

6011 – FOUNDATIONS OF ECDE AND CURRICULUM DEVELOPMENT

MARKING SCHEME

1. a) Meaning of the term sociology.

- It is the study of society and particularly how individuals and members of the society are related.

(2 x 1 = 2 marks)

b) Rights of a child (child's act 2010)

- Right to parental care -- right to live and be cared by his parents.
- Right to education – entitled to education, the provision should be the responsibility of the parents and the government.
- Right to the health care.
- Protection from child labour and armed conflict.
- Every child has a right to a name and nationality and where the child is deprived of the identity the government to provide appropriate assistance.
- Protection from harmful cultural practices.
- Protection from sexual exploitation.
- Protection from drugs.
- Rights to privacy – subject to parental guidance.
- Non-discrimination.

(6 x 1 = 6 marks)

c) Benefits of sociology to a teacher.

- The socio-cultural perspective influence how children perceive things and learn. This will assist teachers to help learners develop positive attitude.
- Teachers learn that children are born in a society which has a unique culture.
- This will make teachers respect the cultural diversity of learners.
- ECDE teachers will understand that they are role models and their behaviour influence how children learn.

- Teachers are likely to understand the behaviour displayed by children as they will learn that culture influences behaviour.
- Teachers will understand that children are members of the society. This will enable them to develop programs which lead to skill development.
- Teachers learn that society and its cultural values influence the values and norms that children acquire thus are made aware of ways of reinforcing.

(6 x 2 = 12 marks)

2. a) Differences between traditional and modern philosophy in relation to ECDE.

- Facts about modern philosophy are written down while traditional ones are passed from one generation to another.
- Modern philosophy is formal and has western influence while traditional philosophy is informal and with no western influence.
- Modern philosophy is based on various accepted facts while the traditional philosophy certain aspects were not explored properly and were based on myths.
- Modern philosophy has areas of specialization while the traditional one is general.

(4 x 1 = 4 marks)

b) Reasons why pre-school teachers should study the history of ECDE.

- Enables an ECDE teacher to appreciate the contributions made by those who devoted their lives to the well being of children.
- Helps one to understand the role of different stakeholders in ECDE in order to make appropriate references.
- It gives insights on how to cater for children with special needs.
- Enhances adoption of the good attributes from the past so as to improve the current and the future.
- One acquires background information on community mobilization.

(4 x 1 = 4 marks)

c) Characteristics of traditional education in Kenya.

- Child's education was not based on selection but was automatic.
- Family was recognized as the cornerstone.
- Structure of responsibility was well defined.
- There were no drop outs.
- Communism, collective activity, co-operation and social responsibility were valued and emphasized.
- It was comprehensive since it integrated the community.
- No failures.

(6 x 2 = 12 marks)

3. a) Ways in which philosophy of education has influenced ECDE in Kenya.

- Philosophy has helped curriculum developers to design appropriate curriculum.
- Educators are able to develop appropriate methodology for pre-school children.
- Caregivers are able to effectively meet cognitive/psychosocial needs of young children.
- It has helped educators and other stakeholders to understand how children grow and develop.

(3 x 1 = 3 marks)

b) Philosophy of John Dewey as an educator of ECDE.

- He was an American philosopher and psychologist.
- Education for children should be integrated.
- Children are born with potential to learn.
- School life should be based on the home life of the child.
- Children learn best when they use all the senses.
- Education should provide training for co-operative living.
- Children learning should be based on their own experiences.
- Education should cater for holistic development of the child.

(7 x 1 = 7 marks)

c) Ways in which a teacher would use John Dewey's philosophy when handling children.

- The teacher needs to understand the potential of the environment of children so as to handle them appropriately.
- Know the developmental levels of children and base learning on them.
- The teacher needs to help children think, reason, question and do experiments to stimulate their thinking.
- Constantly evaluate and diagnose children's learning to identify their strengths and weaknesses.
- Sequence children activities in order of simplicity to complex (known to unknown).
- Allow children to be active in learning (child centered)
- Involve children in group work to stimulate their creativity.

(5 x 2 = 10 marks)

4. What QUASO looks for in:

a) Curriculum being used.

- Availability of curriculum design.
- Schemes of work.
- Learning outcomes.
- Reference materials/textbooks.
- Learner's activities/assessment.
- Record of work.
- Compliance/qualification of the teacher.
- Progress record.

(8 x 1 = 8 marks)

b) Class rooms.

- Proper ventilation.
- Cleanliness of the room.
- Lighting.

- Adequate space.
- Adequate rooms.
- Arrangement of the room.

(6 x 1 = 6 marks)

c) Compound.

- Well enclosed compound.
- Spacious playground.
- Adequate sanitation.
- Water supply.
- Safety – free from stones or materials that can injure learners.
- Fixed play equipment.

(6 x 1 = 6 marks)

5. a) Curriculum design – it's a document that stipulates the competences of a particular learning area to be taught within a given period of time in order to meet the specific learning outcomes.

(2 x 1 = 2 marks)

b) The sources of information used during the needs assessment stage by G.P Oluoch.

- Political announcement from the president/cabinet.
- Report and circulars from the Ministry of Education and other related ministries.
- Reports and publications from education committees.
- Information from the head teachers/teachers/learners.

(4 x 1 = 4 marks)

c) Challenges facing curriculum development during piloting stage of CBC.

- The choice of sampling for representation has been difficult considering the total number of schools in the country.
- Materials to be piloted interfere with the already existing one.

- Teachers' orientation on the materials to be piloted has not been effective due to logistic issues.
- Negative attitude from various stakeholders.
- Financial constraints may hinder proper piloting process.

(5 x 2 = 10 marks)

d) Methods of instilling values in African Traditional Society.

- Directing.
- Oral literature.
- Admonishing.
- Deception.
- Formal training.

(4 x 1 = 4 marks)

6. a) Elements of curriculum development according to KICD.

- Objectives
- Teaching activities.
- Learning resources.
- Assessment.
- Learning activities.

(5 x 1 = 5 marks)

b) Reasons why an ECDE teacher should have specific learning outcomes.

- Guides in determining appropriate competences.
- Guides the teacher in selecting appropriate method of teaching.
- Guides the teacher in selecting teaching/learning resources.
- Helps the teacher in selecting appropriate teaching learning activities.
- Guides in assessment.
- Makes the lesson systematic.
- Saves time.

(5 x 1 = 5 marks)

c) National goals of education.

- Foster nationalism/patriotism to enable the youth acquire sense of national hood.
- Promote social/economic/technological and industrial needs for national development to prepare children for the changes in attitude.
- Promote social equality and responsibility by providing equal opportunities for all.
- Promote international consciousness and foster positive attitude towards other nations.
- Promote positive attitude towards good health and environmental protection.
- Promote respect for and development of Kenya's rich and varied cultures by blending the best traditional values.

(5 x 2 = 10 marks)