

## EDUC2749: K-6 Numeracy

Callaghan and Ourimbah  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

**Course Description** This course introduces teaching and learning in Mathematics in K-6 contexts. Students will explore the NSW Mathematics K-6 syllabus incorporating the Australian Curriculum, planning for teaching, and learning which incorporates strategies for differentiation, task development, identification of student misconceptions, algebraic thinking and real-life problem solving.

**Requisites** For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

If you have successfully completed EDUC3739 you cannot enrol in this course.

**Assumed Knowledge** MATH1900, EDUC1050

### Contact Hours

#### Lecture

Online Synchronous  
1 hour per Week for 12 Weeks  
Further information will be provided on the course Canvas site.

#### Tutorial

Face to Face on Campus  
2 hour(s) per Week for 12 Weeks  
Further information will be provided on the course Canvas site.

**Unit Weighting** 10

**Workload** Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

# COURSE OUTLINE

# CONTACTS

**Course Coordinator**      **Callaghan and Ourimbah**  
Dr Zara Ersozlu  
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Consultation: by appointment

**Teaching Staff**              Other teaching staff will be advised on the course canvas site.

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## SYLLABUS

<p><b>Course Content</b></p>	<p><b>The study of:</b></p> <ul style="list-style-type: none"> <li>• big ideas in mathematics and mathematical concepts and processes: such as developing number sense, place value, additive and multiplicative thinking.</li> <li>• the knowledge base underpinning the pedagogies and practices of teaching and learning mathematics.</li> <li>• models of pedagogy for teaching and assessing primary mathematics.</li> <li>• range of strategies for differentiating teaching in primary mathematics – problem solving in mathematics- planning and communicating mathematical processes - key ideas in mathematics and common student misconceptions.</li> <li>• ways of differentiating curriculum to meet the diverse needs of learners in the mathematics classroom.</li> <li>• the place of primary mathematics in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4.</li> <li>• the Mathematics K-6 Syllabus, support documents and NSW Primary Curriculum Foundation Statements.</li> <li>• the nature and role of mathematics in describing and modelling patterns and relationships that can be generalised, and as a means of interpreting the world.</li> <li>• working with data (basic statistical literacy) including planning, gathering, organizing, applying data to solve problems, and communicating results through the selection of appropriate representations.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>On successful completion of this course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of the development of children's mathematical knowledge, skills and understanding in Number and Algebra, Measurement and Space, and Statistics and Probability.</li> <li>• Demonstrate their understanding of the processes that children use in Working Mathematically.</li> <li>• Demonstrate their understanding and use of the revised NSW Mathematics K-6 syllabus incorporating the Australian Curriculum (2023) to plan for learning and teaching in all aspects of numeracy.</li> <li>• Demonstrate effective planning for learning which incorporates:</li> <li>• Planning a sequence of lesson overviews and developing one of these into a full lesson plan.</li> <li>• Developing differentiated tasks to accommodate student diversity by modifying content and overcoming student misconceptions.</li> </ul>

	<ul style="list-style-type: none"><li>• Assessment strategies: diagnostic, formative and summative.</li><li>• Strategies for generalising.</li></ul>
<b>Course Materials</b>	<p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"><li>• NSW Board of Studies. (2012, revised 2022 &amp; 2023). Mathematics K-10 Syllabus. Sydney: NSW BOS. <a href="https://curriculum.nsw.edu.au/syllabuses/mathematics-k-10-2022">https://curriculum.nsw.edu.au/syllabuses/mathematics-k-10-2022</a></li><li>• <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum">https://education.nsw.gov.au/teaching-and-learning/curriculum</a></li><li>• <a href="https://education.abc.net.au/home#!/home">https://education.abc.net.au/home#!/home</a></li><li>• <a href="https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/numeracy">https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/numeracy</a></li><li>• <a href="https://obwm.weebly.com/fractions.html">https://obwm.weebly.com/fractions.html</a></li><li>• <a href="https://www.youcubed.org/resource/number-sense/">https://www.youcubed.org/resource/number-sense/</a></li><li>• <a href="https://topdrawer.aamt.edu.au/">https://topdrawer.aamt.edu.au/</a></li></ul> <p><b>Required Text:</b> Siemon, D., Warren, E. &amp; Beswick, K. (2020). Teaching Mathematics: Foundations to Middle Years. 3rd Edition. Oxford University Press ANZ</p>

# SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	26 Feb 2024	Introduction to Big Ideas in Mathematics and Connections to New Syllabus	
2	4 March	Developing Sense of Number and Algebra & Assessment in maths.	
3	11 March	Understanding Place Value & Developing mathematically rich tasks	
4	18 March	Additive Thinking & Developing mathematically rich tasks	ASSESSMENT 1 Part A Week 4
5	25 March	Multiplicative Thinking & Developing mathematically rich tasks	
6	1* April	Subtraction and Division	
7	8 April	Working with Fractions-Rational Number	ASSESSMENT 1 Part B Week 7
<b>*Easter Monday and Tuesday in Week 6</b>			
<b>Mid Term Break</b>			
8	29 April	Working with Decimals-Rational Number	
9	6 May	Proportional Reasoning	ASSESSMENT 2 Part A
10	13 May	Relationships between fractions, decimals and percentages	
11	20 May	Developing Sense of Statistics and Probability	
12	27 May	Developing Geometric Thinking	ASSESSMENT 2 Part B End of Week 13
<b>Examination Period</b>			

# ASSESSMENTS

This course has two assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Mathematically rich task development/Adoption to overcome student misconceptions (Multiplicative Thinking)	Part A (15%) Week 4 by the end of week 4 tutorial Part B (35%) Week 7 Sunday 14 April by 11:59pm	Individual	50%	1, 3, 4
2	Developing a Lesson Plan focusing on (Rational Number)	Part A due to Turnitin Week 9 Friday 12 <sup>th</sup> May by 11:59pm Part B due to Turnitin Week 13 Sunday 9 <sup>th</sup> June by 11:59pm	Individual	50%	1, 2, 3, 4

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

<b>Assessment 1</b>	
<b>Assessment Type</b>	<b>Task Development (Individual)</b>
<b>Purpose</b>	The purpose of this assignment is for students to develop a mathematically rich task to differentiate maths teaching based on student misconceptions while developing multiplicative thinking skills. The differentiated tasks (versions of the same task based on different student misconceptions) will address the content descriptors in the NSW Mathematics K-6 Syllabus and focus on Multiplicative thinking skills. There are two main parts (Part A and B) in this assignment.
<b>Description</b>	<p><b>PART A (15%) 600 words</b>  <b>Student Work Sample Analysis – submitted to canvas during Week 4 tutorials.</b>                      During tutorials, students will be placed in groups of 4-6 to carry out a misconception analysis of a K-6 student's mathematics work-sample based on a multiplication problem. Using the Mathematics K-6 Syllabus outcomes, content descriptors and the Numeracy Progression to guide this analysis, using the proforma supplied, students will identify misconceptions, needs and strengths of the student's work.</p> <p>** The Analysis proforma can be found in the Assessment 1 folder on canvas and should include a cover sheet stating your name before submitting online. This is not a group task; the group is there to help you develop your ideas for this task. The task submission will be individual. If you miss the workshop in week 4, you will need to analyse the student work yourself without help of others. Your responses can be similar to your group members, since you worked together on this work sample. The main aim in this task to improve your understanding of students thinking and their misconceptions.</p> <p><b>PART B (35%) 1400 words</b>  <b>Mathematically Rich Task Development – canvas – Week 7</b>                      Individually, students are to submit a mathematically rich task to overcome determined misconceptions in Part A. You will be provided the research to develop mathematically rich tasks during your tutorials in week 2 to week 5.                      Overview to include:</p> <ul style="list-style-type: none"> <li>• most appropriate outcomes (both content and working mathematically processes),</li> <li>• content descriptors/points,</li> <li>• most appropriate numeracy progression indicator to be addressed in the tasks (versions of the same task).</li> </ul> <p>Students will provide brief descriptions of the following:                      Description and justification for the main task. If you adopt it from a research or esteem website, please provide the link or reference to the actual task's source.                      How it is expected to work in overcoming to specific misconception determined in part A, explain.                      Description of modified task/s by associating them to students' diverse needs, how this will cater their needs, explain.                      How this task can be extended to cater above standard kids, please provide ideas.</p> <p>** Mathematically Rich Task Development template can be found in the Assessment 1 folder on canvas.</p>
<b>Weighting</b>	50%
<b>Length</b>	Equivalent to 2000 words
<b>Due Date</b>	Part A Due Week 4, by the end of tutorial Part B due to Turnitin Week 7 Sunday 28 April until 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric is on canvas site
<b>Return Method</b>	Online

<b>Assessment 2 – Lesson Plan</b>	
<b>Assessment Type</b>	Proposal / Plan
<b>Purpose</b>	The purpose of this assignment is for students to develop a written series of sequential lesson overviews and one detailed lesson plan referenced to the revised NSW Mathematics K-6 Syllabus.
<b>Description</b>	<p><b>PART A (25%) 1000 words</b>  <b>Lesson Sequence Planning Overview – canvas – Week 9</b>            During tutorial in week 9, students will be provided a mathematically rich task focused on rational numbers. Students will be placed in groups of 4-6 to analyse a mathematically rich task focused on rational numbers and discuss how to utilise this task to write a series of sequential lesson overviews. Using the Mathematics K-6 Syllabus outcomes, content descriptors and the Numeracy Progression to guide this analysis, using the proforma supplied, students will need to plan how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages. Think and plan about differentiating your lesson for diverse needs while teaching rational numbers using the task provided to you and plan for extensions to this task to cater diverse needs of students in primary stage 2, 3 and 4. The focus in these lesson sequences will be on improving students learning of rational number.</p> <p>Individually, students are to submit a 4 Lesson Sequence Planning Overview to include:</p> <ul style="list-style-type: none"> <li>• most appropriate outcomes (both content and working mathematically processes),</li> <li>• content descriptors/points,</li> <li>• most appropriate numeracy progression indicator to be addressed in the sequence.</li> </ul> <p>Then provide brief descriptions of the following phases of the lesson:</p> <ul style="list-style-type: none"> <li>• Orientation phase- include learning intention / focus area (We are learning to... WALT)</li> <li>• Explicit teaching phase - include teacher 'think alouds' &amp; open-ended questions</li> <li>• Exploration phase - include differentiation and assessment</li> <li>• Consolidation phase – how students will reflect on the learning from the lesson</li> </ul> <p>** The Lesson Sequence Planning Overview proforma can be found in the Assessment 2 folder on canvas.</p> <p><b>PART B – FULL LESSON PLAN (25%) 1000 Words</b>  <b>To be submitted online by one member of each GROUP NOTE: GROUP COMPLETION IN OWN STUDY TIME</b>            In groups, make an appointment to communicate and share your individual overviews of the 4-lesson sequence with your group in a zoom session/s and a Google doc.            * Choose just ONE lesson from all lesson sequences to collaboratively write out as a FULL lesson plan Lesson Sequence Planning Overview proforma.            *The lesson must be engaging and focused on investigating and problem solving with pre-designed open-ended questions, NOT based on written exercises or commercial worksheets.            *Modelled mathematical thinking (think alouds) by the teacher during the explicit phase is expected.            *Assessment and differentiation are required in the Exploratory phase.            *The exploratory phase must include activities that link to interactives (such as MAB) or online and concrete manipulatives.            *The lesson plan must include the most appropriate: outcomes (both content and process) and content descriptor/point from the syllabus; numeracy progression indicator; differentiation; grouping strategies; appropriate resources (including ICT); and assessment.</p> <p>NOTE: An example lesson plan proforma is provided on canvas. Use the proforma to complete each section required.</p> <p>One member of each group is to submit the group lesson plan to Turnitin by the end of Week 13 Friday 7<sup>th</sup> June until 11:59pm.</p>
<b>Weighting</b>	50%
<b>Length</b>	Equivalent to 2000 words

<b>Due Date</b>	Part A due to Turnitin Week 9 Friday 10 <sup>th</sup> May by 11:59pm Part B due to Turnitin Week 13 Friday 7 <sup>th</sup> June by 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric attached to this course outline
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - 3 weeks after extension date.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Class roll)

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the canvas course site.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

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**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy  
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## EDUC2749 AT1 Rubric

Criteria	Fail (N)	Pass	Credit	Distinction	High Distinction
<b>Part A-15% Group Work Analysis (Compulsory In-Tutorial Requirement)</b>	Student failed to complete the group work task and to attend the tutorial.  (<2.6)	Somewhat analysis of the student's sample work was presented, including the following: a breakdown of the content and process skills, strengths, areas needing support. The main focus area was identified. (2.7-5.7)	Reasonable analysis of the student's sample work was presented, including the following: a breakdown of the content and process skills, strengths, areas needing support. The main focus area was identified. (5.8-8.8)	An accurate and detailed analysis of the student's sample work was presented, including the following: a breakdown of the content and process skills, strengths, areas needing support. The main focus area was identified. (8.9-11.9)	Thorough and full analysis the student's sample work was presented, including the following: a breakdown of the content and process skills, strengths, areas needing support. The main focus area was identified. (12-15)
<b>Part B-35% (Individual) Mathematically Rich Task Development</b>	Inaccurately describes the purpose and determined misconception found in Part as well as the main task with some missing elements. Justification of how the main task will help overcoming to determined misconceptions with missing justification of catering diverse needs of students. Some or none of the readings selected are from an academic source, and address issues in the mathematics education field. The readings do not attend to the misconception related topic. (<14.6 marks)	Accurately outlines the purpose and determined misconception found in Part as well as the main task. Justification of how the main task will help overcoming to determined misconceptions with a justification of catering diverse needs of students is accurate. Most of the readings selected are from an academic source, are of a high standard, are refereed, from highly regarded academic journals or conference proceedings, and address key issues in the mathematics education field. (14.7-19.7 marks)	Mostly accurately outlines the purpose and determined misconception found in Part as well as the main task. Justification of how the main task will help overcoming to determined misconceptions with a justification of catering diverse needs of students is mostly accurate. Almost all readings selected are from an academic source, are of a high standard, are refereed, from highly regarded academic journals or conference proceedings, and address key issues in the mathematics education field. (19.8-24.8 marks)	Almost completely accurate outlines the purpose and determined misconception found in Part as well as the main task. Justification of how the main task will help overcoming to determined misconceptions with a justification of catering diverse needs of students is almost completely accurate. All readings selected are from an academic source, are of a high standard, are refereed, from highly regarded academic journals or conference proceedings, and address key issues in the mathematics education field. (24.9-29.9 marks)	Accurately and fully outlines the purpose and sections of the report and provides a detailed summary of the structure of the report. Justification of how the main task will help overcoming to determined misconceptions with a justification of catering diverse needs of students is almost completely outstanding. All readings selected are from an academic source, are of a high standard, are refereed, from highly regarded academic journals or conference proceedings, and address key issues in the mathematics education field. (30-35 marks)
<b>Total 50%</b>	(0-14.6 marks)	(17.4-25.4 marks)	(25.6-33.6 marks)	(33.8-41.8 marks)	(42-50 marks)

**EDUC2759 AT2 Rubric**  
**PART A 25%**

<b>Criteria</b>	<b>Fail(N)</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
<b>Outcomes and numeracy progressions.</b>	Incorrect stage, strand, sub-strand, outcomes and numeracy progressions.  (<2.79 marks)	Limited ability to apply the correct stage, strand, sub-strand, outcomes and numeracy progressions. (2.8-4.2 marks)	Some correct choices referring to stage, strand, sub-strand, outcomes and numeracy progressions. (4.21-5.51 marks)	Mostly correct stage, strand, sub-strand, outcomes and numeracy progressions. (5.52-6.92 marks)	Correct stage, strand, sub-strand, outcomes and numeracy progressions.  (6.93-8.33 marks)
<b>Content Descriptors and Learning Intention (WALT).</b>	Inadequate learning intention and the course descriptors do not address how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages.  (<2.79 marks)	An adequate use of content descriptors and a learning intention that mostly addresses how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages.  (2.8-4.2 marks)	A reasonable use of content descriptors and a learning intention that almost fully addresses how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages.  (4.21-5.51 marks)	A great use of content descriptors and a learning intention that fully addresses how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages. (5.52-6.92 marks)	An excellent use of content descriptors and a learning intention that fully addresses how to engage students in this rational number focused task to allow them to learn and practice fractions, decimals and percentages.  (6.93-8.33 marks)
<b>Orientation, Explicit Teaching, Exploration (including Differentiation &amp; Assessment) and Consolidation Phases and Inclusion of resources, grouping strategies and ICT.</b>	An inadequate progression of the Orientation, Explicit teaching, Exploration and Consolidation phases with limited / no inclusion of Differentiation & Assessment. Limited / no inclusion of resources, grouping strategies and ICT integration embedded in the teaching phases.  (<2.79 marks)	A limited progression of the Orientation, Explicit teaching, Exploration and Consolidation phases with limited inclusion of Differentiation & Assessment. Satisfactory use of resources, grouping strategies and ICT integration, mostly embedded within the teaching phases. (2.8-4.2 marks)	A good understanding and progression of the Orientation, Explicit teaching, Exploration and Consolidation phases with some inclusion of Differentiation & Assessment. A good use of resources, grouping strategies and ICT integration, almost fully embedded within the teaching phases. (4.21-5.51 marks)	A very good progression of the Orientation, Explicit teaching, Exploration and Consolidation phases with the inclusion of Differentiation & Assessment. A great use of resources, grouping strategies and ICT integration, fully embedded within the teaching phases. (5.52-6.92 marks)	An excellent progression of the Orientation, Explicit teaching, Exploration and Consolidation phases with the appropriate inclusion of Differentiation & Assessment. An excellent inclusion of resources, grouping strategies and ICT integration embedded within the teaching phases.  (6.93-8.33 marks)
<b>Total</b>	(0-8.37 marks)	(8.4-12.6 marks)	(12.63-16.53 marks)	16.56-20.76 marks)	(20.79-25 marks)

**EDUC2759 AT2 Rubric**  
**PART B 25%**

<b>Criteria</b>	<b>Fail(N)</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
<b>Lesson plan quality, procedures linking to mathematically rich task.</b>	Inadequate lesson plan using few/no procedures linking to the mathematically rich task. (<2.79 marks)	Adequate lesson plan using some procedures linked to the mathematically rich task. (2.8-4.2 marks)	Adequate lesson plan using some procedures linked to the mathematically rich task. (4.21-5.51 marks)	Very good and considered lesson plan using modelled procedures linked to the mathematically rich task. (5.52-6.92 marks)	Excellent and well considered lesson plan using many modelled procedures linked to the mathematically rich task. (6.93-8.33 marks)
<b>Effective differentiation, teaching strategies and resources included.</b>	Limited collaboration, minimal differentiation opportunities and little / no resources were incorporated. (<2.79 marks)	Some level of differentiation strategies and resources were incorporated. (2.8-4.2 marks)	A reasonable demonstration of differentiation strategies and resources were incorporated. (4.21-5.51 marks)	A great demonstration of differentiation strategies and resources were incorporated. (5.52-6.92 marks)	Excellent demonstration of differentiation and a variety of effective strategies and resources were incorporated. (6.93-8.33 marks)
<b>Proforma: Quality and clarity of writing, referencing, and assignment presentation</b>	Poorly structured. Lacks clarity and flow. Use of academic referencing is incorrect, numerous grammatical and spelling errors, could be improved significantly. (<2.79 marks)	Basically, structured on the required proforma. Clarity is adequate but could be improved. Use of academic referencing is incorrect, numerous grammatical and spelling errors, could be improved significantly. (2.8-4.2 marks)	Soundly structured on the required proforma. Mostly effective and accurate use of academic referencing, some grammatical and spelling errors, formatting and presentation is sound but has some areas for improvement. (4.21-5.51 marks)	Very good. Clearly and logically structured on the required proforma. Effective and accurate use of academic referencing, few grammatical and spelling errors, formatting and presentation is very good. (5.52-6.92 marks)	Excellent. Clearly and logically structured on the required proforma. Effective and accurate use of academic referencing, few to no grammatical and spelling errors, formatting and presentation is excellent. (6.93-8.33 marks)
<b>Total</b>	<b>(0-8.37 marks)</b>	<b>(8.4-12.6 marks)</b>	<b>(12.63-16.53 marks)</b>	<b>(16.56-20.76 marks)</b>	<b>(20.79-25 marks)</b>