

Task 3. ECGE4005P/C

This essay will critically examine the article in question 'Schooled to fail?.' The article written is by Emma Smith and her intention is to highlight the divergence between the curriculum within English and Welsh schools. The author is examining the performances of students in Wales coming to the end of their compulsory education using comparison from over the years with both education systems. Thus, leading to a better conclusion for students that are no longer being schooled to fail. Smith (2005).

The author suggests that a key issue within the current education system and factors that may have affected students' underachieving. Smith's article examines the differential curriculum and achievement of students in England and Wales. The author argues that economic growth in certain areas of the UK for example, Government funding and living in deprived areas, could have an impact on student achievement in schools.

Learners eligible for free school meals still do not perform as well as their peers against all key performance indicators. "The link between disadvantage and educational underachievement is still strong." ("Effective practice in tackling poverty and disadvantage in schools - UCL") Estyn (2013).

My perception of the authors intention is to highlight the diversity of pupil's achievement in English and Welsh schools and how funding and regional poverty has impacted upon students' academic excellence. The author details that there could be factors regarding to ethnicity and sex and that her findings suggest that poorer areas see lower levels of high achievers.

"In the UK and other countries, the use of end-of-module assessment by coursework in higher education has increased over the last 40 years." ("Coursework versus examinations in end-of-module assessment: a ...") This has been justified by various pedagogical arguments. In addition, students themselves prefer to be assessed either by coursework alone or by a mixture of coursework and examinations than by examinations alone. Assessment by coursework alone or by a mixture of coursework and examinations tends to yield higher marks than assessment by examinations alone. ("Coursework versus examinations in end-of-module assessment: a ...") Richardson (2015).

The author introduces her article by explaining her intention to explore the underachievement of education between England and Wales. Noticeably the article is based upon factual resources from over twelve years ago, so it is highly likely undergone intense reform since the dates used in her references within her article.

Therefore, present academic study could use her evidence she has used in comparison to present policies and practice regarding the topic of her article.

Changes to legislation including repeals, amendments, and other effects (e.g., modifications and commencement information) made by subsequent legislation.

The search form below provides access to lists detailing changes made by all UK legislation enacted from 2002 – present to the UK primary legislation held on legislation.gov.uk. (NationalArchives.gov.uk).

Smith has used formal writing to structure her article with effective use of viable sources to accompany what she is analysing within her topic for good accuracy. Personally, I think Smith has created her own persuasive ideology of the debate in line with the topic then onto her own perspective thus use a respectable number of appendices to highlight the differences between England and Wales over the previous years.

Smith's argument is perceived to be the focus on the causes for underachievement in English and Welsh schools. Use of critique has been used to outline many factors that may have contributed to the Underachievement debate such as, 'Official statistics show that students from Afro Caribbean backgrounds were more likely to be excluded from school compared to their white peers.'

According to Pennell (2003), there is a link combining the achievements and ethnicities explaining the two. Lack of data over the previous years has influenced being able to precisely examine the full impact of its statistics. During recent years, data has become more widely accessible Which has enabled more research studies that lead to exposing more results in which the reasons for such differences became more apparent. Another factor of the author's findings for underachievement was economic growth. Smith described how there had been a desire for the UK to generate higher statistics of economic growth, emphasising on the decline of industrial work in Wales which had been very much affected since the second world war. Industries in more recent years that have modernised and discovered the 'electronic' market creating jobs from European companies Smith states such as, Hitachi and Panasonic.

As the times have modernised further and such companies have realised the significance of cheaper labour in other countries, the UK is being urged to 'catch up' which therefore widens the achievement gap again due to curriculum having to be renewed to keep up with the progression of the world and its overall economy by leading its students to have an education that is on par with current times to achieve greater things. Smith argues that Wales should be challenged with underachievement statistics that match its own levels of economical levels or the equivalent.

Reference list

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Task 2b.

Q1:

According to Oxford University, (2022) failing to acknowledge another person's academic work can lead to the student being accused of Plagiarism.

Whether it is used unintentionally, recklessly, or intentionally, the use of academic writing, unpublished or published without acknowledging the author is considered as Plagiarism. Regardless of it is manuscript or electronically, incorporating another person's work and attempting to pass it off as your own without full acknowledgement, can be perceived as a disciplinary offence.

It is highly recommended that you reference another person's work on any level of academic study. Pears and Shields (2016), suggest that when you are researching any work by others that you keep a record of all your references whilst including them into your work as you find them as it can be very arduous to revert and look for them all over again.

Q2:

False! Not only do you have to reference when using direct quotes, you are also required to provide citations when you have derived other information from another person's ideas or publications to acknowledge your own research and work.

There is some disagreement about [whether Wikipedia can be considered a reliable source](#). Because it can be edited by anyone, many people argue that it is easy for misleading information to be added to an article without the reader knowing. Others argue that because Wikipedia articles [cite their sources](#), and because they are worked on by so many editors, misinformation is removed quickly. However, most universities state that you should not [cite Wikipedia](#) in your writing. (Scribbr.com 2022).

Q3:

To use Wikipedia as a reliable source for your academic work I believe to be a false statement. Wikipedia can be edited by anybody and due to its thousands of edits everyday it cannot be monitored to be perceived as true and factual statements.

Q4:

- If a quotation is less than 30 words, this can be quoted by incorporating it into a paragraph and enclose the quotation with single quotation marks. You would use double quotation marks if you were using a quote within a quote.
- When using quotes containing 30 or more words you must indent this quote in a freestanding block of text that is centred smaller than the rest of your paragraphs.
- You would not use quotation marks for this as you would quote the source along with the page number after the punctuation mark.
- Direct quotations would be expected to have the author, year, and page number(s) for your chosen source. Bibliographic details are expected to be entered in the reference list if your using material without page numbers. Lib Guides (2022).

Q5:

Five sources that would be acceptable for academic study would be:

- Books and E Journals, peer reviewed journals with Publication dates and authors.
- Government Documents such as, Statistics and Policy documents.
- Original research articles
- Podcasts and Media publications
- Newspapers, Magazines and Online publications

The Government has the Uk Parliament website where academics can look up Politics and records that are current and updated every day by official Government bodies. All its information entered are reliable and correct for academics to utilise for their academic writing as this is classed a highly credible source.

Recent Books and E Journals with publication dates and authors are an exceptionally reliable source for referencing your academic research. Thus, most of today's information, whether it be scripted or electronically produced can be used

most certainly as credible evidence. Ensuring that all your work that you are processing is referenced at the time and the double checked. TUS Library (2022).

Reference List

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Task 2a

This essay discusses Forest Schools. A definition of Forest Schools has been structured by the Forest School Network which states that:

Murray and O'Brien (2006) state that it is an inspirational process that offers children, young people, and adult's regular opportunities to achieve and develop confidence and self-esteem through way of hands-on learning experiences in a woodland environment.

O'Brien and Murray (2006) suggest that many parents have said they have concerns that their children who are in school may not get enough of an opportunity to attend woodland and green places like their parents did. This is due to some parents becoming too worried that something will happen to their children and argue that the children can do a lot more indoors in this present-day environment.

Research also suggests that there have been concerns regarding the children not being presented with an opportunity to attend the outdoors whilst they are young. This may mean there is a risk that they will not attend when they are older. Thus, could lead them to lose out on physical and emotional benefits surrounding access to nature (Ward, *et al* (2004). Outdoor learning methods are diverse in comparison to learning in a classroom environment, hence why the Welsh Government are prompting teachers to introduce Forest School in the current curriculum especially in the foundation phase.

Reference List;

Ward Thompson, C., Aspinall, P., Bell, S., Findlay, C., Wherret, J. and Travlou, P. (2004). *Open space and social inclusion: local woodland use in central Scotland*. Forestry Commission, Edinburgh.

Welsh Assembly Government (WAG 2009) Outdoor Learning Handbook. Cardiff

O'Brien, E. (2006) *A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales*. Forest Research.

Task 1.

According to Noradahl and Johannesson, (2014), many countries including Iceland have shared their views regarding the importance of outdoor play during childhood. Government papers suggest that the outdoors provides beneficial to children as do the curriculum guidelines also state that the emphasis on the outdoors as a learning environment can also enable the children to perceive the greatness of the natural world. Outdoor learning can also lead the children to adapt to utilize the outdoors for such activities such as exercising and leading a healthy lifestyle.

The emphasis on the outdoors has occurred for a long time in Iceland. Children aged one to six plays outdoors every day and children aged six to sixteen plays intermittently with their peers at routine set times during their school day. It is unknown exactly as to what the teachers do to aid with outdoor learning, though it is thought to be, in relation to increasing outdoor play, truly diverse depending on the individual teacher and school that the children attend. Iceland does indicate that their teachers are utilizing the outdoors more now than previous times. The capital of

Reykjavik state that seventy percent of their schools frequently promote outdoor education. Oladottir, (2008).

Adapted from:

Norahdahl, K. and Johannesson, I. (2014) 'Let's go outside': Icelandic teachers' view of using the outdoors education', 3-13: *International Journal of Primary Elementary and Early Years Education*. Vol 44, No.4, September 2014, pp 391- 406