

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

FINAL EXAMINATION PAPER 2008/2009

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

COURSE CODE : EDF 100 (PAPER 11)

TIME ALLOWED : THREE [3] HOURS

TOTAL MARK ALLOCATION : 100 MARKS

INSTRUCTIONS : 1. ANSWER ALL QUESTIONS IN SECTION A.

**2. YOU ARE REQUIRED TO ANSWER FOUR
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 (numbers 1- 8). Choose the correct word or phrase from the given list of terms below 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 -----

List of terms

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 -----	

E. Understand seriation of action -----	2. Preoperational
F. Hypothetico-deductive reasoning -----	
G. Child can do classification -----	3. Concrete operational
H. Child learns that all objects are like living people -----	
I. Child can do circular reactions -----	4. Formal operational
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 -----	

(12 marks)

SECTION B

Answer four 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. **[20 marks]**

2. A. Describe the process of cognitive development as put forward by Piaget's theory. **[12 marks]**
 B. Give four points that show how knowledge of this theory can be useful to teachers in the schools? **[8 marks]**

3. A. Explain how forgetting occurs **[5 marks]**
 B. Discuss how teachers can help students minimise it. **[15 marks]**

4. Describe ways that schools and classrooms can adopt 'inclusive education' to cater for children with exceptionalities. **[20 marks]**

5. A. Define Learning. **[2 marks]**
 B. Discuss, and with suitable examples any six basic principles of Operant Conditioning Learning theory. **[18 marks]**