

**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**

**BACHELOR OF EDUCATION YEAR II**

**FINAL EXAMINATION – MAY 2010**

**TITLE OF PAPER** : **SOCIAL PSYCHOLOGY OF ADULT  
LEARNING**

**COURSE CODE** : **BAE 101-2**

**TIME ALLOWED** : **TWO (2) HOURS**

**INSTRUCTIONS** : **ANSWER ALL QUESTIONS IN SECTION A  
AND THREE (3) QUESTIONS IN SECTION B**

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

## Section A

Answer all questions in this section

For each question, write in your answer book the letter corresponding to your response.

1. The following are recognised branches of psychology except for
  - A. Abnormal psychology
  - B. Clinical psychology
  - C. Adult psychology
  - D. Educational psychology
2. Which of the following definitions of intelligence is most adequate?
  - A. Innate capacity for intellectual development;
  - B. Ability to profit from experience
  - C. Ability to perform well in intelligence quotient (IQ) tests
  - D. Pre-disposition (or inclination) to academic success
3. Personality may be defined as:
  - A. Semi-permanent modes of behaviour that characterise an individual
  - B. Permanent modes of behaviour, which characterise an individual
  - C. Impulsiveness and sociability
  - D. Statements (A) and (B) only
4. Intelligence tests measure intelligence by:
  - A. Inventorying everything one has learned
  - B. Sampling the most difficult 'learnings' one has encountered
  - C. Observing the mass and complexity of one's neural structure
  - D. Sampling 'learnings' that almost everyone has had a chance to learn
5. Which of the following is not a goal of psychology?
  - A. Prediction of behaviour
  - B. Description of behaviour
  - C. Depiction of behaviour
  - D. Understanding behaviour
6. The proposition that "The whole is greater than (the sum of) its parts is associated with which school of thought?
  - A. Functionalism
  - B. Structuralism
  - C. Behaviourism
  - D. Gestalt
7. A favourable outcome to the life crisis of adolescence could include:
  - A. Faith in the environment and others
  - B. Confidence in productive skills learning
  - C. An integrated image of oneself as a unique person
  - D. Concern for family, society and future generations
8. French psychologist, Alfred Binet was responsible for:
  - A. Developing the Army Alpha Group intelligence test
  - B. Developing SOMPA for testing minority young stars
  - C. Key testimony in the California case involving the use of IQ tests in EMR replacement
  - D. Developing the first 'intelligence' test in which age-related items could be used to distinguish intellectually slower students (learners) from the more capable ones

9. Which is the most important factor measured by the Stanford-Binet test?  
 A. verbal ability B. memory ability C. perceptual ability D. all of these
- 10 Which of Erikson's (1963) stages is comparable to Freud's (1940) anal stage?  
 A. Initiative *versus* guilt B. industry *versus* inferiority C. autonomy *versus* shame & doubt; D. basic trust *versus* basic mistrust; E. intimacy *versus* isolation
- 11 Professors Alfred Binet and Theophile Simon were given the task of identifying those French school children who, owing to ... intellectual capacity were unlikely to benefit from normal schooling  
 A. Wide B. high C. narrow D. low E. deep F. shallow
- 12 Many early theories about the basic nature of intelligence involved which of the following themes?  
 A. The ability to adapt successfully to new situations and to the environment in general  
 B. The capacity to learn; C. the total knowledge a person has acquired; D. all of these
- 13 A person's moral conscience is akin (or similar) to the psycho-sexual concept of  
 A. Id B. ego C. super-ego D. super-ideal E. (B) and (D)
- 14 In contrast to Freud (1940), Erikson (1963) stressed the importance of ..... in personality development  
 A. Parental influences; B. instinctual drives; C. social determinants; D. (A) & (B)
- 15 Brain-wave studies, hemispheric studies or bloodflow studies are key components of  
 A. Cognitive theories of intelligence B. Biological theories  
 C. cognitive-contextual theories of intelligence D. Options (A) and (B) only
- 16 In Herzberg's (1959) two-factor theory of job satisfaction, high salary and quality work supervision are examples of  
 A. Motivation factors B. hygiene factors C. both (A) & (B) D. none of these
- 17 Joy Paul Guilford's (1967, 1988) representation of intelligence can be thought of as  
 A. a hierarchy of abilities B. sets of separate abilities  
 C. both statements are correct D. none of these statements
- 18 To qualify as a basic temperament, a personality characteristic must  
 A. be conditionable B. be measurable C. show stability across time D. all of these
- 19 Erikson's (1963) psycho-social theory of personality development, contrary to Freud's (1940) psycho-sexual theory of development, is more optimistic because one's  
 A. unconscious motives can become fully known  
 B. early growth failures can be reversed C. both of these D. none of these

20 Guilford's (1988) theory of the three (3) faces of intellect suggests that people use... *mental operations*, which can be applied to ... kinds of *contents* at achieve ... types of *products*. Please fill in the (three – 3) blanks [20 x 2 = 40 marks]

### Section B

Answer three (3) questions in this section

#### Question 1

Either (a)

Explain how youth and adults face crises as they pass through the following stages of Erikson's (1963, 1968, 1980) theory of psychosocial development:

- (i) Ego identity *versus* role confusion      (ii) Intimacy *versus* isolation  
(iii) Adult generativity *versus* stagnation      (iv) Ego integrity *versus* despair

[20 marks]

Or: (b)

Freud's (1940) psycho-sexual theory of personality development includes the use of defence mechanisms as part of human behaviour.

- (i) What do you mean by 'defence mechanisms'? [5 marks]  
(ii) Identify and describe three (3) defence mechanisms that can be found in Freud's (1940) psycho-sexual theory of personality development [15 marks]

#### Question 2

(a) Abdullah Yvonne has a mental age (or MA) of 30 and a chronological age (or CA) of 40 years. Using the appropriate formula, calculate Abdullah's intelligence quotient (IQ, for short) [3 marks]

(b) From your answer to (a) above, it can be concluded that Ms Yvonne is:

- A. Average/normal    B. Bright    C. Below average    D. Superior    E. Retarded [2 marks]

(c) Identify and discuss two (2) broad theories of intelligence [10 marks]

(d) What are the implications of each theory for adult teaching and learning? [5 marks]

[Total = 20 marks]

**Question 3**

- (a) Describe the concept of 'personality' [5 marks]  
(b) Identify and discuss two (2) broad theories of personality [10 marks]  
(c) What implications does each theory have for adult teaching and learning? [5 marks]  
[Total = 20 marks]

**Question 4**

- (a) What do you understand by 'motivation'? [5 marks]  
(b) Using examples, distinguish between extrinsic & intrinsic motivation [10 marks]  
(c) What are the implications of each for adult teaching and learning? [5 marks]  
[Total = 20 marks]

**End of Question Paper**