

EDUCATION MOCK 2019
MARKING SCHEME

1. How cost sharing is done to improve education standards in schools

- i. Schools buy buses to help the LT& T vote
- ii. Parents subsidize activity fees for games
- iii. Building of classes on harambee basis
- iv. School boarding facilities were developed by parent
- v. Installation of electricity in schools for learner to be longer at school
- vi. Buying of school land to expand schools physical facilities/ play grounds
- vii. Feeding programmes at school are under the PTA arrangement
- viii. Buy of exercise books and textbook for children
- ix. Parents buy uniform for their school going children

2. Roles of a Headteacher as a public relations officer of a primary school

- i. All communication within/outside the institution are signed for/by HT
- ii. HT receives all visitor in the school office/ sign visitors book
- iii. HT is the access to information officer of the school
- iv. Solicit funds for the school development
- v. Represents the school in all functions outside the school
- vi. He is legally liable on behalf of the school
- vii. Signs agreements/contracts on behalf of the school
- viii. Coordinates and assures smooth running of all school activities
- ix. Motivates staff and pupils
- x. Admits new pupils in the school
- xi. Manages/ keeps all school property

3. Merits of debate as a method of learning

- i. It improves critical thinking among pupils
- ii. It develops leadership skills among pupils
- iii. It develops communication/ language skills among pupils

- iv. Self-esteem among learners is raised
- v. It competitive and thus rewarding
- vi. It reinforces concepts learnt among pupils
- vii. It is a recreational/ relaxation activity
- viii. It improves the social/ socialization skills
- ix. It improves leadership skill as they engage in group work

4. Use of knowledge gained in Educational Psychology

- i. To guide and counsel pupils in TP school on academics/career
- ii. Prepare teaching/learning materials for learning
- iii. Prepare lesson plans with effective teaching/learning methods
- iv. Deal with cases of special needs in class effectively/adequately
- v. Understand the varied personalities among pupils
- vi. Prepare effective and reliable tests/evaluation procedures
- vii. Put the learning theories in practice
- viii. Carry out simple education research in the TP school

5. Reasons for loss of attention by pupils in class

- i. Destructors in class/ compound
- ii. Poor teaching techniques by the teacher eg monologues
- iii. Tired due to loss of energy thro play especially after a break
- iv. Sickness/illness
- v. Hunger
- vi. Long lesson
- vii. Emotional instability

6. Methods the education sector can use to eliminate corruption in schools

- i. Take legal action against perpetrators of corruption
- ii. Build awareness/sensitize stakeholders about ills of corruption
- iii. Train school managers on matters of proper financial management
- iv. Form anti-corruption corruption school committees to carryout audit
- v. Regular auditing of school funds
- vi. Signing of performance contracts by school managers
- vii. Teach moral values to the young/future managers

- viii. Appoint strong SMC members who are educated on management
- ix. Planning/ budgeting for projects before funding

7. Types of professional misconduct punishable by TSC

- i. Absenteeism from duty/ school
- ii. Desertion of duty/absent from duty for more than two weeks
- iii. Mismanagement of school funds by any teacher/HT
- iv. A teacher having carnal knowledge with a pupil
- v. Sexual intimacy between teachers who are not married to each other
- vi. Drunk teacher while on duty
- vii. Gossiping teachers

8. Methods used today to help children learn national values.

- i. Being good role models
- ii. Direct teaching
- iii. Clear rules/regulations
- iv. Engage them in cooperate activities eg group work
- v. Allow children to attend national days/events/ceremonies/festivities
- vi. Building children's self-esteem/self-confidence
- vii. Establishing family traditions/ norms/culture in form of principles
- viii. Listening to children/ creating dialogue with them
- ix. Establishing a culture of hard work/integrity in schools/families

9. Ways HIV/AIDS is detrimental to the development of education

- i. Death of school going children leads to low enrollment
- ii. Its a chronic disease that consumes learners time in hospitalization
- iii. Death of teachers leading to understaffing in schools
- iv. Government allocates more money to health instead of education
- v. Teachers spend time with their patients more than their learners
- vi. Sick learners are discouraged to learn they see no future in education
- vii. Sick learners are stigmatized leading to absenteeism from school

- viii. Learners dropout of school due to sick parents inability to afford fees

10. Ways a teacher can use to manage time during a learning process

- i. Teacher should keep strictly to time shown in lesson plan
- ii. Teacher should have properly summarized lesson notes
- iii. Teacher should use appropriate teaching/learning resources
- iv. Teacher should be punctual to class
- v. Teacher should have proper/adequate lesson preparation
- vi. Teacher should use various teaching/learning resources

11. Challenges of 8:4:4 system of Education that necessitated curriculum

Change to 2:6:6:3 Systems.

- i. 8:4:4 subjects were no longer broad based
- ii. No provision for development of talent thro pathways
- iii. High unemployment especially amongst 8:4:4 graduates
- iv. Technological injection in the system has never happen
- v. The two years Early childhood education was not part of the 8:4:4
- vi. 8:4:4 had become more academic/theoretical than practical/technical
- vii. Most schools were not equipped with workshops to offer practical skills
- viii. Teachers not sufficiently trained to facilitate learning of practical skills
- ix. Graduates were not equipped with entrepreneurial skills for self-reliance
- x. 8:4:4 was more examination oriented
- xi. The risk of emergence of social vices among youth was high

12. Reasons a teacher wouldn't use a prepared learning resource during the lesson

- i. Lack of confidence
- ii. Running out of time because of a poorly prepared lesson
- iii. Indiscipline among learners during the lesson taking time to resolve

- iv. A teacher taking phone calls during the lesson
- v. A teacher who is not punctual to class has a lesson disorganized
- vi. A teaching resource getting damaged before use during the lesson

SECTION B Answer any TWO questions

13.(a) Contrasts between guidance and Counseling

- i. Guidance could be on a general issue affecting learners while Counseling is about a specific issue affecting a learner
- ii. Guidance can be done by a general expert but counseling is only done by a trained counselor
- iii. Guidance can be done individually or in a group while counseling can only be individually
- iv. Guidance is done before a problem occurs while counseling is triggered after a problem occurs thus looking for a solution
- v. Guidance has a directed solution while in counseling the solution gotten is corporate/ both the counselor and the counselee
- vi. Guidance is expert centered while counseling is quite interactive/ counselee centered
- vii. Guidance is compulsive while counseling is voluntarily sought by counselee

13 (b) Roles of a headteacher as a Quality Assurance and Standards officer.

- i. Employing and maintaining adequately trained staff
- ii. Carry out periodical needs assessments of school
- iii. Meeting the needs of teachers and learners eg creating a friendly environment
- iv. Setting realistic and achievable targets
- v. Planning
- vi. Staff motivation eg meeting staff developmental needs
- vii. Providing the required resources both human and material

- viii. Identify activities that can improve performance eg motivational talks
- ix. Monitoring
- x. Networking with stakeholders
- xi. Clear indicators and basis for promotion of staff

14.(a) challenges that would face a trained teacher in first employment school

- i. Implementing a new system of education
- ii. Preparation of schemes of work and lesson plans
- iii. Preparation of professional materials
- iv. Meeting pupils and familiarizing with e their names
- v. Preparation of a teaching timetable
- vi. Familiarizing with school rules and regulations
- vii. Assignment of duty/ teaching load by the Headteacher
- viii. Meeting with parents, other teachers and School Management Committee members
- ix. Assigned to patron/ coordinate clubs and societies

14(b) Measures to stop examination irregularities in schools

- (i) guide and counsel learners on proper practices during exams
- (ii) supervise/invigilate exams strictly
- (iii) set exams that are within the content taught/ covered
- (iv) make sure there is proper seating arrangement
- (v) give trial exams eg mock to candidates to build confidence
- (vi) we should set open book opposed to closed book exams
- (vii) set rules and regulation that govern orderly exams

5.(a) similarities between a regular primary school and teaching practice timetables

- i. Both have mathematics and languages taught in the morning
- ii. Both have PHE before a break

- iii. Both have languages separated and following each other
- iv. Both have languages separated from each other
- v. Both have single lessons per subject instead of doubles.
- vi. Both have two breaks before lunch break
- vii. Both have lower and upper classes timed differently

15.(b) Reasons psychomotor activities are best learning method for preschoolers

- i. Children learn better by doing
- ii. Psychomotor activities also strengthen their body
- iii. Psychomotor activities arrests attention in children
- iv. Psychomotor activities are recreational/ restores energy lost
- v. Psychomotor activities increase creativity
- vi. Psychomotor activities breaks monotony/ monologue
- vii. Psychomotor activities are more interesting/ enjoyable

15.(a) Ways KICD supports learning

- i. Designs the curriculum/syllabuses used for teaching
- ii. Prepares teaching/learning materials
- iii. Prepares Evaluation criteria for the curriculum
- iv. Pilots new curriculum designs
- v. Does research in curriculum designs
- vi. Trains curriculum implementers
- vii. Holds seminars/workshops for curriculum implementers
- viii. Advises government on matters of education

16.(b) Needs assessment issues that lead to recommendations made by the Ominde commission

- i. Colonial education was racial/discriminative therefore Kenyans wanted equal opportunities
- ii. Kenyans wanted academic education that would lead to white collar jobs

- iii. Kenyans thought vocational education was inferior to academic education
- iv. Kenyans wanted to manage their own schools thus formation of PTAs
- v. Learning before independence was through vernacular Kenyans wanted English and as official and national languages respectively
- vi. Kenyans wanted one employer for teachers and thus formation of TSC
- vii.