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| **BA (Hons) Primary Education with QTS** |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 5 | PE205 | Beyond the Curriculum Boundaries |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Essay on an Equality Issue | 50% |

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| DESCRIPTION OF TASK   * 2,500 word essay (within 10%) * appendices as appropriate   This assignment will enable you to:   * develop an awareness of the range of equality issues relevant to primary education * develop a deeper knowledge and understanding of a particular equality issue * challenge your own preconceptions * practise conventional essay writing techniques   The essay should examine a specific equality issue from within broader categories such as gender, ethnicity, religious diversity, social class, sexuality etc. In order to decide on your issue you should think about experiences that you have had as a teacher and as a pupil in school, as well as experiences from other aspects of life. Your choice may also be influenced by current issues in the media and in education.  **Extensive reading**, from a wide range of sources including books, journal articles, the internet and newspapers, will be necessary in order to inform and ground your thesis. It is important to look for divergent views rather than just select those which support your argument. The List of References should contain a good range of different sources. The List of References for this module may provide a starting point for your research but it must be supplemented by other sources. Please refer to the Assessment Handbook to ensure that you reference journal articles correctly, both in the text and in the List of References. They still follow the (name date: page) convention in the text and should be included in the alphabetised list of all written sources in the list of references.  Your thesis should be a synthesis of your own views, views of other authors (fully referenced) and your evidence. It may be difficult to provide school based evidence other than the anecdotal and the limitations of this should be acknowledged. A scholarly style should be adopted ensuring that the issue is discussed with an educational context. You should seek to maintain a professional tone and avoid over-personalising the evidence presented.  You should include a word count on the title page of the essay. |

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| MODULE OUTCOMES TO BE TESTED   * use a variety of resources to challenge preconceptions and deepen understanding about another culture * understand how multicultural issues relate to the primary curriculum * appreciate the importance of visits and other first hand experience in developing understanding   **QTS References**  will vary according to topic but are likely to include: 7a 18 |

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| ASSESSMENT CRITERIA  Knowledge and Understanding 30%   * An understanding of the underlying concepts presented * Sensitivity to controversial issues * Consideration of differing points of view   Use of Literary Sources 30%   * Use of referenced quotations or referenced paraphrasing to support your argument * Up to date sources * Internet resources chosen with regard to validity and reliability * Avoidance of inappropriate generalisation   Use of School-based Evidence 30%   * Choice of appropriate evidence, suitably anonymised * Use of a range of types of evidence * Understanding the limitations of the evidence presented   Quality of Communication 10%   * use of standard English * appropriate register and tone * appropriate use of technical vocabulary * correct spelling, punctuation and grammar * correct use of referencing and list of references * appropriate use of appendix |

Assessment Criteria for the Equality Essay

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|  | Knowledge and Understanding | Use of Literary Sources | Use of School Based Evidence | Quality of Communication |
| A\*  80+ | A perceptive understanding of a broad range of issues which raise questions through recognising conflicts and controversies. The discussion elaborates on the controversies inherent in the sensitive issues debated. Clear evidence of sustained and original thinking. Worthy of consideration for publication. | A scholarly approach resulting in a carefully considered analysis and evaluation of literary sources used. Clear evidence that sources have been chosen with regard to their reliability and validity Extended reading and use of current articles. Synthesis of sources evident and used to enhance the power of the argument presented. | Critical and pertinent choice of a range of school based evidence to support and illustrate the key points discussed. The degree of generalisability of the evidence presented is made clear. Analysis and evaluation of the data add to the power of the argument presented. | Exceptionally professional communication which uses a broad range of techniques with precision and flair. Excellent presentation and communication. |
| A  70 -79 | A confident understanding of relevant issues raised by the question with due consideration of the sensitive nature of the arguments debated. 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 of current sources with regard to validity and reliability. The argument presented is enhanced by a synthesis of suitable literature. | Careful choice of a range of school based evidence to support and illustrate the key points discussed. The degree of generalisability of the data is made clear. Analysis and evaluation of the data is presented and strengthens the argument. | A very high standard of communication with a range of techniques demonstrating individuality and creativity. 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 good understanding and evaluation of some pertinent issues raised by the question. An awareness of the controversial nature of some views and debates. | Competent judgement in the selection, analysis and presentation of sources. Evidence of wide reading which has set the debate within a referenced structure. Literary sources chosen are used to support the argument presented. | A number of different sources of school based evidence are presented to support the key points discussed. There is evidence of analysis and evaluation of the school based evidence presented. | A professional standard of communication using appropriate techniques, with a degree of individuality evident. A written style which contributes to the clear and fluent communication of meaning. Appropriate for the audience 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. Some awareness of the sensitive elements inherent in the discussion issues discussed. | Sound description and analysis of sources. The literature has been used to support the key points. | More than one source of school based evidence is presented to support the key points discussed. There is some evidence of analysis and evaluation of the school based evidence presented. | Mainly professional communication with few minor inconsistencies in written style. Generally appropriate for the audience with generally accurate grammar, spelling and punctuation. |
| D  40 -49 | Some understanding of the relevant issues raised by the question. Discussion not always consistently sustained within the argument. | Some ability to select appropriate literature. An account where the balance is towards the descriptive and remains reliant on limited sources. | Some school based evidence is presented to support some of the key points discussed. There is little evidence of analysis and evaluation of the school based evidence chosen. | Mainly professional communication with some uneveness of technique demonstrated. 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. |
| E  35 -39 | A limited understanding of the relevant issues which seriously impairs the development of a coherent answer to the question descriptive. | Heavy reliance upon a description of a limited number of literary sources with little interpretation and analysis. An account which is largely derivative or uninformed | Little school based evidence is presented to support the discussion. There is little or no evidence of analysis and evaluation of the school based evidence chosen. | Some communication skills used with a limited degree of competence. 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. |
| F  Below 35 | Little or no understanding of the issues relevant to the question. Little or no attempt to develop a structured argument or discussion. An account which is largely. descriptive, derivative or uninformed. | Little use of literary sources with minimal or no interpretation and analysis. | There is an absence of school based evidence. | Very poor communication Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. |

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| DATE AND TIME OF SUBMISSION: 19th March 2009  Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Head of Department 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:  27th April 2009 |

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.