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| Assignment Brief |
| BA (Hons) Primary Education with QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 2 | PE201 | Investigations in English, Mathematics and Science |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Consider the role of investigation in a cross-curricular approach to the Core Curriculum. | 50% |

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| DESCRIPTION OF TASK  An Essay of 2500 words (within 10%)    **Purpose:**  This assignment is designed to enable you to:   1. recognise the importance of investigations in learning 2. appreciate the range of forms that investigations can take 3. confront the pros and cons of using investigations in the classroom 4. understand the part played by the teacher in enabling children to develop concepts; 5. recognise how a dialogic approach can enable children to gradually build up ideas and develop concepts.     **Guidance Notes:**  You will need to define what you mean by the term ‘investigation’ and how it applies to the Core Curriculum. It will be important to establish how the investigations would contribute to the development of children’s understanding, relating this to established theories of learning (e.g. Vygotsky, constructivism, Piaget, Bruner, child centred learning, etc.).  You should discuss the difficulties and disadvantages of investigations as a pedagogical approach as well as the advantages, drawing from personal experience in school as well as theory, this will enable you to structure and develop your argument (30% weighting). Note school-based evidence carries a 30% weighting as does literary sources, 30%.  There should be evidence of extensive reading (at least 12 different sources). These sources should be compared and contrasted with each other and with your own views and school experience. It is not necessary to quote directly from a source to justify its inclusion in the bibliography. Often it is better to discuss an author’s ideas, correctly referenced (name. Date: page), rather than directly quoting as the discussion allows more scope to demonstrate your understanding of the issues and your analysis of key points. If you do choose to use direct quotations, it is vital that you discuss the ideas within them and clearly link the quotations to your own text. Literary sources should be used to extend and challenge your ideas, as well as to support them.  Use handbook for students on written coursework to ensure referencing is correct and proof-read for spelling, punctuation and grammar. |
| MODULE OUTCOMES TO BE TESTED  By the end of the module the students will be able to:   * carry out their own investigations, selecting appropriate methods * develop a range of effective investigations for school * evaluate their own learning using own criteria   **07 QTS References**  **Q7, Q14,** |

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| **Assessment Criteria**:  The following criteria apply:   * Understanding of Issues and Development of Argument 30% * Selection and Analysis of Literacy Sources 30% * Selection and Analysis of School-based Evidence 30% * Quality of Communication 10% |

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| MARK SCHEME:  See Assessment grid |

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| DATE AND TIME OF SUBMISSION  Wednesday 21st January 2009 8.30 – 4.00pm  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Tuesday 17th February 2009 8.30 – 4.00pm |

PLAGIARISM Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.

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| **Literal**  **Grade** | **Mark Range** | **Understanding of Issues and Development of Arguments** | **Selection and analysis of Literary Sources** | **Selection and analysis of School-Based Evidence** | **Quality of Communication** |
| A\* | **80+** | A confident understanding of a broad range of issues which raise questions through recognising conflicts and controversies. Clear evidence of sustained and original thinking. Worthy of consideration for publication. | A scholarly approach resulting in an analysis and evaluation of sources used. Extended reading and use of articles. | A scholarly approach to the selection, analysis and evaluation of varied forms of school-based evidence. | Excellent presentation and communication. |
| **A** | **70-79** | A thorough understanding of relevant issues raised by the question. Evidence of independent and sustained thinking in structuring an argument which considers differing interpretations. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading. | Critical judgement in the selection, analysis and evaluation of evidence. A variety of forms of school-based evidence used. | Communication of high quality showing elegance of style, awareness of audience and precision of phrasing. Accuracy of grammar, spelling and punctuation. |
| **B** | **60-69** | A perceptive understanding and evaluation of some pertinent issues raised by the question. A well constructed argument capable of handling different views. | Sound judgement in the selection, analysis and presentation of sources. | Sound judgement in the selection, analysis and evaluation of evidence. | A written style which contributes to the clear and fluent communication of meaning. Generally appropriate for the audience and generally precise and with accurate grammar, spelling and punctuation. |
| **C** | **50-59** | A sound understanding of relevant issues raised by the question. A coherent structure of discussion within the argument. | Competent description and analysis of sources. | Competent description and analysis of school-based evidence. | Few inconsistencies in written style which impair communication. A few difficulties with register. Accurate use of common conventions of grammar, spelling and punctuation but some weaknesses in using more complex language. |
| **D** | **40-49** | A limited understanding of the relevant issues raised by the question. Discussion not always consistently sustained within the argument. | Some ability to select appropriate evidence. An account where the balance is towards the descriptive and remains reliant on limited sources. | Some ability to select appropriate school-based evidence, but an account where the balance is toward the descriptive. | Some inconsistencies in written style which impair communication. Some difficulties with register. A number of imprecisions of phrasing; weaknesses when more complex language is used. |
| **E** | **35-39** | A limited understanding of the relevant issues which seriously impairs the development of a coherent answer to the question. | Heavy reliance upon secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed | Minimal interpretation and analysis of school-based evidence. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. |
| **FAIL** | **34 & below** | Little or no understanding of the issues relevant to the question. Little or no attempt to develop a structured argument or discussion. | No inclusion of school-based evidence. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. |
|  | **O** | O is awarded for assignments handed in late without agreed deferral arrangements. | | | |

**Note:** These criteria describe typical assignments from the middle of the class. Writing at the lower end of the mark range in any class may not demonstrate all these features consistently.