

**7011 – CERTIFICATE IN ECDE – REVISION PAPERS.
CHILD DEVELOPMENT.
MARKING SCHEME.**

SECTION A

1. (a) Definition of the term 'Learning'.

- Learning is a relatively permanent change in behaviour which occurs as a result of exposure of the child to quality experience.

(b) Dangers to the unborn child which can cause physical defects.

- Taking drugs without doctor's prescription.
- Accidents.
- A mother who takes alcohol.
- A mother who is attacked by measles or rubella.

(c) Factors that may affect the learning process in children.

- Maturation – Children who mature up earlier learn better because of mental development.
- Exposure – Children who are exposed to many things learn more.
- Attention span – Children have limited attention span and therefore, they should not be taught for long periods.
- Previous experience – Children learn better from previous experiences.

2. (a) Reasons why children drop out of school.

- Illness.
- When rules are too difficult.
- Heavy punishments.
- Bereavement.
- Frustrations.
- Financial problems.
- Accidents.
- Migration.
- War and conflicts.

(b) Meaning of the following terms in child development.

(i) Truant:-

- This is a child who absents himself / herself from school without any good reason.

(ii) Deliquent.

- This is a child who fails to do his / her duty.

(iii) Extrovert.

- This is a child who is always seeking attention by volunteering to do work.

3. (a) How each of the following factors may influence the development of unborn baby.

(i) Maternal nutrition.

- Mother's nutrition is very important. If the nutrition is not good, it could lead to:-
 - An underweight baby.
 - The child could be prone to diseases.
 - May lead to death of the unborn child especially during birth.
 - The child might become mentally retarded.

(ii) Drugs and medicine.

- Some drugs taken by mothers have a direct effect to the unborn baby. This may lead to abnormal children or mentally retarded children.
- Some may lead to still births or premature births.

(iii) Rhesus Factor (RF)

- This is incompatibility of the mother's blood and the unborn baby. It may lead to:-
 - Still births.
 - Cerebral palsy or mental retardation.
 - Miscarriages.
 - Jaundice or yellow parts on the skin.

(iv) Mother's emotions and attitudes.

- Emotions such as rage, fear and anxiety are known to change the composition of

the mother's blood. New chemical substances are passed through the placenta producing changes in the circulatory system of the foetus. This may either irritate the foetus or affect its body movement.

(v) Maternal diseases.

- Pregnant mothers infected with a disease such as syphilis may have miscarriage or the baby is born with syphilis. Such a baby may suffer from rashes or jaundice and may not live long.

4. (a) **Physical changes that occur during adolescence in girls.**

- Breasts protrude.
- Growth of pubic hair.
- Menstruation commences.
- Widening of hips.
- Development of pimples on the face.

(b) **Ways in which gender influences children's socialization.**

- Encourages socialization.
- Allows children to share materials.
- Encourages turn taking.
- Involves children in class activities e.g. Story telling, etc.
- Allows them do work at their own pace.
- Reduce instances that may cause anxiety, e.g. Strong emotions, depression, etc.

(c) **Characteristics of child development.**

- The development is sequential.
- The development begins from conception till death.
- The development is integral.
- It is interrelated.
- It is multidimensional; all aspects of development are involved.
- It is a continuous process.

SECTION B.

5. (a) **Causes of physical disability in children after birth.**

- Brain damage during the birth process especially when the mother experiences

prolonged labour.

- Lack of immunization against diseases could cause poliomyelitis.
- Accidents – The child might fall injuring himself / herself.
- Illnesses – The child may fall ill and if the illness prolongs, it could cause physical disability.
- Malnutrition – If a child does not eat well, it might affect the physical body.
- Lack of oxygen during birth – Oxygen is important in the brain because it helps the brain to coordinate the body. If oxygen is not available, it could cause physical disability.

(b) **Negative effects of street life on children.**

- These children are stigmatized, hence they suffer low self esteem.
- Poor environmental and personal hygiene. They are exposed to extreme cold, poverty, etc.
- Children are physically and sexually abused.
- Street children are forced in to early prostitution as a way of getting money.
- They are forced to be extremely aggressive to be able to survive in the harsh street life.
- Most of the street children do not benefit from formal education.

6. (a) **Characteristics of extrovert children.**

- They socialize very easily.
- Are inquisitive and curious about everything.
- They want to dominate everything.
- They are active.
- They volunteer a lot.
- They are talkative.

(b) **Factors that influence a child's social development.**

- The environment in which a child lives in.

- The nominal position of the child in the family e.g. First born is not as social as other siblings.
- The sex of the child: - Girls socialize easily compared to boys.
- Stability of the family in terms of marriage: - Children of stable families socialize easily compared to those from unstable families.
- Exposure to mass media: - Children who are exposed to technology like radios, computers, televisions, etc. socialize easily because they try to imitate what they see.
- Environmental condition like availability of space where children can play and socialize.
- Economic status of the family:- Rich families expose their children to many places where they can socialize compared to those from poor families.
- Also the attitude of the caregivers towards the children under their care.

7. (a) Effects of neglecting early years of childhood.

- Children develop poor foundation which affects them in a negative way.
- The children become malnourished which leads to nutrition related illness.
- Slow rate of growth or even delayed growth.
- Brain damage which could affect children's performance.
- Poor health resulting to illness.
- The children feel insecure and may not socialize with others.

(b) Reasons why aggression is common in pre-school children.

- Ego centrism.
- Curiosity.
- Mental instability at home.
- Poor – social economical status.
- Lack of attention.
- Hostile environment.

8. (a) Indicators of school readiness.

- Ability to use language and communicate.
- Children should be able to express their own feelings (Emotional development)
- Children should be able to interact (Social development).
- Children should display age appropriate time and gross motor skills.
- Children should be ready for school.
- They should develop mentally i.e. Able to think and solve problems.
- They should be ready to have the right judgments.

(b) The importance of assessing school readiness in children.

- It promotes learning.
- One is able to diagnose children with health problems.
- Assessment helps parents to understand the development status of the children.
- Assessment shows children learning achievements.
- It helps to classify the children according to their abilities.
- It helps to make transition decisions e.g. Admission of children in school, etc.

9. (a) Characteristics which a child is likely to inherit from its parents.

- Sex.
- Sickle cell anemia.
- Physical appearance.
- Rhesus factor.
- Diseases e.g. Diabetes, etc.
- Albinism.
- Intelligence.

(b) Factors which affect the mental development of a toddler (1-3 years)

- The condition of the mother during pregnancy.
- Hereditary e.g. Mongolism, etc.
- Lack of oxygen in the brain.
- Proper nutrition and safety.
- Quality time of interaction with others.

7011 - CERTIFICATE IN ECDE - REVISION PAPERS.
INTRODUCTION TO CHILD PSYCHOLOGY.
MARKING SCHEME.

SECTION A.

1. (a) Factors that contribute to an efficient learning process.

- A clear objective of what is to be learnt.
- Readiness on the part of the learners in terms of intellectual ability / physical / emotional or social maturation.
- Use of communication methods that are appropriate to the age and language code of the learner.
- Careful guidance.
- A preliminary recall of the previously acquired knowledge relevant to the material being learnt.
- Application of full attention to what is being learnt.
- Strong motivation to learn.
- Active involvement of the learner.
- Feedback to the learner to indicate the success.

(b) Characteristics commonly used in describing personalities of individuals.

- Physical, e.g. Complexion, height, weight, etc.
- Moral values, e.g. Thief, untrustworthy, etc.
- Sense of social responsibility and fear of social sanctions.
- Stable marriages and family patterns.
- Motivational disposition, e.g. Hardworking, lazy, etc.
- Politeness, submissiveness, talkativeness, sociability, shyness, consistency, etc.
- Interests - Likes and dislikes.
- Intelligence - Brilliant, clever, competent, etc.
- Clearly described and accepted sex roles.

(c) Roles a school plays in shaping the development of children's personality.

- A teacher in school substitutes a parent. The teacher's behaviour plays a big role in the child's personality and development.
- A school poses new problems to be solved, new taboos to be accepted and new models to be imitated.
- A school trains children how it wants them to behave.

2. (a) (i) Definition of the term "Hearing".

- The sense by which sound is perceived. The capacity to hear.

(ii) Ways through which children learn.

Imitation learning.

- Copying behaviours of another person.

Exploration.

- Use their senses to get information from environment, e.g. Playing with toys, etc.

Manipulation.

- The child skillfully handles, controls and use objects, and therefore learn in the process.

Play.

- Learning through play activities e.g. Swinging.

Discovery.

- Learning through trial and error.

Experimental learning.

- Learning gained as they interact with physical and social environment.

(b) Factors that influence learning.

Heredity.

- Children with high IQ tend to master learning situations much faster than children of low IQ.

Nutrition.

- A child needs a balanced diet for effective

and positive growth. Nutritional problems reduce the degree of concentration.

Health.

- A healthy child is more likely to master learning situations better than unhealthy one. Sickness interferes with learning, interferes with class attendance and concentration.

Attention span.

- Children with longer attention span tend to learn faster than those with shorter attention span.

(c) Ways in which a teacher can help a slow learner to improve performance.

- Give individual attention.
- Use concrete materials.
- Use simple and clear illustrations.
- Let the child correct his / her work before doing other work.
- Give remedial work.
- Use appropriate language.

3. (a) Factors that affect personality development.

- Heredity factors - These are inherited or genetic factors e.g. Intelligence, talents, sex, and physique.
- Environmental factors - Factors that enhance from the physical and social environment. e.g. Dresses, nutrition, house and school environment, traditions / cultural practices, teachers / child relationship, etc.
- Temperament of the child.
- Peer influence.
- The need for conformity with the cliques makes children do things they would never do by themselves.

(b) Description of the following types of temperaments:

- (i) Sanguine.
 - It is an extrovert and a compulsive talker, dominates conversations / poor listener / a loved person, cheerful and noisy.
- (ii) Choleric.

- An extrovert. Speaks freely. Can be very insensitive to the needs of others. Can excel in leadership. Is argumentative and sarcastic.

(iii) Melancholic.

- An introvert who has mood swings. Sometimes withdrawn and other times outgoing. Has difficulty in expressing his / her true feelings.

(iv) Phlegmatic.

- An introvert who does not allow himself / herself to become angry. Has orderly mind and capable of analyzing situations, steadily and dependably. Has a natural dry humor and is very easy to deal with.

(c) Definition of the term "Behaviour"

- This is doing things in a particular way.

4. (a) Types of psychology.

Educational psychology.

- Deals with the application of psychology in the classroom and aims at maximum learning effectiveness. It directs children's behaviour towards effective learning.

Counseling psychology.

- Used in schools and in societies in giving advice to people in problems of social adjustments, education goals and career choices.

Social psychology.

- Studies the way in which interactions within other people influence behaviour.

Development / Child psychology.

- Concerned with human growth and factors that shape human behaviours from birth to old age.

(b) Different types of personalities.

(i) Extroverts.

- This is an individual who is optimistic, talkative, responsive and lively, outgoing, friendly and aggressive

(ii) Introvert.

- This is a person who is lonely, shy and cautious.

(iii) Ambiverts.

- This individual is neither extrovert nor introvert.

(c) Ways in which a teacher would stimulate pre - schoolers to learn.

- Use of learning / teaching materials.
- Use of play.
- Involvement of all senses.
- Visits / Trips.
- Teaching using examples.
- Child to child interactions.
- Direct interaction between teachers and children.
- Use of local resource persons.
- Developing content from known to unknown.
- Provide conducive classrooms.
- Participate in children's activities.
- Be a role model.
- Provide play materials.
- Engage children in tasks to stimulate curiosity.

SECTION B.

5. (a) Definition of the term "Temperament."

- Refers to those biologically based emotional and behavioural tendencies that can clearly be seen even in early childhood.
- It is a combination of inborn traits passed on through genes and influences of the environment. It includes a person's typical moods and emotions.

(b) Roles of individual characteristics in personality development.

- Individual factors e.g. A person's sex will influence personality development.
- Individual's disposition - Man / woman will influence his / her personality development.

Due to biological differences, men and women usually have different tactics. E.g. Women get pregnant and breastfeed and

these results in their behaviour feelings and thinking.

(c) Implications of information on role of hereditary, environmental and individual characteristics.

- Care givers should avoid stereotyping e.g. Classifying children with certain body builds, into personality types, and categorizing them inappropriately.
- Role of the media – Preventing images of ideal body types. Some children may try to copy what they see in the media. Children should be taught to accept their body types.
- Children's mental capacities will influence their personality development. Caregivers should not humiliate children who are not as intelligent as the rest, e.g. Some children are born slow learners, others with learning disabilities. Those with high levels of intelligence should be praised – This varies with the child's self esteem.
- Children with health problems should not be forced to engage in strenuous or inappropriate activities e.g. Physically inherited health conditions.
- Treatment of children the same way regardless of their social class. Teachers should not give preferential treatment or ridicule others because of their social class.
- Families are encouraged to be good role models because they influence children's personality development.
- Caregivers to encourage children to choose and interact with peers who have a positive influence.

6. (a) Ways in which a teacher may assist children in a learning process.

- Providing guidance in the form of suggestions and advice.
- Motivating children to strengthen their will.
- Testing and correcting children and to

identify areas of weakness or strength.

- Maintaining class discipline.
- Inculcating good study habits in children.

(b) Ways in which a teacher can help pre-schoolers memorize learning.

- Breaking learning into short logical parts.
- Employing practice / drama / singing, etc.
- Reciting poems.
- Rewarding good performance.
- Use mnemonics where possible.
- Making use of familiar resources.
- Making learning meaningful and interesting

(c) Characteristics of slow learners.

- They often give wrong answers.
- They forget easily.
- They are slow to answer questions.
- They do not understand questions.
- They do not finish their work in time.
- They do not ask questions – They are timid.

7. (a) (i) How temperament of different children influences personality development in children.

Easy child.

- Generally cheerful and easily adapts to new experiences.

Difficult child.

- Slow to adapt to new experiences and tends to react negatively.

Slow to – warm up child.

- The child is inactive, shows mild reactions to stimuli, negative in mood and adjusts slowly to new experience

(ii) Importance of play materials to young children.

- Awakens their talents.
- They develop control of their small and large muscles.
- They develop eye-hand co-ordination.
- They express themselves through manipulation.
- They gain experience in handling different materials and relate them to

their daily life.

- They develop social skills e.g. Sharing, borrowing, lending, etc.

(b) Ways in which culture influences the personality development of an individual.

- Interaction of values, ideas and customs through the process of learning from the time of birth.
- Institutionalization e.g. Various religions, prayer books and cultural programmes that influences the behaviour of people.

8. (a) Definition of the term "Play :-

- It is any pleasurable spontaneous and voluntary activity.

(b) How a pre-school teacher can facilitate play in a pre-school class.

- To ensure children are in good health, are safe and secure.
- To initiate interesting activities and to motivate the children.
- To provide variety of play materials relevant to the theme of their learning.
- To provide materials relevant to their age.
- To provide adequate space for playing.
- To encourage all children to participate.
- To make materials from locally available materials.
- To discourage negative comparison amongst children.

(c) How school children's play is organized.

- Many types of materials should be provided.
- Materials to be changed often.
- Free play periods should be long enough for children to get fully involved and enjoy themselves.
- Children should be allowed to choose activities that they are interested in.
- Children need freedom to move and talk as they play.
- The teacher to supervise and observe as

children play.

9. (a) Description of the following types of children's play:-

Solitary play.

- A child plays alone.

Imaginative play.

- It is also called "Dramatic" or "Pretend play" or "Make believe play". A child takes the role of another person e.g. Mother, father or teacher and may choose to act their roles of characters that they have observed.

Manipulative play.

- Children are encouraged to use their hands skillfully and to develop eye - hand coordination such as in modeling, threading, etc.

Discovery play.

- Children are involved in activities and in the course, they discover, learn new things or concepts that they never knew before as a result of interacting with the environment.

(b) Common discipline problems in young children.

- Cheating / telling lies.
- Taking away materials / stealing.
- Dishonesty / lying.
- Hitting / kicking/ pinching/ being aggressive.
- Use of abusive languages.
- Disobedience.

(c) Methods of handling discipline among ECDE children.

- Persuasion / guiding / counseling / requesting children to behave well.
- Rewards - Providing incentives / recognize those children who behave well.
- Parental involvement - Inviting parents to discuss children's behaviours.
- Withdrawal - Withholding of love / attention to the child for a while.
- Role modeling - Exposing children to appropriate role models.
- Play materials withdrawal - Keeping children's' play materials, toys for a while /punishment.

**7011 – CERTIFICATE IN ECDE – REVISION PAPERS.
CHILDREN WITH SPECIAL NEEDS.
MARKING SCHEME.**

SECTION A

1. (a) **Types of Epilepsy.**
 - Grandmal seizure.
 - Petitmal.
 - Psychomotor or temporal lobe.
- (b) **Things that a child does during the attack of epilepsy.**
 - Becomes stiff.
 - Loses consciousness and often collapse.
 - Kicks with legs and hands.
 - Produces foam from the mouth.
 - Groans.
 - Urinates.
 - Loosing awareness and staring blankly.
- (c) **Causes of epilepsy.**
 - Lack of oxygen at birth.
 - Cerebral malaria.
 - Infections such as meningitis or encephalitis.
 - Brain tumor.
 - Head injuries that occur during birth or from accidents during youth or adulthood.
 - Genetic conditions that result in brain injury, such as tuberous sclerosis.
2. (a) **Examples of neurological impairment.**
 - Cerebral palsy.
 - Epilepsy.
 - Spina bifida.
- (b) **Definition of the term: - "Cerebral palsy"**
 - It is a term used to describe a group of chronic conditions affecting body movement and muscle co-ordination.
- (c) **Causes of cerebral palsy.**
 - Pre natal -causes e.g. Rhesus factor.
 - Peri natal causes e.g. Anoxia, pre – mature birth.

- Postnatal causes high fever.
 - Brain infection.
 - Blood clot in the brain or bleeding.
3. (a) **Prenatal causes of visual impairment.**
 - Heredity.
 - Maternal diseases.
 - Accidents.
 - Drugs.
 - Rhesus factor.
 - Maternal malnutrition.
 - (b) **Ways in which physical disabilities is divided into.**
 - Orthopedic impairment / difficulties.
 - Neurological impairment.
 4. (a) **Definition of the following terms.**
 - (i) Handicapped child.
 - This is a child who suffers from long term disability which affects the body, mind and emotion to an extent which hinders normal growth and development.
 - (ii) Impairment.
 - This is when a child cannot perform what he / she should perform.
 - (iii) Disability.
 - This is physical problem making someone unable to use part of his / her body properly.
 - (iv) Screening.
 - This is a test done to make sure that someone does not have a particular disease.
 - (v) Assessment.
 - This is a need that comes up due to a specific difference in human beings.
 - (vi) Special needs.
 - This is a process of making a judgment of a need.

(b) Categories of children with special needs.

- Gifted and talented children.
- Visually impaired.
- Hearing impaired.
- Mentally challenged.
- Physically challenged.
- Multiple handicapped.

SECTION B

5. (a) Identification of children with mental handicapped problems.

- Delayed developmental milestones in all aspects of growth and development.
- These children have difficulty in academics.
- Some of them have observable physical characteristics.
- Some of them have problems in daily living activities such as toileting.
- Others have chronic health problems, e.g. Heart problem, etc.
- Others are slow in thinking.

(b) Negative characteristics of gifted children.

- They are non - comforting.
- They like criticizing.
- They like taking risks.
- They are sometimes seen as anti - social as they get bored quickly.
- They like isolating themselves as they are not easily understood by fellow playmates, etc.

(c) Characteristics of Autism children in communication.

- They are unable to start or sustain communication.
- They develop language slowly or not at all.
- When communicating, they repeat words.
- They communicate with gestures instead of words.
- They have short attention span.

6. (a) Classifications of emotional and behavioural disorder.

Conduct disorder.

- Children who have no respect from authority many times.

Anxiety withdrawal.

- Such children are anxious and withdrawn.

Immaturity behavioural disorder.

- Such children are lazy and inactive in class.

Social aggressiveness disorder.

- These children have similar characteristics or behavioural problems as the children with conduct disorders.

(b) (i) Levels of behavioural disorder in children.

Mild behavioural disorder.

- Most of the children in this group are not easily noticed in class as they are relatively easy to handle.

Moderate behavioural disorder.

- Such children are easily noticed and present more problems to teachers and parents.

Severe behavioural disorders.

- They have severe behavioural problems common with mental retardation disorders.

(ii) Emotional disturbances are :-

- Problems that are serious enough to negatively affect the child's relationship with others.

(c) Causes of children's emotional and behavioural difficulties.

- Prolonged high fever.
- Infectious diseases.
- Toxic chemicals.
- Prolonged oxygen deprivation.
- Family instability.
- Depressive illness.
- Infection of central nervous system.
- Over protection.
- Unfavourable environment.
- Traumatic experience.
- Imitation of other people's behaviours.

7. (a) Definition of the term - Spina Bifida.

- It is a congenital condition in which the spinal region of the body fails to develop properly.

(b) Difficulties a child will experience when suffering from Spina Bifida.

- Lower limbs paralysis resulting in mobility problems.
- Loss of sensation in the paralyzed parts of the body resulting to mobility problems.
- Poor visual perception.
- Poor urinary and bowel control.
- Club foot resulting to mobility problem and inability to use the limbs.

(c) Ways in which you can help a child suffering from Spina Bifida.

- Surgical care (often orthopedic, neurological and / or urological).
- Medical strategies for improving bladder and bowel functioning.
- Psychological strategies for personal and social adjustment.
- Train the child on how to use mobility devices.
- Allow the child extra time to complete the work given.
- Occupational therapy.
- Physiotherapy to improve physical strength and coordination.
- Provide diet with adequate fiber and fluids.
- Therapeutic strategies for improving mobility.
- Long-term follow-up and care.

8. (a) Positive characteristics of gifted children.

- Many gifted children learn to read early, with better comprehension of the nuances of language. As many as half of the gifted and talented children have learned to read before entering schools.
- Gifted children often read widely, quickly, and intensely and have large vocabularies.

- Gifted children commonly learn basic skills better, more quickly, and with less practice.
- They are able to construct and handle abstractions.
- They often pick up and interpret non verbal cues and can draw inferences that other children need to have spelled out for them.
- They take less for granted, seeking the answers of "how" and "why"
- They can work independently at an earlier age and can concentrate for longer periods.
- Their interests are both wildly eclectic and intensely focused.
- They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- They usually respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
- They like to learn new things, are willing to examine the unusual, and are highly inquisitive.
- They tackle tasks and problems in a well-organized, goal-directed, and efficient manner.
- They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.

(b) Intervention measures on hereditary causes of gifted and talented children.

Parents and teachers of gifted children must be ready to fight with problems.

- Their problems arise because they learn faster than others.
- They should be provided with materials to support the development of their special talents.
- They should be given more challenging activities that will provoke their thinking and generate new knowledge.

- Encourage them to explore their environment to stimulate their interest under supervision.
- Allow them to share their talents and gifts with others.
- Introduce them to culture of reading and writing by exposing them to books.
- The children should be allowed to operate within school rules and regulations and also be allowed to enjoy their childhood.

9. (a) Ways in which a teacher can identify if a child has hearing impairment.

- They do not respond to things said to them, or they do not seem to notice that you have spoken to them.
- Asks you to repeat things more often.
- They experience pain and itching in their ears.
- They shout when talking.
- They speak very softly.
- Giving incorrect and irrelevant answers.
- Some times searches right and left to find the voice or sound.
- Cannot say words and sentences the right way.

- They miss quick or soft sounds.
- Misunderstanding others since the child cannot comprehend what is said.
- Difficulties in understanding directions.
- Sometimes are poor performers in school.

(b) Identifications that show that a child is suffering from visual problems.

- If a child brings reading materials too close or away from the eyes.
- If the child blinks frequently.
- When reading, the child loses the lines easily.
- Sensitivity to light and excessive tearing.
- Slow writing and reading speed.
- Omission of letters or words while reading or writing.
- Avoiding activities which require near vision such as reading or homework, or distance vision, such as participating in sports or other recreational activities.
- Frequent eye rubbing.
- Closing one eye to read or to see well.
- Complaining of headache or tired eyes.

**7011 – CERTIFICATE IN ECDE – REVISION PAPERS.
CHILD RIGHTS AND CHILD PROTECTION.
MARKING SCHEME.**

SECTION A.

1. Types of physical abuse.

- (i) Beating.
- (ii) Scalding.
- (iii) Burning.
- (iv) Excessive canning.
- (v) Harmful initiation rites.

(b) Forms of neglects.

- (i) Lack of medical attention.
- (ii) Abandonment.
- (iii) Lack of food.
- (iv) Lack of proper diet.
- (v) Absent parents.
- (vi) Failure to provide education.

2. (a) Definition of "Emotional abuse" :-

- These are actions that negatively affect the feeling of a child and may be caused by parents, peer groups, or community.

(b) Examples of emotional abuse.

- (i) Denial of parental love.
- (ii) Humiliation.
- (iii) Defilements, incest, indecent assaults, sodomy.
- (iv) Separation from parents.
- (v) Displacement; - Such as in conflicts and natural disasters.

(c) Signs of emotional abuse.

- (i) Fear.
- (ii) Withdrawal.
- (iii) Eating disorders.
- (iv) Insecurity.
- (v) Bed wetting.

3. Definition of the following terms.

- (i) Child.
- Is a human being under the age of 18 years.
- (ii) Need.

It is something that when one is deprived will cause internal imbalance i.e. Something will go wrong when a need is not supplied.

(iii) Right.

- It is a claim that is fair and just for a person to have.
- (iv) Neglect.
- It is the failure to provide basic necessities of life such as food, clothing, etc.
- (v) Child protection.
- It is keeping a child safe from any form of harm, abuse and damage in a special way.

4. (a) Examples of sexual abuse.

- (i) Rape.
- (ii) Defilement.
- (iii) Incest.
- (iv) Use of children as sex slaves.
- (v) Homosexuality.
- (vi) Indecent assault.
- (vii) Child prostitution.

(b) Signs of sexual abuse.

- (i) Broken bones.
- (ii) Scratches.
- (iii) Scars.
- (iv) Bleeding.
- (v) Immobility.
- (vi) Pregnancy.
- (vii) Genital injuries.

SECTION B.

5. (a) Developmental rights of children;-

- (i) Interactions.
- Children have a right to interact with parents and other family members, peer groups and other community members.
- (ii) Playing.
- There is a need for children to engage in

play. It should be a self chosen.

(iii) Leisure.

- Should be provided with enjoyment and fun.

(iv) Rest.

- Should be provided with adequate time for rest since they are very active during play. They need rest to regain strength.

(v) Religion.

- Should have freedom to religion under adult's supervision and guidance.

(b) Things children should be protected from.

(i) Exploitation and child labour.

(ii) Cruelty i.e. Battering and denial of food as a punishment and verbal insult.

(iii) Drug and substance abuse.

(iv) In situations such as in wars, tribal clashes and natural calamities.

(v) Parental neglect such as denial of basic needs, failure to spend quality time with children, etc.

(vi) In risky situations e.g. Sending them to shops at night and un-accompanied.

6. (a) Forms of child abuse.

(i) Social cultural abuse.

- Some practices found in various communities amount to child abuse e.g. Female circumcision.

(ii) Sexual abuse.

- Both boys and girls are likely to be abused sexually e.g. Incest, rape, etc.

(iii) Emotional abuse.

- These are actions that negatively affect the feelings of a child.

(iv) Physical abuse.

- These are actions that may cause pain, harm or physical injury.

(v) Child labour and neglects.

- Neglect occurs when a parent, a community or whole society willingly fail to provide nurturing tools such as shelter, nutrition, etc.

(b) Signs of physical abuse.

(i) Broken bones.

(ii) Scars.

(iii) Bruised skin.

(iv) Cigarette burns.

(v) Wounds.

(vi) Bleeding.

7. (a) Gaps in the promotion of the children rights and protection in school level.

(i) Lack of knowledge.

- Teachers have inadequate knowledge on issues on children with special needs.

(ii) Teachers failure to provide children with time to rest and play.

- Some teachers overwork children to an extent that they lack time to rest and play.

(iii) Discrimination.

- Some children are discriminated by their teachers due to their performances, sex, tribe and backgrounds.

(iv) Poor teaching methods.

- Some teachers use poor teaching methods and thus reduce chances of children acquiring knowledge, attitude and skills.

(v) Materials and activities.

- Teachers provide inadequate materials and activities and these reduce children's exploration and discovery.

(b) Rights entitled to children

(i) To know their parents.

(ii) To have a name and a nationality.

(iii) Live with parents and remain in contact if separated from one of them.

(iv) Close national borders so as to be united with parents.

(v) Safe adoption systems.

8. (a) Types of children rights.

(i) Survival rights.

- It is the guarantee of ensuring sustainable life or living of an individual through provision of basic needs.

(ii) Developmental rights.

- A child should be given a chance to experience changes in all aspects to

(ii) Developmental rights.

- A child should be given a chance to experience changes in all aspects to growth and development.

(iii) Protection rights.

- Actions should be taken to liberate children from any form of abuse.

(iv) Participation rights.

- Children should be provided with the opportunity to take part in the interaction and dialogue in order to influence decisions which affects their life.

(b) Gaps created by the Ministry of Education in the promotion of the children rights and protection.

- Lack of free education in nursery schools; The Ministry of Education has not been programming nursery schools in their commitment of resources.
- Government does not employ nursery school teachers.
- Failure to employ qualified teachers in pre-schools.
- Ministry of Education does not provide feeding programmes.
- There are few schools for the children with special needs.

9. (a) Gaps in the promotion of children rights and protection in family level.

(i) Poverty.

- Due to poverty, parents are not able to provide basic needs for their children.

(ii) Divorce.

- It affects children mentally and socially due to absence of one parent who the child is used to.

(iii) Child neglect.

- Some parents neglect their children e.g. Denial of food as a form of punishment.

(iv) Child labour.

- Some parents force their children to work so as to support the family.

(v) Literacy and ignorance.

- Due to lack of knowledge, parents may not understand appropriate ways of bringing up children.

(b) Examples of child labour.

(i) Cattle herding.

(ii) Hired domestic workers.

(iii) Working in plantations and factories.

(iv) Hawking.

(v) Child prostitution.

**7012 - CERTIFICATE IN ECDE – REVISION PAPERS.
FOUNDATION, ADMINISTRATION AND MANAGEMENT OF ECDE.
MARKING SCHEME.**

SECTION A.

1. General objectives of ECDE in Kenya.

- To acquire relevant information related to ECDE programmes.
- To develop a sense of nationhood and foster love for ones country.
- To identify and utilize local resources that promotes social-economic development.
- To appreciate the role of technology and behaviour for effective living as an individual and a member of the society.
- To promote equal opportunity for every individual in the society.
- To understand and appreciate the rich and varied cultural heritage of the people of Kenya.
- To promote positive attitude towards good health and proper child care practices.
- To create awareness on the importance of environmental conservation.

2. Qualities of good schemes of work.

- It should have administrative body.
- It should have selected themes depending on the interest and background of the children.
- The objectives stated should be specific.
- The content must show exact information the learner is expected to learn.
- It should show the resources that are supposed to be used.
- It should have self evaluation column where the teacher makes comments after teaching the lesson.
- It should have learning activities for the children.

3. (a) Definition of the following terms.

(i) Foundation.

- It is an endowment or legacy for the perpetual support of an organization.

(ii) Administration.

- It is the management of affairs of an institution, e.g. School, college, etc.

(iii) Management.

- It is the practice of controlling personnel resources in an organization.

(b) Institutions that provide Early Childhood and Education care.

- Kindergartens.
- Madarasa.
- Daycare centers
- Crèches.
- Nursery schools.
- Montessori.
- NACECE.
- DICECE.
- MUCECE.
- Pre-primary.

4. The national goals of education in Kenya.

- To foster nationalism and patriotism to enable the youth acquire the sense of nationhood.
- To promote the social, economic, technological and industrial needs for national development.
- To promote individual development and self fulfillment by developing individual talents, interests and abilities.
- To promote sound morals and religious values.
- To promote social quality and responsibility by giving collective activities.
- To promote respect for development of Kenya's rich and varied culture.
- To promote international consciousness and foster positive attitude towards other nations.

- To promote positive attitudes, good health and environmental protection.

SECTION B.

5. (a) Effects of introduction of Free Primary Education policy on ECDE.

- Parents pulled out their children to stay at home until they were of age to join Free Primary Education schools.
- The enrolment of children in pre-schools decreased.
- Most parents failed to pay school fees to pre-schools administration.
- Teachers were not able to get their salaries due to low number of children.
- The enthusiasm that had been instilled in parents, teachers and other stake holders on ECDE declined.
- Parents and other stake holders felt that ECDE was not a government priority.
- Many ECDE teachers deserted ECDE centers for other better paying jobs.
- Feeding programme stopped as there were no funds to sustain them.
- Many pre – schools were neglected and poorly maintained.

(b) Roles played by the Ministry of Local Government in ECDE.

- Provide land for the establishment of ECDE centers and facilities.
- Support ECDE centers within their jurisdiction.
- Manages public schools within their jurisdiction.
- Employs ECDE teachers.
- Provides learning materials.
- Sponsors ECDE teachers for training.

6. (a) Ways in which harambee philosophy has contributed towards the development of ECDE programme.

- Communities have been able to acquire physical facilities for the early

childhood programme.

- Feeding programme has been initiated and maintained thus encouraging enrolment rates.
- The schools' management committees are able to pay teachers salaries through the funds donated by the community.
- Untrained ECDE teachers have been sponsored for training.
- Communities have developed a sense of ownership for the ECDE programme.
- Teaching / learning materials have been made available.
- Communities have been able to exploit their local resources for development programmes.

(b) Functions of KIE.

- Co-ordinates institutions devoted to the training of teachers.
- Conducts and promotes educational research.
- Develops curriculum.
- Prepares teaching and learning materials to support the syllabus.
- Conducts in - service courses and workshops for teachers.
- Organizes seminars on new syllabuses and teaching materials.
- Organizes orientation programmes for education officers.
- Transmits programmes through mass media.
- Prepares correspondence courses for students and teachers.

7. (a) Methods that were used to instill values in children in the African customs.

- Folklores / stories were used to inculcate acceptable moral values.
- Riddles and tongue twisters contained hidden meanings which were used to enhance acceptable moral values.
- Through rewarding those who did well and punish the wrong doers.

- Riddles and tongue twisters contained hidden meanings which were used to enhance acceptable moral values.
- Through rewarding those who did well and punish the wrong doers.
- Children were assigned duties which were supervised by adults.
- The grownups were expected to be good role models to be emulated by children.
- Through participating in games, children learnt to follow rules.

(b) Negative effects of British colonial rule on ECDE programmes in Kenya.

- Parents had no time to be with their children as they were employed.
- Children were confined in child care centers with minimum care.
- Children lacked adequate food thus, leading to malnutrition.
- Children had inadequate play materials at the child care centers.
- Children were segregated on racial lines. African children could not go to the same centers with Europeans and Asians.
- There was the breakup of traditional family structures.
- There was the interruption of traditional materials' health care.

8. (a) Professional records a pre-school teacher is supposed to maintain.

- Schemes of work.
- Lesson plans.
- Progress records.
- Class registers.
- Health records.
- Records of work.
- Timetables

(b) Recommendations of Gachathi Commission of 1976.

- The commission recommended the review of 8-4-4 syllabus.
- The commission insisted that the Ministry of Education should look into teachers' matters especially salary increments.
- The commission recommended that children should spend 8 years in primary, 4 years in secondary and at least 4 years in university.
- It recommended that teachers should have a representative body which should look into their issues.
- It recommended the abolishment of segregation schools in the country.
- It recommended on the recruitment of qualified teachers.
- It recommended on the establishment of proper education syllabus.

9. The ECDE policies in Kenya.

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

(b) Roles of school committees.

- To identify the needs of ECDE services within the community and develop plans for meeting the needs.
- To mobilize community members to establish and sustain ECDE centers.
- To mobilize parents and communities to support ECDE programmes.
- To manage ECDE programmes.
- To employ pre-school teachers and ensure that they are paid salaries.
- To organize fund raisings.
- To ensure that ECDE funds are well used.
- To ensure that ECDE centers provide quality services.
- To maintain facilities like classrooms, - toilets and equipment.

- To maintain facilities like classrooms, - toilets and equipment.
- To create awareness on the importance of ECDE.
- To prepare future development plans e.g. Expansion of ECDE center facilities.

(c) Roles of pre-school teachers.

- To stimulate children to learn.

- To make schemes of work and lesson plans.
- To keep children's records e.g. Progress records.
- To develop teaching and learning materials.
- To protect children from any danger.
- To guide children and counsel them.

**CERTIFICATE IN ECDE - REVISION PAPERS.
INTRODUCTION TO RESEARCH.
MARKING SCHEME.**

SECTION A.

1. (a) Secondary data sources that can be used in literature review.

- Secondary data - Are data which have been collected by others. They are obtained from journals, newspapers, and periodical records.

(b) Sources of data that a recorder can review.

- Primary - Collected by an investigator by himself / herself for specific study. It is original and can also be carried through survey by individuals.
- Secondary - Data which has been collected by others. E.g. Journals, newspapers, periodical records.

(c) (i) Advantages of a questionnaire as method of collecting data in research.

- Are cheap and economical in terms of time.
- Can be administered to a large group of respondents.
- Helps to reduce the researcher's bias resulting from personal characteristics.
- Give respondents enough time to reflect on the questionnaire before answering questions.
- Tend to be objective and hence easily analyzed by the records.

(ii) Disadvantages of a questionnaire as a method of collecting data in research.

- Lack of control over the person filling the questionnaire by the researcher.
- Inadequate return rate of questionnaires in case of e-mail returns.
- Cannot be administered to illiterate people.
- Expensive to print and deliver.

- Researcher may not know the feelings of respondents.

2. (a) Ways of data analysis.

- Tallies / Frequency.
- Percentage.
- Content analysis.

(b) (i) Meaning of the word Variable ;-

- Anything that changes value across a range e.g. On events, characteristics, behaviour during study.

(ii) Definition of the term:

"Hypothesis"

- It is a tentative answer to a research problem.

(c) The key dimensions of child growth and development which may concern a research.

- Language development.
- Intellectual development.
- Sound development.
- Emotional development.
- Physical and psychomotor development.

**3. (a) Definition of the term:-
"Research".**

- It is a scientific and systematic way of solving a problem. It is a systematic correction of data under carefully defined condition to discover facts.

(b) Importance of carrying out research in ECDE.

- Facilitation of problem solving.
- Promotion of ECDE services.
- Understanding children and their errors.
- Generation of information.
- Develops basic skills in recording observation and reporting.
- To develop innovative methods of improving children's learning.

(c) Problems that can be generated from "Child rearing practices" in a researchable area.

- Child abuse.
- Single parenthood.
- Family's income.
- Parental involvement.
- Nutrition.

4. (a) Ethical considerations when conducting a research.

- Plagiarism / honesty- People use other people's ideas purporting to be theirs.
- Voluntary participation.
- Confidentiality.
- Risk to human participants.
- Anonymity.

(b) Common problems that a funded researcher might encounter while conducting field research in Kenya.

- Poor infrastructure in some parts of the country causing inaccessibility.
- Some areas experience different climate conditions e.g. Eastern province has harsh weather.
- Language barrier - There are people who do not understand Kiswahili or English. The researcher may have to translate the instrument into local language.
- Hostility - This would be caused by the fact that many Kenyans may not be willing to participate in the research.
- Risk - There is danger of getting infected with diseases such as malaria, cholera or typhoid in unhygienic conditions of the inhabitants.
- Confidentiality - Many Kenyans fear discussing information with strangers.
- Cultural beliefs and taboos.
- No records or lack of information.

SECTION B.

5. (a) After carrying out an investigation to find out the ages of children at St. Mary's ECDE Center,

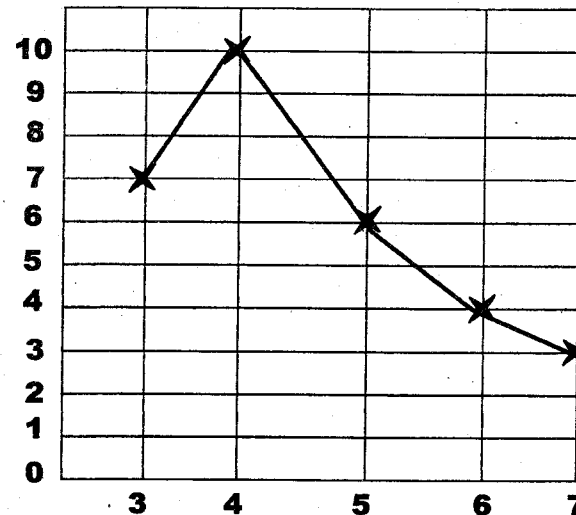
the researcher found the following:

- Median = 4.
- Mean = 4.5.
- Modal frequency = 10.

(b) Presentation of ages in a frequency table.

Age	Frequency
3	7
4	10
5	6
6	4
7	3

(c) Presentation of data in a frequent polygon. AGE 6 - 4 NOT 5 BELOW



6.(a) The first three sections of chapter one of the research report.

- This gives information that relates the study to broader areas. It introduces the study on:-
Statement of the problem.
- This shows the identified gap. It shows the problem that makes the study necessary.
- Purpose.
- This gives a general overview of the specific subtopic or areas to be focused on

i.e. The actual questions or problems to be tackled or present. Objectives and justification of the study.

(b) Sources a teacher may use to identify a research topic.

- Teaching experience.
- Areas of interest or expertise.

- Studying previous relevant literature.
- Verifying or negating previous research.
- Current problem.
- Emerging issues in ECDE
- Media.

7. (a) Difference between monitoring and evaluation.

Monitoring	Evaluation.
- It is a process that provides ongoing information for tracking implementation process in a programme.	- Assesses programmes in terms of output, effects and impact.
- Assesses the identified activities to be implemented.	- Identifies how profit goals were achieved.
- It helps to establish the extent to which input are being used according to the plan.	Identifies lesson learnt and makes recommendation for the future of the profit.
- Periodic information report is given.	- Field information collected through observation, questions and tests.

(b) Reasons why monitoring and evaluation process is important in an ECDE programme.

- It determines if what is being done is worthwhile.
- It identifies unintended discrepancies. There may be good outcomes of the projects that were not anticipated.
- Determines if the projects are actually being implemented as designed.
- It improves project management; Evaluation provides a tray of assessing project operation.
- It responds to the needs of stakeholders.
- It identifies the benefits of the project to the people.
- It improves lives of those involved in the programme.
- It creates awareness to the people on importance of supporting the ECDE programme.
- For accountability by those implementing the programme.

8. (a) Advantages of using observation method in collecting data in ECDE research.

- It is suitable in studying problems where the respondent is not capable of giving verbal report.
- It overcomes language barrier.
- It can be used anytime.
- Information that is obtained relates to what is currently happening.
- It is independent of respondent willing to respond.

(b) Reasons why reviewing literature in research is important.

- It helps to limit the research problems.
- It helps the researcher collect and select adequate samples.
- It determines what has been done and relate to the research problem to avoid unnecessary duplication.
- Demonstrates familiarity with the existing

body of knowledge.

- To determine new approaches.
- To avoid mistakes that have been done by others through knowledge of strategies.
- Helps the researcher to select adequate samples.
- Considers suggestions and recommendations of the past researchers in the related fields.

9. (a) Characteristics of PLA.

- PLA is an approach that empowers people by giving those opportunities to share, analyze and reflect on.
- It is a systematic learning process where members and outsiders learn as they participate in the research.
- It recognizes that there are different ways of interpreting issues and solving them.
- It is a multi disciplinary team where it has people with different skills and backgrounds.
- Triangulation – Some data are collected from different sources using different

methods and tools.

- It is flexible.
- It is a group learning process.
- PLA should be context specific.
- It makes the study simple.
- The data is analyzed as it is collected.

(b) The main steps of carrying out research.

- Decide on who will collect data and why.
- Make preparations for field work e.g. Get permission to carry out the research from relevant authorities.
- Decide on how to collect data e.g. Through interviews, questionnaires, etc.
- Decide when and from where the data will be collected.
- Do data analysis.
- Work on time schedule.
- Present a budget for the research.
- Get references and any supportive documents to help you compile the proposals.

7012 - CERTIFICATE IN ECDE - REVISION PAPERS.
COMMUNITY DEVELOPMENT.
MARKING SCHEME.

SECTION A.

1. (a) **Importance of community organizations:-**
 - They provide feeling of stability and security.
 - They provide means of highlighting deficiencies or weakness in the formal organization.
 - They promote team work.
 - They enhance effective communication within the community.
 - They provide satisfaction of member's social needs and sense of personal identity and belonging.
 - (b) **Causes of disagreements / conflicts in a group.**
 - Lack of transparency and accountability among group members.
 - Objectives - What one person wants to accomplish is different from what the other person wants.
 - Overlapping roles or job description in the group.
 - Using different approaches in handling common tasks.
 - Communication - Members may keep arguing, and because of miscommunication, they each get the impression that the other person has disagreed.
 - There are a lot of possible emotional reasons - Everything from distrust, dislikes and hate, to embarrassment, fear, peer pressure, face saving or just a steadfast commitment to a prior position.
 2. (a) **Advantages of conflicts in a group.**
 - Conflicts can reduce or eliminate group thinking.
 - Conflicts help to understand and define issues better.
- It provides members of organizations a chance to understand each other as working partners hence cohesion.
 - Conflicts help to identify underlying problems of groups which if not identified and solved in time, could incapacitate the group.
 - Conflicts improve decision making skills in the organization as individuals attempt to solve the issues.
- (b) **Reasons why some organizations would prefer democratic way of leadership.**
- It leads to efficiency.
 - It builds the capacity and morale of other members.
 - It encourages participation.
 - It makes people create and bring in more ideas.
 - Decisions are quickly implemented.
3. (a) **Definition of the following terms.**
 - (i) **Advocacy.**
 - It is the process of influencing policies, legislations and decisions to create favourable climate for the vulnerable groups.
 - (ii) **Community.**
 - From sociological point of view, a community may be described as any consciously organized group of people residing in a specific area or locality, sharing common facilities, resources, services, interests, aspiration bond of solidarity and vision of a preferred common future.
 - Linder man's definition of the word gives rise to more intensive and extensive attitudes, practices of interdependence, cooperation, collaboration and unification.

(iii) Capacity building.

- Capacity building is a process of empowering people to decide and take active responsibility over their lives through training to acquire knowledge, skills and attitudes which will enable them to mobilize and utilize available resources effectively.

(iv) Sustainability.

- It is the continuity of a project / programme in a community even long after support from outside agencies has been withdrawn. Sustainability ensures the community that the idea introduced by the outside agency will have won the hearts of community members by making them work hard to maintain it, or that the project generates enough income to sustain itself.

(v) Mobilization.

- It is a process of creating awareness and motivating a group of people to solicit their voluntary support and involvement for maximum returns towards a programme.

4. (a) Factors that influence community organization externally.

- Poor political good will.
- Parent's associations.
- Government policies.
- Changing roles of society.
- Advances in information technologies.

(b) Principles that guided Kazi kwa Vijana project as a community organization.

- The community recognizes areas of discontent in the existing situations. (Dirty sewer lines, impassable roads, long grass or bushy areas to be cleared by the youths, etc.)
- The discontent needs to be focused then channeled into a structure through which something may be done about the problem.
- The discontent must be understood by

the community. That means that since community comprises of a large group of people, the feeling of discontent must therefore be recognized and understood by the majority of the community members.

- Community leaders should be involved because such leaders have the political and religious influences and some have administrative skills which are very important in any organization - such that without their support, community projects will face difficulties.
- The use of latent good will of members of the community willing to identify with the community contribute to it and participate in constructive community efforts. The organization should therefore become aware of this people and should therefore utilize them for community development.

SECTION B.

5. (a) Facilitators techniques that a person would use to teach community organization structures.

(i) Lecture.

- This method is where a facilitator has the information and knowledge about the subject and presents it in various points in a sequence leading to final conclusion.

(ii) Discussion.

- A facilitator can decide to use the discussion method where a verbal exchange is led by a facilitator or participants about a specified topic.

(iii) Focus group discussion

- A facilitator or a trainer may decide to use this method mostly when there is a pertinent issue affecting a given community or a group of people.

(iv) Field trips.

- A facilitator may decide to organize for field trips for example;- A visit to libraries, or various sources of

information in order to come out with the picture of the study.

(v) Case study.

- This is a method where a facilitator would present a situation to a learner which describes an event of a relevant situation or problem and the learner is required to answer questions.

(b) Main characteristics of a community development project.

- Community development projects must be able to address the felt needs of the people because those people themselves are the venerable group.
- Community development project must involve the people who are within that community to participate in that project, and to promote better living standards of the people in that locality.
- Community development project must be a learning process through which local people are equipped with skills, knowledge and attitudes to deal with challenges confronting them.

(c) Definition of the term "Social action theory."

- According to Slocum, he stated that social action theories are efforts involving two or more members of a community.
- According to Weber, he defines social action theory as a behaviour which takes into account that of others, therefore, we must say that social action must involve other people.

6. (a) Qualities of a good leader.

- A good leader must be honest, creative and have ability to perform.
- A good leader should be someone who inspires.
- A person who can reconcile clashing viewpoints.
- A good leader should be someone who admits when he / she is wrong and takes steps to correct mistakes.

(b) Main reasons for the formation of groups.

- People form groups in order to perform certain tasks which require combined efforts of a number of individuals working together.
- People form groups in order to offer individuals with a sense of belonging as a human being is not an island, we are all social beings, so we need to have social status where we belong.
- Groups offer protection for its members. In case of any calamity, group members will be involved to solicit their resources which will be used to assist in that condition e.g. Finances, manpower or just social gathering in times of funerals, wedding or graduation ceremonies.
- People form groups in order to achieve common objectives and goals. People in a group mostly have a common goal which brings them together and therefore, they collectively achieve that objective and hence bring cohesiveness of the group.
- People form groups in order to provide them with opportunities for initiative, creativity and encourage co-operation between members.

7. (a) Challenges that tend to affect negatively the effectiveness of development workers within community organization.

- The culture of silence among community members.
- Poor knowledge among the majorities on the social dynamics of exploitation in their communities.
- Disorganized communities who do not have genuine representatives to address.
- Corrupt leaders who are out for their personal gains.
- Poor community entry points.

(b) Suitable modes of communication which are acceptable in a community.

(i) Mode of dress.

- Facilitators should dress modestly especially when addressing old people in the village or carrying a campaign for any project in order for them to be listened to and the audience to believe on what they say.

(ii) Age.

- Some communities only listen and take the message seriously from elders hence younger people may not be listened to.

(iii) Gender.

- Some communities are prejudiced against women. So if a facilitator is a woman, the audience will not believe on what she says simply because they value what is said and done by men than women. So, in that case, facilitators should be men.

(iv) Mode of communication.

- These are the ways of delivering information or messages. They are broadly two types; - Direct or indirect. Direct or interpersonal is where one directly interact with the audience or receiver of information without intermediary, while in indirect or relay method is where an agent or intermediary, like community opinion leaders are used to reach members of the community. Communication within the community could be through different modes which are suitable and acceptable among people, and they are as follows; - Verbal communication - This involves talking to the community members directly or indirectly through an agent. Non verbal communication - This involves dramatizing, demonstrating, or using sign languages to communicate with community members. Written communication - This involves presenting messages in printed formats using leaflets, brochures, posters, charts, billboards, newspapers, book circulars and letters

8. (a) Main ways in which discontent

may arise in any given social situation.

(i) Relative depreciation.

- One may lose the perception of what she / he is gaining from others and a person becomes inferior to others in terms of inspirations, awareness and therefore becomes relatively depreciated.

(ii) Distributive injustice.

- This is a discontent that an individual may experience in any social situation, in that the resources are distributed equally by the central government. Yet when it comes to ratio of investment and profits are not equal, a person or an individual may blame the central government, as the resources are allocated by it, yet the investment profits are not equal, meaning that community A will get much profit than community B. This might arise because of some factors such as environmental, geographical and instability which can cause distributive injustice.

(iii) Status inconsistency.

- In any society, individuals are ranked differently. One may be ranked high in profession but have a low income. This causes status inconsistency and the individuals affected will tend to act to change the situation, and in our country strikes become the order of the day.

(b) Explanation of the term "Basic Nuclear Theory" and phases according to Biddle basic theory.

- The term "Basic Nuclear Theory" is a group of serious minded people formed to achieve a goal, meet some needs or solve some problems. It may emerge from the community or may come from outside the community and therefore has the following phases:-
(i) Exploratory.
- At this stage, a developer is invited by the members into their community, a developer is to observe what is

happening in that community by talking to the people and making himself / herself known to as many people as possible in that community.

(ii) Organization phase.

- At this stage, the basic nuclear (few people) who want to have discussion with the developer is the group which the developer use to persuade others to join them.

(iii) Discussion phase.

- At this stage, the developer helps the nuclear to sharpen their skills by allowing them to explain ideas freely and be able to carry out evaluation. This phase should end with a discussion on what to do next.

(iv) Action phase.

- At this stage, the resources are being mobilized to work on what was planned and the activities done here will depend on how complex the project is.

(v) New project phase.

- At this stage, the basic nucleus weighs and decides on which project should be next, they will discuss and then finally, the action is taken.

(vi) Continuation phase.

- At this stage, the basic nucleus has matured and is now an on-going group and independent of the developer and can now leave and go to start another group elsewhere.

(c) Definition of the term 'Diffusion and Innovation Theories.'

- According to Roger and Shoemaker, the term 'Diffusion and Innovation Theories' is defined as a process by which innovations spread to members of a social system. In short, it is considered as part of communication.

9. (a) Definition of the following

terms.

(i) Communication.

- It is the exchange and flow of information and ideas from one person to another.

(ii) Leadership.

- It is a process by which people are directed, guided and influenced in achieving and attaining goals and objectives.

(iii) A group.

- It is a number of people who interact with one another and are psychologically aware of one another and perceive themselves as one.

(iv) Monothetic leadership style.

- This is a process through which affairs of a community or organization are controlled and organized with a view to achieving set goals and objectives.

(v) Management.

- It is a process through which affairs of a community or organizations are controlled and organized with a view to achieving set goals and objectives.

(b) Roles of advocacy in community.

- It defends, supports an idea or a program, before a policy or decision makers and any other interested party like the donors or the government.
- It criticizes or challenges defective laws, policies and programmes which make community members to be vulnerable.
- It influences and institutes policies to make them favourable for the community.
- It creates awareness or campaigns for issues which are for the good of the community.
- It helps to draw people's attention towards critical issues affecting the community hence making the community to act.

**7012 - CERTIFICATE IN ECDE – REVISION PAPERS.
GENERAL KNOWLEDGE.
MARKING SCHEME.**

SECTION A.

1. (a) (i) "Good grooming"

- It can be defined as the way one presents himself or herself to the public, the way one keeps his / her body and clothes tidy or one's display of good behaviour and healthy habits. It is always good to maintain good grooming. It makes one look attractive, prevents skin diseases, or from attacks by parasites, or it is done in order to maintain good health.

(ii) Four types of clothes worn on different occasions.

Casual clothes.

- These are mainly suitable for daily wear but not suitable for a particular occasion. They are very informal and provide easy movement, they are easy to care for and have a nice fitting.

Sports wear.

- These are mainly designed for a lot of activities and movements, and they are easy to care for. They are durable and for particular activities, absorbent and comfortable.

Formal wear.

- These are mainly for state functions, dinner, dances, inaugurations and celebrations like weddings. Dresses for such occasions may be short or long. The importance of it is that one wants to feel well dressed up. Men usually wear suits consisting of trousers, shirts, jackets and ties.

Business wear.

- Business clothes are tailored to suit the kind of employment one is engaged in.

(b) Examples of field recreational excursions.

- Mountain climbing.
- Camping in the countryside.

2. Types of entertainments and entertainment occasions.

(i) Entertainment - Is a state of pleasure in a person's body and mind resulting from the stimulation of the body senses and the following are different types of entertainments:-

- Dancing.
- Plays and games e.g. Bull fighting, wrestling, etc.
- Watching films.
- Singing.
- Hunting.
- Eating and drinking.
- Touring.

(ii) Entertainment occasions.

- National days e.g. Independence day, etc.
- Ceremonial / cultural entertainment, e.g. Circumcision, etc.

3. (a) Reasons why one should have physical education.

- Recreation / Physical education - Subscribes and contributes to the need for people to become all that they are capable of becoming (Personal fulfillment).
- Democratic human relations - It contributes to the democratic well being of an individual and the society.
- Leisure skills and interests - It has a goal of meeting the interests of people and developing skills that will provide incentives, motion and medium for spending free time in a constructive and worthwhile manner.
- Health and fitness - It contributes to the alienation of such conditions such as mental illness, stress and physical inactivity that prevail in many segments of our society.
- Creative expression and aesthetic appreciation - It attempts to provide the

environment with leadership materials and motivation where credibility, personal expression and aesthetic appreciation on the part of the participant exist.

- Environment for living in a leisure society- It plays an important role in encouraging such things as preservation of natural resources, construction of play grounds and recreational centers and awakening the population to an appreciation of aesthetic and cultural values.

(b) Types of recreational games.

(i) Indoor games.

- These are those games conducted inside buildings such as social halls. They include table tennis, chess, cards, darts, scrabble, boxing, wrestling, etc.

(ii) Outdoor games.

- These are those games conducted out of the buildings and they include football, netball, basketball, rugby, athletics, squash, etc.

4. (a) Definition of the following terms:-

(i) Recreation.

- This refers to the pleasure, relaxation and enjoyment a person derives from activities and games he / she voluntarily participates in during his / her free and leisure time.

(ii) Family.

- Family is a small unit or set-up of people comprising of parents and children. A family can be single, nuclear or extended.

(iii) Worship.

- Worship refers to communicating with the Supreme Being (God) through gifts and thanksgiving.

(iv) Culture.

- Culture refers to way of life. It varies from one community to another.

(v) Entertainment.

- Entertainment refers to a state of pleasure in a person's body and mind resulting from the stimulation of the

body senses.

(b) Features that an activity need to have for it to be called a creational activity.

- The activity should be non-survival activity - Meaning that the activity should not involve eating and drinking.
- The activity should be constructive - Meaning that the activity should not be harmful to the person physically, socially or in any other way.
- The activity should be voluntary - Meaning that it should be a voluntary participation where an individual must have chosen out of her / his own volition to engage in this pursuit, there must have been no coercion or use of force.
- Enjoyment - The activity engaged in must be satisfying and enjoyable to the participant.
- Leisure time - The activity must be engaged in during one's own free time.

SECTION B

5. (a) Ways through which teachers and care givers need to respect and safeguard children's rights are:-

- (i) Protecting them against abuse or neglect.
- (ii) Preventing impairment of their health and development.
- (iii) Ensuring that they get safe and effective care.
- (iv) Protecting them from crime and bullying.
- (v) Actively promoting their welfare in a healthy and safe environment.

(b) What one need to do in case he or she has a good reason to suspect that child's rights are being abused:-

- (i) Rescue the child from the abusing person, institution or environment.
- (ii) Provide material, social emotional and other support that the abused child may require.

(iii) Report to the parent, police, local administration or other authority as the situation may demand.

(iv) Provide legal advice or refer the case to a person that can do so.

(v) Counsel or refer the child, parents or guardians to a counselor.

(vi) Provide medical advice or take the child to a healthy facility as the situation may demand.

- Offer services that enable the children to reach their full potential.
- Develop play recreation's support and cultural activities.

(c) Ways in which HIV is transmitted.

(i) HIV is transmitted through unprotected sex with an HIV infected person (vaginal sex without condoms or oral sex)

(ii) Transfusion of unscreened blood from an infected person.

6. (a) Roles of parents in a pre – school center.

- Payment of school fees.
- Provision of physical facilities.
- Provision of labour.
- Provision of feeding programmes and participation in its preparation.
- Participation in fund-raising activities.
- Participation in preparation of teaching/ learning materials.
- Involvement in children's visits to places of interests.
- Ensuring better health and nutrition of their children.
- Provision of clothing to children.

(b) Ways in which the Ministry of Health has actively participated in the growth and development of pre – school education in Kenya.

- Immunization programmes.
- Medication.
- Proper and acceptable feeding habits.
- Growth and monitoring programmes.

- Population growth control.

7. (a) Major Islamic practices.

- Life.
- Love.
- Marriage.
- Charity.
- Law.
- Justice.
- Riches.
- Death.

(b) Central beliefs of Islam.

- Faith in the absolute unity of God.
- Beliefs in an angel as part of God's creation.
- Beliefs in the Prophet.
- Belief in the scripture.
- Belief in the final judgment.

(c) Ways in which Islam teachings view life.

- It views life as a very sacred thing.
- Life is to be respected and regarded as holy at all times.
- Good life is one that submits to God.
- Man exists on earth as a passing cloud, then shall exist again after rising from death after the day of judgment.
- Life is full of tests and trials for all of us.

8. (a) Factors that influence modern methods of grooming.

Modern methods of grooming means present, recent times or current fashion. The factors that can influence this modern method of grooming are:-

- Money – For people to cope with modern grooming, money is required.
- Environment – The environment always controls modern grooming.
- Accessories should match with the clothes.
- Occasions and times will also influence modern grooming since people will wear clothes according to occasions and times.
- Communities – Most communities with a

common interest will go for a similar wear as long as they are within the fashion e.g. Choirs, schools, bankers, etc.

- Body structure – Choice of clothes and colour goes by the body structure, shape and complexion.
- Fashion – In modern society grooming goes by fashion.

(b) Ways one need to do in order to maintain a healthy skin.

One need to do the following in order to maintain a healthy skin: -

- Take a balanced diet.
- Take enough sleep and rest.
- Proper elimination of body wastes.
- Take regular exercises and fresh air.
- Avoid tension and worries.
- Wash the body regularly.
- Oil the skin if it dries.
- Keep the armpits and the areas between the legs clean and dry.

9. (a) Ways in which one needs to maintain healthy looking teeth.

- Chew food well so that large particles do not lodge between the teeth.
- Eat sufficient hard food because the

chewing gives the teeth exercise and makes them healthy.

- Drink plenty of milk.
- Keep your tooth brush clean and do not share it with anyone.
- Clean your teeth after every meal.
- Rinse the mouth thoroughly with clean water.

(b) Basic foundations of Christianity.

- That to be a Christian, one should formally go through baptism.
- That God created heaven and earth and all that is in them in six days.
- That the soul is immortal.
- That Jesus died on the cross and resurrected on the third day.
- That Jesus is the son of God.
- That there is only one God existing.

(c) Morals that a child develops at pre-school level.

- The child will be honest.
- The child will be a hardworking individual.
- The child will learn to be fair minded.

7013 - CERTIFICATE IN ECDE - REVISION PAPERS.
CHILD HEALTH, NUTRITION AND CARE.
MARKING SCHEME.

SECTION A.

- 1. Disadvantages of not spacing children.**
 - Failure of mother to get enough time to rest after birth.
 - Inadequate breast feeding hence likelihood of malnutrition.
 - Inadequate love and attention to the child.
 - Poor planning and distribution of resources.
 - A lot of pressure due to limitation of finances, land and other resources.

- 2. (a) Components of a balanced diet.**
 - Proteins.
 - Carbohydrates.
 - Vitamins.
 - Fats and minerals.

(b) Signs of pregnancy.

 - Sensitivity of breasts.
 - Missed monthly periods.
 - Abdomen enlarges.
 - Likes and dislikes of certain foods.
 - Frequent passing of urine.
 - Morning sickness.

(c) Needs of a pregnant mother.

 - Enough rest.
 - Enough exercise.
 - Proper nutrition.
 - Comfortable clothing.
 - Emotional support.
 - Frequent health checkups.

- 3. (a) Services offered at the family planning clinics.**
 - Advice for married couples on child spacing.
 - To educate and advice couples with problems of having children.
 - To promote total health care of the family.

- To promote family welfare through proper management of family resources.
- (b) Definition of the term "Balanced diet"**
- A diet that contains all essential nutrients and in the right quantities needed by the body.
-
- 4. (a) Roles of food to the body.**
 - Helps the body to grow.
 - Helps in protection from diseases.
 - Helps in provision of energy.
 - Helps to repair worn out tissues.
 - Helps in reproduction.

(b) Services that are offered at maternal child health centers.

 - Immunization.
 - Treatment of minor diseases.
 - Advice on family planning and appropriate needs of a family.
 - Education on general health and nutrition.

SECTION B.

- 5. (a) Major causes of road accidents.**
 - Careless driving.
 - Poor condition of roads.
 - Overtaking dangerously.
 - Over speeding.
 - Driving when sick.
 - Driving under influence of drugs.
 - Poor weather conditions.
 - Overloading.
 - Driving un roadworthy vehicles.
 - Ignoring other road users.

(b) Safety guidelines for children using roads.

 - Do not allow young children (Those under 7 years) to cross the road

unaccompanied.

- Children should cross roads at designated pedestrian crossing (Zebra crossing)
- Wear safety belts for safety where need be.
- Teach children about road signs and traffic lights.
- Children should never travel with their parents in front of a car un attended.
- Install safety catches for doors.

(c) Roles of caregivers in providing road safety and care for children.

- Caregivers should know the names of children they are taking care of.
- Care givers should know the names of the neighbours whom she / he can call in case of danger.
- Care givers should never leave children in rooms alone since they can go out and get lost.
- Accompany children in indoor and outdoor activities.
- Provide first aid to injured children and take them to hospital for referrals.

6. (a) Definition of the term "Casualty".

- A person who is sick or injured and requires first aid.

(b) Contents of a First Aid kit.

- Bandages.
- Safety pins.
- Cotton wool.
- Pieces of cloth.
- Pain killers.
- Soap.
- Pair of scissors.
- Splints for fractures.
- Water.
- Iodine.
- String.

(c) Steps to follow when giving first aid to a nose bleeding casualty.

- Ask patient to bend his / her head.
- Let patient grasp the bridge of his nose firmly for about ten minutes.

- Lower the temperature around the nose with a wet piece of cloth.
- Advice the patient not to blow his / her nose.
- Let the patient breath with the mouth.
- Take patient to the hospital if the bleeding does not stop after two attempts.

7. (a) Meaning of the term "Refuse"

- All the waste that is not required and is thrown away.

(b) Reasons of disposing refuse.

- Does not appeal to eyes.
- Makes environment untidy.
- Produces bad smell.
- Attracts flies and vermin, e.g. cockroaches.
- Causes pollution of air, water and food.
- Causes accidents.

(c) Methods of refuse disposal.

- Compost pit - Used to dispose refuse that can rot, e.g. Peels, leaves, and can also be used for making manure.
- Burning / burying - Some refuses that can be put in compost pit can be burnt or buried, e.g. papers, old rags, etc.
- Latrine / toilet - Human body waste should be disposed in toilets / latrines.

8. (a) Meaning of acronym PHC.

- Primary Health Care.

(b) Elements of PHC.

- Health education.
- Local disease prevention and control.
- Treatment of minor illness and injuries.
- Immunization.
- Essential drug programme.
- Maternal and child health.
- Nutrition and food supply.
- Water and sanitation.

(c) Principles of PHC.

- Health care should be accessible, affordable and available.

- PHC facilities should not be far away from the community.
- Health care should be provided in an acceptable way culturally and religiously.
- Services and facilities should be affordable to the community and the country.
- Health care should be distributed fairly among all community members.

9. (a) Natural methods of birth control.

- Abstinence.
- Basal Body Temperature (BBT).

- Lactation.
- Withdrawal (Coitus interruption).
- Rhythm (During safe period).

(b) Hindrances of family planning.

- Insisting on at least one baby of a given sex.
- Naming system in some communities.
- Some religious beliefs opposing some birth control methods.
- Ignorance on family planning methods.
- Fear of losing some children through death.

**7013 - CERTIFICATE IN ECDE – REVISION PAPERS.
GUIDANCE AND COUNSELLING.
MARKING SCHEME.**

SECTION A.

1. (a) Definition of the term “Social guidance”

- Social guidance is the process of helping an individual to know how to behave with consideration to other people so as to improve the quality of life in the society.

(b) Reasons that make it necessary for an ECDE teacher to give child guidance on time management.

- To understand the concept of time.
- To be acquainted with routine.
- To have a smooth sanction from one activity to the other.
- To achieve set objectives at the right time.
- To have self discipline.

(c) Difference between - Individual counseling and group counseling.

Individual counseling.

- This is when the counselor and counselee meet on one basis. The need comes from the client. Issues dealt with are personal e.g. Grief, anxiety, disorder, depression and phobias, etc.

Group counseling.

- The counselor works with several people in a session. These people have similar challenges and sharing experiences. It can be done / used in cases like sexual abuse, rape, abortion, alcoholism, self-image, self-esteem, family conflicts and marital problems.

2. (a) Difference between guidance and counseling.

Guidance.

- It is the body of psychotherapy.
- It is a building process.
- It is knowledge based - deals with facts, principles, methods, etc.
- It is less personal and less intimate.

- It is informative.
- It is initiated by the counselor.
- It is less skilled.

Guidance.

- It is the body of psychotherapy.
- It is a building process.
- It is knowledge based - deals with facts, principles, methods, etc.
- It is less personal and less intimate.
- It is informative.
- It is initiated by the counselor.
- It is less skilled.

Counseling.

- It is the heart of psychotherapy.
- It is a healing process.
- It is value oriented. Deals with perception, motivation, needs and feelings.
- It is more interpersonal and intimate.
- It is flexible and emotional.
- It is initiated by the client.
- It requires more professionalism

(b) Types of guidance in learning institutions.

- Civil guidance.
- Social guidance.
- Health guidance.
- Conflict resolution.
- Individual guidance.
- Educational guidance.

(c) Explanation of the following terms:

(i) Client autonomy.

- The client should be made to understand that counseling is voluntary. The counselor needs to explain to the client that they need to give free and informed consent to important decisions which will then outline the details of the counseling contract to be given to the client. This helps the client to make autonomous

decisions.

(ii) **Dual relationship.**

- This occurs when the counselor assumes two or more roles simultaneously with the client e.g. A teacher and / or a therapist. Any professional counselor should avoid a dual relationship.

3. (a) **Definition of the following terms;**

(i) **Counselee.**

- Is someone who decides to seek professional help from an expert (Counselor) to be helped to cope with a situation he / she is facing e.g. Emotionally disturbed children can seek counsel from their teachers or parents.

(ii) **Congruence.**

- Refers to the consistency / harmony between what one says and what one is.

(b) **Importance of congruence in a counseling relationship.**

- Builds trust between the client and the counselor.
- Encourage openness / open communication / promotes positive attitude.
- Develops warmth to a client / makes a client feel at ease.
- Builds respect between the counselor and the client.
- Reflects honesty / transparency of a person.

(c) **Types of counseling in learning institutions.**

- Peer counseling.
- Group counseling.
- Crisis counseling.
- Career counseling.
- Individual counseling.
- Facilitative counseling.
- Preventive counseling.
- Developmental counseling.

4. (a) **Advantages of individual counseling in an ECDE center.**

- Individual issues / needs are addressed in depth.
- It promotes confidentiality / privacy in the client.
- Easy to follow up.
- Clients are free to express themselves.
- Enables deep understanding of similar issues within the environment

(b) **Ways in which an ECDE teacher would help children who require counseling.**

- Talk to / approach them with respect.
- Encourage children to have free discussions and expression about themselves.
- Be keen on what children say.
- Inquire about the wishes and dreams of the children.
- Find out about the children from their parents.
- Observe the children during play.

(c) **Ways in which a teacher would help a truant in an ECDE center.**

- Discuss with the child / parents / caregiver to establish the cause of the problem.
- Avoid using threats / ridicule / unnecessary punishment.
- Be warm and loving to the children.
- Prepare and make lessons interesting.
- Adopt a democratic leadership style.
- Cater for individual differences.
- Let children experience success in activities.

SECTION B.

5. (a) **Reasons for individual counseling.**

- Individual counseling provides the client with a situation of complete confidentiality.
- It provides an opportunity for trusting and closer relationship between the counselor and the counselee.
- It is beneficial to clients who may find it

difficult to share information when other people are present.

- It caters for individual learning differences.
- It is helpful to clients who have problems that emanate from themselves rather than problems caused by external forces in terms of counseling.

(b) Purpose of the following techniques as used in counseling.

(i) Active listening.

It is also known as attending factors.

- It is the ability of the counselor to give deep and complete attention to the person receiving counseling. It involves listening to the content and the experiences of the client. The counselor listens to the verbal messages and observes the non-verbal cues of the client.

(ii) Paraphrasing.

- Involves determining the emotional tone and the content of the speaker. The counselor restates what the counsellee has said. Oftenly, different words are used to get clarification.
- It encourages the client to explain key ideas and thoughts.
- It builds a trusting relationship.
- Helps the client to focus on a particular issue / event.
- Helps the client to make a decision.
- Helps the counselor to check on his / her perception.
- Communicates to the client that he / she is being understood.

(iii) Focusing.

- It is deciding the order the counselor and the client will follow in dealing with the challenges or issues presented.

Purposes include:-

- To clear any confusion.
- To give direction on how the problems / challenges will be looked at.
- To help the client to prioritize the most pressing issues.

- Making optional use of time.

(c) Techniques that would be suitable to counsel children in an ECDE center.

- Active listening.
- Probing.
- Prompts / encouraging.
- Interpreting.

6. (a) Ways / strategies to use to counsel the following children with special needs.

(i) Children from divorced or separated parents.

- Active listening – Listen to the child to know what he / she is going through.
 - Creating a relaxed environment – Give exercises to ease the tension from the child.
 - Discussion – Discuss, process and resolve their feelings about divorce or separation.
- Other ways include:-**
- Role playing, writing, drawing.
 - Individual and group sessions to build on self esteem.
 - Recommending specific self help books to help children cope with their feelings.
 - Reality therapy – To help the child accept the permanence of divorce.
 - Talking to the child about divorce at her / his cognitive level.
 - Make a plan to help the child's life as comfortable as possible by counseling.

(ii) Children affected and infected with HIV/AIDS.

- Including HIV / AIDS education in the curriculum.
- Parents to share information with their children.
- Teach other children to empathize and take care of them (Sensitize and educate them).
- Topics - Relevant topics like drugs and substance abuse and sexuality should be discussed.

- Teach life skills and living values.
- Initiate school feeding programmes.
- Ensure collective and personal hygiene practices.
- Children to receive counseling sessions.
- Clinical referrals and medical attention should be emphasized.
- (iii) Abused children.**
- Use therapy to help the children communicate their thoughts and feelings
- Support and understanding from the counselor will help the child to deal with psychological trauma caused by the abuse.
- Assertive training that focuses on how to say no or handle abusive situations.
- Assist children to seek legal services and report cases of abuse to either to the sub-chief, chief, police or to other people in authority.
- Encouraging children to tell someone right away when an abusive situation occurs.
- Provide children with information regarding appropriate and inappropriate touching or treatment.

(b) A child who runs away from a teacher or other children and other times decides to sit on the floor, such child is;-

- An emotionally disturbed child.

(c) Intervention measures which can be applied to emotionally disturbed children.

- Behaviour modification strategies.
- Individual and family counseling.
- Moral education and character training.
- Giving them love and understanding.
- Counseling and giving security and assurance.
- Rational behaviour therapy.
- Relaxation exercises – Talking therapy, physical activities, writing, drawing and games.
- Peer counseling.

7. (a) Skills a counselor would use during the in-depth exploration stage when counseling an ECDE teacher.

- Empathy - Put yourself in the position of the client.
- Immediately - Dealing with discrepancies / issues arising.
- Confrontation - Using the client's behavior.
- Interpretation - Explain the meaning behind the client's statement.
- Paraphrasing- Restarting / expressing words.
- Active.
- Listening.
- Repeating / summarizing what the client has said.

(b) Instances when confidentiality may be broken in counseling.

- When a counselee poses dangers to others.
- When the client is under 18 years and is a victim of rape, incest or child abuse.
- When the counselor determines that the client needs medical attention or hospitalization.
- When information is made as an issue in a court of law.
- When clients request their records be released to them or to a third party.
- When a client is suicidal / talks about committing suicide.

(c) Explanation of the term "Peer counseling"

- It involves individuals who are of the same age group and have the same interests or similar needs. Each member sees the other as equal regardless of their backgrounds or status.

8. (a) Causes of depression.

- Early childhood trauma or abuse.
- Loneliness and lack of support.
- Alcohol and use of drugs.

- Stressful or traumatic experiences.
- Health problems or chronic pain.
- Retrenchment.
- Pressure to achieve certain goal or activity without success.
- Economic stress.
- Family problems related to death, divorce or separation.

(b) How a teacher can identify stressed children in a pre-school class.

- Regression - Bed wetting, crying, nail biting.
- They are hard to manage in class.
- Are not social in school environment.
- Lack of concentration.
- Emotional deviation – Bullying others.
- Loss of appetite and weight.

(c) How stress can be managed.

- Teach children deep relaxation techniques to divert them from the cause of the stress.
- Eating balanced diet.
- Getting enough rest and sleep.
- Physical exercises by walking, swimming, playing games, etc.
- Proper time management.
- Sharing experiences with close friends.
- Humour – Good hearty laugh helps in managing stress.

9. (a) Qualification of a good counselor.

- Ability to understand a problem.
- Ability to use a variety of counseling techniques.
- A good role model.
- Empathetic.
- Respectful.
- Non- judgmental.
- A good listener.
- Self-conscious.
- Genuine or sincere.

- Maintains healthy boundaries.
- Have a sense of humour.
- Knowledgeable.
- Ability to stay calm and composed.
- Accommodating.

(b) Differences of the following terms:

(i) Crisis counseling from career counseling.

Crisis counseling.

- Crisis counseling is a mental, psychological, economical or social problem that affects the well being (functioning) of a person, e.g. Strikes in school, wars, sudden death of a parent, spouse or child, divorce, rape, unwanted pregnancy, accidents, etc.

Career counseling

- Involves students or people who have difficulties in deciding what careers to take up in life.

(ii) Preventive counseling from Developmental counseling.

Preventive counseling.

- Its aim is to stop the counselee from getting involved in something negative or destructive, e.g. Counseling the HIV negative students / adults so as to prevent themselves from infecting / contracting the virus.

Developmental counseling.

- It follows the actual child development stages of life. E.g. Pre - teens could be counseled on body changes. Adolescents on sex and sexuality and identify the crisis. Young adults could be counseled on dating and preparation for marriage.

(c) Stages in the counseling process.

- Attending / building a relation.
- Definition of the problem or responding.
- Personalizing the problem.
- Establishing goals.
- Follow up stages.

**7014- CERTIFICATE IN ECDE.
CURRICULUM DEVELOPMENT.
MARKING SCHEME.**

SECTION A.

1. (a) Importance of a log book.

- It's a diary of daily events and assists school administration to keep track of activities in the school.
- It gives a detailed history of the school.
- It can be used to plan and evaluate school programmes making adjustments when necessary.

(b) Changes brought by British colonization in Kenya.

- Children were forced to work away from their parents.
- Children were forced to work for no pay.
- Children got a negative perception of their parents.
- Destruction of tools for controlling children's behaviours. E.g. Prohibition of traditional roles like hunting.
- The system of age grouping was abolished.
- It led to introduction of hut tax.

(c) Responsibilities given to the Ministry of Education in 1980.

- To provide guidelines to be followed by teachers.
- To register all the pre-schools.
- To develop the curriculum.
- To be involved in inspection and supervision of all pre-schools.
- To train the pre-school teachers through the NACECE and DICECE.
- Through collaboration with other ministries, local communities, private, individuals, welfare organizations, N.G.Os, helped on the mushrooming of ECDE centers.

2. (a) Issues affecting ECDE curriculum.

- Environmental development.

- Rural urban migration.
- Society's demand.
- Cultural belief.
- Economic development.
- Technology.

(b) Major components of schemes of work.

- Basic information / details.
- Weeks.
- Lesson objectives.
- Teaching, learning activities.
- Reference materials.
- Remarks.

(c) Uses of an admission register.

- It gives background details of people which help teachers understand them better especially if they have problems.
- It can be used as reference to contact parents or guardians when in need.
- The information it contains is useful if the school need to write testimonials for the pupils.
- The admission record would be useful if the school need to get in touch with past pupils of the school.

3. (a) Functions of Kindergarten Headmistresses Association.

- Training ECDE teachers.
- It develops ECDE curriculum materials.
- It advises the government on ECDE issues.

(b) Qualities of a good ECDE curriculum.

- Equips teachers with necessary skills.
- Develops individual, parental abilities and talents.
- It incorporates country's national

philosophy.

- It helps the teachers become fully integrated members of the society.
- It assists the teachers appreciate values of the past in relation to the present and future.

(c) Factors affecting curriculum change.

- Political influences in the curriculum.
- Social economic status.
- Technological advancement.
- Emerging issues.
- Culture.
- Government policies.

4. (a) Definition of the following terms:-

(i) Formal curriculum.

- All learning activities outlined in school syllabus as subjects, topics which often take place in a class.

(ii) Lesson plan.

- A step by step layout of what a teacher intends to do with his people in a given period of time.

(iii) Schemes of work.

- A plan made in advance by the teacher usually the beginning of a term and has topics to be taught in a given period of time.

(b) Types of ECDE curriculum.

- NACECE - National Center for Early Childhood Education.
- DICECE- District Center for Early Childhood Education.
- Montessori.
- Kindergarten - Headmistresses Association (K.N.A.).
- Individual Institutions.
- Universities.

(c) Functions of DICECE.

- Training pre-school teachers.
- Supervising ECDE centers.
- Developing localized ECDE programmes.
- To carry out basic research in ECDE.

- Mobilizing local communities.

SECTION B.

5. (a) Areas showing how the community is involved in ECDE programmes.

- Provision of land.
- They pay teachers.
- They provide furniture and infrastructure.
- They advice the teachers.
- They form school committees.
- They help to develop learning and play materials.
- They are the source of pupils.
- They provide feeding programmes.

(b) Reasons why many children have not enrolled in pre-schools.

- Long distances from homes to schools.
- Ignorance from their parents.
- Poverty - Children cannot get even their basic needs.
- Lack of attractive models.
- Insecurity- Many cases on children's abuse have erupted.
- HIV/AIDS prevalence - Many children are left as orphans. Others have no money because of the cost of living with HIV/AIDS people / parents.
- Cultural- Some communities do not value education.
- Free Primary Education- Many parents tend to take their children to school when they are six years old to avoid paying in the pre - school fees.

(c) Factors to consider when selecting books for pre-school children.

- They should be illegible.
- They should be age appropriate.
- They should be interesting.
- They should have simple language.

6. (a) Emerging issues that influence

early childhood development curriculum implementation.

- Free primary and secondary education.
- Gender.
- Government policies.
- Lack of support from the community.
- HIV/AIDS.
- Famine and drought.
- Rural urban migration.
- Socio-economic issues.

(b) Types of information contained in an ECDE admission register.

- Date of admission.
- Admission number.
- Date of birth.
- Sex.
- Home address, parent's / guardian's names.
- Date of leaving the pre-school.
- General comment.

(c) Reasons why children are assessed.

- For the teachers and parents to understand their children.
- For parents to compare their children with their peers.
- For parents to compare their children with the other children.
- Teachers to compare their teaching with others.
- For children to understand themselves better.
- To motivate children to work hard.

7. (a) Partners of ECDE and their functions.

Ministry of Education.

- Disciplines errant teachers.
- Employs teachers.
- Provides curriculum.

Ministry of Health.

- Provides health care for children.
- Advices on diet.
- Immunizes children.

- Creates awareness on outbreaks of diseases.

Ministry of Agriculture.

- Provides food during drought.
- Provides manure / fertilizer.
- Provides market for farm products.

Local communities.

- Provides physical labour in schools.
- Provides resources.
- Runs and maintains ECDE centers.
- Provides children with basic necessities.

Faith based organizations.

- Provides feeding programmes.
- Rehabilitates abused children.
- Cares for orphans.

(b) Objectives for ECDE teachers' training.

- To acquire information relevant to ECDE programmes.
- To develop a sense of nationalism and foster love for our own country.
- To create awareness on the importance of environmental conservation.
- To promote attitudes towards good health and proper child care practices.
- To foster spiritual and moral growth.
- To have an opportunity for further education and training for individual growth and development.
- To promote equal opportunities for every individual in the society.
- To identify and utilize local resources that promotes social economic development.

(c) Definition of the term "Syllabus"

- It is an outline of subjects, topics and their objectives planned to be covered by each class in each subject.

8. (a) Goals of education.

- To foster nationalism, patriotism and promote unity. People in Kenya are one and therefore they should live in peace love and unity.

- To promote the social, economic, technological and industrial needs for national development- Education should prepare youth of the country to play an effective and productive role in the life of the nation.
- To promote individual development and self fulfillment- Education should provide opportunities for the fullest development of individual talents and personality.
- To promote sound moral and religious values- Education should provide for the development of knowledge skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self discipline, self reliant, etc.
- To promote social equality and responsibility. - Education should provide opportunities for education for all.
- To promote respect for development of Kenya's rich and varied cultures. - Education should instill the youth of Kenya with an outstanding of the past and present cultures.
- To promote international consciousness and foster positive attitudes towards other nations.
- To promote positive attitude, good health and environmental protection.

(b) Elements of curriculum.

- Objectives.
- Selection of learning areas.
- Contents.
- Organizations.
- Evaluations.

(c) Forms of curriculum.

Formal dimension.

- Refers to formally organized learning through courses, syllabuses and subjects

offered in school.

Non formal dimension.

- They are not always with a teacher.
- These are extra co-curriculum activities. They include physical education, drama and dances.

9. (a) Importance of staff attendance registers.

- It encourages teachers to be punctual and regular in their attendance.
- The head teacher can monitor the teachers' effectiveness in teaching and learning.
- The head teacher could use the register when writing recommendation for teachers.
- It is used to identify a teacher who is absent and hence make arrangement for another to attend the class.

(b) Importance of examination records.

- They provide quick and accurate reference to the pupil's performance during their years in school.
- They can be used to assess the weakness and capabilities of individual students.
- They can be used to write testimonies such as leaving certificates or transfer scripts.

(c) Activity areas in an ECDE center.

- Language activities.
- Mathematics activities.
- Science activities.
- Social environmental activities.
- Music and movement activities.
- Creative activities.
- Physical activities.
- Religious activities.
- Indoor free choice activities.

**7014 – CERTIFICATE IN ECDE.
INSTRUCTIONAL AND LEARNING APPROACHES.
MARKING SCHEME.**

SECTION A.

1. (a) The importance of class organization in an ECDE center.

- The teacher is able to move swiftly around the classroom.
- Group sitting arrangement enhances children's social skills / interaction.
- Appropriate furniture enables proper blood circulation / comfort.
- Brightly coloured materials enable children to acquire observation / manipulative skills.
- Ensures children move swiftly without knocking things.
- Easy access to learning materials.
- Display of children's materials gives them a feeling of acceptance.

**(b) Definition of the term.
"Programmed learning"**

- It is a learning experience which is pre-planned / non – participatory / non-flexible / rigid.

(c) Explanation of the term "Eclectic learning approach"

- Eclectic learning approach refers to teacher and child centered methods of learning.

2. (a) Assessment methods that can be used in a pre-school class.

- Observation.
- Interview.
- Measurement.
- Check units.

(b) Qualities of good learning materials.

- Quality / quantity.
- Versatility.
- Improvisation.
- Safety.

- Effectiveness.
- Attractiveness.

(c) Description of a model.

- A model is a recognizable three dimensional representation of a real thing. The object represented may be larger or smaller. A model may be complete in every detail or considerably more simplified than the real object e.g. A globe, teeth model, etc. Some are commercial while others are modes. It can be de - assembled and re - assembled.

3. (a) Definitions of the following terms:-

(i) Teaching.

- It refers to showing someone how to do something so that they will be able to do it by themselves.

(ii) Learning.

- It is a process in which children come to perceive, interpret, criticize and transform the world in which they live.

(ii) Relationships between teaching and learning.

- Learning is powered by teaching.
- Teaching promotes learning.
- Both are processes that are continuous in nature.
- Learning helps in teaching as it provides the necessary foundations and experiences for learners and this makes the teacher's task easier.

(b) Differences between directed play and free play.

Directed play.

- It is a set of actions planned for the children by a teacher to assist them acquire specific psychomotor skills.

Free play.

- It entails voluntary actions initiated by the children from whom they derive pleasure and enjoyment.

(c) Reasons why each of the following is important in an ECDE learning environment: -

(i) Sand pit.

- Children fill and empty containers thus learning about capacity.
- They touch / feel the texture of sand.
- They make moulds of various objects / modeling with wet sand.
- They perform pretend plays on buying / selling / cooking / serving.
- They gain mathematical concepts of weighing and using balances.
- They punt on dry / wet sand.

(ii) Fixed play equipment.

- It strengthens children's muscles.
- It enhances gross motor coordination skills.
- It enhances children's self esteem / confidence.
- It instills discipline / enhances turn taking / socialization and leadership skills.
- It enables children to cope with emotions.

4. (a) Reasons of the importance of a lesson plan in an ECDE class.

- It enables a teacher to prepare well in advance.
- The teacher gains confidence in teaching.
- It enables the teacher to be more focused on what to teach.
- It shows all the activities to be done.
- It shows the materials to be used.
- It assists the teacher in time management.

(b) Ways a pre-school child would benefit from a home corner in a classroom.

- To gain knowledge on dressing.
- To learn to role model others.
- To acquire skills in cooking / serving.

- To dramatize / fantasize / role play.
- To release their thoughts / emotions.
- To arouse curiosity and interest.

(c) Challenges a teacher would encounter for not using teaching materials in an E.C.D.E class.

- Children's learning ability is negatively affected for not physically manipulating materials.
- Learning becomes abstract / unrealistic.
- Kills interest and curiosity.
- Affects sensorial stimulation.
- Experimental / exploration is affected.
- Loss of concentration.

SECTION B.

5. (a) Characteristics of a suitable toilet facility for young children in an ECDE center.

- Separate facilities for boys and girls.
- Floors should be of concrete and washable.
- Situated on the side to which wind blows.
- Easy accessibility – Should be at a walking distance from the classroom.
- Should have a regular water supply for washing hands.
- Firm / secure.
- Well ventilated.
- Good drainage system.
- Have toiletries / soap / tissue papers.
- Age appropriate.

(b) Definition of the term 'Play.'

- It is any pleasurable, spontaneous and voluntary activity.

(c) (i) Characteristics of children's play.

- Intrinsically motivated.
- Freely chosen.
- Pleasurable.
- Actively engaged in by participants.

(ii) Components of a conducive

learning environment for pre-school children.

- Safe environment - Play ground should be free of dangerous objects.
- Fence - Well fenced area, secluded, lockable entrance.
- Fixed play equipment - Swings, tunnels, sea saws, etc.
- Sandpits.
- Display areas.
- Adult facilities - Benches for adults.
- Play house - For dramatic play.
- Trees - To provide shade on warm days.
- Group activity areas - For casual play.
- Water play.

6. (a) (i) Measures a pre-school teacher should take to help develop self discipline in a class.

- Know each individual child. Understand the cause of misbehaviour.
- Establish class rules.
- Keep children pre-occupied in constructive activities.
- Reward good behaviours.
- The teacher should be well prepared, punctual and regular.
- The teacher should not shout at children.
- Separate friends who are a source of mischief.
- Give constructive punishment.
- Threats should not be issued.
- Corporal punishment should not be used.

(ii) Components of a lesson plan used in an ECDE centre.

- Administrative details - age / duration / date.
- Theme, sub - theme, objectives, references.
- Materials, introduction, activity development.
- Conclusion.
- Sub - theme.
- Conclusion, remarks.

(b) (i) Ways in which overcrowded

classrooms limit the organization of children.

- Overcrowded classrooms leave little space for movement.
- Teacher ends up standing at one position and not able to reach the children.
- Children struggle to reach their desks as they settle.
- Child - teacher relationship is not encouraged.
- Desks cannot be organized.
- Learning materials are rarely enough for all the children or the groups intended.

(ii) Characteristics of Montessori curriculum in ECDE Programmes.

- Self / auto education - Children initiate their own learning.
- Teacher is the directress - Teacher directs.
- Sense training - Sensorial training, senses are stimulated.
- Development from within.
- Individual development - Caters for individual differences.
- No material reward / punishment.
- Muscular training.
- Doctrine liberty.
- No fairy tales - Hinders children from adjusting to the real world.

(c) Common types of groupings a pre-school teacher can use.

- Ability.
- Age.
- Interest.
- Multi - grade.
- Multi - shift.

7. (a) Description of the following:-

(i) Thematic learning.

- It is based on a certain theme or unit. It is learning in which a learner is helped to acquire knowledge, skills and attitudes through various learning experiences.

(ii) Integrated learning.

- The term integrated means putting

together the various ideas to become one whole and be used or taken as one unit, e.g. Mixed grill. It is the teaching and learning of various activity areas in an integrated manner through using a chosen theme, in which children are able to acquire knowledge, skills and attitudes under different activity areas.

(b) Characteristics of thematic integrated learning.

- Many activities are incorporated. (Put together).
- The teacher is aware of the different knowledge, skills and attitudes which need to be in different activity areas.
- Thematic learning is continuous. Theme runs through for a period of two weeks or more.
- The arrangement of learning corners portrays the theme being learnt.
- Children's interest and ability are taken into account.
- Learning is at the pace of the children.
- There is flexibility in the choice of themes and learning activities.
- It is the most natural method of helping the children to learn.

(c) Advantages of thematic and integrated learning.

- The teacher is able to select themes depending on the times of the year and interest of the child, e.g. Theme "Water" would be taught in a rainy season.
- The teacher is able to access children continuously as they participate in the activities.
- There is a flow of ideas and easy for children to grasp what has been taught in a day.
- The teacher is able to prepare in advance the learning materials to be used during his / her lessons.

8. (a) Reasons that make it necessary for a teacher to evaluate daily

activities in a pre - school class.

- To establish adequacy of materials.
- To determine appropriateness of materials used.
- To determine level of children's interests in the lesson.
- To determine the appropriateness of the plan.
- To assess sequencing of learning activities.
- To find out attainment of objectives.
- To assess presentation of learning activities.
- For teacher to determine how to improve on teaching mode / identify areas that need improvement.
- To assess strengths / weaknesses of the children.

(b) Limitations of the Montessori method in an ECDE programme.

- Ignores individual differences in children.
- Limits language development.
- It does not encourage play.
- Ignores spontaneous / unplanned learning.
- Limits roles of the teacher / caregiver in providing encouragement.
- Requires very expensive materials.
- Does not give children enough freedom to socially / emotionally learn from one another.

(c) (i) Learning activity :-

- It refers to a task a child is expected to perform during a lesson in order to achieve the objectives intended by a teacher.

(ii) Benefits of constructing objectives for teaching pre-schoolers.

- Guides selection of contents / materials.
- Assists in selection of methods / activities.
- Arouses learners' interest / sustains motivation / gains class control.

- Assists in selection of methods / activities.
- Arouses learners' interest / sustains motivation / gains class control.
- Regulates teacher's behaviours / reduce ambiguity.
- Guides questioning / question construction.

9. (a) Reasons why it is necessary to establish learning areas in a classroom.

- Learning corners arouse children's interest, curiosity and stimulate learning.
- They help to integrate learning in other activity areas.
- They reinforce what children have learnt.
- They help children to use multiple senses in learning.
- They pre-occupy children usefully in their free time, helps a teacher to identify children's talents.
- They make learning come alive.
- They train children to work by

themselves.

(b) Advantages of a mixed ability group.

- Ensures an equal distribution of learning and responses over the whole class.
- Provides opportunities for children to help each other and have concern about others.
- Group competitions are healthy.
- It boosts the morale of the average and weak children to work with the clever ones.

(c) Characteristics of a well disciplined class.

- Children are attentive, obedient, active and eager to learn.
- They are not noisy.
- Children are happy and confident.
- A teacher does not shout but speaks in authority.

7015 /1 - CERTIFICATE IN ECDE – REVISION PAPERS.

ENGLISH.
MARKING SCHEME.

SECTION A

1. Formal letter.

- 2 addresses.
- Date.
- Salutation.
- Subject (Ref)
- Introduction.
- Presentation of request.
- Concluding information / remark.
- Yours
- Signing off.
- It must be a formal letter with formal language.
- Grammar / language use.
- Proper sentence structure.
- Use of punctuation names.
- Paragraphing.
- Spelling.
- Vocabulary.
- Tenses used.
- Sender' address.
- Date.
- Receiver's address.
- Salutation e.g. Dear Sir / Madam.
- REF: Heading of the letter.
- Opening of the letter.
- Body.
- Closing paragraph.
- Yours faithfully.
- Signature.
- Name.

2. (a) Composition format .

- Must be composition related to the saying if not, treat it as irrelevant.
- The composition must flow.
 - The writer must be part of the composition.
 - Language accuracy.
- Grammar, tenses, punctuations, sentences, structural construction,

arrangement, spelling, paragraphing, logical statements, neatness.

(b) The effects of HIV / AIDs in respective community.

- Valid and widespread reasons.
- Introduction _____ conclusion.
- Presentation of facts.

SECTION B.

COMPREHENSION.

3. (a) Choice of the factory manager.

- To computerize.
- To increase production and cut costs.

(b) Advantages of robots.

- Can work more shifts.
- Never take sick leave.

(c) Uses of computers.

- To provide better services or high quality products.
- To provide decision making with accurate up to date information.
- Disseminator or tester of information.

(d) Disadvantages of computers.

- Causes unemployment and apprehension among workers.
- Workers become redundant due to computers.

(e) How computers have affected the people's self - esteem.

- The immediate effect is unemployment which creates financial hardships and psychological problems. Such people feel they no longer contribute to the society and may lose some of their self – esteem.

(f) **Meaning of the following words as used in the passage.**

- (i) **Drudgery** - Boring and unpleasant work that you have to do.
- (ii) **Apprehension** - A feeling of worry or fear.
- (iii) **Disseminator** - To spread.

SECTION C.

4. (a) **The search for the birds of prey in the grid below.**

S	E	R	S	O	V	S	V	O	S	V
S	I	S	V	E	L	E	U	O	R	U
T	R	Y	K	W	R	K	L	B	W	L
R	R	E	O	W	I	U	U	R	O	T
A	A	R	I	T	A	Z	T	S	F	S
Z	H	P	E	R	Z	H	O	L	N	U
Z	C	S	K	A	R	L	E	O	U	H
U	H	O	R	T	G	A	C	A	A	V
B	A	D	I	A	K	L	H	W	G	S
F	S	K	E	W	A	I	E	K	A	L
O	C	L	A	F	W	R	O	S	Z	Z

- (i) **Eagles.**
- (ii) **Ospreys.**
- (iii) **Kites.**
- (iv) **Vultures.**
- (v) **Falcons.**

(b) **Rewriting the sentences without changing the meaning.**

- (i) **Driven carefully, the vehicles are safe.**
- (ii) **The soup is too salty for my liking.**
- (iii) **This picture is superior to that one.**
- (iv) **Never before had we such heavy flood at this time of the year.**
- (v) **To write a novel is very difficult.**

(c) **Completion of the passage.**

- **Likes.**
- **Effected.**
- **A lot.**
- **Further.**
- **Staff.**

(d) **Completion of the sentences.**

- (i) **B - at**
- (ii) **A - for**
- (iii) **C - to**
- (iv) **B - up**
- (v) **A - for**

(e) **Synonyms.**

- (i) **D**
- (ii) **D**
- (iii) **D**
- (iv) **B**
- (v) **B**

7015 / 2 - CERTIFICATE IN ECDE - MARUDIO.
KISWAHILI.

MWONGOZO WA KUSAHIHISHA.

1. (a) Katika kuandika barua ya kirafiki, mambo yafuatayo huzingatiwa;
- Anwani yako na tarehe iwe upande wa juu wa kulia.
 - Mwanzo uwe upande wa kushoto, baada ya mstari wa tarehe.
 - Barua ifuate mpangilio maalum wa barua ya kirafiki, yaani, kati ya kufunga barua.
 - Mwisho wa barua.

Mfano.

Abi Kaputu,
Shule ya msingi

Ruruma,

S.L.P. 9240,
Kaloleni.
Decemba 20, 2012.

Kaka mpendwa,

Ni matumaini yangu kwamba huna neno. Mimi ni mzima na ninaendelea na masomo yangu.

Barua hii ni ya kukufahamisha kwamba nilipata barua yako kupitia posta. Pesa ulizonitumia zilinifikia salama. Nakushukuru sana kwa kunitumia pesa ambazo zilinisaidia kumaliza deni la karo ya shule. Nililipa shilingi elfu mbili shuleni na sasa sina deni. Zile shilingi mia tatu nitatumia kwa matumizi yangu madogo madogo shuleni.

Jambo lingine ni kwamba nitahitajika kuwa na shati lingine muhula ujao kwani lile ninalovaa sasa linaelekea kuwa kuukuu.

Sina lingine la kuongezea ila kutoa shukrani zangu kwa msaada wako. Wasalimie watu wote nyumbani.

Wako kaka
Abi Kaputu.

Insha: Kupika chai.

Hakuna asiyependa kunywa chai.

Chai ni kinywaji, kinachotumiwa sana kama kifungua kinywa.

Katika kupika chai, mambo kadhaa yanahitajika. Haya ni kama moto, sufuria au chungu, maji au maziwa, majani, sukari, kichungi, birika, vikombe na vijiko. Moto huwashwa, kisha sufuria yenye maji ikatelekwa motoni. Majani huongezwa sufuriani na sufuria kuachwa ipate moto. Maji na majani yachemkapo, maziwa huongezwa. Kisha mchanganyiko wa maji, majani na maziwa huachwa uchemke kiasi. Kisha sufuria huepuliwa kutoka motoni, chai huwa imeiva.

Baada ya chai kuepuliwa, hutiwa katika birika kwa kutumia kichungi kuchujia majani. Watu wengine hupenda kutia sukari ikiwa birikani, kabla ya kutiwa vikombeni. Hii huzuia watu kuharibu sukari kwa kaitumia nyingi kupita kiasi. Hata hivyo, mara nyingi watu hupenda kutia sukari kwenye chai, ikishamiminwa kwenye vikombe. Chai huandaliwa na kitafunio chochote kile ukipedacho.

Katika kupika chai, kuna mambo matatu muhimu ambayo ni lazima yazingatiwe. Haya ni;

- (i) Vifaa vinavyohitajika katika kupika chai.
- (ii) Jinsi ya kupika chai.
- (iii) Jinsi ya kuandaa chai.

2. (a) Masomo mawili yanayodhaniwa kuwa magumu kwa wasichana.

- Hisabati na sayansi.

(b) Wazo kuwa wasichana hawajiwezi limetupwa katika kaburi la sahou sababu :-

- Mawazo kama hayo ni ya upuuzi, ya kizamani, kisha hayana msingi na yamepitwa na wakati.

- (c) Dereva wa ndege huitwa; -
- Rubani.

- (d) Kazi za hali ya juu ambazo wanawake huzifanya ni kama: -
- Mkurugenzi mkuu wa kampuni.
- Daktari mkuu wa hospitali.
- Rubani wa ndege.
- Maraisi wa nchi zao.
- Maafisa tawala wa tarafa au mkoa.

- (e) Sababu zinazolemeza juhudi za wasichana katika kuendelea kielimu ni:-
- Baadhi ya wazazi hutaka kuwaoza wasichana wao mapema ili wapate mahari.
- Wasichana lazima wapashwe tohara.

- (f) Kupasha wasichana tohara ni jambo baya kwa sababu:-
- Tohara huwaletea wasichana matatizo mengi siku za baadaye.
- Ugonjwa hatari wa ukimwi husambazwakupitia kwa njia hizi, kwa sababu vijembevinavyotumiwa si safi.

(g) Maana ya maneno yafuatayo;

- (i) Ustadi.
- Kuwa na ujuzi
(ii) Tohara
- Kukata sehemu za siri za wasichana.

SEHEMU YA TATU.

3. (a) Majibu ya nafasi zilizochwa wazi.

1. iba, imba.
2. fuga, fungu.
3. ngoa, ng'oa.
4. sita, tita.
5. paki, bakia.

(b) Kutaja rangi za vitu vifuatavyo.

1. Samawati.
2. Kijivu.
3. Manjano.
4. Kahawia.

4. Isimu jamii (majibu) sifa

- (i) Lugha ya ukarimu na heshima.
- (ii) Lugha sanifu.
- (iii) Lugha isiyo na matusi.
- (iv) Lugha yenye uwazi / bila kufichailimgonjwa apate huduma.

7016 - CERTIFICATE IN ECDE - REVISION PAPERS.

SOCIAL ACTIVITIES.
MARKING SCHEME.

SECTION A.

1. (a) Activities a teacher can engage children into when teaching leadership in a school.

- A teacher forms working groups from which the children choose a group leader. The leader of each group is in charge of collecting / issuing learning materials and keeping order during activity time.

(b) Other items children should be taught when teaching about "Home and family members" as a sub - topic.

- Children should be taught family relations, names such as father, mother, sisters and brothers.
- Where the family members reside, children should be taught what they use for survival like food, shelter and clothing.
- The rules of each member of the family.
- The responsibilities of each member in the family.

(c) How the world helps when creating awareness and understanding to the young children.

- Through social studies - Creating awareness and understanding. The world also helps children to develop skills that they can use to organize and address the environment around them. This can be done through field visits, nature walks, reciting poems on specific concepts e.g. On the use and benefits of trees. Also through the observation trips, children are also in a position to identify, name and use their immediate environment.

2. (a) Objectives of social studies in ECDE curriculum.

- To appreciate the surrounding

environment and cultural heritage and conserve them.

- For the child to explore and experiment with the things in the environment and develop a sense of their worth.
- To develop observational and discovery skills. Curiosity of children makes them very observant on things that interest them.
- To acquire acceptable health habits and maintain good health through balanced diet, adequate exercises and rest. This is achieved in social studies e.g. When a teacher asks the children to wash their hands after visiting the toilet or before eating and also training them to use a handkerchief when cleaning their nose. A teacher also observes children, so as to ensure that they eat balanced diet by advising parents during parents meetings. They also ensure outdoor lessons are observed.
- Through play, group activities and teacher - child interactions, the children are able to open up and express their feelings and emotions. Resource people could also be invited to talk to them.

(b) Differences between domestic animals from wild animals and their examples.

Domestic animals.	Wild animals.
Home pets, animals living in – Homesteads, enclosed compounds – (Cats, dogs, cows etc.)	Animals living in the wild -Forests, savannah grasslands, etc. (Lions, giraffes, leopards, etc)

(c) Activities children engage into when learning about society in social studies.

- Listening to and singing cultural songs.
- Telling stories, riddles and proverbs.
- Identifying and naming people / structures in the society.
- Reciting poems.
- Role play work done by different people in the society, visits / trips / socializing / observation, drawing and colouring pictures related to the society.

3. (a) Definition of the following terms:

(i) Socialization.

- It is the process through which individuals learn and perform behaviors expected of them by the society in order to survive and work together.
- It refers to the process of learning one's culture (way of life) and how to live within it. To an individual, it provides the skills and habits necessary for acting and participating within their society. For society, it is the inducting of all the individual members in its moral norms, attitudes, values, motives, social roles, language and symbols which are the means by which the social and cultural continuity are attached.

(ii) Community.

- It is a consciously organized group of people residing in a specific area or locality, sharing common facilities, resources, interests, aspirations, bond of solidarity and a vision of a preferred common future. They are interconnected, interdependent and more often have similar values and aims. It is an established group that has a life of its own apart from the life of each member as an individual.

(iii) Environment.

- It refers to external conditions and surrounding in which people live. It consists of social cultural issues, man-made and natural features which may

affect individuals either positively or negatively.

(iv) Society.

- It is a group of human beings that exist as an organized part of a community or a structured institution with common aims and interests. It is a group of people that is delineated by the bonds of cultural identity, social solidarity and functional interdependence.

(b) Types of families surrounding a child's environment.

(i) Nuclear family.

- Comprises of a father, mother and children. The children may be biological or adopted.

(ii) Extended family.

- The family comprises of other relatives in addition to those in a nuclear family. The members of this family may live together in terms of sharing a compound but each lives in his / her own house.

(iii) Single parent family.

- May be constituted of father and children or mother and children. Members of this family live in the same setting, sharing all the available resources.

(iv) Polygamous family.

- Family with one husband and more than one wife. These families live together in terms of sharing the homestead. Some mothers may live in separate houses with their children.

(c) Importance of social studies.

- It creates awareness and understanding of the world that surrounds them. The activities that a child will be involved in will make him / her familiar with the environment.
- Helps a child to develop a sense of belonging, being mindful of others, considering other people's ideas and accepting their views.
- Cultural values are passed onto children through social studies. They

learn to appreciate their own cultural heritage and other people's culture.

- Through role play – Is a major teaching and learning activity in social studies, children develop positive attitudes towards different types of work, different people, modes of dressing and different types of foods.
- Children also develop positive attitude towards animals when they learn about their importance during an observation visit to a nearby farm.

4. (a) Institutions within a neighbourhood.

- Schools.
- Markets.
- Churches.
- Health centres.

(b) How to use things in the environment properly as one of general objectives of social studies.

- The environment is made up of soil, rivers, plants, animals and man - made features like buildings. A child should be able to utilize these elements in a constructive way without destruction, e.g. When a child wants to do a leaf printing, she / he should only pluck from the plant the number of leaves required and not uproot the whole plant.

(c) Things children can learn as they are taught about their country.

- National Anthem / flag.
- Be able to name the colours of the flag.
- Identify the president and the prime minister.

SECTION B.

5. (a) Definition of the term "Family"

- A family is a social institution as well as a social group whose members are socially related by marriage or cohabitation and has kin relationship. Ideal family consists of the mother, father and children.

(b) The role of a family.

- The role of a family is to offer companionship, security, love and basic needs.
- Responsible of meeting the child's needs from birth, providing for their development and preparing the children to face the future with confidence.
- Instill life skills and living values to their children.

(c) Universal challenges in families.

- Technology, media and mobile phones - Media comprises of both print and electronic media. Print media comes in form of magazines, newspapers, journals, posters and billboards. Electric technology consists of televisions, radios, videos, DVDs and computers.
- Social influences come in form of separation and divorce, working parents, parenting styles and schooling, etc.
- Parenting styles - The way parents interact with their children has a direct effect in their development, their level of confidence, self esteem, sense of security, emotional well being, how they respond to authority and their performance in school.
- Communication styles.
- Disciplinary strategies.

6. (a) Resources for teaching social and environmental activities.

- Resource persons.
- Print and non-print media.
- Life / social events.
- Reference books.
- Children's books.
- The environmental itself.
- Play materials.
- Places of interest.

(b) Assessment methods for social and environmental activities.

- Observations.
- Records keeping.
- Check lists.

- Oral interviews.

(c) Functions of assessment.

- Identifying correct knowledge and skills the learner has acquired.
- Addressing and planning for the strengths and needs of learners.
- Evaluating the learner's growth over time.
- Promoting learner's motivation and objectivity.
- Helping effective evaluation of a programme.
- Enlightening parents of the learner's progress.
- Promoting parental advocacy.

7. (a) Importance of social and environmental studies to young children.

- To create awareness and understanding of the world that surrounds them.
- Aids the children to develop a sense of belonging.
- Cultural values are passed onto children through social studies.
- Through role play, children develop positive attitudes towards different types of work, different people, and attitudes to help them face the contemporary challenges.
- Children develop positive attitudes towards animals.

(b) Sub - topics to teach children when introducing national symbols.

- The flag.
- The National Anthem.
- Head of state.
- National holidays and their purpose.
- Parliament.

8. Methods of teaching social and environmental activities.

(i) Observation trips.

- Provides concrete experience / first hand information. It involves the use of many senses. It relates theoretically acquired

concepts to the reality in the environment concepts. Makes the environment meaningful to the child e.g. Theme walk, field trips, nature walk.

(ii) Modeling.

- A process that allows a child to learn new behaviors without trial and error or doing things for themselves.
- Role modeling - The learner makes deliberate and conscious efforts to articulate what is being modeled.

(iii) Role play.

- A method that involves a spontaneous play. Children imitate familiar situations in their lives. They use their own language unlike in drama.

(iv) Demonstration.

- The act of showing how something is done or works. A teacher shows how to operate something and children observe as the teacher demonstrates.

(v) Dramatization.

(vi) Displays.

(vii) Visits / nature walks.

(viii) Child centered activities.

(b) Social activities pre-school children should be engaged into.

- Drawing.
- Modeling.
- Painting.
- Planting trees.
- Caring for small animals.
- Enhancing of environment.

9. (a) The importance of the ECDE social studies programme of activities.

- A well planned lesson enables a teacher to have all necessary materials available, boosting the engagement of learners throughout.
- It enhances confidence to the teacher.
- It promotes smooth running of the school. In case of an emergency a colleague can step in and teach without any problems.
- It helps a teacher to develop creativity.
- It enhances learner's participation.

- It promotes class discipline.

(b) Difference between life skills and living values.

(i) Life skills.

- They are abilities for adoptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.
- It refers to interpersonal and psychosocial skills which help people to make informed decisions, communicate effectively and develop coping and self management skills that may help them live a better and productive life.

(ii) Living values.

- These are principles laid down by a society to enable people living in the society to fit well and live in harmony with other members of the society. Values are psychological objects or tools.

(c) Ways through which gender is constructed.

- The family.
- The schools.
- Religion.
- Community.
- Media.

**7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
CHRISTIAN RELIGIOUS EDUCATION.
MARKING SCHEME.**

SECTION A.

1. (a) Specialists in African communities in the olden days.

Rainmakers.

- Their work was to bring rain, to bless the seeds before planting, to bless the harvest, take part in other religious practices.

Blacksmiths.

- They made useful articles such as spears, knives, swords, arrows, axes, hammers, bracelets and chains.

Healers.

- They were responsible of healing the sick people.

(b) How Africans viewed about God.

- God is the creator and ruler of the whole universe.
- He is unique and never changes.
- God is the king of all creatures and is the soul and the judge.
- He is the sustainer of the universe.
- God is everywhere and is everlasting.
- God is beyond human understanding.
- God is powerful as all the natural forces such as flood, thunder, rain, etc, are his works.
- God is all knowing.

(c) Types of spirits that the Africans believed in the olden days.

Nature spirits.

- They included forces of the sky.

Earth spirits.

- They were the connection with the earth, hills and mountains.

Human spirits.

- Spirits of dead people who died long ago and were remembered.

Spirits of honoured people.

- Spirits of important people who were remembered.

Spirits of the people who died recently.

- These spirits would bring good or evil to other people.

2. (a) Roles of spirits in olden days.

- They conveyed God's message to people.
- They brought blessings to the people.
- They caused death to some people i.e. The work of an evil spirit.
- They caused illness e.g. Madness, epilepsy.
- They brought curses or punishment to man.

(b) Importance of ancestors.

- They communicated the wishes of the people to those who died long ago.
- They interceded the behaviour of the living people.
- They would bring blessings, curses or punishments.
- They helped to preserve and sustain traditional standards of the community.

(c) Commandments of God.

- I am the Lord Your God, worship no god apart from me.
- Do not make or bow other gods.
- Do not use God's name in vain.
- Observe the Sabbath day.
- Respect your father and mother.
- Do not commit adultery.
- Do not commit murder.
- Do not steal.
- Do not accuse anyone falsely.
- Do not covert.

3. (a) Definition of the following terms:

(i) Fasting.

- This is staying without drinking or eating or both so as to have time to worship

God.

(ii) Ascension.

- It is the time which Jesus rose to heaven after promising to send the Holy Spirit to guide Christians.

(iii) Worship.

- This is a way of approaching God in times of need, calamities, strikes or thanks giving.

(b) Results of the fall of man.

- Man was separated from God.
- They were aware of sin, since they realized that they were naked. Genesis 3:7.
- They became aware of guilt because they hid from God - Genesis 3:8.
- They made the world to be cursed because of their sins.
- As a result of curse, they inherited hard work, sorrow, pain and spiritual death.

(c) Characteristics of Jesus.

- Obedience.
- Kindness.
- Humility and meekness.
- Prayerful.
- Hardworking.
- Thankfulness.
- Good listener.
- Caring.
- Honesty.
- Disciplined.

4. (a) Ways of worshiping God.

- We worship God through prayers – Mathew 6: 5 – 13.
- Through praise – Psalms 105.
- Through thanksgiving - 1st Thessalonians 5:18.
- Through offering – Giving out without being pushed.
- Devotion – By giving one's time to serve God.
- By supplication by humbling in prayer.
- Dedication – This is giving out time for sacred use.

- Adoration- Love deeply and respect highly, e.g. We adore God.

(b) Things that are done when worshipping.

- Singing and praising.
- Scripture reading.
- Listening to sermons.
- Offering and tithes.
- Praying with others.
- Reading bible stories.
- Dramatizing.
- Dedication and adoration.

(c) Qualities of a good friend.

- Honest.
- Is caring.
- Is humble.
- Kindness.
- Is respectful.
- Forgives and forgets.
- Likes sharing with people.
- Is self controlled.
- Is hardworking.
- Can be trusted.
- Is peaceful.
- Is jovial.
- Is loving.

SECTION B.

5. (a) Importance of faith in Christian life today.

- It brings blessings from God.
- Christians make good choices and decisions.
- Christians share their possessions with the needy.
- Faith enables people to obey God.
- Faith strengthens the relationship with God
- Christians understand God better.

(b) Reasons why we worship God.

- God is our creator and so He needs to be respected.
- God loves us and that's why He gave His only son to die for our sins.

- He cares for us: He fed the 5,000 people.
- He provides for us because He says that we are worthy than birds.
- He is our healer - He healed many people as well as even today.

(c) Definition of the term "Bible"

- It is a word of God.
- A book written by people who were inspired by God.

6. (a) God and His attributes.

- God is immortal.
- God is the sole creator and the only source of life.
- God is living and has intellect will.
- God is a God of order.
- God is a source of goodness.
- God is a normal God.
- God is Holy.
- God is a provider.
- God is all powerful.
- God is omnipresent.
- God is all knowing.

(b) Christian religious practices.

- Easter holiday- We remember the death of Christ.
- Pentecost - When the disciples were filled with the Holy Spirit.
- Fasting - This is when one does not eat or drink so as to have a good time with God.
- Ascension - When Jesus rose to heaven and promised His people that He would send the Holy Spirit to guide them.
- All saints day.
- All souls day.

(c) Methods of assessing C.R.E.

- Checklist - The teacher can make a list of what he or she wants to observe from the children.
- Written assignment - The teacher can give children some work to go and find out.
- Observation schedule - Children can be

- given a task e.g. Drawing and colouring - The teacher will go round observing those who are doing it well or those who need help.
- Asking questions - Asking questions about God or after narrating a story, the teacher can ask questions.

7. (a) Significant of worship to man.

- It is a way of communication to God.
- A means of renewing contracts between people and God, God and spirits.
- It makes man realize his spirit's relationship with God and thus understand His religious heritage.
- It helps man to restore the broken relationship between God and himself.
- It makes man to realize his limitations and therefore turn to God at all times.
- Brings mankind together to live in love, peace and unity and co-operate as God's children.

(b) Forms of worships.

- Prayers.
- Sacrifices.
- Music.
- Offerings.

(c) Ways on how the living dead were remembered in the African society.

- A child was named after the dead.
- Food and drinks could be offered to the dead.
- The elders of the family poured beer or water on the ground which was meant for the dead person.
- Living dead were mediators between God and man.
- The ancestors could be consulted through the diviner, medicine men.

8. (a) Methods of teaching C.R.E.

- Discussion - Children can discuss creation with their teachers.
- Visit to churches - Let children visit

churches and learn about God.

- Children can draw and colour images of God.
- Children and teachers can tell stories about creation and God.
- Children can recite memory verses or poems from the bible.
- Children can model the bible, God and God's creations.

(b) Materials for teaching C.R.E. in ECDE.

- Bibles.
- Charts.
- Video tapes.
- Models and puppets.
- Pictures and posters.

(c) Definition of the term "Prayers".

- It is one way of communicating to God. It can be done in a group or individually.

9. (a) Types of sins in today's world.

- Rape.
- Abortion.
- Bomb attacks.
- Drug abuse.
- Child abuse.
- Sexual immorality.
- Corruption.
- Bribery.
- Jealousy.

- Corruption.
- Bribery.
- Jealousy.

(b) Consequences of evil according to African communities.

- Barrenness - People could not get children because of their sins.
- Madness - People went mad because of their sins.
- Drought - People were hungry, no rain and they died of hunger.
- God cursed people who were evil doers because they could not follow His commands.
- Death - People died because of their sins. Even today as the bible says, the causes of many deaths are as a result of sins.
- It separated people from God.

(c) Happenings during the Pentecost.

- Apostles, Jesus, brothers and sisters fell in deep prayers.
- Holy spirit came in form of wind and tongues of fire were seen.
- People spoke in tongues.
- It reminds us on the day that Jesus reminded us on his promise about sending the Holy Spirit to guide his people.

7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
PHYSICAL ACTIVITIES.
MARKING SCHEME.

SECTION A.

1. (a) Ways that one must consider when designing play spaces.

(i) Development appropriateness.

- The variables include considering physical growth of these young ones by providing enough space which is good for their growth and motor development.

(ii) Cultural appropriateness.

- Here, one must consider social upbringing and the accepted practices of the community.

(iii) Individual appropriateness.

- One needs to consider physical limitations and mental state of the children when designing play spaces.

(b) Main components of a play environment.

(i) Space.

- Should be enough to facilitate free and safe movements and the storage space for the play materials.

(ii) Opportunities / Time.

- Children need uninterrupted time play. This helps them to develop and involve themselves in interesting activities.

(iii) Equipment.

- Children should be supplied with appropriate equipment. These can be made from locally available materials and the materials must be safe.

(iv) Companionship.

- A child needs other children to play with and it is also important to have adult's presence especially during infancy.

2. (a) Effects of play deprivation.

- A child who does not get enough space, time, companionship and encouragement may have poor imagination and creativity skills.
- A child can suffer from nervousness and

lack of self-confidence.

- Some children suffer from irritability quite often and they are very intolerant. Such children did not have adequate environment to play during their early years.
- Most of these children who did not have adequate environment to play suffer from idleness and are also lazy.
- Children who did not have good play environment during their early years of development normally crave for entertainment.
- Most of these children suffer from poor problem solving skills simply because they suffered from inadequate play experiences.
- Children who did not have enough and conducive environment for play during their early years do lack empathy of development.
- Play is a very important aspect of development physically, mentally, socially, etc. It involves child's total self and that is why children who did not play in their early years adequately will always have imbalanced growth.

(b) Characteristics of children.

All over the world, children irrespective of race, gender or geographical location have the following common characteristics:-

- Children have energetic bodies and that is why they are always busy playing.
- Children like manipulating objects by use of fingers, hands, to discover what the objects are.

3. (a) Characteristics of play:

- Play itself is fun, the participants may not necessarily be laughing but there is enjoyment in any play activity.

- **Play itself is voluntary.**
The drive to play comes from within the player. This means that the activity is not a prescribed duty and the player does not expect a reward.
- **Play is not goal oriented.**
Play does not focus on some products. This means that the process is more important than the end.
- **Play is actively engaged in.**
In play, the child concentrates on the activity. The involvement could be physical, mental or psychological.
- **Play is flexible. It may be modified according to the wish of the player.**

(b) Activities to engage children into, if you want them to relax and enjoy through pleasurable activities.

- Swinging.
- Sliding.
- Balancing.
- Water play.
- Pretend play.
- Singing and dancing.

4. (a) Types of content plays that children do engage themselves to freely irrespective of the number of players present.

(i) Exploratory play.

- This is a functional form of play in which children experiment with materials by using their senses and muscles.

(ii) Constructive play.

- This type of play involves handling of materials. However, in this play, children also learn how to use the available materials they create. This means that in constructive play, children's actions are directed towards an end product or a goal.

(iii) Dramatic play.

- This type of play is where a child would like to act as a driver and sits on a stool pretending to hold a steering wheel.

(iv) Social dramatic play.

- This is a type of content play, where two or more children are involved in a co-ordinated pretend activity where rules required must be followed. For example, when a child who acts the role of a driver cannot pretend to be driving the car, he / she would be told to move away and leave the steering wheel to another child.

(v) Game with rules.

- This is also one of the content play where the game has rules to be followed, where each child who is involved in a game has to conform to a structure of preset rules. In this game, children learn how to control their behaviors.

(b) Why play is important in early childhood.

- Play develops imagination of the child. The child comes to know that it is bad to play with sharp objects after he / she has been cut by a sharp object such as a razorblade.
- Through play, the child is able to acquire the skills of the body and mind.
- Play enables a child to acquire competition skills and learns how to cope with failures and success.
- Through play, the child is able to persevere. That is to acquire the ability to struggle towards a desired end.
- Through play, a child is able to understand when it is necessary to assert oneself and when to forfeit self-interest for the sake of others.
- Through play, a child is able to acquire healing for hurts and sadness.
- Through play, children release pent - up urges towards self-expression.
- Through play, children are provided with a complex awareness of the world and the ability in relation to it.
- Through play, children are given opportunities to interact among themselves and thus develop social skills.
- Through play, children are able to understand, sympathize and empathize.

SECTION B.

5. (a) Difference between free play activities and directed play activities.

- In free play activities, the activities are done by the children freely, but the teacher is around them to encourage participation and ensure safety.
- In directed activities, a teacher will always plan and demonstrate to children so that they imitate and acquire the expected skills.

Activities children engage in as they do free play activities:-

- Kicking.
- Going through tyres.
- Playing, e.g. "Publican publican"
- Walking on tins.
- Racing with used tyres.
- Sliding down smoothly on structured frames.

Examples of free play activities:-

- Body movements and exercises.
- Songs and dances.
- Running races, e.g. Potato races and sack races.
- Games, e.g. "Follow the leader"

(b) Points which should be taken into consideration when organizing play and games for children.

(i) Safety.

- Where children are playing, it is the duty of a teacher to ensure that the room or play ground is safe by ensuring that the room is well ventilated with enough light. Also, the play ground should have a fence to protect children from strangers.

(ii) The weather.

- The weather must be taken into consideration. That is, when the weather is too hot, cold or rainy, the planner must think about the suitability of the situation in relation to the type of activities and venue.

(iii) The nature.

- The nature of the available outdoor space such as the play ground should be

checked. If it is grassy, to be cut short and be suitable for the play. Cemented play grounds to be in good condition and if having potholes, to be repaired and be suitable and safe for the game.

(iv) Availability of the space.

- Play area should be adequate for the intended play activities whether inside or outside.

(v) The physical environment.

- The physical environment of play area is very important when being considered. For example, a planner needs to ask the following question:- Are the play spaces in the garden or in the playground? So that the planner should know the activities that should be used whether directed or free play activities.

6. (a) Curriculum areas which shows that play is an integral part.

- Language activities, mathematics activities, science activities, music activities, art and crafts activities.

(b) Activities that children can do using their body parts in relation to play and music.

- Children can clap their hands as they sing.
- Children can stamp their feet as they sing the songs.
- Children can sing as they snap their fingers.
- Children can jump as they count and sing.
- Children can whistle as they play.

(c) Components of music.

- Listening.
- Rhythm.
- Movement.

7. (a) Activities that develop observation skills and refine their reasoning as they collect materials in play :-

- Children can involve themselves in picking flowers as they play, remove the petals and as they embark on various play activities with flowers, their observation skills are developed.
- Children can engage themselves in collecting seeds in their play. In order to group the seeds, they must observe them. In addition to observation, children have to reason and use a certain creation as they classify them.
- Children observe weather changes e.g. Changing clouds and they test the force of wind as they fly their kites. They also study the direction of their shadows as they engage in rough and tumble plays.
- Children like playing with soil and as they enjoy the feeling of it, they discover the little creatures such as worms and bugs which move on the soil.
- Clay - Play activities that involve clay give children an opportunity to discover how molding can change shape. As children model with clay, they make the dough and feel it. This promotes sensorial development.

(b) Roles of play in early childhood development.

- Through play, children acquire knowledge and form ideas about the world around them.
- Children acquire problem solving skills.
- Through play, thoughts are provoked especially in pretend games where a child demonstrates the role of another.
- Through play, children acquire a major role of new information skills.
- Through play, children acquire knowledge and practice what they already know in play.
- Children develop ability to make observations and refine their reasoning as they collect materials in play.

8. (a) Aspects of development in play.

- Language development.
- Emotional development.

- Social development.
- Physical development.
- Moral development.

(b) Social skills that are learnt through play.

(i) Ability to make eye contact.

- In communication, it is necessary to make contact in order to convey or perceive the meaning. Children do not fear their peers and make eye contacts as they talk to each other. This helps them to develop the habit of looking at each other as they engage in verbal communications.

(ii) Ability to empathize.

- This is the ability to "Put oneself in someone else's shoes" that is to share someone else's feelings. This makes the child develop sensibility to others' emotions and makes one competent in sustaining social relations. This is demonstrated as children portray different emotions as they engage in pretend play.

(iii) Turn taking.

- As children play, they learn to take turns and to respect others. Children learn that everyone is entitled to her or his chance when required to do so.

(iv) Sharing.

- Play provides a forum for practicing pro-social behaviors such as giving, inviting and co-operating. Play performs a major role in the development of behavior control which usually makes children share materials and responsibilities in their games.

(v) Healthy competition.

- In play, children compete towards arbitrary goals, and so we know in competition, there is a winner and a loser. As children engage in this kind of competition, they learn that one must struggle to win and there are chances of losing. In this way, they learn to lose without bitterness.

(c) Activities that children will

(c) Activities that children will engage into to develop their fine motor skills as they play.

- Children will paint the pictures drawn with different paints or paint the walls.
- Children will play with sand. E.g. Filling and emptying containers with sand.
- Children will model numbers using clay or plasticine.
- Children will draw pictures of different objects, people, fruits that they eat, etc.
- Children will construct houses using maize cobs or bottle tops.

9. (a) Roles of a teacher as children play.

(i) Model.

- A teacher's involvement in play helps children develop an appreciation of play as children are very likely to imitate whatever the teacher does. A teacher should play with them and obey rules, also keeping in mind how he / she plays.

(ii) Planner.

- It is the duty of a teacher to arrange the play environment. Arranging play environment gives protection to less skillful children from ridicule of the more skilled ones. As the unskilled children engage in the simple tasks, a teacher should make them know that all the others started from the same point.

(iii) Observer.

- A teacher should also make observations as children play. Through these observations, the teacher makes records of children's development in the various areas.

This will facilitate effective planning even in the other curriculum areas.

(iv) Protector.

- To protect children from danger, a teacher has the responsibility to continue appraising play equipment. The teacher should also take charge in case of emergencies and act calmly.

(v) Mediator.

- Remember that one characteristic of children is egocentrism which may result to a myriad of disputes. The teacher should help the children settle disputes to avoid fights.

(ii) Resource person.

- The teacher also gives appropriate guidance if need be. Essentially, this is done at a personal level and is given directly to the child in a soft reassuring voice. Shouting portrays hatred, hence it should be avoided. Shouting across the field is confusing and ineffective. The teacher should avoid having unproductive situations. This will encourage children to grow in knowledge, independence and skills.

(b) Games that teacher's participation is needed as children play.

- Preparing muffins and sharing them as a cooking experience.
- Walking in giant's tracks, etc.
- Playing a parachute game where cooperation is necessary during large motor times.

7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
MUSIC AND MOVEMENT.
MARKING SCHEME.

SECTION A.

1. (a) Roles of music in intellectual development in children.

- Children solve their own problems in music.
- Children reason and think logically.
- Children learn about number concepts as they clap their hands and stamp their feet.
- Music can serve as a good way of storing information.
- Music is an abstract that requires perceiving, remembering and conceptualizing.

(b) Ways on how music is important in early childhood; - 3 – 5 years old children.

- At this stage, music is used for relaxation and enjoyment.
- Children express their feelings and emotions.
- Children enjoy other curriculum activities while learning.
- Children learn how to play simple musical instruments.
- Children start to appreciate other people's talents.

(c) Importance of dances in young children.

- Dancing helps in setting the pace for the singing.
- Dancing is used for keeping the body fit.
- It is used for entertainment.
- It is used to communicate the deep feelings of the dancers.
- Children are able to build their self image.
- It sets the brain working since movement is closely connected with mind and spirit.
- Dances provide an opportunity to release the nervous tension and anger.

- It helps to express feeling of softness and calmness.
- They also help to imagine.

2. (a) Objectives of using wind instruments to children.

- Children should be able to acquire skills of handling and using various types of wind instruments.
- Children should be able to co-ordinate the production of harmonious sounds.
- Children should be able to make simple wind instruments.
- Children should be able to enjoy playing the wind instruments.
- Children should be able to build self confidence.
- It helps them to express and sooth their emotions.

(b) Uses of string instruments.

- Used for musical accompaniment.
- Used for controlling and guiding children in music and movement activities.
- Used for facilitating timing and lively in music.
- Used for motivating participation in music.

(c) Objectives of percussions.

- Skills are acquired in playing instruments.
- They develop rhythmic movements.
- They develop creativity, enjoyment and confidence in playing.
- They develop eye - hand co – ordination.
- They produce or make different musical sounds.

3. (a) Definition of the following terms:-

(i) Music.

- It is a combination of sounds which are

pleasant to the ear.

(ii) Movement.

- It is the ability to move the body according to the rhythm.

(iii) Costumes.

- It refers to a particular garment put on during a performance.

(iv) Rhymes.

- It is a short poem often used for young children that has lines ending with the same sound.

(b) Types of costumes worn during a performance.

- Sisal skirts.
- Ornaments.
- Headgears.

(c) Musical instruments that are commonly used in pre – schools in our society.

- Kigamba.
- Kayamba.
- Wandindi.
- Drums.
- Shakers.
- Metal rings.
- Coro.
- Flute.
- Whistles.
- Pipes.
- Rhyme sticks.

4. (a) Types of songs and their appropriate occasions.

(i) Patriotic songs

- They are songs which show love of one's own motherland.
- For praising famous or particular leaders, e.g. Tawala Kenya Tawala.....

(ii) Sacred songs.

- For praising and worshipping God. E.g. We adore you. We praise you God.

(iii) Traditional dances.

- They are sang during traditional ceremonies e.g. Ngucu na ngucucu.

(iv) Pop Song dances.

- They are for enjoyments or during leisure time e.g. Malaika na kupenda Malaika.

(v) Lullabies.

- They are sang to soothe babies either to stop crying or to sleep e.g. Sleep, sleep, little brother Peter.

(b) Steps necessary in teaching a new song to young children.

- Teach young children the new words.
- Guide the children with a familiar song.
- Introduce the tune as children listen to you.
- Teach them one verse after another.
- Let children sing with you and then sing by themselves.
- Listen to the children as they sing.
- Introduce costumes.
- Introduce instruments.

(c) Types of wind instruments.

- Flutes.
- Trumpets.
- Horns.
- Coro.
- Whistles.
- Pots or gourds.

SECTION B.

5. (a) Things that children like in music.

(i) Enjoyment.

- Children enjoy music when it is sang.

(ii) Rhythm.

- When there is rhythm in music, children tend to imitate.

(iii) Movement.

- Children like movements in music.

(iv) Melody.

- They like songs which have a nice melody.

(v) Social interaction.

- Children interact with others while singing.

(vi) Relaxation.

- Children feel relaxed when they sing and can do other activities without getting tired.

(b) Roles of costumes.

- They help children to be in the dancing atmosphere.
- They improve quality dancing in children performance.
- They help to appreciate and maintain traditional heritage.
- They provide beauty.
- They help children learn more about their own environments.

(c) Factors that can affect movement.

- Body awareness and actions (What is moved).
- Space (Where one moves).
- Effort or quality of movement (How one moves).
- Relationship (with whom or what).

6. (a) Uses of music and movement in ECDE.

Enhances holistic development in children.

- Children sing and deliver information and show their emotional feelings while singing.

Communication.

- Children are able to express themselves fluently and through dancing, they also express their deep feelings.

Socialization.

- Children's interactions with others are higher when they are singing.

Emotional therapy.

- Children release their negative emotions e.g. Anger, joy, etc.

Relaxation.

- Children relax when they sing and they release tension, fatigue, tiredness, etc.

(b) Music skills.

- Listening skills.
- Tone.
- Intonation.
- Phrasing.
- Diction.

(c) Definition of the term "Decor"

- It refers to the makeup's body paintings.

7. (a) Roles of music and movement activities in ECDE.

- Used to awaken talents' creativity and social skills.
- Used to introduce and conclude activities.
- Used to enhance relaxation especially to those with special needs.
- Used to build auditory, memory, etc.
- Used to stimulate their imaginations.

(b) Objectives of teaching music in ECDE.

- Children relax and enjoy themselves when singing.
- Children express their thoughts, feelings and emotions while singing.
- Children learn and sing new simple songs and games.
- Children learn how to play simple musical instruments.
- Children socialize and build self confidence and leadership skills.
- Children develop co - ordination and control of body muscles.
- Children develop their listening skills and memory.
- Children appreciate their cultural heritage and the cultures of other people.
- Children create their own songs and movement.

(c) Elements of music.

- Rhythm.
- Pitch.
- Melody.
- Harmony.

8. (a) Roles of music and movement in the following.

(i) Social development.

- Children learn how to take turns.
- Children are able to transmit the culture of one generation to the next.

- It fosters self esteem.
- It fosters self control.
- It promotes co – operative skills, leadership skills, etc.
- (ii) Physical development.
- It enhances eye - hand co - ordination.
- Music helps to develop body balance.
- Large and small muscles are developed.

(b) Methods of teaching music and movement in children.

(i) Dramatization.

- This is where children role play.
- (ii) Demonstration.
- The teacher gives stories and the children repeats.

(iii) Festivals.

- Children should attend music festivals so that they acquire new knowledge and skills.

(iv) Participation.

- Participants usually come up with their own music.

(v) Telling stories.

- The teacher can tell stories and the children are asked to tell the lessons learnt.

(vi) Visits.

- Taking children where they will get exposed to music e.g. Bomas of Kenya.

(c) Definition of the term “ Pitch”

- It is the highness or lowness of a musical sound.

9. (a) Characteristics of children’s songs.

Simple.

- Children’s songs should be simple for them to understand easily.

Short.

- They should be short so that children may be able to repeat easily.

Meaningful.

- Children’s’ songs should be meaningful since they will remember them when they have a meaning.

Enjoyable.

- Children’s songs should be enjoyable and they should create joy in children.

Purposeful.

- Songs of children should have a purpose.

(b) Categories of musical instruments and examples.

Percussion instruments.

- These are instruments that are played by hitting and shaking. They include shakers, drums, rings and jingles.

Wind instruments.

- They are instruments that are played by blowing. They include flutes, horns, whistles, gourds, etc.

String instruments.

- They are instruments that are played by plucking e.g. Wandindi, Nyatiti, etc.

(c) Percussion instruments that are commonly used in pre – schools in our society.

- Shakers.
- Drums.
- Kayamba.
- Kigamba.
- Rings.

**7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
CREATIVE ACTIVITIES.
MARKING SCHEME.**

SECTION A.

1. (a) Difference between spatter painting and easel painting.

Spatter painting.

- It is a kind of painting using wet paper, dry colour powder and wet brush. Wet the paper using a sponge or a piece of cloth. Dip the wet brush into the dry powder and then sprinkle the powder on the wet paper.

Easel painting.

- Two children use the same easel (drawing board). Standing on either side of it, each child is given a large piece of paper that is pinned / placed on the easel. The child's name is written on this paper and is allowed to draw freely.

(b) Stages of artistic development in children.

Scribbling stage.

- As children become familiar with the materials and gain control of their muscles, they begin to create well formed figures and marks which represent a certain symbol.

Representational stage.

- Children begin to put more flesh to the form e.g. When drawing the human figure, they will make an attempt to come to reality by drawing a figure similar to that of a real person by putting the other things in the background, e.g. Houses or trees.

(c) How to identify creative (artistic) talent in an ECDE class.

- Talent is an intellectual ability which may be natural or acquired. Teachers can identify these talents and potentials as they carry out the creative activities. The talents and potentials can be manifested through activities such as drawing, painting, modeling, etc.

2. (a) Scrap materials to use in order to come up with scrap models, e.g. Dolls, puppets and masks in a creative class.

- Pieces of cloth.
- Hair from knitting wool.
- Buttons.
- Metals.
- Wires.
- Timbers.

(b) Methods applicable in teaching creative activities and skills in ECDE.

- Project.
- Experiment.
- Discussion.
- Demonstration.
- Observation.

3. (a) Definition of the following terms.

(i) Art.

- Activity of paintings, drawings and sculptures that are created to be beautiful or to express ideas.

(ii) Craft.

- A traditional skill of making things by hand e.g. Furniture, jewellers, etc.

(b) (i) Examples of art.

- Scribbling.
- Doodling.
- Symbolic drawing.
- Tracing.
- Drawing.
- Painting.

(ii) Examples of craft.

- Paper craft.
- Weaving.
- Plaiting.
- Threading.
- Puppetry.

- Modeling.
- Sculpturing.
- Mobiles.
- Construction.

4. (a) Objectives of teaching creative activities to young children.

- To awaken children's imaginative and creative talents – Every child has an imagination and experiences uniqueness on them. The imagination of children is to a large extent affected by their health, environmental status and a lot of prenatal factors and hereditary.
- To observe observation skills - Involving children in observation leads to their creation of imaginative resources.
- To express self through manipulation of materials and artwork - As young children manipulate materials, they can express their ideas, emotions, expectations, frustrations, visions and desires within their environment.
- To appreciate talent – Children are self – centered and should be trained to appreciate their own talents and those of others.
- To appreciate and use locally available materials - Children learn through play. As they play, they interact with materials within the environment. Environment helps in moulding and shaping children depending on where they come from. Children will draw animals, trees and physical features both living and non living forms from their environment. The materials they use to create art forms also come from within the environment.

(b) (i) Difference between functional art and creative art.

Functional art.

- It is that artistic creation which has both the beauty and utility value. For a piece of art form to be described as functional, it should have an aspect which can be put to use e.g. A basket which is an artistic

creation can be put to a function of carrying harvest from the shamba. A pot can be used for cooking, planting flowers, etc.

Creative art.

- Requires the child to learn and experience new things through the following senses; - Touch, feel, see, smell and taste. Creative art is about the appeal of human senses and it helps in evoking human feelings e.g. A child may imagine how a monster looks like, then draw or paint its image. This leads to the production of a creative piece of art.

(ii) Difference between talent and potential.

Talent :-

- Is something that someone is lucky enough to be born possessing - A natural ability to do something.

Potential:-

- Is the ability that may or may not be developed.

(c) Meaning of the following terms:-

(i) Modeling.

- It is the art of shaping an image from various soft materials such as clay, saw dust, plasticine, dough, paper mache, mud, etc.

(ii) Model making.

- The art of making images of various animals, people and objects such as houses, utensils, toys, etc.

SECTION B

5. (a) How to protect children's creative work.

- They should be safeguarded from piracy.
- They should be legally protected through patenting.
- To get government authority to make use or sell an invention, creative work.

(b) Assessment tools for ECDE creative lessons.

- Observation checklist.
- Oral interviews.
- Portfolio of progress records.

(c) Oral interview.

- Children may be asked to draw a cat and then asked oral questions.
Teacher: 'What have you drawn?'

Child: "I have drawn a cat".
 Teacher: "How many legs does it have?"
 Child: "Four legs"
 Teacher: "How many ears does it have?"
 Child: "Two ears"
 Teacher: "What is the colour of your cat?"
 Child: "Black"

Observation check list.

Name: _____

Date: _____

Age: _____

Gender: _____

Class: _____

Year: _____

Skills	Tasks	Able	Able with assistance	Not able
Painting	<ul style="list-style-type: none"> - Is the child able to hold a brush? - Is the child able to identify the colour of the paint? - Is the child able to mix the paint? - Is the child able to apply colour? - Is the child able to apply colour in the given area. 			

6. (a) Methods of sourcing for resources.

Collection.

- To interact with local environment – Collect from the environment.

Purchase.

- To purchase from the manufacturers, shops or from second hand dealers.

Donations.

- To mobilize institutions, companies, shops, churches, NGO's and well wishers to donate materials.

Develop.

- To develop through material development, some improvised materials.

(b) Methods of displaying children's creative work.

Hanging.

- Placed on the wall, supported by a wire for display purposes. (Nails or pegs can be used / even cello tapes) The teacher can hang drawings, paintings, masking tapes, coloured pictures, mosaics and collages, etc.

Painting and Sticking.

- After painting, children's work is stuck on the walls or on soft board.

Placing.

- A varied surface made of cartons, tables and cupboards may be used for display

purposes. Art works such as models, pottery and sculptures can be placed for drying.

Use of pocket boards.

- Made from locally available materials, can be used to place finished artworks in relevant pockets according to their groups.

Use of flannel boards.

- Children will stick their work on flannel boards.

(c) Meaning of the term “play dough”.

- A mixture of flour, water, oil and food colouring for the purpose of modeling.
- Identify and utilize local resources that promote social economic development.

7. (a) Projects to undertake with pre – school children in teaching creative skills.

(i) Painting.

- Ask the learners to do a large mural with the theme “Our home” They may divide themselves into groups to paint certain sections of the mural. They will come up with pictures of houses / buildings, a village, table rooms, bedrooms and what are in these rooms, domestic animals in the environment or trees around the homestead.

(ii) Animal models.

- Children may model animals after the discussion of the theme “Animals”. They may model domestic or wild animals. Such projects will motivate them and they will feel appreciated and encouraged especially when the models are displayed.

(b) Characteristics of materials for young children.

- Attractiveness.
- Durability.
- Age appropriateness / Suitability.
- Safety.
- Relevance.

- Cost effectiveness.
- Versatility.

(c) Advantages of the following methods of teaching creative skills.

(i) Discussion.

- Children are able to ask many questions.
- Children are inquisitive and learn more.
- In science activities, children are allowed to talk about their own experiences.

(ii) Experimentation.

- Children are actively involved in the process.
- Curiosity of the children leads them to discover new things .
- It arouses children’s interest in creative arts.

8. (a) Importance of teaching and learning creative skills among children.

- To express self through manipulation of materials and art work.
- To appreciate talent.
- To actualize creativity through art and craft.
- To handle different materials and relate them to daily life.
- To appreciate own culture and other people’s culture.
- To develop eye - hand coordination.

(b) Difference between mosaic and collage techniques.

Mosaic.

- An activity where only one type of material is used. (Stuck onto a hard surface to create an image) e.g. Shells.

Collage.

- An activity done by sticking a mixture of small cut materials onto a hard surface to come up with an image. The size, colour and shape of the cut materials do not have to be the same but can vary. The texture may be different.

(c) How to carry out the following creative activities with three year olds.

(i) Drawing

- It is a mode of expression on its own. It is a release of emotions expressing what they think with crayons than with words. They can do memory drawing, object drawing, imaginative drawing, etc.

(ii) Colouring.

- It is the application of different objects. You can add colour to a drawing so as to add beauty and make it look real. Children may start with the following drawings – Visual studies, diagrams, artworks and sketches, etc.

9. (a) Precautions to take when preparing paint and dough for use in a pre – school creative class.

(i) Paint.

- Provide small containers filled with water for cleaning the brushes.
- It is advisable to start painting using primary colours.

(ii) Dough for use in a pre – school creative class.

- Use food colouring – For safety even when tasted.

- Use oil for preservation and to avoid sticking on the hands.

(b) Creative activities to do with ECDE children when teaching the theme “Home and family”

- Children can draw family members from their nuclear family on pieces of papers.
- Children can model their favourite family members using plasticine.
- Children can colour family members’ drawings.
- Children can cut and paste family members’ drawings.
- Children can complete puzzles of family members.

(c) Reasons why a teacher should carry out an assessment during creative activities.

Assessment helps a teacher :-

- To monitor and promote each child’s development.
- To understand the learner’s ability.
- To classify the learners for further development.
- To identify those who need remedy assistance.

**7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
LANGUAGE ACTIVITIES.
MARKING SCHEME.**

SECTION.

1. (a) Points that promote mother tongue.

- Establish a strong home language policy i.e. Parents should intentionally use the mother tongue when interacting with their children at home.
- Introduce the second language early although this should not replace the first language.
- Speak positively about the mother tongue. This makes the child proud of his / her language.
- Tell stories in mother tongue. Sing songs and recite poems and rhymes in mother tongue.
- Provide opportunities for interaction with others who speak mother tongue.

(b) How a teacher can detect children with auditory problems.

- A child keeps on asking many questions and these shows that she or he did not hear what the teacher had said.
- A child turns the ear towards the source of the sound and then caps the ear so that he / she can hear well.
- A child is not able to answer simple questions asked. This shows that the child had not heard well what was said.
- A child speaks very loudly with a view to make her / his listeners understand him or her better.

(c) Ways that a teacher can improve auditory skills.

- Provide the children with the opportunity to listen to different sounds, i.e. From people, birds, animals, vehicles, insects, etc.
- Teach the children folk songs and poems and let them sing or recite them.

- Tell stories / poems to the children and ask them to arrange them in sequences.
- Different sounds may be used. That is high sound, low sound and moderate sound.
- Take children for a walk to see and hear different sounds made and later ask them to play games producing similar sounds.
- Give the children a chance to listen to tapes with recorded voices.

2. (a) Objectives of teaching oral skills in an ECDE class.

- The children should be able to follow rules and regulations or follow instructions.
- Children should be able to use appropriate means of address for different people.
- Children will be able to speak clearly and fluently.
- Children increase their vocabularies, ideas and concepts.
- The children are able to use correct tenses, descriptive and qualifying word expressions.
- The children will be able to make requests properly.
- Children will be able to describe, discuss, and explain situations and events.

(b) Ways that an ECDE teacher can identify an interested child in reading.

- The child picks up books, looks at pictures and asks the meaning of words or pictures around him or her.
- The child is able to remember stories already told to him or her.
- The child pretends to read like her or his brothers, sisters or parents.

- The child will always tell or ask other siblings or parents to read for him or her.

(c) Strategies that a teacher can use to help children who are not interested in reading.

- Provide them with books that have attractive pictures, e.g. Coloured ones.
- Read interesting stories to them e.g. The story about the hare and the lion.
- The teacher can take books or pictures and read or go through them together with the children.
- The reading session should be interesting and should have fun.
- There should be good relationship between the teacher and children. This is because children will listen to the teachers if he or she laughs and makes fun.
- There should be a variety of books with different coloured pictures.

3. (a) Definition of the following terms.

(i) Language.

- It is a tool of communication, a tool of thinking.
- It is a collection of words, sentences, statements which are used to facilitate communication amongst people.
- It is also a set of signs, symbols, rules and sounds.

(ii) Communication.

- This is a process of trying to share information, an idea or a skill with someone.

(b) Reasons why children learn language.

- It has a lot of time in practicing the language.
- Lack of any other language to communicate makes the children learn.
- Those who teach children language are mostly native speakers.
- The environment helps the child to learn

because all what is mentioned is there in the environment.

(c) Methods of teaching speech to children.

- To sing songs e.g. Dances, folk songs, etc.
- By reciting poems.
- By news telling about events.
- Tongue twister that will help children to acquire speech.
- Story telling - They help children by speaking fluently and being creative.
- By allowing children to speak or to discuss something e.g. The teacher gives them an activity.
- The teacher should use a language that is understandable to children by using the right tones, speech, pitch and articulation and vocalization.

4. (a) Importance of listening.

- Listening is important because it helps the child to learn more.
- It increases the children's enjoyment because as they listen, they acquire some vocabularies that will make them jovial.
- It helps the children to develop language skills.
- It builds their vocabularies and new ideas.
- It helps the children to listen, think and reason logically.

(b) Activities for developing oral skills.

- News telling.
- Riddles.
- Games.
- Poems / rhymes.
- Discussions.

(c) Objectives of reading readiness.

- It helps in developing reasoning and logical thinking.
- The children are able to use the books

properly.

- Children are able to recall things which have been observed.
- Children are able to look and interpret details in objects, pictures or signs.

SECTION B

5. (a) Language learning problems.

- Shyness and withdrawal.
- Co-ordination of eye movement.
- Pronunciation and articulation.
- Inability to differentiate and comprehend sounds.
- Lack of co-ordination of eyes and hands.

(b) Objectives of teaching language.

- Children develop their vocabularies. Children learn new words which they use in their day today life.
- Children are able to express themselves freely and confidently without being shy.
- Children are able to speak clearly and fluently since they have acquired language.
- Children are able to use acceptable speech habits and words.
- They improve their listening skills, their listening abilities, concentration and understanding. They also improve their memory abilities or skills.
- They look and interpret details in objects signs, symbols and pictures.
- They are able to recognize and name basic colours.
- They develop eye hand co – ordination so that they can be able to write well.
- They are able to use basic tools for writing and drawing, e.g. Books, pencils, etc.
- They appreciate and use their mother tongue.
- They develop interest in books.
- They reason and think logically.

(c) Characteristics of school children stories.

- They should be short since children have short attention span. They cannot memorize a long story.
- They should be simple and easy to understand for easy comprehension.
- The stories should have sections that are repetitive to enhance memory.
- They should have conveyed messages to help in life skills acquisition.
- They should be illustrated with pictures to capture their interests and reinforce the message.

6. (a) Teacher's roles in reading readiness skills.

- To display selected pictures and materials on pupil's tables.
- To allow children to go through them freely and discuss what they see.
- To let the children take or pick out colours and objects and let them read.
- The teacher should issue picture books to children individually.

(b) Activities for recognition of letters.

- Pupils pick the cards with different letters and explain what letters they have picked.
- Let children read letters on wall charts and be able to tell which letter she / he has pointed.
- The children can play fishing game which will help them to recognize the letters.
- The children can fill in the missing letters and here, the children can be able to recognize the letter that is missing.
- The children can sing a song on letter recognition.
- They can also recite poems on letters which will enhance their understanding of letters.

(c) Assessment ways in reading readiness.

- Listen to children when they are talking and find out which child has been

reading to note the vocabularies which might have been developed.

- Ask the children questions. The way the child will answer the question, the teacher will note how far the child has gone in reading.
- Check whether the children are able to describe or explain the pictures they have seen.
- Give the activities requiring them to read and recognize pictures, colours and letters.
- Observe them as they play to find out whether they are able to play games that are required, able to answer questions or whether they are able to follow rules.
- Find out whether they are able to recognize colours, pictures, words, letters, and puzzles in the right way.
- Find out whether they are able to take care of all reading materials or items given to them.

7. (a) Techniques an ECDE teacher can make story telling interesting for young children.

- The story should have pictures that are colourful e.g. When talking about the hare, a teacher should have a picture of a hare.
- The story which is read to the children should be clear and fluent.
- The use of gestures and other non - verbal signs makes the story interesting.
- Encourage the children to imitate you as the teacher.
- The telling of stories should be done in regular basis to enhance listening skills.
- Allow the children to record or use videos when story telling if the items are available.
- When a teacher is telling a story, he / she should express himself or herself clearly.

(b) Methods of teaching language.

- Discussions.

- News telling.
- Story telling.
- Singing.
- Poems.
- Tongue twister.
- Demonstrations.
- Role plays.
- Field trips.
- Drawings.
- Guest speakers.

(c) Teacher's roles when children are doing discussions.

- The teacher should stimulate and guide the pupils through participation.
- The teacher should use different situations in class to stimulate the discussion.
- The teacher should invite the members of the community to come and give brief talks to the children.
- Encourage children to ask questions.
- Use different materials to stimulate discussion activities.
- Poems, songs, lullabies and jingles should be used for socialization.
- Children with problems should be assisted and be encouraged to participate in discussion.
- The teacher should create an atmosphere where children will feel free when discussing.
- The teacher should give children enough time since discussion creates a room for self expression.

8. (a) Activities that an ECDE teacher can use to enhance reading.

- Observing and describing objects - This activity helps the children to develop visual perception as they observe objects.
- Picture reading - Children will read pictures in books, newspapers and magazines. They can also look at pictures

and discuss about them.

- Games for recognition of colours, letters, pictures and words. This helps the children to develop visual perception like lotto game, fishing game, etc.
- Matching games e.g. Using single cards. These activities help the children to identify things and pictures that are similar or different.
- Fishing game - It helps the children to improve their imagination - This can be done using colours, letters or words.
- Dice games - This game helps the child to reinforce their memory, recognize colours, numbers, pictures, letters, words, etc.
- Jigsaw puzzles - This is where the children try to fit different parts cut from different pictures until he / she forms a complete picture.
- Building sequence - Is a process of putting things in a certain order, i.e. Which one comes first, second or third. It involves arrangement of objects from small to big or vice versa.

(b) Importance of poems, rhymes, jingles and lullabies in children.

- They capture pupils or children's interest.
- They soothe pupil's feelings and thinking
- They make the children socialize when reciting the poems and singing the lullabies to the other children.
- They arouse pupil's interest by making their mind busy when remembering the poems, rhymes.
- They help children listen, hear and differentiate sounds from different animals, people or vehicles.
- They are important source of ideas. When some words like "I like milk" and then the children will know where the milk comes from.
- They are sources of joy and excitements and the children feel free to recite or say the rhymes.

- They contain messages of situations and events about people.
- They challenge or encourage good behaviour or weakness.
- Children develop listening and speaking skills.

(c) Activities to be carried out in oral skills activities.

- News telling - The child is able to speak clearly. Can listen and also increase their vocabulary.
- Discussion- It involves exchange of ideas amongst the children or pupils. It helps the children to develop interesting ideas, concepts and confidence.
- Poems, rhymes, jingles – Enhances interest to socialize and also captures their interest.
- Tongue twisters - They are able to control their emotions and tempers, obey rules and compare themselves with others.
- Games - They help to arouse their interest, build confidence and enhance fluency.
- Dramatic play, and pretend activities - They develop the mental, social, physical, creative and emotional development of a child.

9. (a) Ways a teacher can help a child with eye sight problems.

- Move the child to a better position so as to see clearly.
- Provide large and clear pictures for the child to see all the objects.
- Advice the parents on the child's problem.
- The child should be taken to an eye specialist.

(b) Activities that could encourage children to read clearly.

- Picture reading - Let the children name the pictures, describe and classify them according to the activities seen in the

the pictures, describe and classify them according to the activities seen in the pictures.

- Jigsaws - These are games where children try to fit different parts cut from different pictures until he / she forms a complete picture.
- Going for visits or nature walks and later ask children to tell what they have seen.
- Use of missing parts of the pictures - The children will try to identify the missing parts.
- Provide children with a variety of books which have got short stories. Ask the children to read, or the teacher to read for them. Ask them to explain what they have read.
- The pictures provided should be clear with large letters where children can read without any difficulty.

(c) Ways a teacher can make children be active in language activities.

- By telling them simple stories that are interesting and ask them to retell.
- By inviting guest speakers who will present something that relates to the children.
- Use of discussions where children will share their interests and ideas.
- Children can play letter recognition games like fishing games, dominoes games, lotto games, puzzles and jigsaws.
- Children can tell something new related to themselves.
- Children can sing songs that are related to the language activities and also recite poems.
- The teacher can ask oral questions where children are rewarded or praised if answered correctly.

**7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
MATHEMATICS ACTIVITIES.
MARKING SCHEME.**

SECTION A.

1. (a) Activities that an ECDE teacher can use to teach the concept of space.

- Let two children stand facing one another at a distance. Place nine sticks between them, and then tell one of the children in the class to count the number of sticks between the two children.
- Let children measure the distance between two objects.
- Children can play with objects putting them in, over, near, far in the middle, etc.
- Children can play hide and seek and check the distance.
- Some of the children can make a circle then others can go inside the circle.

(b) Ways an ECDE teacher can guide discovery activities in children.

- By providing security and guidance.
- By training them to learn on their own.
- By allowing the children to make their own judgments.
- By encouraging the children to be creative and think logically.

(c) Definition of the term "Ordering"

- This is an activity where children arrange objects in a certain way e.g. From the smallest to the biggest, shortest to the tallest or longest, lightest to the heaviest.

2. (a) Mathematical materials that are used by children when learning mathematics.

- Wall charts.
- Flash cards.
- Seeds, bottle tops.
- Soft stones.
- Charcoal.
- Sticks.
- Pencils.

- Chalks.
- Papers / books.

(b) Activities for rote counting in children.

- Children count through actions e.g. Jumping, skipping, clapping, bouncing, etc.
- Children can learn and recite poems.
- Children can count through songs.
- Children can listen to stories mentioning the number of animals or objects.
- Children can also play games for rote counting.

(c) Definition of the term "Division" as defined in mathematics activities.

- This is an equal sharing of objects.

3. (a) Definition of the following terms.

(i) Mathematics.

- It is the science of number quantity, space and their interrelationship.

(ii) Rote counting.

- It is counting without understanding.

(iii) Number value.

- It is the quantity of any number.

(b) Activities which a teacher would use to teach the geometrical concept of a triangle.

- Drawing triangle shapes.
- Painting and colouring triangle shapes.
- Sorting triangular shapes.
- Matching and pairing of triangle shapes.
- Grouping triangle shapes.
- Cutting and pasting triangle shapes.
- Singing songs on triangles and other shapes.
- Modelling triangle shapes.
- Reciting poems on triangle shapes.

(c) Activities that a teacher would teach the concept of number writing.

- Children can model numbers and arrange the models in sequence.
- Children can trace numbers.
- Children can cut round written or traced numbers then stick them on another surface.
- Children can weave and stick around or along number outlines using darning or blunt needles.
- Children can write numbers using a variety of materials such as chinks, soft stones, charcoal, etc.
- Children can use cards or do actions to represent the numbers written.

4. (a) Activities a teacher would involve five year old pre-school children in order for them to master the concept of weight.

- Let children play blind folding games of lifting objects and saying which of the two or three objects is heavier.
- Let children order by weight three or four containers of the same size but of different weights.
- Children can also play floating and sinking heavy and light things then discuss which ones will float or sink.
- Children can observe things that float in the air and be allowed by the teacher to discuss how they float.
- Children can make light and heavy things by putting different amounts of the same substances or equal amounts of different weights.
- Let children play with the balance at the water or sand corner.

(b) Mathematical activities an ECDE teacher can use to enhance the acquisition of skills and concepts in mathematics.

- Emptying and filling.
- Sorting and grouping.
- Arbitrary measurement.

- Matching and pairing.
- Ordering and sequencing.

(c) Objectives of rote counting in children.

- To let children count in sequence.
- To let children name the numbers.
- To recognize things individually or in groups.

SECTION B.

5. (a) Factors a teacher should consider when providing mathematics to ECDE children.

- Children should be provided with materials.
- Children should be involved in activities.
- Children should be given opportunity to discover.
- Children should be handled individually.
- Activities should be linked to the real life experience.
- Activities should meet the needs of children.
- Children also like activities that are enjoyable to them.

(b) Types of knowledge.

Physical knowledge.

- Acquiring knowledge from physical things.

Logical knowledge.

- A child thinks logically, e.g. $2 + 4 = 6$.

Social knowledge.

- The way one is brought up.

(c) Activities of teaching children on the concept of ordering.

- Children arrange tins of different shapes or sizes from the smallest to the biggest.
- Children arrange blocks of wood from the biggest to the smallest.
- Children can order strings from the shortest to the longest.
- They can order sticks from the longest to the shortest.
- Children can stand in rows from the

shortest to the tallest.

- Children can make patterns with beads.
- Children can model things from the biggest to the smallest.
- Children can stand in rows, e.g. A row of short pupils and a row of tall pupils.

6. (a) Activities an ECDE teacher can use to teach the concept of time.

- Children can discuss the school routine.
- Children can keep regular routine as this helps them to develop the concept of time.
- They can talk about what they do at home before and after school.
- Children can tell news of what happened when there was no schooling.
- Let them talk about today, yesterday and tomorrow.
- Children can recite poems about time.

(b) Activities for teaching the concept of matching and pairing.

- Children can match real objects with pictures of these objects and cards.
- Children can match things that are of the same kind e.g. Bananas, apples, mangoes, carrots, yams, potatoes, arrowroots, etc.

(c) Checklist ;-

- This is a chart prepared by a teacher where he / she observes the children's activities on daily basis and fills it.

7. (a) General objectives of teaching mathematics.

- Children develop interest and positive attitude towards mathematics.
- Children develop early mathematical concepts and skills.
- They develop ability to think and reason logically.
- Children are able to recognize numbers, symbols, shapes and their value.
- Children develop basic mathematical vocabulary.
- Children develop appreciation for use of

mathematics in their daily life.

- They develop ability to observe and discover new ideas in mathematics.
- Children are able to write number one to twenty.

(b) Activities that an ECDE teacher can teach children the concept of sorting and grouping.

- The teacher can give children materials of the same colour but different shapes.
- Children can play games on sorting and grouping.
- The teacher may ask each group to bring one object of the same size with that of the teacher.

(c) Mathematical language used in ECDE centers.

- Sum.
- More than.
- Less than.
- Greater than.
- Bigger than.
- Equals to.

8. (a) Characteristics of a child centered approach in mathematics.

- There is freedom of movement.
- There is oral learning in children.
- Most children learn through play and discovery.
- Learning takes place uniformly.
- Children are fully involved.

(b) Methods a teacher can use to assess children in mathematics activities.

Checklist.

- Observation is done on daily basis by the teacher.

Observation schedule.

- The teacher can ask the children how certain materials are used and then record them.

Oral interview.

- The teacher can ask oral questions to evaluate learners achievements.

Progresses records.

- It shows the performance of the learner at a given time and the activity.

Project work.

- The teacher observes children when he / she has given them a certain project.

(c) Definition of the term "Number".

- It is an abstract idea representing quantity.
9. (a) Importance of mathematics in children's life.
- For development of logical thinking.
 - For development of ability to apply knowledge that is acquired.
 - For development of techniques of investigations and problem solving strategies.
 - For development of ability to analyze

situations and make rational decision.

(b) Activities for teaching number recognition.

- Children to sort and group cut out numbers, symbols, number flash cards etc.
- Children to arrange numbers cut out in order.
- Children can fill in missing numbers.
- Children pairing things by fishing games.
- Children can order numbers in sequences.
- Children can play skittle game.
- They can play dominoes game.

(c) Activities for teaching the concept of mass in young children.

- Children can compare mass of different objects.
- Children can play blind folding games of lifting objects and comparing of mass.
- They can recite poems on mass.
- They can sing songs on mass.

7016 - CERTIFICATE IN ECDE - REVISION PAPERS.

SCIENCE ACTIVITY.
MARKING SCHEME.

SECTION A.

1. (a) Factors that a teacher need to have in mind when formulating objectives.

- The objectives should be specific.
- The objectives should be measurable.
- The objectives should be achievable.
- The objectives should be realistic.
- The objectives should be time-bound.

(b) A teacher has to consider the following points when scheming for lessons.

- When formulating objectives, a teacher should ensure that the objectives are specific, measurable, achievable, realistic and time-bound (SMART).
- The objectives should not be confused with the activities e.g. Going for field trips is an activity but not an objective. Therefore, the objective should be specific, that by the end of the lesson, learners should be able to tell the features, such as of domestic animals.
- A teacher should not confuse objectives for science activities with objectives for social studies activities because most of science activities objectives will answer "Why" questions, while some social studies activities objectives answers "How" questions.
- Activities selected in a lesson should be geared towards the achievement of the set objectives.
- Activities selected in a lesson should be measurable towards a specific period of time and that the children will be able to master the concept, may be in two weeks, one week or after a month.

2. (a) Importance of having schemes of work in a class.

- It interprets the syllabus and

systematically arranges the content to be covered over a specific period of time.

- It enables a teacher to make teaching systematic and learning integrated by sequencing the topics in the order they will be taught.
- It enables a teacher to allocate time for teaching each section of the syllabus.
- It enables a teacher to adequately prepare for the teaching and learning resources.
- It enables a teacher to determine the scope of assessment.

(b) Activities that you would give to children if you have the theme / topic "Machines".

- Children will be given materials to construct a simple machine, for example, a toy car.
- Children will be asked to read pictures of the parts of a machine.
- Drawing and colouring - Children will draw and colour pictures of machines.
- Children will be taken for field trips to see and observe how machines look like.
- Children will listen to stories about machines.

3. (a) Definition of the following words:-

(i) Evaluation.

- Evaluation is a process of observing, recording and documenting the work of children for educational decisions.

(ii) Lesson plan.

- Lesson plan is the daily programme of activities which describes in detail the course of instruction to be taken during a lesson.

(iii) Concept.

- Concept is a principle or an abstract idea.

(iv) Science.

- Science comes from Latin word scientia, which means knowledge about ourselves and the world around us.
- (v) Process.
- A process is a sequence of changes leading to a certain end or a notion of interconnected events.

4. (a) **Patterns of transition in which each activity should be planned.**

- Introduction which normally takes five minutes. The teacher introduces the lesson with a song related to the theme.
- Lesson development which takes about twenty minutes, where a teacher displays a chart and asks children to name the objects.
- Conclusion which also takes about five minutes, with a known song.
- Remarks which the teacher will write whether the concept was well taken in or need to be repeated.

(b) **Elements of a lesson plan.**

(i) Administrative details.

- These include the name of the activity area, the number of children in that class and their ages and the date.

Also the lesson which will be taught and the exact time of the day the lesson will be taught.

(ii) Theme / sub-theme.

- This is the name of the theme / topic in which teaching and learning will be based.

(iii) Objectives.

- These are the same objectives stated in the schemes but are now transferred to the lesson plan by stating what is to be achieved in one lesson of thirty minutes.

(iv) Time.

- The time indicated on the lesson plan shows the exact time the teacher will spend at every stage of the lesson. (Introduction, body and conclusion).

(v) Content.

- This is the exact information to be passed to the learner under the theme being taught, it is to be presented at three levels, introduction, lesson development and conclusion.

(vi) Teaching / Learning activities.

- This refers to what the learners and the teacher will be doing at each level of the lesson for the set objectives to be realized.

SECTION B

5. (a) **A one day lesson plan.**

Date	Time	Activity	Roll	Age
30 th June 2010	10.00 am – 10. 30 am	Science activities	20	3 - 4

Theme: Animals

Sub theme: Domestic animals

Objective: By the end of the lesson, learners should be able to name external parts of a domestic animal.

Resources: Charts of animals, pictures, flash cards, models of animals, photographs of animals, pictures cut outs.

Reference: ECDE KIE syllabus and KIE Hand books.

Time	Teachers activities	Children's activities
Introduction - 5 minutes	Introduce the lesson with a song related to domestic animals	Children's activities.
Lesson development - 20 minutes.	<ul style="list-style-type: none"> - Display a chart and ask children to name what they can see. - Give flash cards and ask them to match the parts of the animals to make a whole animal. 	<ul style="list-style-type: none"> - Children to observe and name what name what they can see. - Children to match the parts of the animals.
Conclusion - 5 minutes.	- Conclude with a known song or poem.	- Children to sing or recite the poem.
Remarks	The lesson was well.	Mastered.

(b) Sample of a science scheme of work.

Week	Lesson number	Theme	Sub-theme	Objectives	Teaching learning activities	Teaching Learning Resources	Reference	Remarks
1	1	Animals.	Domestic animals.	By the end of the lesson, learners should be able to; - Name domestic animals and external parts of domestic animals.	<ul style="list-style-type: none"> - Naming - Singing - Drawing - Modeling 	<ul style="list-style-type: none"> - Pencils - Clay - Plasticine - Papers 	<ul style="list-style-type: none"> - K.I.E, ECDE syllabus - KIE ECDE hard book 	
	2	Animals	Wild animals	By the end of the lesson, learners should be able to; Name wild animals and external parts of wild animals	<ul style="list-style-type: none"> - Naming - Singing - Drawing - Modeling 	<ul style="list-style-type: none"> - Pencil - Clay - Plasticine - Papers 	<ul style="list-style-type: none"> - K.I.E. ECDE - K.I.E. ECDE hand book. 	

6. (a) Difference between child centered and teacher centered scientific method of teaching.

- A teacher centered approach serves the interest of the teacher with the aim of delivering knowledge. The approach reduces the child to a mere listener, which

denies him / her opportunity to learn on their own through practical activities by the use of their senses.

- A child centered approach allows children to do scientific activities practically. It also makes learning among young children more effective.

(b) Comparison of teacher centered and child centered scientific method of teaching.

Teacher centered.	Child centered.
- Children lack initiative in learner's participation.	- Children develop interest and confidence as they learn.
- Few materials are required since here; the interest of the teacher is mostly served.	Materials are required in plenty since children's interests are mostly served.
- A teacher uses lecture, dictation and demonstration methods.	- Children use discussion projects and problem solving methods.
- Note taking is basically the learner's activity.	- The learners get to explore, reflect and question.
- The teacher focus is to cover the prescribed content or syllabus and does not care whether children have understood.	- Few themes are covered thoroughly in this approach. Content is delivered from known to unknown and children's understanding of the content is given priority.
- The purpose is to transfer information.	The purpose is to develop individual potential in children.
- The teacher determines the rate and extent of learning.	- Children learn at their own pace.
- Few skills are acquired for they are passive recipient.	- Children acquire more skills for they are active in the process of learning.
- The teacher is active in passing knowledge to children.	- Children are actively involved in learning process.
- Learning is structured and planned by the teacher.	- Their interests and needs are emphasized.
- The teacher is at the center of learning.	- The learner is at the center of learning.

7. (a) Elements that a teacher should be able to consider when selecting the most appropriate theme.

- The time of the year.
- Environmental conditions.
- Interests of the children.
- The objectives of teaching certain themes.
- Activities that will enhance achievements of each of the objectives.

(b) Objectives in science activity area that children 4 – 6 years old would achieve after they are taught the sub – theme “ Plants”

- Children should be able to name the parts of plants, e.g. Stems, leaves, roots, fruits, seeds, branches, flowers, etc.
- Children should be able to tell the uses of plants.

- Children should be able to set an experiment on growth of plants and do simple recordings.
- Children should be able to discriminate edible plants from non - edible plants.
- Children should be able to classify the poisonous and non - poisonous plants.

(c) Activities that a teacher will engage children to in science activities.

- Children will sing songs and recite poems related to plants.
- A visit to a neighboring farm.
- Children will dramatize on how to cook edible plants.
- Children will sort out and group edible and non - edible fruits. (Real fruits).

- They will read pictures on parts of the plants.
8. (a) **Scientific themes that are offered in lower primary classes.**

(i) Soil.

- Children at this stage should be introduced to the types, uses and properties of soil. For example, clay soil can be used for modeling.

(ii) Day and night.

- Teachers should help children to understand the difference between day and night and the activities that are carried out during the day and night at this stage.

(iii) Weather.

- Children should be made aware of the weather conditions in their surroundings. They should be taught how to observe weather conditions.

(iv) Energy.

- Children should be taught about light, heat and sound sources of energy and the uses of energy among other issues related to energy.

(v) Food.

- Children should be introduced to names of foods, types of foods, sources of food and healthy eating habits. They should be taught why food is cooked and how it is cooked among other issues related to food.

(vi) Health education.

- Children should know how to bathe, take care of their personal items, classrooms and compound. They should also learn how to dispose refuse and use toilets properly.

(b) **Applied questioning methods that a teacher would use as she / he import science skills to children.**

(i) Questions based on actual observation.

- These questions will be asked on the basis of the materials the teacher has provided

for children to manipulate. E.g. Children can be given a picture of an elephant and then asked questions like "How many legs does it have? Does an elephant have horns?" etc.

(ii) Objective questions.

- These are questions that solicit specific answers. They help a child to acquire facts. For example, "What do you use to wash your hands? The objective questions therefore help the child in the use of his or her senses.

(iii) Experimental questions.

- These are questions that lead the learner to an experiment. They get the answers to the questions through experimentation. An example of such questions would be ; - What will happen if a nail is dipped in water?

(iv) Prediction questions.

- This category of questions encourages creativity. An example would be - What do you think will happen if sugar is mixed with water? Such questions assist the child to hypothesize or give guessed outcomes.

(c) **Explanation of the term "Nature of science"**

- It simply refers to an activity based subject with its own content, concepts, principles, methodology and technique. It is more inclined to acquiring scientific problem solving skills than rote memory.

9. (a) **Factors that may affect effective implementation of a lesson plan.**

- Teacher's inability to control the class.
- Teachers' distracting mannerisms.
- Poor communication skills.
- Poor time management.
- Inappropriate use of teaching methods.
- Failure to vary teaching methods.
- Use of irrelevant teaching aids.
- Poor mastery of the content.
- For preparation of the lesson plan.

(b) Example of observation check list for children in a class.

Scientific skills.				
Pupils name	Classification	Comparison	Observation	Hypothesis
Janet	✓	✗	✓	✗
Jack	✓	✗	✓	✗
Ann	X	✓	✓	X
Peter	✓	X	✗	✓
John	X	✓	✓	X

Key - Achieved Not fully achieved Not achieved.

 ✓ ✗ X

7016 - CERTIFICATE IN ECDE – REVISION PAPERS.
MATERIAL DEVELOPMENT.
MARKING SCHEME.

SECTION A.

- | | |
|---|---|
| <p>1. (a) Categories of teaching and learning resources that a teacher can easily find, collect or produce to aid him / her in teaching.</p> <ul style="list-style-type: none">- Audio – Visual aids, TVs, Videos.- Aural – Radios, tape recorders.- Projectors – Overhead projectors.- Graphic designs, e.g. Charts (wall charts) diagrams, posters, pictures, cartoons, photographs, maps, etc.- Written words and symbols.- Chalkboards. <p>(b) Factors an ECDE teacher would consider when developing a chart.</p> <ul style="list-style-type: none">- Title, frame, attractiveness (brightly coloured or varied), durability, relevance, legibility or varied (bold in lettering), age appropriateness, simplicity / few details, accuracy, neatness. <p>(c) Considerations when selecting pictures for use in teaching.</p> <ul style="list-style-type: none">- Be relevant to the topic to be covered.- Appropriate for the age of the children.- Bold, clear and accurate.- The message should be straight forward and clear.- Big enough to be seen by the whole class / group. <p>2. (a) Characteristics of a good chart.</p> <ul style="list-style-type: none">- Big and clear enough to be seen by all the children from the back of the classroom.- Bold in lettering and printing for legibility and attraction.- Simple with few details but with vital information.- Accurate if maps are drawn to scale.- Attractive by use of colours.- Neat with layout and margins. | <p>(b) Value of using a chart as teaching resources.</p> <ul style="list-style-type: none">- Stimulates interest and provides motivation to the learners.- Acts as a source of ideas or topics from which a discussion can be developed.- Involves children in the learning process.- Helps build a gradual familiarization of the children to a given content or process.- Acts as an information store and memory substitute. <p>(c) Common errors found in charts used by teachers.</p> <ul style="list-style-type: none">- Charts are often not to scale especially maps.- Poor lettering - Uneven and with spelling mistakes.- The colours are used indiscriminately.- The charts are never referred to in future lessons. They remain on the walls as decorations long after their use.- They are either too detailed or too simple to be effective. <p>3. (a) Reasons why it is important for a pre - school teacher to use teaching resources.</p> <ul style="list-style-type: none">- To form a focal point and attract attention.- To arouse interest and promote a desire to learn.- To supplement description and help to explain words.- To stimulate the learner's imagination.- To give an accurate impression of the concept.- To illustrate relationship.- To promote retention and memory.- To help consolidate what has been learnt.- To help save teaching time. |
|---|---|

(b) Factors that should guide a teacher in selecting teaching resources.

- The functions or objectives a teacher intends to achieve e.g. If the objective is on how to produce clean milk, then it is important to have the real animal - A cow and not a photograph.
- The predicted effect the teaching resources may have on the audience. If the intention is to study characteristics of domestic animals, then it would be advisable to bring a domestic animal in the class for the study.
- The availability of the teaching resources. In most cases, teachers would turn to the use of chalkboard whenever they miss to find the intended resources.

(c) Limitations of using real things.

- Some live animals scare children.
- Some real objects are too big to bring to the classroom.
- Some realia should not be removed from their natural habitat.
- Some of the real things are too small to be seen with the naked eyes.
- Some of the real things are dangerous or harmful to handle.

4. (a) Definition of the term specimen.

- A specimen is a thing or part of a thing taken as a representative of its group or class e.g. A collection of grasshoppers, locusts, etc. Or preserved in separate specimen bottles for use when need arises e.g. Collection of preserved plants, soil sample, sand, loam as specimens.

(b) Examples of specimens.

- Preserved plants, soil samples, preserved insects, specimen of shells, bones, etc.

(c) Limitations of using preserved specimen for teaching.

- Most of the preserved animal specimens are not alive and active as the real animals. Certain characteristics of the

animals, e.g. Movement cannot be observed.

- If poorly handled, the preserved animals are easily damaged because they are brittle.
- The preservatives used may produce offensive smell or be harmful to the children.

SECTION B.

5. (a) Signs of a well organized classroom.

- The classroom should be tidy, swept clean and furniture dusted.
- Everything is in the right place e.g. Children's chairs and the teacher's table.
- Display charts should be properly hanged on the walls.
- Learning corners should be correctly labeled and maintained.
- Chairs arranged to allow - easy movement, group work, etc.

(b) How a pre - school teacher should organize children's seating in a class room.

- Children's chairs should be arranged in groups.
- There should be a large space at the center of the room for dramatization and storytelling.
- Groups should be flexible to accommodate the demands of varying activities.
- The chairs should be easy to turn to enable the children face the teacher.
- The chairs should leave space near the walls to allow free movements.
- Bright children should be seated near the slow learners for help and encouragement.

(c) Learning areas that a teacher should establish in his / her classroom to enrich children's learning and occupy their free time.

- Nature / science corner.
- Shop corner.

- Home corner.
- Hospital corner.
- Music and movement corner.

6. (a) Ways in which parents and the community can be involved in the provision of play materials.

- Schools to organize material development workshops and invite parents or the community.
- Children can collect scrap materials from the environment e.g. During nature walk or trips.
- Parents to buy play materials for their children.
- Community to donate play materials to schools.
- Collect learning materials in their homes and take them to ECDE centers or give their children to take to school.
- By attending material development workshops, parents are engaged in material development according to the expertise.
- Buying materials -- Teachers buy materials from shops or parents contribute money and give the teacher to buy them.
- Liaise with well wishers and individuals, or NGOs may be requested to donate learning materials.

(b) Difference between indoor play materials from outdoor play materials.

- Indoor play materials - Used within the classroom situations e.g. The reading corner may have materials like scrap books, letters and charts.
- Outdoor play materials - Used outside the classroom situations. Should contribute to physical, intellectual, creative, emotional and social development through integration of play. The outdoor area should contain sand play, water play, hide and seek area for children to explore. Should also contain outdoor fixed equipment for psychomotor activities e.g.

Climbing frames, swings, etc.

(c) Ways of displaying children's work in a classroom.

- Hanging, soft boards, shelves, cabinets, tables, flannel boards, etc.

7. (a) Ways in which chalkboards can be used.

- For systematic display of the entire subject matter of a lesson taught to a class.
- For working out solutions to number work problems or writing a test, etc. For a whole class.
- To define technical terms' concepts or keywords.
- To develop a summary of the main parts of a lesson.
- To develop a sketch, map or drawing as the lesson progress.

(b) Limitations of using chalk boards.

- Illustrations made on the chalkboards are often not to scale.
- It is easy to write a word wrongly on the chalkboard and if uncorrected, children are likely to learn it with errors.
- The teacher keeps turning his / her head away from children, breaking the eye contact and appearing to talk to the board. This may lead to loss of class control.
- Work done and illustrated on the chalkboard is soon erased and storage of vital information cannot be done for long.
- Unskilled teachers smear their clothes with chalk dust.

(c) Considerations when developing materials for young children.

- Relevance to children.
- Improvisation.
- Suitability of materials.
- Safety.
- Multiplicity of purpose.
- Storage of materials.

- Quality and quantity.

8. (a) Uses of banana fibers in an ECDE class;-

- To make balls.
- To make ropes.
- To make mats.
- To make belts.
- For hanging items on the walls.
- For making baskets.
- For making skirts.

(b) Ways in which a teacher should organize an ECDE classroom.

- Provision of brightly coloured materials.
- The sitting to be arranged in cluster / groups.
- Organize learning corners / centers of interest.
- Provide appropriate furniture / small tables / chairs.
- Arrange the learning materials in areas that children can reach / keep the materials in accessible areas.
- Label the learning corners / items in the classroom.
- Proper storage of learning materials / storage equipment / cupboards / shelves.

(c) Ways in which exposure to materials enhances learning in an ECDE center.

- Arouses curiosity / interest of learners / concentration and enjoyment.
- Children understand concepts better and reinforces the concept learnt.
- Cognitive development.
- Improves memory of learnt materials.
- Enhances manipulative skills / develop eye - hand co - ordination / observation skills.

- Makes learning real.
- Reduces truancy / absenteeism.
- Encourages sharing / social skills.
- Develops responsibility.
- Integrates learning.

9. (a) Ways of sourcing of learning / teaching materials.

- Collection.
- Donations.
- Purchasing.
- Material development - Use of locally available materials.

(b) Reasons why a teacher should display children's work in a classroom.

- Acts as a way of assessing and evaluating the children's development.
- Children get the opportunity to assess their work and that of other children.

(c) (i) Consideration in displaying materials in a pre - school class.

- Ensure that the arrangement is appropriate for the children and their safety.
- Ensure that there is adequate light.
- The various centers should be located near a water source.
- Ensure the displays are thematically based.

(ii) Considerations in a classroom organization.

- Physical sitting arrangement of materials and equipment, learning areas, class grouping.
- Display, etc.

NOTES

Lined area for notes.

Lined writing area with 30 horizontal lines.