

CRE MOCK MARKING SCHEME 2018.

1a. The general objectives of the primary CRE curriculum.

- To bring the child to a close awareness and knowledge of God.
  - To help the child to respond to God in farther through reassurance, repentance, worship resource and witness.
  - To help the child live with others in a relationship based on understanding, trust, friendship, concern, justice and love.
  - To help the child cope with the emerging issues responsibly.
  - To assist the child develop awareness and appreciation for traditional religious heritage.
  - To assist the child accept and honor himself as Gods creation.
  - To assist the child to appreciate individual talent as God given and use them for self and national development.
- Any 1 × 8 = 8mks)

ii) Reasons why a CRE teacher should prepare and use a lesson plan.

- It acts as a guide to the teacher to teach from one step to another.
  - It prevents time wastage/time is allocated for each step.
  - It helps the teacher to be systematic while teaching.
  - Helps the teacher to cover the content.
  - Helps the teacher to evaluate the lesson/ways of evaluating.
  - Helps prepare the lesson accordingly to the level of the learners.
  - Helps the teacher interpret the scheme /syllabus into manageable unit.
  - It helps the teacher prepare necessary resources eg. Bible charts etc.
  - It makes the lesson interesting.
  - It gives the teacher confidence.
  - It shows objectives to be achieved.
  - It is a professional requirement.
- Any 1 × 4 = 4mks

b) Importance of life skills to the learners in Primary School in Kenya.

- To enable learners to live and believe in appositive manner.
- It assists the learners to make informal and positive choices.
- Helps the learner develop positive attitude of themselves and others.
- It helps in promoting self- confidence, self esteem and self worthy.
- It enhances the awareness and effective development of learners potentials.
- It enables learners develop good communication skills and applying them positively.
- To enable learners to translate knowledge attitudes, skills and values into actual abilities.
- To enable the individual to behave in a healthy ways.

— To enable the learners avoid risky situations. (Any 1 × 4 = 4mks)

C. Factors a CRE teacher would consider while sourcing for teaching and learning resources.

- The age level of the learners.
- The interest of the learners at different levels.
- Nature of the content to be taught.
- What is available in the local environment.
- Availability of funds. (Any 1 × 4 = 4mks)

2a. Reasons for use of life approach in the teaching of Christian Religious Education.

- i) It is a professional requirement.
- ii) It is learner centered as it allows pupils to participate actively as they give their experiences.
- iii) It encourages pupils imagination and creativity as they are helped to link their actual life experiences with the biblical message.
- iv) The biblical message is made relevant to the learners' life situations (experiences)
- v) Teaching is based on the level of the learner.
- vi) It makes learners understand how God reveals Himself to human being.
- vii) Pupils are able to learn from the experience of others.
- viii) It increases the learners understanding of the biblical concept.
- ix) It relates teaching to learners experiences and the environment thus from known to unknown.
- x) It leads to moral and spiritual growth.
- xi) It enhances interpersonal relationship.

b. Reason for use of oral questions while teaching Christian Religious Education.

- i) It helps the teacher to evaluate the achievement of objectives.
- ii) It helps the teacher identify weak pupils so as to arrange for remedial work.
- iii) Enhances participation by the learners.
- iv) It helps in retention of knowledge.
- v) Enhance pupil teacher relationship.
- vi) Makes learners think creatively and critically.
- vii) Gives immediate read back. (1 × 6 = 6mks)

2c. Learning experiences to standard three pupil.

- (i). Telling/retelling stories on worship.
- (ii). Role playing/miming on worship.
- (iii). Asking and answering questions on worship.
- (iv). Singing songs based on worship.
- (v). Drawing pictures of people worshipping.
- (vi). Modeling series on worship.
- (vii). Visiting places of worship.
- (viii). Memorizing and reciting prayers.
- (ix). Demonstrating worship.

(1 × 6 = 6mks)

3a. The six dimensions of religion with one illustration in each from the Bible.

i) Experiential.

- (i). Abraham encounter with three men.
- (ii). Moses encounter with God.
- (iii). Isaiah's encounter with God.
- (iv). Zacharias encounter with the angle of God.

ii) Mythological

- i) First creation account.
- ii) The fall of human being.
- iii) The flood.
- iv) The tower of Babylon.
- v) The end of time.
- vi) The final judgment.

iii) Doctrinal

- (i). The origin of the Ten Commandments.
- (ii). The sermon o the mountain

iv) Ritual

- i) Sacrifice and offering.

- ii) Circumcision.
- iii) The Passover ceremony.
- iv) Baptism.

v) Ethical

- (i). The Ten Commandments.
- (ii). Social justice.
- (iii). The great commandments.

vi) Social

- i) Joseph's relationship with the family.
- ii) Jesus' relationship with His mother.
- iii) Jesus' relationship with His disciples.
- iv) Social relationship within the early Christian community.
- v) Social relationships in the church at Antioch.

$$1 \times 12 = 12mks$$

3b Evaluation method which would be used to evaluate std 2 pupils on the sub-topic "Different ways of worshipping God"

- Oral questions.
- Matching items.
- Observation.
- True//false questions.
- Written open-ended questions.
- Fill in gaps.
- Drawing pictures.
- Modeling.

3c. Difference between 1<sup>st</sup> and 2<sup>nd</sup> account of creation

1 <sup>st</sup> creation	2 <sup>nd</sup> creation
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<ul style="list-style-type: none"> <li>— God –centered.</li> <li>— Creation of firmament. Lights, sun, moon, stars, fishes and creeping things.</li> <li>— No planting on the Garden of Eden and making of rivers.</li> <li>— Both the man and woman are created at the same time in God’s image.</li> <li>— Creation is out of nothing.</li>   <li>— Human beings wear created last on the 6<sup>th</sup> day.</li> <li>— The work of creation was completed in 6 days on the seventh day God rested.</li> <li>— Everything that God created is good.</li> <li>— Marriage is for procreation.</li> <li>— The forbidden tree is not mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>— Human centered.</li> <li>— No creation of firmament.</li>   <li>— The planting of the Garden of Eden and making of rivers is mentioned.</li> <li>— Man is created first from dust and later the woman is created from the man’s rib.</li> <li>— Creation is out of a substance Man is made out of dust woman created from man’s rib. Plants are made to grow out of a garden.</li> <li>— Human beings were created first.</li> <li>— No days are mentioned.</li> <li>— There is no mention of the things created.</li> <li>— Marriage is for partnership.</li> <li>— There is no mention of forbidden tree.</li> </ul>
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$1 \times 4 = 4mks$

**SECTION B**

4a. Teachings of Christian Religious Education in Primary school in Kenya before independent.

- Christian religious education was taught on denominational lines/pupil as per fault.
- Each denomination had its own book i.e no common textbooks.
- No common uniform/syllabus.
- The subject was not examined.
- Traditional Africa heritage was not included in the teaching of Christian religious education.
- No professional methods/introduction used.
- Aim of teaching CRE was conversion/with converts.
- Teachers were not professionals.

$4 \times 1 = 4mks$

4ii) Duties which were given to the sponsors by the Education Act of 1968.

- Were to participate in the development of Christian Religious Education syllabus and teaching/learning materials.
- Have representatives in school committees and Board of Management.
- Maintain the physical facilities.
- To be consulted on appointment of head teachers.
- Maintain the religious traditions of the school.
- They were to offer supervisory services for the teaching Christian religious education in their schools.
- Recommend materials/what to be taught.

$4 \times 1 = 4mks$

C i) Attitudinal objectives you would seek to achieve while teaching the sub-topic "Respecting human life" to std Five pupils.

- The pupil may be thankful to God for life.
- Appreciate God for his Goodness.
- Appreciate the value of human life.
- Desire to take care of life.
- Develop respect for human beings.
- Value human life.
- See need to obey Gods command on human being.
- Show concern for human life.
- Appreciate Gods creation.

$4 \times 1 = 4mks$

cii) Reasons that led to the revision of 1992 and 2002 Primary Christian Religious Education Syllabus.

- Need of society, both locally & internationally change with time.
- To respond to the emerging issues.
- To reduce the syllabus content in response to recommendation made by a commissioner.
- Integrate and harmonize various topics.
- To meet the additional goal of education.

$4 \times 1 = 4mks$

5a. Ways in which Christian play the role of john the Baptist today.

- Preaching repentance of sins/conversion.
- Praying and fasting in preparation for the coming of the kingdom.
- Helping the needy, the orphaned the homeless,.
- Administering baptismal.
- Attending church worship.
- Advising people to live moral lives.
- Condemning evil practices in the society.
- Advising leaders on their roles in the society.
- Empowering people especially the oppressed.
- Teaching people about human rights

$1 \times 7 = 7mks$

b) Teaching points while teaching the sub-topic "expressing faith " to std 5 pupil.

- Meaning of the word faith.
- Ways of expressing faith.
- People who express their faith in the bible.
- The benefits of expressing faith/ importance of expressing faith.
- How the church/ Christian express their faith in God.
- How people expressed their faith in the bible.
- Challenges encountered by people who express faith.

$1 \times 5 = 5mks$

c) The role of teacher as a facilitator of learning.

- Should be exemplary/showing high sense of duty/devotion to working.
- Give guidance in learning process by leaving pupils free to respond.
- Use of life approach.
- Teaching CRE along educational line.
- Should be well informed.
- Should be creative/imaginative/initiative.
- Should be responsible for moral growth of the pupil.
- Encourage pupil to learn and be independent in their work.
- Encourage people to learn to find out objectives achievement.

$1 \times 8 = 8mks$

6. The importance of initiation in the traditional Africa community.

- i) Initiation ceremony brought families, relatives and friends together strengthening kinship ties.
- ii) They provided opportunities for prayers and sacrifices for the well being of the initiates and the community.
- iii) The shedding of blood joined the initiates with God, ancestors and their land.
- iv) It is a rite of passage that made one an adult.
- v) It made the initiates full members of the community giving them new status in life.
- vi) It enabled initiates get new rights and privileges.
- vii) The initiates received education and training during seclusion.
- viii) The pain experienced prepared the initiates for challenges and difficulties of adult life.
- ix) Through initiation age set were established.

$1 \times 7 = 7mks$

b. Problems affecting the families today.

- (i). Unemployment/underemployment/poverty leading to difficulties in providing basic need to the family.
- (ii). Mismanagement of family resources by some members.
- (iii). Chronic diseases such as cancer, HIV-AIDS, etc.
- (iv). Abuse of alcohol and drugs by some family members leading to violence and poverty.
- (v). Abuse of sex by family members e.g adultery, fornication, rape, incest, etc.
- (vi). Disintegration of the family due to migration to urban areas, employment.
- (vii). Separation and divorce of parents leading to suffering.
- (viii). Deliquescence among the children.
- (ix). Childlessness/bareness/ impotence leading to misunderstanding.
- (x). Single parenthood where children are brought up by one parent.
- (xi). Generation gap between children and parents leading to misunderstandings.

$1 \times 7 = 7mks$

c. Values to initiate in std 8 pupils while teaching the sub-topic "leisure"

- (i). Love
- (ii). Obedience
- (iii). Respect
- (iv). Honesty
- (v). Responsibilities
- (vi). Faithfulness.
- (vii). Generosity.
- (viii). Joy/happiness.

$1 \times 6 = 6mks.$