

STUDENT'S ID NO: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF YEAR TWO SEMESTER TWO EXAMINATIONS, 2020/2021

B.ED. PROGRAMME

COURSE CODE: TEEG 212

COURSE TITLE: TEACHING AND LEARNING NUMERACY 1 AT THE EARLY GRADE

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

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

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1. Which body has the Ministry of Education acted through to work on curriculum and assessment reforms to improve the quality and relevance of learning experiences in the kindergarten-Primary school in Ghana?

- A. CRDD
- B. GTEC
- C. NaCCA
- D. NTC

2. The totality of learners' experiences that occur in the kindergarten-Primary school under the auspices of the educational system of Ghana is known as

- A. Syllabus
- B. Curriculum
- C. Standards
- D. Assessment

3. The Latin origin of the word curriculum literally means .....

- A. to teach others
- B. to run a course
- C. to study a subject
- D. to share knowledge

4. Which of the following curricula is currently being used in Ghanaian schools, that is going to shift the structure and content of the education system from merely passing examinations to building character?

- A. National Council curriculum
- B. Subject based curriculum
- C. Objective-based curriculum
- D. Standard-based curriculum

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5. Content standard as used in the new mathematics curriculum refers to
  - A. broad areas of the mathematics content to be studied.
  - B. outcome or milestone that learners have to exhibit for each lesson.
  - C. topics within broad areas under which the content is organized
  - D. the pre-determined level of knowledge, skill and attitudes that learners attain by a set stage of education.
6. Which of the following involves the use of information about student progress to support and improve student learning and inform instructional practices?
  - A. Assessment as learning
  - B. Assessment for learning
  - C. Assessment from learning
  - D. Assessment of learning
7. Which of the following actively involves student reflection on learning and monitoring of his/her own progress?
  - A. Assessment as learning
  - B. Assessment for learning
  - C. Assessment from learning
  - D. Assessment of learning
8. Which of the following purposes of assessment is often associated with a letter grade or number?
  - A. Assessment as learning.
  - B. Assessment for learning.
  - C. Assessment from learning.
  - D. Assessment of learning
9. One of the learners in basic 1 of a class hardly talks in the class. Which of the following is the best thing to do to encourage him to express himself as a teacher?
  - A. By encouraging children to take part in activities
  - B. By giving good marks to those who express themselves well.
  - C. By organizing discussions around classroom activities

- D. By organizing educational programs which will make children feel like speaking
10. the main purpose of classroom assessment is to
- compare learner's performance
  - improve instruction
  - measure teachers' effectiveness
  - report to parents
11. The connected body of core skills that students are supposed to acquire throughout the process of teaching and learning in the early grade mathematics syllabus are referred to as
- competencies
  - indicators
  - outcomes
  - standards
12. A procedure in mathematics in which items or elements in a group are paired or associated with those of another group is termed
- classification
  - comparison
  - matching
  - sorting
13. Which of Dienes' base ten blocks would you use to represent the digit "3" in helping a primary 2 pupil to understand the value of the number 35?
- blocks
  - flats
  - longs
  - units
14. Number as a strand in Mathematics is taught across various classes in Ghana's early grade schools. This type of ordering subject matter is referred to as .....
- authoritative judgement
  - horizontal sequencing

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- C. utility value  
D. vertical sequencing.
15. 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
16. Which of the following teaching- learning materials or model is the most appropriate to use in teaching addition of two- digit whole numbers with renaming?  
A. Abacus  
B. Bottle tops  
C. Cuisenaire rods  
D. Number line
17. A kindergarten learner traces a face of a cuboid whose length, width and height are of different measures. What shape does she obtain?  
A. Circle  
B. Rectangle  
C. Square  
D. Triangle
18. If a pupil is to skip forward in 2s, what will be the fifth term after the number 3?  
A. 10  
B. 11  
C. 12
19. D. 13 Which one of these pieces of material is more appropriate to use in the teaching of addition of whole numbers whose sum is less than 10?  
A. Abacus  
B. Cuisenaire rods  
C. Dienes longs and flats

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D. Place value chart

20. A primary 1 pupil can determine the exact number of objects in a set by
- A. counting
  - B. matching
  - C. sorting
  - D. Grouping
21. "This is the first book from the top" this tells..... of an object in relation to other objects.
- A. the cardinality
  - B. the position
  - C. the direction
  - D. the sequence
22. All the following are ways in which the subtraction problem "9-4" may be presented, except....
- A. finding the difference between 9 and 4
  - B. subtracting 9 from 4
  - C. taking away 4 from 9
  - D. finding the number that must be added to 4 to make 9
23. Which one of these statements expresses subtraction as "comparison"?
- A. Adjei has 2 mangoes, how many mangoes does he need to make 5?
  - B. Adjei has 5 mangoes, he gave 2 to Mina. How many mangoes does Adjei have now?
  - C. Adjei has 5 mangoes and Mina has 2. How many mangoes do they have in all?
  - D. Adjei has 5 mangoes and Mina has 2. How many mangoes has Mina less than Adjei?
24. A primary class two pupil knows that 5 is greater than 3, but does not understand her teacher's explanation that in the number 35, the digit '3' is larger than the digit '5'. Which one of the following explanation given by her teacher using Dienes' base ten materials is most appropriate?
- A. The digit 3 is tens and the digit five is ones and ten is more than one.
  - B. The digit 3 represent 3 longs and the digit five represent 5 units cubes, and the 3 longs is more than 5 units.
  - C. The digit 3 represent 3 longs, equivalent to 30 units and the digit five represent 5 units cubes which is 5 ones, and 30 ones is more than five ones.

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D. The digit 3 is 30 and the digit 5 is 5 ones, but 30 is larger than 5, thus the digit 3 is greater than the digit 5.

25. A class 3 learner decides to have fun by skip counting forward with the following numbers, what will be her next five numbers? 130, 230, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

A. 330, 430, 530, 630, 720

B. 330, 430, 530, 630, 730.

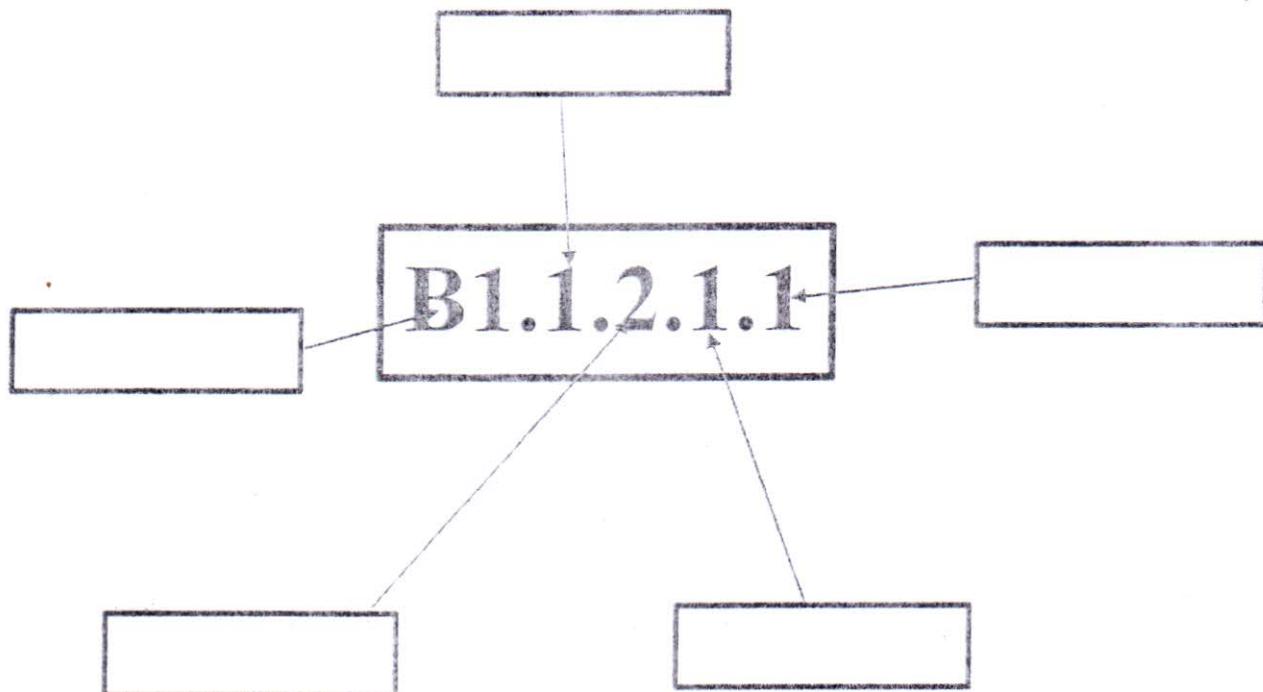
C. 330, 430, 550, 630, 730

D. 330, 440, 530, 630, 730

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SECTION B – Answer any three questions

1. (a) What is a curriculum? [3 marks]
- (b) State two (2) elements of a good curriculum. [6 marks]
- (c) State four(4) and explain any two (2) differences between the Standard-based curriculum and the Objective-based curriculum. [16 marks]
2. a) Draw and label the diagram [ 7 marks]



*Curriculum reference numbers (NaCCA, 2019)*

- b) explain any three of the labels [6 marks]

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c) Mention the domains of the National Teachers Standards and describe two of them. [12 marks]

3a. Explain the term assessment [5 marks]

3b. State three importance of assessment [10 marks]

3c. Mention and explain the two main types of assessment [10 marks]

4. a) How would you explain to Primary Class 3 pupils that in the number 235, the value of the digit 2 is greater than that of the digit 5? [10 marks]

(b) Skip count forward in 20s from 130 to 380 [7 marks]

(c) State two (2) uses of numbers and two reasons why a teacher will engage kindergarten learners in sorting activities. [8 marks]

5. A basic 2 pupil solve the question  $27 + 35 = ?$  as

$$\begin{array}{r} 2 \quad 7 \\ + \quad 3 \quad 5 \\ \hline 5 \quad 1 \quad 2 \end{array}$$

a. What is wrong with the child's answer? [5 marks]

b. What concept is the child lacking? [5 marks]

c. Explain how you will help the child to overcome his/her difficulty using an addition strategy. [15 marks]