

1011 MS

Mock 1

February 2020

MARKING SCHEME

PRIMARY TEACHER EDUCATION

Education

MARKING SCHEME

(CONFIDENTIAL)

This marking scheme consists of 9 printed pages.

Answer ALL the questions in this section.

1. **Financial records that schools keep to account for money received.** (5 marks)

- (i) Bank books and statements that show financial transactions between the bank and the school.
- (ii) Receipts issued when money is received or paid out.
- (iii) Cashbook which shows money received or paid out against specific voteheads.
- (iv) Payment vouchers that indicate money paid for goods or services.
- (v) Invoices that show amount of money to be paid to supplier for goods or services.
- (vi) Cheque register which shows amount of money paid for goods or services/paid to the school.
- (vii) Bank cash withdrawals for specific payments/bank debits/bank remittances from various sources.
- (viii) Ledgers that show various voteheads and flow of funds.
- (ix) Stores ledgers and inventories that show goods received.

(Any 5 x 1 = 5 marks)

2. **Effects of rapid population growth on Education.** (5 marks)

- (i) Over enrolment leading to overcrowding in the classrooms.
- (ii) Low teacher-learner ratio.
- (iii) Increased budgetary requirement for educational needs.
- (iv) Inadequate teaching-learning resources.
- (v) Low education achievement.
- (vi) Mushrooming of schools that are ill equipped.
- (vii) Lack of adequate physical facilities.
- (viii) High dependency ratio which affects ability to cater for educational needs.
- (ix) Household size among poor families which lead to delayed schooling, dropping out, interruption or no education.

(Any 5 x 1 = 5 marks)

3. **Strategies a teacher may use to increase engagement of learners during lesson presentation.** (6 marks)

- (i) Providing activities that are challenging but achievable.
- (ii) Providing adequate resources to work with.
- (iii) Allowing for group work.
- (iv) Providing opportunities for feedback.
- (v) Allowing learners to set their own goals and work to achieve them.
- (vi) Using different methodologies to cater for diversity of learners.
- (vii) Providing clear instructions on what is expected.
- (viii) Ensuring adequate supervision of class activities.
- (ix) Treating every learner with respect.
- (x) Establishing a threat-free learning environment.
- (xi) Ensuring that each learner pays attention.
- (xii) Asking questions before calling on a learner to allow them to think.

(Any 6 x 1 = 6 marks)

4. Considerations a teacher should make when constructing a test. (5 marks)

- (i) Level of candidates to be assessed and their ability.
- (ii) Purpose of the test.
- (iii) Content to be covered.
- (iv) Type of test items.
- (v) Marking scheme.
- (vi) Maximum score for the test.
- (vii) Domains of learning to ensure balance.
- (viii) Timing.
- (ix) Instructions.
- (x) Distribution of marks per item.

(Any 5 x 1 = 5 marks)

5. Measures by government to implement Free Primary Education. (6 marks)

- (i) Providing teaching and learning materials.
- (ii) Providing a budgetary plan for the project.
- (iii) Providing training for school administrators/teachers to manage the schools.
- (iv) Provision of physical facilities and infrastructure.
- (v) Provision of financial support by development partners.
- (vi) Sensitization of the public on the role of different stakeholders.
- (vii) Introduction of school feeding programmes in ASAL areas and informal settlement.
- (viii) Ensuring proper accounting and reporting on expenditure.
- (ix) Use of alternative education delivery approaches (mobile schools, multi-shift, multi-grade, non-formal education).
- (x) Enforcing compulsory school attendance.

(Any 6 x 1 = 6 marks)

6. Reasons why Julius Nyerere introduced "Education for Self-Reliance" in Tanzania. (6 marks)

- To;
- (i) enhance National Unity.
 - (ii) cultivate respect for others.
 - (iii) promote socialism.
 - (iv) relate theory to practice.
 - (v) inculcate a sense of responsibility in the youth.
 - (vi) address regional imbalances in development.
 - (vii) break the dependence on foreign aid and control.
 - (viii) address unemployment issues.
 - (ix) ensure access to education by all.
 - (x) emphasize cooperation rather than individual development.
 - (xi) reduce the cost of education in the national budget.

(Any 5 x 1 = 5 marks)

- (i) Provide long and extensive training that focus on specialization.
 - (ii) Establish a professional organization for teachers.
 - (iii) Develop a professional culture of responsibility, commitment and integrity.
 - (iv) Improve the conditions of service.
 - (v) Allow members to practise their profession freely in line with existing rules and regulations.
 - (vi) Provide continuous professional in-service development.
 - (vii) Improve remuneration package.
 - (viii) Engage members in developing a professional code of conduct.
 - (ix) Develop specialised, systematic body of knowledge through continuous research.
- (Any 6 x 1 = 6 marks)

8. Reasons that justify the inclusion of Comparative Education. (6 marks)

- (i) Helps to understand and appreciate our own education system.
 - (ii) Helps one to understand education systems of other countries and borrow aspects that can improve education at home.
 - (iii) Helps one gain knowledge on pitfalls and challenges hindering effective education management.
 - (iv) Promotes international consciousness/understanding other communities values and cultural aspects.
 - (v) Provides rationale for different education policies in countries/levels.
 - (vi) Enable one to gain insight on existing gaps and design intervention measures.
 - (vii) Helps in teachers acquisition of knowledge for use in curriculum development.
 - (viii) Equips teachers with skills to practice in other countries.
 - (ix) Provides understanding of the relationship between education and society.
- (Any 6 x 1 = 6 marks)

9. Factors limiting teachers from using computer as a teaching and learning resource. (5 marks)

- (i) Lack of electricity in many schools.
 - (ii) Limited technological competence.
 - (iii) Teacher's negative attitude towards using computer.
 - (iv) Lack of administrative support.
 - (v) Limited access to software.
 - (vi) Lack of appropriate facilities.
 - (vii) Limited number of computers.
 - (viii) Information in computers may not relate to experiences of learners.
- (Any 5 x 1 = 5 marks)

- (i) Participation in co-curricular activities which allow interaction of learners from different communities.
- (ii) Use of common curriculum.
- (iii) Use of common language.
- (iv) Engaging the community in school activities.
- (v) Use of National Symbols (photograph of head of state, the flag).
- (vi) Admitting learners from diverse areas.
- (vii) School curriculum incorporates subjects that enable learners to understand their country's background.
- (viii) Teachers are from diverse geographical and cultural background.
- (ix) Schools train learners on social responsibilities.
- (x) Inculcating good morals and values in learners.
- (xi) Giving speeches on nationalism in school assemblies and during national days.
- (xii) Treating learners equally irrespective of their background.

(Any 6 x 1 = 6 marks)

11. **Reasons for a headteacher to supervise school activities.**

(5 marks)

To:

- (i) enhance teachers performance.
- (ii) promote use of appropriate instructional materials.
- (iii) encourage healthy relationships between the head and the workers/teamwork.
- (iv) improve communication among stakeholders.
- (v) stimulate staff growth and development.
- (vi) enhance application of learner-centred teaching methods.
- (vii) identify existing problems and address them.
- (viii) monitor accomplishment of assigned tasks.
- (ix) create conducive working environment.
- (x) provide leadership.
- (xi) enforce discipline.

(Any 5 x 1 = 5 marks)