

BA (Hons) English Language for Education
EDUC11100 Key Issues in Education (20 credits)

Details of Assessment

Semester 2 – Second Assignment

1. Essay (50%)

Please submit your assignment* online through Blackboard. Each assignment will have its own dropbox to which it must be uploaded by the time and date specified. You can find the online assignment submission dropboxes on the course Blackboard page. Go to the 'assessment' tab on the left, and then into the folder called 'Assignment Submissions' .

Assignments submitted after the submission date will incur the following penalty:

- (i) Up to 1 day late - 10% deducted, or a mark of 40% if this deduction would otherwise result in failure of the piece of work.
- (ii) Every additional day late - a further deduction of 5%

*See section *Coursework and Assessment* in programme handbook for details.

Weighting of marks

Argument and structure	20%
Knowledge and understanding	50%
Use of sources	15%
Analysis (& application where appropriate)	10%
(Written & oral) Presentation & language	5%

Assignment 2

Complete a standard written essay of 2000 words addressing **ONE** of the questions outlined below:

1. It is argued that the introduction of the National Curriculum in England and Wales in 1988 signalled a new era in education – it was part of a raft of changes which transformed the education system into a 'free market' where students and parents (consumers) are able to choose what, how and where they learn. To what extent is 'free choice' available to students in the present state-funded English education system? Do you agree that 'free choice' should be made available to students?
2. What can theory tell us about educational practice and/or policy? You should include in your discussion one or more of:

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- Figured worlds, positioning and world making (see Julian Williams paper)
 - Foucault's metaphor of the Panopticon (see Courtney's paper)
 - Arendt's notion of totalitarianism
 - Queer theory
 - Or any other theory/set of theoretical tools which you have encountered in the readings for the seminars this semester.
3. School leaders, especially those of academies, have considerable freedom to do as they wish in their school. Discuss this statement using the literature and policy texts where appropriate.
 4. Schools cannot help but reproduce patriarchal and heteronormative societal structures. Discuss.
 5. The education system is increasingly centred on getting teachers and leaders to act in a certain way, with negative consequences for professional practice and children's learning. Discuss.
 6. In the forward to Paulo Freire's book 'Pedagogy of the Oppressed', Richard Shaull writes: 'Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, *or* it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.'

Outline the key differences between these two functions of education and explain how they influence what is taught to students, how it is taught and what is achieved through the educational process. You may wish to use particular examples from both the developing and developed world.