

INDEX NO _____

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UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

END OF SECOND SEMESTER EXAMINATION FOR AFFILIATED COLLEGES OF EDUCATION,
2020/2021

BACHELOR OF EDUCATION (JHS SPECIALISM)

TEJS 262: PEDAGOGIES AND APPROACHES FOR TEACHING RME (3 CREDITS)

TIME ALLOWED: 2 HOURS

Instruction:

This paper consists of Two Sections (A & B). Answer all questions in Section A and any THREE questions from Section B. While you are to answer section A on the question paper by circling the correct answer, you are to answer section B in the answer booklet provided.

SECTION A: 25 MARKS

Answer all questions in this section by circling the correct answer on the question paper.

1. Attributes that a teacher must as a matter of necessity possess for effective teaching is referred to as
 - A. Characteristics
 - B. Competencies
 - C. Qualities
 - D. Values
2. Bracketing of one's faith when teaching is said to be quality of a teacher.
 - A. An academic
 - B. A moral
 - C. A professional
 - D. A psychological

3. The new Religious and Moral Education Curriculum has been organized into Columns.
- A. 2
 - B. 3
 - C. 4
 - D. 5
4. The broad learning areas or domains of the Religious and Moral Education content to be studied are
- A. Aspect
 - B. Content standard
 - C. Strand
 - D. Sub-strand
5. The sub-divisions of the broad learning areas of the new RME curriculum are called _____.
- A. Indicator
 - B. Strand
 - C. Sub-topic
 - D. Sub-strand
6. The approach in teaching which focuses attention on the whole of the child's experiences and using these experiences as the basis for forming religious concepts are referred to as
- A. Dimensional
 - B. Educational Drama
 - C. Existential
 - D. Values Clarification
7. Which of the following propounded the Existential Approach in teaching RME?
- A. Kierkegarg
 - B. Michael Grimmitt
 - C. Paul Tillich
 - D. Sigmund Freud
8. Which of the following themes in existentialism is purely secular in nature?
- A. Depth
 - B. Life
 - C. Situational
 - D. Symbol and Language

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9. Patterns of human behaviour which are worthwhile and for that matter are cherished by the people in society are called _____.

- A. Attitudes
- B. Character
- C. Deeds
- D. Values

10. Which one of the following is a religious value?

- A. Accountability
- B. Efficiency
- C. Gratitude
- D. Piety

11. A traditional approach in teaching values that is synonymous with indoctrination is _____.

- A. Appealing to conscience
- B. Limiting choices
- C. Presenting Dogmas
- D. Role-modeling

12. An effort to teach students the generally accepted values in the society which educators believe would lead to moral education is

- A. Action learning
- B. Analysis of Issues
- C. Inculcation
- D. Moral Development

13. Which of these strategies could be used to teach the topic "Moral Teachings" from the RME syllabus?

- A. Life Raft
- B. Obituary
- C. Ranked Orders
- D. Suitcase

14. The philosophy behind the teaching and learning of Religious and Moral Education (RME) in the Ghanaian basic school is that _____.

- A. irrespective of the diverse needs of the learner, he/she can be nurtured to become honest, creative and responsible citizens.
- B. learner-centered 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 the teachers to develop in learners' certain competencies that will prepare them for life.

15. The rationale for the teaching of RME in Ghanaian basic schools is to _____.

- A. contribute to the training of 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.

16. The teaching philosophy of RME requires that the subject should be _____.

- A. curriculum-centered
- B. learner-centered
- C. problem-centered
- D. teacher-centered

17. The use of variety of instructional techniques to assist learners to progress in their studies from one level of understanding to the next level is referred to as.....

- A. differentiation
- B. equity
- C. inclusion
- D. scaffolding

18. Which of the following concepts is not considered to be part of the three Expected Learning Behaviours outlined in the new RME Curriculum?

- A. Attitudes and Values
- B. Knowledge and Understanding
- C. Knowledge, Understanding and Application
- D. Process Skills

19. In the new RME Curriculum, for basic schools, the Expected Learning Behaviours is also known as _____.

- A. domains
- B. expectations
- C. guides
- D. outcomes

20. Which one of the following statements is not considered to be one of the aims of teaching RME in Ghanaian basic schools, as stated in the new RME curriculum.....?

- A. acquire the socio-cultural values inherent in the three major religions in Ghana
- B. develop an awareness of their creator and the very purpose of the existence
- C. develop an understanding of the differences between religious and secular morality
- D. help learners to develop an understanding and tolerance of other peoples' faith

21. Which of the following is not part of the processes involved in the use of the Value Clarification Approach?

- A. Acting
- B. Choosing
- C. Prizing
- D. Reporting

22. 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

23. This type of assessment is done to inform parents or other stakeholders about student's proficiency, in relation to curriculum learning outcomes.
- Assessment as learning (AaL)
 - Assessment for learning (AfL)
 - Assessment of learning (AoL)
 - Scholl-based assessment (SBA)
24. Which one of the following statements is not true about Assessment for Learning (AfL) in RME?
- Assessment for learning is a formative type of assessment
 - Assessment for learning is a summative type of assessment
 - Assessment for learning is used as a school-based assessment
 - Assessment for learning is used by the teacher to improve learning
25. Which one of the following core competencies promote entrepreneurial skill in learners' ?
- Communication and Collaboration (CC)
 - Creativity and Innovation (CI)
 - Cultural Identity and Global Citizenship (CG)
 - Personal Development and Literacy (PL)

END OF SECTION A

SECTION B: 75 MARKS

Answer only Three (3) questions from this section

1. A. What are religious ceremonies? [4 Marks]
B. Explain any four types of instructional resources that are used for the teaching of RME lesson, and for each of the types, give two examples. [12 Marks]
C. Discuss Three criteria that will guide you in your selection of instructional resources for the teaching of Religious and Moral Education lessons. [9 Marks]
2. A. Distinguish between summative and formative assessments. [5 Marks]
B. Discuss with real classroom examples, five purposes of educational drama in the teaching of Religious and Moral Education lesson at the Junior High School (JHS) level. [20 Marks]
3. A. Who is a resource person? [4 Marks]
B. List five factors that RME teachers need to consider before inviting a resource person to a School [5 Marks]
C. Discuss Four importance for inviting and using a resource person in the teaching of a particular RME lesson. [16 Marks]
4. A. What is Assessment in Religious and Moral Education? [8 Marks]
B. Explain Existential Approach in Teaching Religious and Moral Education [8 Marks]
C. Discuss the nature of the Existential Approach. [9 Marks]
5. A. What is Values Clarification as an Approach in Teaching Religious and Moral Education? [8 Marks]
B. Discuss the processes involved in Values Clarification. [9 Marks]
C. Discuss the New forms of Assessment in Religious and Moral Education. [8 Marks]