



FINAL EXAMINATION
MARCH 2024

COURSE TITLE	TEACHING VALUES, MANNERS AND GOOD PRACTICES IN EARLY CHILDHOOD
COURSE CODE	ECLE4213
DATE/DAY	20 JUNE 2024 / THURSDAY
TIME/DURATION	09:00 AM - 11:00 AM / 02 Hour(s) 00 Minute(s)

INSTRUCTIONS TO CANDIDATES :

1. Please read the instruction under each section carefully.
2. Candidates are reminded not to bring into examination hall/room any form of written materials or electronic gadget except for stationery that is permitted by the Invigilator.
3. Students who are caught breaching the Examination Rules and Regulation will be charged with an academic dishonesty and if found guilty of the offence, the maximum penalty is expulsion from the University.

(This Question Paper consists of 6 Printed Pages including front page)

*****DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO*****

There are **THREE (3)** questions in this exam paper. Answer **ALL** questions in the answer booklet provided. **[50 MARKS]**

*Kertas soalan ini mengandungi **TIGA (3)** soalan. Sila jawab **SEMUA** soalan di dalam buku jawapan yang diberikan. **[50 MARKAH]***

QUESTION 1

(20 Marks)



Image 1

- a) Based on **Image 1**, identify **FIVE (5)** values that can be learned by the children through the activity. **(10 marks)**
- b) Suggest **FIVE (5)** ways of how you can foster social self-regulation and cooperation based on the activity. **(10 marks)**

SOALAN 1

(20 Markah)



Imej 1

- a) Berdasarkan Imej 1, kenalpasti **LIMA (5)** nilai yang boleh dipelajari oleh kanak-kanak melalui aktiviti tersebut. (10 markah)
- b) Cadangkan **LIMA (5)** cara bagaimana anda boleh memupuk peraturan sendiri dan kerjasama sosial berdasarkan aktiviti tersebut. (10 markah)

QUESTION 2

(20 Marks)

Once, there was a boy who became bored when he watched over the village sheep grazing on the hillside. To entertain himself, he sang out, "Wolf! Wolf! The wolf is chasing the sheep!" When the villagers heard the cry, they came running up the hill to drive the wolf away. But, when they arrived, they saw no wolf. The boy was amused when he saw their angry faces. "Don't scream wolf when there is no wolf!" The villagers gave a warning and angrily went back down the hill.

Later, the shepherd boy cried out once again, "Wolf! Wolf! The wolf is chasing the sheep!" To his amusement, he looked on as the villagers came running up the hill to scare the wolf away. As they saw there was no wolf, they said strictly, "Save your frightened cry for when there really is a wolf! Don't cry 'wolf' when there is no wolf!" But the boy grinned at their words while they walked grumbling down the hill once more.

Later, the boy saw a real wolf sneaking around his flock. Alarmed, he jumped on his feet and cried out as loud as he could, "Wolf! Wolf!" But the villagers thought he was fooling them again, and so they didn't come to help. At sunset, the villagers went looking for the boy who hadn't returned with their sheep. When they went up the hill, they found him weeping.

"There really was a wolf here! The flock is gone! I cried out, 'Wolf!' but you didn't come," he wailed. An old man went to comfort the boy. As he put his arm around him, he said, "Nobody believes a liar, even when he is telling the truth!"

- a) Based on the story above, explain the moral value that children can learn. (2 marks)
- b) Give **THREE (3)** suggestions of teaching and learning activities that you can do to extend this moral values activity. (6 marks)
- c) Elaborate **FOUR (4)** reasons how stories can shape the moral values of children with collaboration from parents. (12 marks)

SOALAN 2

(20 Markah)

Pada suatu ketika, ada seorang budak yang berasa bosan semasa mengawasi biri-biri kampung yang sedang meragut rumput di lereng bukit. Untuk menghiburkan dirinya, dia menjerit dengan kuat, "Serigala! Serigala! Serigala mengejar biri-biri!" Apabila penduduk kampung mendengar jeritan itu, mereka berlari ke atas bukit untuk menghalau serigala itu. Tetapi, apabila mereka tiba mereka tidak melihat kelibat serigala. Budak itu berasa sangat geli hati apabila melihat wajah marah mereka. "Jangan menjerit serigala apabila tiada serigala!" Penduduk kampung memberikan amaran dan dengan marah turun semula ke bawah bukit.

Kemudian, budak gembala itu berteriak sekali lagi, "Serigala! Serigala! Serigala mengejar biri-biri!" Untuk hiburannya, dia melihat orang kampung berlari ke atas bukit untuk menakutkan serigala itu. Ketika mereka melihat tidak ada serigala, mereka berkata dengan tegas, "Simpanlah tangisan ketakutanmu ketika benar-benar ada serigala! Jangan menjerit 'serigala' apabila tiada serigala!" Tetapi budak lelaki itu hanya tersengih mendengar rungutan mereka semasa mereka menuruni bukit sekali lagi.

Kemudian, budak lelaki itu melihat seekor serigala sebenar menyelinap di sekeliling biri-birinya. Kerana cemas, dia melompat berdiri dan menjerit sekuat-kuatnya, "Serigala! Serigala!" Tetapi penduduk kampung menyangka dia hanya ingin memperdayakan mereka lagi dan mereka tidak datang untuk membantu. Pada waktu matahari terbenam, penduduk kampung pergi mencari budak lelaki yang tidak pulang dengan biri-biri mereka. Apabila mereka mendaki bukit, mereka mendapati dia sedang menangis.

"Benar-benar ada serigala di sini! biri-biri itu hilang! Saya menjerit, 'Serigala!' tetapi kamu tidak datang," dia meraung. Seorang lelaki tua pergi untuk menenangkan budak itu. Sambil memeluk dia, dia berkata, "Tidak seorang pun akan dipercayai pembohong, walaupun dia bercakap benar!"

- a) Berdasarkan cerita di atas, terangkan nilai moral yang boleh dipelajari oleh kanak-kanak. (2 markah)
- b) Berikan **TIGA (3)** cadangan aktiviti pengajaran dan pembelajaran yang boleh anda lakukan untuk memanjangkan aktiviti nilai murni ini. (6 markah)
- c) Huraikan **LIMA (5)** sebab bagaimana cerita boleh membentuk nilai moral kanak-kanak dengan kolaborasi bersama ibu bapa. (12 markah)

QUESTION 3

(10 Marks)

In a preschool classroom, it's useful for students to have effective management to help them follow routines and complete tasks. Teachers may use a variety of techniques to influence their students' behaviour and create a positive environment.

As a future educator, provide **FIVE (5)** classroom management techniques you can implement in your classroom.

SOALAN 3

(10 Markah)

Dalam bilik darjah prasekolah, pelajar mempunyai pengurusan yang berkesan untuk membantu mereka mengikuti rutin dan menyelesaikan tugas. Guru boleh menggunakan pelbagai teknik untuk mempengaruhi tingkah laku pelajar mereka dan mewujudkan persekitaran yang positif.

*Sebagai bakal pendidik, sediakan **LIMA (5)** teknik pengurusan bilik darjah yang boleh anda laksanakan dalam bilik darjah.*

*** END OF QUESTION PAPER ***

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