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

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| LEVEL | MODULE CODE | MODULE TITLE |
| 3 | PE301 | English in Education |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| English Exam | 50% |

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| DESCRIPTION OF TASK  In this assignment you have 3 hours to answer the 2 questions which each carry an equal number of marks. It would be appropriate to allocate half an hour per question to establishing and organising your ideas. This then leaves one hour for you to compose and write your answer. The exam should enable you to:   * demonstrate a comprehensive knowledge and understanding of the role of the teacher in the teaching of English; * demonstrate a deep and up-to-date knowledge and understanding of assessment for learning in English and the analysis of data; * demonstrate a deep and up-to-date knowledge and understanding of the subject of English; * demonstrate knowledge about a wide range of literature and the structures of language in the teaching of reading and writing;   You should draw upon your knowledge of children’s and adult literature where appropriate to clarify and expand points. You could also draw upon your experiences in school in order to clarify or expand a point. |

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| MODULE OUTCOMES TO BE TESTED   * analyse critically a wide range of narrative forms and expressive language * enter into professional debate concerning the teaching of English through a thorough understanding of the teaching of English * demonstrate their knowledge and skill in using theoretical and critical approaches * Quality of communication   **QTS References**  Q8, Q11, Q12, Q13, Q14 (English), Q15 (English), Q17. |

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| ASSESSMENT CRITERIA   * ability to critically analyse a range of narrative forms and expressive language and identify their use in a classroom context to demonstrate a thorough understanding of the teaching of English * ability to engage in a professional debate concerning the teaching of English demonstrating their knowledge about language * ability to demonstrate their knowledge and skill in using literary sources and school-based evidence * Quality of communication |

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| MARK SCHEME | **Ability to critically analyse a range of narrative forms and expressive language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Quality of communication** |
| A\*  80+ | Demonstrate a confident and perceptive knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing, developing and refining pertinent issues and points and raising questions through recognising conflicts and controversies that enhance the argument | A scholarly approach resulting in the ability to critically analyse and evaluate points within the discussion by drawing upon a thorough, in-depth knowledge and understanding of English teaching and the assessment cycle. Highly relevant and pertinent links to teaching approaches and the curriculum that demonstrate a confident and perceptive understanding and creative interpretation of the information provided. Clear evidence of sustained and original thinking. | Demonstrate a scholarly approach to having read widely and critically in the field of children’s literature and other relevant theory, including relevant Government documents. Pertinent selection of school-based evidence which has been critically analysed and evaluated. | Excellent fluency in writing and elegant communication with consistently accurate use of common conventions of standard English, spelling and punctuation. |
| A  70 - 79 | Demonstrate a thorough and confident knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing, developing and refining pertinent issues and points to enhance the argument. | Ability to critically analyse and evaluate points within the discussion by drawing upon accurate knowledge and understanding of English teaching and the assessment cycle. Highly relevant and pertinent links to teaching approaches and the curriculum that demonstrate a thorough understanding and creative interpretation the information provided. | Show knowledge of having read widely and critically in the field of children’s literature and other relevant theory, including Government documents. Critical analysis and evaluation of school-based evidence. | Fluent and elegant communication with accurate use of common conventions of standard English, spelling and punctuation. |

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| MARK SCHEME | **Ability to critically analyse a range of narrative forms and expressive language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Quality of communication** |
| B  60 – 69 | Demonstrate a thorough knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing, raising pertinent issues and points. | Ability to clearly explain and expand points within the discussion by drawing upon accurate knowledge and understanding of English teaching and the assessment cycle. Relevant and specific links to teaching approaches and the curriculum that demonstrate a thorough understanding of the information provided. | Show knowledge of having read widely in the field of children’s literature and other relevant theory, including Government documents. Analysis and evaluation of relevant school-based evidence. | Clear communication with predominantly accurate use of common conventions of standard English, spelling and punctuation. |
| C  50 - 59 | Demonstrate a sound knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing. | Ability to describe and expand points within the discussion by drawing upon sound and generally accurate knowledge and understanding of English teaching and the assessment cycle.. Relevant and generally appropriate links to teaching approaches and the curriculum. | Show knowledge of having read appropriately in the field of children’s literature and other relevant theory, including Government documents. Competent description and analysis of relevant school-based evidence | Clear communication with generally accurate use of common conventions of standard English, spelling and punctuation. |
| D  40 - 49 | Demonstrate some knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing. | Ability to describe points within the discussion by drawing upon some knowledge and understanding of English teaching and the assessment cycle. Generally relevant and appropriate links to teaching approaches and the curriculum. | Show knowledge of having read appropriately in the field of children’s literature and other relevant theory, including Government documents. Some relevant school-based evidence. | Communication generally clear with some accurate use of common conventions of standard English, spelling and punctuation |

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| MARK SCHEME | **Ability to critically analyse a range of narrative forms and expressive language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Ability to engage in a professional debate concerning the teaching of English, demonstrating knowledge about language** | **Quality of communication** |
| E  35 – 39 | A limited knowledge and understanding of different narrative forms and their effectiveness, particularly related to the teaching of reading and writing, which seriously impairs the development of a coherent answer to the question. | Limited evidence of knowledge and understanding about English teaching and the assessment cycle, which results in inappropriate links to teaching approaches and the curriculum. | Limited evidence of having read appropriate sources in the field of children’s literature and other relevant theory, including Government documents. Minimal school-based evidence which is mostly descriptive. | Many inconsistencies and inaccuracies which impair communication and which are inappropriate for the nature of this exam. |
| F  below 35 | Little or no knowledge and understanding of different narrative forms and their effectiveness and little or no knowledge of their relation to the teaching of reading and writing. | Little or no evidence of understanding English teaching and the assessment cycle resulting in the inability to make appropriate links to teaching approaches and the curriculum. | Minimal or no evidence of having read appropriate sources in the field of children’s literature and other relevant theory, including Government documents. Minimal or no school-based evidence. | Many inconsistencies and inaccuracies which impair communication and which are inappropriate for the nature of this exam. |

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| DATE AND TIME OF SUBMISSION  *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*.  Exam date on one of the following days:  The week beginning Monday 19th January 2009  Confirmation will be provided nearer the time.  **This exam will be marked anonymously so you must use your student number rather than name.** |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  *This date should normally be no later than twenty working days after the date of submission.*  Friday 20th February 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.