

**UNIVERSITY OF SWAZILAND****DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
MANAGEMENT****FINAL EXAMINATION PAPER 2005****TITLE OF PAPER : EDUCATIONAL AND DEVELOPMENTAL  
PSYCHOLOGY****COURSE CODE : EDF 100 (1)****TIME ALLOWED : THREE [3] HOURS****INSTRUCTIONS**

1. THIS PAPER HAS TWO SECTIONS 'A' AND 'B'
2. ATTEMPT ALL QUESTIONS IN SECTION 'A'. DO NOT SPEND MORE THAN 30 MINUTES IN THIS SECTION. MARK YOUR ANSWERS ON THE ANSWER SHEET PROVIDED.
3. SECTION 'B' HAS THREE ESSAY QUESTIONS. ANSWER ANY TWO QUESTIONS FROM THIS SECTION.

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

## SECTION A

### Instructions

1. Answer ALL questions in this section

1. Of the following, the best description of a theory is:
  - 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.
  
2. Which of the following statements are true of theories?
  - i. They are based on the results of patterns identified by research.
  - ii. They serve as a basis for predicting the outcome of future events.
  - iii. They serve as a basis for explaining events.
  - iv. Once developed, they are not modified.
  - A. i, iv
  - B. i, ii, iii
  - C. i, ii, iii, iv
  - D. i, ii, iv
  
3. Mrs Tsabedze was having a difficult time getting her students involved in her lessons. She would begin by telling them the content they were studying was important, but the students were unresponsive. She thought a lot about the problem, asking colleagues and looking for ideas. In reading an article in one of her professional journals one evening, she saw a report that students are often curious when teachers begin their lessons with a question or problem that doesn't have an apparent solution.

Of the following, the above best illustrates a :

  - A. theory
  - B. body of knowledge
  - C. research result
  - D. case study
  
4. 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. egocentrism

- B. transformation
- C. centration
- D. conservation

5. You are teaching the concept of noun to your third-grade students. Using Piaget's theory as a basis for making your decision, the best example of the following to use in illustrating the concept would be:
- A. a drawing of a house
  - B. a coloured picture of a tree
  - C. a soccer ball
  - D. a picture of a girl with the word 'girl' written underneath it.
6. Jabu puts a pencil and a ruler together because they are both straight. The stage of cognitive development that this behaviour illustrates is
- A. preoperational
  - B. sensori motor
  - C. formal operational
  - D. concrete operational
7. The changes that occur in human beings between conception and death are referred to as
- A. maturation
  - B. development
  - C. growth
  - D. cognitive development
8. During elementary and middle school years, according to Erikson, children need to resolve the conflict between
- A. trust vs mistrust
  - B. autonomy vs shame/doubt
  - C. initiative vs guilt
  - D. industry vs inferiority
9. When motivation is due to rewards outside the action itself, it is said to be
- A. inferred
  - B. intrinsic
  - C. extrinsic
  - D. assumed
10. 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

11. Erikson's work is based on which one of the following ideas?
- A. A crisis is a point in a person's psychosocial development that is characterised by a loss of personal identity.
  - B. Movement from one stage of psychosocial development to another is characterised by a change in the individual's motivation.
  - C. People from different cultures have different basic needs.
  - D. A person must resolve the crisis at each stage of psychosocial development in order to move to the next stage.
12. Which of the following best describes people who fail to successfully resolve the psychosocial challenge of identity vs confusion?
- A. people have a basic sense of trust, can function on their own, and can take initiative.
  - B. People who retain behavioural traits characteristic of adolescence later in life.
  - C. Adolescents who feel competent to overcome questions about who they are.
  - D. Teenagers who are doomed to a period of distress and uncertainty.
13. If an individual decides not to do something because his/her father and his/her mother will be disappointed in him, he/she would be best described as reasoning at the:
- A. social contract stage
  - B. good boy – nice girl stage
  - C. universal principles stage
  - D. law and order stage.
14. Sarah, 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, pressures Sarah in considering engineering. Sarah finally agrees and enrolls in an engineering program. Of the following, Sarah's decision best illustrates
- A. Identity foreclosure
  - B. Identity diffusion
  - C. Identity achievement
  - D. Identity moratorium.
15. Experts most commonly define intelligence as:
- A. the ability to learn, reason in the abstract and solve problems

- B. the ability to think clearly and make decisions after adequate deliberations
  - C. the ability to achieve in school and get along with others
  - D. the ability to adapt to unique environments.
16. According to Gardner's theory of multiple intelligences,
- A. teachers should use teaching strategies linked to students' learning styles
  - B. the curriculum should be broadened to include emphasis on alternate subjects and topics
  - C. female students should be taught to think like males and vice versa
  - D. schools should renew their focus on basic skills.
17. Which of the following is the most accurate description of **inclusion** of children with exceptionalities as it is conceptualized by experts?
- A. Placing children with exceptionalities in regular classrooms for all their academic work except basic skill areas, such as reading and maths.
  - B. Placing students with exceptionalities in regular classrooms full time with the support of special education experts.
  - C. Placing students with exceptionalities in regular classrooms whenever possible with the support of education experts.
  - D. Providing instruction by special education experts for students when they are pulled out of mainstream classes, but not providing special education support for teachers when students with exceptionalities are mainstreamed in regular classrooms.
18. When teachers and other students overact to a physical handicap by doing everything for the student, such that an unhealthy dependence upon others can result, is best described as:
- A. a behavioural disorder
  - B. negative self-concept
  - C. learned helplessness
  - D. a communication disorder.
19. If a teacher responds by putting gold stars on student's test paper who has passed well, this is an example of
- A. motivation
  - B. shaping behaviour
  - C. operant conditioning
  - D. classical conditioning.
20. 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 rates.

For questions 21- 35, write either True or False to show whether you agree or disagree with the following statements.

- 21. According to Maslow, belonging to a family/social group will not be a need for people until their need for safety is not met.
- 22. The capacity of short-term memory is larger than that of long-term memory.
- 23. Information is normally quickly lost from the sensory memory, but it can be retained there with rehearsal.
- 24. Aptitude and intelligence are synonymous terms.
- 25. The concept classroom management and the concept discipline mean the same thing.
- 26. A test item could be invalid and still be reliable.
- 27. Formal measurements are usually less reliable than are informal measurements.
- 28. According to Bandura, people achieve a sense of self-fulfilment based primarily on the extent to which they are successful.
- 29. Standardized test tend to be less reliable than teacher-made tests.
- 30. While positive reinforcement results in increase in behaviours, negative reinforcement results in decrease in behaviours.
- 31. Gardner's theory of multiple intelligence adds dimensions to intelligence that help explain how a person selects effective problem solving strategies.
- 32. Lack of experience is a major contributing factor to poor performance on intelligence tests.
- 33. According to Kohlberg, an effective way to teach moral development is to explain ethical laws and principles.
- 34. Self-concept tends to be a general characteristic. If people 'feel good about themselves' in one area, they tend to feel good about themselves in most other areas as well.
- 35. Most secondary school students typically reach the stage of formal operations and are able to think and reason in the abstract.

For questions 36–40, write the correct word or phrase to complete the sentence.

36. The theory of learning that attributes change in behaviour to observation and imitation is \_\_\_\_\_.
37. The fusion of the two sex cells is referred to as \_\_\_\_\_.
38. The measurement of the ability to acquire new information and skills is called \_\_\_\_\_.
39. Learning to produce the sounds of words is referred to as \_\_\_\_\_.
40. \_\_\_\_\_ is a progressive series of changes that occur in human beings as a result of maturation and experience.

## **SECTION B**

Answer any **two** of the following questions in this section. Each question is worth 30 marks.

1. Describe Kohlberg's stages of moral reasoning and give an example of reasoning at each stage. What educational implication can you discern from each type of reasoning?
2. Discuss cases of student behaviour using concepts such as reinforcement, punishment, generalization, discrimination, satiation and extinction.
3. Discuss learner motivation on the basis of behavioural, cognitive and humanistic theories.

**ANSWER SHEET**

**FACULTY OF EDUCATION**

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**EDF 100: EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY**

**FINAL EXAMINATION 2005**

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

**Section A (Questions 1 to 40)**

**For questions 1 to 16 circle the letter representing the best answer**

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



15.           A     B     C     D     E  
16.           A     B     C     D     E  
17.           A     B     C     D     E  
18.           A     B     C     D     E  
19.           A     B     C     D     E  
20.           A     B     C     D     E

For questions 21 to 35 circle true or false

21.   True                    False  
22.   True                    False  
23.   True                    False  
24.   True                    False  
25.   True                    False  
26.   True                    False  
27.   True                    False  
28.   True                    False  
29.   True                    False  
30.   True                    False  
31.   True                    False  
32.   True                    False  
33.   True                    False  
34.   True                    False

35. True False

For questions 36-40, write the correct word or phrase to complete the sentence.

36. \_\_\_\_\_

37. \_\_\_\_\_

38. \_\_\_\_\_

39. \_\_\_\_\_

40. \_\_\_\_\_