

The
Management
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

**ECT 230: SPECIAL SUBJECT METHODS AND MICRO TEACHING:
RELIGIOUS STUDIES**

DATE: 31ST MARCH 2025

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.

Write all your answers in the Examination answer booklet provided

QUESTION ONE

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

TEACHING RELIGIOUS EDUCATION IN SCHOOLS

The study of religious education in schools is of importance for the purpose of achieving educational goals. In the current Competence Based Curriculum(CBC), teaching religious education is in line with achieving learning competences. Religious education content delivery can be a challenge to teachers such that it can lead to learners not being interested in the subject and eventually not selecting it as a career choice and an examinable subject in the national examinations. Credible and successful facilitation of religious education depends entirely on the teachers' professional skills.

This varies from planning for the teaching of the discipline, mastery of the subject content, motivation in the teaching /learning process, the application of the appropriate methodology based on each topic to be facilitated and the appropriate classroom communication process. The most appropriate communication model in the teaching/ learning process of religious education is the David Bello model also referred to as the (S-M-C-R-F) model. It engages the application of five components in the teaching/learning process. These are the Source, Message, Channel, Receiver and the Feedback. This model is an all round approach for effective teaching/leaning process. Ted. G. Groenewegen further elaborates on appropriate support resources and suitable evaluation practices in the teaching of Religious education.

Required:

- a) Reference to the case study above; evaluate five components of David Bello model as applied in the teaching /learning process of religious education. (10 marks)
- b) Grace was teaching the topic 'Creation 'to grade eight learners. Design a lesson plan based on the Competence Based Curriculum (CBC). (10 marks)
- c) Propose five measures she would apply to write instructional objectives for the Lesson. (5 marks)

QUESTION TWO

- a) Kato uses Heuristic approach in the teaching of religious education. Examine five methods employed to achieve this. **(10 marks)**
- b) Explain five relevance in the use of the teaching methodology in (a) above. **(5 marks)**

QUESTION THREE

- a) Citing appropriate examples, explain three main factors to consider in effective content delivery. **(6 marks)**
- b) Religious education is a social discipline. Justify with three reasons. **(9 marks)**

QUESTION FOUR

- a) Schemes of work are professional documents in the teaching process. Justify with five reasons why they are required. **(5 marks)**
- b) Religious education is applied in the political Institutions. Citing examples from Kenya, assess five ways this is employed. **(10 marks)**

QUESTION FIVE

- a) Analyze any five developmental stages acquired in the teaching of religious education in the modern society. **(10 marks)**
- b) Facilitating Religious education can be a challenge, justify with five factors. **(5 marks)**

QUESTION SIX

- (a) Examine five techniques to apply pictorial approach in the teaching/learning process in religious education. **(10 marks)**
- (b) Propose five ways a teacher can summarize a religious education lesson. **(5 marks)**

