School of Education

Intellectual Disabilities
Term 3 2021

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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, Design & Architecture
School of Education
EDST5111 Intellectual Disabilities (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Prof Iva Strnadová
Office Location:	Morven Brown Building, G23
Email:	i.strnadova@unsw.edu.au
Availability:	Email to make appointment

3. COURSE DETAILS

Course Name	EDST5111 Intellectual Disabilities
Credit Points	6 units of credit (uoc)
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5111T3

SUMMARY OF COURSE

Students with intellectual disabilities face numerous challenges in educational environments. You will learn about characteristics of students with intellectual disabilities (including issues of definition), relevant legislative requirements, and how to use assessment for educational intervention. You will learn about effective evidence-based practices that you can use to assist students with intellectual disabilities accomplish their educational goals. You will learn about curriculum-based strategies and curriculum adjustments and modifications that you can use in your teaching practice. In this course, I put great emphasis on a life-span approach to people with intellectual disabilities and their families, and why is it important for professionals to have a holistic perspective. Thus, you will also learn about issues related to social and community inclusion, family, peer, and partner relationships of people with intellectual disabilities. You will become acquainted with issues and supports relevant to adults with intellectual disabilities. Throughout the course, you will also learn about the importance of diverse transitions in lives of people with intellectual disabilities and how these can be supported.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The course content and readings have been updated, and new group activities developed.
- The assessment rubrics for all assignments have been improved.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.	1
2	Apply legislation and government policies related to the education and life of people with intellectual disabilities in their professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regard to the field of intellectual disabilities to relevant stakeholders.	1, 2
4	Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	2
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	1, 2
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	1, 2
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies, and processes.	1, 2
7.3.4	Identify, initiate, and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

You will learn different evidence-based practices that can be used not only during the educational process in early, pre-school, primary school, and secondary school age of students with intellectual disabilities, but also within ongoing life-long education. You will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also learn about the Quality-of-Life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to issues related to social and community inclusion, family, peer, and partner relationships of people with intellectual disabilities, possibilities of employment, independent living, and free time activities. You will also become acquainted with the needs of aging people with intellectual disabilities. Last but not the least; you will become familiarised with challenges faced by families of people with intellectual disabilities.

5. TEACHING STRATEGIES

- 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
- Explicit teaching including lectures and a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

6. COURSE CONTENT AND STRUCTURE

Week	Workshop Topic Post-workshop tasks
1 **13th** **September**	**Characteristics of people with intellectual disabilities. Social constructions and models of disability. Social history of intellectual disabilities and its relevance for teachers today.** <u>Readings</u> **Before lecture:** Wolfe, M., & Johnson, K. (2010). My own life. In Johnson, K., Walmsley, J., & Wolfe, M. (2010). *People with intellectual disabilities. Towards a good life?* (pp. 17-29). The Policy Press. **After lecture:** Logeswaran, S., Hollett, M., Zala, S., Richardson, L., & Scior, K. (2019). How do people with intellectual disabilities construct their social identity? A review. *Journal of Applied Research in Intellectual Disabilities, 32*, 533–542. doi: 10.1111/jar.12566
2 **20th** **September**	**Assessment of intellectual disabilities; Teacher's role in the assessment process; Assessment for Learning.** **What causes intellectual disabilities? The most common syndromes.** <u>Readings</u> **Before lecture:** Oliver, C., Woodcock, K., & Adams, D. (2010). Chapter 10. The importance of aetiology of intellectual disability. In Grant, G., Ramcharan, P., Flynn, M., & Richardson, M. (eds.) (2010). *Learning Disability. A life cycle approach* (pp. 135-146). 2nd edition. Open University Press.

	After lecture: O'Byrne, C., & Muldoon, O. T. (2019). The construction of intellectual disability by parents and teachers. *Disability & Society,* 34(1), 46-67. doi: 10.1080/09687599.2018.1509769
3 **27th September**	**Children/students with intellectual disabilities in early and pre-school age. School-aged children/students with intellectual disabilities. Learning/ support needs, methods supporting teaching and learning – evidence-based practices. Self-determination development.** Readings **Before lecture:** Australian Government (2005). *Disability Standards for Education.* Nieto, C., & Moriña, A. (2019). The dream school: Mind-changing perspectives of people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities, 32,* 1549-1557. DOI: 10.1111/jar.12650 **After lecture:** Wehmeyer, M. L., & Shogren, K. A. (2017). Chapter 15. Problem solving and self-advocacy. In Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). *Handbook of positive psychology in intellectual and developmental disabilities* (pp. 217-229). Springer International Publishing AG.
4 **4th October**	Labour Day, Public Holiday **- but study from home this week** **School-aged children/students with intellectual disabilities. Individualized Learning Plans as a tool of developing self-determination skills.** This week we will explore how Individualized Learning Plans can be utilized as effective tools for self-determination skills development in students with intellectual disabilities. PLEASE NOTE THAT you will complete your lecture and assessment online by going through one Iris training module. [Therefore, there will be NO LECTURE on Monday 4th October.] **The Iris training module that you will complete is:** **IEPs: Developing High-Quality Individualized Education Programs** https://iris.peabody.vanderbilt.edu/module/iep01/cr_assess/#content **You will also need to read and explore:** Australian Government (2005). *Disability Standards for Education.* Skaff, L., F., Kemp, J. N., Sternesky McGovern, L. A., & Fantacone, J. M. (2016). Educator and parent views of the effectiveness of individualized learning plans for students with disabilities. *Career Development and Transition for Exceptional Individuals, 39*(2), 68–78. DOI: 10.1177/2165143414546131 **Your lecture attendance will be counted based on submission of completed assessment in the course Moodle – please answer all the questions in relation to students with intellectual disabilities, using knowledge gained from the readings as well**. **Please make sure you submit the completed assessment in the course Moodle PRIOR to the following lecture.**

5 **11th October**	**Students with profound and multiple learning disabilities – effective teaching approaches. Self-determination development.** Readings **Before lecture:** Australian Government (2005). *Disability Standards for Education.* Nind, M., & Strnadová, I. (2020). Changes in the lives of people with profound intellectual and multiple disabilities. In Nind, M. A., & Strnadová, I. (Eds.). *Belonging for people with profound intellectual and multiple disabilities: Pushing the boundaries of inclusion*. (pp. 1-21). London: Routledge. **After lecture:** Feder Kittay, E. (2019). Chapter 1. On what matters/no. In Feder Kittay, E. (2019). *Learning from my daughter: The value and care of disabled minds* (pp.1-24). Oxford University Press.
6 **18th October**	**Adolescent students with intellectual disabilities. Individual transition planning and evidence-based practices. Self-determination development. Importance of relationships and sex education.** **Before lecture:** Australian Government (2005). *Disability Standards for Education.* Strnadová, I., Loblinzk, J., & Wehmeyer, M. (2021). Transitions in lives of people with intellectual disability. Editorial. *British Journal of Learning Disabilities, 49*, 263-270. DOI: 10.1111/bld.12413 **After lecture:** Strnadová, I., Loblinzk, J., & Danker, J. (2021). Importance of sex education for a successful post-school transition: Experiences of high school girls with intellectual disability. *British Journal of Learning Disabilities, 49(3)*, 303-315. Doi: 10.1111/bld.12403
7 **25th October**	**Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships, parenthood, ageing.** ***Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney*** **Before lecture:** Meltzer, A., Kayess, R., & Bates, S. (2018). Perspectives of people with intellectual disability about open, sheltered and social enterprise employment. *Social Enterprise Journal, 14*(2), 225-24. doi: 10.1108/SEJ-06-2017-0034 **After lecture:** Strnadová, I. (2019). Transitions in the lives of older adults with intellectual disabilities: "Having a sense of dignity and independence". *Journal of Policy and Practice in Intellectual Disabilities, 16*(1), 58-66. doi: 10.1111/jppi.12273.
8 **1st November**	**Families of people with intellectual disabilities – cooperation with schools and other stakeholders and service providers. Person-centred planning.** Readings **Before lecture:** Young, S., Shakespeare-Finch, J., & Obst, P. (2019). Raising a child with a disability: A one-year qualitative investigation of parent distress and personal growth. *Disability & Society*, doi: 10.1080/09687599.2019.1649637 **After lecture:** Ellem, K., Chenoweth, L., & Edwards, R. (2019). Choosing the harder road: Naming the challenges for families in person-centred planning. *Journal of Intellectual Disabilities, 23*(3), 397-412. https://doi.org/10.1177/1744629518784154

9 **8th** **November**	**People with intellectual disabilities involved with criminal justice systems** ***Guest speaker: Mr. Benjamin Garcia-Lee*** Readings **Before lecture:** McNally, P., Taggart, L., & Shevlin, M. (2021). Trauma experiences of people with an intellectual disability and their implications: A scoping review. *Journal of Applied Research in Intellectual Disabilities, 34,* 927-949. DOI: 10.1111/jar.12872 **After lecture:** Spivakovsky, C. (2021). Barriers to the NDIS for people with intellectual disability and/or complex support needs involved with the criminal justice systems: The current state of literature. *Journal of Intellectual & Developmental Disability*, DOI: 10.3109/13668250.2020.1855695
10 **15th** **November**	**Intellectual disabilities and mental health issues – impact on schooling and post-school years.** Readings **Before lecture:** Whittle, E.L., Fisher, K.R., Reppermund, S., & Trollor, J. (2019). Access to mental health services: The experiences of people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, *32*, 368-379. doi: 10.1111/jar.12533 **After lecture:** Cvejic, R. C., & Trollor, J. N. (2018). Transition to adult mental health services for young people with an intellectual disability. *Journal of Paediatrics and Child Health, 54,* 1127–1130. doi: 10.1111/jpc.14197

7. RESOURCES

Required Readings and Further Readings

Please see Section 6 – Course Content and Structure.

Additional Readings (not compulsory)

Collings, S., Llewellyn, G., & Grace, R. (2017). Home and the social worlds beyond: Exploring influences in the lives of children of mothers with intellectual disability. *Child: Care, Health and Development, 43*(5), 697-708. doi:10.1111/cch.12456

Faragher, R., & Van Ommen, M. (2017). Conceptualising educational quality of life to understand the school experiences of students with intellectual disability. *Journal of Policy and Practice in Intellectual Disabilities, 14*(1), 39–50. doi: 10.1111/jppi.12213

Frawley, P., & Wilson, N. (2016). Young people with intellectual disability talking about sexuality education and information. *Sex Disability, 34*, 469-484. doi: 10.1007/s11195-016-9460-x

Gauthier-Boudreaulta, C., Gallagherb, F., & Couture, M. (2017). Specific needs of families of young adults with profound intellectual disability during and after transition to adulthood: What are we missing? *Research in Developmental Disabilities, 66*, 16-26. doi: 10.1016/j.ridd.2017.05.001

Gothart, J. (2011). School's out: The right and rites of passage. In Gothart, J. (2011). *Greater expectations. Living with Down syndrome in the 21st Century.* Fremantle Press.

Howlett, S., Florio, T., Xu, H., & Trollor, J. (2015). Ambulatory mental health data demonstrates the high needs of people with an intellectual disability: Results from the New South Wales intellectual disability and mental health data linkage project. *Australian & New Zealand Journal of Psychiatry, 49*(2), 137–144. doi: 10.1177/0004867414536933

Koolen, J., van Oorsouw Tranzo, W., Verharen, L., & Embregts, P. (2019). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. *Journal of Intellectual Disabilities*. doi: 10.1177/1744629519829965

Martin, T., & Alborz, A. (2014). Supporting the education of pupils with profound intellectual and multiple disabilities: The views of teaching assistants regarding their own learning and development needs. *British Journal of Special Education, 41*(3), 309-327. doi: 10.1111/1467-8578.12070

McCarron, M., McCallion, P., Fahey-McCarthy, E., & Connaire, K. (2011). The role and timing of palliative care in supporting persons with intellectual disability and advanced dementia. *Journal of Applied Research in Intellectual Disabilities*, *24*(3), 189-198. doi: 10.1111/j.1468-3148.2010.00592.x

McCarthy, M. (2017) 'What kind of abuse is him spitting in my food?': reflections on the similarities between disability hate crime, so-called 'mate' crime and domestic violence against women with intellectual disabilities. *Disability & Society, 32*(4), 595-600. doi: 10.1080/09687599.2017.1301854

Moyson, T., & Roeyers, H. (2012). 'The overall quality of my life as a sibling is all right, but of course, it could always be better'. Quality of life of siblings of children with intellectual disability: The siblings' perspectives. *Journal of Intellectual Disability Research*, *56*(1), 87-101. doi: 10.1111/j.1365-2788.2011.01393.x

Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). Chapter 9. Instructional assessment. In Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). *Cognitive and intellectual disabilities. Historical perspectives, current practices, and future directions* (pp. 241-267). Routledge.

Rowe, S., Dowse, L., Newton, D., McGillivray, J., & Baldry, E. (2019). Addressing education, training, and employment supports for prisoners with cognitive disability: Insights from an Australian Programme. *Journal of Policy and Practice in Intellectual Disabilities.* doi: 10.1111/jppi.12321

Strnadová, I., Danker, J., & Carter, A. (2021). Sexuality and relationships education for students with intellectual disability and/ or autism: A scoping review. *Sex Education.*

Strnadová, I., & Nind, M. (2020). Belonging and people with profound intellectual and multiple disabilities: Pushing the boundaries. In Nind, M. A., & Strnadová, I. (Eds.). *Belonging for people with profound intellectual and multiple disabilities: Pushing the boundaries of inclusion*. (pp. 196-209). London: Routledge.

Williams, V., Swift, P., & Mason, V. (2015). The blurred edges of intellectual disability. *Disability & Society, 30*(5), 704-716. doi: 10.1080/09687599.2015.1040870

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1: Essay	3,500 words	50%	1-3	1.6.2, 3.3.3, 7.2.3	Monday 11th October 2021 by 5pm
Assessment 2: Information booklet	3,500 words (15-20 pages)	50%	2-4	1.5.3, 1.6.2, 2.6.2, 3.3.3, 4.1.2, 7.2.3, 7.3.4, 7.4.2	Monday 22nd November 2021 by 5pm

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: Essay

There are two essay topics that you can choose from:

Topic 1 Challenges encountered by people with intellectual disabilities

This assessment requires you to write an essay on challenges people with intellectual disabilities encounter in their everyday life. In order to do so, you are asked to:

1. Choose a life stage that you will focus on (e.g., childhood, adolescence, adulthood, ageing),
2. Identify and discuss one challenge people with intellectual disabilities experience in the life stage you selected,
3. Suggest (through the use of evidence-based practices) how this challenge can be overcome.

This topic of the essay needs to be based on a minimum of **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2012 and 2021)**.

Topic 2 Attitudes towards people with intellectual disabilities

This assessment requires you to write an essay on how society's attitudes towards people with intellectual disabilities are reflected in the media, and how the media in reverse influences society's attitudes towards people with intellectual disabilities. To do so, you are asked to:

1. View one of the movies suggested below involving a person with intellectual disabilities,
2. Identify the focus of the movie (e.g., parenting with intellectual disabilities – *I am Sam*; relationships and people with intellectual disabilities – *The Other Sister* or *Charly*; prejudice towards social inclusion for people with intellectual disabilities – *Radio*)
3. Read a minimum of **10 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2012 and 2021),** in the area of your assignment's focus (e.g., if you selected the movie, *I am Sam* and decided to focus on society's attitudes towards people with intellectual disabilities being parents, then read peer-reviewed journal articles on parenting of people with intellectual disabilities),
4. Discuss the following:
    - Was the character with intellectual disabilities portrayed realistically, stereotypically, positively, or negatively? Note the date the movie was produced and make comments on the prevailing attitudes towards disability at that time.
    - How were the other characters' reactions to this person portrayed (e.g., reactions/attitudes of siblings, parents, partners, peers, and other society members)?
    - What is the message conveyed by this movie?
    - Based on your reading of 10 peer-reviewed journal articles, is this message consistent with what we know about the topic from research?

Suggested movies (Please note that this is not an exhaustive list. If you are unsure if your preferred movie is suitable for this assessment, please consult your course coordinator):

- *Buddies*
- *Charly*
- *Forrest Gump*
- *I Am Sam*
- *Of Mice and Men*
- *Radio*
- *Sling Blade*
- *The Other Sister*
- *What's Eating Gilbert Grape?*

This assessment will help you to:

- develop familiarity with the area of intellectual disabilities,
- develop critical thinking skills,
- improve research and evaluation skills, and
- use APA referencing correctly.

The essay should be **double-spaced and written in APA 7th edition style;** see the course Moodle site for more guidance.

Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

Assessment 2: Information booklet

You are invited to create an information booklet for parents about intellectual disabilities. The booklet should be focused on one of the following topics:

- Information booklet for parents deciding about early intervention and pre-school education options (aimed group: parents of pre-school children with intellectual disabilities),
- Information booklet for parents deciding about the schooling options for their child with intellectual disabilities (aimed group: parents whose child is about to begin compulsory education),
- Information booklet for parents about post-schooling options (employment, education, living) for their offspring with intellectual disabilities,
- Information booklet for ageing parents about transition-to-retirement supports and options for their adult off-spring with intellectual disabilities.

Each booklet should:

- Be written in user-friendly language for parents,
- have a clear structure, using headings and subheadings,
- have introduction on the topic of the booklet,
- provide advice to parents based on NSW context,
- provide useful tips for parents,
- list of resources (e.g., peer-reviewed book, journal articles, DVDs, websites) that you would recommend to parents,
- list of references that you used in order to create the booklet. The references should be from peer-reviewed journal articles from the last ten years (that is from 2012-2021). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of twelve (12) references.

This type of task is very practical, and you will use it in your future practice; however, it is also a type of assessment that is difficult to put number of pages on. If you are struggling with estimating the amount of work required, then about 3,500 words is right. The word count does not include the list of references.

The guide should be **double-spaced and written in APA 7th edition style;** see the course Moodle site for more guidance.

This must be your original work.

Assessment 1: Topic 1

Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research, and practice • clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities **Weighting:** 25%	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are well-justified, demonstrating broad knowledge of the subject area. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective insights into relevant theory, practice and research are creatively and seamlessly woven into the balance of the essay. Life stage and challenge are well-matched according to the latest research trends. The chosen challenge and solutions are creatively explored and critiqued.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are appropriately justified. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Life stage and challenge are well-matched according to the latest research trends.	Understanding is demonstrated and choices in either topic are appropriately justified. Use of terminology demonstrates accurate and respectful usage. Life stage and challenge are relevant/accurate according to current research.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor errors in terminology, but generally demonstrates accurate and respectful usage. Life stage and challenge are generally relevant/accurate according to research but may benefit from additional development. Solutions are mostly accurate, but may benefit from further development	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved. May contain problematic/incorrect use of key terminology. Language may be too obscure to be clearly and accurately deciphered. May include surface level reference to a few domains of theory, research, and practice, but these may be misrepresented and/or misunderstood. Life stage and challenge people with an intellectual disability may face may be inaccurately paired; the challenge itself may not be widely relevant to people with an intellectual disability. Solutions may be irrelevant or improbable.

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural, and religious backgrounds of people and the effects of these factors on learning **Weighting:** 25%	The essay critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives, and possible solutions are integrated into the foundations of the essay's arguments. Clear and logical implications are drawn from insights on inclusive education, rights, and quality of life for people with intellectual disabilities. The position taken around the issue and suggested solutions is well-developed and insightful, critically evaluating the depth and complexity that exists within the area of research. Conclusions are extensively linked with an impressive breadth of ideas from research. Ideas from academic literature are synthesised to inform robust and insightful conclusions.	The essay addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions underpin the thread of argument. This complexity plays a critical role in the presentation of ideas and conclusions. The position taken around the issue and suggested solutions is developed and somewhat insightful, acknowledging depth and complexity that exists within the area of research. Conclusions are linked with some of the ideas from research. Ideas from academic literature are synthesised and inform insightful conclusions.	The essay addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be acknowledged. This complexity helps to inform ideas and logical conclusions. The position taken around the issue and suggested solutions is somewhat developed, acknowledging depth and complexity that exists within the area of research. Conclusions are linked with some of the ideas from research. Ideas from academic literature are outlined with some interpretation.	The essay addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be superficially acknowledged. The position taken around the issue and suggested solutions is primarily simplistic, rather than acknowledging the depth and complexity that exists within the area of research. Conclusions are inconsistently tied to some of the information discussed. Ideas from academic literature are outlined superficially and unquestioningly.	The essay attempts to address key concepts, principles, and issues, but there are many gaps in the analysis and argument, flawed conclusions, or misrepresented ideas. Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions are inadequately acknowledged. In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw creative conclusions. The position taken around the issue and suggested solutions is simplistic, with major gaps, misunderstandings, or flaws. Conclusions are inconsistently tied to some of the information discussed, but significant gaps hinder the progression and logic of the argument. Ideas from academic literature are outlined superficially.

Familiarity with and relevance of professional and/or research literature used to support response: • range of current research literature to support response **Topic 1:** Minimum of 12 peer-reviewed journal articles, which were published recently, between 2012 and 2021. • reference specifically to material, research and ideas presented in EDST5111 lectures **Weighting:** 20%	The essay demonstrates insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of argument. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. Includes inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The essay demonstrates insightful use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and curated to support the flow of argument. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The essay demonstrates some careful selection research for the essay and applies insights from these articles and course readings with a degree of skill. All literature is suitable to the task. The essay's argument foundations draw with varying detail and depth from across selected academic research, including course materials. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	Some selected literature may be of relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles have been consulted according to the minimum standard of the task, however some may be less effective choices to support the essay's position. The argument may rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond.	Argument is adequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. Alternatively, or additionally, the arguments in the essay may rest primarily on one or two of articles or some weak evidence, which need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability **Weighting:** 15%	The structure and organisation of the essay are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features seamlessly and creatively guide the reader through a clear path of argument and analysis.	The structure and organisation of the essay are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features smoothly guide the reader through a clear path of argument and analysis.	The structure and organisation of the essay is clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader along the writer's line of argument, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the essay may require additional attention in order to support clarity of argument. There are some concerns around overall structures such as introduction, paragraph organisation, or conclusion, which may hinder effective communication of analysis and content understanding. Use of subheadings and other structural features is generally adequate but would benefit from further attention.	The structure and organisation of the paper needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic essay structure conventions may impede the message. Significant concerns around overall structures such as introduction, paragraph organisation, or conclusion hinder effective communication of analysis and content understanding.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length **Weighting:** 15%	The essay demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are impeccable. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to fluently enhance insightful and creative communication.	The essay demonstrates the skilful use of language to communicate meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to enhance communication.	The essay communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Effective paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. The language shows general regard for audience and purpose. with adequate use of an academic style and register.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. Use of the UNSW Academic Skills Support Service is recommended to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style.	An obscure or confused written style obstructs readability of the essay. Common errors include: Incorrect and poorly attributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style; colloquial language; run-on sentences, over-use of commas when full stops are required; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning). The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee

Assessment 1: Topic 2

Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research, and practice • clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities **Weighting:** 25% **Topic 2**	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are well-justified, demonstrating broad knowledge of the subject area. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective insights into relevant theory, practice and research are creatively and seamlessly woven into the balance of the essay. Choice of film is appropriate for the task and engagement with media shows evidence of deep reflection. The film contains salient portrayals of a person/people with intellectual disabilities. The focus theme is highly relevant to the lives of people with intellectual disabilities. The chosen theme and solutions are insightfully and creatively explored and critiqued.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are appropriately justified. Use of terminology demonstrates accurate, self-reflective, and respectful usage Choice of film is appropriate for the task and engagement with media shows evidence of reflection. The film contains salient portrayals of a person/people with intellectual disabilities. The focus theme is highly relevant to the lives of people with intellectual disabilities.	Understanding is demonstrated and choices in either topic are appropriately justified. Use of terminology demonstrates accurate and respectful usage. Choice of film is appropriate for the task Portrayals of a person/people with intellectual disabilities are unpacked reflectively. The focus theme is appropriately selected and relevant to the lives of people with intellectual disabilities.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor errors in terminology, but generally demonstrates accurate and respectful usage. Choice of film is appropriate for the task. The film contains portrayals of a person/people with intellectual disabilities. The focus theme is generally appropriately selected and broadly relevant to the lives of people with intellectual disabilities.	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved: may contain problematic use of key terminology; language may be too obscure to be clearly and accurately deciphered; may include surface level reference to a few domains of theory, research, and practice, but these may be misrepresented and/or misunderstood. Choice of film is not appropriate for the task or has not been adequately linked to task criteria. The chosen focus may only be peripherally addressed or not at all in the film. The film may not have people with intellectual disabilities in it. Aspects of the cultural moment (e.g., out-dated terminology and values) in the film may not be adequately addressed in the essay.

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings	The essay critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives.	The essay addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives.	The essay addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives.	The essay addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions.	The essay attempts to address key concepts, principles, and issues, but there are many gaps in the analysis and argument, flawed conclusions, or misrepresented ideas.
• demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural, and religious backgrounds of people and the effects of these factors on learning	Complexities relating to various identity factors and their influence of people's experiences, perspectives, and possible solutions are integrated into the foundations of the essay's arguments. Clear and logical implications are drawn from insights on inclusive education, rights, and quality of life for people with intellectual disabilities.	Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions underpin the thread of argument. This complexity plays a critical role in the presentation of ideas and conclusions.	Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be acknowledged. This complexity helps to inform ideas and logical conclusions.	Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions may be superficially acknowledged.	Complexities relating to various identity factors and their influence of people's experiences, perspectives and possible solutions are inadequately acknowledged. In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw creative conclusions.
Weighting: 25%	Perspectives and ideas from the film are addressed with careful interpretation and links to socio-historical context, narrative, and/or character background. The message or theme is addressed with insightful links and evaluation of contemporary research around the lives, experiences, *and perspectives* of people with intellectual disabilities.	Perspectives and ideas from the film are addressed with some interpretation and links to socio-historical context, narrative, and/or character background. The message or theme is addressed with appropriate links and evaluation of contemporary research around the experiences *and perspectives* of people with intellectual disabilities.	Perspectives and ideas from the film are addressed with links to socio-historical context, narrative, and/or character background. The message or theme is addressed with some relevant links to contemporary research around experiences of people with intellectual disabilities.	Perspectives and ideas from the film are addressed descriptively, without evidence of links to socio-historical context, narrative, or character background. The message or theme is addressed superficially and descriptively with flawed or insufficient links to contemporary research on the experiences of people with intellectual disabilities.	Perspectives and ideas from the film are inadequately addressed, with major gaps or inconsistencies and without evidence of links to socio-historical context, narrative, or character background. The message or theme is inadequately or inaccurately addressed through superficial description with flawed or absent links to contemporary research on the experiences of people with intellectual disabilities.

Familiarity with and relevance of professional and/or research literature used to support response: • range of current research literature to support response **Topic 2:** minimum 10 peer-reviewed journal articles, which were published recently, between 2012 and 2021. • reference specifically to material, research and ideas presented in EDST5111 lectures **Weighting:** 20%	The essay demonstrates insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of argument. Includes inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The essay demonstrates insightful use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and curated to support the flow of argument. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The essay demonstrates some careful selection research for the essay and applies insights from these articles and course readings with a degree of skill. All literature is suitable to the task. The essay's argument foundations draw with varying detail and depth from across selected academic research, including course materials. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	Some selected literature may be of relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles have been consulted according to the minimum standard of the task, however some may be less effective choices to support the essay's position. The argument may rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond.	Argument is adequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. Alternatively, or additionally, the arguments in the essay may rest primarily on one or two of articles or some weak evidence, which need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability **Weighting:** 15%	The structure and organisation of the essay are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features seamlessly and creatively guide the reader through a clear path of argument and analysis.	The structure and organisation of the essay are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features smoothly guide the reader through a clear path of argument and analysis.	The structure and organisation of the essay is clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader along the writer's line of argument, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the essay may require additional attention in order to support clarity of argument. There are some concerns around overall structures such as introduction, paragraph organisation, or conclusion, which may hinder effective communication of analysis and content understanding. Use of subheadings and other structural features is generally adequate but would benefit from further attention.	The structure and organisation of the paper needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic essay structure conventions may impede the message. Significant concerns around overall structures such as introduction, paragraph organisation, or conclusion hinder effective communication of analysis and content understanding.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length **Weighting:** 15%	The essay demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are impeccable. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to fluently enhance insightful and creative communication.	The essay demonstrates the skilful use of language to communicate meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, flow of argument and tone to enhance communication.	The essay communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Effective paraphrasing is integrated, according to APA conventions, within the structure of the argument. When paraphrasing is inadequate, quotes are used and correctly attributed. The language shows general regard for audience and purpose. with adequate use of an academic style and register.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. Use of the UNSW Academic Skills Support Service is recommended to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style.	An obscure or confused written style obstructs readability of the essay. Common errors include: incorrect and poorly attributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style guide; colloquial language; run-on sentences: over-use of commas when full stops are required; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning). The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee

Assessment 2 – Information Booklet

Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research, and practice • clarity and accuracy in use of key terms and concepts in special education/ disability studies • clear connection between booklet's topic and provided advice and examples **Weighting:** 25%	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions in the selected booklet are well-justified, demonstrating broad knowledge of the subject area exceeding task requirements Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective and useful insights into relevant theory, practice and research are communicated through advice and examples that are highly relevant to parents in the chosen scenario.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Examples, advice and inclusions for the selected booklet topic are appropriately justified and highly relevant to parents in the selected scenario. Use of terminology demonstrates accurate, self-reflective, and respectful usage.	Booklet demonstrates understanding of the chosen topic and the theory, concepts and research underpinning it. Examples, advice, and inclusions for the selected booklet topic are justified and generally relevant to parents in the selected scenario. Use of terminology demonstrates accurate and respectful usage.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor errors in terminology, but generally demonstrates accurate and respectful usage. Advice and examples are generally relevant, with only minor inconsistencies, such as inconsistent pairing between advice, research, and examples.	The assignment demonstrates significant gaps in understanding of the relevant concepts. There are problematic inaccuracies with regard to the key concepts involved. The response may contain problematic use of key terminology; the language may be too obscure for parents to easily understand; may include surface level reference to a few domains of theory and practical advice, without giving useful examples; advice and examples may be inaccurate, irrelevant, or lacking in adequate research foundations; requires revision for understanding of core concepts.

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings	The booklet's introduction creatively and insightfully critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives.	The booklet's introduction addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives.	The booklet's introduction addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives.	The booklet's introduction addresses key concepts, principles, and issues descriptively rather than engaging in any depth of critique or linking the ideas together cohesively to draw logical conclusions.	The booklet attempts to address key concepts, principles, and issues, but there are many gaps in the analysis, flawed conclusions, or misrepresented ideas.
• depth of analysis of information provided to parents, introduction on the topic of a booklet provided advice to parents based on evidence-based practice	Complexities relating to various identity factors and their influence of people's experiences are a core consideration within in examples and advice.	Complexities relating to various identity factors and their influence of people's experiences are considered in examples and advice.	Complexities relating to various identity factors and their influence of people's experiences may be acknowledged, with examples and advice.	Complexities relating to various identity factors and their influence of people's experiences may be acknowledged, with examples and advice.	Complexities relating to various identity factors and their influence on people's experiences, and relevant advice and examples are inadequately acknowledged.
• useful examples and tips for parents **Weighting:** 25%	Logical and insightful advice, examples, and solutions are communicated creatively and clearly.	Logical and relevant advice, examples, and solutions are communicated practically and clearly.	Logical and relevant advice, examples, and solutions are shared.		In general, ideas may be addressed superficially, rather than critically engaging by synthesising ideas from multiple sources, contexts, or perspectives to draw logical and analytical conclusions.

Familiarity with and relevance of professional and/or research literature used to support response: • familiarity with the booklet's topic • list of related and appropriate resources recommended to parents for further reading • list of references that you used in order to create the booklet (use citations and reference pages) **Weighting:** 20%	The booklet demonstrates consistent, deeply insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education. Literature is highly relevant and elegantly curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. Suggested resources for parents are highly appropriate, varied, and have been selected and shared with regard for family and student diversity, and diverse family literacy needs/supports. Includes inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The booklet demonstrates insightful use of credible, relevant sources to support ideas that are situated within the research in inclusive education. Literature is highly relevant and curated to the support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	The booklet demonstrates some careful selectivity in the identification of a research base for the booklet and applies insights from these articles and course readings with a degree of skill. All literature, including parent resources, is unquestionably suitable to the task. The booklet draws with varying detail and depth from across selected academic research, including course materials. May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	Some selected literature may be of borderline relevance or suitability, but in general the main body of consulted literature is adequate for the task. An adequate number of articles and parent resource recommendations have been consulted according to the minimum standard of the task, however of these, some may be less effective choices support the position and arguments in the booklet. The argument may over-rely on a surface reading of some articles or be overly dependent on a small number of articles without adequately integrated links beyond. Some resources for parents may need to be re-evaluated for suitability for a parent audience.	Argument not adequately contextualised and grounded within current academic discourse. Does not cite the required range of academic literature. Some articles may not meet criteria. For example, reference to research material and ideas presented in the course may be absent. Alternatively, or additionally, the arguments in the booklet may rest primarily one or two of articles or some weak evidence, which may need to be analysed in further depth and supported by further research literature.

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organization **Weighting:** 15%	The structure and organisation of the booklet are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features seamlessly and creatively guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features smoothly guide the reader through the topics addressed in the booklet.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection. Use of subheadings and other structural and visual features guide the reader through the topics addressed in the booklet, perhaps with a few minor disruptions or inconsistencies.	The structure and organisation of the booklet may require additional attention in order to support clarity of argument. It is possible that at this level some concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion may at times hinder effective communication of analysis and content understanding components of the task. Use of subheadings and other structural and visual features is generally adequate but would benefit from further attention in order due to inconsistencies and lack of cohesive structural theme.	The structure and organisation of the booklet needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic writing, and formal communication structure conventions may impede the message. Significant concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion hinder effective communication of analysis and content understanding components of the task.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word limit **Weighting:** 15%	The booklet demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are flawless or nearly flawless. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance insightful and creative communication.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance communication.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor errors. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed. The language shows general regard for audience and purpose without nearly impeccable use of an academic style and register.	The written style is readable, with some inconsistencies and areas of confusion. Care needs to be taken not to overly rely on quoting directly from academic texts. Correctly attributed paraphrasing is preferred to demonstrate your deep understanding of the texts and offer greater opportunities for research synthesis. The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. Use of the UNSW Academic Skills Support Service to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.	An obscure or confused written style obstructs readability of the booklet. Common errors include: obscure language and jargon parents may not understand; incorrect, poorly attributed, or unattributed ideas which derive from academic literature/course materials; incorrect quoting (e.g., no page numbers, punctuation issues); paraphrasing without referencing; references copied from the internet or books, without checking APA 7th style guide adherence; in-text referencing does not adhere to APA 7th style guide; colloquial language; run-on sentences: over-use of commas when full stops are required; incorrect or poorly executed paragraph structure, or lack of paragraphing; inadequate editing (spelling errors, vocabulary taken out of context and losing meaning); written text not re-read prior to submission to ensure clear flow of ideas; excessive use of the passive voice. The presentation of response according to appropriate academic and linguistic conventions may benefit from supported improvement. The UNSW Academic Skills Support Service is available to support you to better meet the written textual requirements, including effective and appropriate communication, and adherence to APA 7th referencing style and formatting is recommended.

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.