

EDUC4991: Specialist Studies in Senior Social Sciences

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course explores current issues and trends in teaching and learning Society & Culture, Aboriginal Studies, Studies of Religion, Geography, Economics, Business Studies, and Legal Studies in NSW secondary schools. Students will explore the role and value of HSIE curriculum; the K-12 HSIE learning continuum; and their contribution to civics and citizenship education. Students will explore lesson planning, programming, course and assessment requirements of the NSW Higher School Certificate; and strategies, technologies, and resources for teaching and learning their speciality senior social science subjects. Particular attention will also be given to the overlapping concepts operating within these curricula.

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.

To enrol in this course students also must be active in one of:

- B Teaching (Humanities) (Hons) [12368]
- B Education (Secondary) [40107]
- B Education (Secondary) (Hons) [40108]
- B Education (Secondary Stud) [40226]

Assumed Knowledge EDUC1101, EDUC2036, and/or EDUC2060

Contact Hours **Callaghan**
Lecture
Online
1 hour(s) per Week for Full Term starting Week 1

Tutorial
Face to Face On Campus
24 hour(s) per Term Full Term starting Week 1

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**
Dr Emma Shaw
Emma.Shaw@newcastle.edu.au
(02) 40553024
Consultation: please email for appointment

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

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content

- The role and value of studying the social sciences in contemporary society and the broader school curriculum; their place within the NSW K-12 HSIE learning continuum; and contribution to civics and citizenship education.
- Principles and practices of teaching and learning Senior Social Sciences in New South Wales schools.
- Lesson planning and programming for Stage 6 Social Science subjects.
- Course and assessment requirements of the NSW Higher School Certificate for Stage 6 Social Science subjects.
- Strategies, technologies and resources for teaching and assessing Stage 6 Social Science subjects.
- Current issues and trends related to the teaching of Senior Social Sciences in schools.
- The overlapping concepts operating within Society & Culture, Aboriginal Studies, and Studies of Religion, Geography, Economics, Business Studies, and Legal Studies curricula.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Discuss the role and value of studying the Senior Social Sciences; their place within the NSW K-12 HSIE learning continuum; and contribution to civics and citizenship education.
2. Develop lesson plans, programs and assessment tasks for Stage 6 Senior Social Science subjects.
3. Use a range of strategies, technologies and resources for teaching and assessing Stage 6 Senior Social Science.
4. Understand the overlapping concepts operating within Society & Culture, Aboriginal Studies, Studies of Religion, Geography, Economics, Business Studies & Legal Studies curricula.
5. Discuss current issues and trends related to the teaching of the Senior Social Sciences in schools.

Course Materials **Recommended Reading:**
Aboriginal Studies
• Attwood, B. (2005). *Telling the truth about Aboriginal history*. Crows Nest, NSW: Allen & Unwin.
• Attwood, B. (Ed.). (1996). *In the age of Mabo: History, Aborigines and Australia*. Sydney: Allen & Unwin.
• Cadzow, A. & Maynard, J. (Eds.). (2012). *Nelson Aboriginal Studies*. North Ryde: Cengage Learning.

- Craven, R. (1999). *Teaching Aboriginal Studies*. Sydney: Allen & Unwin.
- Flood, J. (2007). *The original Australians: Story of the Aboriginal people*. Sydney: Allen & Unwin.
- Hughes, H. (2007). *Lands of shame: Aboriginal and Torres Strait Islander "homelands" in transition*. St Leonards, NSW: Centre for Independent Studies.
- Kymlicka, W. & Bashir, B. (Eds.). (2008). *The politics of reconciliation in multicultural societies*. Oxford: Oxford University Press.
- Reynolds, H. (1992). *The other side of the frontier: Aboriginal resistance to the European invasion of Australia*. Ringwood, NSW: Penguin.

Society and Culture

- Ballantine, J. & Roberts, K. A. (2007). *Our social world: Introduction to sociology*. New York: Pine Forge Press.
- Bell, J. (2005). *Doing your research project A guide for first time researchers in education, health and social science* (4 Ed.). Berkshire: Open University Press.
- Dant, T. (2004). *Critical social theory: Culture, society and critique*. London: Sage.
- Donnelly, K., Grove, S., Leaver, M., Lieberman, F., Lovat, T., & Webster, P. (Eds.). (2008). *Society and culture: Preliminary and HSC*. South Melbourne: Thomson Social Science Press.
- Howitt, B., & Julian, R. (2009). *Heinemann Society and Culture* (2 Ed.). Pot Melbourne, VIC: Pearson Heinemann.
- Seale, C. (Ed.). (2012). *Researching society and culture* (3 Ed.). London: SAGE Publications.
- Somekh, B. & Lewin, C. (Eds.). (2005). *Research methods in the social sciences*. London: SAGE Publications.
- Thompson, K., Davidge, E., Leaver, M., Lovat, T., Martirena, N., & Webster, P. (Eds.). (2016). *Society and Culture: Preliminary and HSC* (2 Ed.).
- Thompson, K., Johnson, M., Leaver, M., Martirena, M. (2021). *Society and Culture: Preliminary and HSC*.

Studies of Religion

- Antes, P., Geertz, A. W., & Warne, R. R. (Eds.). (2008). *New approaches to the study of religion 1 Regional, critical and historical approaches*. Berlin: Walter de Gruyter GmbH & Co.
- Bouma, G. D. (2006). *Australian soul: Religion and spirituality in the 21 century*. Port Melbourne: Cambridge University Press.
- Braun, W., & McCutcheon, R. T. (Eds.). (2000). *Guide to the study of religion*. London: Cassell.
- Bromley, D. G. (Ed.). (2007). *Teaching new religious movements*. Oxford: Oxford University Press.
- Cabezon, J. I. (2007). *Identity and the politics of scholarship in the study of religion*. New York: Taylor and Francis.
- Fletcher, E., McGrath, J., Follers, J., & Lovat, T. (Eds.). (2006). *Studies of religion*. South Melbourne: Thomson Social Sciences Press.
- Hinnells, J. R. (Ed.). (2005). *The Routledge companion to the study of religion*. New York: Routledge.
- Johns, A., Pattel-Gray, A., & Carnegie, E. (Eds.). (2010). *Oxford Studies of Religion Preliminary and HSC course*. Oxford: Oxford University Press.
- Lovat, T. (2009). *What's this thing called Religious Education?* (3 Ed.). Terrigal, NSW: David Barlow Publishing.
- Lovat, T. (1987). *People, culture and change: Understanding religion*. Wentworth Falls: Social Science Press.
- Melton, J. G., & Bauman, M. (Eds.). (2002). *Religion of the world: A comprehensive encyclopaedia of beliefs and practices*. New York: Oxford.
- Noble, J. (2008). *Cambridge studies of religion: Stage 6*. Cambridge: Cambridge University Press.
- O'Donnell, K. (2006). *Inside world religions: An illustrated guide*. Oxford: Lion.
- Pals, D. L. (2006). *Eight theories of religion*. Oxford: Oxford University Press.
- Riggs, T. (Ed.). (2006). *Worldmark encyclopaedia of religious practices*. Detroit: Thomas Gale.

-
- Smart, N. *The World's Religions* (2 Ed.). Cambridge: Cambridge University Press.
 - Taylor, M. (1989). *Critical terms for religious studies*. Chicago: University of Chicago Press.

Business Studies, Economics, & Legal Studies

- Barlow, R. (2012). *Excel HSC Business Studies*. Sydney: Pascal Press.
- Hickey, M., Nader, T., & Williams, T. (2017). *Cambridge Business Studies Year 12 HSC* (4 Ed.). Cambridge: Cambridge University Press.
- Chapman, S., Gallina, R., Doherty, M., & Dhall, M. (2018). *Jacaranda Business Studies in Action*. Sydney: John Wiley & Sons.
- Stokes, A., Wright, S. (2017). *HSC Economics Digital Textbook*. USA: Greenacre Educational Publications.
- Buultjens, J. (2011). *Excel HSC Economics*. Sydney: Pascal Press.
- Brassil, B. & Brassil, D. (2011). *Excel HSC Legal Studies*. Sydney: Pascal Press.
- Tarakson, S. (2008). *Legal Studies Casebook HSC Course*. Melbourne: Cengage.
- Hamper, D. (2010). *Legal Studies HSC*. Sydney: Pearson Education Australia.
- Milgate, P. Le Cornu, D., Miller, A., Robinson, S., & Kelly, T. (2013). *Cambridge HSC Legal Studies Pack*. Cambridge: Cambridge University Press.
- Gilbert, R. & Hoepper, B. (Eds) (2011). *Teaching Society and Environment* (4 Ed). South Melbourne: Cengage Learning Australia.
- Hinde McLeod, J & Reynolds, R. (2007). *Quality Teaching for Quality Learning: Planning Through Reflection*. South Melbourne: Cengage Learning Australia Pty Ltd
- Killen, R. (2007). *Effective Teaching Strategies. Lessons from Research* (4 Ed). South Melbourne: Social Science Press.
- Marsh, C (2008). *Becoming a Teacher: Knowledge, Skills and Issues* (4 Edition). Frenchs Forest: Pearson Education Australia.
- Marsh, C. & Hart, C. (2011). *Teaching the Social Sciences and Humanities in Australian Curriculum* (6 Edition). Frenchs Forest: Pearson Australia.

Geography

- Pashley, R. (2004). *Excel HSC Geography*. Sydney: Pascal Press.
- Kleeman, G. Hamper, D., & Rhodes, H. (2018). *Global Interactions Year 11 Student Book with eBook*. Pearson Education.
- Kleeman, G. Hamper, D. & Rhodes, H. (2018). *Global Interactions Year 12*. Pearson Education.
- Geography: Shaping Australia's Future. Australian Academy of Science, November 2018.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	The structure of the 4991 course and course expectations; Introduction to teaching Senior Social Science; their place in the K-12 HSIE curriculum; and shared concepts over the curriculum domains	Course organisation; Scope and sequencing; understanding the syllabus	No
2	4 Mar	Standards-based assessment in Stage 6; Assessment schedules; assessment task and rubric design; marking, moderation and feedback	Understanding and developing a standards-based rubric; applying a rubric to student work samples; assessment task notifications: critique and development	Yes – upload your rubric (2 marks)
3	11 Mar	Preparing students for the HSC: Verb directives; content knowledge; skills; unit planning	HSC examination papers; responding to examination questions	Yes – upload teaching strategies (2 marks)
4	18 Mar	Specialist disciplinary Lectures	Marking moderation and feedback; preparing for the assessment expo	Yes – marking moderation booklet (10 marks)
5	25 Mar	Specialist disciplinary Lectures	Assessment expo	Yes – assessment expo (30 marks)
6	1 Apr	Specialist disciplinary Lectures	Subject experts: Disciplinary specialisations; critical course concept integration; syllabus work; unit mapping; unit planning	Yes – upload a list of critical course concepts/tools/skills (2 marks)
7	8 Apr	Specialist disciplinary Lectures	Subject experts: Disciplinary specialisations; critical course concept integration; strategies for teaching concepts; unit planning; lesson planning	No
Mid Term Break				
Mid Term Break				
8	29 Apr	Specialist disciplinary Lectures	Subject experts: Disciplinary specialisations; teaching strategies	No
9	6 May	Critical literacy and the media	Media analysis and case studies	Yes - upload a lesson plan (2 marks)
10	13 May	Guest lecture: 21st century technologies in the classroom	Technology: drones; VR; AR; SimCave	No
11	20 May	Teaching strategies for teaching projects; research methodologies and instrument design	Research design workshop: developing a research project; research proposals; instrument design	Yes – research project design (2 marks)
12	27 May	Course consolidation	Research design workshop: data analysis and synthesis	Yes – Unit plan due Friday
13	3 Jun			
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Unit Planning Task 50%	Assignment 1a: Week 4 (in class) Assignment 1b: Week 5 (in class) Assignment 2a: Weeks 2, 3, 6, 9, 11 (in class)	Individual	50%	1, 2, 3, 4
2	Research Related Tasks 50%	Assignment 2b: Friday 31.5.2024 at 11.59pm	Individual	50%	3, 4, 5

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.

Assessment 1 - Unit Planning Task 50%

Assessment Type

Project

Purpose

These tasks allow you to develop assessment tasks and rubrics, evaluate students' ability to interpret student assessment data to evaluate student learning and modify teaching practice.

Description

Assignment 1A: Marking moderation and feedback (10% weighting).

In the week 4 tutorial, you will be allocated a student work sample. You are to:

- Individually mark the sample according to the criteria provided
- Moderate the mark with your peers and decide on a final mark
- Provide feedback to the students about how they can improve
- Outline how you would have to modify your teaching practice to ensure student achievement
- Identify areas of literacy and numeracy need in the samples, and provide written feedback

***This task is a NESA requirement for this course**

Assignment 1B: The Assessment expo (30% weighting)

This assignment has two parts: Part 1: You are to develop a summative assessment task and marking rubric suitable for Stage 6 students. Your assessment task must align to the syllabus content area selected and should give your students the opportunity to master a skill/concept/tool from your discipline area. You are also to develop an example of the finished product. Part 2: You have to present your assessment task and rubric in class in week 5. You will need to explain how your assessment task aligns to the syllabus (and where), how your assessment task assesses the chosen skill/concept/tool. Your presentation should be 5-7 minutes in length.

Assignment 2A: Tutorial work and class participation (10% weighting)

These tasks allow you to gain marks for the completion of some of your tutorial work. You only need to submit 5 tasks in total in weeks 2, 3, 6, 9, and 11. Each task is worth 2 marks. You need to upload your work to Canvas AND attend class. If you do not attend class, then you will not be awarded the marks. See Assessment tab for task descriptions.

Weighting

50%

Length

1500 words (+ or - 10%)

Due Date

Assignment 1a: Week 4 (in class)
Assignment 1b: Week 5 (in class)
Assignment 2a: Weeks 2, 3, 6, 9, 11 (in class)

Submission Method

Online
See Assessment Schedule

Assessment Criteria

Download from Canvas

Return Method

Online

Feedback Provided

Online - Three weeks after official submission date.

Assessment 2 - Research Related Tasks 50%

Assessment Type	Project
Purpose	The purpose of this assignment is to provide students with the opportunity to demonstrate an advanced level of unit planning skills in their main area of qualification.
Description	<p>Unit of work</p> <p>You are to select a topic/depth study from your curriculum area. This can be from either the Preliminary or HSC year. Your unit plan must include:</p> <ul style="list-style-type: none"> - A unit overview/map - Four hours of work per week. The amount of weeks will vary according to the depth study/topic you select. The weeks of the unit must align with the amount of hours mandated by the syllabus. - Your unit should provide a series of driving inquiry questions for each week, and list any critical concepts/content and skills to be addressed each lesson - Your unit must include possible teaching activities and learning resources (*note: these are not required in hard copy, but you must identify and list them), and the activities should be in a logical sequence and allow for the exploration of key concepts and ideas. - Your unit must address, in the lesson activities, any literacy and numeracy demands of your subject area - The unit must outline various assessment items that provide opportunities to develop valid inference about student learning <p>Important note: If you are seeking accreditation in three areas within this course, then you must do part of a unit in two areas and the assessment expo is to be completed in the third. If you are seeking two accreditation areas, the unit plan must be done in your major specialisation (if applicable), and the assessment expo in your additional teaching area. If you are seeking two additional teaching accreditations, each assignment must be undertaken in a different course, but this is up to you.</p>
Weighting	50%
Length	As per syllabus mandated hours
Due Date	Friday 31.5.2024 at 11.59pm
Submission Method	Online Online through Turnitin
Assessment Criteria	Download from Canvas.
Return Method	Online
Feedback Provided	Online - Three weeks after official submission date. Rubric and online

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).

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.
- Email: Students will receive communications via their student email account.

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. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

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 available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

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.

© 2024 The University of Newcastle, Australia



EDUC4991 Assignment 1A: Student work sample analysis and marking moderation (10%)

Criteria	Excellent (2)	Good (1)	Poor (0)
<p><u>The Analysis</u></p> <p>The analysis of the work sample in response to the activities is thorough. Strengths of the sample have been identified, and areas for improvement are outlined.</p>			
<p><u>Mark & Justification</u></p> <p>The marking criteria has been applied, and the sample has been awarded a mark. The justification of why a particular mark was awarded is thoughtful, insightful and considered.</p>			
<p><u>Moderation with colleague</u></p> <p>The work sample has undergone a moderation process. A final agreed-upon mark has been awarded, and the moderation process has been clearly outlined.</p>			
<p><u>Feedback to student</u></p> <p>The feedback that has been provided to the student author of the sample is fair, supportive, and immediately useful. Both warm and cool feedback has been provided, and suggested areas of improvement are clear.</p>			
<p><u>Pedagogical strategies</u></p> <p>The ways in which the teacher can assist the student in improving their work are clearly outlined. A good pedagogical repertoire is evident.</p>			

EDUC4991 Assignment 1: Assessment Expo Rubric

	Criteria	0 marks	1-2 marks	3-4 marks	5 marks
Assessment task	Demonstrates innovation and engagement and encourages higher order thinking.	No innovation or engagement value in the task. Little or no encouragement of higher ordering thinking.	The task is prosaic and lacks innovation or engagement value.	The task has some innovative and/or engaging elements.	The task is innovative and engaging.
	Development of student instructional paperwork (task notification) with clear rubric criteria.	No student instructional paperwork. No criteria.	Minimal student instructional paperwork. Criteria unclear or inappropriate in terms of length or clarity. Mark allocation is problematic.	Student instructional paperwork and criteria are provided but there are issues in terms of length and clarity. Mark allocation may be problematic.	Student instructional paperwork is well developed and criteria are accessible, clear and concise.
	Appropriate task for Stage 6 in terms of multi-literacy levels. Clearly related to syllabus topics and prescriptions.	Not appropriate and not aligned with syllabus. Task does not align with identified syllabus outcomes.	Of limited use to Stage 6 in terms of multi-literacy levels. Task not clearly linked with syllabus topic or prescriptions. Alignment with outcomes may be flawed.	Suited for Stage 6 in terms of multi-literacy levels. Task is in line with syllabus topics or prescriptions. Outcome alignment is clear.	Well suited for Stage 6 in terms of multi-literacy levels. Task is an enhancement of syllabus topics or prescriptions.
Presentation	Clear explanation of assessment task, and the concept/skill/tool.	Little or no explanation or definition of the concept/skill/tool. Explanation of assessment task is unclear.	Minimal explanation of concept/skill/tool, which may not be defined. Explanation of assessment task may be unclear.	Adequate to proficient explanation and definition of concept/skill/tool. Explanation of assessment task is clear.	Comprehensive explanation and definition of the concept/skill/tool. Explanation of assessment task is comprehensive.
	Clear explanation of how task addresses and teaches concept.	Little or no explanation of how task addresses and teaches the concept/skill/tool.	Minimal explanation of how task addresses and teaches the concept/skill/tool.	Adequate to proficient explanation of how task addresses and teaches the concept/skill/tool.	Comprehensive explanation of how the task addresses and teaches the concept/skill/tool.
	Presentation of student product.	No product.	Poor assessable product.	Adequate to proficient assessable product.	High quality assessable product.
Total /30					

EDUC4991: Unit Planning Task

Assessment 2 Marking Rubric, 2024

Depth study	Standard of achievement
50-42.5 Exemplary (HD)	The depth study/unit of work is characterised by significant creativity, originality, and insight. It demonstrates a high degree of coherence and tight integration between the course requirements, core concepts, selected resources, syllabus prescriptions, and teaching ideas articulated. An accompanying unit map thoughtfully outlines all content. A series of weekly relevant and meaningful driving inquiry questions are developed, and the teaching strategies and resources selected demonstrate significant repertoire and variety. Specific teaching of literacy and numeracy requirements are evident. Valid and authentic assessment items are integrated into the depth study and demonstrate appropriate diversity.
42-37.5 Adept (D)	The depth study/unit of work is characterised by a high degree of coherence and tight integration between the course requirements, core concepts, selected resources, syllabus prescriptions, and teaching ideas articulated. An accompanying unit map suitably outlines all content. A series of weekly driving inquiry questions are developed, and the teaching activities and resources selected demonstrate significant repertoire and variety. Specific teaching of literacy and numeracy requirements are evident. Appropriate assessment items are integrated into the depth study.
37-32.5 Proficient (C)	The depth study is characterised by some degree of coherence and integration between the course requirements, core concepts, selected resources, syllabus prescriptions, and teaching ideas articulated. An accompanying unit map outlines all content. Some inquiry questions may be developed, yet with limitations. The teaching ideas articulated demonstrate some variety, and resources are mostly appropriate. Reference to both literacy and numeracy are evident. Assessment items are integrated into the depth study, but these may demonstrate an overreliance on one assessment method.
32-25 Developing (P)	The depth study is characterised by some capacity to plan using course requirements, core concepts, selected resources, syllabus prescriptions and teaching ideas, though convincing integration may be lacking. An accompanying unit map may not outline all content, or may be missing. Inquiry questions may be limited, and teaching ideas articulated contain little variety. Reference to literacy and/or numeracy is limited. Resources may be inappropriate, and assessment items may be flawed.
24-0 Inadequate (F)	The depth study is poorly organised and/or omits required elements. The strategies and resources selected are inadequate, unsatisfactory, inaccurate, or inappropriate. Evidence of integration between course requirements, core concepts, selected resources, syllabus prescriptions and teaching ideas is lacking. No accompanying unit map. No reference to literacy or numeracy evident within the unit.

Date: _____ Signature: _____