



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2011/2012

INSTITUTION BASED PROGRAMME (DECEMBER SESSION)

EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION

ECT 309: RELIGIOUS EDUCATION METHODS

DATE: THURSDAY, 3RD MAY 2012

TIME: 8.00 A.M. – 10.00 A.M.

INSTRUCTIONS: Answer question ONE and any other TWO.

1.
 - (a) Explain how Religious Education can be used to help achieve the following Goals of Education in Kenya.
 - (i) Individual development and Self-fulfillment.
 - (ii) National Development
 - Social Development
 - Economic Development
 - Technical and Industrial Development
 - (b) Define and explain components of instructional objectives.
 - (c) Explain the three types of instructional objectives.
 - (d) Write two instructional objectives which clearly reflect each domain for Religious Education teaching.
2.
 - (a) Discuss critically the recommendations made by the Ominde Commission for the teaching of Religious Education in Kenya.
 - (b) Trace the development of Religious Education as a secondary school subject in Kenya.
 - (c) If you were called upon to participate in the revision of Religious Education Syllabus which major issues would you raise for the improvement of either CRE or IRE Syllabus?
 - (d) Explain why it is important to maintain a Religious Education Multimedia Centre in a secondary school.

3.
 - (a) Why is it important to have a Religious Education Schemes of Work?
 - (b) Explain the relationship between:
 - (i) Goals of Education and Objectives of teaching Religious Education.
 - (ii) Religious Education Syllabus and Schemes of Work.
 - (iii) Schemes of Work and Lesson Plan.
 - (c) Prepare a Lesson Plan which you would use to teach:

Either (i) The biblical stories of “Creation” and their meaning
(Genesis 1:1 – 2: 4b)

Or (ii) “Brotherhood of the Righteous 21:92; of the Prophets, 23:52 – 54.
 - (d) Explain the steps you would take before making Religious Education Schemes of Work.

4.
 - (a) Why is it necessary to evaluate students’ performance in Religious Education?
 - (b) Discuss the comparative advantages and disadvantages in the evaluation of Religious Education using each of the following:
 - (i) Essays
 - (ii) Structured Questions
 - (iii) Objective Testing
 - (c) Explain two possible evaluation schemes you would use while constructing ‘Religious Education Tests.

5.
 - (a) State ten elements or components of the most comprehensive Systems Instruction Model.
 - (b) State and explain the five phases of the learning process in Religious Education according to Cognitive School of Thought.
 - (c) Describe what you understand as a Religious Education Teacher by COGNITIVISM.
 - definition
 - assumptions
 - arguments
 - application
