

IT PGCE Assignment 1

There are two main (linked) purposes to Assignment 1:

- to contribute to your development towards achieving the Standards for the Award of QTS;
- to provide evidence that you are meeting these Standards, and the extent to which you meet them.

The two parts of Assignment 1 should provide evidence of your proficiency in aspects of teaching IT as a specialist subject. Below and on the next page are tables listing the way aspects of Assignment 1 can contribute evidence of your attainment of the Standards. This will be used in assessing the final coursework and in giving feedback on drafts. Before submitting your draft of either part you might find it useful systematically to work through the task noting where, and to what extent, **you** feel that it provides evidence for each Standard.

When you have completed the two main tasks, you need to add an Abstract, Educational Rationale and Conclusion to make Assignment 1.

The **Abstract** is a brief summary of what you have done, in one short paragraph on each of the main parts.

The **Educational Rationale** is an explanation, in 300-500 words of why your writing is relevant to your professional development as an IT teacher and how the work meets the criteria for assessment set out in the *Secondary PGCE Handbook*. This handbook also sets out the referencing system required for all PGCE coursework and the assessment criteria.

The **Conclusion** should summarise the main messages you feel the coursework conveys and reflect on what you feel that you have learnt as a result of researching and writing the coursework, including any ways in which your opinions on the role of IT and/or the content of IT courses have changed during the PGCE year.

Assignment 1.1

Heading	Standards	Aspect of Assignment 1.2
A1 Subject. knowledge	a ii e, f	Demonstrating the KSU required successfully to complete the three coursework tasks The comparison of the three boards' coursework requirements
C MARRA	e f g	Completing the coursework tasks to 'A' level standard Completing the coursework tasks to 'A' level standard The self assessment built-in to the three tasks

Assignment 1.2

Heading	Standards	Aspect of Assignment 1.2
A1. Subject knowledge	a ii	Your understanding of the background knowledge required to teach the schemes
	c	Discussion of the links between your lesson plans and the ICT NC
	e, f, g, h	Discussion of your work in the context of progression from KS3 – 5
	j, k, l, m	Discussion of your learning objectives and activities
	i, k	Discussion of pupils' misconceptions
	m	Discussion of the role of ICT in your lesson sequence
B4 a-e Planning	ai, aiii, aiv, d	Discussion of the learning objectives for your lessons
	aii	Discussion of the range of activities in your lesson plans
	av	Discussion of the range of strategies you used for differentiation
	b	Your rationale for progression in the learning objectives in the sequence of lessons
	c	Discussion of your use of formative assessment
f-n Class management	e	Discussion of the links between your lessons, the ICT NC and examination syllabi
	f	Discussion of the extent to which your learning objectives were met
	ki-iii	Discussion of the range of activities in individual lessons and through the scheme
	kiv, kxiv	Discussion of the context chosen for the sequence of lessons
	kvii, kviii	Discussion of your use of informal formative assessment in planning lessons
	kix, kx, kxi	Discussion of the range of activities used in the lessons and the role of ICT
C Monitoring, Assessment, Recording Reporting, Accountability	kxiii, l	Discussion of your use of differentiation, including for pupils with Special Needs
	n	This is the essence of the whole piece – all aspects should contribute
	a, ci	Discussion of how you know the extent to which your learning objectives were met
	b	Discussion and examples of work marked and feedback given
	cii	Discussion of the use of formative assessment during lessons
	ciii	Discussion of the use of assessment to aid lesson planning
	civ	Discussion of progression in learning objectives through the scheme
	e, f	Discussion of GCSE and +16 syllabi
	g	Discussion of marking work against the ICT NC levels
	i	Discussion of variety of types of assessment used
b,g		Examples of marked work
	e,f	Linking lessons to appropriate syllabus content