

LEVEL 4 ASSESSMENT SPECIFICATION – Part B

Student name:		Student ID number:	
Programme:	BAEd with QTS		
Module:	Curriculum Matters		
Module code:	ECAD4011	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Mathew Jones	Internal Verifier:	Mathew Jones
Assignment Title:	Using a theme or traditional tale as a stimulus, consider how you might embed the six areas of learning and experience and the four purposes (Donaldson) in an integrated, cross-curricular approach.	Word count (or equivalent):	2,000 word essay.
Submission deadline:	Monday 7th, January, 2019.	Return date of provisional marks & written feedback:	4th February, 2019.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
LEARNING OUTCOMES By the end of this module you should be able to: • Demonstrate a secure knowledge and understanding of the scope, character and purpose of the primary curriculum in Wales. • Identify effective approaches to the delivery of Foundation Phase areas of learning and Key Stage 2 non-core subjects including planning, preparation and evaluation of resources to support learning and teaching. • Demonstrate a sound awareness of the arguments for and against integrated, cross-curricular approaches.

TASK DESCRIPTION

General Guidance: You will need to demonstrate:

- a secure knowledge and understanding of the scope, character and purpose of the primary curriculum in Wales
- that you are able to identify effective approaches and experiences to the delivery of the primary curriculum with regard to the Areas of Learning and Experiences with a focus on learners aged 7 – 11 years old.
- a sound awareness of the arguments for and against integrated, cross-curricular approaches
- knowledge of cross-curricular methods of teaching and learning
- an ability to plan effectively for children within Key Stage 2
- that you are able to plan lessons using an integrated, cross-curricular approach where appropriate
- a knowledge of useful resources that would enhance pupils' learning
- how you might promote the LNF and wider skills in your lessons (e.g. YCC, DCF, Thinking Skills)

You will need to ensure that you organise your knowledge and learning through the use of a range of information sources and present your work appropriately.

Refer to the 'Referencing Handbook : Harvard' with regard to citing references, etc.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should read widely and consider the value of teaching Areas of Learning and Experiences. The literature used should be relevant and from credible sources. Engagement with a wide range of literature, as found on the essential and recommended reading list of the module, would be beneficial. To further support this aspect sources retrieved independently should be included. Highlight key points in relation to teaching in an integrated, cross-curricular approach.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You need to show competent knowledge of the basic underlying concepts and principles of teaching in an integrated, cross-curricular approach. Including reference to appropriate concepts, models and theories would be expected. The extent that you are able to explain theories and concepts to demonstrate your understanding of this approach of teaching will influence your mark/grade. You will need to show that you understand how the curriculum is evolving in Wales and consider how this might have implications for future teaching.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should be able to make sound judgements in accordance with basic theories in relation to teaching Areas of Learning for learners aged 7 – 11year old. Critically discuss the value and purpose of teaching in a cross curricular manner. You should be able to evaluate the appropriateness of the different approaches to teaching non-core subjects. By doing so, you should justify your arguments and judgements using evidence from research. You should be able to show that you can consider differing perspectives/ theories/ arguments around the teaching and learning cross-curricular. You should be able to demonstrate an ability to devise arguments using evidence and making appropriate and valid judgements in relation to teaching the six Areas of Learning and Experiences and the four purposes in an integrated, cross-curricular approach.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

You should be able to demonstrate knowledge of how to teach the six Areas of Learning and Experience in an integrated, cross-curricular approach. Provide examples of how this would work in practice by referring to basic methods and techniques that could be used to deliver curriculum successfully to learners aged 7 – 11years old.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Writing should be coherent and fluent and presented professionally. You should ensure that the work is grammatically correct, with professional and accurate use of language. For guidance, evidence of referencing accurately should be displayed. For guidance, use Referencing Handbook Harvard (found on moodle welcome page). Any appendices provided should be relevant and should support points made within the assignment.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		