

# UNIVERSITY OF SWAZILAND



## DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

### MAIN EXAMINATION PAPER DECEMBER 2012

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

**COURSE CODE** : EDF 101

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

**INSTRUCTIONS** : THERE ARE TWO SECTIONS IN THIS  
PAPER

**SECTION A** : Answer all questions in this section.  
Use answer sheet provided to mark  
your answers.

**SECTION B** : Answer question 1; and choose one other  
question in this section. Answer a total of 2 (two)  
essay questions in this section.

**TOTAL MARKS** : 100

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

## SECTION A

Answer all questions. Each question carries 1 mark. Choose the correct letter to answer the following questions, and circle the letter with the correct answer on the answer sheet provided.

1. You are teaching the concept of a noun to third-grade students. Using Piaget's theory as a basis for making your decision, the best example to use from the following when illustrating the concept would be:

A. a drawing of a house ✓  
B. a colored picture of a tree  
C. a soccer ball  
D. a picture of a girl with the word 'girl' written underneath it.

2. Of the following, the best description of a theory in the educational context can be:

A. The information known about a particular field of study.  
B. Combinations of related patterns.  
C. The knowledge and facts that people in professions know.  
D. Classroom applications of principles in the real world of teaching

3. Mr Sikhondze read in one of his professional journals that students become curious and actively involved in lessons when the teacher starts a lesson with a question or a problem that does not have an apparent solution, and decided to use this with her unresponsive class. This is a good illustration of a

A. Research result  
B. Body of knowledge  
C. Theory  
D. Case study

4. In the second stage of psychosexual development, children will be learning to gain control over their bladder and bowels. What is that stage?

A. Oral  
B. Anal  
C. Genital  
D. Phallic

5. Our ability to remember depends on three separate but interdependent processes. Which one of the following is not one of them?
- Coding
  - Storage
  - Recognition
  - Retrieval
6. You are teaching your dog to catch a ball and bring it back to you. On every third occasion that the dog brings back the ball you give him a biscuit as a reward. What kind of schedule are you using?
- Fixed intervals
  - Variable intervals
  - Fixed ratio
  - Variable ratio
7. Which of the following refers to information stored in the long-term semantic memory?
- Vividly recalling the first day in the university.
  - Remembering where the house keys are kept.
  - Knowing that Swaziland has four regions.
  - Knowing how to search for research articles in the computer.
8. Sthandwa is a Uniswa student who is determined to study every night and relax over weekends. Every night she sits down with her book to study, but before long she feels restless and gets up to go and visit her friends. How would Freud's theory explain this behavior?
- A victory for the Id in the conflict between Id, ego and superego.
  - A victory for ego.
  - A victory for superego.
  - A and B
9. Which one of the following are examples of operant conditions:
- Jane does not eat curry because she knows she gets stomachache when she eats food with spices.
  - Abraham will not get on the boat because he knows he gets sea sick.
  - The teacher forces Zabo, who is left handed to write with her right hand.
  - The dog is praised for sitting when his owner says "sit".
  - Sazi did not pass the exam because he only started studying the day before the exam.
- 1, 2 and 5
  - 1, 2 and 4
  - 3 and 5
  - All the above

10. With regard to the extent of adolescent rebellion or conflict between parents and adolescents, research findings showed that....
- A. Parent adolescent conflict, risky behavior, moodiness and depression occur more frequently during early adolescence than in any other stage of life.
  - B. Most teenagers feel close to their parents, value their approval and share their views on important issues and when conflict occurs it is about every day or ordinary matters.
  - C. In industrialized societies, adolescent rebellion rarely occurs.
  - D. None of the above
11. In which of the following periods of development is the child's physical development the most vulnerable or sensitive to environmental influences?
- A. In fancy, toddlerhood and adolescence
  - B. Prenatal period, infancy and toddlerhood
  - C. Embryonic stage, fetal stage and early childhood
  - D. All of the above
12. A child is shown two sponges and identifies them as identical. One sponge is then cut up into small pieces while the child watches. When asked which one has more sponge, the child says the amounts are the same. The concept best illustrated by the child's actions is:
- A. Artificialism
  - B. seriation
  - C. conservation
  - D. All of the above
13. A little girl was visiting a nature reserve with her family. She knows a cow and a dog, but not a kudu. Seeing a kudu for the first time, she says to her father; "Look Daddy, there is a cow." According to the theory of cognitive development this is an example of :
- A. Organization
  - B. Assimilation
  - C. Accommodation
  - D. All of the above
14. The heightened emotions and a tendency to be hostile, moody and times depressed during puberty and early adolescence ...
- i) could be attributed to the sharp increase in the production of sex-related hormones.
  - ii) differ for boys and girls, and are influenced by early or late maturation.
  - iii) determined by the age and temperate of the adolescent.

The correct answer is:

- A. i)
- B. ii) and iii)
- C. i) and ii)
- D. All the above

15. While two children are playing, one of them notices that the other child has scattered her toys and how she is struggling to get them. She leaves her own toys and go to help her playmate to collect the scattered toys. This behaviour according to the psychosocial development theory is an example of-----
- A. Trust
  - B. Helping behaviour
  - C. Prosocial behaviour
  - D. Initiative.
16. Both Sihle's adoptive parents are rather short. However, he is growing to be quite tall like his biological mother. What can we conclude about Sihle's height?
- A. The height influenced by the positive environment of his adoptive parents.
  - B. The height is largely influenced by heredity.
  - C. Nutrition has not influenced the height.
  - D. All the above apply.
17. Sozabile, a capable student, loves animals and wants to work for government in an environmental protection program. Her parents, fearing that she wouldn't make much money in a career of that sort, pressure Sozabile in considering engineering. Sozabile finally agrees and enrolls in an engineering program. Of the following, Sozabile's decision best illustrates:
- A. Fore closure type
  - B. Identity diffusion type
  - C. Identity achievement type
  - D. Moratorium type.
18. Which of the following statements best describes how children develop?
- A. They proceed through stages in different orders, but not at the same rate.
  - B. They proceed through stages in the same order and at the same rate
  - C. They proceed through stages in different order but at the same rate.
  - D. They proceed through stages in the same order but at different at different rates.
19. If the teacher gave out gold stars only occasionally and irregularly he/she would be using
- A. a ratio schedule
  - B. an intermittent schedule
  - C. positive followed by negative reinforcement

D. periodical rewards

20. How well children in early childhood remember a certain event or experience depends on....
- A. Attention, recognition, and rehearsal
  - B. Recognition, organization and rehearsal
  - C. Active involvement and attention
  - D. None of the above

Read the following passage and answer questions 13, 14 and 15 that follow:  
***Bongi has correctly spelled every word on the spelling list. The teacher responds by putting five gold stars on Bongi's paper and then pinning it on the notice board.***

21. This event is an example of
- A. priming behaviour
  - B. shaping behaviour
  - C. operant conditioning
  - D. classical conditioning
22. In this example the gold stars are
- A. reward stimuli
  - B. reinforcers
  - C. conditional stimuli
  - D. None of the above
23. If the general pattern of growth that starts with the head, this is known as
- A. elongation
  - B. proximodistal
  - C. cephalocaudal
  - D. triangulation
24. According to Ausubel's theory of meaningful learning, a teacher should make a special effort to
- A. organize new material in a meaningful way.
  - B. use meaningful and valuable rewards for successful learning
  - C. repeat questions if pupils do not know the meaning of them.
  - D. allow pupils to receive help from each other.
25. Mrs Simelane noticed that after she praised a pupil for helping to put the class library books in order, other pupils began to do so without being asked. This is an example of
- A. Vicarious reinforcement
  - B. imitation

- C. retention
- D. production

26. According to the information processing view of memory, which of the following memory store is being used when we are processing raw information from our environment as perceptions?
- A. sensory memory
  - B. working memory
  - C. short-term memory
  - D. procedural memory
27. The following are types of remembering but only one is not. Which one is not a type of remembering?
- A. Recollection
  - B. Recall
  - C. Attention
  - D. Recognition
28. A teacher who gets to class and stand still without saying a word until the students settle down in their seats and are quiet is practicing which one of the classroom management principles?
- A. Monitoring
  - B. Direct instruction
  - C. Focusing
  - D. Cuing
29. Mr Dlamini Dlamini wants to maintain his dignity and discipline, so
- A. He does not allow the learners to do as they please in his classroom.
  - B. He is friendly and approachable at all the time.
  - C. Uses punishments and reward sparingly.
  - D. He treats all the pupils the same way.
30. Sometimes young children have a tendency to repeat the same behavior over and over, even though these behaviours started accidentally. They derive pleasure from doing so because the acts composing the behavior produce the eliciting stimulus. Such behaviors are technically known as
- A. Primary reactions
  - B. Secondary reactions
  - C. Tertiary reactions
  - D. Circular reactions

## SECTION B

**Answer Question 1, and any other question in this section. Each question carries 35 marks. Make sure you have answered 2 (two) questions in this section.**

1. Discuss with examples, how the knowledge of educational psychology is important for teaching and learning.

(35 marks)

2. (a) Discuss with examples the key differences in the thinking of:

- children below 2
- 2 to 6 year olds
- 7 to 10 year olds
- 11 year olds and older

(23 marks)

- (b) List 6 implications of Piaget's theory of Cognitive Development to teaching and learning.

(12 marks)

3. (a) How does discipline differ from punishment?

(5 marks)

- (b) Discuss measures that can be used to maintain discipline in the classroom without resorting to corporal punishment.

(30 marks)

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**CANDIDATE'S NUMBER \_\_\_\_\_**

**SECTION A (Questions 1 to 20)**

For questions 1 to 20 circle the letter representing the best answer

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D

15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D

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**MARKING SCHEME**

**SECTION A**

- |     |   |
|-----|---|
| 1.  | D |
| 2.  | D |
| 3.  | C |
| 4.  | B |
| 5.  | C |
| 6.  | A |
| 7.  | C |
| 8.  | A |
| 9.  | B |
| 10. | A |
| 11. | C |
| 12. | C |
| 13. | B |
| 14. | A |
| 15. | C |
| 16. | B |
| 17. | A |
| 18. | D |
| 19. | B |
| 20. | B |
| 21. | B |
| 22. | B |
| 23. | C |
| 24. | A |
| 25. | A |
| 26. | A |
| 27. | C |
| 28. | C |
| 29. | A |
| 30. | D |

## **SECTION B**

### **Question 1**

Discussion of a maximum of 15 points with examples on the relevance of educational psychology to teacher:

- helps teacher to understand and appreciate principles involved in learning
- helps teachers to assess and monitor progress of students and own effectiveness
- helps teacher to identify suitable strategies for effective interactions
- helps teacher to prepare instruction suitable to age, needs and interests
- helps teacher to understand circumstances necessary for learning/conducive environment
- helps teacher understand students' individual differences i.e. slow, gifted, average
- provides teachers with insight into the dynamics of behaviour
- enable teachers to handle discipline
- enables teachers to motivate students
- helps teachers understand learning behaviours in different situations i.e. home, school, social context

(15Points, 2 marks each point = 30 marks + 4 marks for quality of essay)

### **Question 2**

A. The answer should include:

- Below 2 years are in the sensorimotor stage
  - based on information from senses
  - reflex action
  - 3 circular reactions phases
  - Object permanence
- 2 to 6 years olds are in the preoperational stage
  - use of mental images and symbols
  - animism
  - artificialism
  - egocentrism
  - illogical thought
- 7 to 10 year olds are in the concrete operational stage
  - start of logical thought
  - classification
  - conservation
  - seriation
  - reversibility

- 11 years and those older are in the formal operations stage
  - can solve abstract problems logically
  - exhibits scientific thinking
  - proportional reason
  - propositional reason
  - egocentrism

(5 marks for stage = 20)

B. Usefulness to classroom situation include;

- understanding of different developmental levels of learners
  - familiarize teacher with how learners organize and synthesize ideas
  - sensitizes on learners' variations in mental ability and capability
  - sensitizes on factors that influence mental development
  - helps teacher to prepare appropriate activities to stimulate mental development
  - helps teacher to provide constructive learning experience
  - helps teacher to make predictions about development and behaviour
- [ 5points = 15 marks]

### Question 3

A) discipline and classroom management

– train children to behave in accordance with established rules; system by which desirable behaviours are fostered; maintaining control in the classroom; establishing an enthusiastic and purposeful work atmosphere in the classroom; control of behaviour so that there is effective learning

(5 marks)

B) discussion of ten principles to maintain classroom management

- **Focusing principle**; ensuring attention of each learner, ensure that all learners are settled and ready, introduction should catch the attention of learners
- **Direct instruction principle**; give clear direction on what should be done, give clear directions on time that will be spent on the task,
- **Monitoring principle**; continuously check if learners are doing what they have been asked to do, keep the learners on the task
- **Modelling principle**; teacher models virtues and characteristics, teacher exemplary,
- **Cuing principle**; the teacher should have cues that the learners knows very well and what they mean, facial expressions to control behaviour
- **Environmental control principle**; classroom should have charts, diagrams, pictures and supplementary work, class should remind learner that it is a place of learning
- **Low-profile intervention principle**; deal with misbehaviour without interrupting the lesson, examples such eye contact, frown, moving closer to the student, calling the learner

- **Assertive discipline principle;** take decisive action to stop misbehaviour, directly confront misbehaving learners
- **I-message principle;** explain why something should be done and not done, use first person
- **Positive reinforcement;** reward/acknowledge good behaviour, give sincere appreciate through verbal and non-verbal communication

(10 points, 3 marks each point = 30 marks)