

# FACULTY OF EDUCATION



## DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

SUPPLEMENTARY PAPER 2009/2010

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

**COURSE CODE:** EDF 101

**TIME:** THREE [3] HOURS

### **INSTRUCTIONS:**

1. There are two sections in this paper.
2. Answer all questions in SECTION A.
3. You are required to answer three questions from SECTION B.

THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS  
BEEN GRANTED TO DO SO 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 ----- B. Child has not achieved conservation ----- C. Egocentrism ----- D. Abstract thinking ability ----- E. Understand seriation of action -----	1. Sensori-motor
F. Hypothetico-deductive reasoning ----- G. Child can do classification ----- H. Child learns that all objects are like living people -----	2. Preoperational
I. Child can do circular reactions ----- J. Child learns to consider many possibilities in situations and solving problems -----	3. Concrete operational
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 -----	4. Formal operational

(12 marks)

## **SECTION B**

Answer four questions in this section.

1. How might you know that a pupil is in the adolescent stage. Discuss the common physical, social and emotional characteristics of this stage in human development for both boys and girls.

(20 marks)

2. A. Define the importance of defence mechanisms in human behaviour.

(5 marks)

- B. Discuss 5 defence mechanisms that can be found in Freud's theory of Psychosexual development.

(15 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 in Swaziland schools.

(15 marks)

4. A. Explain how forgetting occurs. (5 marks)

- B. Discuss how teachers can help students minimise improve their memory. (15 marks)

5. Discuss ways of increasing the transfer of learning.

(20 marks)