1  
THE MINISTRY OF EDUCATION AND TRAINING



KINGDOM OF SWAZILAND

**Junior Secondary**  
**RELIGIOUS EDUCATION**  
**TEACHING SYLLABUS**

# **FORM 1-3**

**JANUARY 2017**

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## **AIMS OF SECONDARY RELIGIOUS EDUCATION**

**On completion of the three-year course learners should have:**

1. Developed skills to present and communicate religious issues effectively in diverse Christian learning context
2. Developed growth in the moral, social and spiritual dimension
3. Developed Research skills in Religious Education
4. Developed an understanding of the role played by Christianity to an individual, community and the world
5. Acquired an understanding of the major Christian concepts
6. Developed an awareness and appreciation of the dynamics of Christianity
7. Developed an appreciation of Christianity to enable to act in an informed and responsible manner
8. Acquired an understanding of contemporary, social, economic and spiritual issues in Swaziland and the globe, in line with biblical teachings.

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## **METHODOLOGY**

The syllabus is life-centred and relevant to the situation in Swaziland. Teachers will utilize the experiences of the learners and build the lessons progressing from the known to the unknown. The syllabus has therefore adopted the learner centred approach which places emphasis on the person who is doing the learning than the instructor (Blumberg, P. 2008; Weimer, M. 2002; Coffman, S.J. 2002). The main instruction methods will be Holy Bible reading, discussion and storytelling. Teachers are advised to use learner centred approach which put the learner at the centre of the teaching/learning process. The teacher is expected to help link the Scripture to the learners' real life situations and experiences.

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## **TEACHING TIME**

Form 1-3 six periods of 40 minutes per week

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## **TEXTBOOK AND RESOURCES**

Revised Standard Version

Bible Commentaries

## **ASSESSMENT OBJECTIVES**

The main assessment objectives in Religious Education are:

- a) Knowledge and understanding
- b) Analysis and application
- c) Interpretation and evaluation

### **i) Knowledge and understanding**

Learners should be able to:

- Recall, define, tell, list, state, name, outline, describe, select, summarize, match and present relevant and factual information in Religious Education.
- Demonstrate understanding of concepts in Religious Education.
- Account, distinguish, explain, illustrate, characterize.

### **ii) Analysis and application**

- Examine, distinguish and identify the main theme or idea, recognize patterns and deduce relationships, draw conclusions based on reasoned consideration of facts, beliefs and evidence.
- Analyse and show diverse Christian approaches to social economic and spiritual problems.

### **iii) Interpretation, Evaluation**

- Show awareness of the attitudes, beliefs and values in current socio-economic, spiritual and other related issues in Christianity.

- Justify and evaluate solutions to socio-economic, physical and spiritual problems/issues.

**CURRICULUM CONTENT**

<b>FORM</b>	<b>MAJOR STRANDS</b>	<b>GENERAL OBJECTIVES</b>	<b>SUB-STRANDS</b>	<b>TEACHING STRATEGIES</b>	<b>EXPLANATORY NOTES</b>
<b>FORM 1</b>	<b>INTRODUCTIO N TO RELIGIOUS EDUCATION</b>	To trace the history and origin of Christianity  Appreciate the importance of knowing the background history of life events	<ul style="list-style-type: none"> <li>• Definition of Religion</li> <li>• Reasons for studying Religious Education</li> <li>• Origins of Christianity</li> </ul> Background history of Christianity (geographic and climatic features of the land of Palestine, the nature of the groups of people living in Palestine at the time of Christ, the religious outlook of the Jews of the time).	Brainstorming, guided conversation, map exploration, guided discovery, pair work.	Discuss reasons in the light of aims of the syllabus.

			<p><b>THE BIBLE</b></p> <p>Describe the structure and demonstrate the use and the importance of the Holy Bible.</p> <p>To reflect on the sacredness of the Bible and the respect it ought to be given</p>	<ul style="list-style-type: none"> <li>• The structure of the Bible</li> <li>• Types of Literature found in the Bible</li> <li>• The authority of the bible (Hebrews 1:1-2, 2Timothy 3:16, Revelations 22:18, 2 Peter 1:20-21)</li> <li>• The use of the Bible in Christian life and worship</li> <li>• Respect of the Bible</li> </ul>	<p>Bible reading, Group work, guided research, group presentations and Holy Bible reading.</p>	<p>Focus on the number of books and how they are packaged</p>	



<p><b>CREATION AND THE FALL OF MAN</b></p>	<p>Explain how and why God created the universe</p> <p>Describe how humanity fell into sin and the consequences thereof</p> <p>Identify the sins that people commit in their everyday life and their consequences.</p>	<ul style="list-style-type: none"> <li>• The Biblical accounts of creation and their meaning Genesis 1 and 2</li> <li>• Attributes of God from the creation accounts Genesis 1 and 2</li> <li>• The biblical teaching on the origin of sin and its consequences i.e.             <ul style="list-style-type: none"> <li>(i) Alienation from God (Genesis 3:9-11)</li> <li>(ii) Suffering (Genesis 2-3; Luke 15:11-19)</li> <li>(iii) Guilt/shame (Gen 3:1-10)</li> <li>(iv) Death (Gen 2-3)</li> </ul> </li> </ul>	<p>Bible-reading, class discussions, role-playing, monologue, exposition, story-telling.</p>	<p>There are two creation accounts- use both</p>
<p><b>FAITH AND GOD'S PROMISES: ABRAHAM</b></p>	<p>Explain how Abraham was called.</p>	<ul style="list-style-type: none"> <li>• The call of Abraham ( Genesis 11:24-32, 12:1-9)</li> <li>• Definition of the term faith in God ( Hebrews 11:1-6)             <ul style="list-style-type: none"> <li>(i) Abrahams acts of faith in God ( Genesis 12:1-9, 15:1-6, 17:23-24, 21:1-7, 22:1-19)</li> </ul> </li> <li>• God's promises to Abraham and their</li> </ul>	<p>Story-telling, discussion, debate, case study and Holy Bible reading.</p>	

		<p>Describe the relationship between God and his people through the covenant.</p> <p>Discuss the type of promises that people make in everyday life and the importance of keeping those promises.</p>	<p>relevance to Christians today (Genesis 12: 2-3, 15:1-21, 21:17, 17:1, 8 17:15-18)</p> <ul style="list-style-type: none"> <li>• The meaning of the term covenant</li> <li>• God's covenant with Abraham and its importance (Genesis 15:1-19)</li> <li>• Circumcision: <ul style="list-style-type: none"> <li>(i) The importance of circumcision to Abraham and His descendants (Genesis 17:1-16)</li> </ul> </li> </ul>		<p>Emphasis on Abraham's circumcision</p>
<p><b>SINAI COVENANT</b></p>	<p>Describe God's power and sovereignty.</p> <p>Explain the</p>	<ul style="list-style-type: none"> <li>• The call of Moses (Exodus 3:1-22)</li> <li>• The plagues (Exodus 7:14 - 11:1-10)</li> <li>• The Passover (Exodus 12: 1-31)</li> <li>• The Mass Exodus <ul style="list-style-type: none"> <li>(i) The crossing of the Red Sea (Exodus 14:5-31)</li> <li>(ii) Provision of Manna and quails (Exodus 16:1-35)</li> </ul> </li> <li>• The making of the Sinai Covenant</li> </ul>	<p>Bible reading, dramatisation, audio-visuals, picture collage group work and presentations.</p>	<p>Note that you do not get into depth of these issues/events</p>	

		<p>significance of the Sinai Covenant</p> <p>Appreciate that there is always a chance to renew a broken covenant or promise.</p>	<p>(Exodus 19,24:1-80)</p> <ul style="list-style-type: none"> <li>• The Ten Commandments (Exodus 20:1-17)</li> <li>(i) The breaking of the Sinai Covenant (Exodus 32:1-35)</li> <li>(ii) The renewal of the Sinai Covenant (Exodus 34:1-35)</li> </ul>		
<p><b>LEADERSHIP IN ISRAEL: KING SAUL, KING DAVID AND KING SOLOMON</b></p>	<p>Describe how and why the kingship was established in Israel.</p>	<ul style="list-style-type: none"> <li>• Kingship in Israel: i. e, King Saul, King David and King Solomon (1 Samuel 8:1-9, 1 Samuel 8:10-20)</li> <li>• King Saul (1 Samuel 10)</li> <li>• King David</li> <li>(i) King David's achievements and failures as king of Israel (1 Samuel 16: 1-23, 2 Samuel 6:1-15)</li> <li>(ii) King Solomon's achievements and failures (1 Kings 3-12)</li> </ul>	<p>Guided research, Bible reading, story-telling, debates.</p>	<p>Focus on the anointing of the kings</p> <p>Talk about the kingdom of Israel divided into two kingdoms (Northern &amp; Southern)</p>	

FORM 2	<p><b>THE OLD TESTAMENT PROPHECIES ABOUT MESSIAH</b></p>	<p>Explain how the Old Testament foretells the coming of the Messiah</p> <p>Describe the importance of linking the Old Testament to the New Testament to show that events in the Bible are a one continuous story.</p>	<ul style="list-style-type: none"> <li>• The Old Testament Prophecies about the coming of the Messiah and the concept of the Messiah in the New Testament (Matthew 1:26, Matthew 2:5, Matthew 3:3)</li> <li>• The role of John the Baptist (Isaiah 40: 3 – 5; Malachi 3:1: 4: 5 – 6)</li> </ul>	<p>Holy Bible reading, class discussion, guided conversation, role -playing.</p>	<p>Parallel of synoptic gospel with prophets</p>
	<p><b>THE INFANCY AND EARLY LIFE OF JESUS</b></p>	<p>Explain how the birth of Jesus fulfils the Old Testament prophecies.</p> <p>Appreciate the historical fact that Jesus was born and he</p>	<ul style="list-style-type: none"> <li>• The Annunciation (Luke 1: 26 - 38)</li> <li>• The birth of John the Baptist (Luke 1:57 – 80)</li> <li>• The birth of Jesus (Luke 2: 1 - 20)</li> <li>• Dedication (Luke 2: 21 – 40)</li> <li>• The boy Jesus at the Temple (Luke 2:41 – 52)</li> </ul>	<p>Role-playing, Holy Bible reading, Discussion, panto-miming.</p>	

		grew up the normal way like every child		
<p><b>THE GALILEAN MINISTRY</b></p>	<p>Describe the life and ministry of Jesus in Galilee.</p> <p>Indicate how the teachings of Jesus can be applied in everyday life</p>	<ul style="list-style-type: none"> <li>• Ministry of John the Baptist               <ul style="list-style-type: none"> <li>i) The preaching of John the Baptist (Luke 3: 1 – 20)</li> <li>ii) The baptism of Jesus (Luke 3:21 0-22)</li> </ul> </li> <li>• Ministry of Jesus Christ               <ul style="list-style-type: none"> <li>i) The temptation of Jesus (Luke 4: 1 – 13)</li> </ul> </li> <li>• Jesus calls his disciples (Luke 5: 1 – 11),</li> <li>• True discipleship (Luke 6:12 - 16,- 49)</li> <li>• Jesus begins work in Galilee and is rejected at Nazareth (Luke 4:14 – 30), (Luke 5: 12 – 6:11)</li> <li>• The sermon on the plain (Luke 6: 17 – 49)               <ul style="list-style-type: none"> <li>i) Jesus' works of compassion(Luke 7: 11 – 17)</li> <li>ii) Assurance to John the Baptist (Luke 7:18 – 35)</li> </ul> </li> <li>• Teachings of Christ               <ul style="list-style-type: none"> <li>iii) Forgiveness of the sinful woman (Luke 7:36 – 8:3) Jesus teaching on faith and humility (Luke 9: 37 – 50)                   <ul style="list-style-type: none"> <li>o Forgiveness</li> <li>o Judging others</li> <li>o Humility</li> </ul> </li> </ul> </li> </ul>	<p>Holy Bible readings, Dramatisation, monologue, class discussion, exposition.</p>	

		<p>Appreciate the unlimited power of Jesus over life challenges</p>	<ul style="list-style-type: none"> <li>• Miracles of Jesus <ul style="list-style-type: none"> <li>i) The healing of the Centurion's servant (Luke 7: 1 – 10)</li> <li>ii) The raising of the son of the widow of Nain (Luke 7: 11 – 17)</li> <li>iii) The calming of the storm (Luke 8: 22 – 25)</li> </ul> </li> <li>• The identity of Christ (Luke 9: 18 – 27)</li> <li>• The transfiguration (Luke 9: 28 – 36)</li> <li>• Peter's confession</li> </ul>	<ul style="list-style-type: none"> <li>o Retaliation</li> </ul>	
<p><b>THE JOURNEY AND THE MINISTRY OF JESUS IN JERUSALEM</b></p>	<p>Describe Jesus' warnings to his disciples.</p> <p>Explain why Jesus used parables as a teaching method in his ministry.</p>	<ul style="list-style-type: none"> <li>• Jesus' warnings against false teachings i.e. (Luke 11:37 – 12: 1 – 12) <ul style="list-style-type: none"> <li>i) The hypocrisy of the Pharisees</li> <li>ii) Material possessions (Luke 12: 13 -34)</li> <li>iii) Watchfulness and readiness and signs of the times(Luke 12: 35 -59)</li> </ul> </li> <li>• Parables about the kingdom (Luke 13) <ul style="list-style-type: none"> <li>i) Mustard seed (Luke 13: 18 -21)</li> <li>i) The great feast (Luke 14: 15 – 24)</li> <li>ii) The cost of discipleship (Luke 14: 25 – 33)</li> </ul> </li> <li>• Parables about the lost (Luke 15:1 – 32) <ul style="list-style-type: none"> <li>i) Parable of the lost sheep (Luke 15: 3 – 7)</li> <li>ii) Parable of the lost coin (Luke 15 : 8 – 10)</li> <li>iii) The parable of the lost Son (Luke</li> </ul> </li> </ul>	<p>Dramatisation, guided discovery, exposition, Bible reading, class discussion.</p>	<p>The following life lessons can be covered:</p>	

		Discuss the meaning and life lessons drawn on the given parables	<p>15: 11 – 24)</p> <ul style="list-style-type: none"> <li>Persistence and Humility in Prayer (Luke 18: 1 – 14) <ul style="list-style-type: none"> <li>i) Parable of the widow and the unjust judge (Luke 18: 1 – 18)</li> <li>ii) Parable of the Pharisee and the Tax Collector (Luke 18: 1 – 18)</li> </ul> </li> </ul>		God's singular devotion to caring for people such that he goes searching for the lost; to pray ceaselessly for God to meet your needs; and the importance of one's humility when praying.
		Outline the events that led to Jesus' death	<ul style="list-style-type: none"> <li>The triumphant entry into Jerusalem (Luke 19: 28 – 40)</li> <li>Cleansing of the temple (Luke 19: 41 – 48)</li> <li>Jesus' conflicts with the Jewish leaders (Luke 20: 1 – 21: 1 – 4)</li> <li>Predictions of trials, troubles and persecutions to come (Luke 21: 5 – 38)</li> </ul>	Miming, storytelling, group work, Presentation, class discussion, dramatization.	Focus on Jesus being questioned about his authority, taxes and the resurrection.
		Describe how Jesus' predictions lead to His imminent death. Explain the importance of personal sacrifice for a			Make reference to examples of sacrifice for a noble cause e.g. sharing with others your time,

		noble cause despite opposition			possessions and knowledge even when there are difficulties.
	<p><b>JESUS' PASSION, DEATH AND RESSURECTION</b></p>	<p>Explain the significance of Jesus' suffering and resurrection</p> <p>Reflect on the importance of consistency and faithfulness to a given assignment</p>	<ul style="list-style-type: none"> <li>• The Last Supper (Luke 22:1-38)</li> <li>• Prayer on Mount Olives, betrayal and arrest (Luke 22:39-53)</li> <li>• The denial by Peter, trial, crucifixion, death and burial (Luke 22:57-71, 23:1-56)</li> <li>• The resurrection (Luke 24:1-53) <ul style="list-style-type: none"> <li>(i) Witness to the risen Christ</li> <li>(ii) Testimony of the holy women</li> <li>(iii) The disciples on the way to Emmaus</li> <li>(iv) Appearance of Jesus to the disciples</li> <li>(v) Jesus' ascension to heaven</li> </ul> </li> <li>• The significance of passion, death and resurrection to Christians</li> </ul>	<p>Dramatization, monologue, Bible reading, group discussion, guided conversation, notes making.</p>	



FORM 3	CHRISTIANITY AND SOCIAL BEHAVIOUR	Explain the importance of life and Christian values  Discuss the sanctity of life.	<p><b>Self-respect and Integrity</b> 1 Corinthians 6:19-20, Ephesians 5:4</p> <p><b>Suicide</b></p> <p>2 Samue17:23, Isaiah 41:10, Jeremiah 1:5- more relevant to abortion , Exodus 20: 13, Jeremiah 29:11</p> <p><b>Abortion</b></p> <p>Jeremiah 20:17, Psalm 127:3-5, Galatians 1:15 Jeremiah1:5</p>	Guided discovery Group Discussion Research Presentations	
		Describe practical ways that demonstrate love and concern for humanity	<p><b>Poverty and wealth</b></p> <ul style="list-style-type: none"> <li>• Teachings on poverty and wealth ( Proverbs 23:4-5; Psalm 37:16-17, Proverbs 13:11; Ecclesiastes 5:10; Matthew 6:19, Acts 10:30</li> <li>• Taking care of the sick and elderly (Luke 10:30-37; 1 Timothy 5:1-8 Roman 13:8; Proverbs 19:17</li> </ul>	Guided discovery Brainstorming Discussion Holy Bible reading	
		Explain the dangers and consequences of	<b>Crime and punishment</b> Leviticus 24:19-20	Research Presentation Discussion	

		crime	( be cautious about eye for an eye) Matthew 7:2 John 8:7 <b>Abuse</b> <ul style="list-style-type: none"> <li>• Sexual(2 Samuel 13:1-ff)</li> <li>• Physical</li> <li>• Emotional</li> <li>• Financial(2Thess 3:7)</li> </ul>	Holy Bible reading	
		Discuss the damage caused by abuse on a person's body, integrity and self-esteem.			