

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

[DEPARTMENT OF CURRIVULUM AND TEACHING]

SEMESTER TWO EXAMINATION PAPER, MAY 2010

- TITLE OF PAPER :** CURRICULUM STUDIES IN RELIGIOUS EDUCATION
- COURSE CODE :** EDC 275
- STUDENTS :** BACHELOR OF EDUCATION
- TIME :** THREE HOURS
- INSTRUCTIONS :**
1. This Paper is divided into THREE sections:
 - i) Section A – Multiple Choice
 - ii) Section B – Application
 - iii) Section C – General
 2. Answer ALL questions in section A. Answer ONE question in Section B and TWO questions in Section C
 3. Marks are indicated against each question

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SECTION A. MULTIPLE CHOICE

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

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

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 Moslems with students'
 - 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
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
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 by some 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 knowledge
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

Choose any ONE question from this section (Number the Question as B1 or B2)

QUESTION 1

- a) Differentiate between the skills of set induction and stimulus variation usually utilised in a Religious Education lesson presentation. (10)
- b) Prepare a Religious Education Form V micro lesson showing how you can use any one of the skills in (2a). (15) **[25]**

QUESTION 2

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 TWO Questions from this section. ((Number the chosen Questions as C1, C2 etc.)

QUESTION 1

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

QUESTION 2

- 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]**

QUESTION 3

Write short notes on the two following teaching methods and, explain how you would use each of them in the teaching of the new IGCSE Religious Education Syllabus:

i) The project method

ii) The debate

[25]

END OF EXAMINATION PAPER