

STUDENT'S ID NO: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF SEMESTER ONE EXAMINATIONS FOR LEVEL 200, 2021/2022

B.ED. PROGRAMME

COURSE CODE: TEJS 225

COURSE TITLE: INTRODUCTION TO RELIGIOUS AND MORAL EDUCATION

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**Instruction:** Answer all questions in Section A and any three questions in Section B.

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

1. The RME subject is an integrated subject. This means that it is made up of different .....
  - A. beliefs and cultures
  - B. concepts or disciplines
  - C. religions or practices
  - D. traditions and histories

2. Which of the following is NOT a factor of shaping children's spirituality?
  - A. Comfort factor
  - B. Compassionate factor
  - C. Duality factor
  - D. Omnipresence factor
3. In the teaching of Religious and Moral Education, pupils cannot be indoctrinated through the.....
  - A. aims of the subject
  - B. content of the syllabus
  - C. intention of the learner
  - D. methods used by the teacher
4. The following are misconceptions of studying RME EXCEPT.....
  - A. RME focuses on morality
  - B. RME indoctrinates people
  - C. RME only teaches religion
  - D. RME trains people to become Imams
5. The word (religion) comes from two words 're' and 'ligare' which means...
  - A. belief and word
  - B. return and bind
  - C. return and bondage
  - D. taboo and restraint
6. Which of the following is NOT part of the structure of traditional prayers?
  - A. Petition
  - B. Prelude
  - C. Recitals
  - D. Remarks

7. At what level of morality would people recognize authority figures like parents and adults as the source of morality?
  - A. Anomy
  - B. Autonomy
  - C. Heteronomy
  - D. Socionomy
8. The RME discipline deals with concepts such as .....
  - A. church history
  - B. economy
  - C. education
  - D. politics
9. One of the reasons we cannot have one definition of religion is that
  - A. People do not have time to do that.
  - B. Many people prefer practicing their religion without finding the meaning.
  - C. The meaning of Religion and Morality are two sides of a coin
  - D. Religion is both open and closed-ended phenomena
10. Religion is said to be hierocentric as well as anthropocentric because ...
  - A. It links human beings to the supernatural
  - B. It is centred on spirit beings
  - C. It is human beings who come together to practice Religion
  - D. God is good to humans
11. The Traditional Religious practitioners have their moral code drawn from ...
  - A. Supreme being
  - B. Islam
  - C. Christianity
  - D. Hindu
12. The Christian moral code is based on the following expect
  - A. The Ten Commandments
  - B. The teachings of the Prophets
  - C. The teachings of Jesus Christ
  - D. The teachings of the Ancestors

13. Who defined education as being concerned with initiating young people into what is worthwhile?

- A. Bull (1973)
- B. Straughan (1989)
- C. Silberman (1970)
- D. Peters (1966)

14. The three components of religion are....

- A. Code cult and living
- B. Creed beliefs and cult
- C. Beliefs practical dimensions and behaviors
- D. Practices cult and code

15. For Abraham to be morally upright before God, he had to comply with the divine command by doing what was right in sacrificing his son before God. What nature of morality was Abraham applying?

- A. Anthropology
- B. Deontology
- C. Theology
- D. Teleology

16. Which one of these is not an educational aim of RME?

- A. Develop an awareness of their creator and the purpose of their existence.
- B. How to make the learner knowledgeable on issues,
- C. How to make the subject relevant to the needs of the learner.
- D. How to encourage the learner to take autonomous decisions in life.

17. All the following are the characteristics of morality except...

- A. It covers human experiences
- B. It deals with rules and regulations
- C. It only covers the three major religions in Ghana
- D. It is Society-based

18. Which of these is not a scope of RME?
- A. Contemporaneous issues which relate to environmental management.
  - B. Developing an awareness of the creator.
  - C. Moral issues
  - D. Religious personalities and religious practices.
19. Which of these is not a general characteristic of education?
- A. A desirable change in behaviour of people.
  - B. A level of understanding (comprehension).
  - C. Acquisition of knowledge which is worthwhile.
  - D. It provides the human resources needed for nation building.
20. Which of the following explains the rationale for introducing Religious and Moral Education in the school curriculum?
- A. To curb the growing religious diversity in the country
  - B. The religious and moral training received at home is considered inadequate
  - C. There is the need to prevent religious fanaticism
  - D. The school is a better place to instill moral discipline
21. The educational act of 1961 which allowed parents to withdraw their wards from Religious classes is known as.....
- A. Conditional clause
  - B. Conscience clause
  - C. Constitutional clause
  - D. Preventive clause
22. Which of the following does not constitute a non-educational aim of R.M.E?
- A. Spiritual
  - B. Historical
  - C. Moral
  - D. Political

23. Which of the following does not constitute a non-educational aim of R.M.E?

- A. Spiritual
- B. Historical
- C. Moral
- D. Political

24. These are disadvantages of religion except .....

- A. Destroy the interest of others
- B. Serves as a guide to mankind
- C. Brings the faith of other's down
- D. Brings about conflict between other religions

25. Which of the following deals with rules and regulations that provide guidelines for good moral life among religious people

- A. Cult
- B. Code
- C. Cone
- D. Creed

**SECTION B**

**[75 Marks]**

**Answer any three questions in this section.**

1. a. Explain moral education [5 Marks]
- b. 1. Discuss Four functions of religion [20 Marks]
2. a. Identify five (5) dysfunctions of religion. [5 Marks]
- b. The 2020 edition of the Basic Education curriculum recommends six (6) major aims of teaching and learning Religious and Moral Education in Ghanaian basic schools. Discuss any Four (5) of the aims. [20 Marks]
3. a. Explain the term indoctrination [5 Marks]
- b. Discuss the belief in the Life and teachings of Jesus Christ as a source of morality in Christianity. [20 Marks]
4. a. State and explain any three (3) non-religious sources of morality [15 marks]
- b. Explain two ways by which parents can promote the moral development of their children. [10 marks]
5. a. Identify five (5) ways of preventing indoctrination in teaching and learning RME. [10marks]
- b. Discuss three (3) ways through which teachers can indoctrinate their students in the classroom during the teaching of RME. [15marks]