

**PRIMARY TEACHERS MOCK EXAMINATION  
EDUCATION MARKING SCHEME**

**SECTION A (60 MARKS)**

**1. Ways in which autoerotic may negatively affect staff and learners.**

- i. It creates bean among the staff and the learners.
- ii. It kills or stifles creativity and initiative of the person.
- iii. It may lead to high staff turnover or may seek transfers.
- iv. It may lead to indiscipline of learners or resistance to discipline.
- v. It may make learners and staff to feel inferior, less confident in decision making
- vi. There is no staff upward mobility
- vii. No motivation for staff to put their best effort in work or learners to pass.
- viii. Could result to low performance by learners in examination.

**(Any 5x1 = 5 marks)**

**2. Reasons that may lead to poor performance by a teacher trainee while practicing**

- (i) Inadequate lesson preparation by the trainee.
- (ii) Poor discipline in the school the trainee is practicing in.
- (iii) Inability to use and improvise relevant teaching resources.
- (iv) Poor supervision, guidance or direction by the lecturers.
- (v) Lack of co-operation by the school administration, regular teachers or other trainees.
- (vi) Poor health of the trainee that hinders them from performing at their best.
- (vii) Lack of confidence or low self – esteem by the student trainee.
- (viii) Indiscipline and lack of interest in the training or teaching practice.
- (ix) Lack of language command leading to poor communication or self expression
- (x) Poor choice of teaching methods and activities.

**(Any 5 x 1 = 5 marks)**

**3. Areas of a school management system that calls for planning**

- (i) The school time table
- (ii) The school finances.
- (iii) Curriculum / co-curricular activities
- (iv) School time management
- (v) Procurement of school resources.
- (vi) School personnel / human resource
- (vii) Staff development training / in servicing
- (viii) Learners or staff welfare programmes

(ix) School physical development

(Any 7 x 1 = 7 marks)

**4. Reasons the Kenyan Government is putting greater emphasis on ECDE programmes**

- (i) Realization that the Child's fastest growth, mentally, physically, emotionally is in the formative years (0 – 5 years)
- (ii) A very high percentage of the population is of children below 5 years.
- (iii) Need to examine all levels of education so as to achieve goals of Education for all (EFA) and the millennium development goals (MDGs).
- (iv) Need for Government to show more support for ECDE as they have done for primary and secondary education.
- (v) Promote co-ordination in the ECDE programmes due to lack of established policies.
- (vi) Harmonize the curriculum for those used are inappropriate, inadequate with no measureable outcomes.
- (vii) Incorporate ECDE in the Public Primary Schools.
- (viii) The government has harmonized the training for ECDE teachers.

(Any 4 x 1 = 4 marks)

**5. Ways in which educational practices in Kenya have been greatly influenced by Maria Montessori's ideas**

- (i) Activity based learning is emphasized at all levels of learning.
- (ii) Individualized learning to pursue learners own interest is emphasized.
- (iii) Sensory training is emphasized especially at the early childhood and development centres.
- (iv) Play is emphasized in teaching at an early stage of school.
- (v) A variety of teaching and learning resources are provided for learners to interact with.
- (vi) Flexibility in class arrangement and activities is encouraged.
- (vii) There are schools modeled on the Montessori philosophy and carry the name.

(Any 6 x 1 = 6 marks)

**6. Ways in which a teacher can use the knowledge of skinner's operant conditioning theory to make learning effective in the classroom.**

- (i) Organizing learning in a series of small logical steps.
- (ii) Making the steps within the learners' capacity.
- (iii) Basing learning on previous experience
- (iv) Providing immediate feedback to enhance motivation.
- (v) Giving immediate positive reinforcement for correct responses.
- (vi) Provide opportunities of stimulus discrimination.
- (vii) Using a variety of relevant teaching aids judiciously / keenly/ effectively.
- (viii) Use of enquiry method / discovery method.
- (ix) Making learning relevant to learners needs.
- (x) Use of programmed teaching and learning.

(Any 6 x 1 = 6 marks)

**7. Challenges a teacher may face when handling learners with special needs in an**

**inclusive learning environment.**

- (i) Dealing with large numbers of varied learners in the class.
- (ii) Lack of adequate training by the teacher in dealing with special needs
- (iii) Lack of adequate tools and materials that are adaptive to special needs learners.
- (iv) Lack of sufficient time to plan for their work.
- (v) Frustration during class by lecturers, who are not special needs due to divided attention
- (vi) High costs in acquiring or making materials or equipment that meets the needs of special learners.
- (vii) Difficulty in obtaining teaching learning materials for special needs as they are not easily available.

**(Any 5 x 1 = 5 marks)**

**8. Reasons books are vetted by Kenya Institute of Curriculum Development (KICD).**

- (i) For transparency, authenticity and accountability of books used in schools.
- (ii) To choose the best books among the varied selection presented.
- (iii) To create healthy competition among writers / authors.
- (iv) To keep check on the quality of language used / appropriateness.
- (v) To check on the quality of paper / cover page in terms of durability.
- (vi) To guarantee compliance with the education policy on textbooks of the country.
- (vii) To harmonize relevance with the economic, political, and social development of the society.

**NB: Make sure the content is in line with the syllabus.**

**(Any 5 x 1 = 5 marks)**

**9. Advantages of making a school financial transaction through cheque system.**

- (i) It enhances on financial accountability
- (ii) It enables auditors to follow up on expenditures easily.
- (iii) It encourages school financial managers to maintain and be aware of expenditures
- (iv) It discourages mismanagement of school funds.
- (v) It minimizes / removes / reduces any temptation of missing school funds.
- (vi) It promotes budgeting for school funds before making withdrawals.
- (vii) It enhances security for school funds.
- (viii) It leaves a proper record / trace for handling over purposes.

**(Any 6 x 1 = 6 marks)**

**10. Features of African Socialism as stated in sessional paper No. 10 of 1965**

- (i) Fair distribution of natural resources for national development / diffusion of ownership.
- (ii) Promotion of national unity of the country.
- (iii) Encourage mutual social responsibility.
- (iv) Respect for individual and communal ownership of property and resources.
- (v) Respect for the rule of law
- (vi) Support for political, civil and religious leaders.
- (vii) Exercise democratic leadership and political democracy
- (viii) Participation in national development.
- (ix) Promotion of social equality and wide range of control
- (x) Progressive taxation
- (xi) Promotion of peace.

**(Any 5 x 1 = 5 marks)**

**11. Reasons Guidance and counseling is seen as an important component of the school curriculum**

- (i) It helps the learner understand themselves in terms of interests and abilities
- (ii) It helps learners develop a balanced personality.
- (iii) It helps the learner make informed choices / improve decision making skills.
- (iv) It enables the learners to understand the origins of emotional problems in order to take appropriate actions to control them.
- (v) It helps learners to understand their strengths and weaknesses.
- (vi) It helps learners to set realistic goals and career choices.
- (vii) It helps learners to create good, healthy relationships.
- (viii) It helps learners to have good moral values and discipline.

**(Any 6 x 1 = 6 marks)**

**SECTION B (40 MARKS)**

**12. a) Roles of the head teacher in the implementation of the Teachers Service Commission Act.**

- i. Recruitment; takes part in interviewing potential staff.
- ii. Allocation: the head teacher receives and orients new teaching staff in the areas he/she deploys them.
- iii. Keep staff records; maintain records of appraisals, performance and outstanding work by teaching staff for promotion.
- iv. Discipline; reprimands and maintains discipline of teachers according to the TSC code of Ethics and code of regulation.
- v. Interdiction; recommends interdiction of a teacher who does not comply with the TSC regulations.
- vi. Returns; sends returns of teaching staff to TSC on staff establishment and details of each teacher.
- vii. CBE; informs the TSC on any vacancies or excess teachers.
- viii. Causality; sends a causality report to TSC on teachers who return back to work, exit or who report as new members of the institution.

**(Any 5 x 2 = 10 marks)**

**b) Causes of financial mismanagement in primary Schools in Kenya.**

- i. Inadequate or lack of financial management skills by the head teacher.
- ii. Poor book keeping records that allow for loop holes on money spent.
- iii. Lack proper supervision of school funds by the government (Ministry of Education)
- iv. Lack of proper financial planning and budgeting that leaves loop holes.
- v. Appointment of unqualified teachers to manage financial resources.
- vi. Lack of role models in the community / society where corruption is condoned with minimal repercussions like a transfer.
- vii. Members of the BOM or SMC who have no financial management knowledge but are making decisions on school finances.
- viii. Tendency to keep funds in cash safes rather than bank accounts allowing easy access by the stakeholders.

**(Any 5 x 2 = 10 marks)**

13. a) Reasons a teacher trainee should have knowledge of personality development.

- i. To enable the teacher trainee understand learners at different stages of growth and development and best way to handle them.
- ii. To enable the teacher predict the behaviour of learners so as to guide and counsel them effectively / appropriately.
- iii. To enable the teacher trainee to acquire knowledge on how personality affects a learners performance and socialization.
- iv. To enable the teacher understand their own personality / character and how it may affect learners and the learning process.
- v. Enables the trainee play the role of parent in school to compliment the parental duty of moulding the learner.
- vi. To enable the trainee select the best teaching methods to suit the learners' individual characteristics.
- vii. To enable the trainee to select the most appropriate teaching / learning resources, materials and activities to best suit learners.
- viii. To enable the teacher select the best discipline measures for any deviant children to set positive character formation.

**(Any 5 x 2 = 10 marks)**

**b) Briefly, explain how each of the following skills is applied in learning.**

**(i) Incidental learning**

By giving the learner the opportunity to acquire knowledge, skills, attitude and values without intention or plan to learn. Any experience is explanted to become a learning experience from an incident or an occurrence. **(2 marks)**

**(ii) Transfer of learning**

By giving the learner the opportunity to use knowledge gained in one area of study / subject / experience in another area/ situation. This transfer of knowledge/ learning/ experience comes from the learner recognizing familiar new knowledge / attitude that had been acquired before. **(2 marks)**

**(iii) Trial and Error**

By giving the learner an opportunity to make his / her own discoveries by trying then come up with solutions/ correct answer / result. The learner has no guidance or model to immolate but tries randomly and the results lead to learning.(2 marks)

**(iv) Insightful learning**

By providing the learner with the opportunity to apply what they have learned by intuition so that they can suddenly realize / recognize or conceptualize a difficulty/ challenge / problem that may lead to its solution. It allows learners to have insight into their ability to realize how various parts of a problem are related to one another. **(2 marks)**

**(v) Conditioning and Association of ideas**

By allowing the learner to go through a psychological process that causes them to respond in a particular way to a given stimulus selected by the teacher and reinforced. Through conditioning, the stimulus comes to be associated in the mind of the learner with a stimulus that produces the kind of response expected. **(2 marks)**

14. a) **Ways in which a teacher trainee can go about producing a good chart for use during teaching practice.**
- i. By deciding the materials to use so that they are appropriate for the intensions.
  - ii. By selecting the essential information they require for the lesson so as to produce the impact desired.
  - iii. By ensuring that the chart has margins drawn on the sides of the chart for clarity and emphasize of the used area.
  - iv. By ensuring that the chart has a title at the top outside the framework, written in print and bold lettering and should had symmetry.
  - v. By projecting to enlarge drawing on maps with an overhead projector using traced out maps on a transparency.
  - vi. By ensuring that all letters are uniform, proportional and boldly written for legibility.
  - vii. By beginning the work as a draft, in pencil, then done in pen / ink after corrections and other coloured pens required for emphasis.
  - viii. By binding the edges, to wrap the tray and prevent tearing or wearing out.

(Any 5 x 2 = 10 marks)

b) **Select five skills a teacher may require when carrying out effective group instructions**

- i. They need to be skillful in how they encourage learners to interact between / among themselves within the groups without bias, conflict or individualization.
- ii. They need to have sound organizational skills to handle the type of groups presented.
- iii. They need to have manipulative skills on how to handle materials and equipment they intend to use in teaching.
- iv. They need to have mastery of skills required to instruct throughout the lesson (demonstration skills).
- v. They need to be skillful in identifying clear objectives and how to achieve them for the lesson.
- vi. They need to have motivational skills to keep the learners focused and attentive throughout the group work.
- vii. They need to have organizational skills to enable them ensure full participation of members of each group and their co-operation in meeting the objectives.
- viii. They need time management skills to ensure the learners carry out the work within the time allocated.
- ix. They need management skills to enable them command and control group behaviour.

(Any 5 x 2 = 10 marks)

15. a) **Measures taken by the Kenyan Government to protect the environment**

- i. The Government has gazzeted protection of National Parks and Game Reserves and water (lakes, rivers).
- ii. They have infused and integrated environmental education in schools, colleges and other learning institutions curriculum.
- iii. They have formed the National Environment Secretariat that responds to the challenges of the environment.
- iv. They have created a National Environmental Management Authority (NEMA) body and laws towards environmental protection.
- v. They have set aside days to mark tree planting exercise throughout the republic (National).

- vi. They have sensitized communities on environmental conservation by seeking alternative services of energy / fuel.
- vii. They have tried to involve the private sector in environmental education in schools and the school curriculum.
- viii. They have established clubs and societies in schools and tertiary colleges so as to involve them in environmental conservation.
- ix. The government has declared plastic bags banned to maintain the environment and use of biodegradable materials for wrapping.

**(Any 5 x 2 = 10 marks)**

**b) Ways corruption in Education can be prevented in Kenya today.**

- i. By incorporating topics in the curriculum on integrity, moral values and ethics.
- ii. By being good role models as teachers, to the learners so that they can emulate.
- iii. By involving the community on building a trustworthy, honest society.
- iv. By sensitizing educational managers and the school community on the evils of corruption and its long term effects.
- v. By promoting transparency and accountability in handling public and school funds through audit.
- vi. By observing procurement procedures as stipulated by the government at all levels.
- vii. By capacity building of educational managers in financial management.
- viii. By rewarding corruption free learning institutions and educational organizations.
- ix. By formulating and adhering to anti-corruption policies when carrying out transactions or duties.
- x. Prosecution of corrupt officers to serve as a deterrent.

**(Any 5 x 2 = 10 marks)**