

	CRITERIA	3	2	1
1.1	Remembering: Recognise and recall relevant knowledge form long term memory 2 X 2=4 3X2=6		<ul style="list-style-type: none"> Defining whole class discussion substantively (2) Detailing memories of successful (2) and unsuccessful class discussion as a student (2) Being able to substantiate why the memories are considered successful (2) and unsuccessful (2) 	Definition not substantive (1) Memories and justifications are not convincing 1 mark each
1.2	Understanding: construct meaning from oral, written, and messages: interpret, exemplify, classify, summarise, infer, explain, paraphrase , discuss 5 X 1=5			The student is able to list five reasons about importance of discussions, such as but not limited to: Development of skills
1.3	Analyse: break material into constituent parts and say how the parts relate to one another. 5 X 2=10		The student should clearly identify problems such as, but not limited to: <ul style="list-style-type: none"> No objective given to learners on the discussion. Aimless discussion The teacher did not monitor the discussion Did not provide direction Learners were inactively involved The discussion was just an aimless talk No probing questions 	
1.4	Application (involves using acquired knowledge in new situation by applying knowledge, facts, techniques and rules. Be able to		Clearly outlined and explained 5 steps to follow in planning a productive discussion lesson, to include but not limited to: <ul style="list-style-type: none"> Seating space Appropriateness of a topic 	Steps are listed but partially explained.

	<p>identify connections, relationships and know how to apply in new situations). 5X 2=10</p>		<ul style="list-style-type: none"> • Aims of the discussion • Brainstorming • Monitoring • Involvement of learners • Feedback • Question Probing • Development of skills • Resources • debriefing 	
2	<p>Application (involves using acquired knowledge in new situation by applying knowledge, facts, techniques and rules. Be able to identify connections, relationships and know how to apply in new situations). 5X 3=15</p>	<p>The student has convincingly acquired the knowledge on inclusivity and can apply it to ensure there is:</p> <p>Accommodation</p> <ul style="list-style-type: none"> - Ensuring that teaching does not exclude any learner - Adaptation of assessment - Methodologies be appropriate for learner needs - Using different resources to make learning accessible in terms of language, - Using different taxonomies to accommodate others - Activities be flexible <p>Adaptation</p> <ul style="list-style-type: none"> - Expectations be adapted to the learners within the framework of high expectations - Assessment standards be broken to adapt to learner needs - Extended time be allocated to learners who require it - Individual learner support - Individualizing teaching and learning to suit learner needs <p>Differentiation</p> <ul style="list-style-type: none"> - Different teaching style 	<p>The student is partially able to apply knowledge in the real classroom to include all learners.</p> <p>5x2=10</p>	<p>The student has responded generally, on how to deal with the diversity</p> <p>5X1=5</p>

		<ul style="list-style-type: none"> - Different learning style - Pacing of content/teaching/assessment - Sequence teaching in different ways to allow learners to participate as individual - Context be considered as not to exclude/disadvantage a learner - Challenging highly gifted learners 		
	Total: 50	5X 3=15		