

University of Swaziland



Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

MAIN EXAMINATION PAPER – MAY 2017

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : CTE522/IDE-EDC375

STUDENTS : PGCE (F/T)/PGCE (IDE) & B.ED 3 (IDE)

TIME : THREE (3) HOURS

INSTRUCTIONS :

- 1. There are a total of FOUR questions in this question paper**
- 2. Answer ALL questions**
- 3. Marks are indicated against each question**

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

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SECTION A SHORT ANSWER QUESTION

QUESTION 1 Use the APPENDIX A source to answer questions in this section (Each item is worth 5 marks)

- A. Explain what is meant by a test being ‘systematic procedures’?

- B. What are three basic principles of testing in Religious education?

- C. Read the information on evaluation. Outline five decisions a teacher can make about his/her students based on their test results in the teaching of Religious education.

- D. Read the information on assessment principles to answer question D and E. Why is it necessary for the Religious Education teacher to ‘use a variety of assessment procedures’ when assessing students?

- E. Explain any two reasons why keeping a record of assessment is necessary for the Religious Education Teacher.

[25]

SECTION B PRACTICAL SECTION

Use APPENDIX B to answer questions in this section

QUESTION 2

Read the information on ‘blueprint for a question paper’. Use the specification table provided to construct a topic test for any Religious Education class of your choice to be written in 100 minutes (two periods).

[25]

SECTION C GENERAL SECTION

QUESTION 3

- a) List any FIVE types of objective tests (5)
- b) Describe the rules of setting for any FOUR types of objective tests chosen in (a).
(4X5=20) **[25]**

QUESTION 4

- a) Conceptualise assessment. (5)
- b) Discuss the principles of effective assessment in Religious education. (4 x 5 = 20) **[25]**

.....**END OF EXAMINATION PAPER**.....

APPENDIX A
BASIC CONCEPTS AND PRINCIPLES

TEST-
MEASUREMENTS-
ASSESSMENT-
EVALUATION-

TEST

--most commonly used method of making measurements in education. It is also an instrument or systematic procedures for

Designed to

measure any quality, ability, skill or knowledge. There is right or wrong answer.

ASSESSMENT

→ process by which a candidate of a student achievement is obtained and evaluated. Information is obtained relative to objective it include testing, interpreting and placing information in context. It is the process of gathering and organizing data—the basis for decision making (evaluation). Methods of measuring and evaluating the nature of the learner/(what he learned, how he learned)

ANALYSE DER ERGEBNISSE DER VERGLEICHENDE ERHEBUNG

1. Zusammenfassung

Die vorliegende Arbeit hat zum Ziel, die Ergebnisse der vergleichenden Erhebung zu analysieren und zu interpretieren. Es werden die Unterschiede und Gemeinsamkeiten zwischen den verschiedenen Gruppen und den verschiedenen Phasen der Erhebung dargestellt.

Die Ergebnisse zeigen, dass die Unterschiede zwischen den Gruppen in den verschiedenen Phasen der Erhebung bestehen. Die Ergebnisse sind in der folgenden Tabelle dargestellt.

2. Ergebnisse

Die Ergebnisse der vergleichenden Erhebung sind in der folgenden Tabelle dargestellt. Die Ergebnisse sind in der folgenden Tabelle dargestellt.

3. Diskussion

Die Ergebnisse der vergleichenden Erhebung sind in der folgenden Tabelle dargestellt. Die Ergebnisse sind in der folgenden Tabelle dargestellt.

Die Ergebnisse der vergleichenden Erhebung sind in der folgenden Tabelle dargestellt. Die Ergebnisse sind in der folgenden Tabelle dargestellt.

ASSESSMENT PRINCIPLES

1. ADDRESS LEARNING TARGETS/CURRICULAR GOALS

*cognitive *psychomotor *affective

2. PROVIDE EFFICIENT FEEDBACK ON INSTRUCTION

*satisfactory (proceed to next) *unsatisfactory (re-teach)

3. USE A VARIETY OF ASSESSMENT PROCEDURES

*knowledge *skills *attitudes

ENSURE THAT ASSESSMENTS ARE VALID, RELIABLE, FAIR AND USABLE,

Valid - reflects PURPOSE of the test

Reliability - yields CONSISTENCE on the results

Fair - free from BIASES

Usability - PRACTICABILITY, coverage, convenience, economical

KEEP RECORD OF ASSESSMENT

*allow student to document their performance (portfolio)

INTERPRET/COMMUNICATE THE RESULTS OF ASSESSMENT MEANINGFULLY

*test with correct meaning, student can make correct decision, failing scores can motivate, passing can inspire

Appendix B

Blueprint for a question paper'

- ◎ Questions are constructed based of the educational objectives you want to test.
- ◎ Use of Bloom's Taxonomy.
- ◎ Creation of a Table of Specifications.
- ◎ Every item should be accounted for in the table.
- ◎ Should be a guideline to the development of your marking scheme.

Constructing the Table of Specifications

- ◎ Table is usually guided by objectives and topics taught and covered during the term or year.
- ◎ Bloom's Taxonomy also guides the construction of the table but other profiles can be used as necessary.
- ◎ All areas of the taxonomy can be used or areas can be combined as seen fit.

Constructing the Table of Specifications Cont'd.

- ◎ There are verbs associated with the taxonomy which can be used to structure questions under each cognitive level.
- ◎ Weighting increases depending on where in the taxonomy the question falls.

Table of Specifications

Subject Content Or Topics	Knowledge & Comprehension	Application	Analysis, Synthesis & Evaluation	Total