

EDUCATION Marking Scheme
SECTION A (60MARKS)

1. Identify **five** roles of a teacher in a learner-centred lesson. (5 marks)
 - *Ensures learners are involved in a lesson.*
 - *Provide a variety of interesting apparatus for learners to use.*
 - *Promote group work in order to cater for individual differences.*
 - *To promote a relaxed and conducive classroom atmosphere.*
 - *To plan lessons with learners needs and nature in mind so that they progress at their own pace.*
 - *To employ a variety of methods and approaches to teaching and learning.*
 - *To know each learner as an individual, and know his/her strengths and weaknesses.*

(1×5=5 marks)
2. State **five** ways in which staff meetings can be used to improve pupils' performance in a school.
 - *Discuss school discipline in relation to performance in the school.*
 - *Discuss actual teaching strategies/resources/facilities*
 - *Setting common examinations.*
 - *To plan for remedial mock.*
 - *Discuss preparation of scheme of work/lesson plans.*
 - *Identify problem areas and looking into the best way to help individual pupils.*

(1×5=5 marks)
3. (a) Outline **four** reasons why teachers should have knowledge of major post-natal stages of growth and development.
 - *Meet the needs of pupils at each stage of development.*
 - *Make provision for development of whatever potentialities pupils have.*
 - *Understand and explain certain behaviours exhibited by pupils of a give age.*
 - *Deal with emotionally disturbed pupils in class appropriately.*
 - *Select and adapt suitable teaching methods.*
 - *Identify and provide for individual differences.*
 - *Identify various stages of mental development and provide suitable learning experiences.*

(1×4=4 marks)

(b) List **four** ways in which learning areas enhance teaching and learning in a classroom.
 - *Make learning interesting*
 - *Reinforce learning*
 - *Improve the skill of observation and interpretation in learners.*
 - *Develop curiosity.*
 - *Stimulate learning.*
 - *Make the classroom attractive.*

(1×5=5 marks)
4. Highlight **five** challenges encountered by students studying comparative education.
 - *Societies/countries keep on changing hence information gathered may not be accurate when comparisons are to be made.*
 - *Distance between countries may be a hindrance to data collection and its verification.*

- *Lack of objectivity when analyzing an education system by the researcher.*
- *Education systems of different countries are influenced by the historical, political and socio-economic factors which dictate the application of experiences learnt.*
- *Differences in socio-economic and political conditions in countries may hence affect the quality of education offered.*
- *Comparative studies are expensive in terms of money and time.*

(1×5=5 marks)

5. Outline **four** ways in which a primary school teacher may cater for gifted learners.

- *Give the child more responsibilities that are challenging.*
- *Reinforce the child positively.*
- *Avoid having negative attitude towards the child.*
- *Avoid imposing expectations and demands that are beyond the child's level of ability.*
- *Recognize and accept the child's special abilities.*
- *Encourage the child to explore his/her fields of interest.*

(1×4=4 marks)

6. State **five** ways in which co-ordination is affected in a school.

- *Proper and timely planning.*
- *Discipline maintenance.*
- *Keeping of proper records.*
- *Allocation of duties fairly.*
- *Making consultations.*
- *Supervision done effectively.*
- *Encouragement of participation by all members.*
- *Delegation of duties to staff, prefects and parents.*

(1×5=5 marks)

7. Give **four** uses of learner's progress records.

- *To promote and classify learners*
- *For educational and career guidance.*
- *Indicate effectiveness of curriculum implementation.*
- *Identify areas learners need remedial teaching.*
- *Provide feedback on the achievement.*
- *To motivate learners to work harder.*

(1×4=4 marks)

8. State **five** ways in which a school counselor could effectively assist a primary school pupil cope with adolescence.

- *Create an environment that encourages pupils to talk about what she is experiencing /feeling.*
- *Encourage questions that would lead to a discussion about adolescence body changes etc.*
- *Making it possible for the pupil to open up to the counselor (teacher).*
- *Inviting the pupil to make his/her comments and choose what would be his/her course of action.*
- *Ending session when the counselor is sure that the pupil is helped.*
- *Providing information about adolescence and clarifying areas that are well known to you.*

9. Examine **five** ways in which the Kamunga report of 1988 has influenced the development of education in Kenya.

- *Cost sharing in education as a way of financing education programmes.*
- *Establishment of the Kenya Education Management Institute to provide professional development courses.*
- *Establishment of the National Advisory Council of Education to review aspects of national education learning policies and objectives.*
- *Development of gifted, talented and physically challenged persons through education.*
- *Schools are offering guidance and counselling services and environmental education to all levels.*

(1×5=5 marks)

10. Identify **five** challenges that a teacher may face when preparing for a lesson.

- *Time management*
- *Mastering of content.*
- *Teaching techniques /methods to be used.*
- *Influence of teacher mannerisms.*
- *Handling of learner's work.*

(1×5=5 marks)

11. (a) State ways which schools can use to enhance language development among pre-school pupils.

- *Providing objects for naming and manipulation.*
- *Involving pupils in play and songs which make them use language.*
- *Encouraging teacher/pupil interaction socially and linguistically.*
- *Using gestures as simple signs with words.*
- *Telling and narrating stories.*
- *Speaking to pupils in grammatically correct language.*

(1×4=4 marks)

(b) Identify **five** features that distinguish education from schooling.

- *Attendance in schooling is limited to educational institutions whereas education takes place everywhere.*
- *Education is available to all while schooling is available to those who access educational institutions.*
- *In schooling there is an aspect of promotion from one level to the next base on the process of testing/classifying/evaluating while in education progression is based on experience.*
- *Schooling mainly caters for formal dimension while education encompasses formal, informal and non-formal education.*
- *Schooling has a defined cycle, i.e. preschool, primary, secondary and tertiary level while education is a lifelong process.*

(1×5=5 marks)

SECTION B (40 MARKS)

Answer any two questions

12. (a) Explain **five** reasons of piloting a new curriculum before implementation.

- *Assess the effectiveness of the selected instructional resources.*
- *Make decision on whether the programme should be adopted, modified or dismissed.*
- *Assess the relevance and suitability of the programme.*
- *Determine the implementation procedure.*
- *Identify required personnel.*

(2×5=10 marks)

(b) Discuss **five** factors that a primary school teacher should consider in the supervision of school activities.

- *The type of activities within the school.*
- *Priority of activities.*
- *Financial requirements for the activities.*
- *Time allocation for the activities.*
- *Human resources available to carry out the activities.*
- *Facilities available.*
- *Methods of supervision.*

(2×5 = 10 marks)

13. (a) Discuss **five** ways of preventing bullying among pupils.

- *Making pupils aware of the consequences of bullying by being consistent in dealing with bullies.*
- *Providing guidance and counselling to bullier.*
- *Giving guidance to pupils on expected behaviour.*
- *Imposing appropriate sanctions against bullies e.g. withholding privileges.*
- *Involving parents on matters relating to bullying.*
- *Rewarding non-aggressive behaviour.*
- *Providing positive ways of emotional expression among pupils.*

(2×5 = 10 marks)

(b) Explain **five** reasons for preparing a school budget.

(10 marks)

- *Enables a school to obtain accurate estimates of anticipated receipts and expenditure.*
- *Ensuring efficiency in accounting procedures.*
- *Facilitates a systematic plan for evaluating the quality and quantity of services needed in an educational organization.*
- *For attaining the purpose of the school.*
- *Confers authority to the school manager to charge fees and other school levies and to spend monies.*
- *Enables equitable allocation of finances in all the services of an educational institution.*

14. (a) Explain **five** reasons that justify the importance of knowledge of philosophy of education to a teacher trainee.

- *Promotes one's level of reasoning and critical judgement.*
- *Creates responsibility, effort and faith in a teacher based on the value systems developed in him/her.*
- *Helps the teacher in formulating beliefs, arguments, assumptions and judgements concerning teaching and learning.*
- *Enables one to think about the basic foundations of his/her outlook.*
- *Enables one to understand and emphasize the absolute value of the human person.*

(2×5 = 10 marks)

(b) Discuss **five** challenges faced by a researcher when using interview to collect data in educational research.

- *Time challenges*
- *Cost implications.*
- *Language barrier*
- *Negative attitudes*
- *Cultural diversities*
- *Uncooperative respondents*
- *Difficulty in replicating findings due to many variable interacting*
- *Ethical issues.*
- *Subjectivity on the part of the researcher or respondents.*

(2×5 = 10 marks)

15. (a) Examine **five** factors to consider when selecting teaching learning materials.

- *Contributing to achievement of objectives.*
- *Relevance to learner's needs.*
- *Content accuracy.*
- *Coverage of cognitive, affective and psychomotor skills domains.*
- *Suitability according to age, ability and experience of learners.*

(2×5 = 10 marks)

(b) Discuss **five** roles of a prefect in a school.

- *Assists the head teacher and other teachers.*
- *Maintains discipline among pupils.*
- *Assists in organizing games, trips etc.*
- *Lives pupils to the school administration.*
- *Assist in organizing tasks such as roll-call*

(2×5 = 10 marks)

End