

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Primary PGCE		
Module:	Learning and Teaching in the Primary School		
Module code:	M6X02149	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Rachel Wallis	Internal Verifier:	Rachel Wallis
Assignment Title:	<i>A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school</i>	Word count (or equivalent):	4, 000 words for written assignment with 1, 000 words equivalent for appendices
Submission deadline:	11/01/2019 (23:59)	Return date of provisional marks & written feedback:	8/02/2019
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)

- 1) understand different perspectives, approaches and theories of the teaching of literacy and numeracy in the primary school
- 2) demonstrate secure knowledge and understanding for teaching the Areas of Learning in Foundation Phase and Key Stage 2 subjects
- 3) critically analyse, interpret and evaluate a range of teaching strategies and pedagogic skills to promote effective learning across the primary curriculum

TASK DESCRIPTION

Title: A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school.

Word count: 4, 000 words for written assignment with 1,000 word equivalence for any appendices. This means that the written assignment should be 4, 000 words (or 10% above or below). The words within the appendices are not 'counted' but the preparation of appendices is considered equivalent to 1,000 words worth of work.

This assignment requires you to critically reflect on the relationship between subject knowledge and effective learning and teaching in the primary school in Wales.

In particular you should:

- Undertake reading about subject knowledge for teaching.
- Demonstrate awareness of the developing curriculum in Wales and consider the implications of this for your own subject knowledge.
- Use your teaching experience from PTE part 1 to reflect on specific aspects of your subject knowledge.
- Reflect on your subject knowledge for teaching across the primary age range in Wales. You must reflect specifically on subject knowledge for Languages, Literacy and Communication, Mathematics and Numeracy and Digital Competence but should also consider the other Areas of Learning and Experience.

Essential Reading

This assignment requires that you show knowledge and understanding of the curriculum requirements and developments in Wales and that you understand the 'debate' that exists around teacher subject knowledge for primary teaching. Readings have been provided on Moodle and you could also use other readings that you identify independently.

Assignment Structure This section provides a suggested structure for your assignment although please note that it is guidance only; you should therefore not allow the guidance to limit your writing.

Introduction (approximately 250 words)

In the introduction you should show that you understand the title of the assignment and set out what you intend to discuss. Give important contextual information such as the type of school and

age group/s involved. Please note that you should ensure the name of your PTE school is not included within the written assignment.

A consideration of the literature (approximately 1750 words)

The purpose of reviewing literature is to set the context for the assignment. A good literature review identifies and synthesises key points. You should read widely and consider different perspectives on the relationship between teacher subject knowledge and children's learning. Within a literature review you should aim to highlight key points (avoid simply reporting what has been read) and identify differing perspectives. An effective literature review in relation to subject knowledge for primary teaching will lead the reader through key points, highlighting similar or differing perspectives that may exist. In an effective literature review you will show that you are thinking about what you are reading in a critical way; i.e. you are not describing or reporting what has been written but you are considering the implications of what has been written. Although there are essential texts, there is no recommended number of texts. It is far better to synthesise a smaller number of texts well than to use a long list of texts badly. The word counts are designed to encourage you to be selective in your reading.

Analysis and evaluation of your subject knowledge for primary teaching (approximately 1750 words)

For this section you will need to draw on your PTE experiences to support your discussion and also your knowledge and understanding of the developing curriculum for Wales. You could use aspects of subject knowledge identified by Shulman (1987) or by Rowland et al. (2003) as a way of structuring your discussion. Remember, subject knowledge is considered more than what you know about a particular topic (although that is clearly important) so you should reflect on what you learned about subject knowledge and your needs and the relationship of your subject knowledge with effective teaching and learning. Being able to critically analyse means that are able to look at something in detail and are able to 'break it down' and consider it from a variety of perspectives. For example, in this assignment, you might discuss a particular group of children having difficulty or success with a task. Showing critical analysis would mean that you are able to try to account for why that happened in relation to your subject knowledge. For example, was it because the task was inappropriate (if so, why?) or because you had not explained the task (could this be because you had not planned your explanation or did not explain it in a way the children were able to understand?). Such points would relate to what you will have read in relation to subject knowledge. Being evaluative in this assignment means that you are able to consider the findings of your analysis and make a judgement on the value of the learning and the value of your subject knowledge for teaching. You should aim to support comments with reference to specific evidence (e.g. from PTE) or reading. Avoid making claims without supporting them. For example, saying you believe you have strong subject knowledge for teaching Science because you studied for a Science degree would suggest that you have not critically analysed and evaluated your Science subject knowledge in relation to curriculum requirements and reading. In contrast commenting that you feel you have good content knowledge for teaching 'Light and Sound' because of your degree but that you found identifying ways of designing experiences that the children could understand some of the features without you simply 'telling' them, and referring to a specific lesson/pupil comments/pupil work/lesson feedback/lesson reflection would show that you had reflected in a more in depth manner.

This section is about you being honest, analytical and evaluative in relation to your own subject knowledge and understanding for teaching in the developing curriculum for Wales. Avoid describing lessons but use specific incidents or reflections from lessons to support points that you make. You can provide lesson plans/reflections/examples of work/extracts from lesson reports in the appendix to support points.

Within the analysis and evaluation of your subject knowledge you should ensure you refer back to literature that was discussed within the review. For example you may find that something within a

task reflection relates to an aspect of what you discussed within the literature and you ensure you make this link back to what you read.

Conclusion (approximately 250 words)

In this section you should aim to draw together the key points in relation to your analysis of subject knowledge for primary teaching in Wales. These should be related to your next steps for development. However, take care not to be sentimental and finish with a statement like 'I will always seek to improve to be the best teacher ever.' It is better to be more precise and identify a particular target; for example, 'the tasks undertaken and the reactions of the learners to my instructions has shown me the importance of using age related vocabulary'.

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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:

Use the essential and recommended readings on the relationship between subject knowledge and effective teaching and learning that are provided on Moodle and apply these to your discussion. Make sure you reference by following the University referencing guide (Harvard). Welsh Government or Estyn documentation and publications in relation to the developing curriculum could also be useful.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

You need to show that you are aware of the debates that may exist around teacher subject knowledge and you will need to show understanding of key aspects of teacher subject knowledge identified within the literature. You will need to show that you understand how the curriculum is evolving in Wales and consider how this might have implications for your own subject knowledge.

Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You should show that you can consider differing perspectives/theories/arguments around subject knowledge and its relationship to teaching and learning. You should also ensure that you justify judgements you might make about your own subject knowledge, by referring to evidence (e.g. things that may have happened in school/lessons).

3. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should use a theoretical model/framework for reflecting on your own subject knowledge within PTE part 1 (e.g. The Knowledge Quartet or Shulman's categories) in order to demonstrate application of theory to practice. You should explore (by considering PTE1 and the reading you will have undertaken) your subject knowledge for primary teaching in Wales and you should be able to identify areas for further development. Your conclusion might also consider how the theoretical models related to teacher subject knowledge relate to classroom practice.

4. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; 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:

You should show that you are able to present your own thoughts and reflections in relation to the assignment title in a coherent and clear written assignment which is well presented and well written. As a future teacher you should ensure that work is grammatically correct, with professional and precise use of language. 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%)

%

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.
Knowledge and understanding (Coherent and	Major gaps in knowledge and systematic understanding of	Gaps in knowledge, with only superficial systematic	Limited knowledge and systematic understanding of	Knowledge is reasonably detailed, accurate with a	Knowledge is reasonably extensive coherent and	Excellent coherent and detailed knowledge and

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	good systematic understanding of the field of study and to some extent, current research and scholarship.	detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
				the basis of reason and evidence.		
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied. Work is poorly structured,	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
(Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.