

FEEDBACK

Deep Knowledge

To what extent is the knowledge being addressed focused on a small number of key concepts and the relationships between and among concepts?

Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.	Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.	Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.	Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments The lesson maintained a clear focus on a small number of central ideas relating to the conscription debate during WWI. Students explored the motivations behind YES and NO positions through structured activities, such as analysing images, reading short source excerpts, and sorting reasons into categories. The sequence from Parts 2–5 shows consistent return to the core concept of <i>public opinion and political division in Australia</i> , allowing students to build a layered understanding. Some moments relied on short, surface-level prompts, but most tasks supported students in making conceptual connections.	Evidence / Comments

High Expectations

To what extent are high expectations of all students communicated? To what extent is conceptual risk taking encouraged and rewarded?

No students, or only a few, participate in any challenging work.	Some students participate in challenging work during at least some of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Most students participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	All students participate in challenging work throughout the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Students were expected to engage with challenging historical reasoning, including interpreting visual sources, comparing differing viewpoints, and constructing arguments for and against conscription. The debate-preparation task required them to justify claims using the information provided, which encouraged risk-taking and deeper thinking. The presence of multiple checkpoints (e.g., vocabulary tasks,	Evidence / Comments

			YES/NO argument construction, and final reflection prompts) helped reinforce high expectations for effort and reasoning.	
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Substantive communication

To what extent are students regularly engaged in sustained conversations (in oral, written or artistic forms) about the ideas and concepts they are encountering?

Almost no substantive communication occurs during the lesson.	Substantive communication among students and/or between teacher and students occurs briefly.	Substantive communication among students and/or between teacher and students occurs occasionally and involves at least two sustained interactions.	Substantive communication, with sustained interactions, occurs over approximately half the lesson with teacher and/or students scaffolding the conversation.	Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or students scaffolding the communication.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments The lesson design encouraged sustained interaction through the debate-style task shown in Parts 4–5. Students were expected to compare arguments, articulate their reasoning, and engage with peers' perspectives. The use of thought bubbles and spoken prompts suggests that students had multiple opportunities to express ideas verbally or in writing. While not all sections required extended dialogue, the central debate activity promoted meaningful communication about historical concepts.	Evidence / Comments

Additional Feedback

Aspect	Comments
Clarity of instructions	Instructions appeared clear and logical, with each part of the lesson visually separated and accompanied by icons or prompts (e.g., “pause and complete”). Visual sequencing improved student understanding of the workflow and reduced cognitive load. Some steps may benefit from slightly more explicit modelling to ensure every student understands what is expected.
Quality of feedback during the lesson	The use of checkpoints within the sequence (vocabulary review, argument sorting, YES/NO slides) provides natural opportunities for formative feedback. Students received guidance as they moved through tasks and were encouraged to refine their responses based on new information. More individualised feedback opportunities could enhance this further

Teacher presence and interaction	Teacher presence was strong throughout the lesson, shown through regular check-ins in the PNG and visually embedded guidance. The teacher modelled thinking processes (e.g., evaluating sources, comparing viewpoints) and encouraged student engagement through relatable visuals and prompts. The final reflection slide shows a positive closing presence that reinforces learning and sets a supportive tone for the next lesson.
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