**REVISION QUESTIONS**
by U NQADALA - 1 May 2017 @ 22:52

Dear Students

May we all try to answer the following questions taken from the Exam Question Paper of Oct/Nov 2016

1. Define the Zone of Proximal Development (6)

2. List and Explain Piaget's Stages of Cognitive Development (12)

3. List and Explain the first six stages of Erikson's theory of Psychosocial Development (12)

Please note the verbs used, e.g. Define, List, Explain. You should be able to understand how to answer when you are required to describe or explain.It is also important to look at the marks awarded so that your answers may be reasonably long or short depending on what is required of you.

I invite discussion on these questions. When answering, it will also help other students if you indicate referencing pages from the textbook.

Nandi

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 2 May 2017 @ 22:59

4. Define the following terms:

4.1 Assimilation

4.2 Motivation

4.3 Self -Concept

4.4 Self - esteem

(8)

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 4 May 2017 @ 20:58

5. Discuss the seven roles of educators as given in the Norms and Standards for Educators (2000) (14)

6. 1 Give five reasons for using Problem Solving as a teaching strategy (10)

6.2 Give five reasons for using Direct Instruction as a teaching strategy (10)

7.1 Explain six of the steps you should follow when preparing to use Cooperative Learning (12)

7.2 Explain six of the steps you should follow when preparing to use Group Work (12)

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 6 May 2017 @ 22:34

8. Discuss six things that teachers can do to create a positive (quality) learning environment. (12)

9. List and explain the four types of knowledge according to the Anderson-Krathwohl Taxonomy. (8)

10. Name the six cognitive processes, according to this taxonomy, and explain what learners are required to do at each level. (12)

11. List and explain five levels of Bloom's Taxonomy for the cognitive domain. (20)

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**

by U NQADALA - 6 May 2017 @ 22:40

## Bloom's Taxonomy

The Six Levels of Bloom are recorded in the old prescribed book, the question is adopted from 2014/2015 question papers. The six levels are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Knowing that Anderson and Krathwol expanded on Bloom's, you will notice that Bloom's six levels are similar to the Cognitive Processes in table 4.2, PAGE 104, written as:

1. Remember

2. Understand

3. Apply

4. Analyse

5. Evaluate

6. Create

Reply Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 6 May 2017 @ 22:55

12. Give an example of how teachers can use Bloom's taxonomy to plan their lessons based on learning outcomes? (2)

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 7 May 2017 @ 19:42

13. Explain the concept 'Identity diffusion' as proposed by James Marcia (8)

14. List five steps that the teacher can follow to help change the disruptive behavior of learners in class so that the teaching - learning process becomes more effective and meaningful. (10)

15.Explain how teachers can create a culture-fair classroom (4)

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 7 May 2017 @ 20:17

Good day

**8. Discuss six things that teachers can do to create a positive (quality) learning environment. (12)**

- To create a positive learning environment, teachers need to create a safe and comfortable environment
- Allow the learners to participate in establishing classroom norms
- Motivate learners to be responsible for their behaviour and their learning
- Create an environment where error is welcomed as a learning opportunity. Learners can feel safe to learn, relearn and explore knowledge and understanding
- Create an environment that will support and encourage learning
- Be warm, respectful and understanding and let them know that you are there for them by respecting them for who they are and their point of view

**9. List and explain the four types of knowledge according to the Anderson-Krathwohl Taxonomy.**

**(8)**

| Knowledge type | Subtype | Examples |
|---|---|---|
| **Factual knowledge**<br><br>( Basic knowledge required to work in a discipline | Knowledge of terminology used to communicate ideas in a specific discipline | i. Symbols for chemical elements<br>ii. Names of part- machine<br>iii. Musical symbols<br>iv. Technical vocabulary |
| | Knowledge of a specific details such as facts and their sources | i. Sequence of letters in alphabet<br>ii. Sequence- elements periodic table<br>iii. Dates of events of history |
| **Conceptual knowledge** | Knowledge of classifications and | i. Classification animal species<br>ii. Types of music |

| | | |
|---|---|---|
| ( Knowledge of how things are related) | categories that group elements of content | iii. Forms of business ownership |
| | Knowledge of principles and generalisations used to organise ideas | i. Newton laws of motion<br>ii. Pythagoras′ theorem<br>iii. Law of supply and demand |
| | Knowledge of theories, models and structures used to explain and predict | i. Theory of evolution<br>ii. Information- processing model of cognition |
| **Procedural knowledge**<br><br>( How to do things) | Knowledge of subject-specific skills and algorithms that produce predictable results | i. Skills in drawing a house<br>ii. Algorithm for multiplying fractions |
| | Knowledge of subject-specific techniques and methods that lead to open-ended results | i. Interviewing technique<br>ii. Scientific method of inquiry |
| | Knowledge of criteria for determining when and why to use particular procedures | i. Criteria to determine when to use the "guess and check" procedure for problem solving<br>ii. Criteria to judge he feasibility of using co-operative learning as a teaching strategy |
| Metacognitive knowledge<br><br>( knowledge of cognition in general, and awareness of one′s own cognition and how to control one′s thinking processes) | Strategic knowledge to aid in memorisation or assist in developing understanding | i. Knowledge of flowcharting as a means of showing relationships among elements of a process |
| | Knowledge about cognitive tasks and the strategies that can be applied to them | i. Knowledge of cognitive demands of particular tasks<br>ii. Knowledge of the ways in which understanding is typically tested by teacher |
| | Self-knowledge about one′s approach to and success with cognitive tasks | i. Awareness of one′s own knowledge level<br>ii. Knowledge of one′s strengths and weaknesses in academic tasks |

**10. Name the six cognitive processes, according to this taxonomy, and explain what learners are required to do at each level.**

| Cognitive process | What learners are required to do |
|---|---|
| **Remember** | Retrieval of relevant knowledge for long-term memory and use in a simple way |
| **Understand** | Construct personal meaning from information and demonstrate comprehension |
| **Apply** | Use a standard procedure or technique in a given situation |
| **Analyse** | Separate information into parts and determine how the parts relate to each another and how they relate to an overall purpose or structure |
| **Evaluate** | Make judgements based on criteria and /or standards |
| **Create** | Put elements together from a coherent or functional whole, or reorganise elements into a new pattern or structure |

**11. List and explain five levels of Bloom's Taxonomy for the cognitive domain (20)**

| Cognitive process | What learners are required to do | Examples of action verbs | |
|---|---|---|---|
| Remember | Retrieval of relevant knowledge for long-term memory and use in a simple way | recognition, recall, define, describe, identify, list, label, match, name, reproduce, select, state | Name the provinces of SA |
| Understand | Construct personal meaning from information and demonstrate comprehension | This include: interpret, paraphrase, give examples, summarise, classify, infer, deduce, compare, discuss, explain, rewrite | Explain the difference between paly and work |
| Apply | Use a standard procedure or technique in a given situation | Calculate, demonstrate, predict, relate, solve, determine, execute, operate, use, communicate, construct, illustrate | Solve routine mathematics problems |
| Analyse | Separate information into parts and determine how the parts relate to each another and how they relate to an overall purpose or structure | Analyse, compare, contrast, organise, distinguish, examine, illustrate, point out, relate, explain, differentiate, attribute, deconstruct, outline, structure, investigate | Compare writing style of 2 authors |
| Evaluate | Make judgements based on criteria and /or standards | Assess, appraise, comment on, check, criticise, judge, | Critique on experimental process in science |

| | | | |
|---|---|---|---|
| | | critique, discriminate, justify, interpret, support, review, decide, conclude, test, prioritise, recommend | |
| Create | Put elements together from a coherent or functional whole, or reorganise elements into a new pattern or structure | Combine, design, plan, rearrange, write, compose, reconstruct, rewrite, generate, produce, make , invent, initiate | Design a webpage |

**12. Give an example of how teachers can use Bloom's taxonomy to plan their lessons based on learning outcomes?** **(2)**

1. What type of cognitive processes does the outcome require? Will they use remembering, understanding, applying techniques, or help them create.

*The teachers can use mind maps to help the learners understand and memorise a certain aspect of an subject

1. With what type of knowledge will the learners be dealing when demonstrating the outcome? Will they use factual, conceptual, procedural or metacognitive knowledge levels to help the students?

* The teacher can use symbols, classification charts etc. to help the students learn better.

**13. Explain the concept 'Identity diffusion' as proposed by James Marcia (8)**

- This is a situation where the adolescent avoids thinking about lifestyle decisions and are unable to develop a clear sense of the self.
- They may have unresolved issues like mistrusting others and not believing in themselves.
- The may have a low self-esteem and therefor do not want to make a decision or just cannot take the next step.
- A person that is unable to commit to decisions may seek other solutions for this developmental crisis and can develop a negative identity.
- They may rebel against authority figures such as parents and teachers.
- They are typically disorganised, act impulsively and are not goal-oriented people.

They avoid making a commitment towards their schoolwork or to interpersonal relationships

**14. List five steps that the teacher can follow to help change the disruptive behavior of learners in class so that the teaching - learning process becomes more effective and meaningful. (10)**

- Always acknowledge the learner and try to understand their problem, get to know the

child and the child's background to understand the problem better.

- Be there for them and listen
- Be warm, respectful and understanding
- Make them understand that they need to take responsibility for their actions and guide them to make the right decisions
- Make sure the child understands that they are behaving incorrectly- cultural differences
- Motivate the child to do better by letting them set their own goals and guide them to achieve it.
- Be positive, enthusiastic and a sympathetic listener
- Create an environment where error is welcomed as a learning opportunity. Learners can feel safe to learn, relearn and explore knowledge and understanding
- Create an environment that will support and encourage learning and that is warm and non- judgemental.

**15.Explain how teachers can create a culture-fair classroom**

**(4)**

1. Help learners construct their own understanding of cultural differences and have discussions about the topic
2. Integrate new info with existing info- do an activity on cultural differences and let every learner do a presentation on their culture, tradition and ethnic background
3. Create a learning environment that is cultural friendly, respectful and accepting of differences between students
4. Maintain high expectations of all students no matter what their ethnic background.
5. Express interest in the ethnic background of students and facilitate learners to do the same.
6. Ask to meet with a Traditional Teacher and have them come and tell the learners about their tradition and culture.

Regards A Noome

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 6 May 2017 @ 11:32

Good day

**1. Define the Zone of Proximal Development (6)**

- Lev Vygotsky's theory on Zone of proximal development emphasizes the importance of society and culture in promoting cognitive development and believes that children's development is enhanced by challenging and meaningful activities
- He distinguished between the actual development and potential development of the child
- Actual development- determines what the child can do with out aid of an adult or teacher
- Potential development- determines what a child can do with aid of an adult or teacher through problem-solving and other learning situations
- The Zone of proximal development is thus defined as the gap between actual and potential development.
- This also emphasizes social interaction in facilitating development. The teacher can now aid a learner better by realizing where the learner needs extra helps form them or more capable peers.
- The teacher that children all have different capabilities and may not achieve at the same level and this enables them to aid a learner more complex problem-solving activities
- This can help a learner to self-regulate

**2. List and Explain Piaget's Stages of Cognitive Development (12)**

There are 4 main stages of cognitive development according to Piaget

1. **Sensori stage**- consists of 6 levels ( 0 - 2 years)
   Substage 1- Use and practising of reflexes ( 0-1 month)
   Substage 2- Primary circular reactions / adaptation of reflexes ( 1-4 months)
   Substage 3- secondary circular reactions/ notice objects seperate from body ( 4-8 months)
   Substage 4- Coordination of secondary reactions/ carry out one task in order to carry out subsequent task ( 8-12 months)
   Substage 5- Tertiary circular reaction/ experimentation s ( 12 - 18 months)
   Substage 6- Start of thinking / Use of symbols ( 18-24 months)
2. **Pre-operational stage- 2 stages ( 2 to 6 years)**
   Pre-conceptual thought- does not yet understand a concept ( 2-4 years)
   Intuitive thought- ( 4- 6 years )
   -Understand transdeductive reasoning
   -Egocentrism
   - Centration
   - Appearance of reality
   - Use of private speech

- do not have number concept but can count
- Can imitate models
- Use symbolic play
- communicate well with words and pictures

3. **Concrete operational stage-** ( 7- 11 years)
   - Use mental operations to solve problems
   - Logic thought develops
   - Thoughts more systematic and powerful
   - Start to apply figures
   - Use of mathematic techniques
   - Develop concept of reversal- conservation
   - Start to realize other people have a point of view
   - Seriation and hierarchical classification
   - understand distance, direction and cognitive maps
   - Less egocentric and start with moral development
   - Need observable and tangible objects to reason and solve problems
   - Cannot think abstractly and in a hypothetical way
4. **Formal operational stage ( from 11 years upwards)**
   - **Highest level of cognitive development**
   - Able to think hypothetically
   - start to reason deductively
   - Proportional thought
   - Scientific thinking
   - Start to think about their thoughts
   - Interproportional reasoning
   - Think in abstract and logical way
   - start to estimate consequences and implications of a situation.
   - Start to think more creatively
   - Start to think abstractly
   - Proportional thought by form of hypothesis
   - Able to use hypothetical- deductive thought

**3. List and Explain the first six stages of Erikson's theory of Psychosocial Development (12)**

Erikson stages of development

| | Age | Stage | Description |
|---|---|---|---|
| 1 | 0-18 months | Trust vs mistrust | Infant dependant on caretaker- warmth, feeding, nurturing. The child may develop sense of mistrust if the caretaker/ mother fail to provide it. Child gains HOPE |
| 2 | 18 months – 3 | Autonomy vs Shame and | Infant gain control over bladder an |

| | | | |
|---|---|---|---|
| | years | doubt | bowel. Child needs to conform to socially acceptable forms and this develops control and independence of their own actions. Child gains WILL POWER |
| 3 | 3-6 years | Initiative vs. guilt | If child succeeds in engaging in various activities it built confidence. If the child fails it can cause guilt. Child gains PURPOSE |
| 4 | 612 years | Industry vs inferiority | Absorb knowledge and development of intellectual and physical skills. Strat to socialize with others and feels productive. Child gains PRIDE |
| 5 | Adolescent | Identity vs role diffusion | Forming of identity by experimenting with different roles, sense of self, independent decision making, resolving of conflict situations and identifying with same and opposite gender. Child gains FEDELITY/RELIABILITY |
| 6 | Young adult | Intimacy vs isolation | Start with a career and entering into a intimate relationship. Basic feeling of closeness. If not satisfied the person can feel isolated. Person gains LOVE |

Regards Alzanna Noome

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 6 May 2017 @ 22:09

Thank you very much Alzanna for such detailed discussion. Your contribution in this discussion forum is GREAT and wonderful. Keep up the good work.

Nandi

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 6 May 2017 @ 14:10

Good day

**4. Define the following terms:**

**4.1 Assimilation-** the way a child fits new learned information into existing schemas / netword of intellectual or cognitive structure

**4.2 Motivation-** a Child has intrinsic motivation like self-discipline, confidence, a good self-esteem and will to achieve in academics that are all pillars of motivation. This child will perform well in school, concentrate and have the enthusiasm to learn new knowledge and be motivated to do well in all areas of development- social, cognitive and physical development. They have good values and morals and are sympathetic towards others. They respect others and are sensitive people.

**4.3 Self –Concept-** is a person's description of himself in terms of roles, attitudes or characteristics. Example

"I am pretty"

**4.4 Self - esteem -** is a person's evaluation of his self-concept and the feelings associated with the evaluation. A Person with a good self-esteem is an enthusiastic person that is sensitive towards others and feels confident and self-assured.

(8)

**5. Discuss the seven roles of educators as given in the Norms and Standards for Educators (2000) (14)**

1. Learner mediator
2. Interpreter and designer of learning programmes and material
3. Leader, administrator and manager
4. Scholar, researcher and lifelong learner
5. Community, citizenship and pastoral role
6. Assessor
7. Learning area/ subject/ Discipline/ phase specialist

**6. 1 Give five reasons for using Problem Solving as a teaching stategy (10)**

- Problem solving helps learners to see a need for making sense of the subject they are studying
- Helps learners to take responsibility for their own learning
- Can develop critical thinking skills and learners' ability to adapt to new situations

- Encourages learners to talk about concepts they are trying to understand
- In groups, it promotes learner interaction and teamwork
- Can help learners to understand the relationships between what they are studying and the world beyond school
- Can help learners to develop qualities such as resourcefulness, independence, patience and tenacity
- Problem solving helps learners to see the teacher as a resource who can help them, rather than just as a source of information
- Engaging learners in problem solving can give teachers a better understanding of the abilities and social talents of learner

**6.2 Give five reasons for using Direct Instruction as a teaching strategy (10)**

- Can be an efficient way to introduce learners to a new area of study and help them to develop the foundational knowledge.
- Can stimulate the enthusiasm , curiosity and interest of learners
- Allows the teacher to highlight important points for learners
- Allows the teacher to create a non-threatening and stress free learning environment
- Simplifies the process of gathering data allowing the teacher to reflect on own activities with what learners achieve.

**7.1 Explain six of the steps you should follow when preparing to use Cooperative Learning (12)**

Step 1: divide the learners into groups of 4 or 5

Step 2: Give the learners an outline of what they will be learning

Step 3: Present the new academic information to the learners

Step 4: Give the learners worksheets or other devices to help them master the academic materials

Step 5: Give the learners sufficient time to work together to understand the ideas you have presented

Step 6: Test the learners – individually to see whether they have learned what you wanted them to learn. Give them an individual improvement score and then add the scores and give the team a score

**7.2 Explain six of the steps you should follow when preparing to use Group work (12)**

Step 1: Plan well ahead. Groups will not work on all lesson material

Step 2: Prepare the learners for group work- If not accustomed to group work, prepare them gradually

Step 3: Give the learners an outline of what they will be learning

Step 4: prepare and gather resource materials yourself or prepare guidelines to help learners find the resources

Step 5: Develop detailed guidelines for learners. They need to know

- Why they are doing the group work
- What outcomes they are supposed to achieve
- What they have to do
- What decisions they have to make
- What product they have to produce
- How they will be assessed.

Step 6: Introduce the issue or problem and explain why it is important

Regards A Noome

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 6 May 2017 @ 22:07

**MOTIVATION**

Here is additional information on the definition of motivation

**What is motivation?**

Motivation can be defined as the desire to take part in the learning process and it involves the goals that underlie an individual's involvement or non-involvement in activities (Dev, 1997). Motivation plays a vital role in the learning process. It is therefore important for teachers to take special care in ensuring that all learners are constantly motivated (Donald, Lazarus & Moolla, 2014).

**Intrinsic Motivation**

Intrinsic motivation refers to motivation coming from within oneself. An individual that is intrinsically motivated participates in an activity out of curiosity, in order to know more about a specific object or event (Ormrod, 2008). Even though the task may be difficult to complete, the individual who is intrinsically motivated will persist (Schunck, 1990), without any rewards or incentives (Ormrod, 2008). These students are more likely to be excited by the challenge of the activity and are able to retain learned concepts and feel confident about tackling unfamiliar learning tasks (Wery & Thomson, 2013).

**Extrinsic motivation**

Extrinsic motivation refers to circumstances when an individual is rewarded or encouraged by an outside factor, such as another person or thing (Gagné & Deci, 2005). Students whom are extrinsically motivated have to constantly be encouraged, enticed or prodded by a teacher (Ormrod, 2008). These students often need to be rewarded by teachers in order to participate or complete an activity. These incentives can either be tangible (e.g. sweets or money) or non -tangible (i.e. verbal praise, a smile or pat on the back.) Extrinsically motivated students take part in activities purely attaining a reward or for avoiding some punishment (Wery & Thomson, 2013).



**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 7 May 2017 @ 19:48

Good day

Exam paper May 2015 questions and answers

Exam paper May/June 2015

**Question 1**

1. 1
2. 1
3. 2
4. 3

5. 3
6. 2
7. 1 or 3
8. 2
9. 1
10. 2

(20)

**Question 2**

**2.1.1. Suggest 5 strategies that the teacher can use in order to create cultural awareness in the classroom (10)**

1. Help learners construct their own understanding of cultural differences and have discussions about the topic
2. Integrate new info with existing info- do an activity on cultural differences and let every learner do a presentation on their culture, tradition and ethnic background
3. Create a learning environment that is cultural friendly, respectful and accepting of differences between students
4. Maintain high expectations of all students no matter what their ethnic background.
5. Express interest in the ethnic background of students and facilitate learners to do the same.
6. Ask to meet with a Traditional Teacher and have them come and tell the learners about their tradition and culture.

**2.1.2. Name 5 sources of learner motivation within the learner (intrinsic) and 5 sources of learner motivation form the learning environment (extrinsic)**

**Intrinsic motivation** refers to an inherent interest in pursuing a topic ("learning for learning' s sake"). These individuals find a subject enjoyable and they naturally desire to learn mastery of it.

Engaging in behaviour for it is rewarding to that person. Basically, performing an activity for its own sake rather than the desire and need for any external reward.

**Extrinsic motivation**, on the other hand, refers to a desire to pursue a subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval, etc.

| **Intrinsic motivation** | **Extrinsic motivation** |
|---|---|
| **D**etermination to succeed.<br><br>Need for self-esteem – achievement, adequacy, competence, confidence, independence and freedom | Primary motivation is the psychological need for food, water, shelter and clothing.<br><br>Safety needs as well as social needs or the need to be loved is also important |
| self-actualisation - Desire to succeed | Acceptance from others to succeed – parents, teacher |

| | |
|---|---|
| Discipline on working hard to achieve goals | Money can be a motivator |
| Devotion to goals | Bonuses when at a work place |
| Dedication to achieve goal | Awards from school or work place |
| These leaners are normally curios people, that are organised, enthusiastic about their goals and dreams and they are normally achievers | We all have the desire to feel important, have status, recognition, dignity and appreciation |

**2.2. List 5 steps that the teacher can follow, to help change the behaviour of learners in the class that the teaching-learning process becomes more effective and meaningful**

1. Create a learning environment to actively engage in hands-on experience to help learners to explore, experiment, reflect, interact and communicate
2. Create challenging activities and involve all the learners senses
3. Integrate all aspects of the learners developmental levels- cognitive, physical, social, emotional and linguistic
4. Use a wide variety of appropriate teaching strategies- cater for all learning styles
5. Help to build the learners self-esteem, confidence and social competence
6. Do appropriate real-life solving and open –ended learning activities- make the learners responsible for their own learning
7. The teacher should be a enthusiastic, positive, committed, compassionate, patient and resourceful facilitator that values each learners capabilities and personality.
8. Always be respectful and honest

**Question 3- Define the following terms**

**3.1.1 The Zone of proximal development**

- Lev Vygotsky distinguished between the actual development and potential development of the child
- Actual development- determines what the child can do with out aid of an adult or teacher
- Potential development- determines what a child can do with aid of an adult or teacher through problem-solving and other learning situations
- The Zone of proximal development is thus defined as the gap between actual and potential development.

**3.1.2. Assimilation- the** way a child fits new learned information into existing schemas / network of intellectual or cognitive structure

**3.1.3. Motivation- a** Child has intrinsic motivation like self-discipline, confidence, a good self-esteem and will to achieve in academics that are all pillars of motivation. This child will perform well in school, concentrate and have the enthusiasm to learn new knowledge and be motivated to do well in all areas of development- social, cognitive and physical development. They have good values and morals and are sympathetic towards others. They respect others

and are sensitive people.

**3.1.4. Self-concept-** is a person′s description of himself in terms of roles, attitudes or characteristics. Example

"I am pretty"

**3.1.5. Self-esteem-** is a person′s evaluation of his self-concept and the feelings associated with the evaluation. A Person with a good self-esteem is an enthusiastic person that is sensitive towards others and feels confident and self-assured.



**3.2. Piaget developed a theory on the stages of cognitive development. Name and discuss the stage associated with adolescents.**

1. **Formal operational stage ( from 11 years upwards)**
   **This is the highest level of cognitive development and develops from the age of 11 upwards into** adolescents **and young adulthood. The adolescent becomes able to do the following:**

- Adolescents have the ability to carry out **formal operations**
- They learn to **think in an abstract and logical way.**
- They think **deductively** (from general to specific) as well as **inductively** (specific to general).
- When **solving a problem**. They can consider all possible solutions, test the solutions, and make decisions based on the best solution.
- Thoughts move from possible to real- "think in could or may be"
- **Abstract thought**- Adolescents in the formal operational stage of thought can also estimate the consequences and implications of a situation by not having to stick to familiar rules
- **Hypothetic-deductive reasoning**: theory of all possible factors that might affect an outcome, and deduce from it specific hypotheses- might happen- "Who has ever seen or touched the force of gravity? "
- proceed from possibility to real- **proportional thought**
- thoughts a more logical, rule-oriented quality
- **Scientific thinking-** inductive reasoning, which means reasoning from the specific to the general.
- Adolescents can **think about their thoughts- reflect on them.** Creation of new ideas, knowledge and insights- by rearrangement of existing knowledge and thoughts
- New form -**egocentrism:** Two **distorted images** of the relation between self and other appear: **Imaginary audience and Personal fable.**
- **Interpropositional reasoning,** in which they consider logical relations between two or more propositions. This is a higher form of thought and is more systematic and flexible

**3.3. Explain the concept "identity diffusion" as proposed by James Marcia**

- This is a situation where the adolescent avoids thinking about lifestyle decisions and are unable to develop a clear sense of the self.
- They may have unresolved issues like mistrusting others and not believing in themselves.
- The may have a low self-esteem and therefor do not want to make a decision or just caanot take the next step.
- A person that is unable to commit to decisions may seek other solutions for this developmental crisis and can develop a negative identity.
- They may rebel against authority figures such as parents and teachers.
- They are typically disorganised, act impulsively and are not goal-oriented people.
- They avoid making a commitment towards their schoolwork or to interpersonal relationships. (8)

**Question 4**

**4.1. List and explain 5 of the six levels of Bloom's taxonomy for the cognitive domain**

Just as there are different types of cognition there are different types of knowledge. The cognitive processes are important to understand in how to apply to the different types of knowledge.

The terms for the cognitive domain are as follows

| Cognitive process | What learners are required to do | Examples of action verbs | |
|---|---|---|---|
| Remember | Retrieval of relevant knowledge for long-term memory and use in a simple way | recognition, recall, define, describe, identify, list, label, match, name, reproduce, select, state | Name the provinces of SA |
| Understand | Construct personal meaning from information and demonstrate comprehension | This include: interpret, paraphrase, give examples, summarise, classify, infer, deduce, compare, discuss, explain, rewrite | Explain the difference between paly and work |
| Apply | Use a standard procedure or technique in a given situation | Calculate, demonstrate, predict, relate, solve, determine, execute, operate, use, communicate, construct, illustrate | Solve routine mathematics problems |
| Analyse | Separate information into parts and determine how the parts relate to each another and how they relate to an overall purpose or structure | Analyse, compare, contrast, organise, distinguish, examine, illustrate, point out, relate, explain, differentiate, attribute, deconstruct, outline, structure, investigate | Compare writing style of 2 authors |

| | | | |
|---|---|---|---|
| Evaluate | Make judgements based on criteria and /or standards | Assess, appraise, comment on, check, criticise, judge, critique, discriminate, justify, interpret, support, review, decide, conclude, test, prioritise, recommend | Critique on experimental process in science |
| Create | Put elements together from a coherent or functional whole, or reorganise elements into a new pattern or structure | Combine, design, plan, rearrange, write, compose, reconstruct, rewrite, generate, produce, make , invent, initiate | Design a webpage |

(20)

Regards Alzanna Noome

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 7 May 2017 @ 20:06

Hi Alzanna

The work that you do is great, i believe there are many students who benefit from your diligence even if they are quiet. I wish they can say something also to acknowledge that they do benefit from your discussions and answers and moreover discuss some issues where clarity is needed.

Well Done!

Regards

Nandi

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A MAKHADO - 7 May 2017 @ 21:06

Elshuizel you are doing a great job I do appreciate your work people like are scars your tea thinking about others keep it up Thank you very much

Reply Collapse Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 8 May 2017 @ 7:15

Good day

It is a pleasure.

Reply Mark as Read

**Re: REVISION QUESTIONS**
by U NQADALA - 8 May 2017 @ 20:57

Hi Makhado

Indeed Alzanna is doing a great job by revising. I wish other students too can engage and ask questions for clarity. I am looking forward to more students participating in the discussions. As far as application questions are concerned there are many ways of answering based on facts. Other viewpoints are welcome and subject to discussion.

Whenever you come across facts, ask yourself - how can a teacher make use or apply the principle in ta classroom situation - and attempt to provide answers

Regards

Nandi

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 8 May 2017 @ 13:07

Good day

Exam paper Oct 2015

Questions 1

1. 3
2. 3
3. 1
4. 3?
5. 2
6. 1
7. 1
8. 2
9. 3
10. 3
11. 2
12. 1 or 4
13. 3 or 4
14. 3
15. 3
16. 4?
17. 3
18. 2
19. 1
20. 1

**Question 2**

**Explain the concept "identity diffusion" as proposed by James Marcia (10)**

- This is a situation where the adolescent avoids thinking about lifestyle decisions and are unable to develop a clear sense of the self.
- They may have unresolved issues like mistrusting others and not believing in themselves.
- The may have a low self-esteem and therefor do not want to make a decision or just cannot take the next step.
- A person that is unable to commit to decisions may seek other solutions for this developmental crisis and can develop a negative identity.
- They may rebel against authority figures such as parents and teachers.
- They are typically disorganised, act impulsively and are not goal-oriented people.

They avoid making a commitment towards their schoolwork or to interpersonal relationships

Question 3

Differentate between self-concept and self-esteem. Provide exapples between these concepts (12)

Self-esteem and self-concept affect various areas of lives- social relationships, emotional well being and achievement. The changes in self-concept and self-esteem, are discernible in the self-descriptions of adolescents.

**Self-concept** is a person′s description of himself or herself in terms of roles, attributes or characteristics

***The self-concept is complex and comprises several dimensions***

- the physical self- relation to the body
- the personal self- related to psychic relations
- the family self- self in family relations
- the social self- self in social relations
- the moral self- relation to moral norms

Self is dynamic- may change from time to time and from situation to situation.

- Self-concept is organised and multifaceted
- Self- concept is influenced by identity development
- self-concept is not inborn but develops through interaction with others and the self

Example: a person can have a self-concept of how they look "I have full lips", " I am pretty with blonde hair and blue eyes", "I have a toned athletic body." "I am stubborn but friendly."

**Self-esteem-** has to do with self-related feelings.

- An effective reaction that involves a person's evaluation of who he or she is.
- Also referred to as self-worth or self-image.
- Refers to a person′s evaluation of his or her self-concept and the feelings associated with that evaluation.
- The way in which people describe themselves changes as they age .
- The transition from childhood to adolescence is a time of dramatic change in a person′s life.
- value placed on own perceived selves
- self-esteem is not complex and is formed in layers according to personal value system
- Adolescents compare themselves with peers

| Adolescents with high self esteem | Adolescents with low self esteem |
|---|---|
| Responsible- good academic performance | poor academic performance |
| Honesty, integrity and congruence( compatibility) | negative view of themselves |
| Personal growth | poorer physical and mental health |
| Positive attitude | poorer career and financial prospects |
| Expression of feelings- openly | higher levels of criminal behaviour |
| Risk taking- new and challenging experiences | get discouraged quickly- feel worthless not trying hard with problems |
| Acceptance of praise | Feel lonely , unhappy and isolated |
| Trust in self and others | vulnerable to rejection and criticism |
| More happy and subdued | Less original and less initiative |

Question 4

4.1. Define the Zone of proximal development (ZPD) (10)

- Lev Vygotsky's theory on Zone of proximal development emphasizes the importance of society and culture in promoting cognitive development and believes that children's development is enhanced by challenging and meaningful activities
- He distinguished between the actual development and potential development of the child
- Actual development- determines what the child can do with out aid of an adult or teacher
- Potential development- determines what a child can do with aid of an adult or teacher through problem-solving and other learning situations
- The Zone of proximal development is thus defined as the gap between actual and potential development.
- This also emphasizes social interaction in facilitating development. The teacher can now aid a learner better by realizing where the learner needs extra helps form them or more capable peers.
- The teacher that children all have different capabilities and may not achieve at the same level and this enables them to aid a learner more complex problem-solving activities
- This can help a learner to self-regulate

**4.2. Illustrate how you as a teacher can discover your learner's zone of proximal development (6)**

**Ways to discover learners ZDP**

1. **Observation**- Observe the learners during class activities and pay attention to each learner's preferences and developmental levels. Get to know them and value their point of view. No two

learners have the same capabilities and by evaluating each learner the teacher can get to know their learning style and preferences

2. **Interviewing and questioning-**the learners one by one. By questioning them you can probe their reasoning behind answers and discover how they construct knowledge, possibly giving you better insight into how they process information
3. **Conducting formal assessment-** of learners' capabilities. This will enable you to determine what learners can do unassisted and what kind of support they need.

**Question 5**

**List and explain the six levels of Blooms taxonomy for the cognitive domain.**

| Cognitive process | What learners are required to do | Examples of action verbs |
|---|---|---|
| Remember | Retrieval of relevant knowledge for long-term memory and use in a simple way | recognition, recall, define, describe, identify, list, label, match, name, reproduce, select, state |
| Understand | Construct personal meaning from information and demonstrate comprehension | This include: interpret, paraphrase, give examples, summarise, classify, infer, deduce, compare, discuss, explain, rewrite |
| Apply | Use a standard procedure or technique in a given situation | Calculate, demonstrate, predict, relate, solve, determine, execute, operate, use, communicate, construct, illustrate |
| Analyse | Separate information into parts and determine how the parts relate to each another and how they relate to an overall purpose or structure | Analyse, compare, contrast, organise, distinguish, examine, illustrate, point out, relate, explain, differentiate, attribute, deconstruct, outline, structure, investigate |
| Evaluate | Make judgements based on criteria and /or standards | Assess, appraise, comment on, check, criticise, judge, critique, discriminate, justify, interpret, support, review, decide, conclude, test, prioritise, recommend |
| Create | Put elements together from a coherent or functional whole, or reorganise elements into a new pattern or structure | Combine, design, plan, rearrange, write, compose, reconstruct, rewrite, generate, produce, make , invent, initiate |

**Question 6**

**Describe the seven strategies for teaching problem-solving and give examples (14)**

- The teacher concentrates on helping learners to acquire the knowledge, understanding and skills that are useful for solving problems
- The teacher provides learners with the foundations for later problem solving

- The teacher teaches learners how to solve problems
- The teacher uses problem solving as a technique for helping learners to learn other things
- The teacher teaches the underlying concepts; the processes for using those concepts and poses broader problems that lead to further knowledge

**Problem based learning** (PBL)- PBL is an approach to curriculum design and implementation rather than a teaching strategy

Solving problems in a PBL curriculum is not simply an application of already learned knowledge and skills; it is the mechanism by which new knowledge and skills are obtained.

Learners have to handle problems that require more knowledge than is initially available and which have no single solution. New things have to be learned.

The role of the teacher is not to have a direct teaching role, but his role is that of a coach. The main function of the teacher is to assist learners to develop skills that will enable them to engage in productive learning through problem solving.

There a *general steps* the teacher will need to take in planning and using problem solving:

1. Clear outcomes; identify the deep understanding that the learners need to develop
2. Developing a suitable realistic problem;
3. Identify prior knowledge;
4. Teach learners problem solving skills;
5. Guide learners to resources; Challenge their logic and beliefs;
6. Evaluate learners′ understanding.
7. Establish an appropriate learning climate by using group work and co-operative learning
8. Encourage learners to think and monitor their learning by focussing on individual learners
9. Encourage curiosity and writing and make learning relevant (must have personal meaning to learners)
10. Select appropriate problems (routine, non-routine and open-ended problems)

**Examples- Let the learners make mind maps do research and ask critical reasoning questions so that they try to solve their own problem with the teacher just being the facilitator.**

**Question 7**

**Provide five guidelines on how the teacher can develop the adolescent learners′s self-concept and self -esteem in a classroom situation**

**Teacher enhance self-esteem**

1. Value and accept learners and their attempts
2. make standards of evaluation clearer
3. Model appropriate behaviour and methods of self-criticism and self-reward
4. Compete with self and not with others
5. Make them believe they are capable of learning and understanding the concepts
6. Praise them when they do well.

7. Help them express views and experiences and relate this to the learning
8. Always treat all learners equal
9. Know their names, address and interests
10. Reinforce positive
    behaviour
        (10)

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 8 May 2017 @ 15:35

Good day

Exam paper May 2016

Question 1

1. 3
2. 1
3. 3
4. 2
5. 3
6. 2
7. 2
8. 2
9. 2
10. 2

**Question 2**

**2.1. Explain the difference between self-concept and self-esteem (5)**

Self-esteem and self-concept affect various areas of lives- social relationships, emotional well being and achievement. The changes in self-concept and self-esteem, are discernible in the self-descriptions of adolescents.

**Self-concept** is a person's description of himself or herself in terms of roles, attributes or characteristics

***The self-concept is complex and comprises several dimensions***

- the physical self- relation to the body
- the personal self- related to psychic relations

- the family self- self in family relations
- the social self- self in social relations
- the moral self- relation to moral norms

**Self-esteem-** has to do with self-related feelings.

- An effective reaction that involves a person's evaluation of who he or she is.
- Also referred to as self-worth or self-image.
- Refers to a person's evaluation of his or her self-concept and the feelings associated with that evaluation.
- The way in which people describe themselves changes as they age .

**2.2. Provide 5 guidelines on how the teacher can develop the adolescent learners self-concept and self-esteem in a classroom situation**

**(10)**

**Teacher enhance self-esteem**

1. Value and accept learners and their attempts
2. Make standards of evaluation clearer
3. Model appropriate behaviour and methods of self-criticism and self-reward
4. Compete with self and not with others
5. Make them believe they are capable of learning and understanding the concepts
6. Praise them when they do well.
7. Help them express views and experiences and relate this to the learning
8. Always treat all learners equal
9. Know their names, address and interests
10. Reinforce positive behaviour

**2.3. List and explain Kohlberg's levels of moral development** **(15)**

According to Kohlberg there are 3 levels of moral development and each stage consists of two stages

**First stage: Preconventional stage: up to 9 years of age**

The most important issue for people at this level of reasoning is punishment and reward. This consists of the fear of punishment and the hope of reward

**Stage 1**: *Punishment and obedients*

- focus on the consequences of actions – the right and wrong defines punishment or reward

**Stage 2**: Instrumental exchange- egocentric orientation

- Right and wrong is now determined by what you are rewarded for and by doing what others want

**Second stage: Conventional stage: 9 years to young adulthood**

At this level of reasoning, law and order and existing rules are the most important consideration

Stage 3: Interpersonal conformity- Do what others expect from you

- Right and wrong are determined by the majority

Stage 4: Law and order- rules of the social system

-being good means doing your duty to the society.

- We obey rules without questioning and show respect for authority

**Third stage: Postconventional stage: 0-15% of the over 20′s- adulthood**

At this level of reasoning, personal norms and values are what counts, even if it does not accord with the law and the social system

Stage 5: Social contact- rules cannot provide for every eventuality

- Right and wrong are now determined by personal values and we can choose to ignore them if our own sense of justice is stronger

Stage 6: Universal ethnical principles –

- Living in accordance with deeply held moral principles which are seen as more important than law of the land

**Question 3**

**3.1. Discuss the seven roles of teachers( educators) as given in the norms and standards for education (2000)**

**(14)**

1. **Learning mediator-**
2. in a manner that is sensitive to the diverse needs of the learners,
3. Communicate effectively by showing recognition and respect for the differences of others.
4. Demonstrate sound knowledge of subject content, various principles, strategies and resource appropriate to learning
5. **Interpreter and designer of learning programmes and materials-**
6. The design original learning programmes,
7. identify the requirements for a specific context of learning and
8. select and prepare suitable textual and visual resources for learning.

9. Also select, sequence and pace learning in a manner sensitive to the differing needs of the learners
10. **Leader, administrator and manager-**
    - Make decisions appropriate to the level
    - Manage learning in the classroom
    - Carry out classroom administrative duties effectively
    - Participate in school decision-making structures
    - Perform above in way that is democratic, supporting learners and colleagues and demonstrating responsiveness to changing circumstances and needs
11. **Scholar, researcher and lifelong learner**
    - Educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area.
12. **Community, citizenship and pastoral role**
    - Practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others.
    - Uphold the constitution
    - Promote democratic values and practices
    - To develop a supportive and empowering environment for the learner
    - Respond to educational and other needs of the learners
    - Help develop supportive relations with parents
13. **Assessor**
    - Understand that assessment is an essential feature of the teaching and learning process
    - Know how to integrate into this process
    - Have an understanding of the purposes, methods and effects of assessment
    - Provide helpful feedback to learners
    - Design formative and summative assessment- appropriate to the level and purpose of the learning meeting the requirements od accrediting bodies
    - Keep detailed diagnostic records of assessment
    - Understand how to interpret and use assessment results
14. **Learning area/subject/discipline/phase specialist**
    - Educator will be grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice
    - Know about different approaches to teaching and learning
    - Know how to use them appropriately to the learner and the context.
    - Educator will have a well-developed understanding of the content knowledge appropriate to the specialism

**3.2. Give 3 reasons for using direct instructions as a teaching strategy (6)**

- Can be an efficient way to introduce learners to a new area of study and used to develop the foundational knowledge.
- Can stimulate the enthusiasm , curiosity and interest of learners

- Allows the teacher to highlight important points for learners
- Allows the teacher to create a non-threatening and stress free learning environment
- Simplifies the process of gathering data allowing the teacher to reflect on own activities with what learners achieve.

**3.3. Explain the steps you should follow when preparing to use group work** **(10)**

STEP 1: Plan work ahead

Group work will be most effective when it is planned well ahead

STEP 2: Prepare your learners for group work

Learners must work in pairs first, keep group activities short until they can do more

STEP 3: Prepare resource materials

Decide what resources the learners will need and gather those yourself

Step 4: Develop detailed guidelines for learners

Learners need to know why, what, how and outcomes to be achieved in group work

STEP 5: Introduce the issue or problem

Prior the group work, introduce the issue that learners will be investigating. Remind learners of any prior reading they need to do

**Question 4**

**4.1. List and explain the 4 types of knowledge according to the Anderson-Kratwohl taxonomy**

| Knowledge type | Subtype | Examples |
|---|---|---|
| **Factual knowledge**<br><br>( Basic knowledge required to work in a discipline | Knowledge of terminology used to communicate ideas in a specific discipline | i. Symbols for chemical elements<br>ii. Names of part- machine<br>iii. Musical symbols<br>iv. Technical vocabulary |
| | Knowledge of a specific details such as facts and their sources | i. Sequence of letters in alphabet<br>ii. Sequence- elements periodic table<br>iii. Dates of events of history |
| **Conceptual knowledge** | Knowledge of classifications and categories that group | i. Classification animal species<br>ii. Types of music<br>iii. Forms of business ownership |

| | | |
|---|---|---|
| ( Knowledge of how things are related) | elements of content | |
| | Knowledge of principles and generalisations used to organise ideas | i. Newton laws of motion<br>ii. Pythagoras′ theorem<br>iii. Law of supply and demand |
| | Knowledge of theories, models and structures used to explain and predict | i. Theory of evolution<br>ii. Information- processing model of cognition |
| **Procedural knowledge**<br><br>( How to do things) | Knowledge of subject-specific skills and algorithms that produce predictable results | i. Skills in drawing a house<br>ii. Algorithm for multiplying fractions |
| | Knowledge of subject-specific techniques and methods that lead to open-ended results | i. Interviewing technique<br>ii. Scientific method of inquiry |
| | Knowledge of criteria for determining when and why to use particular procedures | i. Criteria to determine when to use the "guess and check" procedure for problem solving<br>ii. Criteria to judge he feasibility of using co-operative learning as a teaching strategy |
| **Metacognitive knowledge**<br><br>( knowledge of cognition in general, and awareness of one′s own cognition and how to control one′s thinking processes) | Strategic knowledge to aid in memorisation or assist in developing understanding | i. Knowledge of flowcharting as a means of showing relationships among elements of a process |
| | Knowledge about cognitive tasks and the strategies that can be applied to them | i. Knowledge of cognitive demands of particular tasks<br>ii. Knowledge of the ways in which understanding is typically tested by teacher |
| | Self-knowledge about one′s approach to and success with cognitive tasks | i. Awareness of one′s own knowledge level<br>ii. Knowledge of one′s strengths and weaknesses in academic tasks |



**4.2. Name the 6 cognitive processes, according to this taxonomy, and explain what learners are required to do at each level**

| Cognitive process | What learners are required to do |
|---|---|
| Remember | Retrieval of relevant knowledge for long-term memory and use in a simple way |
| Understand | Construct personal meaning from information and demonstrate comprehension |
| Apply | Use a standard procedure or technique in a given situation |
| Analyse | Separate information into parts and determine how the parts relate to each another and how they relate to an overall purpose or structure |
| Evaluate | Make judgements based on criteria and /or standards |
| Create | Put elements together from a coherent or functional whole, or reorganise elements into a new pattern or structure |

Reply Mark as Read

**Re: REVISION QUESTIONS**
by A ESTERHUIZEN - 8 May 2017 @ 15:39

Good day

Is there any possibilities to post more exam papers for revision please, or just important questions of previous exam papers.

Kind regards A Nome

Reply Mark as Read

**Exam paper for Oct 2016**
by A ESTERHUIZEN - 8 May 2017 @ 16:09

Good day

Exam paper Oct 2016

Question 1

1. 3

2. 3
3. 2
4. 1
5. 4
6. 2
7. 2
8. 2
9. 2
10. 4

**Question 2**

**2.1. Define the Zone of proximal development**

**(6)**

- Lev Vygotsky's theory on Zone of proximal development emphasizes the importance of society and culture in promoting cognitive development and believes that children's development is enhanced by challenging and meaningful activities
- He distinguished between the actual development and potential development of the child
- Actual development- determines what the child can do with out aid of an adult or teacher
- Potential development- determines what a child can do with aid of an adult or teacher through problem-solving and other learning situations
- The Zone of proximal development is thus defined as the gap between actual and potential development.
- This also emphasizes social interaction in facilitating development. The teacher can now aid a learner better by realizing where the learner needs extra helps form them or more capable peers.
- The teacher that children all have different capabilities and may not achieve at the same level and this enables them to aid a learner more complex problem-solving activities
- This can help a learner to self-regulate

**2.2. List and explain Piagets stages of cognitive development**

**(12)**

There are 4 main stages of cognitive development according to Piaget

1. Sensori stage- consists of 6 levels ( 0 - 2 years)

   Substage 1- Use and practising of reflexes ( 0-1 month)

   Substage 2- Primary circular reactions / adaptation of reflexes ( 1-4 months)

   Substage 3- secondary circular reactions/ notice objects seperate from body ( 4-8 months)

   Substage 4- Coordination of secondary reactions/ carry out one task in order to carry out subsequent task ( 8-12 months)

   Substage 5- Tertiary circular reaction/ experimentation s ( 12 - 18 months)

Substage 6- Start of thinking / Use of symbols ( 18-24 months)

1. Pre-operational stage- 2 stages ( 2 to 6 years)

Pre-conceptual thought- does not yet understand a concept ( 2-4 years)

Intuitive thought- ( 4- 6 years )

-Understand transdeductive reasoning
-Egocentrism
- Centration
- Appearance of reality
- Use of private speech
- do not have number concept but can count
- Can imitate models
- Use symbolic play
- communicate well with words and pictures

1. Concrete operational stage- ( 7- 11 years)

- Use mental operations to solve problems
- Logic thought develops
- Thoughts more systematic and powerful
- Start to apply figures
- Use of mathematic techniques
- Develop concept of reversal- conservation
- Start to realize other people have a point of view
- Seriation and hierarchical classification
- understand distance, direction and cognitive maps
- Less egocentric and start with moral development
- Need observable and tangible objects to reason and solve problems
- Cannot think abstractly and in a hypothetical way

1. Formal operational stage ( from 11 years upwards)

- Highest level of cognitive development
- Able to think hypothetically
- start to reason deductively
- Proportional thought
- Scientific thinking
- Start to think about their thoughts
- Interproportional reasoning
- Think in abstract and logical way
- start to estimate consequences and implications of a situation.
- Start to think more creatively
- Start to think abstractly
- Proportional thought by form of hypothesis
- Able to use hypothetical- deductive thought

2.3. List and explain the first six stages of Erikson′s theory of psychosocial development. (12)

Erikson stages of development

| | Age | Stage | Description |
|---|---|---|---|
| 1 | 0-18 months | Trust vs mistrust | Infant dependant on caretaker- warmth, feeding, nurturing. The child may develop sense of mistrust if the caretaker/ mother fail to provide it. Child gains HOPE |
| 2 | 18 months – 3 years | Autonomy vs Shame and doubt | Infant gain control over bladder an bowel. Child needs to conform to socially acceptable forms and this develops control and independence of their own actions. Child gains WILL POWER |
| 3 | 3-6 years | Initiative vs. guilt | If child succeeds in engaging in various activities it built confidence. If the child fails it can cause guilt. Child gains PURPOSE |
| 4 | 612 years | Industry vs inferiority | Absorb knowledge and development of intellectual and physical skills. Strat to socialize with others and feels productive. Child gains PRIDE |
| 5 | Adolescent | Identity vs role diffusion | Forming of identity by experimenting with different roles, sense of self, independent decision making, resolving of conflict situations and identifying with same and opposite gender. Child gains FEDELITY/RELIABILITY |
| 6 | Young adult | Intimacy vs isolation | Start with a career and entering into a intimate relationship. Basic feeling of closeness. If not satisfied the person can feel isolated. Person gains LOVE |

Question 3

3.1. Discuss 4 of the seven roles of educators as given in the norms and standards for Educators (2000)(8)

1. **Learning mediator**-
2. in a manner that is sensitive to the diverse needs of the learners,
3. Communicate effectively by showing recognition and respect for the differences of others.
4. Demonstrate sound knowledge of subject content, various principles, strategies and resource appropriate to learning
5. **Interpreter and designer of learning programmes and materials**-
6. The design original learning programmes,

7. identify the requirements for a specific context of learning and
8. select and prepare suitable textual and visual resources for learning.
9. Also select, sequence and pace learning in a manner sensitive to the differing needs of the learners
10. **Leader, administrator and manager-**
    - Make decisions appropriate to the level
    - Manage learning in the classroom
    - Carry out classroom administrative duties effectively
    - Participate in school decision-making structures
    - Perform above in way that is democratic, supporting learners and colleagues and demonstrating responsiveness to changing circumstances and needs
11. **Scholar, researcher and lifelong learner**
    - Educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area.
12. **Community, citizenship and pastoral role**
    - Practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others.
    - Uphold the constitution
    - Promote democratic values and practices
    - To develop a supportive and empowering environment for the learner
    - Respond to educational and other needs of the learners
    - Help develop supportive relations with parents
13. **Assessor**
    - Understand that assessment is an essential feature of the teaching and learning process
    - Know how to integrate into this process
    - Have an understanding of the purposes, methods and effects of assessment
    - Provide helpful feedback to learners
    - Design formative and summative assessment- appropriate to the level and purpose of the learning meeting the requirements od accrediting bodies
    - Keep detailed diagnostic records of assessment
    - Understand how to interpret and use assessment results
14. **Learning area/subject/discipline/phase specialist**
    - Educator will be grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice
    - Know about different approaches to teaching and learning
    - Know how to use them appropriately to the learner and the context.
    - Educator will have a well-developed understanding of the content knowledge appropriate to the specialism

3.2. Give 5 reasons for using problem solving a a teaching strategy (10)

- The teacher concentrates on helping learners to acquire the knowledge, understanding and skills that are useful for solving problems
- The teacher provides learners with the foundations for later problem solving
- The teacher teaches learners how to solve problems
- The teacher uses problem solving as a technique for helping learners to learn other

things

- The teacher teaches the underlying concepts; the processes for using those concepts and poses broader problems that lead to further knowledge

3.3. Explain 6 of the steps you should follow when preparing to use cooperative learning

- Give learners guidance and practice in helping one another to learn
- Specify clearly what outcomes you want learners to achieve
- Decide what content learners will focus on.
- Select what you think will be the most appropriate form of co-operative learning
- Prepare the materials that learners will need.
- Decide how to form groups (e.g. mixed abilities)
- Decide how you will explain the co-operative learning process to learners.
- Develop a system for recognizing and rewarding the learning of individual learners as well as the achievement of the groups.
- Prepare appropriate assessment instruments so that learners will be able to demonstrate their mastery after the co-operative groups have completed their work.
- Develop a system for keeping records of the group and individual achievements of learners.
- Plan a period of reflection so that learners can analyse their achievements and their group processes.

Question 4

4.1. Discuss 6 thinkgs that teachers can do t create a positive(quality) learning environment ( 12)

- To create a positive learning environment, teachers need to create a safe and comfortable environment
- Allow them to participate in establishing classroom norms
- Motivate learners to be responsible for their behaviour and their learning
- Characteristics of reflective teachers
- Reflective teachers tend to display the following characteristics:
- They accept that their actions are the prime determinant of their students′ learning
- They have a high level of awareness of how they teach and how learners perceive their teaching
- They are enthusiastic about improving their teaching practices
- They take time to think about their teaching
- They use a variety of strategies for gathering evidence from their classrooms
- They are open-minded and willing to change their teaching practices

4.2. List and explain the four types of knowledge according to Anderson-Krathwohl taxonomy (8)

| Knowledge type | Subtype | Examples |
|---|---|---|
| **Factual knowledge**<br><br>( Basic knowledge required to work in a discipline | Knowledge of terminology used to communicate ideas in a specific discipline | i. Symbols for chemical elements<br>ii. Names of part- machine<br>iii. Musical symbols<br>iv. Technical vocabulary |
| | Knowledge of a specific details such as facts and their sources | i. Sequence of letters in alphabet<br>ii. Sequence- elements periodic table<br>iii. Dates of events of history |
| **Conceptual knowledge**<br><br>( Knowledge of how things are related) | Knowledge of classifications and categories that group elements of content | i. Classification animal species<br>ii. Types of music<br>iii. Forms of business ownership |
| | Knowledge of principles and generalisations used to organise ideas | i. Newton laws of motion<br>ii. Pythagoras′ theorem<br>iii. Law of supply and demand |
| | Knowledge of theories, models and structures used to explain and predict | i. Theory of evolution<br>ii. Information- processing model of cognition |
| **Procedural knowledge**<br><br>( How to do things) | Knowledge of subject-specific skills and algorithms that produce predictable results | i. Skills in drawing a house<br>ii. Algorithm for multiplying fractions |
| | Knowledge of subject-specific techniques and methods that lead to open-ended results | i. Interviewing technique<br>ii. Scientific method of inquiry |
| | Knowledge of criteria for determining when and why to use particular procedures | i. Criteria to determine when to use the “guess and check” procedure for problem solving<br>ii. Criteria to judge he feasibility of using co-operative learning as a teaching strategy |
| **Metacognitive knowledge**<br><br>( knowledge of cognition in general, and awareness of one′s own cognition and how to control one′s thinking processes) | Strategic knowledge to aid in memorisation or assist in developing understanding | i. Knowledge of flowcharting as a means of showing relationships among elements of a process |
| | Knowledge about cognitive tasks and the strategies that can be applied to them | i. Knowledge of cognitive demands of particular tasks<br>ii. Knowledge of the ways in which understanding is typically tested by teacher |

| | | |
|---|---|---|
| | Self-knowledge about one's approach to and success with cognitive tasks | i. Awareness of one's own knowledge level<br>ii. Knowledge of one's strengths and weaknesses in academic tasks |

Reply Collapse Mark as Read

**Re: Exam paper for Oct 2016**
by U NQADALA - 8 May 2017 @ 20:45

Hi Alzanna

Good Work!

Nandi

Reply Mark as Read

**Re: Exam paper for Oct 2016**
by U NQADALA - 8 May 2017 @ 21:10

Hi Alzanna

Regarding previous question papers, you will notice that a different textbook was used in 2015 backwards and most of questions of 2014, 2013 have already been covered in the revision of 2015/2016 question papers and the rest is based on the old textbook, so for us to stick to the current textbook we may look for more questions within the parameters of our textbook and Study guide - Tutorial letter 102. We have to keep within the scope of the current textbook to remain relevant.

Nandi

Reply Mark as Read