

## 6013 – CHILD GROWTH AND DEVELOPMENT

### MARKING SCHEME

1. a) Terms related to child development.

- Schemas – mental pictures.
- Object permanence – The ability to realize an object exists even if it's out of sight.
- Quickening – Sensation that the expectant mother feels when the baby starts kicking in the womb.

(3 x 2 = 6 marks)

b) Roles of an ECDE center as an agent of socialization.

- Positive reinforcement from teachers contributes to building of self-esteem and confidence.
- Avail teachers as role models to the child.
- Appreciate contribution of ideas and individual participation of learners.
- Establishes school culture that upholds virtues that promote acquisition of values and desired virtues.
- Engage children in forming groups and clubs.
- Fosters leadership skills.
- Identifies and nurtures talents.

(4 x 1 = 4 marks)

c) Effects of play deprivation in pre-schoolers.

- Inability to express themselves with confidence and lack of self-esteem.
- Challenges in gross and fine motor skills development.
- Challenges in moral development.
- Challenges in cognitive development.
- Poor attitude towards learning.
- Under-stimulation in social development.

(5 x 2 = 10 marks)

2. a) Aspects of child growth and development.

- Physical/psychomotor.
- Cognitive.
- Emotional.
- Moral.
- Aesthetic.
- Language.

(5 x 1 = 5 marks)

b) Roles of sports and other co-curricular activities in the development of self awareness and self esteem among adolescents.

- Providing socializing grounds for children.
- Avails opportunity to identify role models.
- Provides opportunity to be appreciated in moments of excellence.
- Helps in talent identification and nurturance.
- Provide opportunity to exercise own potential.

(5 x 1 = 5 marks)

c) Ways of handling egocentrism in a child.

- Provide opportunities for sharing.
- Encourage respect for other's opinions.
- Encourage turn-taking.
- Promote empathy in the child.
- Provide opportunity for play.
- Show love and care.
- Encourage opportunities for dramatization and role playing.

(5 x 2 = 10 marks)



3. a) Challenges facing transition of children in early years.

- A lack of adequate knowledge of transition by teacher's administrators from pre-primary to grade levels.
- Pedagogical gaps in the transition.
- Parental pressure on the language of instruction.
- Increased work load on children.
- Strict school rules and routines to be followed make children to find it hard to adjust.

(5 x 1 = 5 marks)

b) Stages of Kohlberg's theory of moral development.

- Punishment and obedience orientation stage.
- Naïve instrumental or hedonistic orientation stage.
- Social order maintaining stage.
- Law and order stage.

(5 x 1 = 5 marks)

c) Ways a teacher would use Kohlberg's theory to enhance pre-school children's moral development.

- Set rules for children to follow.
- Encourage good relations amongst children through group work and play activities.
- Advise children to conform to rules and give consequences of not conforming to rules.
- Instill trustworthy, respect and understanding of others.
- Respect other children's views.
- Need to respect authority.

(5 x 2 = 10 marks)



4. a) Factors influencing premarital sex among adolescents.

- Peer pressure.
- Curiosity.
- Media influence.
- Lack of parental love.
- Drug abuse.
- Idleness/Boredom.
- Myths and misconceptions about sex.
- Economic issues.
- Infatuation.
- Breakdown of traditional values.
- Fear of being rejected.

(5 x 1 = 5 marks)

b) Importance of guidance and counseling to pre-adolescents.

- Helps them understand risks of early sexual behaviors.
- Helps the girls observe personal hygiene and avoid bad odour especially during their menstrual period.
- They are able to overcome fear and misconception about sex.
- Helps them make the right decision when choosing a career.
- Enables them avoid identity crisis and come to a realization of themselves.
- Enables them overcome conflict between them and their parents as well as their peers.

(5 x 2 = 10 marks)

c) Challenges caregivers are facing in promoting holistic development of children.

- Cultural beliefs of the parents.
- Economic status of the parents.
- Parents' expectations.
- Parents level of education.
- Poor parenting.



- Nutritional needs.
- Parental attitude.

(5 x 1 = 5 marks)

5. a) Five stages of Sigmund Freud in relation to ECDE.

- Oral stage (0 – 2 years)
- Anal stage (2 – 3 years)
- Phallic stage (4 – 5 years)
- Latency stage (6 – 13 years)
- Genital stage.

(stating 1, explaining 1) (5 x 2 = 10 marks)

b) Application of Freud's theory of psychosexual development.

- During the puberty stage; parents, teachers and caregivers should understand children's behavior and avoid being very strict with them.
- Parents should interact with their children & help them develop good behavior.
- Parents and teachers should be good role models.
- Parents and teachers should provide children with activities that will help them acquire skills such as writing, reading and simple arithmetic.
- Teachers should provide a variety of materials which are important at the level of acquiring skills.

(5 x 2 = 10 marks)

6. a) Distinguish between anorexia nervosa and bulimia.

- Anorexia nervosa is an eating disorder that involves deliberate starvation in order to maintain shape while bulimia is an eating disorder where self-induced vomiting is done after feeding to maintain shape.

(2 x 2 = 4 marks)





b) Ways a teacher would use to help the pre-adolescents and adolescents to acquire social competence and values.

- Forming clubs.
- Organizing seminars/workshops.
- Getting the youth to engage in hobbies.
- Holding talks on health issues.

(6 x 1 = 6 marks)

c) The negative effects of mass media in children development.

- Lack of concentration in school activities.
- Access of pornographic materials.
- Encouragement of drug abuse which seems to be acceptable e.g. display on billboards.
- May make a child to live a falsified life e.g. they may ape a character of their interest.
- Time wastage.

(5 x 2 = 10 marks)