

Course Code: EDC 375 (M) 2012

# **UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**(DEPARTMENT OF CURRICULUM AND TEACHING)**

**SEMESTER II FINAL EXAMINATION PAPER – MAY 2012**

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

**COURSE CODE : EDC 375**

**STUDENTS : B.Ed III and PGCE**

**TIME : THREE (3) HOURS**

**TOTAL MARKS : 100 MARKS**

**INSTRUCTIONS :**

- 1. The paper is divided into Three sections:**
  - 1.1 Section A. (Short Answer Questions)**
  - 1.2 Section B (Application)**
  - 1.3 Section C. (General knowledge)**
- 2. Answer ALL questions in section A; answer ONE question in section B; and answer TWO questions in section C**
- 3. Marks are indicated against each question.**

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

**SECTION A Compulsory**

**QUESTION ONE**

**Answer all questions in this Section. Each question is worth five (5) marks.**

- i). Assessment plays an important role in a teaching/learning situation. Give and explain any two principles an RE teacher needs to apply when designing an assessment for his/her students
- ii) Give two reasons why testing should be an integral part of your teaching as an RE teacher.
- iii) Explain when testing may not yield a measurement.
- iv) One of the developments in assessment is the introduction of the Criterion-Referenced versus the Norm-referenced testing. Explain the difference between the two assessment approaches state and how the two can complement each other in Religious Education.
- v) Describe the process of designing a 'table of specification' for a CRT test.

[25]

**SECTION B. APPLICATION**

**ANSWER ANY ONE QUESTION FROM THIS SECTION**

**QUESTION TWO**

Use the SGSCE Religious Education Syllabus attached to construct a Form IV end of month test from a topic area of your choice. Its duration should be 120 minutes.

[25]

**QUESTION THREE**

Illustrate how you would use 'song and dance' as a resource for teaching a 'social issue' topic.

[25]

## **SECTION C GENERAL ESSAYS**

**ANSWER ANY TWO QUESTIONS FROM THIS SECTION**

### **QUESTION FOUR**

Choose any TWO types of objective tests:

- a) Describe each type (3)
- b) Explain conditions under which each is used ( $2 \times 2 = 4$ )
- c) State rules of setting (any  $5 \times 1 \times 2 = 10$ )
- d) Identify strengths of each test type (any 4 per type = 8). [25]

### **QUESTION FIVE**

- a) Conceptualise testing. (5)
- b) Discuss the decisions an RE teacher can make based on test results of his/her students. (4 X 5 = 20) [25]

### **QUESTION SIX**

Every religion has its own characteristics. These are features that make a religion unique. The characteristics of religion help to guide the followers on the most important day-to-day aspects of their faith (Shongwe, 2006)

- a) Why is it important for the RE teacher to know these features of a religion (1)
- b) Describe the six characteristics of religion with reference to Swazi Traditional Religion (24) [25]

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**END OF EXAMINATION**

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**Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places**

- Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Pentecost, Ascension – in all cases the original events remembered in the observance as well as the way the day or season is observed
- Pilgrimage:  
Bethlehem, Jerusalem, Nazareth, Rome (St Peter's), Lourdes  
Local places – Somhlolo National church, Florence for the Catholics, Emanganganeni for the Red Gowns, Ngome in Vryheid (Kwazulu Natal) for the Catholics, Moria for the Zion Christian Church

**Topic 4 Religion and the Family, Rites of Passage**

- Birth rituals (baptism/dedication)
- Believer's baptism, confirmation
- Marriage
- Funerals
- What Christianity teaches about:  
Personal relationships e.g., husband and wife, parents and children  
Divorce  
Chastity  
Nurturing of the young  
The role of women

Note: The influence of Swazi Traditional Religion practice on Christian worship should be considered where appropriate.

**Topic 5 Religion and Social Action, Moral and Ethical Behaviour**

Christian teachings supporting or applied to:

Social Action:

- Missionary work
- The use of money
- Religious aid organisations
- Nurturing and educating of the youth
- Care of the sick and elderly

Moral and Ethical Behaviour:

- Respect for personal integrity
- Teachings against abuse, exploitation, violence; for the relief of poverty, provision of education and health care
- Care for the environment
- Distribution of wealth
- Population control and prevention of HIV/AIDS
- Sexual orientation
- Suicide
- Abortion
- Euthanasia
- Discrimination and prejudice

SGCSE RELIGIOUS EDUCATION Syllabus 6893  
November 2011 and November 2012 Examinations

SWAZI TRADITIONAL RELIGION
<p><b>Topic 1 Beliefs and Major Figures</b></p> <ul style="list-style-type: none"> <li>• Beliefs: Supreme Being, Ancestor veneration, Spirits (evil and good), Witchcraft</li> <li>• Major figures: King, Queen Mother, the elderly, chiefs</li> </ul>
<p><b>Topic 2 Worship, Sacred Writings and Traditions</b></p> <ul style="list-style-type: none"> <li>• Worship: places of worship</li> <li>• Style of worship (nationally, community, family); private and public</li> <li>• Leaders of worship (nationally, community, family)</li> <li>• Sacred sources (myths, songs, dances, sacred places, rituals, personal and praise names, beliefs and customs)</li> </ul> <p>Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.</p>
<p><b>Topic 3 Festivals and Fasts, Pilgrimage and Sacred Places</b></p> <ul style="list-style-type: none"> <li>• Pilgrim Festivals: National (Incwala, UMhlanga, Baganu, Butimba), Community, Sibhimbi, (e.g., chief installation)</li> <li>• Fasts: National Kutila (e.g., drought, kuluma)</li> <li>• Family: Kuphahla</li> <li>• Sacred places in the family (kagogo, emadlizeni, esibayeni); National (cattle byre, mountains, and rivers)</li> </ul>
<p><b>Topic 4 Religion and the Family, Rites of Passage</b></p> <ul style="list-style-type: none"> <li>• Family structure (nuclear, extended)</li> <li>• Relationships and responsibilities of members of the family for nurturing of the young at esangweni, egumeni</li> <li>• The role of women</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Birth Ceremonies – pregnancy-taboos and rituals (e.g., kukhishwa/ kukhokhwa endlini, kuyiswa emshini)</li> <li>• Initiation ceremonies (kutfonjiswa)</li> <li>• Marriage ceremonies: kucelwa, kutekwa, umtsimba, kulobola</li> <li>• Death, funeral ceremonies and rituals: Umdzambayi, Kubikela labaphansi, kubuyisa, kutila, kugeza emanti and mourning</li> </ul> <p>Note: The influence of Christian practice on Swazi Traditional Religion should be considered where appropriate.</p>

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- Style of worship (nationally, community, family); private and public
- Leaders of worship (nationally, community, family)
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**Topic 5 Religion and Social Action, Moral and Ethical Behaviour**

Religious teachings supporting or applied to:

**Social Action:**

- The use of wealth
- Community support for the disadvantaged
- Nurturing and educating of the youth
- Taking care of the elderly, sick and the needy

**Moral and Ethical Behaviour:**

- Sexual orientation
- Domestic violence
- Suicide
- Population control (e.g., contraception, prevention of HIV/AIDS)
- Abortion
- Discrimination and prejudice
- Respect for personal integrity
- Care for the environment
- Teaching *against* abuse, exploitation, violence; for the relief of poverty, provision of education and health