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| PROGRAMME |
| BA (Hons) Primary Education & QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 4 | PE115 | Developing skills and attitudes |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| PE Evaluation | 50% |

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| DESCRIPTION OF TASK  Written assignment (2000 words +/- 10%)  For this assignment you are required to write a 2000 word evaluation and analysis of a PE lesson, or lessons, that you have observed on your introductory, paired, or first solo placement and visits this academic year. This may be a lesson, or lessons, taught by a fellow student, a teacher or a school-contracted PE coach (or any combination of these).  It is important that this evaluation and analysis is supported by school based evidence (from one or more lessons observed) that will usually consist at least of structured or semi-structured formal lesson observation notes that you will have made during the lesson(s) seen. This original evidence should be included in your appendix and discussed and referenced in the main body of your assignment. Other forms and styles of evidence gathered should also be included where  relevant.  It is also important that your analysis of issues raised includes reference to appropriate reading and literary sources. These might include both academic and professional publications.  It is vital that the tone of your essay is not only scholarly but also written in an exemplary professional and ethical manner (ie no unsubstantiated negative criticism!). All names (schools, teachers, children etc.) must be anonymised, (including original notes in the appendix).  You *may* wish to consider some of these potential issues to discuss within your assignment. However this list is purely a guide to getting you started. It is not exhaustive, and you should not feel you have to include reference to all or even most of the points. It is much better that you choose three or four main aspects pertinent to your own observations and reading, and analyse these in depth.   * The learning context * Health and safety * Organisation * Activity levels of students * Inclusion issues (EAL, SEN, behaviour, G&T) * Assessment * Teacher talk * Differentiation * Match between objectives and activities and pupils * Use of other adults within the lesson * The lesson structure / lessons progression * The areas of knowledge, skills and understanding covered   Please refer to the module outcomes, assessment criteria and marking grid (below) in constructing your response. |

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| MODULE OUTCOMES TO BE TESTED   * Know the organisation and content for some subjects in the primary curriculum, including Physical Education, and appropriate teaching approaches for these * Collect and analyse appropriate data about teaching and learning from reading, observing, planning and teaching * Communicate effectively in writing   QTS Standards: 1, 2, 3, 5, 7, 8, 9, 10, 12, 14, 15, 18, 19, 21a, 22, 26, 29, 30, 31, 32, 33 |

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| ASSESSMENT CRITERIA  Knowledge and understanding: 30%   * Curriculum requirements for PE * Appropriate teaching approaches and organisational issues * Incorporation and evaluation of children’s learning   School based evidence 30%   * Identification of key issues * Collection of range of relevant original evidence * Ability to analyse and synthesise evidence coherently   Use of literary sources 20%   * Evidence of wide, varied and pertinent reading * Ability to utilise secondary evidence to support and challenge own views and observations in your writing, and to analyse the sources themselves.   Quality of communication 20%   * Correct use of written English * Scholarly and ethical style |

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| MARK SCHEME   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Mark Range** | **Knowledge and understanding of teaching and learning** | **Use of school based evidence** | **Selection and analysis of Literary Sources** | **Quality of Communication** | | **A\***  **80+** | Confident knowledge of curriculum requirements for PE apparent. Imaginative discussion with analysis of teaching approaches identified. Creative analysis of organisational issues demonstrating thorough understanding of these. Children’s learning integral to all issues identified. Ability to incorporate evaluation into wider educational debate. | Critical judgement evident in the identification and synthesising of highly pertinent key issues. Imaginative inclusion of a wide and creative variety of relevant school-based evidence. Scholarly and coherent analysis of evidence linked closely to the issues identified, whilst also discussing the wider educational context. | Critical judgement evident through wide, varied and pertinent reading with careful selection and synthesis. Imaginative and creative use of literary sources to support and challenge views and observations, with scholarly analysis of the sources also. | The components were written in Standard English, with a fluent academic and scholarly tone as appropriate, and were correctly referenced. Evidence of ability to handle difficult ethical issues in highly professional manner. Creative approach to overall presentation. | | **A**  **70-79** | Perceptive age-appropriate awareness of curriculum requirements for PE apparent. Imaginative discussion with analysis of teaching approaches identified. Creative analysis of organisational issues demonstrating thorough understanding of these. Children’s learning integral to all issues identified. | Critical judgement evident in the identification of highly pertinent key issues. Thoughtful inclusion of a wide variety of relevant school-based evidence. Scholarly and coherent analysis of evidence linked closely to the issues identified | Critical judgement evident through wide, varied and pertinent reading. Thoughtful use of literary sources to support and challenge views and observations, with relevant analysis of the sources also. | The components were written in Standard English, with an academic and scholarly tone. Evidence of ability to handle difficult ethical issues in highly professional manner. |   MARK SCHEME   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Mark Range** | **Knowledge and understanding of teaching and learning** | **Use of school based evidence** | **Selection and analysis of Literary Sources** | **Quality of Communication** | | **B**  **60-69** | Good age-appropriate awareness of curriculum requirements for PE apparent. Good discussion with analysis of teaching approaches identified. Good analytical evidence of understanding of organisational issues. Thorough connections made to children’s learning. | Good identification of significant key issues. Good inclusion of a variety of school-based evidence. Good and coherent analysis of this evidence in light of the issues discussed. | Good evidence of some wide, varied and pertinent reading. Good use of literary sources to support and challenge views and observations, with good analysis of them also. | There was accurate use of common conventions of grammar, spelling and punctuation on the whole. An appropriate scholarly style beginning to be used in places.  No unethical issues apparent. | | **C**  **50-59** | Sound awareness of curriculum requirements for PE apparent. Sound discussion with analysis of teaching approaches. Sound evidence of understanding of organisational issues moving beyond just description. Sound links made to children’s learning. | Sound identification and discussion of appropriate key issues. Sound inclusion of appropriate school-based evidence. A coherent analysis of the evidence included but containing much description. | Sound evidence of some varied and pertinent reading. Sound use of literary sources to support and challenge views and observations with some analysis of these also included. | There was accurate use of common conventions of grammar, spelling and punctuation when using simple sentence structures. Writing style becoming increasingly formal and appropriate. All viewpoints professionally discussed. |   MARK SCHEME   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Mark Range** | **Knowledge and understanding of teaching and learning** | **Use of school based evidence** | **Selection and analysis of Literary Sources** | **Quality of Communication** | | **D**  **40-49** | Some awareness of curriculum requirements for PE apparent. Some discussion of some teaching approaches. Some evidence of understanding of some organisational issues. Some recognition of children’s learning included. | Some identification of some relevant key issues. Some inclusion of school-based evidence. Some coherent analysis of evidence but where the emphasis is on the description of it. | Some evidence of pertinent reading. Some use of literary sources to support views and observations but with little analysis of them. | There was an awareness of Standard English, and the common conventions of grammar, spelling and punctuation were generally demonstrated. Writing style in inappropriate tone. Occasional unsubstantiated negative criticism which detracts from overall writing. | | **E**  **35-39** | Limited awareness of curriculum requirements for PE apparent. Limited discussion of teaching approaches. Limited evidence of understanding of organisational issues. | Limited identification of key issues. Limited inclusion of school-based evidence. Limited coherent analysis of evidence. | Limited evidence of any pertinent reading. Limited use or analysis of literary sources. | Frequent incorrect usage of spelling, grammar and punctuation which impaired communication. Poor writing style. Unethical views implicit. | | **F**  **34 & below** | No awareness of curriculum requirements for PE apparent. No discussion of either teaching approaches or organisational issues. | No identification of key issues. No inclusion of school-based evidence. No coherent analysis of evidence. | No evidence of any pertinent reading. No use or analysis of literary sources. | Consistently incorrect usage of spelling, grammar and punctuation which severely impaired communication. Very poor writing style. Unethical comments included. | |

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| DATE AND TIME OF SUBMISSION  Thursday 28th May 2009 BEFORE 4:00 p.m.  **This assignment will be marked anonymously so you must use your student number rather than name.**  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Academic Coordinator or Head of Department for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKS WILL BE AVAILABLE FOR COLLECTION  *September 2009. These will be available after the exam board when a transcript of the marks will be sent.* |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.