

7014 - CURRICULUM AND METHODOLOGY

MARKING SCHEME

SECTION A

1. a) Definition of terms:

- Learning refers to the process by which we acquire and retain knowledge, attitude, understanding skills and capabilities.

(1 x 1 = 1 mark)

- Curriculum refers to all what is planned to enable learners to acquire and develop desired knowledge skills and attitude within an education institution.

(1 x 1 = 1 mark)

b) Importance of class control in an ECDE class.

- Disciplined children settle down quickly to do class work.
- Able to concentrate throughout the task.
- Learners are easy to handle.
- Learners express themselves freely and confidently.
- Learners are sociable and have good interpersonal skills.

(4 x 1 = 4 marks)

c) Roles of parents in provision of materials for early learners.

- Provides ownership/sense of belonging.
- Helps to build cohesiveness/unity among parents.
- Encourages parental involvement in the provision of play materials in the school.
- Helps in sharing cost.
- Enables the center to have a variety of play materials.
- Helps in sensitization of the need and safety of play materials.

(4 x 1 = 4 marks)

2. a) Reasons for including emerging issues in an ECDE curriculum in Kenya.

- To create awareness about topical issues.
- To enhance human resources development.
- To address challenges in the society.
- To initiate preventive measures against issues that ails the society.

- To impact on character formation.
- Equip learners with knowledge and skills that will allow them to compete globally or in the job market.

(6 x 1 = 6 marks)

b) Benefits of using concrete materials.

- Makes learning enjoyable.
- Stimulates senses.
- Makes learning meaningful.
- Aids in memory.
- It caters for individual differences.
- Develop fine motor skills.

(4 x 1 = 4 marks)

3. a) Reasons for evaluation of a pre-school curriculum.

- To determine whether the curriculum is meeting the stated objectives/goals.
- To give feedback on whether learners have acquired expected knowledge /skills/behavior.
- To establish value/worth of all curriculum elements.
- To strengthen service delivery.
- To keep track of programme activities.
- To help in decision making to improve the existing curriculum.

(4 x 1 = 4 marks)

b) Cognitive skills enhanced in science activities.

- Observation.
- Problem solving.
- Decision making.
- Creativity.
- Critical thinking.
- Attention.
- Concentration.

(6 x 1 = 6 marks)

4. a) Non-formal curriculum is the curriculum that usually expose learners to extra curriculum activities while informal curriculum is the type of curriculum that consists guided aspects that usually help modify one's behavior.

(2 x 1 = 2 marks)

- b) Consideration for material development.

- Durability.
- Safety.
- Age appropriate.
- Relevance.
- Children ability.
- Aesthetical attractiveness.
- Multi-functional.

(4 x 1 = 4 marks)

- c) Importance of learning corners in an ECDE center.

- Help children use various sense of learning.
- Train children to work by themselves.
- They arouse children's curiosity and stimulate learning.
- They make learning come live and real.
- They reinforce what children have learned.
- They pre-occupy children usefully in their free time.
- They help to integrate learning in many activity areas.

(4 x 1 = 4 marks)

SECTION B

5. a) Differences between closed learning and open learning in ECDE

Open Learning

- It is learner centered.
- Plenty of learning materials.
- Promotes interpersonal relationship between the child and the teacher.
- Children are active.

Closed learning

- It is teacher centered.
- One way communication from the teacher.
- Children are passive / inactive.
- Inadequate learning materials.
- Limits the children creativity.

(4 x 1 = 4 marks)

b) Factors to curricular when organizing a learning area.

- Materials should be used for skill development, discovery of new knowledge and ideas.
- Children should use material independently under instruction of caregiver.
- Materials should be able to facilitate both quiet & active activity for children.
- Materials should promote both factual and creative ideas.
- They should be adequate for both indoor - outdoor activity.
- They should be organized to the level of child where they can access/get them easily.

(5 x 1 = 5 marks)

c) Qualities of a good key inquiry question (KIQ) in a scheme of work.

- Has more than one answer (open question).
- Has a deep meaning.
- Give a lot of information.
- It requires critical thinking.
- Invites finding out or research.
- Contains exciting words that make a learner think.
- Must be direct that is to a particular sub-strand.

(6 x 1 = 6 marks)

6. a) Skills developed when young children are using creative materials.

- Motor skills.
- Language skills.
- Exploration and discovery skills.

- Creativity skill.
- Socio-emotional needs.
- Manipulation skill.

(5 x 1 = 5 marks)

b) Demerits of using teacher centered approaches in teaching an ECDE class.

- No learning takes place in the absence of the teacher.
- Boredom to children.
- Children are passive learners.
- Individual needs are not catered for.
- It ignores slow learners.
- Active learners are demoralized.

(5 x 1 = 5 marks)

c) Characteristics of Montessori curriculum.

- Children are allowed to use materials which are in Montessori kits.
- Children are given mats to sit on as they carry out learning activities in Montessori class.
- Children learn using their senses.
- The role of the teacher is to observe and guide children.
- There are low shelves that children use to manipulate materials.
- Children health is monitored.
- Children nutritional care is provided.

(5 x 1 = 5 marks)

7. a) Reasons why ECDE routine activities are necessary for young children.

- Sustain curiosity.
- Children move smoothly from one activity to another.
- Children develop ideas of time.
- Children develop/acquire proper language for expressing themselves.
- Children learn to care for their belongings.
- Children regulate their bowels after short intervals.
- Children learn good personal habits.

(7 x 1 = 7 marks)

b) Policies by the Government on ECDE.

- Policy on human resources.
- Policy on standard and quality assurance.
- Policy on financial management.
- Policy on resource planning.
- Policy on partnership and advocacy.
- Policy on communication.

(4 x 2 = 8 marks)

8. a) Importance of curriculum design in pre-primary.

- Enables a teacher to make a scheme of work.
- Acts as a source of reference to the teacher.
- Provides time frame for covering various topics in a lesson and unit.
- Describe what is to be taught in a given area/subject learning process.
- It breaks knowledge/content into manageable units.
- Outlines the objectives to be achieved in the teaching/learning process.

(5 x 1 = 5 marks)

b) Ways in which droughts affect the implementation of ECDE curriculum in Kenya.

- ECDE centers may close down due to drought.
- Frequent absenteeism as children may move to look for water and food.
- May lead to diversion of ECDE center development resources to feeding programme.
- Lack of inadequate food supply affects the concentration span of children.
- Children are vulnerable to abuse/exploitation.
- Drop-out of children in the ECDE centers as they move far in search of food and water.

(5 x 1 = 5 marks)

c) Considerations a teacher would make when developing materials that are safe for pre-schoolers.

- Smoothen rough surfaces.
- Sharp point or edges removed.

- Large in size to prevent children from swallowing.
- Use clean containers.
- Materials should be non-poisonous (non-toxic)
- Colours should not chip.
- Avoid materials that could suffocate the children.

(5 x 1 = 5 marks)

9. a) Ways of making ECDE curriculum implementation to be more child centered.

- Curriculum content to be presented in simple terms, symbols and illustrations of the learners' level.
- Concept arrangement should be logical / sequential.
- Introduction of new concepts/ideas should be matched with readiness, interest, abilities etc.
- Have a conducive learning environment that is stimulating and child friendly.
- Concept should be introduced from concrete to abstract.

(5 x 1 = 5 marks)

b) Components of a curriculum design that enables it fulfill the role of a curriculum.

- Objectives.
- National goals of education.
- Content outline.
- Suggested time/duration.
- Teaching and learning methods.
- Teaching and learning activities.
- Resources/materials.
- References.

(5 x 1 = 5 marks)

c) Characteristics of play.

- Play is intrinsically motivated.
- Play is not goal oriented.
- Play is pleasurable.
- Children engage actively in play.
- Play is free chosen.
- Play is flexible.
- Play is spontaneous.

(5 x 1 = 5 marks)