

# UNIVERSITY OF SWAZILAND



## FACULTY OF EDUCATION

### DEPARTMENT OF CURRICULUM AND TEACHING

#### SEMESTER 1 FINAL EXAMINATION PAPER – DECEMBER 2014

**TITLE OF PAPER: CURRICULUM STUDIES IN RELIGIOUS EDUCATION**

**COURSE CODE : EDC 275/575**

**STUDENTS : B.Ed II 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 questions). Answer ONE question in section C**
  - 3. The Multiple choice question paper should be submitted with the answer booklet**
  - 4. Marks are indicated against each question**

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

## SECTION A – OBJECTIVE QUESTIONS

INDICATE THE CORRECT ANSWER WITH AN X OVER THE LETTER IN THE QUESTION PAPER. TEAR OFF AND INSERT IN YOUR EXAMINATION SCRIPT WHEN SUBMITTING. (N/B failure to follow instructions will result in your work being 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 Marx
  - 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 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 abstract thinking stage
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 concept of 'solar scriptular' is associated with...
- A. personal character
  - B. Catecheses phase
  - C. Sunday school phase
  - D. the multi faith phase
15. A teaching method capable of getting all learners 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...which is audio-visual.
- 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
23. 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

24. 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
25. 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
26. 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
27. Which among the following is NOT one of Ninian Smart's dimensions of religion?
- A. Ethical
  - B. Ritual
  - C. Narrative
  - D. Phenomenological
28. The social dimension in Smart's dimensions of religion deals with...
- A. monuments
  - B. religious programmes
  - C. doctrines
  - D. religious festivals
29. 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
30. 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
31. 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

32. Among the following cognitive levels of Blooms taxonomy, which one is the lowest?...
- A. comprehension
  - B. application
  - C. synthesis
  - D. evaluation
33. Goldman's intuitive religious stage deals with children at...years.
- A. 2-6
  - B. 13-16
  - C. 1-2
  - D. 7-12
34. 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
35. 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
36. 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
37. 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
38. 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
39. 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

40. 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
41. 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
42. 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
43. 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
44. 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
45. 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
46. 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
47. 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

48. 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
49. 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
50. 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
51. 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

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

**Objectives: By the end of the lesson, students should be able to:**

52. *'describe the concept 'religious tolerance'.*
- A. Knowledge
  - B. Synthesis
  - C. Application
  - D. Comprehension
53. *'identify places of origin of three world religions on a world map'*
- A. Comprehension
  - B. Knowledge
  - C. Application
  - D. Synthesis
54. *'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.*

55. *'The teacher asks students about their birthdays and how they celebrate them'*
- A. Eliciting performance
  - B. Gaining knowledge
  - C. previous Knowledge
  - D. Gaining attention
56. *'The teacher introduces the life of Prophet Mohamed to students'*
- A. Gaining students' attention
  - B. Presenting new stimulus
  - C. Assessment
  - D. providing feedback
57. *'The teacher asks one student what the lesson was about'*
- A. Presenting objectives
  - B. Eliciting performance
  - C. Providing summary
  - D. Assessment
58. *'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
59. *'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
60. *'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

## **SECTION B – PRACTICAL QUESTION**

### **QUESTION TWO**

Refer and use the objective below to answer questions in this section:

*...To 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)*

- a) Develop one general objective and three behavioural objectives from the following syllabus aim of Religious Education for a FORM 1 level class (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

### **QUESTION THREE**

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

### **QUESTION FOUR**

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]

----- **END OF EXAMINATION** -----