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| **BA (Hons) Primary Education with QTS** |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 5 | PE205 | Beyond the Curriculum Boundaries |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Teaching Pack for Distant Places | 50% |

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| DESCRIPTION OF TASK  A teachers’ resource pack including two resources from each member of the group (1000 words for each resource).  The focus of the assignment should be chosen in order to prepare both students’ knowledge and resources to address the teaching of a distant place as specified in the geography NC. The NC suggestions for this study of “a locality of a country which is less economically developed” (Key Stage 2 6b) are “most of those in Africa, Asia, South and Central America (including the Caribbean)”. Careful choices should be made, taking into account the potential to develop resources and activities concerned with a range of curriculum subjects.  This assignment will include a teachers’ guide, a collection of resources and an interactive starting point display. Students will form working groups for this assignment of 4 to 6 students. Each group will develop teaching materials aimed at pupils from upper KS2 classes from a mono-cultural area, learning about and from the chosen country. The work from different group members will need to be co-ordinated in order to ensure a well-balanced cross-curricular programme and a consistent presentation style.  The group members should undertake an initial brainstorm to construct a topic web. This will differ from the more usual form of SoW planning in that it will move outside the artificial boundaries imposed by individual curriculum areas. The topic web should include: cross-curricular opportunities; thinking skills; communication skills; citizenship; and ways of challenging stereotypes. The cross-curricular opportunities must include geography and the arts. Other subjects should be included as appropriate.  From this topic web group members will divide up responsibilities to create a collection of resources. These resources can take a myriad of forms, including photographs, videos, tapes, games, made books, computer programs, costume for role play, etc. Each group member must make **at least 2 resources** and write an associated entry for the teachers’ guide for each resource. This entry will provide a rationale for the inclusion of the resources and an explanation of how to use it. The rationale relates why this resource is useful and should include the objectives and subject area to be addressed, along with any misconceptions or preconceptions that this is designed to overcome. Literary sources should be used in establishing your rationale.  In addition to creating their own resources, the group needs to compile a list of other books, websites and resources available commercially that would support the teaching of this topic. This list should be annotated, providing a brief description of the item and an indication of how it would be used.  All of this work will culminate in a staffed, interactive, starting point display which will be open to the first year students as well as other students and tutors throughout the college. The display should provide a focal point for the project, acting in the guise as a starting point suitable for use in the classroom. It should be both interactive and stimulating and the resources should be included within the display in such a way that they can be easily examined and manipulated. The display may include role play or small world areas. The group should prepare to present its resources to tutors and others, and to discuss the content and rationale of the resources. Contents:Interactive starting point display  * Teaching Resources (at least 2 per group member) * Teachers’ guide   + Topic web   + List of resources in the pack   + Individual entries for each resource     - a description or picture of the resource     - outlining the rationale for their inclusion     - instructions for use (e.g. a lesson plan)     - evidence of using literary sources   + An annotated list of other books and resources available commercially   **The author of each element must be clearly identified at the beginning of each entry.** |

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| MODULE OUTCOMES TO BE TESTED   * use a variety of resources to challenge preconceptions and deepen understanding about another culture * understand how multicultural issues relate to the primary curriculum * appreciate the importance of visits and other first hand experience in developing understanding   **QTS REFERENCES:** 1 7a 8 10 14 15 18 19 22 25 7a 18 |

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| ASSESSMENT CRITERIA  Knowledge of the area being presented including: awareness of cross-curricular issues; awareness of equality issues; an understanding of the concepts involved as demonstrated by the oral presentation and the ability to answer questions during the presentation (40%).  Use of Literary Sources, including the use of and referencing of a range of current books and journals. Internet sources should be carefully chosen with regard to validity and reliability (30%).  Presentation of high quality resource accompanied by a stimulating and attractive display to support topic focus. Evidence of consideration of audience and of group work to ensure a consistent style. Correct use of standard English, written and spoken. Consideration and use of appropriate register for teachers’ guide, supported by a user-friendly layout to teachers’ guide (30%). |

Assessment Criteria for BCB Presentation

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|  | Knowledge and Understanding | Use of Literary Sources | Presentation |
| A\*  80+ | A perceptive understanding of a broad range of issues which raise questions through recognising concepts and issues. Clear evidence of sustained and original thinking in both oral and written presentations.. Worthy of consideration for publication, Cross curricular opportunities and higher order thinking skills dextrously demonstrated. | A scholarly approach resulting in an analysis, evaluation and synthesis of sources used. Extended reading and use of articles with scholarly judgement of the validity of the sources discussed and their impact on classroom practice. Excellent use of literary sources to support teachers’ guide entries. | Excellent presentation and teamwork, demonstrated by consistency of approach to resources, understanding of the whole range of high quality bespoke resources and their contribution to the project as a whole. Teachers’ Guide is a professional document, assimilating and integrating all resources within the project, and worthy of publication.. Creativity and flair are clearly demonstrated. An outstanding display has been produced which highlights key points of the project and enhances learning. Excellent oral communication demonstrated through presentation of own resources. |
| A  70-79 | A confident understanding of relevant concepts and issues. Evidence of independent and sustained thinking in structuring an argument which draws on a variety of quality sources. Cross curricular and thinking skills very well utilised in designing the project’s materials A clear approach to the selection, analysis and evaluation of pre-existing and bespoke resource materials.  Strong subject knowledge demonstrated during the oral presentation. An understanding of the project as a whole and others’ contributions demonstrated in the high quality answers given to questions during the presentation. | Evidence of broad and balanced reading of suitably valid, relevant and current materials. Critical judgement in the selection, analysis, synthesis and evaluation of the validity of the sources discussed and their impact on classroom practice. Teachers’ Guide makes effective use of literature to support teaching and philosophical standpoints. | Communication of high quality showing elegance of style, awareness of audience and precision of phrasing. Accuracy of grammar, spelling and punctuation. Creativity and imagination are evident. High quality team work demonstrated by consistency of approach to resources, understanding of the whole range of bespoke resources and their contribution to the project as a whole. The Teachers’ Guide shows and understanding of the audience in layout and genre. The highly professional display is clearly linked to the project. Professional and well planned oral presentation of own resources. |
| B  60-69 | A thorough understanding and evaluation of some pertinent issues raised by the chosen topic. There is evidence of thinking outside the subjects of the NC in designing the topic web and associated resources. Evidence of understanding the aims and purposes of the project as a whole and the separate elements demonstrated in both oral presentation and when answering questions. | Good judgement in the selection, analysis and presentation of variety of suitable, relevant and current sources. Good judgement in the choices made and presentation of a range of resources to develop the core ideas. Literature well used to support Teachers’ Guide. | Written and verbal styles which contribute to the clear and fluent communication of meaning with regard to concept development and resource purpose. The teachers’ guide is generally appropriate for the audience and generally precise and with accurate grammar, spelling and punctuation. Good teamwork evident in the cohesive approach demonstrated by written, oral and visual presentation The display highlights the aims for the project as a whole or a specific element within. Effective oral presentation of own resources. |
| C  50-59 | A sound understanding of the main issues raised by the chosen subject. A coherent structure of discussion apparent in both written and oral contributions. Some awareness of cross curricular planning. Able to demonstrate knowledge of the project as a whole in answering questions during the presentation. | A sound approach which results in suitable analysis, and evaluation of the sources presented. Appropriate literature used to support rationale in Teachers’ Guide. | Few inconsistencies in written style which impair communication. A few difficulties with register. Accurate use of common conventions of grammar, spelling and punctuation but some weaknesses in using more complex language. Evidence of teamwork, demonstrated in the approach to the teachers’ guide. The display is well linked to the project and demonstrates a suitable range of professional skills. Sound oral presentation of own resources. |
| D  40-49 | Some understanding of some issues raised by the chosen subject. Discussion not always consistently sustained within the rationale or in the presentation questioning. Cross curricular aspects are limited and reliance is placed on the traditional NC subject areas. | Some ability to select appropriate literary sources. An account where the balance is towards the descriptive and remains reliant on limited or inappropriate sources. Teachers’ Guide lacks reference to literature. | Some inconsistencies in written style which impair communication. Some difficulties with register and genre of teachers’ guide. A number of imprecisions of phrasing; weaknesses when more complex language is used. Some evidence of teamwork, but with an unequal distribution of labour. The display has some relevance to the project and demonstrates some knowledge of professional skills. Able to provide some information orally concerning the resources. |
| E  35-39 | A limited understanding of the relevant issues which seriously impairs the development of an effective teaching pack. A reliance on traditional NC subject areas. Assemblies do not form a package within the chosen topic and do not demonstrate all required elements. | Little ability to select appropriate literary sources. An account that is mainly descriptive or derivative. | Inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Limited awareness of the underlying concepts and purpose of the project and associated resources. Little evidence of teamwork. A display that is fragmented and lacks a coherent theme. Oral presentation under prepared and poorly delivered. |
| F  below 35 | Little or no understanding of the chosen subject. Little or no attempt to relate to and learn from the chosen “distant place”. Limited answers to questions posed during presentation. Assemblies lack focus and/or substance. | Heavy reliance upon commercially prepared resources with minimal evaluation and lack of analysis. Teachers’ Guide is solely descriptive and of limited practical use. | Lack of any rationale for the project. Many inconsistencies and inaccuracies which impair communication. Poor written and verbal skills demonstrated. Wholly inappropriate for the audience. Little awareness of the underlying concepts and purpose of the projects and associated resources. Inability to demonstrate having worked as a team. Inappropriate presentation of display. No evidence of preparation for oral presentation. |

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| DATE AND TIME OF SUBMISSION: 21st May 2009  Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the 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 MARKED WORK WILL BE AVAILABLE FOR COLLECTION:  A transcript of marks will be mailed during the summer vacation. Work will be available for collection on your return in September. |

PLAGIARISM

Note to students: Your attention is drawn to the University 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.