



LEVEL 200

COURSE CODE: JBM 241

COURSE TITLE: TEACHING AND ASSESSING JHS MATHEMATICS

TIME ALLOWED: 50 MINUTES

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GENERAL INSTRUCTIONS:

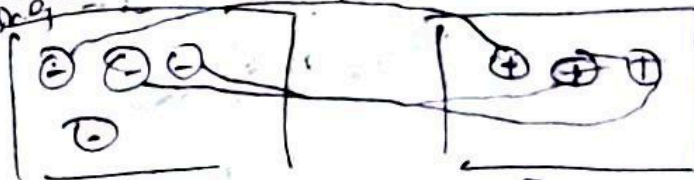
- This paper is made up of ONE SECTION.
- Section B is made up of four essay type questions.
- Answer TWO questions into your answer booklet.
- Each question carries equal marks. You are expected to start each question on a new page.
- You are expected to handover your answer booklet to the invigilator before you leave the examination hall.

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SECTION B

- (a) Outline four (4) distinctions between NaCCA's standard-based curriculum and CRDD's Objective-based curriculum. (6marks)
- (b) Describe, in sequence, the steps you would take to guide a JHS pupil to find  $-4 + 3$  using charged particle model. (4marks)
- (a) Explain each of the three forms of assessment. (6 marks)
- (b) Show, step by step, how you would use a Cuisenaire rod to guide JHS Pupil solve  $\frac{1}{4} + \frac{1}{2} = ?$  (4marks)
- (a) Solve the following using Lattice method of multiplication (3marks)
  - $784 \times 475$  (3marks)
  - $952 \times 746$  (4marks)
- (b) Identify and write down the value of each digit in the number 462.1 (4marks)
- A pupil in a JHS solved the addition  $93.42 + 7.85 = ?$  in this way:

$$\begin{array}{r} 93.42 \\ 7.85 \\ \hline 910.127 \end{array}$$



- Explain the thinking process that lead to this answer. (2marks)
- State the concept the pupil lacks. (2marks)
- Describe how you will help the pupil to overcome his difficulty using decomposition partitioning (or expanded form) method and place value system. (6marks)

