

Name: \_\_\_\_\_

Index No: \_\_\_\_\_/\_\_\_\_\_

6011

Candidate's signature: \_\_\_\_\_

**FOUNDATIONS OF ECDE  
AND CURRICULUM DEVELOPMENT**

December 2015

Time: 3 hours

Date: \_\_\_\_\_



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION**

**FOUNDATIONS OF ECDE AND CURRICULUM DEVELOPMENT**

**3 hours**

**INSTRUCTIONS TO CANDIDATES**

*Write your name and index number in the spaces provided above.*

*Sign and write the date of examination in the spaces provided above.*

*This paper consists of **SIX** questions.*

*Answer any **FIVE** questions in the spaces provided after question 6.*

*Each question carries a total of 20 marks.*

*Do **NOT** remove any pages from this booklet.*

*Candidates should answer the questions in English.*

**For Examiner's use only**

Question	Maximum Score	Candidate's Score
1	20	
2	20	
3	20	
4	20	
5	20	
6	20	
<b>TOTAL SCORE</b>	<b>100</b>	

**This paper consists of 16 printed pages.**

**Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**

Answer any **FIVE** questions in the spaces provided after question 6.

1. (a) Outline **two** positive effects of the Gachathi Report (1976) to ECDE. (4 marks)
- (b) Explain **three** factors of urbanization that have impacted positively on Early Childhood Development and Education. (6 marks)
- (c) *“Education in Kenya should foster nationalism, patriotism and promote national unity”*. State **five** learning activities through which the above national goal of education can be implemented in ECDE. (10 marks)
2. (a) State **two** ways in which home-based care centres have enhanced early childhood learning. (4 marks)
- (b) Highlight **three** positive skills acquired by children from watching television. (6 marks)
- (c) Identify **five** protective rights as indicated in the Children’s Act, 2001. (10 marks)
3. (a) Highlight **two** challenges experienced by ECDE teachers working with pastoral communities. (4 marks)
- (b) Outline **four** characteristics of ECDE centres established by the missionaries at pre-independence. (8 marks)
- (c) *“The learners were busy and enjoying the free-choice activities; The teacher sung a familiar song for them to stop and change over”*. Highlight **four** advantages of involving learners in the clearing up activity. (8 marks)
4. (a) State the meaning of the term education. (2 marks)
- (b) Explain the sources of curriculum objectives according to Ralph Tyler. (6 marks)
- (c) Using an illustration, explain Hilda Taba’s model of curriculum development. (12 marks)
5. (a) State **two** roles of District Centres for Early Childhood Education in the implementation of Early Childhood Development and Education curriculum. (2 marks)
- (b) Describe **four** ways of imparting social skills to ECDE learners. (8 marks)
- (c) Explain **five** activities each from the sub theme: Sun, that a preschool teacher can organise for five-year old’s, in Creative arts and Science lessons. (10 marks)
6. (a) Highlight **two** measures an ECDE teacher may use to discourage early marriages. (4 marks)
- (b) Outline **three** measures that can be undertaken to improve health, safety and nutrition within ECDE centres. (6 marks)
- (c) (i) State **two** challenges the government may face in implementing ICT in ECDE. (4 marks)
- (ii) Identify **three** ways in which ICT can enhance the learning environment in Early Childhood Development Education Centres. (6 marks)