

# University of Swaziland



## Faculty of Education

(DEPARTMENT OF CURRICULUM AND TEACHING)

SEMESTER II FINAL EXAMINATION PAPER – DECEMBER 2013

TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION

COURSE CODE : EDC 275/575

STUDENTS : B.Ed III and PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

1. The paper is divided into Three sections:
  - i) Section A. (Multiple Choice)
  - ii) Section B (Application)
  - iii) Section C. (General Essays)
2. Answer All questions in Section A and B (compulsory question). Answer TWO questions in section C
3. Marks are indicated against each question.

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**SECTION A. COMPULSORY**

**TASK ONE**

**INDICATE THE CORRECT ANSWER WITH AN X OVER THE LETTER IN THE QUESTION PAPER. (N/B failure to follow instructions will result in your work awarded a zero mark)**

1. Taylor (1890) advocated for all the following as characteristics of religion **EXCEPT...**

- A. liturgy
- B. priesthood
- C. founder
- D. material

2. Whose theory about religion contained these words, "Religion at its best is an illusion, at its worst it is fraud"?

- A. Sigmund Freud
- B. Piaget
- C. Karl Marx
- D. Martin Luther King

3. Religion is defined as 'a unified system of beliefs...' by

- A. Karl Max
- B. Durkheim
- C. Goldman
- D. Piaget

4. The Religious Education teaching approach adopted in the current SGCSE syllabus in Swaziland schools is defined as...
- A. confessional
  - B. multi-faith
  - C. thematic
  - D. Child-centred
5. Which developmental stage, according to Piaget does the capacity of thinking intuitively occur?
- A. Formal operation
  - B. Preoperational
  - C. Sensory-motor
  - D. Concrete operational
6. The work of Piaget is important in education because...
- A. Piaget studied a child's behaviour day by day
  - B. it pioneered the study of the child's cognitive development
  - C. Piaget discovered that children are different in cognitive development
  - D. Piaget denied the influence of parents on their children's development
7. The Moral Development theory is mainly attributed to...
- A. Goldman
  - B. Voltaire
  - C. Karl Marx
  - D. Kohlberg

8. The statement, “if there was no God, Man would have invented one” is attributed to

- A. Sigmund Freud
- B. Karl Marx
- C. Voltaire
- D. Goldman

9. According to Goldman, the best stage for children to effectively learn religious concepts is the.....stage.

- A. concrete operational
- B. personal religious
- C. sub-religious
- D. pre-religious

10. The Sunday school Movement was an outcome of...

- A. the invention of the printing press in Europe
- B. the translation of the bible by the Calvinists
- C. the work of Ninian Smart
- D. the post- Reformation

11. Which among the following is **NOT** one of the six stages of Kohlberg’s theory?

- A. The law and order
- B. Late instrumental change
- C. The child’s need for love
- D. The social contract

12. Teachers value the use of a video in teaching senior students because it...
- A. leads to arguments after the show
  - B. is very entertaining to students at this level
  - C. leads to class discussions after the show
  - D. does not lead to indoctrination of students
13. All the following are approaches to teaching Religious Education **EXCEPT**...
- A. values clarification
  - B. non-confessionnal
  - C. confessional
  - D. phenomenological
14. The word 'solar scriptular' is associated with...
- A. personal character
  - B. Catecheses phase
  - C. Sunday school phase
  - D. the multi faith phase
15. A teaching method to get all pupils participating in a lesson is mainly the...method.
- A. class discussion
  - B. Socratic
  - C. small group-work
  - D. lecture

16. All the following are visual aids EXCEPT...

- A. bulletin board
- B. film strips
- C. flannel graph
- D. posters

17. A lesson objective differs from a lesson aim in that...

- A. an objective expresses what the teacher intends to achieve, while an aim expresses what the student will do at the end of the lesson
- B. an aim is more specific while an objective is general
- C. An objective describes the observable behaviour of the student, while an aim describes what the teacher intends to achieve
- D. an aim is more complex, while an objective is simpler

18. Divergent questions refer to...

- A. questions asked requiring no correct answer
- B. closed-ended questions
- C. questions asked requiring one specific answer
- D. questions of a factual nature

19. Set induction is mainly described as...

- A. a motivating skill initiated by the student
- B. examples a teacher gives in the lesson development
- C. provision of consolidation of concepts by the teacher
- D. a skill to get students prepared for the task at hand

20. One fundamental principle of teaching R.E is...
- A. teaching from the simple to the complex
  - B. teaching from a common religion to the uncommon
  - C. allowing biases where necessary to protect children
  - D. treating all religions as equal.
21. The teaching of..... is best done when it involves dialogue between teacher and pupils.
- A. church doctrines
  - B. moral conduct
  - C. beliefs
  - D. religion
22. "No religion has the whole truth and the child should not be led to the acceptance of them." This is the stance to teaching RE of the.....Approach.
- A. Non-confessional
  - B. Confessional
  - C. Personal experience
  - D. Thematic

**For test items 23 – 25, indicate the cognitive level at which each objective is in among Bloom's taxonomy. Students should be able to:**

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

24. *'identify places of origin of three world religions on a world map'*

- A. Comprehension
- B. Knowledge
- C. Application
- D. Synthesis

25. *'Compare the myths of creation in Islam and Christianity'*

- A. Evaluation
- B. Comprehension
- C. Knowledge
- D. Analysis

**For test items 26 – 31 indicate the event of instruction described.**

26. *'The teacher asks students about their birthdays and how they celebrate them'*

- A. Eliciting performance
- B. Gaining knowledge
- C. previous Knowledge
- D. Gaining attention

27. *'The teacher introduces the life of Prophet Mohamed to students'*

- A. Gaining students' attention
- B. Presenting new stimulus
- C. Assessment
- D. providing feedback

28. *'The teacher asks one student what the lesson was about'*
- A. Presenting objectives
  - B. Eliciting performance
  - C. Providing summary
  - D. Assessment
29. *'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
30. *'The teacher gives a class exercise on sacred objects in Swazi Traditional Religion'*
- A. Providing feedback
  - B. Transfer of knowledge
  - C. Presenting learning materials
  - D. Eliciting performance
31. *'The teacher gives the class a reading assignment on sacred objects in Christianity'*
- A. Providing learning guidance
  - B. Recalling previous knowledge
  - C. Transfer of knowledge
  - D. Assessment

32. Which statement is true about the limitations of the group discussion method?

- A. It involves all the students
- B. It is time bound
- C. It is less attractive to students
- D. students learn individually

33. One main advantage of the lecture method to the learners is that...

- A. pupils sit passively in class and listen
- B. the teacher displays his/her knowledge
- C. new concepts are introduced and explained
- D. All students get involved in the lass discussion

34. What is the most important factor in the teaching of R.E?

- A. the teacher's skill
- B. child-centred teaching
- C. use of a variety of methods
- D. use of Audio-Visual aids

35. Set induction, when planning a lesson refers to...

- A. soliciting knowledge and experiences children bring to class
- B. bringing knowledge and experiences the teacher has
- C. utilising expert knowledge from knowledgeable people
- D. highlighting readings from various sources like the holy books

36. Which among the following is NOT one of Ninian Smart's dimensions of religion?

- A. Ethical
- B. Ritual
- C. Narrative
- D. Phenomenological

37. The social dimension in Smart's dimensions of religion deals with...

- A. monuments
- B. religious programmes
- C. doctrines
- D. religious festivals

38. In the Catechises developmental stages of R.E who was an acumen?

- A. A convert to a new religion
- B. The question-answer book used
- C. A religious leader
- D. Doctrines of the religion

39. A thematic approach to teaching Religious Education is one that...

- A. deals with life themes
- B. is very spiritual
- C. deals with many religions
- D. is bible-centred

40. Practices in a religion refer to activities dealing with...

- A. the study of religion
- B. prayers in church
- C. the teaching of morality
- D. church ceremonies

41. Among the following cognitive levels of Blooms taxonomy, which one is the lowest?...

- A. comprehension
- B. application
- C. synthesis
- D. evaluation

42. Goldman's intuitive religious stage deals with children at...years.

- A. 2-6
- B. 13-16
- C. 1-2
- D. 7-12

43. Self-evaluation by the teacher helps him/her to...

- A. judge how bad he/she has presented the lesson
- B. identify those students who are playful in class
- C. compare how other teachers teach
- D. reflect on where to improve

44. Religion continues to be popular among people because...

- A. many are becoming more sophisticated
- B. there is a general fear of death
- C. many have a clear understanding of God
- D. it makes them to be more compassionate

45. One basic criteria to be observed when choosing a teaching method involves

- A. knowing all learners by their first names
- B. considering the adaptability of the presentation to students' diversity
- C. Aware of the amount of disruption to be caused by the teaching method
- D. knowing the sacred scriptures for different religions by heart

46. Religious Education is widely regarded as a subject that...

- A. develops students' morality
- B. increases students' faith
- C. easy to pass
- D. providing answers to societal questions

47. Why is the chalkboard important as a teaching aid? It...

- A. can be expensive
- B. is easy to use
- C. has many uses
- D. used to give notes

48. The most suitable questioning skill to get students to justify their answers is called...

- A. probing questioning
- B. higher order questioning
- C. divergent questioning
- D. general questioning

49. All the following are considered as a source of morality in R.E EXCEPT?

- A. Adherents' experiences
- B. Religious traditions
- C. Religions' prayers
- D. Religions' mythology

50. The discussion method can best be useful in...

- A. getting students to think fast
- B. revising for a test
- C. presenting new information
- D. getting all learners to talk

51. The word ethics is more appropriate than morality when dealing with...

- A. particular sexual matters
- B. gender differences
- C. issues of moral behaviour
- D. issues of corruption matters

52. The term 'supreme being' is mainly preferred because it...
- A. means an ultimate being of a religion
  - B. identifies a superior person in a religion
  - C. is the most sacred name of a religion
  - D. is a sign of respect for a religious name
53. In lesson presentation, the introduction 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
54. The use of a variety of teaching methods when presenting a lesson is important in that
- A. it accommodates all students' learning styles
  - B. the teacher displays what he is capable of doing
  - C. students remain entertained and happy
  - D. the teacher covers the syllabus quickly
55. 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

56. Bringing a model or an artefact as a teaching aid is important in that
- A. reality is brought to class
  - B. it is not easy to find
  - C. students learning is easy
  - D. students will be excited
57. Which of the following is an aim of the R.E subject? to...
- A. develop the cognitive aspect of students
  - B. convert pupils to a chosen religion
  - C. develop students' religious attitude towards life
  - D. lead students to make informed decisions
58. Which among the following is a professional role of the R.E teacher?
- A. to teach students to pass the subject
  - B. to attend to students' social problems
  - C. to maintain peace and stability in the class
  - D. to help students like the R.E subject
59. According to Piaget, a child who abstractly solve a problem is mainly in the...
- A. Concrete operational stage
  - B. Preoperational stage
  - C. Formal operational stage
  - D. Adolescent stage

60. All the following are true about the importance of a lesson plan **except**

- A. that the school management demands every teacher to have it
- B. it follows the order in which topics in the scheme are covered
- C. that it provides space for recording students' marks
- D. it is proof that the teacher is teaching and learners are learning something [60]

**SECTION B. Compulsory question**

**TASK 2**

- a) Develop one general objective and three behavioural objectives from the following syllabus aim of Religious Education for a FORM 1 level class: To...
- i) develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions. (5)
- b) Construct a 45 minutes (one period) lesson plan using the three objectives you constructed in (a). (15) [20]

**SECTION C - GENERAL QUESTIONS**

**Choose any ONE question from this section**

**TASK 3**

Sutcliff (2004) argued that Religious Education should be conceptualised as an educational activity rather than as a religious activity. Discuss this conceptualisation. [20]

**TASK 4**

5.1 Conceptualise a teaching strategy (5)

5.2 Choose any one student-centred teaching strategy and discuss:

5.2.1 its qualities (5)

5.2.2 its effective use in the classroom (5)

5.2.3 Its benefits in and out of class (5) [20]

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**END OF EXAMINATION**

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