

The
Management
University
of Africa



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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

**ECT 230: SPECIAL SUBJECT METHODS AND MICROTEACHING:
RELIGIOUS STUDIES**

DATE: 2ND APRIL 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided**

QUESTION ONE

Read the case study below carefully and answer the questions that follow:

INCULCATION OF RELIGIOUS EDUCATION IN THE SCHOOL CURRICULLUM

The inculcation of religious education in the school curriculum has enhanced more research on the significance of the course to the education sector. Originally religious education was the core subject of the missionary curriculum. Catechumen received literacy training so that they would be able to read the Bible. The modern religious content does not take religious education in the theological rationale as it used to be the custom. A sound Religious educational rationale was introduced by Phenix in which critical analysis of the content and objectives show no alienation to religious bodies as sponsors and have the legal right to propose Religious education syllabuses to the Minister of Education.

Among the aims of inculcating religion in the curriculum are the social, moral, religious and extraneous reasons. With the changes in the educational systems in Kenya, religious education remains a core subject in the achievement of the 1963/64 Ominde commission Educational goals. In addition the current Competence Based Curriculum (CBC) is in line with achieving learning competences. Ted. G. Groenewegen in his publication emphasizes appropriate approaches in the teaching of religious education to achieve the desired competences. This includes appropriate teacher content delivery making the learner appreciate and benefit from studying religion. Similarly, Pauline Nam (2011) expounds on the professional documents required in the facilitation of religious education in secondary schools such as the syllabus, Schemes of work, lesson plan, record of work covered among others in the planning to teach process.

Successful facilitation of religious education depends entirely on the teachers' professional skills. These are the application of learner motivation, classroom organization, appropriate methodology, the use of modern technology and appropriate classroom communication process.

Required:

- a) With reference to the case study; propose any five social values learners acquire from the teaching of religious education. **(10 marks)**
- b) Based on the Competence Based Curriculum, design a CRE scheme of work for one lesson for a grade 6 class for the strand 'Christian Values', clearly indicate the sub - divisions required. **(10 marks)**
- c) John was asked to purchase a C.R.E syllabus for religious education, propose five of its significance in schools. **(5 marks)**

QUESTION TWO

- a) Examine any five significance of project work in the teaching of religious education. **(5 marks)**
- b) Design a record of work covered in any topic in the teaching of religious education. **(6 marks)**
- c) Assess four relevance of the record of work covered **(4 marks)**

QUESTION THREE

- a) Assess five considerations in purchasing educational resources. **(5 marks)**
- b) Grace was teaching about "The Last Supper" as in the Bible. Propose four stimulus variations he would employ. **(8 marks)**
- c) Assess four relevance of micro-teaching. **(2 marks)**

QUESTION FOUR

- a) The chalkboard is a common teaching learning resource. Analyze six tips a teacher trainee need know for effective use in the facilitation. **(6 marks)**
- b) Examine four disadvantages of the chalkboard. **(4 marks)**
- c) Text books are used in the teaching of religion. Assess five criteria of selecting Religious education textbooks **(5 marks)**

QUESTION FIVE

- a) Instructional objectives outline desired outcomes of learning. Evaluate five roles of instructional objectives in religious education. **(10 marks)**
- b) Before schemes of work are prepared the teacher must ensure the following are met. Justify five of them. **(5 marks)**

QUESTION SIX

- a) Assessment is an important aspect in the teaching/learning process. Analyze any five purposes of assessment. **(5 marks)**
- b) Tests are tools used in the assessment. Assess their validity. **(5 marks)**
- c) Modern teaching/learning inculcates technology. Propose five of the significance of application of e-learning. **(5 marks)**