**INTERNATIONAL TRAINING COLLEGE - LINGUA**

**Towards Educational Excellence**

**NCHE Reg. No: R0014**

**NQA Accreditation No: 000244**

**DEPARTMENT OF EDUCATION**

## MAJOR TEST 1 APRIL 2023

### QUALIFICATION : EARLY CHILDHOOD DEVELOPMENT 6,

### SUBJECT/COURSE : TEACHING MATHEMATICS IN THE EARLY CHILDHOOD AND ELEMENTARY CLASSROOMS.

**EXAMINER : MRS. L.T NGHIDINWA**

**MODERATOR : MRS. M. KAWESHA**

**TOTAL MARKS : 50**

**MARKS**

**\_\_\_\_ = \_\_\_\_\_%**

**50**

**DURATION : 1 HOUR 30 MINS**

**INSTRUCTIONS**

* Write your name and student number in the space provided.
* Answer all questions in the space provided below.
* Write neatly and clearly
* Marks are indicated at the **END** of each question.
* All **Cell phones** must be switched off during exam session.







**FT PT DIS (*Please Tick one box only)***

**Student Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Surname:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

1. Describe any 3 activities a pre-primary teacher can do to help children develop an awareness and understanding of patterns. (3)

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1. (a) Mention and define any 5 different types of perceptions that help children to perceive and make sense of their world. (10)

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(b) What role does perception play in classification? (5)

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1. With examples, list down 5 strategies to teach addition and subtraction to pre-school children. (10)

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1. Mention any 3 factors that the complexity of repeating patterns depends on.

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1. (a) Describe two different kinds of activities that pre-primary children can do to measure length. (2)

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(b) List any 5 non-standard units a pre-primary teacher can use to teach measurements. (10)

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1. Explain what “hefting” is and what it helps children to measure. (3)

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1. (a) In which unit(s) of length would you measure the:
2. the height of the seat of a chair from the floor …………………… (1)

(ii) the length of a rugby field …………………………… (1)

(b) In which unit(s) of mass would you measure:

(i) the mass of a teaspoonful of sugar ………………………….. (1)

(ii) your body weight ………………………………….. (1)