



MODULE NAME:	MODULE CODE:
TEACHING FOUNDATION PHASE ENGLISH & FIRST ADDITIONAL LANGUAGE 3	EFWI7311

ASSESSMENT TYPE: POE (PAPER & RUBRIC)

TOTAL MARK ALLOCATION: 100 MARKS

TOTAL HOURS: 24 HOURS

By submitting this assignment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published in the student portal.

INSTRUCTIONS:

- No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks. No more than 10% of the assignment may consist of direct quotes.***
- Make a copy of your assignment before handing it in.***
- Submit your work through SafeAssign.***
- Assignments must be typed unless otherwise specified.***
- All work must be adequately and correctly referenced.***
- Begin each section on a new page.***
- Follow all instructions on the assignment cover sheet.***
- This is an individual assignment.***

Should the submission of tasks be impractical due to Covid-19 crisis, please follow the instructions below.

SUBMITTING YOUR POE IN HANDWRITTEN FORM

- If you are unable to complete the PoE in a Word document, notify your lecturer.*
- Ensure that all your pages are numbered on the top right-hand side of the page – e.g. 1 of 12*
- Either (i) Scan your pages OR (ii) photograph your pages. Ensure that the pages are in the correct order.*
- Label your photographs as follows: **Name.Student number.Module Code. Page 1; (for each page)***
- Utilize scanner apps, which can be downloaded for free on google-app-store. These will convert the image to a PDF document which is resized and enhanced.*
- Once completed the assessment, upload your document under the **submission link** in*

*the correct module on **Learn**.*

FOR TEACHING RESOURCE/ARTEFACT SUBMISSION

- Take a picture of yourself holding the teaching resource/artefact.
- The picture must be clear and be of good quality.
- *Label your photographs as follows: **Name.Student number.Module Code. Task X***
- You are required to submit the actual teaching aid/resource/artefact upon return to campus.
- *Upload your picture under the provided **submission link** in the correct module on **Learn***

GROUP-WORK INSTRUCTION

- If we haven't returned to campus by the time you are required to work on activities that require group work, please discuss with the lecturer (or proceed to work as an individual).

Referencing Rubric

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty **of a maximum of ten percent being deducted from the mark awarded**, according to the following guidelines. Please note, however, that **evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023).**

Markers are required to provide feedback to students by indicating (circling/underlining) the information that best describes the student's work.

Minor technical referencing errors: 5% deduction from the overall mark – the student's work contains five or more errors listed in the minor errors column in the table below.

Major technical referencing errors: 10% deduction from the overall mark – the student's work contains five or more errors listed in the major errors column in the table below.

If both minor and major errors are indicated, then 10% only (and not 5% or 15%) is deducted from the overall mark.

The examples provided below are not exhaustive but are provided to illustrate the error.

Required: Technically correct referencing style	Minor errors in technical correctness of referencing style Deduct 5% from mark awarded	Major errors In technical correctness of referencing style Deduct 10% from mark awarded
<u>Consistency</u> The same referencing format has been used for all in-text references and in the bibliography/reference list.	Minor inconsistencies. The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography. For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats.	Major inconsistencies. Poor and inconsistent referencing style used in-text and/or in the bibliography/reference list. Multiple formats for the same type of referencing have been used. For example, the format for direct quotes (in-text) and/or book chapters (bibliography/reference list) is different across multiple instances.
<u>Technical correctness</u> Referencing format is technically correct throughout the submission. Position of the reference: a reference is directly associated with every concept or idea. For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented.	Generally, technically correct with some minor errors. The correct referencing format has been consistently used, but there are one or two errors. Concepts and ideas are typically referenced, but a reference is missing from one small section of the work. Position of the references: references are only given at the beginning or end of every paragraph. For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list).	Technically incorrect. The referencing format is incorrect. Concepts and ideas are typically referenced, but a reference is missing from small sections of the work. Position of the references: references are only given at the beginning or end of large sections of work. For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.
<u>Congruence between in-text referencing and bibliography/reference list</u> All sources are accurately reflected and are all accurately included in the bibliography/reference list.	Generally, congruence between the in-text referencing and the bibliography/reference list with one or two errors. There is largely a match between the sources presented in-text and the bibliography. For example, a source appears in the text, but not in the bibliography/reference list or vice versa.	A lack of congruence between the in-text referencing and the bibliography. No relationship/several incongruencies between the in-text referencing and the bibliography/reference list. For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.
In summary: the recording of references is accurate and complete.	In summary, at least 80% of the sources are correctly reflected and included in a reference list.	In summary, at least 60% of the sources are incorrectly reflected and/or not included in reference list.

Overall Feedback about the consistency, technical correctness and congruence between in-text referencing and bibliography:

COMPULSORY ICE TASKS

Compulsory ICE Task 1

A Mind Map is a highly effective way of getting information in and out of your brain - it is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

You are required to make a mind-map of your planning for Activity 1. Please make this detailed and use in-text referencing. You may use a technological tool or handwrite this task.

Compulsory ICE Task 2

Watch the following step-by-step guide on the Big Write:

<https://www.youtube.com/watch?v=gWCF-RtefMk>

using an online tool, create an Infographic to represent the steps of the BIG WRITE.

POE ACTIVITIES

POE Activity 1: Theory of teaching writing

(Marks: 30)

Write an essay (1000 – 1200 words) in which you present your understanding of the theory of teaching Writing in the Foundation Phase.

Instructions:

- Explain the progression of Writing across the Foundation Phase with reference to CAPS and the different stages of writing;
- Discuss the scaffolding of activities to develop writing skills;
- Discuss how Writing can be integrated across the language learning area to ensure the development of competent writing skills in children;

- Analyse the relationship between the language areas of 'Thinking and Reasoning' and 'Writing';
- Provide practical activities to include in a writing program in the Foundation Phase to support the scaffolding of writing in the Foundation Phase.

Please Note:

- You must make reference to CAPS English Home Language and your prescribed textbook in your response to this question.
- Refer to Joubert, I. ed. 2019. *Literacy in the Foundation Phase*. 3rd ed. Pretoria: Van Schaik.
- Refer to Wessels, M. 2015. *Facilitating language learning in the Foundation Phase*. Cape Town: Oxford University Press Southern Africa. (Chapter 4)
- Refer to your rubric for further guidance.

POE Activity 2: Big Write and VCOP Lesson Plan

(Marks: 50)

Context:

This activity requires you to develop a Writing lesson for learners you are teaching in Grade 3, based on the Big Write and VCOP approach to teaching Writing.

Please note: You may not submit any lesson plans or teaching resources that you have previously been assessed on in Year One or Two of your BEd degree from any of your modules.

Instructions:

- 1) Your lesson will be a whole class lesson. You will be required to select a CAPS theme or topic around which the lesson will be developed. It is vital that you clearly state how the elements of VCOP will be included in the Writing lesson, as well as how the Big Write approach will be used as an introduction to the Writing lesson.
- 2) The specific focus of your Writing lesson should be aligned to the CAPS requirements for Writing in Grade 3. You may select a term of your choice; however, you are to

clearly state your choice. Be creative and inspiring, research new ideas and do not simply teach as you were taught at school.

3) The context:

- a. A Grade 3, whole class Writing lesson.
- b. Choose a CAPs theme
- c. The VCOP and Big Write approach is to be used.

4) Lesson Requirements:

- a. The main body of your lesson must include the targeted use of VCOP to help raise the standard of the learner's writing. You may choose one of the VCOP skills to focus on.
- b. Your introduction should be engaging, inspiring, and creative. You are to use The Big Write- "THINK HOMEWORK" approach to introduce the lesson. Think out of the box!
- c. List all your teaching resources that you will use for every part of your lesson and include *a photograph of at least one teaching resource which you have made* to support at least one element of your lesson.
- d. You must include a list of elements that the learner's writing will be assessed on. This can be a checklist or a comment sheet, of outcomes achieved. Be sure to include the requirements of VCOP into this assessment sheet.
- e. Consult the relevant Curriculum and Assessment Policy Statement (CAPS) to contextualise your Specific Focus for your lesson: English Home Language (Grade 3)
- f. Your plan must include all areas of preparation.
- g. Type up your lesson plan using the Lesson Plan Template for TEXP6219 TE205a Lesson Plan
- h. **NB!** In your lesson considerations you must explain how you will accommodate the English First Additional Language (EFAL) Grade 3 Learners (i.e. a child whose home language is not English yet they are learning in an English-medium Grade 3 class).

- 5) The following questions will guide you in planning your successful Writing lesson. Please ensure that you address all sections of the lesson plan in your lesson preparation.
- a. Have you considered what VCOP and The Big Write are is, and how they will influence how this lesson is taught?
 - b. What is your CAPS specific focus area? Consult CAPS English Home Language Grade 3.
 - c. Write your objectives for the lesson. What should the children be able to do by the end of the lesson?
 - d. What learning materials/equipment will you use in the presentation of your lesson? Include one example of a hand-made resource you will include in this lesson.
 - e. How will you introduce the lesson?
 - f. What engaging activity will early finishers do while the rest of the class completes their task?
 - g. Describe the lesson progression in detail. What vocabulary will be introduced? How will you encourage participation? What leading questions will you ask?
 - h. How will you conclude the lesson in a way that consolidates the main ideas of the lesson, and transitions learners to the next lesson?

POE Activity 3: Purposeful development of writing skills in the Foundation Phase (Marks: 20)

Context:

Writing forms an essential part of the Human experience. From formalising thought into written words, to creating new thoughts and ideas on paper, it is hard to escape the impact that one's writing skills makes on every aspect of one's life. **For this activity, you are required to write a 1000 – 1200-word response to the following email from a parent. The below email has been written in response to the school's announcement that a new Writers Workshop will be introduced into the school day, to actively and purposefully develop the Writing skills of learners.**

Dear Teacher,

I am writing to you in response to the Notice I received yesterday informing me that the school will be introducing a Writers Workshop into your curriculum. From the way the letter is written it appears that the school is very excited about this addition. I, however, am very unhappy about this. My reasons for this are clearly stated below:

- 1) Writing is writing! My child can write a sentence quite well. There is no need to waste valuable classroom time teaching her how to write in different styles and formats.
- 2) I do not know how you plan on managing this and creating a classroom environment that encourages children to write!
- 3) My daughter does not enjoy writing! She finds it boring and she enjoys Mathematics much more. How do you think you are going to motivate her to enjoy this Writers Workshop?
- 4) From the letter, it appears that there will be much assessment conducted on the learners. I do not agree that assessment has a place in developing Writing skills in children!

Please could I ask you to address these concerns as I feel they are valid, and I would prefer to have my daughter excused from this aspect of the school day.

Yours sincerely,
Mr Rant

(Pienaar, 2017)

Instructions:

- In your reply, you are expected to address each of the parent's four (4) concerns/objections listed according to the following guidelines:
 1. Explain and evaluate the outcomes of different types of writing to achieve the requirements of the curriculum.
 2. Describe your design of an organized classroom for effective writing lessons.
 3. Recommend strategies you will use to motivate learners to write.
 4. Evaluate the role of assessment in the development of writing skills.
- Ensure that your essay-response is written in the correct academic tone and is substantiated by your prescribed readings and material, as well as additional research (Minimum of five sources).

- Your submission should be typed in size 12 font, 1 ½ cm line spacing, and Calibri or Arial font, with normal margins. It should be written in an academic essay format.
- Your submission should be about 2 and a half to 3 pages in length.

Appendix A: POE Marking Rubrics

Please note: Attach this rubric to your work when you submit it.

MODULE NAME: TEACHING FOUNDATION PHASE ENGLISH FIRST AND FAL 3	MODULE CODE: EFWI7311
STUDENT NAME:	STUDENT NUMBER

POE Activity 1:

Activity 1.1: Paragraph Question				
Element	Mark Range and Descriptors			
Progression across the FP	0 - 2	3 - 4	5 - 6	7 - 8
	No to little attempt to address this in the essay.	Fails to make clear reference to the different stages of writing. Some understanding of the progression of writing across the Foundation Phase with limited reference to CAPS.	Shows a good understanding of each stage of writing, clearly showing the progression through the Foundation phase with reference to CAPS.	Response clearly references the progression of writing skills, with reference to CAPS. The different stages of writing are identified, and each stage is explained in terms of the meaningful integration of other language learning areas.
Integration across the Language Areas	0 - 2	3 - 4	5 - 6	7 - 8
	No to little attempt to address this in the essay.	Some attempt to explain the integration of writing across the language areas in the Foundation Phase. Limited to an explanation that does not show depth of understanding or engagement with the prescribed material.	A good response that explains how the integration supports the development of competent writing skills in children in the Foundation Phase. Clear engagement with the prescribed material. Some attempt to explain the link between 'Thinking and Reasoning' and 'Writing'.	Response clearly explains how the integration supports the development of competent writing skills in children in the Foundation Phase. The explanation gives the reader insight into the student's understanding of how an integrated approach to language learning in the Foundation Phase support language development as a whole. Shows a clear link between 'Thinking and Reasoning' and 'Writing'. Answer is underpinned by the theory.

Practical Ideas for Writing Activities	0 - 2	3 - 4	5 - 6	7 - 8
	No or little attempt to address this in the essay.	Some activities are included, however, do not evidence a good grasp of the kind of activities that are suitable to the scaffolding of writing across the Foundation Phase.	Good examples of writing activities are clearly described. Activities are suitable to the Foundation Phase. Scaffolding of activities is evident, showing a good grasp of pedagogical content knowledge for this language area.	Excellent examples of writing activities suitable to the Foundation Phase. Clear descriptions and creative ideas that show an excellent grasp of pedagogical content knowledge for this language area.
Academic Writing	0 - 1	2 - 3	4 - 5	6
	The student's answer is not in the format of an answer (this includes having bullet points or no paragraphs) (0). OR The student presents an answer with introductory, body and concluding elements (or some combination thereof). Language utilisation is often inappropriate or incorrect*, and sometimes incomprehensible. Editing is required. Referencing is altogether incorrect. Answer is either too long or too short (1).	The student presents an answer with introductory, body and concluding elements. Some colloquialisms are used, and language utilisation is often inappropriate or incorrect. Editing is required. Referencing is generally incorrect*. Answer is either too long or too short.	The student presents a logical answer with clear introductory, body and concluding elements. No colloquialisms are used, and good quality language utilisation is present. Care has been taken with spelling, but editing is required. Referencing is generally correct*. Answer is of a somewhat appropriate length, with some deviation from the point but enough space to show the students' understanding and engagement.	The student presents a logical and well-structured answer with clear introductory, body and concluding elements. No colloquialisms are used, and high-quality language utilisation is present. Care has been taken with spelling. Referencing is correct*. Answer is of an appropriate length, sticking to the point but enough space to show the students' understanding and engagement.
Total Activity 1:				/30

POE Activity 2: VCOP Big Write Lesson Plan

Please note: Attach this rubric to your work when you submit it.

NOTE: If a lesson plan is delivered that is based on any topic other than a Gr 3 VCOP Big Write lesson, a mark of 0/50 is awarded.

Mark Range and Descriptors				
Lesson details		0 - 1	2 - 3	4 - 5
Context for learning	Routine information	No description of target population and learning environment or lesson information (0). OR Description of target population and learning environment or lesson information is incomplete (1).	Description of target population, lesson information or learning environment is vague or ambiguous. OR Description of target population, lesson information and learning environment is general, but incomplete.	Description of target population, lesson information and learning environment is general, complete.
	CAPS Focus	0 - 1	2 - 3	4 - 5
		Central aims are not included (0). OR Central aims are not CAPS-specific (1).	Central aims are included, but incorrect or incomplete.	Central aims are thoroughly listed, correctly reflect the lesson being taught and are clearly linked to CAPS.
	Objectives of the lesson	0 - 1	2 - 3	4 - 5
		No lesson objectives are written (0). OR Lesson objectives are written but are 'out of scope' for the required grade and topic (1).	Lesson objectives are written, but no measurable verb is present in them or are not clear.	Lesson objectives are written, a measurable verb is present in them, they are written from the perspective of the learner, and are clear.
Lesson Rationale	Curricular Integration	0 - 1	2 - 3	4 - 5
		Description is too brief Or No description of curricular integration is given.	A description of curricular integration is given, but it does not show how the student teacher intends to implement the integration.	A clear description of curricular integration is given, and it shows how the student teacher intends to implement the integration.
	Lesson	0 - 1	2 - 3	4 - 5

		No consideration of the learners’ learning needs or diversity are discussed (0) Or Discussed superficially (1).	Consideration of the learners’ learning needs or diversity are discussed, but no implications for the teaching and learning of the content of the lesson are engaged with.	The learners’ needs, interests and characteristics are considered and discussed, as well as their implications for teaching and learning of the content of the lesson.	
Teaching Strategies		0 - 1	2 - 3	4 - 5	
		No discussion about suitable teaching strategy is present. Or Discussion is present but is superficial.	Discussion about suitable teaching strategy is present, and is somewhat detailed, but little evidence of pedagogical reasoning about the best way to teach <i>this</i> content to <i>these</i> learners is present.	A discussion about the suitable teaching strategy/ strategies draws on discussions about the demands of the content and considerations of learners, showing pedagogical reasoning about the best way to teach <i>this</i> content to <i>these</i> learners.	
/30 Divide by 3 for a mark out of 10 Total for this section: /10					
Lesson Steps					
		0	1 - 2	3	4 - 5
Context for learning	Introduction	No introduction included.	The lesson is poorly introduced, with no prior knowledge established. No evidence of The Big Write approach used.	The lesson is introduced in a manner that may be somewhat confusing to students or is otherwise dull. Prior knowledge is established. Reference is given to The Big Write approach.	The lesson is introduced in a logical and engaging manner, so students know what to expect and what is expected of them. Prior knowledge is established in an engaging way. The Big Write approach is used effectively and creatively to introduce the lesson.
	Exposition	0 - 2	3 - 4	5 - 7	8 - 10

		No lesson description given. It can be given but inadequately described.	An acceptable teaching strategy has been selected and shows a basic understanding of the VCOP approach. Although most content is described, it is not succinct or incomplete. Both learner and teacher lesson descriptions are included.	Teaching strategy is inappropriate and shows no understanding of the VCOP approach. Either mistakes have been made in subject content description or it is incomplete. Either learner or teacher lesson description is absent.	The most appropriate teaching strategy has been selected and shows an excellent understanding of the VCOP approach. Succinct but exemplary explanation of subject content is included. Both learner and teacher lesson descriptions are included.
	<i>Conclusion</i>	0	1 - 2	3	4 - 5
		No lesson conclusion given.	Vague procedures are described for concluding and very little way in the summary is included.	Procedure for conclusion is included and transitioning to the next activity is described. Key points of the lesson are included, but not necessarily well articulated.	Includes procedures for concluding the lesson and transitioning to the next or follow up activity. Key points are clearly recapped and linked to next learning.
	<i>Assessment</i>	0	1 - 2	3	4 - 5
		No assessment is described.	Assessment does not measure the correct outcomes described in the lesson plan. The assessment may be irrelevant or inaccessible by the target audience.	The assessment largely measures the targets to be achieved but may have inconsistencies. The assessment is mostly relevant and appropriate for SA children, at FP phase.	The assessment exactly matches the targets to be achieved. The assessment is relevant and appropriate for SA children, at FP phase.
	<i>Language Diversity</i>	0	1 - 2	3	4 - 5
		No considerations are given to accommodate the English First Additional Language (EFAL) Grade 3 Learners in the lesson presentation.	Considerations are given but are vague and not fully aligned to accommodate the English First Additional Language (EFAL) Grade 3 Learners in the lesson presentation.	Considerations are given that can accommodate the English First Additional Language (EFAL) Grade 3 Learners in the lesson presentation.	Considerations are given to fully accommodate the English First Additional Language (EFAL) Grade 3 Learners in all areas of the lesson presentation.
	<i>Teacher</i>	0 - 2	3 - 4	5 - 7	8 - 10

		Incomplete list and/or no example of home-made resource included.	The list of teaching resources is incomplete or are not suitably aligned to the lesson plan and group of learners.	A list of suitable resources has been included. One photograph of a suitable hand-made resource has been included.	A comprehensive list of suitable resources has been included. One photograph of a suitable hand-made resource has been included and is of a high-standard.
	Sub-Total for this section: /40 Total for Activity 2: /50				

POE Activity 3:

Please note: Attach this rubric to your work when you submit it.

Activity 1.1: Paragraph Question

Element	Mark Range and Descriptors			
Concern 1	0 - 2	3 - 4	5 - 6	7 - 8
	No to little explanation provided.	An attempt to explain and evaluate the outcomes is made, however, is not sufficient or does not evidence an acceptable level of understanding.	A good explanation and evaluation of the outcomes of different types of writing to achieve the requirements of the curriculum.	An excellent explanation and evaluation of the outcomes of different types of writing to achieve the requirements of the curriculum.
Concern 2	0 - 2	3 - 4	5 - 6	7 - 8
	No to little suitable description provided	A fair description of classroom design is included, however is not theoretically based.	Description of design of an organised classroom for effective writing lessons, which is theoretically based.	Description of design of an organised classroom for effective writing lessons, which is theoretically based and shows an excellent understanding of the requirements.
Concern 3	0 - 2	3 - 4	5 - 6	7 - 8
	Inappropriate recommendation of strategies Or No recommendations made	Some recommendations have been made, however may not be suitable or there is no clear link to the theory.	Recommendation of strategies to be used to motivate learners to write, which are theoretically based.	Recommendation of strategies to be used to motivate learners to write, which are theoretically based. Showing an excellent understanding of the required pedagogic content knowledge.
Concern 4	0 - 2	3 - 4	5 - 6	7 - 8
	Shows little or no understanding of the role of assessment in the development of writing skills.	Some understanding of the role of assessment in the development of writing skills is evident, although limited.	Evaluation of the role of assessment in the development of writing skills, which is theoretically based.	An excellent understanding and evaluation of the role of assessment in the development of writing skills, which is theoretically based.

Research	0 - 1	2	3	4
	Little to no evidence of scholarly research or engagement with the prescribed readings and the CAPS document.	Insufficient reference made to the prescribed readings or the CAPS document.	Arguments and evaluations are based on the prescribed readings and the CAPS document.	Arguments and evaluations show a clear engagement with the prescribed readings and CAPS document that has been supplemented with further scholarly research.
Academic Writing	0 - 1	2	3	4
	The student's answer is not in the format of an answer (this includes having bullet points or no paragraphs) (0). OR The student presents an answer with introductory, body and concluding elements (or some combination thereof). Language utilisation is often inappropriate or incorrect*, and sometimes incomprehensible. Editing is required. Referencing is altogether incorrect. Answer is either too long or too short (1).	The student presents an answer with introductory, body and concluding elements. Some colloquialisms are used, and language utilisation is often inappropriate or incorrect. Editing is required. Referencing is generally incorrect*. Answer is either too long or too short.	The student presents a logical answer with clear introductory, body and concluding elements. No colloquialisms are used, and good quality language utilisation is present. Care has been taken with spelling, but editing is required. Referencing is generally correct*. Answer is of a somewhat appropriate length, with some deviation from the point but enough space to show the students' understanding and engagement.	The student presents a logical and well-structured answer with clear introductory, body and concluding elements. No colloquialisms are used, and high-quality language utilisation is present. Care has been taken with spelling. Referencing is correct*. Answer is of an appropriate length, sticking to the point but enough space to show the students' understanding and engagement.
				/40 Divide by 2 for a mark out of 20 Total for this Activity: /20
GRAND TOTAL: Activity 1 _____/30 + Activity 2 _____/50 + Activity 3 _____/20 = _____/100				

END OF POE