

AUGUST 2023
EBS 324
METHODS OF TEACHING RELIGIOUS
AND MORAL EDUCATION
2 HOURS

Candidate's Index Number
Signature:

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
THIRD YEAR, END-OF-FIRST SEMESTER EXAMINATION, AUGUST 2023

18TH AUGUST 2023

METHODS OF TEACHING
RELIGIOUS AND MORAL EDUCATION

9:00 AM – 9:30 AM

This paper consists of two sections, A and B. Answer ALL the questions in Section A and TWO questions from Section B. Section A will be collected after the first 30 minutes.

SECTION A
(20 MARKS)

Answer ALL questions in this Section.

Items 1 to 20 are followed by four options lettered A to D. Read each item carefully and circle the letter of the correct or best option.

1. The *Curriculum Rationale* for the teaching of Religious and Moral Education (RME) in Ghanaian basic schools is to
 - A. contribute to the training of the learner by developing in him/her core competencies that will make him/her a global citizen.
 - B. provide the diverse needs of learners, so that they can be nurtured to become honest, creative and responsible citizens.
 - C. reinforce the kind of religious and moral training that young people acquire from their homes and their communities.
 - D. use the curriculum to prepare the learner to acquire core and transferable skills that will equip him/her for life.
2. The *Existential Approach* to the teaching of Religion is based on the philosophical principle that “all experiences are essentially in nature.”
 - A. different
 - B. religious
 - C. secular
 - D. symbolic

3. The use of a variety of instructional techniques to help learners to progress in their studies from one level of understanding to next level is referred to as
 - A. differentiation.
 - B. equality.
 - C. inclusivity.
 - D. scaffolding.

4. Which one of the following *Core Competencies* is **likely** to promote entrepreneurial skills in learners?
 - A. Communication and Collaboration (CC)
 - B. Creativity and Innovation (CI)
 - C. Cultural Identity and Global Citizenship (CG)
 - D. Personal Development and Leadership (PL)

5. This is **not** part of the processes involved in the use of the *Values Clarification Approach* to the teaching of Religion.
 - A. Acting
 - B. Choosing
 - C. Prizing
 - D. Valuing

6. All these are types of *Activity-Based Learning* except one. Select the odd one.
 - A. Constructive type
 - B. Experiential type
 - C. Exploratory type
 - D. Expressional type

7. The **philosophy** behind the teaching and learning of Religious and Moral Education (RME) in Ghanaian basic schools is that
 - A. irrespective of the diverse needs of the learner, he or she can be nurtured to become honest, creative and responsible citizen.
 - B. learner-centred teaching methods should be used by teachers to teach their learners, in order to prepare them for life.
 - C. learners should be exposed to the use of instructional resources, in order to enjoy practical-oriented lessons.
 - D. the subject can be used by teachers to develop in learners certain core competencies that will prepare them for life.

8. In the New RME Curriculum for basic schools, the *Expected Learning Behaviours* is also referred to as learning
 - A. domains.
 - B. expectations.
 - C. guides.
 - D. outcomes.

9. In Methods of Teaching RME, *Generic Skills* refer to the skills that learners acquire
 - A. consciously during the teaching learning process.
 - B. consciously or unconsciously during the learning process.
 - C. during their Supported Teaching in Schools (STS).
 - D. unconsciously during the teaching learning process.

10. Which one of the following statements is **not** considered to be one of the aims of teaching Religious and Moral Education in Ghanaian basic schools, as stated in the RME Curriculum?
To
- A. acquire the socio-cultural values inherent in the three major religions in Ghana.
 - B. develop an awareness of their creator and the purpose of their very existence.
 - C. develop understanding of the differences between religious and secular morality.
 - D. help learners to develop an understanding and tolerance of other people's faiths.
11. **Miming** is associated with the method of teaching.
- A. brainstorming
 - B. discussion
 - C. dramatization
 - D. think-pair-share
12. Which one of the theories of learning requires the learner to use the processes of **Assimilation**, **Accommodation** and **Equilibrium** to acquire knowledge during Religious Education lessons?
..... theory
- A. Behavioural
 - B. Connectionist
 - C. Constructivist
 - D. Humanistic
13. Which one of the following games **cannot** be used to engage learners in the classroom in an **Activity-based Learning**?
- A. Bingo
 - B. Charades
 - C. Parachute
 - D. Puzzles
14. At the Instructional Delivery stage of RME lessons, the use of **Questioning** requires **three** stages, namely
- A. Asking, Responding and Commendation.
 - B. Know, Want-to-Know and Learnt.
 - C. Knowledge, Understanding and Application.
 - D. Question, Response and Reaction.
15. The process by which learners' interest and readiness to learn are accommodated by the teacher so that all students in the group have equal chance of learning is called
- A. differentiation.
 - B. equality.
 - C. inclusivity.
 - D. scaffolding.
16. This type of Assessment is done to help build the competencies of learners to achieve deeper understanding of their learning through self-assessment and peer assessment. Which one is it?
- A. Assessment as Learning (AaL).
 - B. Assessment for Learning (AfL).
 - C. Assessment of Learning (AoL).
 - D. School-Based Assessment (SBA).

17. Which one of the following statements is **not** true about School-Based Assessment (SBA) in RME? It
- A. is a teacher-centred approach to learning and assessment.
 - B. is administered as Class Assessment Tests (CAT).
 - C. is made up of 12 assessments to be conducted in a year.
 - D. seeks to develop problem-solving skills among learners.
18. To explore the **Ethical Dimension of Religion**, a Muslim will make use of all these, **except** the
- A. Hadith.
 - B. Holy Quran.
 - C. Sunnah.
 - D. Talmud.
19. All these are examples of **Inquiry-Based Learning** except one. **Select the odd one.**
- A. Closed Inquiry
 - B. Confirmation Inquiry
 - C. Guided Inquiry
 - D. Structured Inquiry
20. Which of the following pedagogies promote teacher-centred teaching and learning?
- I. Action Learning
 - II. Analysis of Issues
 - III. Inculcation
 - IV. Values Clarification
- A. I
 - B. I & II
 - C. I, II & III
 - D. I, II, III & IV