



FINAL EXAMINATION

MARCH 2024

COURSE TITLE	APPROACHES IN EARLY CHILDHOOD EDUCATION
COURSE CODE	EFDE2123
DATE/DAY	29 JUNE 2024 / SATURDAY
TIME/DURATION	05:00 PM - 07:00 PM / 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 3 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]**

Terdapat TIGA (3) soalan di dalam kertas peperiksaan ini. Sila jawab SEMUA soalan dalam buku jawapan yang disediakan. **[50 MARKAH]**

QUESTION 1

(20 Marks)

This question is based on the given scenario:

Ms. Rania consistently applied Developmentally Appropriate Practice (DAP) in her preschool class to promote each child's optimal development and learning. She ensures her approach to the children considers (i) age appropriateness, (ii) individual appropriateness and (iii) cultural appropriateness.

Wani, a 5 year-old girl, shows signs of social anxiety and struggles with large group interactions, which is not uncommon in early childhood education settings. Wani shows distress when parting with her parents and refuses to participate during circle time and class activities.

- a) Distinguish between individual appropriateness and age appropriateness in DAP. **(8 marks)**
- b) Identify **FOUR (4)** effective strategies to teach language in Ms. Rania's classroom, considering individual appropriateness of each child, especially Wani. **(12 marks)**

SOALAN 1

(20 Markah)

Soalan ini adalah berdasarkan senario yang diberikan:

Cikgu Rania mengaplikasikan Amalan Bersesuaian Perkembangan (ABP) secara konsisten dalam kelas prasekolahnya untuk menggalakkan perkembangan dan pembelajaran optimum setiap kanak-kanak. Dia memastikan pendekatannya terhadap kanak-kanak mempertimbangkan (i) kesesuaian umur, (ii) kesesuaian individu dan (iii) kesesuaian budaya.

Wani, seorang kanak-kanak perempuan berusia 5 tahun, menunjukkan tanda-tanda kebimbangan sosial dan sukar untuk berinteraksi dengan kumpulan besar, di mana tingkahlaku ini normal dalam persekitaran pendidikan awal kanak-kanak. Wani menunjukkan keengganan apabila berpisah dengan ibu bapanya serta enggan mengambil bahagian semasa waktu bulatan dan aktiviti kelas.

- a) Bezakan antara kesesuaian individu dan kesesuaian umur dalam DAP. **(8 markah)**
- b) Kenal pasti **EMPAT (4)** strategi berkesan untuk mengajar bahasa di kelas Cikgu Rania dengan mengambil kira kesesuaian individu setiap kanak-kanak, terutamanya Wani. **(12 markah)**

QUESTION 2

(18 Marks)

In Developmentally Appropriate Practice (DAP), it is important that the learning experiences and resources provided are real, concrete, and meaningful to the experiences of young children.

- a) Illustrates **FOUR (4)** possible activities that could be developmentally appropriate and effective in teaching 4 year-old children on simple math counting. (8 marks)
- b) Identify **FIVE (5)** examples of developmentally appropriate learning activities and materials. (10 marks)

SOALAN 2

(18 Markah)

Antara kepentingan dalam Amalan Bersesuaian Perkembangan (ABP) adalah pengalaman pembelajaran dan sumber yang disediakan adalah nyata, konkrit, dan bermakna kepada pengalaman kanak-kanak.

- a) Gambarkan **EMPAT (4)** aktiviti yang mungkin sesuai dan berkesan dari sudut perkembangan dalam mengajar kanak-kanak berumur 4 tahun mengira matematik yang mudah. (8 markah)
- b) Kenal pasti **LIMA (5)** contoh aktiviti dan alat bahan pembelajaran yang sesuai dengan perkembangan. (10 markah)

QUESTION 3

(12 Marks)

In understanding how children learn, teachers may opt for various perspectives such as nature, nurture and interactionist point of view.

Distinguish potential differences between educators who adopted (1) nature, (2) nurture and (3) interactionist perspectives in response to children's reading skills. Provide **TWO (2)** correct examples for each perspective.

SOALAN 3

(12 Markah)

Dalam memahami cara kanak-kanak belajar, guru boleh mengambil pelbagai perspektif seperti azali (Nature), asuhan (Nurture) dan interaksionis.

*Bezakan perbezaan antara pendidik yang mempunyai perspektif (1) azali, (2) asuhan dan (3) interaksionis terhadap kemahiran membaca kanak-kanak. Berikan **DUA (2)** contoh yang tepat bagi setiap perspektif yang disenaraikan.*

*** END OF QUESTION PAPER ***