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MAASAI MARA UNIVERSITY

**REGULAR UNIVERSITY EXAMINATIONS 2015/2016 ACADEMIC YEAR**

**THIRD YEAR FIRST SEMESTER**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION (ECDE)**

**COURSE CODE: ECDE 314**

**COURSE TITLE: METHODS OF TEACHING ECDE                                  SOCIAL STUDIES**

**DATE: 11TH MAY, 2016 TIME: 11.00AM – 1.00PM**

**INSTRUCTIONS TO CANDIDATES.**

1. Question ONE is compulsory
2. Answer any other TWO questions

***This paper consists of 2 printed pages. Please turn over.***

1. **a)** State **FOUR** advantages of the child-centered approach in teaching of social studies

**(4marks**

**b)** Give **SIX** reasons why a good social studies lesson requires lesson planning by the

teacher. **(6marks)**  
 **c)** Explain any **FOUR** life skills that can be taught to pre-school children to help them

develop the concept of knowing and living with self. **(8marks)**   
  
 **d)** Explain any **SIX** reasons why ECDE teacher programs require micro-teaching

**(12marks)**

1. **a).** “Materials for teaching pre-school children should be carefully selected”. Discuss this statement outlining any **SIX** crucial factors to consider in this selection.

**(12marks)**

**b)** Giving relevant examples, discuss any **FOUR** methods that an early childhood educator can use to teach living values to young children. **(8marks)**

1. **a)** Cases of child abuse and neglect have increased in the contemporary society. Explain any **FIVE** factors that may have contributed to this situation **(10marks)**  
     
   **b)** List and explain **FIVE** objectives of teaching social studies in early childhood education **(10marks)**
2. **a)** Discuss the effectiveness of Role play as a teaching learning strategy in early childhood education. **(10marks)**  
   **b)** State the teacher’s role when using Role play activities in the teaching/learning process. **(10marks)**
3. An early childhood educator plans to use an educational visit/field trip to teach the topic “Nature”.
4. State any **EIGHT** aspects that the teacher needs to consider in the preparation phase. **(8marks)**
5. Explain any **FOUR** follow-up activities that can be employed to make the lesson effective **(8marks)**
6. State any **4** factors that may limit the effectiveness of using field trip as a teaching and learning method. **(4marks)**

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MAASAI MARA UNIVERSITY

**REGULAR UNIVERSITY EXAMINATIONS 2015/2016 ACADEMIC YEAR**

**FIRST YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION**

**COURSE CODE: DECE 110**

**COURSE TITLE: PHILOSOPHICAL, SOCIOLOGICAL                                   AND HISTORICAL FOUNDATIONS**

**DATE: 3RD MAY, 2016 TIME: 8.30 – 10.30AM**

**INSTRUCTIONS TO CANDIDATES.**

1. Question ONE is compulsory
2. Answer any other TWO questions

***This paper consists of 2 printed pages. Please turn over.***

1. **a)** State **FOUR** goals of Indigenous African education **(4marks)**

**b)** List **FOUR** groups of children in need of special care and protection **(4marks)**

**c)** Explain the contribution of the following towards the development of early childhood

education in Kenya

1. Christian missionaries **(6marks)**
2. *Harambee* philosophy **(6marks)**

**d)** Explain any **FIVE** methods that were used in the Traditional African culture to instill skills, values and positive behavior among children **(10marks)**

1. **a)** Giving relevant examples, explain **FIVE** aspects that Philosophy has contributed towards the dev elopement of Early Childhood Education in Kenya **(10marks)**

**b)** Discuss the concept of marriage and the child in the traditional African context **(10marks)**

1. Explain **FOUR** ways in which the Government of Kenya has contributed in developing Early Childhood Education in the county since independence. **(8marks)**

**b)** Discuss **SIX** challenges facing the development of Early Childhood Development and

Education programmes in Kenya **(12marks)**

1. Discuss **FOUR** implications of teachings by the following philosophers to the development of Early Childhood Education in the modern Kenyan education system.
2. Jean Jacques Rousseau (1712-1778) **(8marks)**
3. Johann Heinrich Pestalozzi (1746-1827) **(8marks)**

**b)** Explain how the Second World War (1939-1945) affected the development of the African child. **(4marks)**

1. **a)** Highlight **FOUR** main principles guiding the rights of children as enshrined in the Convention on the Rights of the child of 1989 (Geneva Declaration). **(8marks)**

**b)** Giving relevant examples, discuss the African perception of pregnancy and treatment of expectant mothers in the olden days. **(12marks)**

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MAASAI MARA UNIVERSITY

**REGULAR UNIVERSITY EXAMINATIONS 2015/2016 ACADEMIC YEAR**

**FIRST YEAR SECOND SEMESTER**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION (ECDE)**

**COURSE CODE: ECDE 123**

**COURSE TITLE: CURRICULUM DEVELOPMENT IN                                   ECDE**

**DATE: 4TH MAY, 2016 TIME: 8.30 – 10.30AM**

**INSTRUCTIONS TO CANDIDATES.**

1. Question ONE is compulsory
2. Answer any other TWO questions

***This paper consists of 2 printed pages. Please turn over.***

**Q1.a)** Identify any **FOUR** roles that a teacher is expected to perform as an implementer of

ECDE Curriculum. **(4marks)**

**b)** Give **FIVE** reasons why a school system needs a curriculum **(5marks)**

**c)** Using relevant examples explain the following concepts in relation to curriculum

development.

1. Formative Evaluation **(3marks)**
2. Summative Evaluation **(3marks)**
3. Hidden Curriculum **(3marks)**

**d)** Explain **FOUR** reasons which can call for change to an existing curriculum **(4marks)**

**e)** Analyse the content of Early Childhood Curriculum that was recommended by Jean Piaget

(1896-1980). State why it is essential in the modern Kenyan education system.

**(8marks)**

**Q2.a)** Discuss **SEVEN** factors that, in your view have affected the smooth implementation of

Early Childhood Education Curriculum in Kenya today. **(14marks)**

**b)** Explain how an early childhood educator can guide children in developing desired social

and emotional aspects. **(6marks)**

**3.a)** Discuss any **SIX** objectives of Early Childhood Development and Education curriculum in

Kenya.  **(12marks)**

**b)** Giving relevant examples identify **FOUR** types of teaching-learning materials that can be

used in National Centre for Early Childhood Education (NACECE) curriculum implementation.

**(8marks)**

**4.a)** State **FOUR** reasons why an ECDE Curriculum implementer requires to prepare a lesson

plan before beginning to teach. **(8marks)**

**b)** Explain **SIX** functions performed by the Kenya Institute of Curriculum Development

(KICD). **(12marks)**

**5.** Discuss **FIVE** roles played by each of the following Semi-Autonomous Government

Agencies (SAGAS) in curriculum development and implementation in Kenya.

1. Kenya National Examinations Council (KNEC) **(10marks)**
2. Directorate of Quality Assurance and Standards (DQAS) **(10marks)**

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