

PTE 3011 MOCK 2019

CRE MARKING SCHEME

1. (a) Changes that have taken place in the role of a teacher of Christian Religious Education in Kenya since 1980.
- (i) The teacher's role is that of a facilitator of learning/guide in the learning process by use of Life Approach.
 - (ii) The teacher is governed by the TCS code of regulations as opposed to the church regulations.
 - (iii) The teacher can be posted to teach the subject in any school in the country/teach pupils of mixed denominations.
 - (iv) The teacher has to achieve the national goals of Education through the teaching of the subject.
 - (v) The teacher follows an approved syllabus/textbooks that are common to all schools
 - (vi) The teacher handles the subject professionally/prepared schemes of work/lesson plans/teaching aids.
 - (vii) The teacher uses professional methods to teach the subject.
 - (viii) The teacher is an evaluator/examiner the achievement of subject objectives using different methods.
 - (ix) The teacher guides and counsels the learners on various aspects of life.
 - (x) The teacher is expected to be exemplary/role model in an outside the classroom.
- (7 x 1 = 7 mks)
- (b) Reasons why some teachers of Christian Religious Education in Primary Schools fail to guide and counsel their pupils'.
- (i) Some teachers of Christian Religious Education are not exemplary in their own lifestyles hence not fit.
 - (ii) Some have no interest in helping their pupils
 - (iii) Some have busy schedules/have no time for the pupils.
 - (iv) Some have a poor relationship with learners/are unapproachable /harsh/hostile.
 - (v) Some teachers lack the skills/knowledge in guiding and counseling
 - (vi) Some schools have no special rooms/places to facilitate guidance and counseling hence pupils keep off.
 - (vii) Some teachers do not participate due o various barriers religions/denominational/tribal/society/age.
 - (viii) In some schools, there are other people assigned to guide and counsel hence the teachers of CRE do not take it as their responsibility.
 - (ix) Failure by he Ministry of education to remunerate the services has discouraged some who are unwilling to give free service.
 - (x) Due to pupils ignorance/failure to seek help from the teachers, hence the teachers assume their pupils have no problems.
- (7 x 1 = 7marks)
1. (c) . Resources to use while teaching Programmes of Pastoral Instruction
- (i) Bible

- (ii) PPI approach books/CRE textbooks/hymn books
- (iii) Pictures/photographs
- (iv) Charts/posters/diagrams
- (v) Resource persons
- (vi) Real objects
- (vii) Christian magazines/journals/pamphlets
- (viii) Films/videos/projectors/Radios
- (ix) Models

(6x 1 = 6 marks)

2.(a) The ceremony in which God and Israel were united in a covenant relationship at mount Sinai.

- (i) Moses read the laws/commands of God to the people
- (ii) The people responded by saying that they would do everything the Lord had said.
- (iii) Moses built an alter at the foot of the Mountain with twelve pillars representing the twelve tribes of Israel.
- (iv) Moses asked young men to sacrifice oxen for peace and burnt offerings.
- (v) Moses put half of the blood in bowl/basin
- (vi) He sprinkled half of the blood on the alter
- (vii) He read the book of the covenant for a second time/the people pledged their obedience a second time.
- (viii) Moses then sprinkled the rest of the blood on the people
- (ix) The blood united the people in a covenant relationship with God.
- (x) Moses acted as he mediator of the covenant.

(7 x 1 =7 marks)

(b) The teachings about the New covenant foretold by Prophet Jeremiah. (Jeremiah 31:31-34)

- (i) God would initiate the new covenant
- (ii) It would establish a new Israel/new people of God
- (iii) It would be established after God punishes Israel
- (iv) The laws would be written in the hearts of people
- (v) Every individual would know God personally
- (vi) It would be an everlasting covenant/would not be broken
- (vii) There would be individual responsibility/suffering for one's sins.
- (viii) God would forgive their sins/remember them no more.

(6 x 1 = 6 mks)

(c) Virtues a teacher would seek to develop in std 6 learners while teaching the subtopic “what Jesus said and did during the last supper”.

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| (i) Love | (vi) courage/bravery |
| (ii) Cooperation/unity | (vii) obedience |
| (iii) Thankfulness | (viii) Responsibility |
| (iv) Respect | (ix) Honest |
| (v) Humility | (x) Holiness/purity/righteousness |

(7 x 1 = 7 marks)

3. (a) What angel Gabriel revealed about John the Baptist during the annunciation of his birth to Zechariah. (Luke 1:5-25)

- (i) He would bring joy to the parents
- (ii) Many people would rejoice at his birth
- (iii) He would be great before the Lord
- (iv) He would not take strong drinks
- (v) He would be filled with the Holy spirit even before birth
- (vi) He would return people to God
- (vii) He would reconcile families
- (viii) He would have the spirit of Prophets Elijah
- (ix) He would prepare the way of the Lord/be the forerunner of the Lord.

(7 x 1 = 7 marks)

(b) Lessons Christians learn from the lives of Zechariah and Elizabeth.

- (i) Christians should be blameless/upright/righteous
- (ii) They should obey God's commandments
- (iii) They should persevere/be patient
- (iv) They should serve God faithfully/be committed
- (v) They should be prayerful
- (vi) They should have faith in God/depend on God
- (vii) They should believe God's word
- (viii) They should thank God for his blessings
- (ix) They should praise/worship God
- (x) They should desire to be led by the Holy spirit
- (xi) Christians should rejoice at the blessings of others
- (xii) They should practice hospitality/be kind to others

(8 x 1 = 8 mks)

(c) Teaching points on the subtopic coping with conflict; in standard five

- (i) Meaning of coping/conflict
- (ii) Examples of conflicts among pupils
- (iii) Biblical teaching on coping with conflicts
- (iv) Ways of coping with conflict
- (v) Importance of coping with conflict
- (vi) Dangers of not resolving/coping with conflict.

(5 x 1 = 5 marks)

4. (a) Dimensions of religion from a Traditional African burial ceremony. examples

- (i) Experiential - Mourning/grieving/sadness/sorrow
 - Presence of ancestors/God/spirits
 - dreams about the dead/communication with them
- (ii) Ethical - The place of burial carefully selected
 - Who to bury the body/the position/the time of burial strictly adhered to
- (iii) Ritual - digging of grave/burial of the body
 - singing and dancing/prayers/sacrifices/
 - Pouring libations/feasting/oiling/preparing the body for burial/cleansing rituals/shaving hair.
- (iv) Doctrinal - Beliefs about life after death are expressed.

- Belief that the dead has moved to the world of ancestors/spirits
- Beliefs of how the 'dead' are still active in the lives of the living are expressed.
- (v) Social
 - Relatives/friends/whole community is involved.
 - Communal sharing of duties/food/drinks/singing and dancing.
- (vi) Mythological
 - the dead are linked to ancestors/in the world of ancestors/spirits
 - Songs and dances transmit the peoples' views from generation to generation
 - The history of the dead is remembered/said.

(6 x 1 = 6 marks)

½ mark – for proper spelling of dimensions

½ mark – for an appropriate example

4. (b) How the government of Kenya schools that religion is important for the citizens.

- (i) There is freedom of worship guaranteed by the constitution
- (ii) Teaching of Religious Education in learning institutions
- (iii) The government has allowed airing of Religious programmes on Radio/Television
- (iv) Government officials/leaders have natural prayers days.
- (v) Allowing different religious groups to say prayers during natural functions.
- (vi) Religious holy days are celebrated nationwide/Saturday/Sunday set aside for worship
- (vii) The government has allowed Religious groups to start and run institutions that serve Kenyans i.e. hospitals/schools.
- (viii) Government officers participate in the construction of religious sacred places/provided/allocates land/ funds.
- (ix) The national anthem is religious/form of prayer
- (x) The government has allowed the employment of chaplains/religious leaders in learning institutions.

(7 x 1 = 7 marks)

(c) Learning experiences to involve standard four pupils in while teaching the subtopic 'Christian sacred places',

- (i) Singing Christian songs
- (ii) Demonstrating how Christians worship
- (iii) Role-play/mime/dramatize Christian activities of worship
- (iv) Answer oral questions on Christian sacred places
- (v) Written activities/notes on Christian sacred places
- (vi) Discussion of activities done in Christian sacred places
- (vii) Recitation of memory verses
- (viii) Reading relevant scriptures about sacred places
- (ix) Drawing/painting a Christian sacred place
- (x) Narrating stories on what they do in Christians sacred places
- (xi) Project work on Christian sacred places

(7 x 1 = 7 marks)

5. (a) Importance of rituals performed during the birth of a baby in traditional African communities.
- (i) Singing & dancing - to express their joy for the new member
 - (ii) Prayers – for thanksgiving and protection
 - (iii) Sacrifices – made for thanksgiving/protection
 - (iv) Libation poured – to thank ancestors
 - (v) Wearing of charms – for protection of mother/baby
 - (vi) Washing the baby in herbs – for protection against evil
 - (vii) Ululation – are made to announce the gender
 - (viii) Cutting of the umbilical cord – to separate the mother and baby.
 - (ix) Proper disposal of afterbirth – to maintain fertility of the mother/ask for long life of baby
 - (x) Feasting/drinking – an expression of joy
 - (xi) Seclusion for mother/baby – to enable the mother to heal/bond with baby
 - (xii) Giving of gifts – To congratulate the parents

(7 x 1 = 7 marks)

- (b) Role of the community members towards children in traditional African communities.
- (i) To name the children
 - (ii) To provide basic needs
 - (iii) To provide security/protection
 - (iv) To teach them moral values
 - (v) To discipline the children
 - (vi) To guide and counsel the children
 - (vii) To teach them survival skills
 - (viii) To ensure they get initiated/married
 - (ix) To provide for their leisure/recreation
 - (x) To develop their spiritual lives/involvement in religion
 - (xi) To transmit the secrets/traditions of the community to them/teach them their history.
 - (xii) To teach them their duties/responsibilities

(7 x 1 =7 marks)

- (c) Knowledge objectives you would strive to achieve while teaching subtopic 'New life' in standard five.

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

- (i) Give the meaning of the term new life
- (ii) State ways of acquiring new life in Christ
- (iii) State the importance of having new life in Christ
- (iv) Explain how to live the new life in Christ
- (v) Identify ways of enjoying new life in Christ
- (vi) Give examples of people in the Bible who lived new life in Christ.
- (vii) Explain how Jesus gives new life

- (viii) List the challenges faced in living a new life in Christ
 - (ix) State the consequences of not having new life in Christ.
- (6 x 1 = 6 marks)

6. (a) Similarities between the Christian and traditional African view on marriage.
- (i) In both, marriage is ordained/blessed by God
 - (ii) In both, marriage is for protection
 - (iii) In both, marriage is for companionship
 - (iv) In both, marriage should be permanent/divorce not allowed
 - (v) In both, the husband and wife should love each other/have mutual respect
 - (vi) In both, marriage gives a new status to those who enter
 - (vii) In both, marriage is encouraged after the death of a spouse.
 - (viii) In both, sex is legalized as marriage
 - (ix) In both marriage is communal/celebrated by the community
 - (x) In both, the wife is to submit to the husband/husband is to the head.
 - (xi) In both, marriage is a covenant.

(8 x 1 = 8 marks)

- (b) Ways in which the church is helping to reduce domestic violence in Kenya today.
- (i) The church offers guidance and counseling to couples
 - (ii) Holding seminars/references for married couples
 - (iii) Airing programmes through the mass media on family relationships
 - (iv) Praying for families
 - (v) Condemning all forms of violence
 - (vi) Preaching on the need for love/peace/endurable in marriage
 - (vii) Mediating/settling disputes among couples
 - (viii) Giving material assistances/employing the needy to reduce tension
 - (ix) Some church members serve as role models are exemplary in their marriage

(7 x 1 = 7 marks)

- (c) Attitudinal objectives that teacher of CRE would set while teaching the subtopic 'Types of families in standard Eight.
- (i) Develop respect for members of his/her family
 - (ii) Appreciate God for the family
 - (iii) Desire to care/love for his/her family members
 - (iv) Be willing to obey the parents/members of the family
 - (v) Desire to love his/her family in the future
 - (vi) Be ready to contribute to the happiness/well being of the family
 - (vii) Develop respect for other people's families/different types of families
 - (viii) Any other relevant point.

(5 x 1 = 5 mks)