

NATIONAL UNIVERSITY OF LESOTHO
FACULTY OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL EDUCATION
B.ED EXAMINATION

SED 3318: RELIGIOUS EDUCATION FOR THE HIGH SCHOOL TEACHER

JAN 2024

MARKS: 100

TIME: 3 HRS

INSTRUCTIONS:

- a) Read the instructions carefully
- b) Answer question 1 and any other three questions
- c) All questions carry equal marks of 25

1. Conduct an exegesis of the given passage, adhering to a systematic approach involving three key steps: identification of major points, interpretation of the text, and application of the insights derived.

The Day of the Son of Man. (Luke 17:22-36)

22 Then he said to his disciples, "The days will come when you will long to see one of the days of the Son of Man, but you will not see it. 23 There will be those who will say to you, 'Look, there he is,' [or] 'Look, here he is.' Do not go off, do not run in pursuit. 24 For just as lightning flashes and lights up the sky from one side to the other, so will the Son of Man be [in his day]. 25 But first he must suffer greatly and be rejected by this generation. 26 As it was in the days of Noah, so it will be in the days of the Son of Man; 27 they were eating and drinking, marrying and giving in marriage up to the day that Noah entered the ark, and the flood came and destroyed them all. 28 Similarly, as it was in the days of Lot: they were eating, drinking, buying, selling, planting, building; 29 on the day when Lot left Sodom, fire and brimstone rained from the sky to destroy them all. 30 So it will be on the day the Son of Man is revealed. 31 On that day, a person who is on the housetop and whose belongings are in the house must not go down to get them, and likewise a person in the field must not return to what was left behind. 32 Remember the wife of Lot. 33 Whoever seeks to preserve his life will lose it, but whoever loses it will save it. 34 I tell you, on that night there will be two people in one bed; one will be taken, the other left. 35 And there will be two women grinding meal together; one will be taken, the other left. 36 They said to him in reply, "Where, Lord?" He said to them, "Where the body is, there also the vultures will gather."

2. Considering the impact of diversity on human differences in Lesotho, explore how various religious responses might contribute to addressing different forms of violence stemming from these differences.
3. Amid ongoing debates on the timelines of the Gospel of Luke and the Book of Acts, which date would you advocate for your students? Provide a rationale for your choice.
4. In addressing the controversial application of Miracle Ministry in Pentecostal Movements, how would you foster awareness among your students regarding the meaning and purpose of miracles?
5. Drawing on your perspective on the contention of whether "Jesus was a revolutionary Zealot" or not, how would you recommend a practical Christian approach to political issues? Support your viewpoint with relevant passages or themes from the Gospel of Luke and/or the Book of Acts.
6. Demonstrate the rationale and methodology for teaching Parables to address social issues in Lesotho, anchored in the themes of Luke's parables.

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SED 4315: CURRICULUM AND TEACHING OF RELIGIOUS EDUCATION

JAN 2024

MARKS: 100

TIME: 3 HRS

INSTRUCTIONS:

- d) Read the instructions carefully
- e) Answer question 1 and any other three questions
- f) All questions carry equal marks of 25

1. Choose a topic from the LGCSE syllabus and develop a lesson plan with clear learning objective following the revised Bloom's taxonomy hierarch. Incorporate at least four teaching methods and utilise the revised Bloom's taxonomy for evaluating the lesson.
2. When instructing Religious Studies, various forms of curriculum beyond the official, intended, written, or formal curriculum present both opportunities and challenges. How do you plan to harness these opportunities and address the challenges using alternative curriculum approaches?
3. As a member of the NCDC in the Ministry of Education and Training in Lesotho, specialising in Religious Studies, what key considerations would you take into account when revising the Religious Studies curriculum?
4. In the evolution from perceiving curriculum as a fixed product for teachers and learners to embracing it as a dynamic process, many countries, including Lesotho, have transitioned. What were the limitations of the traditional curriculum-as-product model, and what advantages does the curriculum-as-process approach bring?
5. Suppose you are a member of the central inspectorate at the Ministry of Education and Training in Lesotho. While conducting an inspection of teaching and learning in schools, which essential document would cause significant concern if found missing from teachers, and what are the reasons for this concern?
6. In your role as an ECoL official specialising in Religious Studies, select a topic from the LGCSE syllabus and design an assessment that includes a balanced mix of objectives and subjective items. Provide a rationale for your decision to combine these two modes of assessment, highlighting the benefits of this approach in evaluating students' understanding of the chosen study topic.