

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 1 FINAL EXAMINATION PAPER – MAY 2012

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

COURSE CODE : EDC 637

STUDENTS : M.ED II

TIME : THREE (3) HOURS

TOTAL MARKS : 100 MARKS

INSTRUCTIONS :

- 1. There are TWO sections in this Paper.**
- 2. Section A is Compulsory. Answer any THREE questions in Section B.**
- 3. All questions carry equal marks**

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THE INVIGILATOR**

QUESTION ONE – COMPULSORY

Teaching for social justice is an educational philosophy designed to promote socioeconomic equality in the learning environment and instill these values in students. Educators may employ social justice instruction to promote unity on campus, as well as mitigate boundaries to the general curriculum (Russo, P. (1994) *What does it mean to teach for social justice?* SUNY Oswego. Retrieved 5/20/07)

Discuss the role of the Religious Education teacher in achieving what Russo (1994) perceives as the goal for promoting social justice in a Religious Education class in the context of Swaziland. [25]

QUESTION TWO

Schools in Swaziland are required, as part of their provision of a broad and balanced curriculum for pupils, to provide Religious Education in accordance with the Agreed Syllabus in such a way as to meet the specific needs of individuals and groups of pupils.

Discuss the principles the Religious Education teacher needs to observe in planning and teaching the RE IGCSE Agreed Syllabus. [25]

QUESTION 3

- a) What is meant by 'religious tolerance' in Religious Education? (5)
- c) Examine factors influencing religious intolerance in current Swaziland? (5)
- b) Using appropriate examples explain how a Religious Education teacher can ensure that religious tolerance is inculcated in his/her students. (15) [25]

QUESTION 4

"Resources should not be seen as life rafts but rather valuable teaching tools that support and augment a strong RE curriculum." (Thriving as an RE Teacher, 2007:9).

- a) Explain principles for selecting and using resources in RE teaching. (10)
- b) Identify any two teaching resources that a Religious Education teacher can use and explain how these resources can be effectively used in a Religious Education class (15). [25]

QUESTION 5

Religious and moral education can play a major role in developing our young people's abilities to contribute to society (www.curriculumforexcellencescotland.gov.uk)

Discuss the validity of this statement in the context of Swaziland highlighting what the RE teacher can do to achieve this goal. [25]

QUESTION 6

- a) Discuss the quality of teaching and learning that the current multi-faith SGCSE Religious Education Syllabus demands from the RE teacher in Swaziland. (15)
- b) What are possible limitations that a Religious Education teacher may encounter in the execution of the syllabus? (10) [25]

----- **END OF EXAMINATION PAPER** -----