Index number _____ sign_____

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UNIVERSITY OF GHANA

DEPARTMENT OF TEACHER EDUCATION
SCHOOL OF EDUCATION AND LEADERSHIP
COLLEGES OF EDUCATION
END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 200, 2023/2024
B.ED. PROGRAMME

COURSE CODE: TEUP 206
COURSE TITLE: **TEACHING AND ASSESSING MATHEMATICS FOR UPPER PRIMARY (INTRODUCTORY)**

Instruction: Answer **all** questions in Section A and any **three** questions in Section B.
Time: 2 hours

SECTION A
[25 Marks]

1. The curriculum has general aims, specific aims, and core competencies. Which of the following entails the skills, and abilities that enable one to apply mathematics in real life, or practice?
   A. General aims
   B. Specific aims
   C. Core competencies
   D. Teaching assessment

2. The curriculum has been designed using unique features to make referencing easy. How do you describe the unique features of the topics in which the content is organized?
   A. The strands
   B. Sub-strands
   C. Content standards
   D. Indicators

3. In the unique reference number B6.2.1.1.1 in the standard base curriculum, what broad area does the 2 stand for?
   A. algebra
   B. data
   C. geometry
   D. number

Index number _____

4. A student's index number is a use of a number in the _____ sense.
    A. cardinal
    B. nominal
    C. ordinal
    D. ratio.

5. A procedure in mathematics in which items or elements in a group are paired or associated with those of another group is termed
    A. classification
    B. comparison
    C. matching
    D. sorting

6. Which of Dienes' base ten pieces would you use to represent the digit "8" in helping a primary school pupil to understand the value of the number 8375?
    A. Blocks
    B. Flats
    C. Longs
    D. Units

7. The ability to understand, judge, do, and use mathematics in a variety of intra- and extra-mathematical contexts and situations in which mathematics plays or could play a role is called _____
    A. aim.
    B. competency.
    C. objective.
    D. Skill

8. Which one of these statements expresses subtraction as "comparison"?
    A. Larko has 2 mangoes, how many mangoes does She need to make 5?
    B. Larko has 5 mangoes, she gave 2 to Mina. How many mangoes does Larko have now?
    C. Larko has 5 mangoes and Mina has 2. How many mangoes do they have in all?
    D. Larko has 5 mangoes und Mina has 2. How many mangoes has Mina less than Larko?

9. With the idea of place value and the symbol for zero, zero serves the following purposes except as a _____.
    A. number for no quantity
    B. place value holder
    C. whole number
    D. counting number

10. Given that, a + b = c, the a and b are called the _____.
    A. addends
    B. factors
    C. products
    D. sum

11. Which of the following teaching-learning materials or models is the most appropriate to use in teaching the addition of two-digit whole numbers with renaming?
    A. Abacus
    B. Counters
    C. Cuisenaire rods
    D. Number line

12. A child can determine the exact number of objects in a set by
    A. counting
    B. grouping
    C. matching
    D. sorting

13. Profile dimension as used in the **B4-B6** mathematics curriculum describes_____
    A. a conservation test
    B. a particular learning behaviour
    C. the teaching and learning activities
    D. the scope of the syllabus

14. All the following are ways in which the subtraction problem 8 − 3 may be presented, except_____
    A. subtracting 8 from 3
    B. taking away 3 from 8
    C. finding difference between 8 and 3
    D. finding a number that must be added to 3 to make 8

15. The enacted aspect of the curriculum is known as
    A. null
    B. attained
    C. intended
    D. implemented

16. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. The following modes serve as Assessment for Learning EXCEPT_____
    A. Class tests
    B. Class exercises.
    C. End-of-term examinations
    D. Class Assessment Task (CAT).

17. In the mode of assessment, the following tool form part of Assessment as Learning for mathematics EXCEPT___.
    A. portfolio
    B. project work
    C. nature tour
    D. journal entries

18. An assessment that develops and supports students' sense of ownership and efficacy about their learning through reflective practices is described as ___.
    A. assessment as learning
    B. assessment for learning
    C. assessment of learning
    D. assessment to learning.

19. The ability to pass judgment on something based on a given criteria is known as?
    A. Analysis
    B. Assessment
    C. Evaluation
    D. Knowledge

20. which one of these would she choose?
    A. Eight-tenths
    B. Eighths
    C. Zero-eight
    D. Eight-hundredths

21. The following are the three fundamental educational principles that form the foundation of all assessment that supports effective education.
    I. Content Principle
    II. Equity Principle
    III. Learning Principle
    IV. Open principle.
    A. I, II, IV
    B. II, III, IV
    C. I, III, IV
    D. I, II, III.

22. The plenary section of the learner plan is basically where _____.
    A.   The R.P.K is introduced
    B. The introduction of a lesson is done
    C.   The closure of the lesson is done
    D. Methodological transformation of sub-strand is done

_____sign_____

23. How many multiples of both 3 and 5 are there from 1 to 100?

   A. 53
   B. 35
   C. 12
   D. 6

24. A learner Rounds down the number '14765' to the nearest ten. Which number will he/she get?

   A. 14770
   B. 14760
   C. 14800
   D. 15000

25. What is the difference between the largest three-digit number and the second whole number?

   A. 996
   B. 997
   C. 998
   D. 999

SECTION B

ANSWER THREE QUESTIONS FROM THIS SECTION.

1a. Describe how you would help your learners in Upper primary class   15marks
to differentiate between the digit 7 in the figures 7849 and 789 using
concrete material.

1b. Explain what Assessment in mathematics is   4marks

1c. Briefly explain two uses of assessment in mathematics   6marks

2. A learner in basic 4 solve the question $86 + 55 = ?$ as

$$\begin{array}{r} 8\ 6 \\ +\ 5\ 5 \\ \hline 1\ 3\ 1\ 1 \\ \hline \end{array}$$

  i. What is wrong with the learner's answer?

  ii. What concept is the learner lacking?   5marks

  iii. Explain how you will help the learner to overcome   3marks
his/her difficulty using a concrete material   17marks

3a. Mention and explain two contextual examples you would use to
help your learners in Upper primary to interpret Integers.   10marks

3b. state and explain any three differences between standard-based
curriculum and objective-based curriculum   15marks

4a. Explain the term Micro teaching as applied in your training as a teacher   **5marks**

4b. Core competencies in the Basic School mathematics curriculum are the fundamental competencies of a set of skills that mathematics teachers at all levels should strive to instil in their learners. In NOT less than **two** sentences, briefly explain any **four (4)** competencies enshrined in the primary school curriculum   **20marks**

5a. With the help of the lattice method, find the sum of 999 and 899.   **9marks**

5b. Describe how you would use concrete materials to help a primary 4 learner to solve the division problem $12 \div 4$ using the method of i. sharing ii. grouping   **16marks**