

Assessment Item 3

3000 words (+ Appendices)

The key purposes of this assignment are:

- *That you demonstrate the ability to plan clear structures for lessons and sequences of lessons in the short and medium term.*
- *That you understand the nature and purpose of assessment*
- *That you can make use of ICT to enhance your lessons*

We would like you to produce a **scheme of work** (covering at least 6 lessons) for the teaching of a major topic in your **main subject specialism at KS4***. Produce an outline or the scheme together with a justification for producing it the way you have. Your discussion should include consideration of the following factors:

1. Indicate the amount of time you feel this topic requires, together with a plan which includes details of the number of lessons which would need to be devoted to the scheme of work, the length of particular lessons and a clear statement of the aims and objectives of each. The number of lessons will obviously relate to the knowledge content included within the topic. Bearing this in mind you should include details of the sequence in which you would cover such knowledge content with the pupils.

2. Include a **detailed outline of one lesson** within the overall scheme illustrating how you would make use of **ICT** within the lesson (data capture, experiment simulation, CD ROM etc.) . *Justify your use of ICT and state how you would assess the success of the lesson. in this section you should air some of the views about the use of ICT in science lessons the arguments for (and against), the benefits which may ensue and some of the problems you may encounter.*

3. Discuss how you would assess the success of this lesson in particular and the whole scheme in general - you must identify several means of assessment and discuss the role of them within your scheme.

NB.

We are very aware that some schools have far better ICT facilities than others and that you may not be in a position to use a class set of ICT material. You can substitute for demonstration and / or explain what you would do if you were in a school with the necessary hardware.

*It may be possible to negotiate a KS3 scheme with your tutor (but only under exceptional circumstances)

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Descriptor

A **very good assignment** will display most of the following characteristics:

The outline scheme will be produced in a similar manner to the one provided on the Nervous system) please see the science notice board or me if you do not have a copy). It will contain a minimum of 6 lessons and show clear progression from one lesson to the next. The scheme must be linked to the National curriculum or better still, if it is KS4, to the relevant GCSE syllabus.

You will choose one lesson in which you can use ICT - you will justify the use of ICT within the lesson explaining what you hope to achieve and what might help or hinder these achievements. We would expect to see examples of work from this part of the lesson (good and not so good). I would expect this part of the assignment to be prefaced by a discussion on the pros and cons of using ICT in the classroom (The ASE guide to Secondary Science Education, p.192 - 199 is a good starting point here) and also some reference to the ICT National curriculum.

The success of the lesson and the scheme of work will have been assessed by a variety of techniques and you will provide some evidence of this in your appendices — a very good assignment will discuss the role of these assessments and how they influenced teaching.

The key purposes of the assignment are the three highlighted in the assignment booklet and a good assignment will cover all three areas. This is one of the few occasions we measure your ability to plan in the medium term - so often this is done for you in school but you must demonstrate an ability to perform this key skill for yourself.

A poor assignment

Will produce a scheme of work that is too brief, is difficult to follow a logical sequence of events and which contains little reference to NC or GCSE syllabus or the scheme will merely be a copy of a scheme provided by the school.

The learning outcomes will be inappropriate and ignore differentiation and the differences between skills, knowledge and understanding.

The use of ICT will be poorly thought through and the organisation and expected learning outcome will poorly explained.

Assessment will be limited and not used to influence teaching and provide very little information other than putting pupils in a rank order. Homework is ill thought out and pitched at the wrong level. The whole assignment shows little thought and little evidence that the student has put much care or effort into the teaching.

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