



UNIVERSITY OF EDUCATION, WINNEBA  
INSTITUTE FOR TEACHER EDUCATION AND CONTINUING  
PROFESSIONAL DEVELOPMENT (ITECPD)  
END OF SECOND SEMESTER EXAMINATIONS, OCTOBER, 2024



LEVEL: 200

COURSE CODE: JBB 242

COURSE TITLE: PSYCHOLOGICAL BASIS FOR DIFFERENTIATED  
ASSESSMENT FOR JUNIOR HIGH SCHOOLS

TIME ALLOWED: 2 HRS



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**GENERAL INSTRUCTIONS:**

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- This paper is made up of **ONE SECTION**.
- *The Section is made up of five essay type questions.*
- *Answer any **THREE** questions in your answer booklet.*
- *Each question carries equal marks. You are expected to start each question on a new page.*
- *You will need manuscript sheets for this paper.*
- *You are expected to hand over your answer booklet to the invigilator before you leave the examination hall.*

**Instruction:** Answer any three (3) questions in the answer booklet provided.

**Q1**

- A. Discuss **FOUR** stages of physical development in early adolescents and explain how each stage influences learning in the classroom. (10 marks)
- B. Discuss **TWO** merits and **TWO** demerits of continuous assessment and how it influences student learning outcomes. (10 marks)

**Q2**

- A. Explain **FOUR** physiological (biological) factors that promote language development in early adolescents. **(12 marks)**
- B. With examples, explain how project-based learning and task analysis can be integrated into authentic assessment practices. **(8 marks)**

**Q3**

- A. Critically assess the behavioural approach to learning as proposed by Pavlov, Skinner, and Thorndike. **(12 marks)**
- B. With specific examples, how can a teacher apply behavioural principles in a classroom to manage student behaviour effectively? **(8 marks)**

**Q4**

- A. Define the concept of transfer of learning and explain its significance in the context of early adolescents. **(10 marks)**
- B. Discuss the conditions necessary for effective transfer of learning and provide examples of how this can be facilitated in the classroom. **(10 marks)**

**Q5**

- A. Evaluate Piaget's and Kohlberg's models of moral development and their implications for classroom behaviour management. **(12 marks)**
- B. Provide an example of how these theories can be applied in addressing a moral dilemma in the classroom. **(8 marks)**



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