EDUC6918: The Global Primary Professional
Callaghan
Trimester 2 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description
This course will introduce Primary Initial Teacher Education Students (ITES) to approaches for designing integrated curriculum that they will implement using multi-level pedagogies during a 40-day block of full time professional experience in a school setting. During their professional experience opportunity, ITES will demonstrate their attainment of Graduate Teacher Standards and have an opportunity to engage in student sport, playground supervision, faculty/grade/stage meetings and school activities and functions, as required. ITES will reflect upon, and produce a Teacher Performance Assessment (NTPA), their professional learning during the program with a particular focus on one of the program's overall learning themes. They will learn about how to integrate curriculum, explore the legal, social and ethical responsibilities associated with being a member of the teaching profession. This course allows reflection on and consideration of their responsibility as participants in local, national and global teaching communities.

Academic Progress Requirements
This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.

Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.

Requisites
EDUC6918 Requisite

Students will be prevented from enrolling in this course until they have met the LANTITE Milestone.

Assumed Knowledge
Successfully completed 120 units.

Contact Hours
Callaghan

Lecture
Online
1 hour(s) per week(s) for 6 term starting Week 1
Pre-recorded modules

Lecture
Face to Face On Campus
2 hour(s) per week(s) for 1 week(s) starting Week 12

Online Activity
Online
10 hour(s) per term starting Week 1

Placement
Face to Face Off Campus
40 days per term starting Week 1

www.newcastle.edu.au
CRICOS Provider 00109J

Tutorial
Face to Face On Campus
1 hour(s) per week(s) for 6 term starting Week 1

Unit Weighting	20
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan** Dr Kate Ferguson-Patrick Kate.Fergusonpatrick@newcastle.edu.au (02) 4921 7764 Consultation: Please email for appointment Kate.fergusonpatrick@newcastle.edu.au
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	• Approaches to Integrating ACARA's General Capabilities and Cross Curriculum Priorities into Curriculum • Approaches to integrating curriculum with global and local perspectives • Multi-Level Pedagogies • Frameworks for Reflective Practice • Graduate Teacher Standards • Group Learning • Teaching Portfolios (NTPA) • Revisiting frameworks for understanding, interpreting, and critically reflecting upon professional ethical practice • Processes for selecting evidence of attainment of Graduate Teacher Standards • Approaches to designing differentiated curriculum and inclusive teaching methods to personalise the learning for students including Indigenous students
Course Learning Outcomes	**On successful completion of this course, students will be able to:** 1. Construct and implement an integrated unit of work. 2. Engage in critical reflection on their professional practice and be able to articulate a personal philosophy of teaching incorporating moral dimensions of the work of teachers; 3. Develop a teaching portfolio that demonstrates critical reflection on their professional learning over the entire program, at a level commensurate with graduate teacher standards; 4. Adapt and differentiate curriculum and instruction to personalise the learning for students in their care; 5. Engage in the full life of school including student sport, playground supervision, faculty/grade/stage meetings and school activities and functions; and 6. Demonstrate attainment of Graduate Teacher Standards through professional experience.

Course Materials

ACARA General capabilities hhttps://www.australiancurriculum.edu.au/f-10- curriculum/general-capabilities/

ACARA Cross curriculum priorities
https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/

Budiarti, M., Macqueen, S., Ferguson-Patrick, K., & Reynolds, R. (2021). Global project-based learning as an approach to teaching the 4Cs in schools. *Journal of International Social Studies*, *11*(11), 33–62.

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Drake, S., & Reid, J. (2018). Integrated Curriculum as an Effective Way to Teach 21st Century Capabilities. *Asia Pacific Journal of Educational Research, 1*(1), 31-50.

Ferguson-Patrick, K. & Jolliffe, W. (2018). Implementing cooperative learning in the classroom. In *Cooperative learning for intercultural classrooms* (pp95-139). Routledge.

Ferguson, R., Coughlan, T., Egelandsdal, K., Gaved, M., Herodotou, C., Hillaire, G., Jones, D., Jowers, I., Kukulska-Hulme, A., McAndrew, P., Misiejuk, K., Ness, I. J., Rienties, B., Scanlon, E., Sharples, M., Wasson, B., Weller, M., & Whitelock, D. (2019). Innovating pedagogy 2019. *Open University Innovation Report 7* (pp. 1–42). Milton Keynes: The Open University.

González-Salamanca, Juan Carlos, Agudelo, Olga Lucía, & Salinas, Jesús. (2020). Key Competences, Education for Sustainable Development and Strategies for the Development of 21st Century Skills. A Systematic Literature Review. *Sustainability (Basel, Switzerland), 12*(24), 10366. doi:10.3390/su122410366

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Kivunja, C. (2015). Using De Bono's six thinking hats model to teach critical thinking and problem solving skills essential for success in the 21st century economy. Creative Education, 6(3), 380–391. doi:10.4236/ce.2015.63037

Leite, S. (2021). Using the SDGs for global citizenship education: definitions, challenges, and opportunities. *GLOBALISATION, SOCIETIES AND EDUCATION.* https://doi.org/10.1080/14767724.2021.1882957

NSW Australian learning across the curriculum
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/learning-across-the-curriculum

NSW Department of Education (2023). *Teachers Standards and Accreditation: Reflective practice.* Reflective practice (nsw.gov.au)

NSW DET (2021). *English as an additional language or dialect (EAL/D) effective school practices School resource*. Centre for Education Statistics and Evaluation

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Moss, J., Godinho, S. C., & Chao, E. (2019). Enacting the Australian Curriculum: Primary and secondary teachers' approaches to integrating the curriculum. *Australian Journal of Teacher Education*, 44(3). http://dx.doi.org/10.14221/ajte.2018v44n3.2

Orland-Barak, L., & Yinon, H. (2007). When theory meets practice: What student teachers learn from guided reflection on their own classroom discourse. *Teaching and teacher education*, *23*(6), 957-969.

Peterson, A., Dumont, H., Lafeunte, M., & Law, N. (2018). Understanding innovative pedagogies: Key themes to analyse new approaches to teaching and learning. *OECD Education Working Papers*, (172), 1–134.

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Sharkey, J., Olarte, A. C., & Ramírez, L. M. (2016). Developing a Deeper Understanding of Community-Based Pedagogies With Teachers Learning With and From Teachers in Colombia. *Journal of Teacher Education*, 67 (4), 306– 319

Shearer, C. B., & Karanian, J. M. (2017). The neuroscience of intelligence: Empirical support for the theory of multiple intelligences? *Trends in Neuroscience and Education*, 6, 211–223. doi:10.1016/j.tine.2017.02.002

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http://dx.doi.org/10.14221/ajte.2018v43n8.6

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:
- Lecture Has compulsory attendance
- Tutorial Attend 80% of sessions (6 x 1 hour tutorials- you must attend at least 5 out of 6 tutorials face to face)
- Lecture Attend 100% of sessions (you must attend 2 hour placement lecture in week 12 on Monday 29th July 20244-6pm online)

Course Assessment Requirements:
- Assessment 1 - Integrated curriculum planning for learning: Pass requirement - Must pass this assessment item to pass the course.
- Assessment 2 - Professional Experience Report (incorporating Teacher Performance Assessment): Pass requirement - Must pass this assessment item to pass the course.

Compulsory Placement and WHS Requirements:
- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	13 May	Course Introduction & 21st Century Learning, equity and diversity Introduction to the SDGs and their relevance in primary curriculum	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	
2	20 May	What is integrated learning and planning for an integrated curriculum? Local and Global connections	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	
3	27 May	Integration using curriculum with a focus on digital technologies NSW learning across the curriculum content (general capabilities and cross curriculum priorities in ACARA)	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	
4	3 Jun	Contextualised practice for curriculum design- using big picture themes- SDGs	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	
5.				Note 10 June is a public holiday so we don't meet in week 5
6	17 Jun	Contextualised practice and culturally responsive teaching What is a community? Service learning approaches	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	

		Planning assets of community to construct curriculum		
7	24 Jun	Pedagogical strategies for social justice Culturally responsive multi level teaching	1 hour online modules plus associated readings (prior to attending tutorial) and 1 hour face to face tutorial	
8	1 Jul	Complete online modules 1-5		Assessment 1 Integrated unit due Friday 5 July 11.59pm
9	8 Jul	Complete online modules 1-5		
10	15 Jul	Complete online modules 1-5		You must have completed the pre-placement modules 1-5 by Friday 19 July 11.59pm
11	22 Jul			Schools will open on SONIA this week for those students with all mandatory checks completed and Assessment 1 passed
12	29 Jul	Placement preparation and reflective practice	1 x 2 hour online mandatory lecture to prepare for placement Monday 29th July 4-6pm online	
Examination Period				
Assessment 2: Placement report due on final day of placement (27/09/24) and NTPA due 2 weeks after placement (11/10/24)				

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	Integrated curriculum planning for learning*	Friday 5 July 2024	Individual	50%	1, 3, 4
2	Professional Experience Report (incorporating Teacher Performance Assessment)*	Placement report due on final day of placement and NTPA due 2 weeks after placement	Individual	50%	1, 2, 3, 4, 5, 6

* This assessment has a compulsory requirement.

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 - Integrated curriculum planning for learning

Assessment Type   Portfolio
Description   This task is designed to demonstrate the capacity to plan and adapt a learning sequence / unit of work that is educationally robust, considers global and local perspectives, and is integrated with relevant General Capabilities and Cross Curricular Priorities.

This task should demonstrate critical reflection on your professional learning over the entire program, at a level commensurate with graduate teacher standards.

The purpose of this part of the assignment is for students to design an integrated and inclusive curriculum unit focused on one sustainable development goal and to demonstrate knowledge of the primary KLA content and how to teach it.

In this task, you may use an existing unit of work previously developed in the program and develop it further by adding at least one other KLA focus into a full integrated unit of work using the proforma given to you on Canvas. You have freedom to identify your values, strengths of knowledge, interest, expertise, and age/stage for the curriculum(s) of your choice. You will need to ensure you use 2-3 KLAs in this unit and show:

- 1) Evidence of big picture planning - a mind map of learning activities around your chosen SDG that incorporates two-three Key Learning Areas (KLAs) and other requirements for the unit
- 2) Clearly integrate one of the United Nations Sustainable Development Goals of relevance to the unit, and one of AITSL's Cross Curricular Priorities throughout the learning cycle / unit of work
- 3) Identify how at least two to three General Capabilities are a learning focus appropriately for the age/stage;
- 4) Integrate teaching and learning activities from two-three KLAs and incorporate integration of community assets into your planning.
- 5) Include strategies for Differentiation of learning for a class that includes EAL/D students

The unit of work should incorporate 4 lesson sequences and these should be about 2-3 hours of teaching / learning activities for each sequence. Appropriate resources should be identified but there is no need to attach any original created resources. Provide enough detail in the teaching and learning sequences about the resources to be used and provide urls in the resource's column.

Ensure your final section outlines a separate and authentic summative assessment task for the unit of work which is succinct, engaging, 'rich' and linked back to all learning in the unit.

Bibliography – APA 7th style References used or referred to in Mind Map and Lesson Sequences

Weighting	50%
Compulsory Requirements	Pass requirement - Must pass this assessment item to pass the course.
Due Date	05/07/24 11.59pm
Submission Method	Online via Canvas
Assessment Criteria	1.Creates a mind map (use an online mind mapping tool) to identify and design an integrated unit of work overview where you identify and describe community assets relevant to the unit of work and school context as well as big picture theme based on a sustainable development goal. The key KLAs, general capabilities and cross curriculum priorities, values will also be identified appropriately for the stage / age and focus of the unit and the mindmap will list appropriate KLA integration for the sustainable development goal.(15%)
	2. Using the appropriate proforma on Canvas write an integrated unit of work using the mind map as a guiding tool
	Demonstrate appropriate KLA integration for stage and the sustainable development goal, listing the relevant outcomes and briefly summarise learning intentions and WALT, brief description of teaching (ET) and learning (E) activities, capabilities focus for the lesson sequences and engaging associated resources including those using community assets. Addresses the teaching / learning required for key focus questions as well as achievable success criteria for each learning sequence and an appropriate summative assessment task at the end of the unit for maximum impact of the unit for the school / community. Includes a full Bibliography showing references used or referred to in the Lesson Sequences including community assets.(35%)
Return Method	Canvas
Feedback Provided	3 weeks after submission
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. One reattempt is permitted.

Assessment 2 - Professional Experience Report (incorporating Teacher Performance Assessment)

Assessment Type Description	Case Study / Problem Based Learning The final professional placement in the MTeach program is an opportunity for ITES to become fully immersed in the teaching profession via a 40 day placement. The placement is an opportunity for ITES to demonstrate a developing capacity to construct high quality planning, teaching and assessment and the ability to communicate (including providing feedback and reporting) and develop generative relationships with students, teachers and school community. They must demonstrate their capacity to meet all seven APSTs at the Graduate level. Phase One (first 25 days) of the professional placement involves working with a Supervising Teacher; Phase Two (Final 15 days) of the professional placement is a solo teaching experience. ITES demonstrate this by providing annotated arguments of their planning, such as lesson plans, units of work, evaluations, use of ICT resources to expand curriculum learning opportunities for students, and other school-based tasks. They will be observed in their teaching and given the opportunity to watch others teach. ITES will also demonstrate this by completing and submitting their / Teaching Performance Assessment. The NTPA is a means for ITES to demonstrate evidence of their achievement of the AITSL Professional Standards for Teachers (Graduate Level) whilst on their final placement.
Weighting	50%
Compulsory Requirements	Pass requirement - Must pass this assessment item to pass the course..
Due Date	Report due end of placements. NTPA due 2 weeks after last day of placement.
Submission Method	Professional Experience Report: * School Placement Co-ordinators will lodge reports online on the SONIA placement system. * Please ensure you have read and signed off on your report on SONIA PRIOR TO DEPARTING FROM YOUR SCHOOL ON YOUR FINAL DAY. * You can download a copy of your report from SONIA once all parties have signed your report (You, School Co-ordinator, Tertiary Supervisor and Supervising Teacher). * Check JP certification requirements for sending certified copies to NESA and employment bodies. Full Assessment Criteria is available in the Placement Handbook for the course - see also AITSL Professional Standards for Teachers and evidence guides (Graduate level/ final placement level) in the Placement folder on Canvas Teacher Performance Assessment: (TPA) You are required to submit the NTPA documents as discussed in lectures/ as outlined in the NTPA material on Canvas. NTPA should be developed using artefacts from your EDUC6918 professional placement experience. * Further details will be available via lectures and on Canvas. * An Ungraded Pass for the placement/NTPA must be attained to pass EDUC6918. Pass Requirement - ITES must pass this assessment item to pass the course. * A post-placement NTPA workshop will be offered the week following placement – further details will become available during the trimester. * All NTPA docs are to be submitted to Canvas and all feedback will also be returned via Canvas. * Full assessment criteria will be available on Canvas in the NTPA folder in the Assessment folder. ITES will be given one opportunity to reattempt the NTPA. ITES will not be given an opportunity to retake the 40 day placement.
Assessment Criteria	ITES are assessed on their demonstration of the Australian Professional Standards (APST) at Graduate Level throughout the placement. All standards must be met at a level appropriate for an ITES on their final school placement. All standards and their respective focus areas will be reported on by the Supervising Teacher at the completion of the 40 day placement. *An Ungraded Pass for the placement and Newcastle Teaching Performance Assessment (NTPA) must be attained to pass EDUC6918. NTPA APST Indicators are listed on Canvas in the NTPA details.
Return Method	Not returned

Feedback Provided	No feedback provided
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. ITES will NOT be given the opportunity to reattempt the Professional Experience Placement ITES will be given ONE opportunity to reattempt the NTPA.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

Communication Methods

Communication methods used in this course include:

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 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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EDUC6918 The Global Primary Professional
Assessment 1 Integrated Curriculum planning for learning- Mind map overview 15%

Name: _____Student number:_____

Assign 1 PART B - 1. Mind Map- one-two page mind map overview -create a brief overview of the unit you have planned as a mind map using an online mind mapping tool - for example https://bubbl.us/ https://www.canva.com/graphs/mind-maps/, https://coggle.it/, http://www.popplet.com/ (any free computer based mind mapping tool)

These marks are assessed on what is the **most appropriate and relevant** for the school context / stage / community	**Total /15**
Stage for the unit focus and other details	**Section total /10**
Appropriate and engaging **title**	/1
Sustainable development goal **(SDG)** as a big picture focus- Provide a brief overview of how the specific goal relates to your unit plan	/3
ONE Core AUSTRALIAN **Value**	/1
One Global Education **Value**	
NSW General Capabilities	/1
NSW Cross Curriculum Priority	/1
Integrated KLAs (two / three) List KLA subject, Stage Outcomes with their codes and with appropriate content descriptors / learning intentions	/3
Context, community assets, resources	**Section total /5**
The **School context** explained briefly- relate clearly to the SDG	/2
Community Assets/ Resources School / Community assets researched to be linked to and used in your unit- Provide details about all assets (urls and description of asset)	/3
TOTAL	/

EDUC6918 The Global Primary Professional
Assessment 1 Integrated Curriculum planning for learning- Integrated Unit of work 35%

Name: _____Student number: _____

Lesson Sequences for unit (*use the proforma provided on Canvas)

The unit should be planned for implementation in a term. **There should be 4 lesson sequences at least 2-3 hours per lesson sequence should be planned for.** Outline the lesson sequences in the unit and outline an appropriate summative assessment task for the unit. Link your unit teaching and learning ideas to a relevant Sustainable Development Goal (SDG).

	Total mark	Poor	Basic	Moderate	Exemplary
Outcomes- **relevant, linked to stage of learning, SDG and School/community context**	2	Lesson sequences include **inappropriate** outcome (s) for the stage / age and lesson ideas (0-0.5 marks)	Lesson sequences include **Not the most appropriate** outcome (s) for the stage / age and lesson ideas (1 mark)	Lesson sequences include **mostly relevant** outcome (s) for the stage / age and lesson ideas (1.5 mark)	Lesson sequences include **the most relevant** outcome for the stage / age and lesson ideas (2 marks)
Learning intentions /Descriptors are **specific and appropriate and targeted to ET and E and WALT**	3	Lesson sequences include **inappropriate** learning intentions for the stage / age and lesson ideas. They are not specific and targeted to the ET and E and WALT (0 marks)	Lesson sequences include **not the most relevant** learning intentions for the stage / age and lesson ideas. They are not specific and / or targeted to the ET and E and WALT (1-1.5 marks)	Lesson sequences include **mostly relevant** learning intentions for the stage / age and lesson ideas. They are mostly specific and targeted to the ET and E and WALT (2-2.5 marks)	Lesson sequences include **the most relevant** learning intentions for the stage / age and lesson ideas. They are specific and targeted to the ET and E and WALT (3 marks)
4 lesson sequences and activities- 2-3 hours T/L per sequence **(8 marks)** **Use of great resources and** lesson sequence ET & E and WALT are **clear, explicit, relevant, engaging (5 marks)**	15	Less than 4 in**appropriate and/ or not relevant to SDG** lesson sequences are included. Time spent per sequence not appropriate (1-2 marks) Basic linked resources are indicated for teaching and learning. ET, E and WALT not sufficient (1 mark)	Less than 4 **appropriate and / or relevant to SDG** lesson sequences are included. Time indicated not appropriate (3-5 marks) Basic linked resources are indicated for teaching and learning. ET, E and WALT not sufficient. (2-3 marks)	Up to 4 lesson sequences are **appropriate, linked to SDG, somewhat engaging and at times relevant** in the unit. Sometimes equivalent to at least 2-3 hours of teaching /learning per sequence (6-7 marks) Some good resources are linked and indicated for use in teaching and learning. Some good ET, E and WALT planning. (4 marks)	4 lesson sequences are planned and are the most **appropriate, engaging and relevant for the sustainable development goal and school / community project**. Unit activities at least 2-3 hours of teaching /learning activities per sequence (8 marks) Excellent and appropriate resources are linked for use in teaching and learning. There are clear Explicit teaching (ET) and exploration (E) activities and WALT identified (5 marks)

		No success criteria indicated (0 marks)	Poor success criteria indicated (0.5 marks)	Satisfactory success criteria indicated (1 mark)	Excellent success criteria indicated (2 marks)
Appropriate and achievable success criteria (linked back to what has been taught and explored) WILF indicated (2 marks)					
SOME **appropriate**, **developed** NSW General Capabilities **and are clearly indicated (2 marks)**	5	No evidence of General Capabilities (0 marks)	Inappropriate Capability (0.5 marks)	Appropriate capabilities but not well indicated in learning sequences (1 -1.5 marks)	Appropriate capabilities and well indicated in learning sequences (2 marks)
1x Cross curriculum priority- **evidenced and sustained throughout and are clearly indicated (2 marks)**		No evidence of cross curriculum priority (0 marks)	Inappropriate cross curriculum priority (0.5 marks)	Appropriate cross curriculum priority but not well indicated in learning sequences (1-1.5 marks)	Appropriate cross curriculum priority and well indicated in learning sequences (2 marks)
Values are **appropriate** and **clearly addressed in the unit (1 mark)**		No values evident (0 marks)	Inappropriate values for the chosen unit focus (0 marks)	Appropriate values but not evident of being addressed in learning sequences (0.5 marks)	Appropriate values clearly addressed in learning sequences (1 mark)
Summative Assessment Task- **succinct, engaging**, **'rich' and linked back to all learning** WALTS and WILFS in the unit **(5 marks)**	5	No evidence of summative assessment task (0 marks)	Basic summative assessment task and links to previous work not very clear (1 mark)	A useful summative assessment task but not necessarily linked closely to previous WALTS (3 marks)	A succinct engaging and 'rich' summative task linked to all unit learning (5 marks)
APA Referencing in bibliography- use of a wide range of resources including community assets and good academic literacy **(5 marks)**	5	No evidence of referencing or resources from wider community (0 marks)	Few references and resources from outside community (1-2 marks)	Moderate number of resources from wider community indicated and some APA referencing mistakes (3-4 marks)	Wide variety of resources from wider community indicated. No mistakes in APA referencing skills (5 marks)
TOTAL ASSESS MARK					