

P1 CHRISTIAN RELIGIOUS EDUCATION **Marking Scheme**

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SECTION A (60MARKS)

Answer ALL questions in this section in the spaces provided

1. (a) Objectives of Christian Religious Education in Primary schools in Kenya.

- (i) Come to a vivid awareness and knowledge of God as He reveals Himself.*
- (ii) Respond to God in faith as new person in Jesus Christ.*
- (iii) Live with others in the home, the school, the local and world communities in a relationship based on understanding, trust, friendship concern, justice and love.*
- (iv) Accept the environment as God-given and their responsibility to respect conserve and develop it.*
- (v) Appreciate individual talents as God given, and use them for self and national development.*
- (vi) Deal with emerging social issues responsibly guided by sound understanding of religious and moral standards.*
- (vii) Accept and honour themselves as God's creation.*
- (viii) Develop awareness and appreciation for Traditional African Religious heritage.*

(any 7×1 = 7 marks)

(b) Reasons why you would use resource persons while teaching the sub-topic “Living forever in love”

- (i) Resource person may have more experience.*
- (ii) They would make the learners get the information from an expert position/knowledge.*
- (iii) It breaks the teacher's monotony/vary the stimulus/captures attention.*
- (iv) The knowledge from the resource person could be retained for long.*
- (v) The lesson may be interesting/motivates.*
- (vi) They may serve as role models.*
- (vii) May share varied experiences/learners may feel free to ask questions.*
- (viii) They add value to what the teacher has taught.*

(any 7×1=7 marks)

(c) Knowledge objective to achieve while teaching the subtopic “Living forever in love” in std seven.

By the end of the lesson, the learner should be able to:-

- (i) Give the meaning of love.*
- (ii) Explain what it means to live together in love.*
- (iii) State the advantages of living forever.*
- (iv) List people who live forever.*
- (v) Identify ways of living forever in love.*
- (vi) Explain what Jesus taught about love.*

(Any 3×2 = 6 marks)

2. (a) The gifts of the Holy Spirit.

- (i) *Gift of knowledge.*
- (ii) *Gift of wisdom.*
- (iii) *Gift of faith.*
- (iv) *Gift of healing*
- (v) *Gift of working miracles.*
- (vi) *Gift of speaking in tongues*
- (vii) *Gift of prophecy preaching.*
- (viii) *Gift of interpreting tongues.*
- (ix) *Gift of discernment.*

(Any 8×1 = 8 marks)

(b) The evils Prophet Elijah would condemn in Kenya today.

- (i) *Polygamy/polyandry/same sex marriage.*
- (ii) *Idolatry/false worship*
- (iii) *False prophets/fake prophets/hypocrisy*
- (iv) *Misuse of state wealth/misuse of power.*
- (v) *Forgery/lying /false witnessing.*
- (vi) *Land grabbing/boundary shifting*
- (vii) *Murder in cold blood/innocent killing.*
- (viii) *Corruption/bribery*
- (ix) *Persecutions by police/employers*
- (x) *Covetousness*

(8 marks)

(c) Teaching activities used by both Jesus Christ and the teacher of C.R.E today.

- (i) *Story telling/parables.*
- (ii) *Song and dance.*
- (iii) *Bible reading/scroll reading*
- (iv) *Role play/dramatization.*
- (v) *Question and answer.*
- (vi) *Project*
- (vii) *Demonstration*
- (viii) *discovery*

(Any 4×1 = 4 marks)

3. (a) Reasons why Question and answer as a learning activity while teaching the subtopic” Do not accuse anyone falsely” to std five pupils.

- (i) *Learners are highly involved/participate.*
- (ii) *Learners are able to think and reason.*
- (iii) *Learners become creative and imaginative.*
- (iv) *The activity reduces boredom and keeps learners alert.*
- (v) *The activity is good at drawing out learners’ experiences.*
- (vi) *The method helps to evaluate and determine the achievement of the objective.*
- (vii) *It helps the teacher determine pupils’ weakness and apply remedial measures.*
- (viii) *Provides the teacher with immediate feedback.*

(Any 4×1 = 4 marks)

(b) Ways through which the teacher of Christian Religious contributes to development of National Unity of the learners.

- (i) *The teacher will encourage practices that bring awareness and peace among learners.*
- (ii) *Promotes brotherhood since we have a common Father-God.*
- (iii) *Stress the need for patriotism.*
- (iv) *Stress equality before God, regardless of the diversity of the Kenyan people.*
- (v) *Emphasize ecumenism, and togetherness.*
- (vi) *By teaching that God loves us all equally.*
- (vii) *By the teacher being a role model of unity so that pupils follow the example.*

(Any 5×2 = 10 marks)

(c) Resources you would use while teaching the sub-topic “Unity in the church” to std six pupils.

- (i) *Approved C.R.E text books.*
- (ii) *The Good News Bible.*
- (iii) *Resource persons.*
- (iv) *Pictures/photographs.*
- (v) *Magazines/journals/pamphlets.*
- (vi) *Video. Radio/cassettes/films.*
- (vii) *Charts/drawn/mounted pictures.*

(Any 6×1 = 6 marks)

SECTION B (40MARKS)

Answer any TWO questions from this section in the spaces provided.

4. (a) The answers you would give to a learner in std seven who wants to know the contribution of the Early Christian Missionaries in Kenya.

- (i) *They establish churches/they preached the word of God.*
- (ii) *They established health centres/services as part of their mission to heal the sick.*
- (iii) *They established schools for teaching, reading, writing and arithmetic.*
- (iv) *They trained Africans for leadership positions.*
- (v) *They introduced hygiene/better standards of living.*
- (vi) *They explored/opened the interior of Kenya to the outside world.*
- (vii) *They translated the Bible into local African languages.*
- (viii) *They initiated the teaching of vocational skills in education system.*
- (ix) *They developed the initial education curriculum which was used in their schools.*

(Any 5×1 = 5 marks)

(b) Teaching points to use while teaching the subtopic “Church and development” to std seven pupils.

- (i) *Explain the meaning of church development.*
- (ii) *Mention areas in which the church has contributed.*
- (iii) *Explain how the church contributed to each of the areas.*
- (iv) *Mention some of the projects sponsored by the churches.*
- (v) *Mention some of the church organizations involved in development.*
- (vi) *Explain how church sponsors seminars for development.*

- (vii) *Explain how church helps in marketing manufactured/finished products.*
- (viii) *Explain how church trains people for development.*
- (ix) *Explain how the church contributes to the spiritual and physical development of persons.*
- (x) *Explain how Paul discourages laziness/encourages people to work.*

(Any $5 \times 2 = 10$ marks)

(c) Values to develop in std seven pupils while teaching the subtopic “Christians in action in education and development” to std seven pupils.

- (i) *Loyalty/commitment*
- (ii) *Honesty/compassion*
- (iii) *Obedience.*
- (iv) *Fairness/justice*
- (v) *Peacefulness*
- (vi) *Humility*
- (vii) *Generosity/kindness*
- (viii) *Perseverance/patience/endurance*
- (ix) *Love*
- (x) *Courage*
- (xi) *Cooperation/unity*

(Any $5 \times 1 = 5$ marks)

5. (a) Reasons why the seclusion of initiates is/was observed in the traditional African Communities.

- (i) *It was symbolic death and therefore symbolic communion with ancestors*
- (ii) *To protect the initiates from evil eyes*
- (iii) *To give the initiates conducive environment for healing.*
- (iv) *To expose initiates to communal living so as to fit in the community*
- (v) *Seclusion provided an environment for education /initiates were taught*
- (vi) *To acquire training from specialists like rain makers, medicine men etc*
- (vii) *To be fed well on special diet*
- (viii) *To help them create identity for themselves/ age – set*
- (ix) *To be taught secrets of the community/ values/ virtues/ morals*

(Any $5 \times 2 = 10$ Marks)

(b) Rituals carried out during burial ceremonies in traditional African Communities.

- (i) *Washing of the body with herbs/ cleansing/ oiling /dressing*
- (ii) *Digging of the grave*
- (iii) *Wailing / announcing of the death*
- (iv) *Singing and dancing of /dirges*
- (v) *Observing the mourning period*
- (vi) *Shaving of the hair by the bereaved*
- (vii) *Feasting*
- (viii) *Pouring of libation*
- (ix) *Keeping night vigils*
- (x) *Praying*
- (xi) *Burying of the body/disposal of the body*
- (xii) *Purification of the bereaved / widow/ widower*

(Any $6 \times 1 = 6$ marks)

(c) Attitudinal objectives to achieve while teaching the subtopic “My family” to std one pupils.

The learner will:-

- (i) *Thank God for the family*
- (ii) *Appreciate family members*
- (iii) *Want to belong to a family*
- (iv) *Accept the family*
- (v) *Respect family members*
- (vi) *Care for family members*
- (vii) *Pray for family members*
- (viii) *Love members of the family*
- (ix) *Desire to be part of the family* (Any 4x1=4 marks)

6. (a) Ways in which the church is helping to solve the problem of unemployment in Kenya today.

- (i) *The church is providing employment opportunities.*
- (ii) *The church is providing training opportunities for self-employment.*
- (iii) *The church guides and counsels the unemployment.*
- (iv) *The church provides capital to them members to do small scale business/income generating projects.*
- (v) *The church is fighting corruption.*
- (vi) *The church organizes seminars/workshop to empower their members.*
- (vii) *The church is fighting for equal employment opportunities.*
- (viii) *The church prays for the unemployed to be employed.* (Any 6×1 = 6 marks)

(b) Possible causes of prostitution in Kenya today. (8 marks)

- (i) *Drugs abuse/misuse of drugs.*
- (ii) *Poverty/unemployment may lead one into prostitution.*
- (iii) *Peer influence.*
- (iv) *Irresponsible parenthood.*
- (v) *Lack of good role models*
- (vi) *Lack of guidance and counseling.*
- (vii) *Permissiveness in the society.*
- (viii) *Breakdown of religious values/traditional ties.*
- (ix) *Lack of self-control/lust*
- (x) *Separation/divorce may lead a person to prostitution/denial of conjugal rights.*
- (xi) *Introduction and use of contraceptives.*
- (xii) *Influence by mass media/pornography internet.*
- (xiii) *Too much wealth*
- (xiv) *Desire for greatness/material status.* (Any 8×1 = 8 marks)

(c) Learning experiences to involve std six pupils in while teaching the subtopic “Dignity of work”.

- (i) *Learners to answer questions about work.*
- (ii) *Learners to tell stories about how the work at home/school/community.*
- (iii) *Learners sing songs they sing while working.*
- (iv) *Learners demonstrate how work is done.*
- (v) *Learners observe pictures and mention types of work seen.*
- (vi) *Learners role play/dramatize some works done in the community.* (Any 6×1 = 6 marks)