

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER 1 EXAMINATION PAPER – DECEMBER 2015

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : CTE521

STUDENTS : PGCE (F/T)

TIME : THREE (3) HOURS

INSTRUCTIONS : 1. Follow instructions for each section as indicated.
3. Marks are indicated against each question/item

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SECTION A. MULTIPLE CHOICE

QUESTION 1

Answer ALL questions in this section. Indicate the correct answer with X over the letter IN THE QUESTION PAPER. [25]

For the items 1 - 3, indicate the cognitive level at which each objective is in, in Bloom's taxonomy.

By the end of the lesson students should be able to:

1. *Explain* the concept 'religious tolerance'.
 - A. Knowledge
 - B. Synthesis
 - C. Application
 - D. Comprehension

2. *Locate* places of origin of three world religions on a world map.
 - A. Comprehension
 - B. Knowledge
 - C. Application
 - D. Synthesis

3. *Contrast* the myths of creation in Islam and Christianity
 - A. Evaluation
 - B. Comprehension
 - C. Knowledge
 - D. Analysis

For items 4 - 9 indicate the event of instruction described

4. *The teacher asks students about their Christmas holiday and how they celebrated it.*
 - A. Eliciting performance
 - B. Gaining momentum
 - C. Recalling previous Knowledge
 - D. Gaining attention

5. *The teacher discusses the importance of Jesus' birthday to student as viewed by Christians*
 - A. Gaining attention
 - B. Presenting learning materials
 - C. Assessment
 - D. providing learning guidance

6. *The teacher 'goes' over the main points of the lesson*
- A. Presenting objectives
 - B. Eliciting performance
 - C. Retention activity
 - D. Assessment
7. *The teacher groups students to discuss the importance of different sacred objects in Swazi traditional Religion*
- A. Providing learning guidance
 - B. Providing feedback
 - C. Assessment
 - D. Retention activity
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8. *The teacher gives a class exercise on sacred objects in Islam*
- A. Providing feedback
 - B. Retention activity
 - C. Presenting learning materials
 - D. Eliciting performance
9. *The teacher gives the class a reading assignment on sacred objects in Christianity*
- A. Providing learning guidance
 - B. Recalling previous knowledge
 - C. Retention activity
 - D. Assessment

For items 10 – 25 indicate the most correct answer

10. The highest point of Bloom's taxonomy in the cognitive level is...
- A. comprehension
 - B. application
 - C. synthesis
 - D. evaluation
11. Goldman's sub-religious stage deals with children at...years.
- A. 2-6
 - B. 13-16
 - C. 1-2
 - D. 7-12
12. Self-evaluation by the teacher helps him/her to
- A. judge how good he/she has presented the lesson
 - B. see those students who are playful in class
 - C. reflect on how other teachers teach
 - D. reflect on where to improve.
13. Religion continues to be popular in most places because people
- A. are becoming more sophisticated

- B. fear of the unknown
 - C. have a clear understanding of God
 - D. are more compassionate.
14. One basic criteria to be observed when choosing a teaching aid involves
- A. knowing all students by their first names
 - B. considering the adaptability of the presentation to the students' responses
 - C. disregarding the amount of disruption to be caused by the t/aid
 - D. Both B and C.
15. Religious Education is widely regarded as a subject
- A. developing morality
 - B. increasing one's faith
 - C. developing one's sense of security
 - D. providing answers to societal questions.
16. Why is the chalkboard/whiteboard viewed by some teachers as the most versatile AV aid? It
- A. is inexpensive
 - B. is easy to use
 - C. has many uses
 - D. can replace the teacher.
17. The most suitable questioning skill to get students to justify their answers is
- A. probing
 - B. higher order
 - C. divergent
 - D. general
18. Which among the following may not be considered as a source of morality in R.E?
- A. Adherents' experiences
 - B. Religious traditions
 - C. Religions' pilgrimages
 - D. Religions' mythology
19. The question - answer method can best be useful in
- A. getting students to think fast
 - B. revising for a test
 - C. presenting new information
 - D. identifying slow learners
20. The word ethics is more appropriate than morality when dealing with...
- A. sexual matters
 - B. gender differences
 - C. a range of moral behaviour
 - D. corruption matters

21. The term 'supreme being' is mainly used when referring to
- A. ultimate being of a religion
 - B. a superior person in a religion
 - C. the most sacred object of a religion
 - D. None of the above.
22. In lesson presentation, the conclusion mainly...
- A. focuses the students' attention to what is taught
 - B. provides for eliciting of performance from the students
 - C. provides a consolidation of concepts by the teacher
 - D. helps students to acquiring new skills and know ledge
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23. The use of a variety of teaching methods when presenting a lesson is important in that
- A. the teacher displays what he is capable of easily
 - B. students remain entertained and happy
 - C. it accommodates all students' learning styles
 - D. the teacher covers the syllabus quickly
24. The 'pose – pause – pounce' principle applies when the teacher
- A. explains a difficult task to students
 - B. asks questions in class during the lesson
 - C. gives an assignment students do not like
 - D. has over prepared for the lesson
25. Bringing a model or an artefact as a teaching aid is important in that
- A. the real world is brought to class
 - B. it is easy to find
 - C. students learn by seeing
 - D. None of the above

SECTION B. APPLICATION

Answer both questions.

QUESTION 2

2.1 Describe the set induction skill in lesson presentation. (10)

2.2 Prepare a Religious Education Form V micro lesson and demonstrate the set induction skill in teaching (15) **[25]**

QUESTION 3

Scheming is a key activity if a Religious Education teacher is to teach effectively and efficiently. Discuss the importance of this activity, highlighting the main stages in the scheming process. **[25]**

SECTION C. GENERAL QUESTIONS

Answer any ONE Question from this section.

QUESTION 4

a) Explain and illustrate the 'thematic' approach to teaching Religious Education. **[25]**

QUESTION 5

a) Describe Goldman (1964) stages of religious thinking development in children (15)

b) Discuss the implications of Goldman's theory to the teaching of the Religious Education subject in Swaziland (10) **[25]**

END OF EXAMINATION PAPER