



SPECIAL EXAM

SCHOOL OF EDUCATION AND SOCIAL SCIENCES

SEPTEMBER AUGUST SEMESTER 2025 ACADEMIC YEAR

SPECIAL EXAMINATION FOR THE BACHELOR OF ARTS IN EDUCATION

ECC 4163 HUMAN GROWTH AND DEVELOPMENT

Unit Code: ECC-4163

TIME: 2 HOURS

EXAMINATION SESSION:

YEAR: 2025

DAY:

Time :

INSTRUCTIONS:

1. Attempt ALL the questions in **section A**
2. Attempt any two questions in **section B**
3. The entire exam is worth sixty (60) marks
4. Write only on the space provided on the answer sheet or otherwise instructed
5. Where necessary show your working clearly.
6. DO NOT attempt to access any library, online (audio, video, digital or electronic) or paper- based (written), sources for your answers unless this is clearly advised in the question.

SECTION A (20 Marks) – ANSWER ALL QUESTIONS

Question one

- (a) Differentiate between growth and development. (4mks)
- (b) Compare and contrast characteristics of growth and development in middle childhood stage of growth and development. (6mks).
- (c) Describe how a teacher can apply John B. Watson Theory to encourage positive behavior among students (5mks)
- (d) Explain factors influencing growth and development among children Adolescents (5mks)

SECTION B (20 MARKS)- CHOOSE ANY TWO

Question Two

- (a) Discuss five intellectual disorders. (5mks)
- (b) Explain some common developmental disorders that affect communication and social interactions. (5mks)

Question Three

- (a) Compare and contrast traditional parenting with modern parenting. (5mks)
- (b) Discuss five challenges of traditional parenting. (5mks)

Question Four

- (a) Elaborate stages of human growth and development according to Sigmund Freud. (5mks)
- (b) Examine the key differences between conventional and post-conventional levels in Kohlbergs theory stages of moral development. (5mks)

Question 5

- (c) Discuss the role of language in a child social development according to Vygotsky (5mks)
- (d) Explain how a teacher can use scaffolding in teaching based on Vygotsky social culture theory (5mks)

MARKING SCHEME

Question one

(a) Differentiate between growth and development

Growth	Development
Refers to physical changes (e.g., height, weight)	Refers to overall changes in abilities and behavior (mental, emotional, social)
Quantitative - can be measured	Qualitative - involves changes in function and capability
Stops at maturity	Continues throughout life
Observable and measurable	May not always be visible

(b) Compare and contrast characteristics of growth and development in middle childhood.

Growth in Middle Childhood	Development in Middle Childhood
Slower and steady increase in height and weight	Improved thinking, reasoning, and problem-solving
Muscle and bone strength increase	Development of self-esteem and identity
Permanent teeth begin to replace baby teeth	Peer relationships and teamwork become important
Brain continues to grow	Better emotional control and moral understanding

Comparison:

Both occur simultaneously and are interrelated.

Contrast:

Growth is physical and measurable, while development includes mental, social, and emotional aspects.

(c) Describe how a teacher can use John B. Watson's Theory to encourage positive behavior among students.

Application in teaching:

1. Positive Reinforcement

Rewarding good behavior (e.g., praise, stickers, or privileges) to encourage repetition.

2. Repetition and Consistency

Repeating desired behaviors until they become habits.

3. Creating Stimulus-Response Patterns

Associating positive classroom behavior with pleasant outcomes.

4. Ignoring Negative Behavior

Avoid reinforcing unwanted behavior by not giving it attention.

5. Clear Expectations and Routines

Consistent classroom rules help shape expected behaviors.

(d) Explain factors influencing growth and development among Adolescents

1. Hormonal Changes

Puberty triggers rapid physical, emotional, and sexual development.

2.Nutrition

A balanced diet is crucial for healthy physical and brain development.

3.Peer Influence

Social groups impact behavior, self-image, and decision-making.

4.Family Environment

Supportive parenting promotes emotional and social well-being.

5.Education and Schooling

Affects cognitive development and shapes values, discipline, and future goals.

6.Mental Health and Stress

Anxiety, depression, or stress can hinder development in this sensitive stage.

Question Two

(a)Discuss five intellectual disorders

1.Down Syndrome

A genetic disorder causing intellectual disability, physical delays, and distinct facial features.

2.Autism Spectrum Disorder (ASD)

Affects communication, behavior, and social interaction; ranges from mild to severe.

3.Fetal Alcohol Syndrome (FAS)

Caused by alcohol exposure during pregnancy, leading to developmental and intellectual delays.

4.Fragile X Syndrome

A genetic condition causing learning disabilities, behavioral issues, and intellectual impairment.

5.Cerebral Palsy (with cognitive impairment)

A physical disability sometimes accompanied by intellectual delays, affecting movement and learning.

(b) Explain common developmental disorders that affect communication and social interaction

1.Autism Spectrum Disorder (ASD)

Difficulty with verbal and non-verbal communication, social skills, and forming relationships.

2.Speech and Language Disorders

Problems with speech production, language comprehension, or expression (e.g., stuttering, delayed speech).

3.Selective Mutism

A child speaks comfortably in some settings (e.g., home) but refuses to speak in others (e.g., school).

4.Social (Pragmatic) Communication Disorder

Difficulty following social rules of communication (e.g., turn-taking, understanding tone or sarcasm).

5.Hearing Impairments

Delays in speech and language development due to limited auditory input, affecting social interaction.

Question Three

(a) Compare and contrast traditional parenting with modern parenting

Traditional Parenting	Modern Parenting
Emphasizes obedience and respect for elders	Encourages open communication and self-expression
Often authoritarian or strict	More democratic and flexible
Extended family involvement is common	Nuclear family model is more common
Discipline often physical or rigid	Discipline is based on dialogue and reasoning
Guided by cultural or religious norms	Influenced by psychology and child development research

(b) Discuss five challenges of traditional parenting

1. Authoritarian Discipline

May suppress emotional development or cause fear.

2. Lack of Emotional Expression

Focus on discipline may neglect emotional bonding.

3. Resistance to Change

May ignore modern insights into child psychology.

4. Gender Roles

Can reinforce outdated gender expectations and limit child potential.

5. Limited Child Participation

Children may not be involved in decision-making, affecting independence and confidence.

Question Four

(a)Elaborate stages of human growth and development according to Freuds Psychosocial Theory

1.Oral Stage (0–1 year)

Pleasure through sucking, biting. Fixation may lead to dependency or oral habits.

2.Anal Stage (1–3 years)

Focus on bowel control. Fixation can lead to orderliness or messiness.

3.Phallic Stage (3–6 years)

Awareness of genitals; Oedipus/Electra complex arises. Shapes gender identity and morality.

4.Latency Stage (6–12 years)

Sexual impulses are repressed. Focus on learning, social skills, and friendships.

5.Genital Stage (12+ years)

Sexual maturity and interest in relationships. Successful development leads to healthy adult relationships.

(b) Examine key differences between conventional and post conventional levels in Kohlberg’s Moral Development Theory.Question Five

(a)Discuss the role of language in a child’s social development according to Vygotsky Theory

Conventional Level

Moral reasoning is based on social rules and laws

Post-Conventional Level

Based on universal ethical principles

Conventional Level

Focus is on gaining approval or maintaining order

Example: "I won't steal because it's illegal"

Authority and rules are rarely questioned

Post-Conventional Level

Focus is on justice, rights, and personal conscience

Example: "I may steal to save a life because life is more valuable than the law"

Individuals may challenge laws if they conflict with ethics

Question Five

(a) Discuss the role of language in a child's social development according to Vygotsky Theory

Helps children think, plan, and solve problems.

1. Social Communication

Enables interaction with adults and peers, aiding learning and social bonding.

2. Internalization

Social speech becomes inner speech (self-talk), guiding behavior and self-regulation.

3. Cultural Transmission

Language carries cultural knowledge, values, and social norms.

5. Supports Cognitive Development

Language is essential for acquiring new concepts and engaging in cooperative learning.

(b) Explain how a teacher can use scaffolding in teaching Vygotsky's Theory

1. Break Tasks into Manageable Steps

Help students tackle complex problems step by step.

2. Use Prompts and Hints

Guide learning through questions, cues, or partial answers.

3. Demonstrate Before Practice

Show how a task is done before students try on their own.

4. Adjust Support Based on Learner's Needs

Provide more help when needed, reduce it as the learner gains independence.

5. Encourage Peer Collaboration

More knowledgeable peers can support others within their Zone of Proximal Development (ZPD).
