

UNIVERSITY OF FORT HARE

EDF 125

SUPPLEMENTARY EXAMINATIONS

JANUARY 2019

Course Name:	Human Development and Learning
Marks:	100
Time:	3h00

This paper consists of 3 pages including the cover page.

Internal Examiners

Ms. PN Tyilo

Mr. M. Skhephe

Instructions

Answer ALL questions.

Question 1 (25 Marks)

- 1.1 Differentiate between the following:
 - 1.1.1 Human development and development (3)
 - 1.1.2 Learning and cognitive development (3)
 - 1.1.3 Physical development and emotional development (3)
- 1.2 Mention ALL the factors that influence one's development. (8)
- 1.3 From the factors mentioned above, discuss with clear examples any FOUR the factors that affect one's development. (8)

[25]

Question 2 (25 Marks)

- 2.1 As a prospective teacher, how important is the adolescent stage? Give examples to support your answer. (10)
- 2.2 Discuss briefly the changes that children go through during the adolescent stage. Your discussion should be guided by the adolescent development stages. (15)

[25]

Question 3 (25 Marks)

- 3.1 Outline with examples the process of cognitive development as explained in Jean Piaget's theory of cognitive development. From your outline, include schema, assimilation, accommodation and equilibrium. (10)
- 3.2 Discuss the importance of formal operational stage and give examples to show that you understand these stages. (15)

[25]

Question 4 (25 Marks)

- 4.1 What is your understanding of information processing theory? (4)
- 4.2 Mention the steps followed when processing information. (6)
- 4.3 Discuss briefly any **THREE** mnemonic devices that you would encourage your learners to use in order for them to remember the information easily when they learn. (6)
- 4.4 What are the challenges in moving the information from the sensory register to short term memory? (2)
- 4.5 Getting the information to the sensory register is always challenge and this affect the long-term processing of information. As prospective teachers, how would you help learners to receive correct information for sensory register? (4)
- 4.6 How would you help learners transfer the information accurately from short-term memory to long-term memory? (3)

[25]

THE END

100 MARKS