

Tutors Assignment Correction Guide

Unit 5 **Educational Theory and Practise**

Unit 5.4 **Human Growth and Development**

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Assessment Instrument

Module 5 Educational Theory and Practice

Unit 5.4 Human Growth and Development

Assignment No. 5.4 – 1

This first assignment has been designed as a relatively simple one for you to complete as the first related to Human Growth and Development, yet test your level of understanding of the concepts involved.

The first eight items are matching items. The next 10 items are multiple choice. These are followed by 10 short answer questions.

The level of competence required for this assessment is equivalent to 90%. Should you not achieve this, you will be given the opportunity to resubmit the assignment without penalty.



Assignment No. 5.4 – 1

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Question 1

On the line at the left, write the letter that corresponds to the correct answer. There is only one correct answer for each term.

- | | | | | |
|-----|-------|------------------------------|---|--|
| 1.1 | _____ | Sensorimotor | A | the onset of puberty and growth spurt. |
| 1.2 | _____ | Psychosocial development | B | the longest period of development |
| 1.3 | _____ | Adulthood | C | understanding the world through touch |
| 1.4 | _____ | Teaching/learning process | D | the development of emotional expression and temperament |
| 1.5 | _____ | Adolescence | E | increasingly involved in and aware of the family and wider community |
| 1.6 | _____ | Adaptation | F | Changes in body and motor skill development |
| 1.7 | _____ | Social systems and the child | G | the ability to take new information and process it for change |
| 1.8 | _____ | Adolescence | H | belief that there is only right way of solving a problem. |

1 mark each – 8 marks

Question 2

Read the following statements or questions carefully. Circle the letter beside the alternative that provides the appropriate answer.

- 2.1 Jane covers her own eyes, because she thinks that her friends will not see her when playing a game of hide and seek. What stage of Piaget's cognitive theory does this account best illustrate?
- (a) Concrete
 - (b) Formal
 - (c) Pre-operational
 - (d) Sensorimotor
- 2.2 A pre-operational child's belief that a tall, narrow glass contains more liquid than a short, wide glass is probable due to difficulties with
- (a) decentering
 - (b) egocentrism
 - (c) serration
 - (d) object permanence
- 2.3 Donald is able to solve hypothetical problems by working through a set of possibilities. At what stage of Piaget's cognitive development is he likely to be at?
- (a) Concrete
 - (b) Formal
 - (c) Pre-operational
 - (d) Sensorimotor

- 2.4 When asked why it was raining, five year old Dexter responded that the sun was sad. Dexter's answer demonstrates
- (a) animism
 - (b) artificialism
 - (c) conservation
 - (d) accommodation
- 2.5 In Piaget's theory, an understanding of object permanence is acquired during which of the following stage?
- (a) Early operational
 - (b) Operational
 - (c) Late operational
 - (d) Sensorimotor
- 2.6 Believing that snow is made and dropped by people who live in the clouds is
- (a) animism
 - (b) artificialism
 - (c) assimilation
 - (d) accommodation
- 2.7 Formal operational children derive rules for action based on
- (a) general principles
 - (b) the physical properties of objects

- (c) Concrete observations
- (d) Learning by doing

2.8 Sandra just graduated from high school and feels very uncertain about her future. She is overwhelmed by all the career choices that are available and does not know who she is or what she wants out of life. Which psychological crises would Erickson say that Sandra is going through?

- (a) industry vs. inferiority
- (b) identity vs. role confusion
- (c) autonomy vs. doubt
- (d) generativity vs. stagnation

2.9 Teacher A and Teacher B are hotly debating whether or not children promoted in their grade seven classes should be streamed. Teacher A believes that children either “have it” (intelligence) or they don’t. On which of the following premise is Teacher A’s argument based?

- (a) nature vs. genetics
- (b) nature vs. heredity
- (c) nurture vs. nature
- (d) heredity vs. genetics

2.10 Erik Erickson’s theory places emphasis on

- (a) psychosexual determinants of behaviour
- (b) maturational determinants of behaviour
- (c) cultural determinants of behaviour
- (d) early learning experience

10 Marks

Question 3

Instructions: Define the following terms

3.1 Development

2 marks

3.2 Stage

2 marks

3.3 Psychosocial Development

2 marks

3.4 Learning

2 marks

Total Marks - 8

Question 4:**6 marks**

List and briefly describe the three major areas/domains of human development.

Question 5:**6 marks**

Explain how both nature and nurture are relevant to development.

Question 6:**6 marks**

State two reasons why knowledge of each area of development is significant to understanding your students and meeting their educational needs.

Question 7:**12 marks**

Briefly discuss three of the characteristics of adult learners and explain how each can affect the teaching/learning process.

Question 8:**4 marks**

Differentiate between the following:

- (a) Puberty and adolescence
- (b) Primary and sex characteristics

Question 9:**10 marks**

Trace the patterns of physical development for males and females childhood through adolescent. What are the key periods of physical changes?

Question 10:**10 marks**

What personal conflicts, according to Erick Erikson, are most likely to be experienced by individuals of the following ages: age 10 and age 15. What can parents or teachers do to help achieve a healthy resolution.

Total Marks - 80



Assignment No. 5.4 – 1

Guidelines for the correction and weighting of questions for assignment 5.4 - 1

QUESTION 1

On the line at the left, write the letter that corresponds to the correct answer. There is only one correct answer for each definition.

- | | | | |
|-----|---|---|--|
| 1.1 | <u> C </u> Sensorimotor | A | the onset of puberty and growth spurt. |
| 1.2 | <u> D </u> psychosocial development | B | the longest period of development |
| 1.3 | <u> B </u> Adulthood | C | understanding the world through touch |
| 1.4 | <u> F </u> Teaching/learning process | D | the development of emotional expression and temperament |
| 1.5 | <u> H </u> Absolute thought | E | increasingly involved in and aware of the family and wider community |
| 1.6 | <u> G </u> Adaptation | F | imparting and acquiring knowledge |
| 1.7 | <u> E </u> Social systems and the child | G | the ability to take new information and process it for change |
| 1.8 | <u> A </u> Adolescence | H | belief that there is only one right way of solving a problem. |

1 mark each - 8

QUESTION 2

Read the following statements or questions carefully. Circle the letter beside the alternative that provides the appropriate answer.

*** Indicate the correct answers**

- 2.1 Jane covers her own eyes, because she thinks that her friends will not see her when playing a game of hide and seek. What stage of Piaget's cognitive theory does this account best illustrate?
- (a) Concrete
 - (b) Formal
 - (c) Pre-operational*
 - (d) Sensorimotor
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 - (b) egocentrism
 - (c) serration
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 - (b) the physical properties of objects
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- 2.8 Sandra just graduated from high school and feels very uncertain about her future. She is overwhelmed by all the career choices that are available and does not know who she is or what she wants out of life. Which psychological crises would Erickson say that Sandra is going through?
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 - (b) identity vs. role confusion*
 - (c) autonomy vs. doubt
 - (d) generativity vs. stagnation
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 - (b) nature vs. heredity
 - (c) nurture vs. nature*
 - (d) heredity vs. genetics

- 2.10 Erik Erickson's theory places emphasis on
- (a) psychosexual determinants of behaviour
 - (b) maturational determinants of behaviour
 - (c) cultural determinants of behaviour*
 - (d) early learning experience

10 marks

Question 3

Instructions: Define the following terms

3.1 Development

2 marks

The life-long process of change and stability intermingling as the forces of nature and nurture work to produce a unique individual.

3.2 Stage

2 marks

A distinguishable period of growth and development in which significant change takes place.

3.3 Psychosocial Development

2 marks

The development of emotional expression, self awareness and temperament.

Also deals with relational issues and the impact of culture throughout the life span.

3.4 Learning**2 marks**

A relative permanent change in behaviour as a result of experience.

TOTAL MARKS - 8**QUESTION 4:****6 marks**

List and briefly define the three major domains of human development.

The three major domains are:

2 marks each

(a) Physical Domain – body changes and motor skills development.

(b) Cognitive Domain – intellect, thought process and language.

(c) Psychosocial Domain – emotions, personality and relationships.

QUESTION 5:**6 marks**

Explain how both nature and nurture are relevant to development.

This answer should include information drawn from pages 6 & 7 such as:

- *maturation*

3 marks

- *environmental influences*

3 marks**QUESTION 6:****6 marks**

State two reasons why knowledge of each area of development is significant to understanding your students and meeting their educational needs.

If a teacher knows which stage a student is at developmentally, teaching strategies that are suitably designed for the peculiar needs of the student may then be employed.

3 marks

Secondly, lessons may be designed with activities, examples and language that are suited to the students' unique needs. **3 marks**

QUESTION 7: **12 marks**

Briefly discuss three of the characteristics of adult learners and how each can affect the teaching/learning process.

This answer should include information drawn from pages 35 -36

Information to be included:

- Adults accumulate many experiences
- Adults are motivated to learn by internal motivators
- Adults need to see immediate benefit of the knowledge

4 marks each

QUESTION 8 **4 marks**

Differentiate between the following

(a) Puberty and adolescence

Puberty refers to biological changes leading to sexual maturation while adolescence refers to the psychological experience of the child from puberty to adulthood.

(b) Primary and Secondary sex characteristics.

Primary sex characteristics refers to changes that directly affect the reproductive organs. For example- maturation of the penis in males.

Secondary sex characteristics are responsible for differentiating between males and females. For example – breast development in females.

QUESTION 9:**10 marks**

Trace the patterns of physical development for males and females from early childhood through adolescent. What are the key periods of physical changes?

This answer should include information from page 13.

During early childhood physical development is fairly regular although highly varied among individuals.

In late childhood, the growth slows somewhat.

Between ages 11 and 14, girls are on the average taller and heavier than boys of the same age. The adolescent growth spurt for females begins between age 10 and 11. The spurt occurs about two years later for boys.

The length of time for physical changes associated with puberty is more variable for boys than girls.

QUESTION 10**10 marks**

What personal conflicts/crises according to Erik Erikson, are most likely to be experienced by individuals of the following ages: age 10 and age 15. What can parents or teachers do to help achieve a healthy resolution?

At age 10, the conflict is between feeling accomplished or industrious versus feeling inferior. Children become interested in excelling in academics and in

Interaction with peers. Teachers should provide students with opportunities to achieve and to be independent, while supporting those who seem discouraged.

At age 15, the major crisis is struggling to find an identity or sense of self that provides a basis for adulthood. Teachers need to provide models for career choices, allow students to express themselves in working out personal problems, and give students realistic feedback about themselves.

Note- Any other reasonable explanations can be accepted. Pages 36 - 37

TOTAL MARKS FOR THIS ASSIGNMENT - 80

Assessment Instrument

Module 5 Educational Theory and Practice

Unit 5.4 Assignment No.5.4 – 2

The teacher trainee has successfully:

- ❑ Identified stages of human growth and development.
- ❑ Defined terms relevant to basic developmental psychology.
- ❑ Explained the implications of the characteristics of development in the teaching/learning process.
- ❑ Explained at least six factors that contribute to individual differences.
- ❑ Demonstrated an ability to select teaching strategies that accommodate individual differences.



Assignment No. 5.4 – 2

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Question 1

Instructions: Circle the letter 'T' if the answer is true and 'F' if the answer is false.

- | | | | |
|-----|---|---|---|
| 1.1 | T | F | The inactive mode uses either imagery or words. |
| 1.2 | T | F | B. F. Skinner developed the active learning model. |
| 1.3 | T | F | Learning style, motivation and emotional stability do not affect learning. |
| 1.4 | T | F | Previous experiences and ethnic background affect individual differences. |
| 1.5 | T | F | Student variables or individual differences are products of development. |
| 1.6 | T | F | Applying knowledge to new situations help students to remember information. |

1 mark each – 6 marks

Question 2: Instructions: define the following terms.

2.1 Andragogy

3 marks

2.2 Intelligence

3 marks**2.3 Aptitude**

3 marks**Question 3**

- a. List the three things that happen to confirm learning has taken place.

3 marks

- b. List four areas of individual difference.

3 marks

- c. List four things you should know about learners before attempting to select teaching strategies.

4 marks

Question 4

- 4.1 Briefly compare and contrast B. F. Skinner's and Bruner's theories of learning.

12 marks

- 4.2. List and define five items that should be built into a learning activity in order to stimulate effective use of the three learning systems, associated with Bruner's learning theory.

10 marks

- 4.3 Discuss how differences in physical development, impairment, learning style and rate of learning would affect students in a technical and vocational learning environment. Give examples to support your answer.

6 marks

TOTAL MARKS – 60

Question 5

16 Marks

Using the table below outline the type of learner, learner characteristics at each stage and the appropriate teaching style to be used to instruct each stage.

Stages	Learner Characteristics	Teaching Style
1		
2		
3		
4		

Question 6**20 Marks**

- (a) Name FOUR teaching styles. **4 Marks**
- (b) Describe each of the four styles you named in (a) above. **8 Marks**
- (c) Outline TWO benefits for each style named in a and b above **8 Marks**

Total – 90 Marks



Assignment No. 5.4 – 2

Guidelines for the correction and weighting of questions for assignment
5.4 – 2

QUESTION 1

Instructions: Circle the letter 'T' if the answer is true and 'F' if the answer is false.

- 1.1 **T** The inactive mode uses either imagery or words.
- 1.2 **F** B. F. Skinner developed the active learning model.
- 1.3 **F** Learning style, motivation and emotional stability do not affect learning.
- 1.4 **T** Previous experiences and ethnic background do affect all individual differences.
- 1.5 **T** Student variables or individual differences are products of development.
- 1.6 **T** A teaching strategy is a technique used to stimulate the learner and impart information creatively.

1 mark each - 6

QUESTION 2: Instructions: define the following terms.

2.1 Andragogy

3 marks

The science of helping adults learn.

2.2 Intelligence

3 marks

The ability to learn and apply abstract concepts.

2.3 Aptitude**3 marks**

The ability to acquire and use skills.

TOTAL MARKS - 9**QUESTION 3**

List the three things that happen to confirm learning has taken place.

This answer should include information drawn from Section 3 page 39

- a. Change occurs*
- b. Change is a result of experience*
- c. Change in behaviour*

3 marks

List four areas of individual difference.

4 marks

This answer should include information drawn from page 42

Any of Four of the following:

<i>Physical</i>	<i>Emotional stability</i>
<i>Rate of learning</i>	<i>Motivation</i>
<i>Learning style</i>	<i>Perception</i>
<i>Level of Maturity</i>	

List four things that you should know before attempting to select teaching strategies.

4 marks

This answer should include information drawn from pages 52-53 -any of the following:

- knowledge of principles of learning*
- personal teaching style*
- stages of learning*
- objectives*
- characteristics of learners*
- instructional settings*

TOTAL MARKS - 11

QUESTION 4

- 4.1 Briefly compare and contrast B. F. Skinner's and Bruner's theories of learning. **12 marks**

This answer should include information drawn from pages 39-41. Discussions should include the following:

*Skinner –emphasis on operant conditioning
-learning is a result of stimulus-response learning
-learner is passively involved
-reinforcement either strengthen or weaken behaviour*

*Bruner – emphasize that learning is a complex activity that involves acquisition of information, transformation and testing and checking the adequacy of the information.
-learning is described as an active process
-once information is assimilated it can be used to deal with the present*

4 marks each

- 4.2. List and explain five items that must be built into a learning activity if it will stimulate effective use of the three learning systems. **10 marks**

The answer to this question should include five of the following. Information and explanation drawn from page 42-45.

- | | |
|----------------|------------------|
| - motivation | - retention |
| - apprehending | - recall |
| - acquisition | - generalisation |
| - performance | - feedback |

- 4.3 Discuss how differences in physical development, impairment and the rate of learning would affect students in a technical and vocational learning environment. **6 marks**

The answer to this question should include information and examples drawn from pages 42– 43. Some points to discuss include:

- Motor skills and agility 3 marks
- Intelligence and aptitude 3marks

TOTAL MARKS - 28**QUESTION 5:****16 MARKS**

Using the chart below outline the learning stages, learner characteristics at each stage and the appropriate teaching style to be used to instruct each stage.

The answer to this question should include information drawn from the chart on page 61 as follows:

Stages	Learner Characteristic	Teaching Style
Stage 1 Dependent learners	Need an authority figure to give them explicit directions, learning is teacher-centred, treat teachers as experts.	Direct
Stage 2 Interested learners	Respond to efforts to motivate them, once shown the purpose, willing to complete tasks.	Motivate
Stage 3 Involved Learner	Students begin to see themselves as participants in their own education, identify and see the value of their own life experience and realise they have much to learn from and with others.	Facilitate

Stage 4 Self-Directed Learner	Set their own goals and standards, exercise skills in time-management, project management, goal-setting, self-evaluation, peer critique, information, and use of educational resources.	Consult
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Marks are to be awarded as follows:

- Stage and type learner **1 mark each =4**
- Teaching style **1 mark each=4**
- Learner characteristics **2 marks each=8**

QUESTION 6

20 MARKS

- (a) Name FOUR teaching styles. (4 Marks)
- (b) Describe each of the four styles you named in (a) above. (8 Marks)
- (c) Explain two benefits of each teaching style named in a and b above. (8 Marks)

The answer to this question should include information drawn from page 52-53

- (a) *Any Four Teaching style- For example: Lecture, symposium, demonstration, brainstorming, simulation, field trips, drill and practice etc.*
- (b) *Lecture – An oral presentation by the instructor that focuses on transmission of instruction to the learner.*

Symposium –An Oral presentations by a cross- section of presenters on various subjects or topics.

Demonstration – The Process in which the teacher or expert shows the student how to perform a skill.

Simulation – A game or mock situation that is as close to reality as possible.

Drill and practice- The act of performing a skill repeatedly

Field trips- A planned visit or tour of a relevant industry location.

(Any other reasonable explanation should be accepted)

(c) *Benefits-Accept any reasonable answer.*

Marks are to be assigned as follows:

- Naming the teaching style **1 mark each = 4**
- Description **2 marks each =8**
- Benefits **1 marks each =8**

TOTAL MARKS - 20 marks

TOTAL MARKS FOR THIS ASSIGNMENT - 90

Assessment Instrument

Module 5 Educational Theory and Practice

Unit 5.4 Assignment No.5.4 – 3

The teacher trainee has successfully:

- ❑ Identified stages of human growth and development.
- ❑ Explained the implications of the characteristics of development in the teaching/learning process.
- ❑ Demonstrated an ability to select teaching strategies that accommodate individual differences.



Assignment No. 5.4 – 3

To be completed and returned to your tutor for assessment.

Name: _____ Due date: _____

Case Study

Read the following Case Study and answer the questions below.

It's now September and all schools have opened for the new school year. Judy Ellis has accepted a new post at C. L. Jones Technical Evening Institute. She is challenged with teaching electronics to students from all walks of life with varied backgrounds and ages. There are times when all of these students could be in the same class or group at the same time.

Judy knows that a good teacher is responsible to meet the educational needs of each student in a manner that assists them with achieving their goals. As she ponders this, she thinks over some of the observations, which she has already made.

Roland and Max have just finished high school and don't seem to be able to answer the question of what they really want to achieve. The friends they hang out with have a very strong influence over their choices. "It's difficult for me to help if a student is not going to think for himself," Judy thought to herself.

Margo has been working for a number of years and has had some experience on the job. She is taking evening classes to enhance her natural talent, which she never took the time to develop before. Margo knows what she wants and is very focused.

A group of Judy's students are high school dropouts who have difficulties with basic reading and writing skills. They have not had any work experience and seem to require extra time with new concepts. Some of these students produce best results when they can practise what has been taught while others do best with written instructions, which they can study and follow step by step.

Another group of students is excited about attending the classes and seems to be very focused about the result they desire to accomplish. So each evening of class they come early, they're prepared with all tools and supplies and are very quick to follow the instructions given. Most

of these students are presently working in jobs, which are relevant to the area of electronics.

Vernita stands out on her own. She has a physical handicap that poses additional challenges but she is a very bright student otherwise. One of Vernita's hands is slightly crippled and this makes handling the tiny elements challenging.

As Judy's thoughts trail off, the two retired gentleman stand out in Judy's mind. These two seem to be more interested in helping the other students get ahead than anything else. They just seem like they would make such great grandparents.

Judy remembers what she was supposed to be doing and tried to refocus her efforts on preparing her lesson plans for this colourful bunch of students.

Questions

1. What developmental stages and domains are there represented in the case? Substantiate your answer. **25 marks**
2. Discuss the individual differences presented in this case and the potential impact on the student's progress. **25 marks**
3. Given the information presented in the case, what teaching strategies, teaching styles and aids would you recommend to Judy as she prepares her lessons. Please give reasons for your choices. **30 marks**
4. What other advice would you like to offer Judy from your personal experience and knowledge? **10 marks**

Total Marks - 90



Assignment No. 5.4 – 3

Guidelines for the correction and weighting of questions for assignment 5.4 – 3

Case Study

Read the following Case Study and answer the questions below.

It's now September and all schools have opened for the new school year. Judy Ellis has accepted a new post at C. L. Jones Technical Evening Institute. She is challenged with teaching electronics to students from all walks of life with varied backgrounds and ages. There are times when all of these students could be in the same class or group at the same time.

Judy knows that a good teacher is responsible to meet the educational needs of each student in a manner that assists them with achieving their goals. As she ponders this, she thinks over some of the observations, which she has already made.

Roland and Max have just finished high school and don't seem to be able to answer the question of what they really want to achieve. The friends they hang out with have a very strong influence over their choices. "It's difficult for me to help if a student is not going to think for himself," Judy thought to herself.

Margo has been working for a number of years and has had some experience on the job. She is taking evening classes to enhance her natural talent, which she never took the time to develop before. Margo knows what she wants and is very focused.

A group of Judy's students are high school dropouts who have difficulties with basic reading and writing skills. They have not had any work experience and seem to require extra time with new concepts. Some of these students produce best results when they can practise what has been taught while others do best with written instructions, which they can study and follow step by step.

Another group of students is excited about attending the classes and seems to be very focused about the result they desire to accomplish. So each evening of class they come early, they're prepared with all tools and supplies and are very quick to follow the instructions given. Most

of these students are presently working in jobs, which are relevant to the area of electronics.

Vernita stands out on her own. She has a physical handicap that poses additional challenges but she is a very bright student otherwise. One of Vernita's hands is slightly crippled and this makes handling the tiny elements challenging.

As Judy's thoughts trail off, the two retired gentleman stand out in Judy's mind. These two seem to be more interested in helping the other students get ahead than anything else. They just seem like they would make such great grandparents.

Judy remembers what she was supposed to be doing and tried to refocus her efforts on preparing her lesson plans for this colourful bunch of students.

Questions

1. What developmental stages and domains are there represented in the case? Substantiate your answer. **25 marks**
2. Discuss the individual differences presented in this case and the potential impact on the student's progress. **25 marks**
3. Given the information presented in the case, what teaching strategies, teaching styles and aids would you recommend to Judy as she prepares her lessons. Please give reasons for your choices. **30 marks**
4. What other advice would you like to offer Judy from your personal experience and knowledge? **10 marks**

Total Marks - 90

The case study questions are designed to help determine the student's ability to analyse situations in which the material presented in the unit may be applied.

1. The answer to this question should demonstrate the student's understanding of material presented in section one of the unit, including:
 - The three domains of human development **9 marks**
 - The stages of human development **6 marks**
 - Discussion of students in the case. **10 marks**

2. This answer should contain extracts from section two of the unit including details about the following:
 - Learning theories
 - Physical development and impairment
 - Language mastery
 - Level of maturity
 - Others presented in material **5 marks each**

3. The answer to this question should demonstrate the student's understanding of material presented throughout the unit. Special attention should be paid to material in section four including:

- teaching styles
- learner stages
- adult learning principles
- teaching strategies
- teaching aids

3 marks each

4. Any additional information from previous experience could also be included:

- Matching learning styles to resources.
- Rules of thumb for matching learning style.
- Anecdotes from personal experience.

10 marks

TOTAL MARKS FOR THIS ASSIGNMENT – 90

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