

**EDT1602**

( 482554)

May/June 2016

**LEARNING AND TEACHING STRATEGIES IN THE ADOLESCENT YEARS**

Duration 2 Hours

100 Marks

**EXAMINERS**

FIRST  
SECOND

MR S NTSHANGASE  
MRS B FELDMAN

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Closed book examination

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**This examination question paper consists of four (4) pages plus the mark reading sheet.**

**ANSWER FOUR (4) THE QUESTIONS**

**[TURN OVER]**

**QUESTION 1 Multiple-choice questions (Unique no 482554)**

Read the instructions on the mark-reading sheet carefully before attempting to answer the questions. Please note that you have to indicate your answers to the ten (10) multiple-choice questions on the mark-reading sheet. Each correct answer is worth two (2) marks. The total for Question 1 is 20 marks.

- 1 A child must be in the \_\_\_\_\_ stage of cognitive development in order to engage in abstract thinking
  - 1) concrete operational
  - 2) symbolic interactionism
  - 3) formal operations
  - 4) post-conventional
  
- 2 Which one of the following individuals is a major theoretician of child cognitive development?
  - 1) Jean Piaget
  - 2) Sigmund Freud
  - 3) BF Skinner
  - 4) KG Franks
  
- 3 An Eriksonian crisis in which a child must learn to function in society (e.g. school, with friends, as a member of the family), is the stage of \_\_\_\_\_
  - 1) repression versus sublimation
  - 2) trust versus mistrust
  - 3) industry versus inferiority
  - 4) self versus other
  
- 4 What are the two processes associated with adaptation-based changes in a child's schemes?
  - 1) Interpersonal and intrapersonal convergence
  - 2) Accommodation and assimilation
  - 3) Divergency and convergency
  - 4) Heuristic and algorithmic
  
- 5 How many stages of development, from birth to death, were proposed by Erikson?
  - 1) Four
  - 2) Six
  - 3) Eight
  - 4) Twelve

**[TURN OVER]**

- 6 In effective learning environments, all students \_\_\_\_\_
- 1) are taught in exactly the same way
  - 2) are offered the same level of support
  - 3) are expected to succeed in the same way
  - 4) None of the above
- 7 Providing a student with enough help to complete a task and then gradually decreasing the help as the learner becomes able to work independently is called \_\_\_\_\_
- 1) shielding
  - 2) scaffolding
  - 3) reinforcing
  - 4) evaluating
- 8 Which one of the following is NOT an acceptable approach to structuring a curriculum framework?
- 1) A content-based approach
  - 2) An experience-based approach
  - 3) An assessment based approach
  - 4) An outcomes-based approach
- 9 Which of the following is associated with a teacher-centered approach?
- 1) Small-group discussion
  - 2) Direct instruction
  - 3) Co-operative learning
  - 4) Problem-solving
- 10 Constructivism is based on the premise that \_\_\_\_\_
- 1) learning is a passive process of receiving information into mental frameworks
  - 2) knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks
  - 3) knowledge is obtained and understanding is passively transmitted to learners by a knowledgeable teacher
  - 4) All of the above

[20]

[TURN OVER]

**QUESTION 2**

- 2 1 Explain the difference between self-concept and self-esteem (5)
- 2 2 Provide five (5) guidelines on how the teacher can develop the adolescent learners' self-concept and self-esteem in a classroom situation (10)
- 2 3 List and explain Kohlberg's levels of moral development (15)  
[30]

**QUESTION 3**

- 3 1 Discuss the seven (7) roles of teachers (educators) as given in the Norms and Standards for Educators (2000) (14)
- 3 2 Give three (3) reasons for using direct instruction as a teaching strategy (6)
- 3 3 Explain the steps you should follow when preparing to use group work (10)  
[30]

**QUESTION 4**

- 4 1 List and explain the four (4) types of knowledge according to the Anderson-Kratwohl taxonomy (8)
- 4 2 Name the six (6) cognitive processes, according to this taxonomy, and explain what learners are required to do at each level (12)  
[20]


**TOTAL [100]**

**PART 1 (GENERAL/ALGEMEEN) DEEL 1**


STUDY UNIT e.g. PSY100-X STUDIE EENHEID by PSY100 X	INITIALS AND SURNAME VOORLETTERS EN VAN
<b>1</b>	<b>3</b>
PAPER NUMBER VRAESTELNOMMER	DATE OF EXAMINATION DATUM VAN EKSAMEN
<b>2</b>	<b>4</b>
STUDENT NUMBER STUDENTENOMMER	EXAMINATION CENTRE (E.G. PRETORIA) EKSAMENSENTRUM (BY PRETORIA)
<b>6</b>	<b>5</b>
UNIQUE PAPER NO. UNIEKE VRAESTEL NR.	
<b>8</b>	
<b>7</b>	<b>9</b>

For use by examination invigilator  
 Vir gebruik deur eksamenopsiener

**IMPORTANT**

- USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
- MARK LIKE THIS 
- CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
- ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
- CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
- CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
- DO NOT FOLD

**BELANGRIK**

- GEBRUIK SLEGS N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
- MERK AS VOLG 
- KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
- VUL U STUDENTENOMMER VAN LINKS NA REGS IN
- KONTROLEER DAT U DIE KORREKTE STUDENTENOMMER VERSTREK HET
- KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
- MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS.
- MOENIE VOU NIE

**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
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Specimen only