

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE & MANAGEMENT
1ST SEMESTER EXAMINATION 2009/2010

COURSE CODE: HSM 305
COURSE TITLE: PLANNING IN EXTENSION PROGRAMME
TIME ALLOWED: TWO HOURS
INSTRUCTION: Answer any 4 (four) questions

1. Vividly describe one of the programme planning models you know, with use of illustration and arrow show the flow activities
2. What are extension teaching objectives state the levels of
What are the functions of objectives in teaching learning?
3. Who are the target group in extension service? What are the rules of each group in production and development?
4. Explain the basic principles of programme planning in extension.
5. Discuss the importance of programme planning in extension
6. Who is a programmer in extension? What are the characteristics of good objectives?

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
1ST SEMESTER EXAMINATION 2009/2010

COURSE CODE: HSM 307
COURSE TITLE: Extension Teaching Methods
TIME ALLOWED: 2 hours
INSTRUCTION: Answer all questions in Section A and any 1 in Section B.

Section A

1. Define extension in home science
2. People working for extension organisation are called
3. Extension agents are
4. Extension involves the and of Messages transmitted through channels
5. Extension could also be described as conscious of To help people form and make
6. Apart from increase in farm productivity mention other areas of concern of extension messages.
7. How did Lele (1975) defined rural development
8. State the general goals rural development is designed to achieve
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.....
.....
9. The following are central aims of Rural Development. Name them.
10. Mention the different ways of getting educative information across to rural people.
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.....
11. What is the meaning of SMCRE
12. Illustrate the connection of elements in communication process
13. List the factors influencing sensory perceptions
14. Communication can be defined as
15. Name 5 tips to remember when thinking about communicating

16. Mention the basic teaching techniques in extension
17. What is motivation?
18. State the types of motivation
19. Define learning

20. Name three researchers who made notable contributions in stimulus Response Theory
21. Learning cannot be seen physically but can be
from
22. List the factors influencing motivation
23. List the 6 methods of influencing human behaviour discussed.
24. State 3 importance of media.

Section B

1. Behaviourists Stimulus-Response Theory gave birth to 4 laws of learning.
 - (a) State them
 - (b) Discuss them
2. Discuss the functions of media in change process
 - (c) What is the importance of publication in extension education?

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 327
COURSE TITLE: PATTERN DRAFTING AND DESIGN
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ONE QUESTION ONLY

CANDIDATES ARE NOT TO BE ALLOWED INTO THE EXAMINATION HALL WITH HALF BLOCK PATTERNS OF BODICE SKIRT AND SLEEVE IN CARDBOARD PAPER. NO BROWN PAPER OR ENVELOPE SHOULD BE ALLOWED IN.

1. Using your half scale block, show the stages involved in various ways of dart manipulation in the bodice block.
2. Design a blouse of your choice (the blouse must have sleeve). With the aid of your half scale block patterns, draft your blouse design with your own measurement.
3. Adapt your skirt block pattern to draft the half styled pattern of the skirt design shown below using these measurements:
Waist-32 inches
Hip- 40 inches
Skirt length- 34 inches

FRONT

BACK

UNIVERSITY OF AGRICULTURE, ABEOKUTA

DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS, 2007/3008 SESSION

COURSE CODE: HSM 323
COURSE TITLE: NIGERIAN CLOTHING AND TEXTILE INDUSTRIES
TIME ALLOWED: 1 HOUR FOR CONTINUOUS ASSESSMENT
2 HOURS FOR EXAMINATION
INSTRUCTION: ANSWER ANY 3 QUESTIONS

1. State the categories of customers that patronises textile industries. Write on the various characteristics of each of them, their advantages and disadvantages.
2. Write a comprehensive essay on industrial sewing practices. Highlight the conspicuous differences between industrial and manual sewing, describe the special features of industrial machine and its advantages over mini sewing machine.
3. In brief, mention and explain the various uses of machine for printing. Dyeing and weaving in an industry. Make a brief comparison between studio and industrial production method. State the available materials used in the industries and mini machines in the studio.
4. State the different sections that constitute a full fledge industry and discuss their activities.
5. Using diagram, make the recruitment chart of an industry.
6. Explain the term industrial risk. State the different types of risks and their antidotes.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 305
COURSE TITLE: PROGRAMME DEVELOPMENT AND PLANNING IN HOME SCIENCE
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY 4 QUESTIONS

1. Who is a programmer? Explain the skills needed to perform the function.
2. What is extension programme planning? Justify the need for it.
3. Enumerate the basic principles of programme planning.
4. Who are the Target Client Group in programme planning? Describe them.
5. Explain four (4) characteristics of good extension objectives
6. How should extension teaching objective be selected?

UNIVERSITY OF AGRICULTURE, ABEOKUTA
UNIVERSITY EXAMINATION, 2007/2008 SESSION
FIRST SEMESTER EXAMINATION

Course Title: Computer Centre Management

Course Code: CSC 317

Time Allowed: 2hrs

INSTRUCTIONS: Answer any THREE questions

1.
 - (a) What is meant by computer centre management?
 - (b) Describe the issues to be considered while organizing a computer centre
 - © With the aid of a well labelled diagram show the administrative structure chart of a computer centre.

2.
 - (a) Computer and contrast the merits and demerits of a centralized and a decentralized data processing centre
 - (b) Enumerate on the services provided by computer centre
 - © What are the factors to be considered when installing computer systems.

3.
 - (a) What is recruitment and what are the ways of recruiting workers?
 - (b) What are the qualities to be looked for while recruiting personnel?
 - © Discuss the objectives of recruitment in computer centre.

4.
 - (a) Explain the general criteria for hardware and software selection
 - (b) Discuss lease versus purchase option on software and hardware
 - © Write short note on each of the following ICT companies.
 - i. Computer System and interface architecture
 - ii. The development process
 - iii. The use and context of companies.

5.
 - (a) How do we measure the performance of a computer centre
 - (b) Differentiate between performance and predicted method of computer system
 - © Explain the factors necessary for hardware and software evaluation.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008 SESSION**

COURSE CODE: HSM 307
COURSE TITLE: EXTENSION TEACHING METHODS
TIME ALLOWED: 2 HOURS
INSTRUCTION: Answer ANY 4 QUESTIONS

1. In what ways is extension relevant to raising families 'level of living'
2. Enumerate five (5) out of the basic principles upon which extension service rests and discuss them.
3. Explain the forms that social change can take
4. Change can come in 3 basic forms. Explain them.
5. Discuss the place of home visits, demonstrations and interview in Home Science Extension.
6. Explain the five categories adopters fall into according to Rogers.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION**

COURSE CODE: HSM 324
COURSE TITLE: NIGERIAN COTTAGE INDUSTRY
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY FIVE QUESTIONS.

- 1a. What do you understand by cottage industry.
- b. Illustrate the types of cottage industries in Nigeria
2. Discuss the operations and prospect in the cottage industry you studied.
3. How can cottage industries in Nigeria become competitive.
4. Write on the SMEs and their potentials to Nigeria's economic development.
5. Discuss government/NGOs contributions to the development of cottage industry in Nigeria.
6. Describe conditions favourable to growth of Nigeria cottage industry.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006**

LEVEL: 300
COURSE TITLE: Extension and Teaching Method
COURSE CODE: HSM 311
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any five (5) questions.

1. Describe what is involved in extension work as an educational process.
2. Why is the media important in extension work?
3. Identify methods effective in reaching large groups of people with extension messages.
4. What is learning?
Explain the relevance of reinforcement to learning.
5. Describe how the following points can be used to influence people's behavior.
 - (i) Providing means.
 - (ii) Providing service.
 - (iii) Manipulating knowledge.
6. How can the following methods be used effectively to diffuse home improvement innovation.
 - (i) Demonstration
 - (ii) Discussion

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION

COURSE CODE: HSM 336
COURSE TITLE: EXTENSION PROGRAMME, DEVELOPMENT AND PLANNING IN HOME SCIENCE
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER QUESTION 1 AND ANY OTHER 4.

- 1a. Identify the basic areas in the field of Home Science essential to programme development.
- b. Explain the problem around which knowledge in Home Science was built.
2. McGinni identified criteria for family centered programme, State them.
- 3a. In which ways are societal values and needs related to extension programmes in Home Science?
4. Discuss why the worth of individuals should be considered in extension programme.
5. Explain the basic aspects of decision making required to develop families.
6. What importance has developmental tasks to programme planning?
7. State the developmental characteristics of individuals within:
 - (i) 6 – 12 years
 - (ii) 12 – 18 years

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION**

COURSE CODE: HSM 320
COURSE TITLE: HOME FURNISHING AND DESIGN
TIME ALLOWED: 2 HOURS 30 MINUTES
INSTRUCTION: ANSWER FOUR QUESTIONS IN ALL.

- 1a. What are some of the reflexes that can be observed in neonate? Why are neonatal reflexes crucial?
- b. Summarize the basic sensory capacities of the neonate.
- 2a. How are schemas formed during the sensorimotor stage? What characterizes this stage of development?
- 2b. In Piaget's theory, what characterizes the preoperational stage of development?
- 3a. What general observations can be made about physical growth and motor control in childhood.
- 3b. List five principles of growth and development.
4. In tabular form, compare the psychoanalytic and psychosocial theory.
5. Describe development of posture and locomotion in infants.
6. The various aspects of development can be said to be the component parts of personality. Discuss.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION

COURSE CODE: HSM 300
COURSE TITLE: COMMUNITY NUTRITION
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER QUESTION 1 , AND ANY THREE QUESTIONS.

1. Explain the following terms in reference to community Nutrition.
 - i. Malnutrition
 - ii. Hunger
 - iii. Nutritional Status
 - iv. Infant Mortality Rate
 - v. Under Nutrition
 - vi. Nutritional Imbalance
 - vii. Food Balance SheetCritically examine the various factors affecting the nutritional status of individual..
2. What are the underlying courses of VAD? How would you prevent and control VAD at the Community level.
3. Elaborate on the importance of dietary assessment in the Community. List the various methods of dietary assessment. Mention their major strength and weaknesses.
4. Outline the general problems in food consumption studies. Suggest possible solution as a community nutritionist.
5. Explain the various types of anthropometric measurement. Discuss the importance of a growth chart.
Identify the common errors in weighing children.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006**

LEVEL: 300
COURSE TITLE: *Pattern Drafting 1*
COURSE CODE: *HSM 307*
TIME ALLOWED: *3 Hours*
INSTRUCTIONS: *Answer only one Question*

There is going to be a workshop on the production of patterns for the construction. As a Clothing student, you are to produce pattern pieces for the styles below using your basic blocks. Your pattern pieces must be suitable as an example presentable at the workshop. Put all the drafted pattern pieces excluding your basic blocks in the envelope provided. Write all necessary information at the back of the envelope.

2. You are to draw a style of your choice at the back of the envelope given to you. Your style must have a sleeve, draft and 25 inches below the hip level. Using your basic blocks, draft all the required for the construction of the style. Put all the drafted pattern pieces excluding your basic blocks in the envelope provided. Write all necessary information at the back of the envelope.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
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FIRST SEMESTER EXAMINATION 2005/2006**

COURSE CODE: *HSM 314*
COURSE TITLE: *Family in cross Cultural Perspectives*
TIME ALLOWED: *1 Hour minutes*
INSTRUCTIONS: *Answer number one and any other two*

- 1a. Most of us began our lives in families and spent thousands of hours during our childhood interacting with our parents. Some of you are already parents; others of you may become parents. Discuss the nature of family processes in cross cultural perspectives.
- 1b. We perceive things differently depending upon our experience and what our culture has taught us. What is culture? How can culture affect children's behavior and development?
- 2a. State whether these statement are TRUE or FALSE
- Culture constantly grows and changes.
- In all cross – cultural perspectives every time, and every where, ability to love belong to human nature.
- Honourable love, formulated the idea that mutual feelings, in which passion is connected.
- Feeling violence is too common in most cross – cultural societies around the world.
- Emotions are expressed and experienced differently in various crss – cultural societies.
- All cross- cultural relationships and marriages are challenging and rewarding as much as they can be.
- Cross cultural perspective is not ue of child – rearing practices.
- In the Chinese – American community in United States, women have their feet bound as a sign of beauty.
- All cultures do not observe norms of the society.
- 2b. Match the following sentences with the following words. Note that some may apper twice.

- | | |
|----------------------|---------------------|
| (i) Family violence | (vi) folkways |
| (ii) Immoral love | (vii) Norms |
| (iii) Cross- culture | (viii) Ethnic group |
| (iv) Community | (ix) Exogamy |
| (v) Norms | (x) Customs |

..... a group of people with a sense of common ancestry.

..... share expectations for behaviour.

..... the formation of close emotional ties with another

..... apply to acts such as how arranges plate – mats, on the table, and making at lease brief conversation with neighbours.

..... Across all cultures in Nigeria, love relationship between married men and prostitutes, or between men and young boys.

..... Wife beating and child abuse.

..... A research strategy that examines beliefs, ideals, and preferences that are generally shared by a social group.

..... a number of people inhabiting a territory and maintaining a relation and relatively self - sufficient set of social facilities for themselves.

..... The norm or practices of avoiding marriage to another person of one's social category.

3. Discuss marriages in cross – cultural perspective in your Ethnic group and in your own view, state what you can do to help the situation, so that your parents will accept it.
4. Divorce is a common practice among marriage couples in cross – cultural perspective. Describe in your own opinion, how the situation can or how you can improve the situation. State the causes of divorce.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006

LEVEL: 300
COURSE TITLE: Extension and Teaching Method
COURSE CODE: HSM 311
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any five (5) questions.

1. Describe what is involved in extension work as an educational process.
2. Why is the media important in extension work?
3. Identify methods effective in reaching large groups of people with extension messages.
4. What is learning?
Explain the relevance of reinforcement to learning.
5. Describe how the following points can be used to influence people's behavior.
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UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006

LEVEL: 300
COURSE TITLE: Development in Young Child 1
COURSE CODE: HSM 317
TIME ALLOWED: 1 Hour 30 minutes
INSTRUCTION: Answer all questions by choosing the alternative that best completes the statement in the question paper.

1. the philosopher who believed that Education should be arranged to fit different personalities was (a) John Locke (b) Acistole (c) Acistotle (d) Plato
2. The School of psychology that focused on observable, measurable behavior of children was (a) Gestalt psychology (b) Functionalism (c)) Humanism (d) behaviourism
3. Modern behaviourism owes much to task work of (a) B. F. Skinner (b) Max Wertherimer (c)) Sigmud Freud (d) Carl Rogers
4. The American psychologist noted as the founder of behaviourism (a) Williams James (b) B. F. Skinner r (c)) Gordon Allport (d) John . B. Wstson
5. A psychologist whose concern is personal growth and development and who also wants to encourage a child to be all that can be is most likely a psychologist.
6. Carl Rogers and Abraham Maslow are best characterized as (a) functionalists (b) humanists (c) behaviourists (d) psychoanalysts.
7. Max Whrtheimer is most closely associated with the approach to psychology known as (a) functionalists (b) structuralists (c) psychoanalytic psychology (d) Gestalt psychology.
8. The approach to child study that emphasizes perception in particular how we select and organize information is known as (a) behaviourism (b) psychoanalytic psychology (c) humanistic psychology (d) Gestalt psychology.
9. Learning in human can be inferred only from how (a) Internal processes work in lower animals (b) a person performs an observable and measurable task (c) we define the processes operationally (d) we associate one mental process with another.
10. Because learning occurs internally, psychologist have traditionally (a) use introspection to assess it (b) inferred it from changes in behavior (c) been unable to account for it (d) focused on the physiological changes that take place during the process.
11. For a change in behavior to be considered learned, it must be demonstrated tat the behavior change resulted from practice on experience, thus eliminating the possibility of confusing learning with (a) Perception (b) maturation (c) quessing (d) warm up- or fatigue
12. In classical conditioning, a stimulus that reflexively and reliable elicits a response is called a (n) stimulus (a) primary (b) conditioned (c) secondary (d) unconditioned
13. In Pavlon's research salivating to meat powder was the (a) conditioned response (b) unconditioned stimulus (c) conditioned stimulus (d) unconditioned stimulus
14. A simple form of learning in classical conditioning in which an organism come to ignore a stimulus that is of little or no consequence is called a) habituation (b) maturation (c) an unconditioned response (d) a reflex.

15. In Pavlon's research, the sound of a bell served as a (n)..... (a) Unconditioned stimulus (b) conditioned stimulus (c) unconditioned response (d) conditioned response
16. In Pavlon's research salivating to sound of a bell was the (a) Unconditioned stimulus (b) conditioned stimulus (c) unconditioned response (d) conditioned response
17. In Pavlovian demonstration of classical conditioning, the very first learning that takes place is the (a) dog's salivation when food is placed in its mouth (b) habituation to the neutral stimulus (c) production of orienting reflex (d) salivation produced in response to the Cs.
18. In the Pavilovian demonstration of classical conditioning, the conditional response was and the unconditioned response was (a) food powder; salivation (b) a bell, food powder (c) salivation, salivation (d) salivation; barking.
19. If dog were to salivate when meat was placed on its mouths, it would be producing (a) a conditioning stimulus (b)an un conditioned response (c) an operant (d) an extinguished response
20. If you wish to condition a dog to salivate to a cowbell when is the best time to the bell? (a) while the dog is eating (b)immediately before presenting the food (c) once before and then once after the dog has eaten
21. In a classical conditioning procedure, the pairing of the Cs and the UCS will result in (a) acquisition (b) extinction (c) spontaneous recovery (d) generalization.
22. spontaneous recovery implies that behavior is not forgotten during) extinction. More likely, it is simply (a) Occurring unnoticed (b) suppressed for a while (c) unlearned in the first place (d) strong then it was before extinction.
23. The recurrence of a previously extinguished response after a period of rest is know as (a) extinction (b) re-acquisition (c) spontaneous recovery (d) secondary conditioning.
24. When a CR is elicited by a stimulus that in not identical to the original Cs, what has taken place? (a) Discrimination (b) habituation (c) generalization. (d) Extinction.
25. What process is involved when a young child smiles at a familiar but cries at a strange one? (a) generalization (b) systematic desensitization (c) Discrimination (d) reinforcement.
26. In the " little Albert" study, Watson and Raynor conditioned Albert to fear (a) blanket (b) a loud, sudden noise (c) the experimenters (d) a rat.
27. An intense, irrational fear that leads a person to avoid the feared object, activity, or situation is, by definition,(a) an unconditioned stimulus (b)a phobic disorder (c) hypochondriasis (d) classical conditioning.
28. Which of the following is most likely to result from classical conditioning? ,(a) a feeling happy about an upcoming vacation. (b) Playing piano or organ (c) riding a bicycle or a motorcycle (d) dreaming dark and somber nightmares.

29. Some children develop a fear of a going to school when they are evaluated as poor students. To the extent that this happen; it is an example of (a) being classically conditioned (b) operant conditioning (c) the failure of extinction (d) generalization from the children, home life's.
30. Behaviour used by an organism to gain some control over its environment are called(a)antecedents (b) consequences (c) operants (d) conditioned response

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009

COURSE CODE: HSM 305
COURSE TITLE: Programme planning in Extension
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any four (4) questions all questions carry equal marks.

1. In what ways are Agricultural Extension related with Home Science Extension.
2. What is a programme?
Who is a programmer?
What is extension programme planning?
3. Justify the need for Programme Planning in extension.
4. Discuss the basic assumptions underlying extension programme planning.
5. Discuss how needs are identified.
Classify and explain types of need.
6. Explain why rural women are among the target group in extension programme.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009**

COURSE CODE: HSM 307
COURSE TITLE: Extension Teaching Method
TIME ALLOWED:
INSTRUCTION: Answer Questions in Section A and any two in Section B.

Section A

1. Name ten non-verbal communication techniques that can be used in teaching.
2. Illustration the relationships between elements involved in communication.
3. Enumerate ten (10) forms of learning that describes change in behavior.
4. Identify ten (10) general hints in the selection of teaching methods.
5. Specify ten (10) teaching methods usable in extension.

SECTION B

1. Briefly describe the importance of teaching aids.
2. Analyse what teaching- learning involved.
3. Briefly discuss the three () laws of learning propounded by Thorndike and their implications.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009

COURSE TITLE: *Growth and development of the young child*

COURSE CODE: *HSM 311*

TIME ALLOWED: *2 HOURS*

INSTRUCTIONS: *Attempt ALL Questions*

1. From your experience with pre-school and school – age children over the past 5 week, indicate whether the following statement are “True” or “False” (10 marks)
 - (i) A 7 month old boy is capable of building 2 blocks -----,
 - (ii) A 12 month old child can walk on tip toe
 - (iii) A child 's motor development and achievement ahs no effect on his/her social relationships.....
 - (iv) Research has confirmed that the influence of paternal warmth is not powerful over a child's development
 - (v) According to the dynamic systems theory of motor development, control of the head and upper chest are combined into sitting with support
 - (vi) It is normal for a girl child to commerce crawling at the age of 10 months
 - (vii) Stimulation of the brain in early life is necessary for optimum development
 - (viii) Early in development, the brain grows slower than other body organs.....
 - (ix) It ahs proven that, mastery of motor skills involves acquiring increasing complex system of action.
 - (x) Growth development and maturation mean the same thing
- 1b. Differentiate between gross and fine motor development (2 marks)
- 1c. Give 2 examples each, of gross motor and fine motor development and the respective theorists (4 marks)
- 1d. Identify 4 major theories of child development and the respective theorists (4 marks)
- 2(a). According to Erik Erickson, identify the basic conflicts and events from infancy to school age (12 marks)
- (b) According to the behavioural developmental theories, describe 2 infant learning capacities, the conditions under which they occur, and the unique value of each. (8 marks)
- 3.(a) Describe how an infant develops to become a communicate from birth to 4 months. (3 marks)
- 3(b) Mention 4 strategies you would recommend to a group of mothers, on how they should support early language in their children. Explain the corresponding consequences of each identified strategy (8 marks)

- 3© Using a tabular representation, identify 6 features each, of a pre-school child's physical characteristics, social behaviours and work behaviours (9 marks).
- 4a. Identify 2 determinants of a pre-schooler's emotional development (2 marks)
- 4b. Identify 4 age appropriate materials you would recommend for each of these children – Bimpe, a 4 years old girl and Bode, a 7 year-pld boy, to enhance their cognitive development (8 marks)

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What are the functions of objectives in teaching learning?
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44. Name three researchers who made notable contributions in stimulus Response Theory
45. Learning cannot be seen physically but can be
from
46. List the factors influencing motivation
47. List the 6 methods of influencing human behaviour discussed.
48. State 3 importance of media.

Section B

3. Behaviourists Stimulus-Response Theory gave birth to 4 laws of learning.
 - (d) State them
 - (e) Discuss them
4. Discuss the functions of media in change process
 - (f) What is the importance of publication in extension education?

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 327
COURSE TITLE: PATTERN DRAFTING AND DESIGN
TIME ALLOWED: 2 HOURS

INSTRUCTION: ANSWER ONE QUESTION ONLY

CANDIDATES ARE NOT TO BE ALLOWED INTO THE EXAMINATION HALL WITH HALF BLOCK PATTERNS OF BODICE SKIRT AND SLEEVE IN CARDBOARD PAPER. NO BROWN PAPER OR ENVELOPE SHOULD BE ALLOWED IN.

4. Using your half scale block, show the stages involved in various ways of dart manipulation in the bodice block.
5. Design a blouse of your choice (the blouse must have sleeve). With the aid of your half scale block patterns, draft your blouse design with your own measurement.
6. Adapt your skirt block pattern to draft the half styled pattern of the skirt design shown below using these measurements:
Waist-32 inches
Hip- 40 inches
Skirt length- 34 inches

FRONT

BACK

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS, 2007/3008 SESSION

COURSE CODE: HSM 323
COURSE TITLE: NIGERIAN CLOTHING AND TEXTILE INDUSTRIES
TIME ALLOWED: 1 HOUR FOR CONTINUOUS ASSESSMENT
2 HOURS FOR EXAMINATION
INSTRUCTION: ANSWER ANY 3 QUESTIONS

7. State the categories of customers that patronises textile industries. Write on the various characteristics of each of them, their advantages and disadvantages.
8. Write a comprehensive essay on industrial sewing practices. Highlight the conspicuous differences between industrial and manual sewing, describe the special features of industrial machine and its advantages over mini sewing machine.
9. In brief, mention and explain the various uses of machine for printing. Dyeing and weaving in an industry. Make a brief comparison between studio and industrial production method. State the available materials used in the industries and mini machines in the studio.
10. State the different sections that constitute a full fledged industry and discuss their activities.
11. Using diagram, make the recruitment chart of an industry.
12. Explain the term industrial risk. State the different types of risks and their antidotes.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 305
COURSE TITLE: PROGRAMME DEVELOPMENT AND PLANNING IN HOME SCIENCE
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY 4 QUESTIONS

1. Who is a programmer? Explain the skills needed to perform the function.
2. What is extension programme planning? Justify the need for it.
3. Enumerate the basic principles of programme planning.
4. Who are the Target Client Group in programme planning? Describe them.
5. Explain four (4) characteristics of good extension objectives
6. How should extension teaching objective be selected?

UNIVERSITY OF AGRICULTURE, ABEOKUTA
UNIVERSITY EXAMINATION, 2007/2008 SESSION
FIRST SEMESTER EXAMINATION

Course Title: Computer Centre Management

Course Code: CSC 317

Time Allowed: 2hrs

INSTRUCTIONS: Answer any THREE questions

1.
 - (a) What is meant by computer centre management?
 - (b) Describe the issues to be considered while organizing a computer centre
 - © With the aid of a well labelled diagram show the administrative structure chart of a computer centre.

2.
 - (a) Computer and contrast the merits and demerits of a centralized and a decentralized data processing centre
 - (b) Enumerate on the services provided by computer centre
 - © What are the factors to be considered when installing computer systems.

3.
 - (a) What is recruitment and what are the ways of recruiting workers?
 - (b) What are the qualities to be looked for while recruiting personnel?
 - © Discuss the objectives of recruitment in computer centre.

4.
 - (a) Explain the general criteria for hardware and software selection
 - (b) Discuss lease versus purchase option on software and hardware
 - © Write short note on each of the following ICT companies.
 - j. Computer System and interface architecture
 - iv. The development process
 - v. The use and context of companies.

5.
 - (a) How do we measure the performance of a computer centre
 - (b) Differentiate between performance and predicted method of computer system
 - © Explain the factors necessary for hardware and software evaluation.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 307
COURSE TITLE: EXTENSION TEACHING METHODS
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY 4 QUESTIONS

1. In what ways is extension relevant to raising families 'level of living'
2. Enumerate five (5) out of the basic principles upon which extension service rests and discuss them.
3. Explain the forms that social change can take
4. Change can come in 3 basic forms. Explain them.
5. Discuss the place of home visits, demonstration and interview in Home Science Extension
6. Explain the five categories adopters fall into according to Rogers.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION**

COURSE CODE: HSM 324
COURSE TITLE: NIGERIAN COTTAGE INDUSTRY
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY FIVE QUESTIONS.

- 1a. What do you understand by cottage industry.
- b. Illustrate the types of cottage industries in Nigeria
2. Discuss the operations and prospect in the cottage industry you studied.
3. How can cottage industries in Nigeria become competitive.
4. Write on the SMEs and their potentials to Nigeria's economic development.
5. Discuss government/NGOs contributions to the development of cottage industry in Nigeria.
6. Describe conditions favourable to growth of Nigeria cottage industry.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006

LEVEL: 300
COURSE TITLE: Extension and Teaching Method
COURSE CODE: HSM 311
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any five (5) questions.

1. Describe what is involved in extension work as an educational process.
2. Why is the media important in extension work?
3. Identify methods effective in reaching large groups of people with extension messages.
4. What is learning?
Explain the relevance of reinforcement to learning.
5. Describe how the following points can be used to influence people's behavior.
 - (i) Providing means.
 - (ii) Providing service.
 - (iii) Manipulating knowledge.
6. How can the following methods be used effectively to diffuse home improvement innovation.
 - (i) Demonstration
 - (ii) Discussion

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION

COURSE CODE: HSM 336
COURSE TITLE: EXTENSION PROGRAMME, DEVELOPMENT AND PLANNING IN HOME SCIENCE
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER QUESTION 1 AND ANY OTHER 4.

- 1a. Identify the basic areas in the field of Home Science essential to programme development.
- b. Explain the problem around which knowledge in Home Science was built.
2. McGinni identified criteria for family centered programme, State them.
- 3a. In which ways are societal values and needs related to extension programmes in Home Science?
4. Discuss why the worth of individuals should be considered in extension programme.
5. Explain the basic aspects of decision making required to develop families.
6. What importance has developmental tasks to programme planning?
7. State the developmental characteristics of individuals within:
 - (i) 6 – 12 years
 - (ii) 12 – 18 years

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UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION

COURSE CODE: HSM 320
COURSE TITLE: HOME FURNISHING AND DESIGN
TIME ALLOWED: 2 HOURS 30 MINUTES
INSTRUCTION: ANSWER FOUR QUESTIONS IN ALL.

- 1a. What are some of the reflexes that can be observed in neonate? Why are neonatal reflexes crucial?
- b. Summarize the basic sensory capacities of the neonate.
- 2a. How are schemas formed during the sensorimotor stage? What characterizes this stage of development?
- 2b. In Piaget’s theory, what characterizes the preoperational stage of development?
- 3a. What general observations can be made about physical growth and motor control in childhood.
- 3b. List five principles of growth and development.
- 4. In tabular form, compare the psychoanalytic and psychosocial theory.
- 5. Describe development of posture and locomotion in infants.
- 6. The various aspects of development can be said to be the component parts of personality. Discuss.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
2005/2006 SECOND SEMESTER EXAMINATION**

COURSE CODE: HSM 300
COURSE TITLE: COMMUNITY NUTRITION
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER QUESTION 1 , AND ANY THREE QUESTIONS.

1. Explain the following terms in reference to community Nutrition.
 - i. Malnutrition
 - ii. Hunger
 - iii. Nutritional Status
 - iv. Infant Mortality Rate
 - v. Under Nutrition
 - vi. Nutritional Imbalance
 - vii. Food Balance SheetCritically examine the various factors affecting the nutritional status of individual..
2. What are the underlying courses of VAD? How would you prevent and control VAD at the Community level.
3. Elaborate on the importance of dietary assessment in the Community. List the various methods of dietary assessment. Mention their major strength and weaknesses.
4. Outline the general problems in food consumption studies. Suggest possible solution as a community nutritionist.
5. Explain the various types of anthropometric measurement. Discuss the importance of a growth chart.
Identify the common errors in weighing children.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006

LEVEL: 300
COURSE TITLE: *Pattern Drafting 1*
COURSE CODE: *HSM 307*
TIME ALLOWED: *3 Hours*
INSTRUCTIONS: *Answer only one Question*

There is going to be a workshop on the production of patterns for the construction. As a Clothing student, you are to produce pattern pieces for the styles below using your basic blocks. Your pattern pieces must be suitable as an example presentable at the workshop. Put all the drafted pattern pieces excluding your basic blocks in the envelope provided. Write all necessary information at the back of the envelope.

2. You are to draw a style of your choice at the back of the envelope given to you. Your style must have a sleeve, draft and 25 inches below the hip level. Using your basic blocks, draft all the required for the construction of the style. Put all the drafted pattern pieces excluding your basic blocks in the envelope provided. Write all necessary information at the back of the envelope.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006**

COURSE CODE: *HSM 314*
COURSE TITLE: *Family in cross Cultural Perspectives*
TIME ALLOWED: *1 Hour minutes*
INSTRUCTIONS: *Answer number one and any other two*

- 1a. Most of us began our lives in families and spent thousands of hours during our childhood interacting with our parents. Some of you are already parents; others of you may become parents. Discuss the nature of family processes in cross cultural perspectives.
- 1b. We perceive things differently depending upon our experience and what our culture has taught us. What is culture? How can culture affect children's behavior and development?
- 2a. State whether these statement are TRUE or FALSE
- Culture constantly grows and changes.
- In all cross – cultural perspectives every time, and every where, ability to love belong to human nature.
- Honourable love, formulated the idea that mutual feelings, in which passion is connected.
- Feeling violence is too common in most cross – cultural societies around the world.
- Emotions are expressed and experienced differently in various crss – cultural societies.
- All cross- cultural relationships and marriages are challenging and rewarding as much as they can be.
- Cross cultural perspective is not ue of child – rearing practices.
- In the Chinese – American community in United States, women have their feet bound as a sign of beauty.
- All cultures do not observe norms of the society.
- 2b. Match the following sentences with the following words. Note that some may apper twice.

- | | |
|----------------------|---------------------|
| (i) Family violence | (vi) folkways |
| (ii) Immoral love | (vii) Norms |
| (iii) Cross- culture | (viii) Ethnic group |
| (iv) Community | (ix) Exogamy |
| (v) Norms | (x) Customs |

..... a group of people with a sense of common ancestry.

..... share expectations for behaviour.

..... the formation of close emotional ties with another

..... apply to acts such as how arranges plate – mats, on the table, and making at lease brief conversation with neighbours.

..... Across all cultures in Nigeria, love relationship between married men and prostitutes, or between men and young boys.

..... Wife beating and child abuse.

..... A research strategy that examines beliefs, ideals, and preferences that are generally shared by a social group.

..... a number of people inhabiting a territory and maintaining a relation and relatively self - sufficient set of social facilities for themselves.

..... The norm or practices of avoiding marriage to another person of one's social category.

3. Discuss marriages in cross – cultural perspective in your Ethnic group and in your own view, state what you can do to help the situation, so that your parents will accept it.
4. Divorce is a common practice among marriage couples in cross – cultural perspective. Describe in your own opinion, how the situation can or how you can improve the situation. State the causes of divorce.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006**

LEVEL: 300
COURSE TITLE: Extension and Teaching Method
COURSE CODE: HSM 311
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any five (5) questions.

1. Describe what is involved in extension work as an educational process.
2. Why is the media important in extension work?
3. Identify methods effective in reaching large groups of people with extension messages.
4. What is learning?
Explain the relevance of reinforcement to learning.
5. Describe how the following points can be used to influence people's behavior.
 - (i) Providing means.
 - (ii) Providing service.
 - (iii) Manipulating knowledge.
6. How can the following methods be used effectively to diffuse home improvement innovation.
 - (i) Demonstration
 - (ii) Discussion

UNIVERSITY OF AGRICULTURE, ABEEKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2005/2006

LEVEL: 300
COURSE TITLE: Development in Young Child 1
COURSE CODE: HSM 317
TIME ALLOWED: 1 Hour 30 minutes
INSTRUCTION: Answer all questions by choosing the alternative that best completes the statement in the question paper.

1. the philosopher who believed that Education should be arranged to fit different personalities was (a) John Locke (b) Acistole (c) Acistotle (d) Plato
2. The School of psychology that focused on observable, measurable behavior of children was (a) Gestalt psychology (b) Functionalism (c)) Humanism (d) behaviourism
3. Modern behaviourism owes much to task work of (a) B. F. Skinner (b) Max Wertherimer (c)) Sigmud Freud (d) Carl Rogers
4. The American psychologist noted as the founder of behaviourism (a) Williams James (b) B. F. Skinner r (c)) Gordon Allport (d) John . B. Wstson
5. A psychologist whose concern is personal growth and development and who also wants to encourage a child to be all that can be is most likely a psychologist.
6. Carl Rogers and Abraham Maslow are best characterized as (a) functionalists (b) humanists (c) behaviourists (d) psychoanalysts.
7. Max Whrtheimer is most closely associated with the approach to psychology known as (a) functionalists (b) structuralists (c) psychoanalytic psychology (d) Gestalt psychology.
8. The approach to child study that emphasizes perception in particular how we select and organize information is known as (a) behaviourism (b) psychoanalytic psychology (c) humanistic psychology (d) Gestalt psychology.
9. Learning in human can be inferred only from how (a) Internal processes work in lower animals (b) a person performs an observable and measurable task (c) we define the processes operationally (d) we associate one mental process with another.
10. Because learning occurs internally, psychologist have traditionally (a) use introspection to assess it (b) inferred it from changes in behavior (c) been unable to account for it (d) focused on the physiological changes that take place during the process.
11. For a change in behavior to be considered learned, it must be demonstrated tat the behavior change resulted from practice on experience, thus eliminating the possibility of confusing learning with (a) Perception (b) maturation (c) quessing (d) warm up– or fatigue
12. In classical conditioning, a stimulus that reflexively and reliable elicits a response is called a (n) stimulus (a) primary (b) conditioned (c) secondary (d) unconditioned

13. In Pavlov's research salivating to meat powder was the (a) conditioned response (b) unconditioned stimulus (c) conditioned stimulus (d) unconditioned stimulus
14. A simple form of learning in classical conditioning in which an organism come to ignore a stimulus that is of little or no consequence is called a) habituation (b) maturation (c) an unconditioned response (d) a reflex.
15. In Pavlov's research, the sound of a bell served as a (n)..... (a) Unconditioned stimulus (b) conditioned stimulus (c) unconditioned response (d) conditioned response
16. In Pavlov's research salivating to sound of a bell was the (a) Unconditioned stimulus (b) conditioned stimulus (c) unconditioned response (d) conditioned response
17. In Pavlovian demonstration of classical conditioning, the very first learning that takes place is the (a) dog's salivation when food is placed in its mouth (b) habituation to the neutral stimulus (c) production of orienting reflex (d) salivation produced in response to the Cs.
18. In the Pavlovian demonstration of classical conditioning, the conditional response was and the unconditioned response was (a) food powder; salivation (b) a bell, food powder (c) salivation, salivation (d) salivation; barking.
19. If dog were to salivate when meat was placed on its mouths, it would be producing (a) a conditioning stimulus (b) an unconditioned response (c) an operant (d) an extinguished response
20. If you wish to condition a dog to salivate to a cowbell when is the best time to the bell? (a) while the dog is eating (b) immediately before presenting the food (c) once before and then once after the dog has eaten
21. In a classical conditioning procedure, the pairing of the Cs and the UCS will result in (a) acquisition (b) extinction (c) spontaneous recovery (d) generalization.
22. spontaneous recovery implies that behavior is not forgotten during) extinction. More likely, it is simply (a) Occurring unnoticed (b) suppressed for a while (c) unlearned in the first place (d) strong then it was before extinction.
23. The recurrence of a previously extinguished response after a period of rest is know as (a) extinction (b) re-acquisition (c) spontaneous recovery (d) secondary conditioning.
24. When a CR is elicited by a stimulus that in not identical to the original Cs, what has taken place? (a) Discrimination (b) habituation (c) generalization. (d) Extinction.
25. What process is involved when a young child smiles at a familiar but cries at a strange one? (a) generalization (b) systematic desensitization (c) Discrimination (d) reinforcement.
26. In the " little Albert" study, Watson and Raynor conditioned Albert to fear (a) blanket (b) a loud, sudden noise (c) the experimenters (d) a rat.
27. An intense, irrational fear that leads a person to avoid the feared object, activity, or situation is, by definition, (a) an unconditioned stimulus (b) a phobic disorder (c) hypochondriasis (d) classical conditioning.
28. Which of the following is most likely to result from classical conditioning? (a) a feeling happy about an upcoming vacation. (b) Playing piano or organ (c) riding a bicycle or a motorcycle (d) dreaming dark and somber nightmares.
29. Some children develop a fear of a going to school when they are evaluated as poor students. To the extent that this happen; it is an example of (a) being classically conditioned (b) operant conditioning (c) the failure of extinction (d) generalization from the children, home life's.
30. Behaviour used by an organism to gain some control over its environment are called (a) antecedents (b) consequences (c) operants (d) conditioned response

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2007/2008

COURSE CODE: HSM 307
COURSE TITLE: EXTENSION TEACHING METHODS
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY 4 QUESTIONS

1. In what ways is extension relevant to raising families 'level of living'
2. Enumerate five (5) out of the basic principles upon which extension service rests and discuss them.
3. Explain the forms that social change can take
4. Change can come in 3 basic forms. Explain them.
5. Discuss the place of home visits, demonstration and interview in Home Science Extension
6. Explain the five categories adopters fall into according to Rogers.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATIONS 2006/2007 SESSION

COURSE CODE: HSM 307
COURSE TITLE: Extension Teaching Methods
TIME ALLOWED: 2¹/₂ Hours
INSTRUCTION: Answer any (5) questions.

- 1a. what is extension?
- b. What are channels in extension? Identify ten (10) and discuss the importance of each

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009**

COURSE CODE: HSM 305
COURSE TITLE: Programme planning in Extension
TIME ALLOWED: 2 Hours
INSTRUCTION: Answer any four (4) questions all questions carry equal marks.

1. In what ways are Agricultural Extension related with Home Science Extension.
2. What is a programme?
Who is a programmer?
What is extension programme planning?
3. Justify the need for Programme Planning in extension.
4. Discuss the basic assumptions underlying extension programme planning.
5. Discuss how needs are identified.
Classify and explain types of need.
6. Explain why rural women are among the target group in extension programme.

**UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009**

COURSE CODE: HSM 307
COURSE TITLE: Extension Teaching Method
TIME ALLOWED:
INSTRUCTION: Answer Questions in Section A and any two in Section B.

Section A

1. Name ten non-verbal communication techniques that can be used in teaching.
2. Illustration the relationships between elements involved in communication.
3. Enumerate ten (10) forms of learning that describes change in behavior.
4. Identify ten (10) general hints in the selection of teaching methods.
5. Specify ten (10) teaching methods usable in extension.

SECTION B

1. Briefly describe the importance of teaching aids.
2. Analyse what teaching- learning involved.
3. Briefly discuss the three () laws of learning propounded by Thorndike and their implications.

UNIVERSITY OF AGRICULTURE, ABEOKUTA
DEPARTMENT OF HOME SCIENCE AND MANAGEMENT
FIRST SEMESTER EXAMINATION 2008/2009

COURSE TITLE: *Growth and development of the young child*

COURSE CODE: *HSM 311*

TIME ALLOWED: *2 HOURS*

INSTRUCTIONS: *Attempt ALL Questions*

1. From your experience with pre-school and school – age children over the past 5 week, indicate whether the following statement are “True” or “False” (10 marks)
 - (i) A 7 month old boy is capable of building 2 blocks -----,
 - (ii) A 12 month old child can walk on tip toe
 - (iii) A child 's motor development and achievement ahs no effect on his/her social relationships.....
 - (iv) Research has confirmed that the influence of paternal warmth is not powerful over a child's development
 - (v) According to the dynamic systems theory of motor development, control of the head and upper chest are combined into sitting with support
 - (vi) It is normal for a girl child to commerce crawling at the age of 10 months
 - (vii) Stimulation of the brain in early life is necessary for optimum development
 - (viii) Early in development, the brain grows slower than other body organs.....
 - (ix) It ahs proven that, mastery of motor skills involves acquiring increasing complex system of action.
 - (x) Growth development and maturation mean the same thing
- 1b. Differentiate between gross and fine motor development (2 marks)
- 1c. Give 2 examples each, of gross motor and fine motor development and the respective theorists (4 marks)
- 1d. Identify 4 major theories of child development and the respective theorists (4 marks)
- 2(a). According to Erik Erickson, identify the basic conflicts and events from infancy to school age (12 marks)
- (b) According to the behavioural developmental theories, describe 2 infant learning capacities, the conditions under which they occur, and the unique value of each. (8 marks)
- 3.(a) Describe how an infant develops to become a communicate from birth to 4 months. (3 marks)
- 3(b) Mention 4 strategies you would recommend to a group of mothers, on how they should support early language in their children. Explain the corresponding consequences of each identified strategy (8 marks)

- 3© Using a tabular representation, identify 6 features each, of a pre-school child's physical characteristics, social behaviours and work behaviours (9 marks).
- 4a. Identify 2 determinants of a pre-schooler's emotional development (2 marks)
- 4b. Identify 4 age appropriate materials you would recommend for each of these children – Bimpe, a 4 years old girl and Bode, a 7 year-pld boy, to enhance their cognitive development (8 marks)