	CRITERIA	3	2	1
1.1	**Remembering:** Recognise and recall relevant knowledge form long term memory **2 X 2=4** **3X2=6**		• 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	
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.	Steps are listed but partially explained.

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	identify connections, relationships and know how to apply in new situations). **5X 2=10**			
2	**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**	The student has convincingly acquired the knowledge on inclusivity and can apply it to Include all learners **5X 3=15**	The student is partially able to apply knowledge in the real classroom to include all learners. 5x2=10	The student has responded generally, on how to deal with the diversity 5X1=5
	Total = 50			