

# **UNIVERSITY OF SWAZILAND**

## **FACULTY OF EDUCATION**

### **DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

#### **FINAL EXAMINATION PAPER 2006**

**TITLE OF PAPER : EDUCATIONAL AND DEVELOPMENTAL  
PSYCHOLOGY**

**COURSE CODE : EDF 100 (PAPER 11)**

**TIME ALLOWED : THREE [3] HOURS**

**INSTRUCTIONS : 1. ANSWER ALL QUESTIONS IN SECTION A.**

**2. YOU ARE REQUIRED TO ATTEMPT THREE  
QUESTIONS FROM SECTION B.**

**THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION  
HAS BEEN GRANTED BY THE INVIGILATOR.**

**SECTION A**

**QUESTION 1**

Match the terms with their corresponding definitions. Choose the correct word or phrase from the given list and write it in the space provided.

- 1. Genetically programmed, naturally occurring changes over time is called --  
\_\_\_\_\_.
- 2. Changes over time in the way we relate to other is -----  
\_\_\_\_\_.
- 3. Gradual, orderly changes by which mental processes become more complex and sophisticated is called -----  
\_\_\_\_\_.
- 4. Changes that occur in human beings between conception and death are referred to as -----.
- 5. A change in body structure and function over time is -----  
\_\_\_\_\_.
- 6. Changes in personality that take place as one grows are referred to as ----  
\_\_\_\_\_.
- 7. When a teacher and other students overreact to a handicap by doing everything for the student, this is best described as -----  
\_\_\_\_\_.
- 8. Children's self-talk which guides their thinking is -----  
\_\_\_\_\_.

**Development, physical development, personal development, social development, cognitive development, maturation, growth, learned helplessness, private talk**

(8 marks)

**QUESTION 2**

Match the following characteristics with the appropriate stages of cognitive development. Write the number of the appropriate stage in the space provided at the end of each characteristic.

Characteristics	Stages
A. Child learns object permanence -----	1. Sensori-motor
B. Child has not achieved conservation -----	
C. Egocentrism -----	
D. Abstract thinking ability -----	2. Preoperational
E. Understand seriation of action -----	

F. Hypothetico-deductive reasoning ----- G. Child can do classification ----- H. Child learns that all objects are like living people ----- I. Child can do circular reactions ----- J. Child learns to consider many possibilities in situations and solving problems ----- K. The child is no longer egocentric and learns to perceive other people's points of view ----- L. Child learns to use symbols to understand the world -----	3. Concrete operational  4. Formal operational
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(12 marks)

**QUESTION 3**

Complete the following definitions by matching them with correct term, which should be chosen from the list below.

1. A learned response to a previously neutral stimulus.-----  
-----.
2. A response that occurs as result of specific stimuli. -----  
-----.
3. Explanations of learning that focus on external events as the cause of changes in observable behaviour. -----  
-----.
4. Process through which experience causes permanent change in knowledge or behaviour. -----
5. Stimulus that evokes an emotional or physiological response after conditioning. -----
6. Stimulus not connected to a response.-----
7. Gradual disappearance of a learned response -----  
-----.
8. Naturally occurring emotional or physiological response. -----  
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9. Responding in the same way to a similar stimuli.-----  
-----.
10. Responding differently to similar but identical stimuli.-----  
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**Learning; behavioural learning theories; stimulus; response; classical conditioning; neutral stimulus; unconditioned stimulus (US); unconditioned response (UR); conditioned stimulus (CS); conditioned response (CR); generalisation; discrimination; extinction**

(10 marks)

#### **QUESTION 4**

Use a diagram to describe the triangular model of love. (10 marks)

#### **SECTION B**

Answer three questions in this section.

1. How might you know that a pupil is in the adolescent stage. Outline the common physical, social and emotional characteristics of this stage in human development for both boys and girls.
2. Define the importance of defence mechanisms in human behaviour, and then discuss 6 defence mechanisms that can be found in Freud's theory of Psychosexual development.
3. How does discipline differ from punishment? Discuss measures that can be used to maintain discipline in the classroom without resorting to corporal punishment.
4. Explain how forgetting occurs and how teachers can help students minimise it.
5. Discuss ways of increasing the transfer of learning.

(20 marks each)