

**UGANDA MARTYRS UNIVERSITY**  
**FACULTY OF EDUCATION**  
**BACHELOR OF ARTS WITH EDUCATION**  
**END OF SEMESTER TWO EXAMINATIONS 2022/23, YEAR 3**  
**RELIGIOUS STUDIES**

**RST 3204: METHODS OF TEACHING RELIGIOUS EDUCATION II**

**FRIDAY 25<sup>TH</sup> MAY 2023**

**DUARATION: 3HOURS**

**TIME: 9:30AM-12:30PM**

**Instructions:**

- Answer three questions
- Question one is compulsory
- Write legibly
- Begin answering each question on a fresh page

**Qnt. 1**

You have been provided with Uganda's national goals of education.

- a. Design a lesson plan in the 'O' level syllabus that would lead to achievement of one of the national goals.
- b. Show how the development of this lesson plan in class would lead to the achievement of national goal.

**Qnt. 2**

Prepare a lesson plan using any topic of religious studies

- a. The lesson plan should have two Intended Learning Outcomes, at least three teaching/learning methods, at least three teaching/learning activities and three assessment items.
- b. With justification give an evaluation of the lesson plan to affirm that all the elements are aligned.

**Qnt. 3**

- a. 'Learning is equivalent to change, if there is change there is learning, if there is no change there is no learning.' Write an essay with at least five arguments to present to your fellow teacher to explain this statement.
- b. Illustrate with examples five changes that Religious Education can lead to.

Qnt. 4

- a. Our education system has destroyed the spirit of assessment, many times the assessments are not prepared to help in understanding the student's learning, instead they test how much information the student has accumulated. Explain this claim.
- b. Write 10 assessment questions from different RST topics that would test how much information a student has accumulated.
- c. Write 10 assessment questions from different RST topics that would seek to understand what a student has learnt.

Qnt. 5

- a. Bloom in his taxonomy of learning presents learning as hierarchical, one should first know to be able to understand – apply – analyse – synthesis – evaluate. De'Fink differs from this argument and instead argues that learning is cyclical and can start from anywhere. EG. One can begin by analyzing and this can lead to knowing, understand etc. Explain this statement using an example/examples.
- b. De'Fink argues that 'learning is continuous,' using your experience as a student argue either against or for this statement.

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Government White Paper (1992, pgs. 6-7)

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficial inter-dependence.
2. To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
3. To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development.
5. To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning.
6. To contribute to the building of an integrated, self-sustaining and independent national economy.

Government White Paper (1992, pgs. 6-7).