

Assignment 2

Description/Focus:	<p>From a choice of given scenarios students will write a response drawing from three developmental themes to explain the behavior and justify their response to the scenario.</p> <p>This is a rich task where the scenarios require participants to reflect upon their practicum experiences to select one that is familiar. Knowledge and understanding of research into how students learn that has been covered in the course is to be linked in a practical way to the scenario. The sociocultural underpinnings of learning that have been explored in the previous assessments will also inform the response. This will be explained and analysed in light of three aspects of child and adolescent development and these will be then used to inform and justify a proposed response.</p>
Value:	75%
Due Date:	Week 12, Friday by midnight
Length:	2,000 words
Relates Learning Outcomes	Unit Outcomes 1,2,3,4,5 AITSL 1.2

Scenario

Choose one scenario below and develop your response that draws on at least three of the themes in this course:

- Cognitive development
- Moral development
- Memory
- Intelligence
- Language acquisition
- Social and emotional well-being
- Physical development, sex difference and gender roles
- Family, peers, media and schooling.

Scenario 1:

Kyla is eight years old. She is often late for school, she is sleepy in class and often doesn't seem to comprehend what is being said. She never finishes any class activities. Other students think she is weird, and say she has irregular features.

Scenario 2:

Brynne was a bright, helpful student and received an excellent report in Year 7. In Year 8 she became rude and rebellious in class, but still received top marks.

Scenario 3:

Sando is from a non-English speaking background. Some teachers complain that he won't speak in class or look at them, and he puts very little effort into tests and assignments. Other students like him, and he can be a clown in the school yard. He produced accurate scale drawings before making a model boat in woodwork.

Scenario 4:

The lesson before or after lunch in Middle School.

Scenario 5:

JoJo is enrolled in kinder each day but doesn't always attend and there is always a tantrum when Mum leaves. She sometimes stays longer and other times she is quick to leave. JoJo has angry outbursts most days and seems happiest in the Director's office.

Scenario 6:

During the double lesson on Friday afternoon it is nothing but hair, makeup and gossip from the girls, and the boys seem to want to wreck everything, including each other - and I have to get through the curriculum.

Assignment 2 Assessment Criteria

MARKING CRITERIA	FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
Demonstrates knowledge and understanding of issues adolescent development.	Specific developmental issues have not been discussed. Essay shows no understanding of terms and how they are situated in a developmental theories.	Specific. developmental theories and issues have been identified Essay shows some understanding terms and how they are applied in schools.	Specific developmental issues have been described well Essay shows good understanding about the impact on curriculum, teaching and learning practice.	Specific developmental specific issues have been drawn discussed well. Essay shows very good understanding about the impact on curriculum, teaching and learning practice.	Specific developmental issues have been evaluated in depth. Essay shows excellent understanding about the impact on curriculum, teaching and learning practice.
Show links to pedagogical theory, models and practice Uses recent and relevant journal articles to support claims	The essay fails to effectively critique either theories or models of pedagogy There is no analysis of the curriculum and pedagogy No recent articles used Articles are not relevant Unsupported claims made. Provides a summary of articles	Theories and models of pedagogy referred to There is limited analysis of teaching practice in terms of curriculum and pedagogy. Limited references Limited articles cited Readings used to make claims	The essay effectively critiques theories and models of pedagogy There is good analysis of teaching practice in terms of curriculum and pedagogy. Readings used to support claims	The essay very effectively critiques theories and models of pedagogy. There is very good analysis of teaching practice in terms of curriculum and pedagogy. Analysis using a range of readings	The essay effectively critiques theories and models of pedagogy excellently. There is extensive analysis of teaching practice in terms of curriculum and pedagogy. Synthesis of reading is outstanding showing depth of analysis

Presents work professionally, with clear academic writing and APA referencing style within the word limit.	Presentation lacks structure; poor paraphrasing; over reliance on quotes; little evidence paper has been edited; poor expression makes essay difficult to read; terminology inappropriate; frequent spelling/ typographic errors; over reliance on quotes; no or inaccurate reference list. Word limit not adhered too.	Generally clear presentation; paper has intro, body and conclusion; developed with student's voice; sentences coherent and grammatically correct; within word length; some typographic and /or spelling errors; generally accurate referencing; originality report detects some insignificant matches.	Well structured with coherent presentation; effective grammatical expression; analysis well developed with student's voice and supported by literature and research; adheres to word length; uses appropriate terminology; minor typographic and /or spelling errors; mostly accurate referencing	Presentation is innovative and/or informative; strengthened by relevant research; clear and concise structure; grammar and syntax mostly correct; essay is cohesive and easy to read within word length; discriminating use appropriate vocabulary; few typographic or spelling errors; consistently accurate referencing; balanced use of references	Well structured with innovative presentation; explicitly identifies the key issues; cohesive, grammatically correct structure; flexible and sustained use of a wide range of structures and extensive vocabulary; very few typographic or spelling errors; consistently accurate referencing
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