



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
MANAGEMENT**

**FINAL EXAMINATIONS MAY 2014**

**COURSE CODE: EDF 104**

**TITLE OF PAPER: EDUCATIONAL PSYCHOLOGY**

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

**TOTAL MARKS: 100 MARKS**

**INSTRUCTIONS:**

1. This paper has 3 sections.
2. Answer all questions in Section A and B.
3. Answer TWO questions in Section C.
4. USE THE ANSWER BOOKLET PROVIDED FOR ALL YOUR ANSWERS.

**Total marks : 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN  
GRANTED BY THE INVIGILATOR.**

## SECTION A

Answer all questions in this section. Write the letter with correct answer in the answer booklet.

1. If the teacher who says " I never believe that my learners have learned anything until their behaviour change for the better.' This comment can be made by a teacher who has the ----- perspective of learning.
  - A. motivational
  - B. behavioural
  - C. cognitive
  - D. social learning
  
2. Intelligence can be broadly defined as
  - A. the ability to think clearly and make decisions after adequate deliberations.
  - B. the ability to achieve in school and get along with others.
  - C. the ability to cheat in examinations and pass very well.
  - D. the ability to learn, reason in the abstract and solve problems.
  
3. In which of the following ways are learners with special needs different from their class mates?
  - A. A learner with special needs is any learner who learns best when the classroom instruction is adapted to accommodate his/her existing ability.
  - B. There is a typical profile of academic, social and physical strengths and weaknesses for learners at a particular grade level, and learners with special needs do not fit that profile.
  - C. Learners with special needs are learners which cannot reach their full potential in a general education classroom unless special modifications are made.
  - D. Learners with special needs are learners whose classroom behaviours are noticeably different from those of their classmates.
  
4. Social Learning is best characterized as being concerned with learning ...
  - A. communication skills.
  - B. socially appropriate behaviours.
  - C. through observation of others.
  - D. using pictures and symbols.
  
5. One characteristic common to all behavioral learning theories is an emphasis on

- A. the importance of rewards.
  - B. the effect of the environment on learning
  - C. how one learn by observing the behaviour of others.
  - D. importance of every single event in a person's life.
6. Which of the following best illustrates inclusion as it is defined by special educators?
- A. Mongi, who has dramatic mood swings, has a special classroom on the days he is well-behaved.
  - B. Musa, has multiple physical disabilities, and has a special classroom on the day she and a student with cerebral paralysis are taught.
  - C. Ntombi, who has mental retardation, is taught in a general classroom , where her teacher and specialist both design and deliver instruction.
  - D. Fana, who is deaf, joins a regular class when it goes to art and physical education.
7. Which one of the following is an exarnple of an outcome of operant conditioning?
- A. Tom does not eat curry because he knows he gets stomach ache when he eats food with spices.
  - B. The teacher forces Zodwa, who is left-handed, to write with her right hand.
  - C. Happy got A in the last test.
  - D. Sazi did not pass the examination because he only started studying the day before the examination.
8. Self-actualization is primarily associated with
- A. Bruner
  - B. Piaget
  - C. Maslow
  - D. Bandura.
9. In motivation, a drive is understood to
- A. to push individuals to behave a certain way.
  - B. To pull individuals to do something.
  - C. Both A and B
  - D. None of the above.
10. An example of a deficiency need in Maslow's theory would be
- A. the desire for approval of others.
  - B. the desire for food and water.
  - C. the desire for success and achievement.

D. the desire to 'be all that one can be'

(10 marks)

**SECTION B**

(i) Select the appropriate word or phrase from the list given below to fill the blank space in each of the following statements. Write only the number of the statement and the correct word or phrase selected from the given list chosen from the list given below in the answer booklet.

1. \_\_\_\_\_, the unconditioned response in Pavlov's experiment.
2. \_\_\_\_\_, the progressive decline of a conditioned response in the absence of the unconditioned stimulus.
3. \_\_\_\_\_ strengthens behaviour.
4. An example of \_\_\_\_\_, can be "You can watch television only after you finish writing your homework."
5. \_\_\_\_\_, a principle that suppresses behaviour.
6. \_\_\_\_\_, the response to the unconditioned stimulus
7. \_\_\_\_\_, a stimulus that does not require conditioning to induce a response.
8. \_\_\_\_\_ interference occurs when a new learning interferes with what was previously stored in memory.
9. Large amounts of information are stored within the \_\_\_\_\_.
10. \_\_\_\_\_, also known as short-term memory.
11. \_\_\_\_\_, A failure to recall previously learned information.
12. \_\_\_\_\_ is the strategy that increases the capacity of short-memory.
13. An example of \_\_\_\_\_, is when a child is given a piece of candy whenever his/her behaviour is close to the behaviour the parent desires.
14. The reappearance of faded behaviour after some time interval is called \_\_\_\_\_.
15. An example of \_\_\_\_\_ is when a student is sent out of the classroom after repeatedly displaying disruptive behaviour.

***Punishment, extinction, salivation, reinforcement, unconditioned stimulus, spontaneous recovery, working memory, negative reinforcement, unconditioned response, retroactive, attention, long-term memory, timeout, shaping, forgetting***

( 15 marks)

(ii) List 5 points on the important role of motivation in teaching..

(5 marks)

### SECTION C

Answer **TWO** questions only in this section. Use the answer booklet to write your answers. Each question in this section is 35 marks.

#### **Question 1**

*Bethusile is a Grade 6 pupil who always complains about having difficulty in understanding what other people are saying unless they are facing her. When you are talking facing her she noticeably turns one ear toward you. She always asks for repetition and usually she is reluctant to participate in group discussions, social occasions and family gatherings because she has difficulty understanding what has been said.*

- a) What type of impairment or disability does Bethusile exhibit? (2 marks)
- b) From this case study, what are the indications of the impairment? (8 marks)
- c) Discuss classroom strategies you can use as a teacher to teach this particular learner.

(25 marks)

#### **Question 2**

- A. Why do we forget? Briefly discuss. (10 marks)
- B. How can we help learners to minimize forgetting? (25 marks)

#### **Question 3**

Write about the four processes of Social Learning /Observational Learning Theory and their importance in teaching and learning..

(35 marks)