



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: Soweto
<u>MODULE</u>	: EDS10A2 & EDUSTA2 EDUCATION STUDIES (Intermediate and Foundation Phase)
<u>SEMESTER</u>	: First
<u>EXAM</u>	: SSA July 2019

DATE : **SESSION** : 08:30-11:30

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MODERATOR : Dr VM Dwarika

DURATION : 2 HOURS **MARKS** : 100

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Read the instructions at the beginning of each question carefully before you attempt to answer it.
 3. Number your answers clearly.
 4. Enjoy the paper.
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QUESTION 1

1.1 Match the statements in column A with the possible options in column B. On your answer sheet, write only the correct answer next to the number of the statement. (20)

1. A-not-B error	A. -rooting -sucking -grasping
2. Simple reflexes	B. Piaget used this to refer to reversible mental actions that allow children to do mentally what before they could only do physically.
3. Operations	C. Piaget's 1st sub stage of sensorimotor development -birth to month -coordination of sensation and action through reflexive behaviour
4. Give an example of Piaget's Preoperational sub stage of tertiary circular reactions, novelty, and curiosity	D. When infants make the mistake of selecting the familiar hiding place (A) rather than the new hiding place (B) as they progress into sub stage 4 in Piaget's sensorimotor stage
5. Preoperational Stage	E. A block can be made to fall, spin, hit another object, and slide across the ground
6. Schemes	F. Stress deduction which involves inferring from first principles.
7. Give some examples of Piaget's Preoperational sub stage of first habits and primary circular reactions	G. (Piaget), 2-7 years -begins to use mental representations to understand the world -symbolic thinking reflected in the use of words and images -restraints: egocentrism and centration
8. Imaginary audience	H. A mechanism proposed by Piaget to explain how children shift from one stage of thought to the next
9. Rationalists	I. In Piaget's theory, actions or mental representations that organise knowledge -behavioural schemes (physical activities) characterize infancy and mental schemes
10. Give some examples of Piaget's Preoperational sub stage of a simple Reflex	J. Repeating a body sensation first experienced by chance (example: sucking thumb); then infants might accommodate actions by sucking their thumb differently than they suck on a nipple
11. Postformal thought	K. Stress induction which involves generalising from observables
12. Empiricists	L. The aspect of adolescent egocentrism that involves attention-getting behaviour motivated by a desire to be noticed, visible and onstage
13. Equilibration	M. The awareness that altering the appearance of an object or a substance does not change its basic properties -demonstrates that a child can think operationally
14. Conservation	N. Piaget argued that object permanence is one of infancy's landmark cognitive accomplishments -understanding that objects and events continue to exist even when they cannot directly be seen, heard, or touched
15. Sensorimotor Stage	O. Piaget) 0-2 years: knowledge of world gained from physical actions performed on it, coordinate sensory experiences with physical actions, infant progresses from reflexive, instinctual action to the beginning of symbolic thought toward the end of the stage
16. Concrete Operational Stage	P. Thinking that is reflective, relativistic, and contextual; provisional; realistic; and open to emotions and subjective
17. Plasticity	Q. Piaget), 11-15 years -reasons in more abstract, idealistic and logical (hypothetical-deductive) ways
18. Twelve Principles of Learning	R. Renate and Geoffrey Caine
19. Formal Operational Stage	S. Piaget), 7-11 years: can reason logically about concrete events, -understands concept of conservation, -can organize objects into hierarchical classes (classification), -places objects in ordered series (seriation)
20. Object Permanence	T. Refers to the brain's special ability for modification and change. The brain's ability to change with learning.

1.2 Answer the following multiple choice questions. Write only the question number and the letter to indicate your answer. (5)

1.2.1 Cognitive constructivist.

1. Piaget role of language
2. Piaget key processes
3. Piaget constructivism
4. Animism

1.2.2 According to Piaget, a child, 7-11 years:

- can reason logically about concrete events
- understands the concept of conservation
- can organise objects into hierarchical classes (classification)
- places objects in ordered series (seriation)

This child is at which stage of development?

1. Formal Operational Stage
2. Object Permanence
3. Preoperational Stage
4. Concrete Operational Stage

1.2.3 What is NOT an implication of the twelfth brain-based assumption "Every brain is unique?"

1. Learners are either right-brained or left-brained.
2. Each person has his or her own learning style.
3. Instruction will be less effective if it does not take into account personal learning styles.
4. Students have various study preferences.

1.2.4 Which behaviour does NOT describe Autistic children?

2. Children have abnormal face recognition and identification of facial expressions.
3. Make little or inconsistent eye contact.
4. Children are attracted to speech and face from birth.

1.2.5 Which one of the following describes the function of the Cerebellum.

1. Sorting and storing memory
2. Connects left and right hemispheres
3. Emotional library of the brain
4. Balance, posture, co-ordination. Also: cognition, novelty and emotions

SUB TOTAL (25)

QUESTION 2

2.1 Mental activity is an activity of the mind resulting in a collection of thought.

Learning new things in study, at work and in leisure time all contributes to challenging the mind throughout life and helping the brain function efficiently.

Name the seven essential mental activities and shortly describe them. (21)

2.2 The child's ability to form concepts happens when she is able to abstract a single attribute to form the basis of a collective. To form a concept it is necessary to abstract, to single out.

Vygotsky identifies two types of concepts. Name these two concepts and

Explain each of the concepts. (6)

SUB TOTAL (27)

QUESTION 3

3.1. Fill in the missing words. (5)

_____a mechanism proposed by Piaget to explain how children shift from one stage of thought to the next.

_____Piagetian concept in which children use existing schemes to incorporate new information. Example: a toddler who has learned the word "car" to identify the family's car might call all moving vehicles on roads cars including motorcycles or trucks.

_____Changes occurring throughout the lifespan that are *orderly* and *adaptive*. Can be physical, cognitive, or social in nature.

The dispute between rationalism and empiricism takes place within _____, the branch of philosophy devoted to studying the nature, sources and limits of knowledge.

_____The belief that you are the centre of the universe and everything revolves around you: the corresponding inability to see the world as someone else does and adapt to it. Not moral "selfishness", just an early stage of psychological development.

3.2 Name Two types of mathematical learning. (2)

3.3 Answer the following questions: True or False (10)

1. Constructivism is usually associated with Renate and Geoffrey Caine.
2. Emotions direct students' learning processes, helping them gravitate toward positive situations and away from negative ones.
3. Autism spectrum disorder (ASD) is a term for a group of developmental disorders described by lasting problems with social communication and social interaction in different settings.
4. In terms of body movement, teachers of girls need to be mindful of the fact that they see the world as objects moving through space. This would require more body movement to keep their attention. Teachers of boys don't need to move around as much.
5. There are Three Basic Components to Piaget's Cognitive Theory.
6. Development can be physical, cognitive, or social in nature.
7. Boys only use the left hemisphere while reading.

8. Piaget held that development leads learning. Vygostky on the contrary, held that learning leads development.
9. Neurath's boat is a metaphor for how children construct emotions.
10. Physical Domain: thought processes and intellectual abilities including attention, memory, problem solving, imagination, creativity, academic and everyday knowledge, metacognition, and language.

SUB TOTAL (17)

QUESTION 4

- 4.1 Explain what is the Zone of Proximal Development. (5)
- 4.2 Name and shortly explain two types of Intelligence. (9)

QUESTION 5

5.1 Renate and Geoffrey Caine, are known world-wide for clarifying for educators how to apply brain research to teaching and learning, making the bridge from research to classrooms more practical than ever.

They have taken the latest research from neurosciences, education and related disciplines, particularly the important findings of the brain's executive function and combined it with years of experience of working with schools and put brain research to work in the classroom.

They have developed the 12 Principles to assist a teacher in their instructions to encompass the brain-based findings and applying this evidence through the 12 principles.

Name these 12 Principles. (12)

5.2 Explain the following Principle: Learning Engage the Entire Physiology.

Provide examples of Educational implication of this Principle. (5)

SUB TOTAL (17)

TOTAL: 100