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**CHILD DEVELOPMENT
KINDERONTWIKKELING**Duration 2 Hours
Tydsduur 2 Uur100 Marks
100 Punte**EXAMINERS / EKSAMINATORE**FIRST / EERSTE PROF FE GOUWS
SECOND / TWEEDE DR LDN TLALE**Closed book examination
Toeboekeksamen**

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This examination question paper consists of 12 pages including a mark reading sheet

READ THE QUESTIONS CAREFULLY AND ANSWER ONLY WHAT IS ASKED

Answer ALL the questions.

Please note that you have to indicate your answer to the 25 Multiple Choice Questions on the mark reading sheet. See the instructions on the mark reading sheet on how to complete the mark reading sheet.

The marks allocated to a subsection roughly indicate the required length of the answer.

Hierdie eksamenvraestel bestaan uit 12 bladsye ingesluit die merkleesblad.

LEES DIE VRAE VERSIGTIG DEUR EN ANTWOORD NET WAT GEVRA WORD

Beantwoord AL die vrae.

Neem asseblief kennis dat u die 25 meervoudige keusevrae moet beantwoord op die merkleeskaart. Lees die instruksies op die merkleeskaart oor hoe om die merkleeskaart te voltooi.

Die punte wat aan 'n onderafdeling toegeken word, dien as aanduiding van die lengte van die antwoord wat verwag word.

[TURN OVER/BLAAI OM]

QUESTION 1.MULTIPLE-CHOICE ITEMS/ VRAAG 1: MEERKEUSE-ITEMS

1 Scaffolding forms part of

- 1 Erickson's theory
- 2 Vygotsky's theory
- 3 Piaget's theory
- 4 Sternberg's theory

Steiering (scaffolding) vorm deel van

- 1 Erickson se teorie
- 2 Vygotsky se teorie
- 3 Piaget se teorie
- 4 Sternberg se teorie

2 The primary symptoms of anorexia nervosa are the individual's

- 1 tendency to binge at times, only to purge himself/herself afterwards for example by vomiting
- 2 relentless pursuit of excessive thinness and the consequent loss of weight
- 3 social withdrawal and preoccupation with food
- 4 feelings of uncertainty and dissatisfaction with body image

Die primêre simptome van anorexia nervosa is die individu se

- 1 neiging om by tye te ooreet, net om daarna van die kos ontslae te raak deur byvoorbeeld te vomiteer
- 2 onophoudelike strewe na oordrewe slankheid en die gevolglike oormatige verlies van gewig
- 3 sosiale onttrekking en preokkupasie met voedsel
- 4 gevoelens van onsekerheid en ontevredenheid met die liggaamsbeeld

3 Sternberg proposes that intelligence comprises three aspects. Which of the following is **not** one of the aspects?

- 1 Practical intelligence
- 2 Creative intelligence
- 3 Existential intelligence
- 4 Analytical intelligence

Sternberg stel voor dat intelligensie uit drie aspekte bestaan. Watter van die volgende is **nie** een van die aspekte nie?

- 1 Praktiese intelligensie
- 2 Kreatiewe intelligensie
- 3 Eksistensiele intelligensie
- 4 Analitiese intelligensie

7 The best way to determine what cognitive stage a person has reached is by

- 1 measuring the person's scores by means of a mental ability test
- 2 knowing the person's age
- 3 knowing the person's rate of development
- 4 observing how the person solves problems

Die beste manier om te bepaal watter kognitiewe stadium iemand bereik het, is deur

- 1 die persoon se tellings dmv 'n toets vir verstandelike vermoens te meet
- 2 te weet hoe oud die persoon is
- 3 die persoon se tempo van ontwikkeling te ken
- 4 waar te neem hoe die persoon probleme oplos

8 Parents who encourage communication with their adolescent children are

- 1 permissive
- 2 authoritarian
- 3 authoritative
- 4 over-involved

Ouers wat kommunikasie met hulle adoloesentkinders ouanmoedig is

- 1 permissief
- 2 outoriter
- 3 gebiedend
- 4 oorbetrokke

9 The South African Children's Act allows adolescents over the age of years to access health services, such as HIV testing and termination of pregnancy without parental consent

- 1 ten (10)
- 2 twelve (12)
- 3 fourteen (14)
- 4 sixteen (16)

Die Suid-Afrikaanse Kinderwet gee adolessente ouer as _____ jaar toegang tot gesondheidsdienste, soos MIV-toetsing en die beëindiging van 'n swangerskap sonder die toestemming van hul ouers

- 1 tien (10)
- 2 twaalf (12)
- 3 veertien (14)
- 4 sestien (16)

10 A learner who repeatedly scores low marks in tests, and attributes this to the teacher who is seen as being against them, is using the following defence mechanism

- 1 denial
- 2 suppression
- 3 projection
- 4 regression

'n Leerder wat herhaaldelik swak punte in toetse kry, en die blaam op die onderwyser plaas en sê die onderwyser is teen hulle, gebruik die volgende verdedigingsmeganisme

- 1 ontkenning
- 2 onderdrukking
- 3 projeksie
- 4 agteruitgang

11 According to Erikson, adolescents experience a crisis characterised by

- 1 intimacy versus isolation
- 2 generatively versus stagnation
- 3 identity versus identity diffusion
- 4 initiative versus guilt

Volgens Erikson beleef adolessente 'n krisis wat gekenmerk word deur

- 1 intimiteit versus isolasie
- 2 generatieweit versus stagnasie
- 3 identiteit versus identiteitsverwarring
- 4 inisiatief versus skuld

12 A stimulant that is used to treat children and adolescents who have attention-deficit and hyperactivity disorder is called

- 1 codeine
- 2 rohypnol
- 3 Ritalin

4 mandrax

'n Stimulant wat gebruik word om kinders en adolessente met aandaggebreksindroom en hiperaktiwiteit te behandel, word genoem

- 1 kodeien
- 2 rohypnol
- 3 ritalin
- 4 mandrax

13 An adolescent who wants to establish a realistic identity and does not know how to do this, functions on the following identity status, namely identity

- 1 diffusion
- 2 moratorium
- 3 achievement
- 4 foreclosure

'n Adolessent wat 'n realistiese identiteit wil skep en nie weet hoe om dit te doen nie, funksioneer op die volgende identiteitstatus, naamlik identiteits-

- 1 diffusie
- 2 moratorium
- 3 prestasie
- 4 sluiting

14 Which one of the following statements on the self-concept is **NOT** true?

- 1 The self-concept is complex
- 2 The self-concept is mono-dimensional
- 3 The self-concept is dynamic
- 4 The self-concept is organised

Watter een van die volgende stellings oor die selfkonsep is **ONWAAR**?

- 1 Die selfkonsep is kompleks
- 2 Die selfkonsep is monodimensioneel
- 3 Die selfkonsep is dinamies
- 4 Die selfkonsep is georganiseerd

15 Defence mechanisms are

- 1 special strategies that serve as safeguards against anything that poses a danger to personality
- 2 the use of excuses to justify what may be considered unacceptable behaviour

- 3 conscious behaviour patterns used by a person to protect himself/herself against feelings of anxiety and inferiority
- 4 opposing forces among the id, ego and superego

Verdedigingsmeganismes is

- 1 spesiale strategiee wat as beskerming dien teen enigiets wat 'n gevaar inhou vir die persoonlikheid
 - 2 die gebruik van verskonings om dit te regverdig wat as onaanvaarbare gedrag beskou kan word
 - 3 bewuste gedragspatrone wat deur 'n persoon gebruik word om hom-/haarself teen gevoelens van angs en minderwaardigheid te beskerm
 - 4 teenstrydige kragte tussen die id, ego en superego
- 16 There are three steps in the memory processing process namely, working/short-term memory, long-term memory and
- 1 sensory register
 - 2 central executive
 - 3 memory register
 - 4 memory executive

Daar is drie stappe in die proses van geheueverwerking naamlik, werkende/korttermyngeheue, langtermyngeheue en

- 1 gevoelsregister
 - 2 sentrale uitvoering
 - 3 geheueregister
 - 4 geheue-uitvoering
- 17 Constructivism means that the
- 1 learner constructs knowledge for themselves
 - 2 teacher constructs the knowledge for the learner
 - 3 learner and the teacher together construct the knowledge
 - 4 learner constructs knowledge with the help of other learners

Konstruktivisme beteken dat die

- 1 leerder self kennis opbou
- 2 onderwyser die kennis vir die leerder opbou
- 3 leerder en die onderwyser saam die kennis opbou
- 4 leerder kennis met behulp van ander leerders opbou

18 In South Africa, school dropout rates remain high. Which one of the following factors is **NOT** seen as a cause of adolescent dropout?

- 1 Socioeconomic and environmental factors
- 2 Academic factors and related behavior
- 3 age of the adolescent
- 4 Inadequate school systems

In Suid-Afrika, bly die vroeë skoolverlater syfer hoog. Watter een van die volgende faktore word **NIE** gesien as 'n oorsaak tot vroeë skoolverlating nie?

- 1 Sosio-ekonomiese en omgewingsfaktore
- 2 Akademiese faktore en verwante gedrag
- 3 Ouderdom van die adolescent
- 4 Onvoldoende skool stelsels

19 Achievement motivation has a number of components. _____ is one of the component of achievement motivation.

- 1 The need to strengthen the ego
- 2 Ability
- 3 Locus of control
- 4 The need for luck

Prestasie motivering het verskeie komponente. _____ is een van die komponent van prestasie motivering.

- 1 die behoefte om die ego te versterk
- 2 vermoë
- 3 lokus van kontrole
- 4 die behoefte aan geluk

20 Most of the empirical research into female moral reasoning is based on _____ theory.

- 1 Kohlberg's
- 2 Erikson's
- 3 Gilligan's
- 4 Hurlock's

Die meeste van die empiriese navorsing oor vroulike morele redenasie is gegrond op _____ se teorie.

- 1 Kohlberg
- 2 Erikson
- 3 Gilligan

- 4 Hurlock
- 21 A useful career assessment tool that is widely used by psychologists, teachers, parents, students and learners is
- 1 the Senior South African Individual Scale
 - 2 the Johari Window
 - 3 Cattell's 16PF
 - 4 the Self-Directed Search
- 'n Nuttige loopbaanassesseringsinstrument wat baie deur sielkundiges, onderwysers, ouers, studente en leerders gebruik word, is die
- 1 Senior Suid-Afrikaanse Individuele Skaal
 - 2 Johari Venster
 - 3 Cattell se 16PF
 - 4 Selfrigtende Ondersoek
- 22 Anxiety is defined as a complex pattern of three types of reactions to a perceived threat, namely, motor responses, physiological responses and responses
- 1 objective
 - 2 emotional
 - 3 separation
 - 4 subjective
- Angstigheid word omskryf as 'n komplekse patroon van drie soorte reaksies op 'n waargenome bedreiging, naamlik motorresponse, fisiologiese response en response
- 1 objektiewe
 - 2 emosionele
 - 3 skeidings-
 - 4 subjektiewe
- 23 The theory of on moral development is more relevant for the understanding of female moral reasoning
- 1 Kohlberg
 - 2 Erikson
 - 3 Gilligan
 - 4 Hurlock

Die teorie van voor morele ontwikkeling is meer van toepassing op die begrip van vroulike morele redenasie

- 1 Kohlberg
- 2 Erikson
- 3 Gilligan
- 4 Hurlock

24 Which one of the statements is **NOT** true with regard to Gardner's theory of Multiple Intelligence?

- 1 The MI theory is a learning theory
- 2 MI is a theoretical framework for understanding learners' different intelligences
- 3 Teachers may find the application of Gardner's theory hard to perfect in a classroom setting
- 4 MI theory has stimulated new ideas and practices in the field of education

Watter een van die stellings is **NIE** waar met betrekking tot Gardner se teorie van Meervoudige intelligensie nie?

- 1 MI is 'n teoretiese raamwerk sodat ons die verskillende intelligensies van leerders kan verstaan
- 2 Onderwysers mag die toepassing van Gardner se teorie moeilik vind in 'n klaskamer omgewing
- 3 MI teorie het nuwe idees en praktyke gestimuleer in die gebied van onderwys
- 4 Die MI -teorie is 'n leer teorie

25 Maslow (1968, 1970) proposed that human motives are organised into a hierarchy of needs. This hierarchical arrangement is usually portrayed as a pyramid. Which one of the following does **NOT** form part of Maslow's theory?

- 1 Self-actualisation
- 2 Love and belongingness
- 3 Psychological needs
- 4 Physiological needs

Maslow (1968 , 1970) het voorgestel dat menslike motiewe georganiseer is in 'n hierargie van behoeftes. Hierdie hierargiese reeling word gewoonlik uitgebeeld as 'n piramide. Watter een van die volgende is **NIE** deel van Maslow se teorie nie?

- 1 Self-aktualisering
- 2 Liefde en om te behoort
- 3 Sielkundige behoeftes
- 4 Fisiologiese behoeftes

[25]

QUESTION 2 /VRAAG 2

Explain the following concepts in your own words
Omskryf die volgende begrippe in u eie woorde

- 2.1 Cyberbullying
Kuber afknouery
- 2.2 Mental health
Geestesgesondheid
- 2.3 Resilience
Veerkragtigheid
- 2.4 Information processing
Informasie prosesering
- 2.5 Moral development
Morele ontwikkeling
- 2.6 "Big Five" higher-order personality traits
"Groot Vyf" hoer orde persoonlikheidseienskappe

[30]

QUESTION 3/VRAAG 3

- 3 1 What are the criticisms of Piaget's theory of cognitive development? (12)
- 3 2 Neuroscience specifies five basic concepts about brain development. Name the **five** basic concepts. (5)
- 3 3 Explain by using practical examples how a teacher can promote creativity. (8)
- 3 1 Wat is die kritiek teen Piaget se teorie van kognitiewe ontwikkeling? (12)
- 3 2 Neuro-wetenskap spesifiseer vyf basiese konsepte wat belangrik is vir brein ontwikkeling. Noem die **vyf** basiese konsepte. (5)
- 3 3 Verduidelik aan die hand van praktiese voorbeelde hoe die onderwyser kreatiwiteit kan bevorder. (8)

[25]**QUESTION 4/VRAAG 4**

- 4 1 Name and discuss the **five** types of peer status that can be distinguished during adolescence. (10)
- 4 2 "Urie Bronfenbrenner's ecological model explains how everything in an adolescent and his or her environment affects how they grow and develop." Do you agree with this statement? Motivate your answer. (10)
- 4 1 Noem en bespreek die **vyf** tipes portuur statusse wat onderskei kan word gedurende adolessensie. (10)
- 4 2 "Urie Bronfenbrenner se ekologiese model verduidelik hoe alles in 'n adolessent en sy omgewing beïnvloed hoe hulle groei en ontwikkel." Stem u saam met hierdie stelling? Motiveer u antwoord. (10)

[20]**TOTAL: [100]**

MARK READING SHEET INSTRUCTIONS

Your mark reading sheet is marked by computer and should therefore be filled in thoroughly and correctly

USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET

PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET

Consult the illustration of a mark reading sheet on the reverse of this page and follow the instructions step by step when working on your sheet

Instruction numbers ① to ⑩ refer to spaces on your mark reading sheet which you should fill in as follows

- ① Write your paper code in these eight squares, for instance

P	S	Y	1	0	0	-	X
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- ② The paper number pertains only to first-level courses consisting of two papers

WRITE

0	1
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 for the first paper and

0	2
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 for the second. If only one paper, then leave blank

- ③ Fill in your initials and surname
- ④ Fill in the date of the examination
- ⑤ Fill in the name of the examination centre
- ⑥ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ⑦ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ⑧ WRITE your unique paper number HORIZONTALLY
NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ⑨ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ⑩ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
- ◆ For official use by the invigilator. Do not fill in any information here