

EDUCATION MOCK 2019 MARKING SCHEME

1. Teaching of subjects like Geography, History and Civics.
 - Exposure to current affairs.
 - Observation of international days.
 - Teaching of religious education.
 - Creating awareness on international issues.
 - Through international exchange programmes schools open to children of other countries.
 - Through international competitions. (5x1=5 marks)
2. They cannot distinguish between living and non-living objects.
 - Cannot classify objects.
 - Problems of serialization.
 - Reversibility.
 - Conservation. (5x1=5 marks)
3. Rationally stratified education came to an end.
 - State took over the management of education.
 - Education became accessible to all.
 - Structure of education 7-4-2-3.
 - Increase in manpower to develop the country.
 - Led to the setting of a curriculum development search centre (present day KICD).
 - Massive expansion of education at all levels.
 - Led to the establishment of KTTC, KSTC, Kenya Polytechnic Mombasa, a number of TTCs.
 - Led to the establishment of the TSC in 1967. (5x1=5 marks)
4. The right to life
 - The right not to be discriminated.
 - The right to live with parents.
 - The right to religious education.
 - The right to be protected from child labour, armed conflicts and insecurity.
 - Protection from physical abuse, psychological abuse.
 - Protection from sexual abuse.
 - Protection from use of drugs.
 - The right to leisure and recreation.
 - Protection from torture.
 - The right to privacy.
 - Protection from early marriages for girls.
 - Female genital mutilation. (5x1=5 marks)
5. Encourage teachers to teach examinable subjects only.
 - They put emphasis on certification, which encourages cramming, drilling rote learning.
 - Teachers are made to teach using past papers and the syllabus.
 - Teachers employ teaching methods that kill initiative and creativity among the learners.
 - Encourages cheating.
 - Encourages the teachers, learners and parents steal exams. (5x1=5 marks)
6. Determine intellectual development
 - Determine maturation.

- Sets limits of given traits.
- May cause mental retardation.
- Determines physical characteristics like shape, shortness and size.
- May bring abnormalities like sickle cell anaemia, diabetes, dwarfism, albinism etc.

(5x1=5 marks)

7. To conserve culture and heritage.

- Transmit social values, traditions to the youth.
- Transmit knowledge and general skills.
- Facilitate adaption to and use of the environment.
- Promote social and communal solidarity.
- Promote social integration.
- Transmit specialized skills.
- Promote interpersonal skills.

(5x1=5 marks)

8. Ability to the teacher.

- The interest of the teacher.
- The gender of the teacher.
- Age of the teacher.
- The teacher's experience.
- Professional and academic.
- Qualifications of the teachers.
- Personal attributes personality of the teacher.
- Teacher's residence.
- Religion.
- Health.
- Workload.

(5x1=5 marks)

9. Numeracy

- Vocational and technical skills.
- Skills in agriculture.
- Knowledge in citizenship.
- Health and sanitation.
- Nursing and childcare skills.
- Skills in family planning.
- Social skills.

(7x1=7 marks)

10. Ability/experience.

- Age/maturation.
- Sex/gender.
- Interest.
- Discipline traits.
- Personality traits.
- Number of learners.
- Nature of activity.
- Learning of resources.

(6x1=6 marks)

11. Organizing learning in a series of small logical steps.

- Basing new learning on previous experience.
- Giving rewards and reinforcement to correct response.

- Provide immediate feedback to enhance motivation.
- By using discovery method of learning.
- Employing activity based learning.
- By use of relevant teaching learning resources.
- Using programmed learning techniques. (6x1=6 marks)

12. (a) Time Table

- Staff meetings.
- Circulars.
- In-service courses, GPRISM SPREAD TPC etc.
- Inspection of schools by QUASO/Inspectorate.
- Use of common syllabus.
- School assemblies.
- Duty roster.
- Supervision of activities by head teacher.
(the candidate must explain) (6x2=12 marks)

(b) Registration of educational and training institutions.

- Supervise curriculum research and development.
- Marriage examinations and certificates.
- Organize the production and supply of school equipment to learning institutions.
- Coordinate ECDE.
- Coordinate basic and tertiary educational programmes.
- Supervise SAGAS
- Supervision of education institutions.
- Oversee school administration. (8 marks)

13. (a) Recommended the establishment of D.E.B.S.

- Primary and intermediate schools to be placed under DEBS.
- Appointment of BOGs to supervise implementation of policies in each school.
- Introduction of 8-4-4 to replace the previous 6-2-4.
- Stressed the importance of maintaining cooperation between government and missionaries.
- Stressed that education should meet the needs of the predominantly rural society.
- Recommended practical education.
- Improvement of the teaching profession and recruitment of overseas teachers.
(6x2=12 marks)

(b) The report did not create changes for higher education for Africa.

- Induced education wastage and dropouts.
- Had many examinations that were seen as an obstacle for Africans advancing academically.
- Emphasis on practical education was resented by Africans because it led to low occupational status.
- Resources to promote African education were limited.
- It supported racial discrimination in education.

- Shortening of the duration of primary education from 6 years to 4 years was resented by Africans. (4x2=8 marks)

14. (a) Cognitive domain.

- Psychomotor domain
- Deals with coordination of movements.
- Affective domain deals with emotions attitudes values. (3x2=6 marks)

(b) Low concentration.

- Failure to see the connection between the learnt content and practice.
- Lack of understanding due to low intelligence.
- Negative attitude towards the learnt content. The learner fails to see its relevance.
- Low self-esteem due to failure.
- Inadequate practice due to lack of resources.
- Lack of proper guidance from the teacher due to incompetence of the teacher.
- Poor health of the learner affects the learners' stamina to apply.
- Learners cultural values and beliefs to avoid conflict.
- Inadequate support from the teachers, peers or parents. (7x2=14 marks)

15. (a) Select a relevant topic.

- Select somebody who is knowledgeable in the topic.
- Contact the person and invite them.
- Brief them on the area to talk about.
- Prepare the learners for the talk.
- Meet the person on the agreed day and time and take him to class.
- Introduce him to the learners.
- After the presentation allow the learners to ask questions.
- Organize follow up activities.
- Provide the necessary learning materials.
- Inform the administration and other teachers on the guest. (5x2=10 marks)

(b) Provide regular in-service training programmes to update teachers.

- Provision of the necessary tools and materials.
- Provision of physical facilities.
- Educating the public to develop a positive attitude towards the curriculum.
- Parents to provide sufficient land for co-curriculum and co-curricular activities and income generating projects.
- Reducing the number of subjects in the curriculum to afford sufficient time for mastery.
- Strengthening of school inspection by the Ministry of education.
- Government providing funds to schools.
- Strengthening of school management.
- Continuous review of the school curriculum. (5x2=10 marks)