



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2016**

**PROGRAMME:** B Ed  
**MODULE:** Subject Methodology Religion Studies  
**CODE:** XRE0000  
**TIME:** 3 Hours  
**MARKS:** 100  
**EXAMINER:** Mr R Sibanda  
**MODERATOR:** Mrs D Kohaly (UJ)

(This paper consists of 6 pages)

**INSTRUCTIONS**

**Read the following instructions carefully before answering the questions.**

1. This paper consists of TWO Sections
2. Section A is compulsory [TWO questions]
3. Answer any TWO questions in section B.
4. Read questions carefully.

**SECTION A: COMPULSORY**

**QUESTION 1: RELIGION AND KNOWLEDGE**

Design a comprehensive lesson plan for any FET Phase (grade 10-12).

Use the provided extract from CAPS Document (Addendum A) and do the lesson plan on the provided template (Addendum B) which you must submit with your answer sheet. Your lesson plan must have the following:

- |  |     |
|--|-----|
| 1.1 Topic                              | (1) |
| 1.2 Objectives                         | (2) |
| 1.3 Context                            | (2) |
| 1.4 Content                            | (3) |
| 1.5 SKV (skills, knowledge and values) | (3) |
| 1.6 Teaching media and resources       | (2) |
| 1.7 Introduction                       | (3) |
| 1.8 Teaching strategies                | (2) |
| 1.9 Teaching/learning activities       | (4) |
| 1.10 Summary/Conclusion                | (3) |

## QUESTION 2: RELIGIONS OF THE WORLD

In your module and in the Policy on Religion Education in South Africa (FET) level different religions are covered.

2.1 From each group of words below, choose the word that does NOT fit. Write only the word that does NOT fit next to the question number (2.1.1 – 2.1.5) in the ANSWER BOOK.

- 2.1.1 Bhagavad Gita; Ramayan; Qur'an; Vedas (1)
- 2.1.2 Christianity; African Traditional Religion; Islam; Judaism (1)
- 2.1.3 Arabic; Hebrew; Sanskrit; English (1)
- 2.1.4 Nirvana; Moksha; Judgment Day; Karma (1)
- 2.1.5 Muhammad; Allah; Baha'u'llah; Abu Bakr (1)

2.2 Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question number (2.2.1 – 2.2.5) in the ANSWER BOOK.

- 2.2.1 (Christianity/Buddhism/African Traditional Religion) states that 'when a human being dies, he/she departs to the land of the spirits'. (1)
- 2.2.2 Jewish worship takes place in a (mosque/church/synagogue). (1)
- 2.2.3 Baha'u'llah's oldest son is (Abdu'-Baha/Hassan/Adam). (1)
- 2.2.4 Catholicism and Protestantism are the two main divisions of (Judaism/Islam/Christianity). (1)
- 2.2.5 (Ideologies/World views/Parables) are used by religious adherents to bring across a moral or philosophical idea. (1)

2.3 **Define** the following concepts in the context of religion:

- 2.3.1 belief (2)
- 2.3.2 doctrine (2)
- 2.3.3 myth (2)
- 2.3.4 dogma (2)

2.4 In TWO sentences briefly explain the concept of the *Supreme Being* as understood in African Traditional Religions. (2)

2.5 Choose any **ONE** of the religions you studied in this module and discuss in detail the importance of one ritual in this religion. (5)

**[25]**

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**SECTION: B- Answer any TWO questions****QUESTION 3: RELIGION AND POLITICS**

Below are some of the rights mentioned in the *Universal Declaration of Human Rights*.

Every human being has the right to:

1. Freedom from discrimination
2. Life, liberty and personal security
3. Equality before the law
4. Community duties essential to free and full development
5. Remedy by competent tribunal
6. Free movement in and out of the country
7. Marriage and family
8. Own property
9. Freedom of belief and religion
10. Freedom of opinion and information
11. Education
12. Social order assuring human rights

Discuss the role of various religions in the South African struggle for human rights. To support your answer, select any FIVE of the human rights mentioned above and provide examples of these. **[25]**

**OR**

**QUESTION 4: RELIGION EDUCATION IN SOUTH AFRICAN SCHOOLS**

- 5.1 Discuss the attitude of learners or/and teachers towards the teaching of Religion Education in the schools. (12)
- 5.2 From a teaching perspective, discuss the relevance of Religion Education in the South African school curriculum. (13)

**[25]**

**OR**

**QUESTION 5: RELIGION IN SOCIAL LIFE**

Society has changed with regard to a modern life style. ***Investigate and report*** on how leisure, in terms of relaxation and recreation, has changed, especially from an ethical point of view. **[25]**

**TOTAL: 100**

## ADDENDUM A

## RELIGION STUDIES GRADES 10-12

## SECTION 3

## 3.1 Overview of topics

	Topic	Grade 10	Grade 11	Grade 12
1.	Variety of Religions	<ul style="list-style-type: none"> <li>• Various clusters of religions</li> <li>• The beginnings of the religions of the world</li> <li>• The nature of the religions in South Africa</li> <li>• Statistical spread of religions</li> <li>• Interaction of religions</li> </ul>	<ul style="list-style-type: none"> <li>• Main developments of religions</li> <li>• The mutual interdependence of religion and social factors</li> <li>• Influence and adaptation between religions</li> <li>• Important concepts</li> <li>• Approaches aimed at interreligious dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual distinctions</li> <li>• Internal differentiations within religions</li> <li>• Main features of such differentiations</li> <li>• Unique features of various religions</li> <li>• History and present dynamics of inter-religious relationships</li> </ul>
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Definitions of religion</li> <li>• Aspects of understanding religion</li> <li>• Major dimensions common to all religions</li> <li>• Origins of religions</li> <li>• Roles of social forms, institutions and roles in religion</li> <li>• Social forms that have been produced in various religions</li> <li>• Leadership roles produced in various religions</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols</li> <li>• Theories about religion</li> <li>• The nature and role of narrative and myth in religion</li> <li>• Types of rituals and their role in religions</li> <li>• Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religious teachings</li> <li>• The central teachings in one religion</li> <li>• Normative sources in various religions</li> <li>• Interpreting one normative source</li> <li>• Analysis of secular worldviews</li> <li>• The origin, purpose and influencing factors behind at least two worldviews</li> </ul>
3.	Topical issues in society	<ul style="list-style-type: none"> <li>• Topical issues in South Africa</li> <li>• Topical issues in Africa and the world</li> <li>• Principles of ethical decision-making pertaining to public life</li> <li>• Religions and economics</li> <li>• Critical analysis of the relationship between religions and economics</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and the state</li> <li>• How religious beliefs influence the development of state policies and practices</li> <li>• Religion and politics</li> <li>• Religions and the natural environment</li> <li>• Co-responsibility and cooperation of religions</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a strategy to solve a major social problem</li> <li>• Role of media in influencing public opinion on religion</li> <li>• Religious freedom, human rights and responsibilities</li> </ul>
4.	Research into and across religions	<ul style="list-style-type: none"> <li>• Important principles of research in Religion Studies</li> <li>• Rituals</li> <li>• Inter-religious relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews on gender issues</li> <li>• Relaxation and leisure from an ethical point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Religion in areas of conflict in South Africa, Africa and the world</li> <li>• Religion and the natural Sciences</li> </ul>

## ADDENDUM B

<b>SCHOOL:</b> Teaching Experience High School		<b>TERM:</b>
<b>TEACHER:</b> Ms/Mr		<b>DURATION:</b>
<b>SUBJECT:</b> Religion Studies		<b>NO LEARNERS:</b>
<b>PHASE:</b> Senior Phase		<b>DATE:</b>
<b>GRADE:</b>		
<b>TOPIC:</b>		
<b>LESSON:</b>		
<b>LESSON AIMS AND OBJECTIVES:</b> At the end of the lesson, learners should be able to:		
1.		
2.		
<b>CONTEXT (CLASS-SIZE, LEARNER RELIGIOUS AND CULTURAL BACKGROUNDS, LOCATION OF CLASS, ENVIRONMENT, ETC)</b>		
<b>SPECIFY CONTENT TO BE TAUGHT: (ALSO ATTACH A SEPARATE LIST OF SOURCES FROM WHICH YOU OBTAINED THE CONTENT.)</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>VALUES</b>
<b>TEACHING MEDIA AND LEARNING MATERIALS (BOOKS, ETC) NEEDED</b>		
<b>INTRODUCTORY/INVITATIONAL PHASE (HOW ARE YOU GOING TO MAKE LEARNERS INTERESTED IN YOUR LESSON?)</b>		
<b>TEACHER-ACTIVITIES</b>	<b>LEARNER-ACTIVITIES</b>	
1.	1.	
2.	2.	
<b>TEACHING PHASE (engaging with new content)</b>		
<b>EXAMPLES OF TEACHING STRATEGIES</b>		
Question-and-answer		
Small group work		
Demonstration		
Direct Instruction		

<i>Discussion/classroom conversations/quiet or noisy round robin/hot potato method</i>	
<i>Co-operative Learning</i>	
<i>Role-play</i>	
<i>Case study</i>	
<i>Games and story-telling</i>	
<i>Debate</i>	
<i>Worksheets</i>	
<i>Art</i>	
<i>Research projects</i>	
<i>Fieldwork/Excursion</i>	
<i>Other (specify)</i>	

### **TEACHING AND LEARNING ACTIVITIES**

<b>TEACHER-ACTIVITIES</b>	<b>LEARNER-ACTIVITIES</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### **SUMMARY AND INTEGRATION (HOW THE LESSON WILL BE CONCLUDED)**
