

Result: 43.5/50

Criteria	Mark	A	B	C	D	E
Part A: demonstrate advanced knowledge and skills in the ability to analyse the implications for teaching and learning in a QCAA General syllabus and developing effectively planned sequential learning (LO3).	9/10	10-9 Evaluation, justification and discussion of the necessary syllabus components is shown at an exemplary level through explanation of the conceptual basis for sequencing the learning in the unit.	8-7 Evaluation and discussion of the necessary syllabus components is shown to be very clear through explanation of the conceptual basis for sequencing the learning in the unit.	6-5 Evaluation and discussion of most of the necessary syllabus components is shown and some explanation is provided for sequencing the learning in the unit.	4-3 Evaluation is limited and/or the discussion is unclear regarding the necessary syllabus components and how they sequence the learning in the unit.	2-0 Evaluation is not included and/or the discussion does not note the necessary syllabus components and how these sequence the learning in the unit.
Part B Template: establish challenging and achievable learning goals, incorporating differentiated teaching to meet the specific learning needs of students with varying characteristics as provided in the course Student Data information sheet (LO4).	10/10	10-9 Suggested activities and strategies are well thought through, with innovative with appropriate links to objectives and assessment. Strategies are specific to each student.	8-7 Suggested activities show understanding for differentiation as well as being clearly aligned to objectives. Strategies are specific to each student.	6-5 Suggested activities are clearly aligned to objectives. Strategies are specific to each student.	4-3 Suggested activities are not clearly aligned to objectives. Strategies may not be specific to each student.	2-0 Inappropriate suggested activities. Strategies may not be specific to each student.
Part C: demonstrate advanced knowledge and skills for the senior years of schooling in order to use curriculum to effectively plan, structure and sequence teaching strategies within learning programs, including using a range of resources (LO3).	7.5/10	10-9 The Unit sequences the learning in terms of whether students are constructing knowledge (learn about) or transforming knowledge (learn how to apply) using the correct terms. These activities clearly reflect the learning objectives, use terms associated with the objectives that are subject based and indicate the number of lessons allocated to the activity.	8-7 The Unit sequences the learning using terms from the learning objectives and indicating whether students are constructing knowledge (learn about) or transforming knowledge (learn how to apply). These activities also indicate the number of lessons allocated to the activity.	6-5 The Unit suggests the learning using some terms from the learning objectives and indicating in whether students are constructing knowledge (learn about) or transforming knowledge (learn how to apply). These activities also indicate the number of lessons allocated to each activity.	4-3 The Unit does not clearly identify the learning using terms from the learning objectives and does not indicate whether students are constructing knowledge (learn about) or transforming knowledge (learn how to apply). Some areas may not be clearly linked to the syllabus objective or indicate the number of lessons allocated to each activity.	2-0 The Unit does not clearly identify the learning using terms from the learning objectives and does not indicate whether students are constructing knowledge (learn about) or transforming knowledge (learn how to apply). The number of lessons allocated to each activity may not be specified.
Part C: demonstrate a broad knowledge using the syllabus underpinning factors to transform teaching strategies that support participation and improve learning of students (LO2).	3/5	5 Underpinning factors are clearly used to refine, develop skills and expand the teaching strategies to improve learning for students.	4 Underpinning factors are used to develop skills and expand the teaching strategies to improve learning for students	3 Underpinning factors are used to develop some teaching strategies.	2 Underpinning factors are mentioned but not clearly used to develop teaching strategies.	1-0 Underpinning factors are not used effectively or appropriately in the teaching strategies.
Part D: demonstrate an advanced knowledge of formative assessment supported by literature, aligning assessment strategies to curriculum, and demonstrating well-developed, consistent school-based formative assessment using syllabus criteria. (LO5).	9/10	10-9 Insightful description of formative assessment aligned to the course use of formative assessment 'as learning' supported by a range of appropriate literature. Description of the use of aligned objectives and criterion in developing the school based formative assessment that expands on using formative assessment in the	8-7 Clear description of the concept of formative assessment 'as learning' supported by literature. Description of the use of aligned objectives and criterion in developing the formative assessment including some specifics that describe using formative assessment in the learning process and in	6-5 Description of formative assessment 'as learning' supported with some literature. Use of objectives and criterion in developing some concepts related to formative assessment used in developing the summative assessment.	4-3 Unclear description of formative assessment 'as learning' and/or limited literature support and/or unclear or non-use of objectives and /or criterion in developing the formative assessment its use in developing the summative assessment.	2-0 Incorrect definition or no definition of formative assessment and/or no use of literature support. Little discussion or use of objectives and /or criterion in developing formative assessments and /or no clear alignment with the summative assessment.

The results of this assessment helped me to gain a better understanding of how the unit plan supports teachers in effective content selection and organisation (APST2.2). I learned to be more concise and unit objective focused supporting greater alignment to the curriculum and assessment (APST2.3).

Professional Literacy: Demonstrated competence in, and appropriate use of language and literacy, including spelling, grammar, punctuation and APA referencing format in all relevant sections of the assignment (LO6).	5/5	learning process and developing the summative assessment.	developing the summative assessment..			
		5 Professional literacy demonstrated at a very high level in appropriate use of language and literacy, including spelling, grammar, punctuation and referencing.	4 Professional literacy demonstrated at a high level in appropriate use of language and literacy, including spelling, grammar, punctuation and referencing.	3 Professional literacy demonstrated at a competent level in appropriate use of language and literacy, including spelling, grammar, punctuation and referencing.	2 Professional literacy does not demonstrate a competent level in appropriate use of language and literacy, including spelling, grammar, punctuation and/or referencing.	1-0 Professional literacy demonstrates a very low level in use of language and literacy, including spelling, grammar, punctuation and referencing.

Comments:

A very thorough, and well prepared assignment, highly commended for the hard work. The academic writing is fluent and well referenced.

Part A conveys syllabus information and ably justifies the specific choices made in Stage 3 of Part C.

Part B is very thorough in linking differentiated strategies to the unit and/or UOs with considerable insight. Only two landscape pages were needed.

In Part C, using an analogy, we need a unit block (chunky view), not a room by room walk through (lesson plans). A usable unit plan needs topics and UOs in the headlines, UO language in column one, concise blocks of strategy in column 2, then targeted points of focus thereafter. ONLY *potential* needs/skills that are implied BY the specified learning need to be addressed – or leave the table boxes BLANK. For example IF the specified learning suggests that analysis is needed, the 21st C box will nominate analysis and ALSO nominate a deliberate strategy. We are not just listing that analysis will 'happen', or critical thinking will be 'enhanced' as 21st C. skills. We are not just listing that literacy will be 'involved' or 'guided' in the written learning task. If literacy is a likely shortfall, then focus a clear strategy to target THAT PARTICULAR ELEMENT OF LITERACY that is most likely to be a shortfall.

Part D appropriately defines AaL, in specific terms, and then justifies the two tasks; more could be said to justify them in terms of AaL; this was the core requirement. The learning is transparently aligned to the summative objectives and assessment criteria, with suitable strategies nominated.

I also learned to embed assessment as learning in the learning sequence (APST2.3). Assessment as learning supports students by activating student metacognition as students gain insight into how to leverage feedback to improve understanding (APST5.2).