



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6752**  
**Society and Culture Method 2**

**Term 2 2020**

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### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6752 Society and Culture Method 2 (6 units of credit)  
Term 2 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Kate Thompson  
Email: [kate.thompson@unsw.edu.au](mailto:kate.thompson@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

|                      |  |
|----------------------|--|
| <b>Course Name</b>   | Society and Culture Method 2   |
| <b>Credit Points</b> | 6 units of credit (uoc)  |
| <b>Workload</b>      | 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| <b>Schedule</b>      | <a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>            |

## SUMMARY OF THE COURSE

The course builds on Society and Culture 1 to prepare students for teaching Stage 6 Society and Culture in NSW high schools. It will focus on the content areas covered in the HSC course, and the teaching strategies that will enable this content to be delivered successfully in the classroom. The assessment program will give students the opportunity to gain experience in preparing appropriate assessment items and resources for successful teaching in the classroom.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK

- The hurdle requirement is now held as a component of Week 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

## STUDENT LEARNING OUTCOMES

| Outcome |   |
|---------|---|
| 1       | Identify essential elements of the NSW Society and Culture Syllabus, and strategies to support students as they transition between stages   |
| 2       | Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students |
| 3       | Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Society and Culture                       |
| 4       | Provide clear directions to organise and support prepared activities and use resources  |
| 5       | Assess and report on student learning in Society and Culture to all key stakeholders  |
| 6       | Identify the characteristics of an effective Society and Culture teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers     |

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard |  |
|----------|--|
| 1.1.1    | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning                                   |
| 1.2.1    | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching  |
| 1.3.1    | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds |
| 1.5.1    | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities                        |
| 2.1.1    | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area   |
| 2.2.1    | Organise content into an effective learning and teaching sequence  |
| 2.3.1    | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans   |
| 2.5.1    | Know and understand literacy and numeracy teaching strategies and their application in teaching areas  |
| 2.6.1    | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students   |
| 3.1.1    | Set learning goals that provide achievable challenges for students of varying characteristics  |
| 3.2.1    | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies   |
| 3.3.1    | Include a range of teaching strategies   |
| 3.4.1    | Demonstrate knowledge of a range of resources including ICT that engage students in their learning   |
| 3.6.1    | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning   |
| 4.2.1    | Demonstrate the capacity to organise classroom activities and provide clear directions   |
| 5.1.1    | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning                                 |
| 5.2.1    | Provide feedback to students on their learning   |

|       |   |
|-------|---|
| 5.3.1 | Make consistent and comparable judgements   |
| 5.4.1 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice |
| 5.5.1 | Report on student achievement   |
| 6.3.1 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.                       |
| 7.1.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession            |

#### NATIONAL PRIORITY AREA ELABORATIONS

| Priority area  |   |
|--|---|
| A. Aboriginal and Torres Strait Islander Education         | 5, 8  |
| B. Classroom Management                                    |   |
| C. Information and Communication Technologies              | 4, 5, 8, 12   |
| D. Literacy and Numeracy                                   | 1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 |
| E. Students with Special Educational Needs                 | 6, 7  |
| F. Teaching Students from Non-English-Speaking Backgrounds | 2, 6, 9   |

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This subject aims to develop in each student the ability to effectively teach Society and Culture to secondary school students with an emphasis on the NSW Society and Culture curriculum. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Society and Culture classroom. Emphasis will be given to the relationship between Society and Culture, literacy and numeracy and the role and value of Society and Culture in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

#### **5. TEACHING STRATEGIES**

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Opportunity for online discussions an extension
- These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

| Module   | Lecture Topic   | Tutorial Topic  |
|--|---|---|
| 1<br>(24 hours<br>eq. lecture/<br>tutorial time) | <p><b>On-line assessment module</b></p> <ul style="list-style-type: none"> <li>• Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</li> <li>• Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Critically describe the role of assessment in ensuring effective learning and teaching;</li> <li>• evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</li> <li>• apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</li> </ul> <p>Content of this module will be assessed during the Hurdle Requirement in Week 7</p> |
| 2<br>23 <sup>rd</sup> July                       | <p><b>Social &amp; Cultural Continuity &amp; Change</b></p> <ul style="list-style-type: none"> <li>• The nature of social and cultural continuity and change – influences, impacts, theories</li> <li>• Country study requirements</li> </ul>   | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• cubing</li> <li>• dinner menu</li> <li>• creating future scenarios</li> <li>• photograph interpretation</li> </ul> <p><i>Moodle activity: Debate on 3 important questions...is all change necessarily progress? How has access to technologies impacted on the rate and direction of change? Which groups benefit from change and which do not?</i></p>   |
| 3<br>30 <sup>th</sup> July                       | <p><b>Popular Culture</b></p> <ul style="list-style-type: none"> <li>• Unpacking the syllabus</li> <li>• Finding the right focus study</li> </ul>   | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• Sample focus study</li> <li>• Supporting student writing for the HSC</li> </ul> <p><i>Moodle extension: How does popular culture influence society, while simultaneously, society influence popular culture?</i></p>  |
| 4<br>6 <sup>th</sup> August                      | <p><b>Belief Systems and Ideologies</b></p> <ul style="list-style-type: none"> <li>• Unpacking the syllabus</li> <li>• Finding the right focus study</li> </ul>   | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• De Bono's 6 thinking hats</li> <li>• Contemporary examples</li> <li>• Concept bingo</li> </ul> <p><i>Moodle extension: How do belief systems &amp; ideologies respond to ethical issues in society?</i></p>   |
| 5<br>13 <sup>th</sup> August                     | <p><b>Inclusion and Exclusion</b></p> <ul style="list-style-type: none"> <li>• Unpacking the syllabus</li> <li>• Finding the right focus study</li> </ul>   | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• statistical analysis and infographics</li> <li>• contemporary examples</li> </ul> <p><i>Moodle extension: Gather, source and post statistics demonstrating local, national and global inequalities. Can you make an infographic about one aspect of inequality in particular?</i></p>   |

|                                     |   |  |
|-------------------------------------|---|--|
| <p>6<br/>20<sup>th</sup> August</p> | <p><b>Conformity and Nonconformity</b></p> <ul style="list-style-type: none"> <li>• Unpacking the syllabus</li> <li>• Finding the right focus study</li> </ul>  | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• Contemporary examples</li> <li>• Social experiments</li> <li>• Models for differentiation</li> </ul> <p><b>Goals for PE2</b></p> <p><i>Moodle preparation for next session: Propose a range of PIP topics and justify appropriate methods and sources. Compile a list of strategies that can help students achieve a high band for their PIP. How can teachers 'value-add'?</i></p>  |
| <p>7<br/>27<sup>th</sup> August</p> | <p><b>The Personal Interest Project (PIP)</b></p> <ul style="list-style-type: none"> <li>• HSC course requirements</li> <li>• Purpose and marking criteria</li> <li>• Requirements and annotated reference lists</li> <li>• Certification process and managing the PIP</li> </ul> | <p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• Reading and discussing sample PIPs</li> <li>• Annotating PIP samples</li> <li>• Applying the Board of Studies Marking Criteria</li> </ul> <p><b>Hurdle Requirement as class activity</b></p> <ul style="list-style-type: none"> <li>• Assessment and learning.</li> <li>• Self and peer assessment.</li> <li>• Moderation.</li> <li>• Feedback.</li> <li>• Reporting to parents and other key stakeholders.</li> </ul> <p><b>On-line course evaluation</b></p> |



## 7. RESOURCES

### Required Readings

Stage 6 Syllabus documents

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture> including:

- Syllabus
- Personal Interest project advice
- Marking guidelines – Personal Interest Project
- HSC performance and submitted works – Advice to schools regarding content
- Performance band descriptors
- Standards materials

Leaver, M et al. (2015) *Society & Culture: Preliminary and HSC. 2e.* Nelson Cengage Learning

The subject's professional organisation, the Society and Culture Association can be accessed at: <https://sca.nsw.edu.au/>

### Further Reading

Other potential sources of information, depending on specific interests and depth studies/focus areas include:

Arvanitakis, J. (2009). *Contemporary Society*. South Melbourne: Oxford University Press.  
Australian, state and territory documents

Beuchler, S. (2010). *Understanding Social Movements: A Sociological History of Social Movement Theories*. Boulder, CO: Paradigm Publishers.

Bottery, M (1990). *The Morality of the School: The Theory and Practice of Values in Education*. London: Cassell.

Curtis, B and Curtis, C. *Social Research: A Practical Introduction* (2011) London: Sage Publications

Denemark, D., Meagher, G., Wilson, S., Western, M. & Phillips, T. (2007) *Australian Social Attitudes 2: Citizenship, Work and Aspirations*. Sydney: UNSW Press.

Fuller, C & Stone M.E (1998). Teaching Social Studies to Diverse Learners. *The Social Studies*, 89(4), 154-157.

Germov, J. & Poole, M. (2011). *Public Sociology: An Introduction to Australian Society* (2<sup>nd</sup> ed). Crows Nest: Allen & Unwin.

Giddens, A. (2009). *Sociology* (6<sup>th</sup> ed.) Malden: Polity.

Habibis, D., Hutchins, B., Martin, G., Maton, K., Smith, P., Van Krieken, R. (2010). *Sociology* (4<sup>th</sup> ed). Frenchs Forest, NSW: Pearson

Hahn, C.L (1991). Controversial Issues in Social Studies, in J.P. Shaver (ed). *Handbook of Research on Social Studies Teaching and Learning*. New York: Macmillan.

Haralambos, M., van Krieken, R., Smith, P. & Holborn, M. (1996). *Sociology: Themes and Perspectives, Australian Edition*. South Melbourne: Longman.

Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney

Henslin, J. (2012). *Sociology: A Down-To-Earth Approach* (10<sup>th</sup> ed). Boston: Allyn & Bacon.

Hodge, B. & O'Carroll, J. (2006). *Borderwork in Multicultural Australia*. Crows Nest: Allen & Unwin.

Holmes, D., Hughes, K., & Julian, R. (2007). *Australian Sociology: A Changing Society*. (2<sup>nd</sup> ed). Frenchs Forest: Pearson.

Kurlansky, M (2013) *Ready For a Brand New Beat: How "Dancing in the Street" Became the Anthem For a Changing America*. New York. Riverhead Books.

Macionis, J. (2010) *Sociology* (13<sup>th</sup> ed). Upper Saddle River: Prentice Hall.

Massey, G. (2009). *Readings for Sociology* (6<sup>th</sup> ed). New York: Norton.

McIntyre, L. (2011). *The Practical Skeptic: Core Concepts in Sociology* (5<sup>th</sup> ed). New York: McGraw Hill.

Nilan, P., Julian, R., & Germov, J. (2007). *Australian Youth: Social and Cultural Issues*. Frenchs Forest: Pearson.

Santrock, J. (1998). *Adolescence* (7<sup>th</sup> ed). New York: McGraw Hill.

Schaeffer, R. (2011). *Sociology: A Brief Introduction* (9<sup>th</sup> ed). New York: McGraw Hill.

Wadsworth, Y. (1997). *Do It Yourself Social Research* (2<sup>nd</sup> ed). St Leonards: Allen & Unwin.

Woodward, K. (2003). *Social Sciences: the Big Issues*. London: Routledge.

### **Extended Reading**

Arthur, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments* (2nd revised edition) Melbourne: Thomson Learning.

Barry K, & King L (1998), *Beginning Teaching and beyond*, 3rd Ed, Social Science Press.

Brady, L. (2003). *Teacher Voices: The School Experience*. Frenchs Forest: Pearson.

Brady, L & Kennedy, K. (2003), *Curriculum construction* (2nd edition). Frenchs Forest, NSW: Prentice Hall.

Costa, AL & Kallick, B. (2000). *Activating and engaging habits of mind*. Alexandria, VA: ASCD.

Fetherston, T. (2007). *Becoming an effective teacher*. South Melbourne: Thomson.

Foreman, P. (2001) *Integration and inclusion in Action*. Marrickville: Harcourt.

Goldstein, S. & Brooks, R. (2007). *Understanding and Managing Children's Classroom Behaviours* (2<sup>nd</sup> Edition). Hobken: Wiley & Sons.

Groundwater, S., Ewing, R. & Le Cornu, R. (2003). *Teaching: Challenges and Dilemmas* (2<sup>nd</sup>. Edition). Southbank: Thomson.

Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *Secondary Schooling in a Changing World*. Sydney: Harcourt.

Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Oxon: Routledge.

Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. Oxon: Routledge.

Jaques, D. (2000). *Learning in Groups* (3<sup>rd</sup> Edition). London: Routledge.

- Joyce, B, Weil, M & Calhoun, E 2004, *Models of teaching* (7th edition). Boston: Allyn & Bacon.
- Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdown, South Africa: Juta Educational Publishers.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.
- Killen, R. (2007). *Effective teaching strategies: lessons from research and practice* (4th edition). Katoomba, NSW: Social Science Press.
- Marsh, C. (2008). *Becoming a teacher: Knowledge, skills and issues* (4th Edition). Frenchs Forest: Pearson Education Australia.
- Marsh, C. (2008). *Studies of Society and Environment* (5<sup>th</sup> Edition). Frenchs Forest: Pearson Education Australia.
- McLeod J., Reynolds, R. (2003). *Planning for Learning*. South Melbourne: Thomson –Social Science Press.
- Omstein, A.C. (1990). *Strategies for Effective Teaching*. New York: Harper & Row.
- Provenzo Jr, E. & Blanton, W. (2005). *Observing in schools*. Boston: Pearson.
- Smith, L., & Lovat, T. (2003). *Curriculum: Action and reflection* (4<sup>th</sup> Edition). Tuggerah: Social Science Press.
- Whitton, D., Sinclair, C., Barker, K., Nanlohy, P., & Nosworthy, M. (2004). *Learning for teaching: teaching for learning*. Melbourne: Thomson.
- Wilén, W., Ishler, M., Hutchison, J., & Kindsvatter, R. (2003). *Dynamics of Effective Secondary Teaching* (5th Edition). New York: Addison Wesley Longman, Inc., Allyn & Bacon.
- Whitton, D., Sinclair, C., Barker, K., Nanlohy, P. & Nosworthy, M. (2004). *Learning for Teaching, Teaching for Learning*. Southbank: Thomson – Social Science Press.

## 8. ASSESSMENT

| Assessment Task   | Length                 | Weight             | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed                                   | National Priority Area Elaborations                                   | Due Date                                    |
|---|------------------------|--------------------|------------------------------------|--|---|---|
| <b>Assessment 1</b><br>Scope and sequence and one assessment task for one term: HSC | 2,000 words equivalent | 40%                | 1, 2, 3, 4, 5                      | 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1        | D.1, 4, 7, 8, 11,19<br>E.7<br>F.9                                     | Friday<br>7 <sup>th</sup> August<br>by 5pm  |
| <b>Assessment 2</b><br>Unit of work for Year 12                                     | 3.000 words equivalent | 60%                | 1, 2, 3, 4, 5                      | 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1 | A.5. 8<br>C.4, 5, 8, 12<br>D.4, 8, 10, 11, 12, 15<br>E.2<br>F.5, 7, 9 | Monday 31 <sup>st</sup><br>August<br>by 5pm |
| <b>Hurdle requirement</b><br>Assessment, Feedback and Reporting                     | In class               | Hurdle requirement | 5, 6                               | 5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1                             | D.9, 13, 14, 16<br>E.6  | In class task in final tutorial             |

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## **Assessment Details**

### **Assessment 1 (2000 wd eq, 40%)**

#### **PART 1:**

- Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 12 HSC class.

#### **PART 2:**

- Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the term's work.
- Your scope and sequence must indicate when the task will occur and how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.
- Design a marking rubric, which also includes space for a holistic comment.
- Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

### **Assessment 2 (3000 wd eq, 60%)**

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Please use the template provided and note you do NOT need to:

- Provide 12 full lesson plans
- Include attachments /appendices
- Write outcomes in full

## **HURDLE REQUIREMENT FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.

[https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO\\_rR7ZrIZopD\\_wZvdt6kY8EsfLK](https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrIZopD_wZvdt6kY8EsfLK)

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text:
  - ensure anonymity by removing student names and destroying the samples at the end of the course.
  - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
  - annotate the task to indicate what worked well and what needs changing if it were to be used again
  - include the assessment criteria and/or marking scheme/rubric for each task
  - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
  - include a key for marking symbols
  - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)
  - indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

**NOTES:**

**The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.**

**If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 1: Scope and Sequence with Assessment Task for one term

| SPECIFIC CRITERIA  | (-) $\longrightarrow$ (+) |  |  |  |  |
|--|---------------------------|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understands the task and its relationship to relevant areas of theory, research and practice</li> <li>• Uses syllabus documents and terminology clearly and accurately</li> <li>• Sequences tasks and activities to suit logical learning progression</li> <li>• Integrates assessment task logically with learning intentions and learning sequence</li> <li>• Provides effective formative feedback for student sample</li> </ul> |                           |  |  |  |  |
| <b>Depth of analysis in response to the task</b> <ul style="list-style-type: none"> <li>• Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary</li> <li>• Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines</li> </ul>   |                           |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students</li> <li>• Understands effective assessment practices</li> </ul>   |                           |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Organises and structures scope and sequence according to NESA guidelines and requirements</li> <li>• Follows NESA assessment guidelines</li> </ul>  |                           |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation.</li> </ul>   |                           |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>  |                           |  |  |  |  |

**Lecturer**

**Date**

**Recommended:      /20      (FL PS CR DN HD)**

**Weighting:      40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

| SPECIFIC CRITERIA   | (-) $\longrightarrow$ (+) |  |  |  |  |
|---|---------------------------|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of selected Stage 6 course and syllabus outcomes</li> <li>• Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12</li> <li>• Integrates formative assessment strategies throughout the unit of work</li> </ul>   |                           |  |  |  |  |
| <b>Depth of evidence in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of academic and cultural diversity</li> <li>• Includes a variety of pedagogical strategies to suit content of the Stage 6 course</li> <li>• Designs appropriate activities and outlines lessons in sufficient detail without providing full plans</li> <li>• Provides effective feedback opportunities to inform students of their progress</li> </ul> |                           |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners</li> <li>• Understanding of a range of effective assessment practices</li> </ul>   |                           |  |  |  |  |
| <b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Demonstrates ability to plan using backward mapping to meet selected outcomes</li> <li>• Presentation of effective and engaging learning sequence</li> </ul>   |                           |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Writes using correct Standard Australian English</li> <li>• Has proofread and edited work to avoid typos and incorrect usage.</li> </ul>  |                           |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>   |                           |  |  |  |  |
|   |                           |  |  |  |  |

Lecturer

Date

Recommended:     /20     (FL PS CR DN HD)

Weighting:     60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

| STUDENT TEACHER   |             |          |
|---|-------------|----------|
| Name:   | zID:        | Date:    |
| Details   |             |          |
| Method  | Topic/level |          |
| AITSL Standard 5<br>Assess, provide feedback and report on student learning   |             | Comments |
| <p><b>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</b></p> <ul style="list-style-type: none"> <li>• Has the purpose of the assessment task been described appropriately?</li> <li>• Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?</li> <li>• Does the marking rubric/style provide diagnostic information for the student?</li> </ul>   |             |          |
| <p><b>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</b></p> <ul style="list-style-type: none"> <li>• Does the feedback allow the assessment to be used for formative purposes?</li> <li>• Is feedback expressed in appropriate language for the age/stage of the students?</li> <li>• Does the feedback                             <ul style="list-style-type: none"> <li>-acknowledge the student's areas of strength?</li> <li>-identify areas where the student needs to do more work?</li> <li>-indicate strategies to help the student improve?</li> </ul> </li> </ul>                       |             |          |
| <p><b>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</b></p> <ul style="list-style-type: none"> <li>• Is the difference between ranking and moderation understood?</li> <li>• Does the student recognise the importance of following marking guides/rubrics?</li> <li>• Can the student listen professionally to the opinions of others?</li> <li>• Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?</li> </ul>   |             |          |
| <p><b>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</b></p> <ul style="list-style-type: none"> <li>• Has the student analysed and evaluated the schools' global assessment data?</li> <li>• Has the student collected a range of the students' past performance data?</li> <li>• Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?</li> <li>• Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?</li> </ul> |             |          |
| <p><b>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</b></p> <ul style="list-style-type: none"> <li>• Are feedback and reporting understood as separate tasks?</li> <li>• Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?</li> <li>• Has the student provided evidence that the Assessment Resource Centre (NESA) has been used to provide appropriate A, B, C, D, E grades?</li> </ul>  |             |          |
| <p><b>Comments:</b></p>   |             |          |

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)