

INTERNATIONAL TEACHERS TRAINING COLLEGE

3011 MS

P1 CRE

Mock 1

February 2020

MARKING SCHEME

PRIMARY TEACHER EDUCATION

CHRISTIAN RELIGIOUS EDUCATION

MARKING SCHEME

(CONFIDENTIAL)

This marking scheme consists of 8 printed pages.

1. (a) **General objectives of Primary Christian Religious Education. By the end of the course the learner should be able to:**
- (i) Come to a vivid awareness and knowledge of God as he reveals himself through human experiences, creation, christian community, the scriptures (the bible) and most fully through the person of Jesus Christ and the holy spirit living with us today.
 - (ii) Respond to God in faith as a new person in Jesus Christ with reverence, repentance, worship, hope, service and witnessing love.
 - (iii) Live with others in the home, the school, the local and the world community in relationships based on understanding, trust, friendship, concern, justice and love.
 - (iv) Accept the environment as God given and their responsibility to respect, conserve and develop it.
 - (v) Appreciate individual talents as God given and use them for self and national development.
 - (vi) Deal with emerging social issues responsibly guided by sound understanding of religious and moral standards.
 - (vii) Accept and honour himself/herself as God's creation.
 - (viii) Develop awareness and appreciation for Traditional African Religious Heritage.

6 x 1 = (6 marks)

- (b) **Differences between programmes of pastoral instruction and pastoral care:**

- (i) Programmes of pastoral instruction is programmed/time tabled whereas pastoral care is a church programme taught in the school outside normal teaching time.
- (ii) Programmes of pastoral instruction has a clearly defined curriculum whereas pastoral care is taught as per the church programme.
- (iii) Programmes of pastoral instruction is taught by trained teachers of the specific denomination whereas the pastoral care is taught by appointed church ministers/members.
- (iv) Programmes of pastoral instruction has an approved syllabus/text books whereas pastoral care uses the bible and other reference books.
- (v) Programmes of pastoral instruction uses clearly defined methodology/is handled by an appointed church member.
- (vi) Programmes of pastoral instruction is theoretical whereas pastoral care is practical.
- (vii) Programmes of pastoral instruction is for school going children whereas pastoral care is given to all members of the community.

8 x 1 = (8 marks)

- (c) Learning activities you can involve learners in while teaching "Jesus love and care" to Standard Two pupils:

- (i) reading the bible;
- (ii) role play;
- (iii) reciting;
- (iv) singing;
- (v) dancing;
- (vi) watching a video clip;
- (vii) mime games;
- (viii) question and answers;
- (ix) dramatization;
- (x) word search;
- (xi) displaying flash cards with their names;
- (xii) drawing;
- (xiii) colouring;
- (xiv) story telling.

6 x 1 = (6 marks)

2. (a) Elements of a covenant as portrayed during the making of the sinai covenant:

- (i) The covenant was between God and the israelites/involved two parties.
- (ii) There were promises/vows to be fulfilled.
- (iii) The covenant was solemnized/sealed through the sprinkling of the blood on the altar and the israelites.
- (iv) There was an outward sign(s)/giving of the ten commandment.
- (v) It was binding.
- (vi) There were consequences if israelites broke the covenant.

7 x 1 = (7 marks)

- (b) Characteristics of the new covenant as foretold by prophet Jeremiah:

- (i) In the new covenant God would write his laws in people's hearts.
- (ii) Everyone would know God individually.
- (iii) The covenant would be everlasting.
- (iv) Individuals would be responsible for their own sins.
- (v) People would respond to the covenant with faith and obedience
- (vi) God would forgive sins and never remember them.
- (vii) The new covenant would establish a "New Israel"/ new community of God's people.

7 x 1 = (7 marks)

- (c) **Knowledge objectives you would seek to achieve while teaching the sub-topic “Good relationships” to standard five pupils. By the end of the lesson, the learner should be able to:**

- (i) describe how good relationships are developed.
- (ii) give qualities of a good friend.
- (iii) identify factors that enhance/promote good relationships.
- (iv) give examples of good relationships in the bible.
- (v) state what threatens good relationships.
- (vi) describe how trust is important for good relationship.
- (vii) narrate a story about good relationships.

7 x 1 = (7 marks)

3. (a) **Reasons why a teacher of Christian Religious Education should prepare lesson notes.**

- (i) Lesson notes are a professional requirement;
- (ii) They make the teaching orderly/flow of content when teaching.
- (iii) They enable the teacher to be focused/use time well.
- (iv) Lesson notes enhance mastery of content.
- (v) Having lesson notes in class enhances/boosts the teachers/learners confidence.
- (vi) The lesson notes enable the teacher to source for teaching aids/resources in advance.
- (vii) The teacher is able to plan for the learning activities to involve the learners appropriately.
- (viii) The lesson notes can be used as assessment/evaluation material.
- (ix) The lesson notes can be used for reference/record purposes.

6 x 1 = (6 marks)

- (b) **Life skills a teacher of Christian Religious Education should develop while teaching the sub-topic “living a responsible life” to standard six pupils:**

- (i) self awareness;
- (ii) self esteem;
- (iii) coping with emotions;
- (iv) coping with challenges;
- (v) assertiveness;
- (vi) negotiating skills;
- (vii) critical thinking;
- (viii) decision making;
- (ix) empathy;
- (x) effective communication.

7 x 1 = (7 marks)

- (c) **Factors to consider when using song and dance method to teach the sub-topic "Thankfulness" to Standard One pupils:**

- (i) the age of the learner;
- (ii) relevance to the topic;
- (iii) costumes to be used;
- (iv) familiarity of the song to the learner;
- (v) size/length of stanzas/choruses;
- (vi) learning aids/cyballs/drums;
- (vii) duration/time;
- (viii) location of the class/venue.

7 x 1 = (7 marks)

4. (a) **The role of religion in the society:**

- (i) Religion gives people a sense of belonging.
- (ii) It unites individuals in the society.
- (iii) Religion gives people a sense of direction/it has rules and regulations.
- (iv) Religion makes people to live morally/upright lives.
- (v) Religion gives people hope/comfort in times of distress.
- (vi) It gives people assurance of life after death.
- (vii) Through religion people know that there are rewards/punishment for ones actions.
- (viii) It nurtures leaders/specialists in the society.
- (ix) It contributes to development of the society.
- (x) Religion answers questions on the destiny of man/mysteries of life.

6 x 1 = (6 marks)

- (b) **Doctrinal dimension of religion as expressed in the apostles creed:**

- (i) Believe in God the father the maker of heaven and earth.
- (ii) Believe in Jesus Christ His only son our Lord.
- (iii) Believe that Jesus was conceived by the Holy Spirit.
- (iv) Jesus Christ was born of virgin Mary.
- (v) Believe that Jesus suffered under Pontious Pilate, He was crucified, died and buried.
- (vi) Believe that Jesus descended into hell and on the third day He rose from death.
- (vii) Jesus ascended to heaven and sits at the right hand of God the father almighty.
- (viii) Jesus Christ shall come again to judge the living and the dead.
- (ix) Believe in the Holy Spirit.
- (x) Believe in the universal church/catholic church.
- (xi) Believe in the communion of saints and the forgiveness of sins.
- (xii) Believe in the resurrection of the body and life everlasting.

7 x 1 = (7 marks)

- (c) **Resources a teacher of Christian Religious Education would use while teaching the sub-topic "Sharing and Voluntary Service" to Standard Four pupils:**

- (i) Text books/teacher's guide;
- (ii) Resource persons;
- (iii) Charts;
- (iv) Pictures;
- (v) Photographs;
- (vi) Good news bible;
- (vii) Artefacts;
- (viii) CRE syllabuses;
- (ix) Realia;
- (x) Newspaper cuttings/magazine;
- (xi) Posters;
- (x) Portraits;
- (xi) Electronic media;
- (xii) Hymn books.

6 x 1 = (6 marks)

5. (a) **The significance of initiation in traditional African communities:**

- (i) Initiation symbolises graduation from childhood to adulthood.
- (ii) The shedding of blood on the ground binds the initiates with the ancestors/ God.
- (iii) The physical pain the initiates endure, prepares them for challenges of life in the future.
- (iv) The initiates are given gifts/can own property.
- (v) Initiates are allowed to marry/start a family.
- (vi) During the period of seclusion the initiates learn the secrets of the community.
- (vii) Initiates learn the importance of corporate living.
- (viii) The parents of the initiates are promoted to a higher status in the society.
- (ix) It promotes the initiate to full membership of their communities.
- (x) In some communities new names are given to signify new beginning.
- (xi) Initiation ceremonies bring families/relatives/friends together which strengthen kinship ties.
- (xii) Prayers are offered for the well being of the initiates and the prosperity of the whole community.
- (xiii) The initiation rites help in structuring the community through age sets/groups.

8 x 1 = (8 marks)

- (b) **The Role of ancestors in Traditional African Communities:**

- (i) Ancestors act as mediators/intermediaries between the living and God.
- (ii) They welcome the dead to the spiritual world.
- (iii) Newborns are named after the ancestors to ensure continuity of the community.
- (iv) Ancestor rebuke/warn of impending danger.

- (v) They give the living a sense of belonging/identity.
- (vi) The ancestors offer protection to the members of the community.
- (vii) Ancestors are a source of blessing to the living.
- (viii) They monitor what is happening in the community.
- (ix) They help in preserving the culture/traditions of a community/custodians of the community.

7 x 1 = (7 marks)

- (c) Attitudinal objectives you would seek to develop while teaching the sub-topic "Christianity and traditional African heritage" to Standard Eight pupils. By the end of the sub-topic the learners should be able to:

- (i) desire to know more about christianity;
- (ii) thank God for christianity;
- (iii) appreciate our traditions/spiritual life of African people;
- (iv) respect our traditions;
- (v) acknowledge the importance of our traditions;
- (vi) rejoice for the coming of christianity into Kenya.

5 x 1 = (5 marks)

6. (a) Christian teaching on marriage:

- (i) Marriage should be monogamous.
- (ii) It is a covenant relationship between a husband and wife.
- (iii) Marriage is for procreation but is still complete without children.
- (iv) It is permanent/a life long relationship.
- (v) In marriage husband and wife experience mutual love.
- (vi) Marriage was initiated by God/is a gift from God.
- (vii) Faithfulness/forgiveness/honesty/understanding are virtues that strengthen marriage.
- (viii) Wives are to be submissive to their husbands while husbands should love their wives.
- (ix) Marriage is meant for companionship.

7 x 1 = (7 marks)

- (b) Causes of domestic violence among families in Kenya today.

- (i) Poverty within families/unemployment/economic hardships.
- (ii) Mistrust among the parties/irresponsible sexual behaviours/low moral standards.
- (iii) Drugs and substance abuse.
- (iv) Ideological differences.
- (v) Sickness/diseases.
- (vi) Religious affiliation/atheism/other religions.
- (vii) Rumour mongering/gossip.
- (viii) Hypocrisy during courtship.
- (ix) Negative media influence.

- (x) Racism.
- (xi) Interference by in-laws.
- (xii) Struggle for equality between men and women.
- (xiii) Irresponsible use of wealth.

7 x 1 = (7 marks)

- (c) While teaching the sub-topic "The family love and Marriage" to Standard Eight pupils, John asks "How can we stop domestic violence in our homes?" Write six responses you would give to John.

- (i) Husband and wife should be faithful to each other.
- (ii) They should forgive each other.
- (iii) Wives should respect their husbands.
- (iv) Husbands should love their wives just as they love their own bodies.
- (v) Husband and wife should communicate effectively.
- (vi) They should fear God/obey God's word.
- (vii) Couples should seek guidance and counselling from the pastors/professional counsellors/family members.
- (viii) Pray to God when faced with challenges.
- (ix) Abstain from drug and substance abuse.

6 x 1 = (6 marks)