

EDUC6746: K-6 HSIE

Callaghan

Trimester 1 - 2024



OVERVIEW

Course Description In this course Initial Teacher Education Students (ITES) will explore the content and organisation of the NSW K-6 HSIE Syllabus and curriculum; strategies and resources for programming, teaching and assessing primary HSIE; the role and value of HSIE; the place of HSIE in the K-12 HSIE continuum (particularly the links between Stage 3 and 4); the literacy and numeracy demands of HSIE curriculum; ways of differentiating curriculum to meet the diverse needs of learners. Particular attention will be given to Aboriginal history and culture, and concepts emerging from the HSIE curriculum that relate to civics and citizenship.

Academic Progress Requirements Nil

Requisites This course replaces EDUC6800. If you have successfully completed EDUC6800 you cannot enrol in this course.

Contact Hours

Callaghan
Lecture
Online
12 hour(s) per term starting Week 1

Tutorial *
Face to Face On Campus
24 hour(s) per term starting Week 1

* This contact type has a compulsory requirement.

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 Mr Cameron Smith Cameron.Smith@newcastle.edu.au (02) 4055 0639 Consultation:
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	ITES will learn about the principles of teaching and learning Humanities and Social Science in the primary school contexts. Specific areas of learning will include: understanding, implementing and critiquing current NSW based curriculum documents; teaching and learning in History K-6; teaching and learning in Geography K-6. Best practice teaching and learning strategies using ICT in teaching Humanities and Social Sciences.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Understand the underlying principles of the Humanities and Social Sciences area of the curriculum and be able to demonstrate that they can plan teaching and learning events to further these principles and practices;2. Value and clarify the diversity of perspectives in the Humanities and Social Sciences with particular emphasis on Aboriginal and Torres Strait Islander, Asian and Sustainability perspectives;3. Appreciate the role and value of Humanities and Social Sciences in the broader school curriculum;4. Understand and use the NSW syllabus document in this area (incorporating the Australian Curriculum) to plan for learning and teaching in all aspects of Humanities and Social Sciences.
Course Materials	Required Text: Reynolds, R. (2019). <i>Teaching Humanities and Social Sciences in the Primary School</i> . Melbourne: Oxford University Press. Board of Studies NSW. (2012). History K-10 syllabus. Board of Studies. https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10 NSW Education Standards Authority (NESA). (2020). Geography K-10 Syllabus. NESA. https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

SCHEDULE

Week	Week Begins	Topic	Learning Activity
1	29 Jan	Course introduction / objectives Course outline /assessment What is HSIE? National perspectives	An introduction to teaching and learning in the social sciences: Syllabus documents
2	5 Feb	Civics and citizenship education	Strategies for civic knowledge
3	12 Feb	Geography including Citizenship	Strategies for civic knowledge
4	19 Feb	Geography including Citizenship	Geography as Inquiry
5	26 Feb	Good pedagogy in HSIE: Inquiry process	Inquiry strategies
6	4 Mar	Mapping & Excursions	Mapping & excursions
7	11 Mar		
8	18 Mar	Thinking Skills	Thinking Skills
9	25 Mar	History	History as Inquiry
10	1 Apr	Cultures/Asia perspective/ Intercultural understanding/Aboriginal & Torres Strait Islander perspectives	Strategies for cultures education
11	8 Apr	Values / Human Rights Education / Global Education	Strategies for values education. Global Education: A global focus for 21st century teaching
12	15 Apr	Business & Economics	Business & Economics and Resource systems
Examination Period			

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Module 1: Article to a teacher's professional magazine	11.59pm Friday Week 4	Individual	20%	2, 3
2	Module 2: Geography ICT lesson and unit planning	11.59pm Friday Week 8	Combination	40%	1, 2, 3, 4
3	Module 3: History lesson and unit planning	11.59pm Friday Week 12	Combination	40%	1, 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.

Assessment 1 - Module 1: Article to a teacher's professional magazine

Assessment Type

Written Assignment

Purpose

The purpose of this assignment is for students to demonstrate their understanding of the HASS KLA.

Description

You have been invited by the editor of an education-focussed blog or similar platform to write an informed article on a topic related to civics and citizenship education (CCE).

You are to write the article in a way that communicates your understanding of your learning in the course to date.

To do this, you are to select a current, relevant issue/topic/event in school education and relate it to civics and citizenship education in primary schools.

Examples of current and relevant issues might be: a media debate about what teachers teach, a cultural event such as NAIDOC week, Australia Day, Anzac Day, student activism or any other issue/topic/event that is relevant to schooling as well as civics and citizenship.

Before writing the article, familiarise yourself with formats used in existing relevant texts as models, ensuring that you reference all materials drawn on.

You are to support your ideas with reference to research and curriculum literature.

Weighting

20%

Length

1000 words, or equivalent

Due Date

11.59pm Friday Week 4

Submission Method

Online
via Canvas

Assessment Criteria

- Selected topic is relevant to the current context of CCE & schooling. This is communicated clearly.
- Topic is linked to CCE & HASS curriculum in a creative manner
- Demonstrates depth & breadth of knowledge of curriculum issues.
- Presents a detailed & integrated discussion.
- Uses a variety of well-chosen references including some individually sourced. Error free presentation regarding literacy & referencing (in-text & list) in APA 7th style

Return Method

Online

Feedback Provided

Online - via Canvas within three weeks of submission.

Assessment 2 - Module 2: Geography lesson and unit planning

Assessment Type

Written Assignment

Purpose

ITES will demonstrate their understanding of the Geography K-10 Syllabus by working individually to create an ICT resource for use in a Geography lesson. ITES will demonstrate how their resource displays best practice in HSIE teaching and learning and advocates for the use of ICT in the classroom.

Description

PART A

Create a multimedia teaching resource using iMovie (or equivalent program) of 3 to 4 minutes' duration, suitable for use in a Stage 1 Geography lesson

PART B

Validate your resource in terms of best practice HSIE teaching (including the inquiry model) and incorporating ICT (using TPACK model).

The multimedia resource must be linked directly to the learning outcomes and content descriptors of the K-10 NSW Geography Syllabus for Stage 1.

Weighting

40%

Length

1000 words, or equivalent

Due Date

11.59pm Friday Week 8

Submission Method

Online
via Canvas

Assessment Criteria

A. The resource:

- incorporates effective use of linguistic, visual, audio and spatial components
- demonstrates technical competencies such as: clarity, coherence, smoothness in transitions and editing
- contains mostly original and creative footage, images and text
- demonstrates clear links to given topic (Geography syllabus content)
- is engaging, age appropriate & valuable for classroom learning

B. Thorough Validation is provided with regard to:

- Geography content/skills/concepts
- quality HSIE practice
- best practice in ICT education
- inquiry processes
- use of relevant references
- an error free presentation in literacy and referencing (in-text and list) in APA 7th style

Return Method	Online
Feedback Provided	Online - via Canvas within 3 weeks of submission.

Assessment 3 - Module 3: History lesson and unit planning

Assessment Type	Written Assignment
Purpose	ITES will demonstrate their understanding of the History K-10 Syllabus by designing an engaging History unit for Stage 2 or 3. Topics will be distributed in tutorials.
Description	<p>PART A Unit Overview, summative assessment design and excursion planning (PAIR) In pairs, design an overview for a Stage 2 or 3 History Unit using a provided pro forma, a summative assessment task for that Unit and an excursion. The Unit must address the cross-curriculum priority of either Aboriginal and Torres Strait Islander histories and cultures or Asia and Australia's engagement with Asia.</p> <p>PART B LEARNING & TEACHING ACTIVITIES (INDIVIDUAL) Each student must design 5 lessons, which contribute to a cohesive 10 lesson sequence for the Unit.</p> <p>Incorporating Parts A and B, the unit should include:</p> <p>An overview of the unit (1 page) including the following:</p> <ul style="list-style-type: none">-outcomes and content;-most appropriate Key values and attitudes, concepts, skills and GE perspective/s to match the sequence content-appropriate Key Inquiry Questions-appropriate cross-curricular priorities and general capabilities for the topic. <p>An inquiry sequence of 10 lessons (5 pages maximum using provided pro forma) with a focus on thinking skills. This inquiry sequence must include:</p> <ul style="list-style-type: none">- focus questions for all phases- appropriate and engaging sequence of lessons clearly following inquiry processes, including final action ideas- explicit teaching of outcome content - all lessons and organisation of students- incorporating Historical concepts and skills, values & attitudes, cross-curriculum priorities, general capabilities, GE focuses- integrated skills taught including ICT skills in most phases- variety of open-ended teaching and learning activities to cater for the diversity of learners addressing content & skills, providing valid assessment strategies for the learning sequences-focus on thinking skills-variety of resources including ICT-appropriate, effective summative assessment task worked towards throughout the unit-no errors in literacy, complete and correct bibliography in APA 7th style. The bibliography must list all resources used for compilation of the unit of work. <p>An excursion description that is appropriate to addressing the content and focus question/s. The excursion itself does not count as a lesson. You should indicate in your unit inquiry sequence when the excursion takes place.</p> <p>*Pro formas will be provided on Canvas for the overview, inquiry sequence of lessons and the excursion.</p>
Weighting	40%
Length	2000 words
Due Date	11.59pm Friday Week 12
Submission Method	Online
Assessment Criteria	Criterion A: Unit Overview *Appropriate content outcome/s included *Appropriate values and attitudes, History concepts provided to match sequence content *Appropriate Inquiry questions, Historical inquiry skills & Global perspective/s identified to match content

- *Appropriate cross-curricular priorities and general capabilities for topic identified
- *Highly valuable excursion destination listed with good detail regarding forms, considerations and risks (maximum 1 day excursion)

Criterion B: Inquiry sequence of lessons

- *Appropriate focus questions included
- *With an appropriate and engaging sequence of lessons that clearly follows appropriate inquiry processes, including action
- *Clear explicit teaching of content and skills in all phases addressing chosen outcomes/content
- *Clearly incorporating stated cross curriculum priorities, general capabilities & GE focus/es
- *Integrated IT skills/content in most sequences
- *Variety of learning activities addressing content & providing valid assessment opportunities
- *Using an excellent variety of appropriate resources

Criterion C:

- *Most appropriate, valuable excursion for learning
- *All detail practical, accurate and complete

Return Method Online
Feedback Provided Online - . within three weeks of submission

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: roll will be taken
Compulsory attendance (with a minimum of 80%) is required to pass this course)

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.

- Face to Face: Communication will be provided via face to face meetings or supervision.

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	<p>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:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>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</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

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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EDUC6746 Assessment Task 1: Written Article

STUDENT NAME:		STUDENT NUMBER:	
NB. The article has a word limit of 1000.			
<input type="checkbox"/> Selected topic lacks relevance to the current context of CCE & schooling. This is not communicated effectively <input type="checkbox"/> Topic is linked to the CCE or HASS curriculum. <input type="checkbox"/> Demonstrates little/no knowledge of curriculum issues. <input type="checkbox"/> Presents little discussion and/or does not link concepts, providing ineffective/no analysis <input type="checkbox"/> Uses few/no relevant references with many errors in presentation regarding literacy and referencing (in-text & list) in APA 7 th style	<input type="checkbox"/> Selected topic is somewhat relevant to the current context of CCE & schooling. This is communicated at a basic level of detail <input type="checkbox"/> Topic is linked to the CCE & HASS curriculum minimally, with errors <input type="checkbox"/> Demonstrates basic knowledge of curriculum issues. <input type="checkbox"/> Presents some discussion & attempts analysis, linking some concepts, providing limited analysis of the topic <input type="checkbox"/> Uses some relevant references including some individually sourced. Several errors in presentation regarding literacy &/or referencing (in-text & list) in APA 7 th style	<input type="checkbox"/> Selected topic is relevant to the current context of CCE and schooling. This is communicated clearly & in some detail <input type="checkbox"/> Topic is linked to CCE & HASS curriculum effectively, with limited errors, <input type="checkbox"/> Demonstrates sound knowledge of curriculum issues. <input type="checkbox"/> Presents a well-structured discussion that makes some conceptual links providing sound analysis <input type="checkbox"/> Uses a variety of relevant references including some individually sourced. Mostly error free presentation regarding literacy & referencing (in-text & list) in APA 7 th style	<input type="checkbox"/> Selected topic is highly relevant to the current context of CCE & schooling. This is communicated clearly & comprehensively. <input type="checkbox"/> Topic is linked to CCE & HASS curriculum in a sophisticated & creative manner <input type="checkbox"/> Demonstrates depth & breadth of knowledge of curriculum issues. <input type="checkbox"/> Presents a sophisticated, detailed & integrated discussion providing deep analysis <input type="checkbox"/> Uses a variety of well-chosen references including some individually sourced. Error free presentation regarding literacy & referencing (in-text & list) in APA 7 th style
___ x .5 or 0 = ___	___ x 1= ___	___ x 3= ___	___ x 4= ___
MARKER:	DEDUCTIONS (late or over word count): -		

TOTAL /20

EDUC6746: ICT Resource

STUDENT NAME:		STUDENT NUMBER:		
NB. The validation has a word limit of 1500. The remaining words are considered to be used by the ICT resource itself which should be (3-4) minutes in duration.				
<p>Your resource</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates use of a few linguistic, visual, audio and spatial components <input type="checkbox"/> demonstrates few/no technical competencies: little clarity, coherence, smoothness in transitions <input type="checkbox"/> contains no original footage, images and text <input type="checkbox"/> demonstrates no connection to given topic <input type="checkbox"/> is not engaging and/or age appropriate with minimal/no value for classrooms 	<p>Your resource</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates use of some linguistic, visual, audio and spatial components <input type="checkbox"/> demonstrates some technical competencies: some clarity, coherence, smoothness in transitions <input type="checkbox"/> contains little original footage, images and text <input type="checkbox"/> demonstrates little connection to given topic <input type="checkbox"/> is somewhat engaging, age appropriate & useful for classroom learning 	<p>Your resource</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates some use of all linguistic, visual, audio and spatial components <input type="checkbox"/> demonstrates good technical competencies: clarity, coherence, smoothness in transitions <input type="checkbox"/> contains some original and creative footage, images and text <input type="checkbox"/> demonstrates some connection to given topic <input type="checkbox"/> is mostly engaging, age appropriate & valuable for classroom learning 	<p>Your resource</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates effective use of all linguistic, visual, audio and spatial components <input type="checkbox"/> demonstrates excellent technical competencies: clarity, coherence, smoothness in transitions <input type="checkbox"/> contains mostly original and creative footage, images and text <input type="checkbox"/> demonstrates clear links to given topic <input type="checkbox"/> is highly engaging, age appropriate & valuable for classroom learning 	
___ x .5 or 0 = ___	___ x 1 = ___	___ x 2 = ___	___ x 3 = ___	/15
<p>Little/ no validation is provided with regard to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geography S1 content/skills/concepts <input type="checkbox"/> quality HSIE practice <input type="checkbox"/> inquiry processes <input type="checkbox"/> best practice in ICT education <input type="checkbox"/> use of a variety of relevant references including some individually sourced in a presentation containing errors in literacy &/or referencing 	<p>Some validation is provided with regard to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geography S1 content/skills/concepts <input type="checkbox"/> quality HSIE practice <input type="checkbox"/> inquiry processes <input type="checkbox"/> best practice in ICT education <input type="checkbox"/> use of a variety of relevant references including some individually sourced in a presentation containing errors regarding literacy and/or referencing (in-text &list) in APA 7th style 	<p>Adequate validation is provided with regard to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geography S1 content/skills/concepts <input type="checkbox"/> quality HSIE practice <input type="checkbox"/> inquiry processes <input type="checkbox"/> best practice in ICT education <input type="checkbox"/> use of a variety of relevant references including some individually sourced in a mostly error free presentation regarding literacy and referencing (in-text & list) in APA 7th style 	<p>Thorough validation is provided with regard to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geography S1 content/skills/concepts <input type="checkbox"/> quality HSIE practice <input type="checkbox"/> inquiry processes <input type="checkbox"/> best practice in ICT education <input type="checkbox"/> use of a variety of relevant references including some individually sourced in an error free presentation regarding literacy and referencing (in-text & list) in APA 7th style 	/25
___ x 1 or 0 = ___	___ x 2 = ___	___ x 3 = ___	___ x 5 = ___	/25
MARKER:	COMMENTS:			
DEDUCTIONS (late or over word count): -				

TOTAL /40

EDUC 6746 Unit of Work (History topic distributed in tutorial) 40 marks

Criterion A: Unit GROUP COMPONENT			
OVERVIEW			
Inadequate <input type="checkbox"/> appropriate content and/or outcome/s not included <input type="checkbox"/> appropriate Key values and attitudes, concepts and GE perspective mismatched to sequence content or not provided <input type="checkbox"/> appropriate Key Inquiry Questions/skills not matching content <input type="checkbox"/> appropriate cross-curricular priorities & general capabilities for topic not identified	Acceptable <input type="checkbox"/> some appropriate outcomes and content are included <input type="checkbox"/> appropriate Key values and attitudes, concepts and GE perspective to match sequence content <input type="checkbox"/> key Inquiry Questions & skills match topic and content <input type="checkbox"/> cross-curricular priorities & general capabilities identified	Excellent: <input type="checkbox"/> the most appropriate outcomes and content are included <input type="checkbox"/> the most appropriate Key values and attitudes, concepts and GE perspective to match sequence content <input type="checkbox"/> the most appropriate Key Inquiry Questions & skills <input type="checkbox"/> the most appropriate cross-curricular priorities and general capabilities for topic identified	
.5 OR zero	__ x 1 = __	__ x 2 = __	/8
EXCURSION			
Unsatisfactory understanding: <input type="checkbox"/> inappropriate excursion <input type="checkbox"/> little attention to detail	Demonstrated poor understanding: <input type="checkbox"/> partly appropriate, valuable excursion <input type="checkbox"/> some attention to detail, practicality	Demonstrated satisfactory understanding: <input type="checkbox"/> appropriate, valuable excursion for learning <input type="checkbox"/> most detail practical, accurate and complete	/6
__ x .5 OR <input type="checkbox"/> ZERO	_ x 1 =	_ x 2 =	
SUMMATIVE ASSESSMENT TASK			
<input type="checkbox"/> minimally addresses unit content, skills, outcomes, etc <input type="checkbox"/> minimally effective, manageable, authentic	<input type="checkbox"/> mostly addresses unit content, skills, outcomes, etc <input type="checkbox"/> mostly effective, manageable, authentic	<input type="checkbox"/> clearly addresses unit content, skills, outcomes, etc <input type="checkbox"/> effective, manageable, authentic	
__ x .5 OR <input type="checkbox"/> ZERO	_ x 1 =	_ x 2 =	/6
			/20

Criterion B: INDIVIDUAL Inquiry sequence of lessons				
Inadequate level of planning <input type="checkbox"/> few or no focus questions <input type="checkbox"/> a sequence of activities not using the inquiry process <input type="checkbox"/> little or no explicit teaching <input type="checkbox"/> explicit teaching of few/no skills <input type="checkbox"/> rarely/never incorporating cross curriculum priorities, general capabilities & GE <input type="checkbox"/> rare/no integrated skills <input type="checkbox"/> few/no open-ended learning activities with assessment opportunities <input type="checkbox"/> no thinking skills <input type="checkbox"/> few/no appropriate resources <input type="checkbox"/> many errors in literacy, and/or incorrect bibliography	Basic level of planning <input type="checkbox"/> some appropriate focus questions <input type="checkbox"/> a sequence of lessons/activities that partly follows the inquiry process <input type="checkbox"/> some explicit teaching of content <input type="checkbox"/> explicit teaching of some skills <input type="checkbox"/> inferred incorporation of concepts, values & attitudes, cross curriculum priorities, general capabilities, GE focus <input type="checkbox"/> some integration of skills inc ICT <input type="checkbox"/> some learning activities are open-ended & provide assessment opportunities <input type="checkbox"/> little focus on thinking skills <input type="checkbox"/> some appropriate resources <input type="checkbox"/> several errors in literacy, partly complete & correct bibliography in APA 7 th style	Satisfactory understanding of planning <input type="checkbox"/> appropriate focus questions for all phases <input type="checkbox"/> appropriate & engaging sequence of lessons/activities mostly following inquiry process <input type="checkbox"/> explicit teaching of outcome content- most lessons <input type="checkbox"/> explicit teaching of most skills <input type="checkbox"/> incorporating concepts, values & attitudes, cross curriculum priorities, general capabilities & GE focus <input type="checkbox"/> integrated skills taught inc. ICT -some phases <input type="checkbox"/> some open-ended learning activities address content & skills, provide valid assessment opportunities <input type="checkbox"/> some focus on thinking skills <input type="checkbox"/> using a variety of appropriate resources inc. ICT <input type="checkbox"/> few errors in literacy, mostly complete & correct bibliography in APA 7 th style	Exemplary understanding of planning <input type="checkbox"/> clarity in focus questions for all phases <input type="checkbox"/> an appropriate and engaging sequence of lessons clearly following inquiry processes, including action <input type="checkbox"/> explicit teaching of outcome content- all lessons <input type="checkbox"/> explicit teaching of skills as appropriate <input type="checkbox"/> clearly incorporating concepts, values & attitudes, cross-curriculum priorities, general capabilities, GE <input type="checkbox"/> integrated skills taught including ICT -most phases <input type="checkbox"/> variety of open-ended learning activities address content & skills, provide valid assessment opportunities <input type="checkbox"/> strong focus on thinking skills <input type="checkbox"/> for an excellent variety of resources including ICT <input type="checkbox"/> no errors in literacy, complete & correct bibliography in APA 7 th style	
ZERO	__ x .5 =	__ x 1 =	__ x 2 =	/20
				/40

Marks may be lost for assignments which are late or do not adhere to page limits.