

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Leoni Ireland	Student number:	1702686
Programme:	BA Primary Education with QTS		
Module: *	Curriculum Matters	Module Level (4, 5, 6):	4
Module code: *	ECAD4004	Contribution to Overall Module Assessment (%): *	50%
Module Lead:*	Mathew Jones		
Assignment Title:*	Prepare and present a resource suitable for a year group of your choice within the Foundation Phase that develops an/or area(s) of learning and experience	Assignment No (1 of 2):*	1
Start date:*	03.10.16	Submission deadline:*	12.12.17
Return date of provisional marks & written feedback:*			

Referencing:	*Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u>, edition, publisher: place of publication) along with this submission sheet. <i>*as this is a recorded presentation it is not essential to provide a reference list, but it is desirable.</i>		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum 40%. Over one week late will be recorded as a non-submission. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel.	Date:	
Link to the presentation:	***PLEASE PLACE YOUR HYPERLINK OR WEBLINK TO THE PRESENTATION HERE = https://m.youtube.com/watch?v=VvnV39eLvNg		
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*		YES	
		NO	✓

Learning Outcomes tested* (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:*
Upon the successful completion of this module, the student should be able to: Assessment criteria ➤ a secure knowledge and understanding of the scope, character and purpose of the primary curriculum in Wales; ➤ a knowledge and understanding of learning and teaching within a cross-curricular approach ➤ an ability to prepare and plan effectively for teaching within Foundation Phase areas of learning and Key Stage 2 non-core subjects; as well as how these link to Donaldson's Areas of Learning and experience. ➤ your communication skills, e.g. the ability to communicate clearly ➤ analytical and evaluative skills, i.e. the ability to analyse and weigh things up	In this assignment, markers will be looking for: GUIDANCE Your resource should be in the form of a bag or a box, and this could contain additional items. (e.g. a game/ dice faces/ picture cards/ story etc.) You will present your work orally within an audio/visual presentation of up to 10 minutes in length that you will record for submission. During this presentation, you should explain: • the intended age of pupils; • the purpose of the resource; • the area(s) of the Foundation Phase curriculum within which the resource might be used; • the area(s) of Learning and Experience being developed • the activities that you intend pupils to undertake using the resource; • how the LNF is being promoted through your resource; • how the cross curricular responsibilities could be developed; • how any wider skills (e.g. YCC, ICT, Thinking Skills) are being promoted through your resource(s). You will need to ensure that you: • speak clearly and with confidence • give clear explanations • refer knowledgeably to relevant areas of the Foundation Phase • refer to relevant theory which underpins the Foundation Phase in Wales (e.g. play-based learning / experiential learning) The grade awarded will be for the originality and understanding shown of how young children learn in addition to your ability and enthusiasm to present the resource. You may record your audio/visual presentation using an iPad, mobile phone, Flipcamera, or on any other suitable device. The response is to be submitted in electronic format using Turnitin, with a link to the presentation

TASK DESCRIPTION

Prepare and present a resource suitable for a year group of your choice within the Foundation Phase that develops an/or area(s) of learning and experience

SUBMISSION DETAILS:

Students will develop a resource that should be in the form of a bag or a box, and this could contain additional items. (e.g. a game/ dice faces/ picture cards/ story etc.)

Students will present your work orally within an audio/visual presentation of up to 10 minutes in length that you will record for submission.

The presentation recording will need to be uploaded to the web (e.g. Vimeo/ Youtube or equivalent) and students must provide a working hyperlink of the presentation that will be assessed.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)

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 a wide *range* of sources, which may be academic and/or governmental; 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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Your work must demonstrate the growing extent of your knowledge and 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.

2. Intellectual Skills (Analysis)

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 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. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

3. Pedagogic and Professional Applications (Practical Application and Deployment)

You should be able to demonstrate how the subject-related concepts and ideas relate to pedagogic situations or a particular education 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of pedagogic examples and cases, the application of a model within relevant educational context. You should show awareness of the limitations of concepts and theories when applied in particular educational contexts. Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. Where relevant, you should show awareness of any ethical issues that relate to your discussion.

4. Key Transferable Skills (Skills for Professional Practice)

You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well structured in presentation and organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	30	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	30	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	10	

Assignment 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%	

COMMON ASSESSMENT AND MARKING CRITERIA FOR THIS ASSIGNMENT

Level 4						
Assessment Criteria Descriptors for BA Primary Education with QTS This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.						
	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	Satisfactory 3rd	Good 2:2	Very good 2:1	Excellent 1*	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Has an awareness of the subject knowledge of the material with the beginnings of application	Outline knowledge of few key issues with evidence of understanding and application	Defined knowledge of some key issues and wider implications	Wider knowledge of most key issues, concepts and arguments	Full understanding of key issues, concepts and arguments clearly discussed
	(Reading)	Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Evidence of informed thinking from a wide reading base using a variety of sources
Intellectual skills (argument) (research design/ professional data collection) (presentation of findings/analysis) (critical /reflective evaluation)	0-11	12-14	15-17	18-20	21-23	24-30
	Argument is weak, little attempt to present differing viewpoints. Generally too descriptive	Argument is beginning to be balanced with an awareness of differing viewpoints	A balanced argument is presented with some viewpoints justified	A balanced argument is presented with careful consideration of viewpoints	A balanced argument is presented with thoughtful consideration of viewpoints	A balanced argument is presented with evidence of an awareness of criticality
	<i>Research design is inappropriate and essentially flawed</i>	<i>Research design is beginning to be appropriate to inform the professional context</i>	<i>Research design is appropriate to inform the professional context showing an awareness of the scope and nature of the study</i>	<i>Research design is appropriate to inform the professional context showing an ability to justify the scope and nature of the study</i>	<i>Research design is appropriate to inform the professional context showing an ability to justify the scope and nature of the study</i>	<i>Research design is well chosen and logical from the collection of data through to the analysis, interpretation and evaluation of findings</i>
	Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings are presented in a descriptive framework or not explored with weak conclusions	Findings are beginning to be presented in a developing framework with some analysis and reasonable conclusions	Findings presented and logically analysed with conclusions based upon evidence presented	Findings presented in a logical analytical framework with some examples of critical insight. Conclusions are rooted in the evidence presented	Findings presented in a logical analytical framework with critical insight. Strong conclusions are based upon the evidence presented
Pedagogic and Professional applications (linking theory to practice) (professional reflection) (working in a group) (ethical conduct where appropriate)	0-11	12-14	15-17	18-20	21-23	24-30
	Superficial or lack of understanding of pedagogic and professional context(s)	Beginnings of evidence of engagement and understanding with respect to the pedagogic and professional context(s)	Evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Clear integration of theory and practice with respect to the pedagogic and professional context(s)	Excellent integration of theory and practice with respect to the pedagogic and professional context(s)	Sophisticated integration of theory and practice with respect to the pedagogic and professional context(s)
	Little or no evidence of reflection	Basic evidence of reflection	Evidence of good reflection	<i>Evidence of very good reflection with some insight</i>	Evidence of thoughtful reflection and criticality	Evidence of thorough critical and well- reasoned reflection
	<i>Lack of co-operation and group work responsibility</i>	<i>Begin to participate and take responsibility in group work</i>	<i>Participate and take responsibility in group work</i>	<i>Begin to work more independently and with limited autonomy as a member of a group</i>	<i>Initiates and occasionally leads tasks/processes for own work and group work</i>	<i>Accepts accountability for determining and achieving personal and/or group outcomes</i>
Key/Transferable Skills (Referencing techniques)	0-3	4	5	6	7	8-10
	Weak presentation of written work	Satisfactory presentation of written work	Good presentation of written work	Very good presentation of written work	Excellent presentation of written work	Outstanding presentation of written work
	A number of basic errors in spelling, punctuation or grammar	Some basic errors in spelling, punctuation or grammar	Few basic errors in spelling, punctuation or grammar	Very few errors in written language	Minor errors in written language	No errors in written language
	Weak structure with unclear writing style in parts	Satisfactory structure with a mostly coherent writing style	Good structure with a coherent writing style	Very good structure which supports the reader	Excellent structure which supports the reader	Highly coherent and mature writing style which fully engages the reader
Oral presentations (structure) (overall presence)	Little or no use of protocols and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system mainly used accurately, with some secondary sources	Harvard system used accurately including secondary sources	Harvard system used accurately, consistently and effectively with all sources
	Poor or inconsistent organisation and/or structure	Satisfactory organisation and structure	Good structure and organisation which is logically progressed	Very good structure and organisation which is logically progressed	Excellent structure and organisation logically progressed	Outstanding structure and organisation logically progressed
	Overall presentation of material (including visual design) is incomplete or weak	Overall presentation of material (including visual design) satisfactory	Overall presentation of material (including visual design) is good	Overall presentation of material (including visual design) is very good	Overall presentation of material (including visual design) is excellent	Overall presentation of material (including visual design) is original and outstanding
	Lack of clarity and difficult to follow	Lack of clarity in oracy skills and weak flow in discussion	Oracy is good and discussion has some structure	Oracy is very good and discussion is well structured	Oracy is excellent and discussion is highly structured	Oracy is outstanding and discussion fully engages the listener
	Lack of eye contact and body language and totally dependent on notes	Satisfactory eye contact, gesture and body language with some over reliance on notes	Good eye contact, gesture and body language used to engage the audience; appropriate use of notes	Very good eye contact, gesture and body language used to engage and interest the audience	Excellent eye contact, gesture and body language used with effect on the audience	Outstanding eye contact, gesture and body language used to fully capture the attention of the audience

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	✓	☐	☐	☐	☐
2. Intellectual Skills (Analysis)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	✓	☐	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	✓	☐	☐	☐	☐
4. Key Transferable Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	✓	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- I feel my resources were good and extensive. - I feel I covered varies areas of the classroom, both inside and out.	- I feel I could develop the way my resource was presented and explained. - I feel I could of included more reference to the reading and research that was undertaken.

Student's Name	Leoni Ireland	Date	11/12/17
Student's Signature			

