Researchers in Schools

How can social research save the world?

Key Stage 4 Programme

Pupil Name

Coursebook Designed by Dr Mabley

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Uni Pathways launch event

Welcome to Uni Pathways! We are delighted to be able to launch the Uni Pathways programme with you. We hope that you are ready to embark on your Uni Pathways journey and that you enjoy the video.
You will be asked to pause the video at times to complete some work in this workbook, so make sure you have a pen / pencil to hand when you start the video.

By the end of the video, you will have

- Learnt about what studying at university means
- Learnt about some of the skills that you will develop during Uni Pathways
- Heard from pupils who have participated in Uni Pathways or The Scholars Programme (which is the same programme!)
- Heard from current university students talking about what life is like at university

If you are in school your teacher will play the video. If you are at home and logged in to a session with your teacher, your teacher will play the video and show it to you. If you are participating independently your teacher will email you the link to the video or the video file. There are opportunities for you to answer some questions, and you will be told when to pause the video to answer them.

Introduction to Uni Pathways

1. Write down what you think a supra-activity is

_____
_____
_____

2. Independent learning is

_____
_____
_____

3. Write down in your own words what resilience means, and come up with a different example to the one mentioned in the PowerPoint.

_____
_____
_____
_____

4. Why do you think analysis and evaluation skills are useful in your academic career? _____
_____
_____
_____
_____
_____

5. Why do you think analysis and evaluation skills are useful in life in general? _____
_____
_____
_____

6. What are the different types of learning that university students do?

Pupils' experience of Uni Pathways
You will now watch some pupils talk about their experience of learning a PhD topic and producing a final assignment. Some may refer to The Scholars Programme rather than Uni Pathways. As you heard in the introduction PowerPoint, The Scholars Programme is a very similar programme to Uni Pathways. Listen carefully and then respond to the questions below. Be prepared to share some of your responses with your peers.

1. How did the pupils describe talking about writing a long essay for their final assignment?

2. Write down something that one of the pupils mentioned was particularly interesting in their course.

3. What were some challenges that the pupils met?

Virtual campus tours
You will now go on a virtual tour of some universities! Once you have seen some of the university campuses, respond to the questions below.
Note down something that you liked out of any of the campus tours you saw. It may be a particular building, space, city etc.

1. Were there any similarities between the different university campuses? If so, what are the similarities?

2. If you had to pick one of those universities to go and visit in person, which one would it be and why?

3. Note down some of the societies that you could join at different universities

Meet university students!
You are about to virtually meet or hear from some current university students.
If you are virtually meeting them, think about what questions you would like to ask the students, share your questions with a partner and note those questions down in the space below.

If you are not meeting them but watching some videos that they have made, use the space below to note down what else you would like to find out about university. You can then ask your teacher during Uni Pathways tutorials!

Reflection
Congratulations on completing the launch of the Uni Pathways programme. Before you go, take some time to reflect on what you have learnt by answering the following questions:

1. Are there any aspects of university style learning that you would look forward to? If so, what are they?

2. What challenges do you think students face when learning at university? How would you try to overcome these challenges?

3. What skills do you hope to develop during your Uni Pathways course?

4. What part of Uni Pathways seems the most challenging for you?

5. What are you most looking forward to about Uni Pathways?

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assignment	
Tutorial 2	Data Collection Design	
Tutorial 3	Data Collection	
Tutorial 4	Data Analysis	
Tutorial 5	Final Assignment Draft	
Tutorial 6	Final Assignment	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 21/05/21	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Course Rationale

This course will run through a pilot group research project where you will be asked to identify a problem/issue which you (and your group) are passionate about, gather information on this problem either through primary or secondary sources and discuss your results. This will require clear communication and teamwork to work closely as a group do conduct your research and independently when reporting in your final assignment.

The focus for the course will be to introduce the concept of research methods, including resource finding, data gathering, analysis and presentation. You will gain experience with university-style teaching through completing independent project work on a topic which is in the interest of you and the group.

Each tutorial will cover one aspect of your groups own research project alongside teaching of the stages included in a university research project. The homework assignments for each tutorial will work as practice for your final assignment when all content will be applied to your groups chosen project.

The course will be focusing on one aspect of sustainability or health which can help the community. To give examples which might address sustainability this could include the recycling facilities in school, the use of reusable water bottles, or how to deal with other plastic waste. The current circumstances around our health might lead to questions around the introduction of face coverings or other measures used during the coronavirus pandemic.

Uni Pathways Mark Scheme 2020 – Essay-based assignments

	Subject Knowledge	Critical Thinking	Written Communication
1st	The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources. Knowledge is used to build and support highly effective arguments.	Analyses, key ideas, information, and arguments. Interprets meaning and makes connections. Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.	The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion. The writing style is appropriate; key terms are used with fluency. There are no, or very few, errors in spelling or grammar. Referencing is used consistently and matches the style taught in the course.
2:1	The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources Knowledge is used to build and support effective arguments	Analyses key ideas, information and arguments. Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions. Shows some understanding of the relative importance of arguments.	The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments. The writing style is appropriate; key terms are used correctly. There are few errors in spelling or grammar. Referencing is mostly consistent and matches the style taught in the course.
2:2	The essay shows an understanding of key concepts and issues, with no major misconceptions. Beginning to apply this knowledge to build and support arguments.	Begins to analyse ideas, information and arguments. Identifies some arguments and statements and attempts to evaluate their quality. Not yet showing understanding of the relative strengths and weaknesses of arguments.	The essay structure could be made clearer to better guide the reader through the arguments. The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so. There are some errors in spelling or grammar, but they do not get in the way of communicating the content.

			There is some consistency to the referencing.
3rd	Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.	Begins to analyse ideas and information. Describes statements and arguments while not yet evaluating them.	The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader. The essay has no or a limited introduction and conclusion. Key terms and references are not always used correctly.

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Subject Vocabulary

Word	Definition	In a sentence
Analysis	Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.	
Coding	The process of assigning a code to something for classification or identification.	
Data	Texts or statistics which are collected through observation or questions.	
Interview	A structured conversation about a specific topic, where one person asks questions and the other provides answers.	
Literature	Any collection of written work published on a particular subject.	
Narrative	A spoken or written story of connected events.	
Qualitative	Relates to information which cannot be easily measured such as people's opinions or feelings.	
Quantitative	Relates to information which can be shown in numbers or amounts. These can be easily measured.	
Questionnaire	A set of written questions with a choice of answers, for the purposes of gathering information from people about a particular topic.	
Research	The careful and detailed study into a problem or concern using a scientific method.	
Resources/References	A source of information used to find details on a specific topic.	
Review	To assess a resource and establish the key points made.	

Social Science	The scientific study of human society and social relationships	
Sustainability	Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs.	
Systematic	Completing a task according to a fixed method or plan.	
Thematic Analysis	The scientific and systematic process of identifying patterns within a set of textual data.	
Word Cloud	An image composed of words used in a particular text or subject, in which the size of each word indicates its frequency or importance.	

Tutorial 1 – Introduction to teamwork, social sciences research, and sources of information.

What is the Purpose of Tutorial 1?

By the end of the tutorial I will be able to:

- Acknowledge and explain one of the key challenges when working in a team.
- Define the key terms, sustainability, research, and social sciences
- List three types of resource which are used as sources of information/knowledge.

Teamwork Roleplay

Following the activity completed take some time to note down why you think working in a team is important and identify three potential challenges when you are working in a team.

I think working in a team is important because…

Three challenges to manage when working in a team:
•   •   •

Vocabulary

Below are three images which we will discuss, use the space here to make notes on what you see and remember to note how this relates to our subject specific vocabulary following our in-class discussion.

Sources of information

If you wanted to find out information about…
Where would you look?

Think

- Think about and note down ideas for where you might be able to find new information?

Pair

- Share these thoughts with your partner, note down any new ideas below.

Share

- These ideas are shared and discussed with the group and the final concept map must be copied down in the space below. This will help you to complete your baseline assignment.

Baseline Assignment

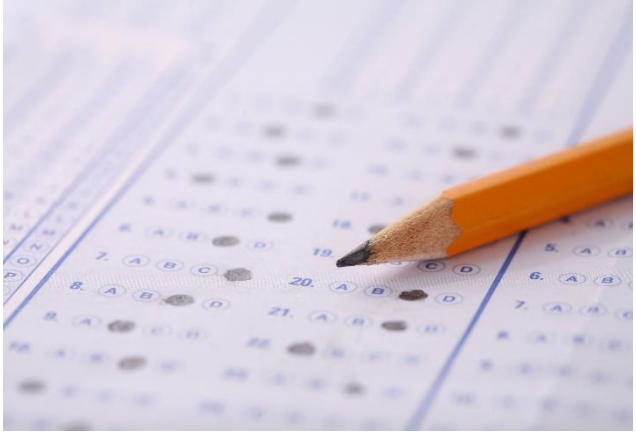
I would like you to identify an issue or problem (based on sustainability or health) which you feel either positively or negatively affects yourself and the school community. A topic which you would like to learn more about. This should be written as a persuasive piece (maximum 500 words) to explain why the team should look to investigate your chosen topic. This will need to be shared with and presented to your fellow Uni Pathways participants at the following tutorial. I have included some suggested questions below.

You might be interested to find out:

- How often do people buy items packaged in single-use plastic? Are these then recycled?
- How many people in the school own a reusable water bottle and how regularly is it used?
- Investigating the recycling facilities within the school? How many options are available? Is this information known by pupils?
- How did fellow pupils feel about their time during quarantine? Opinions or concerns about missing school.
- How often have fellow pupils worn face coverings? Are there any concerns or strong opinions on the need to wear face coverings?

You will be assessed on the quality of your written communication. Marks will also be given for good spelling, punctuation, and grammar, as well as the correct use of subject vocabulary.

Tutorial 2 – Methods of data collection



What is the Purpose of Tutorial 2?

By the end of this tutorial I will be able to:

- Describe what questionnaires, interviews and focus groups are.
- Compare quantitative and qualitative sources of data and explain why they each would be used.
- Design my own method to data collection for my own research project.

Vocabulary

Below are three images which we will discuss, use the space here to make notes on what you see and remember to note how this relates to our subject specific vocabulary following our in-class discussion.

Data Collection

"Children should choose what they learn in school" (The Noisy Classroom, 2020)

Quantitative
Complete the following table to identify the number of people who agree or disagree with the statement above.

Table 1. Do you agree with the statement "Children should choose what they learn in school"?

Yes	Frequency	No	Frequency

Rate how strongly you agree or disagree with the statement above, using a scale of 1-5. Create a tally and calculate the frequency for each response.

Table 2. How strongly do you agree/disagree with the statement "Children should choose what they learn in school" (on a scale of 1-5)?

Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)

Qualitative
In a pair take it in turns to interview one another about the statement:

"Children should choose what they learn in school" (The Noisy Classroom, 2020)

Use the following prompt questions to help:

- Would you work harder if you got to focus on subjects that you enjoyed?
- Would this help children to prepare for jobs when they are adults?
- Would children choose to learn silly things?
- Are there some things everyone should learn, even if they find them boring?

There is some room below to make notes of your interview

My Data Collection

Thinking about your baseline assignment and the topics we discussed in last week's tutorial try to write your own statement or question which could be used to help us learn more about your chosen topic.

My research poll/question
Do you want to find quantitative or qualitative data or both? Why?

Home Learning

Following the discussion during today's tutorial choose a source of data which will help you answer the question you decided on during your baseline assignment. Write a paragraph (approximately 500 words) including the details below.

- What type of data will you collect? Qualitative or Quantitative or Both?
- How will you collect this data? Who from?
    - Consider how you might develop a tool to help with this process.
- Justify your decision
    - Advantages and disadvantages of the data source you have chosen for answering your own question

This will help you when you are writing your final assignment so aim to be clear with your written communication and focus on good spelling, punctuation, and grammar, and the correct use of subject vocabulary.

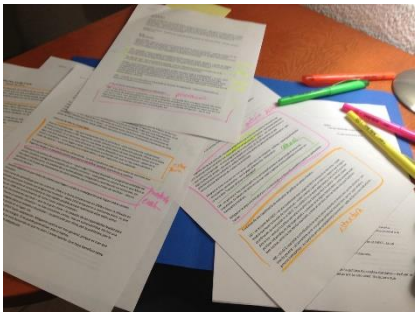
Tutorial 3 – How do we analysis the data we collect?

What is the Purpose of Tutorial 3?

- Define both quantitative and qualitative data analysis and give an example of each.
- Apply these methods of quantitative (simple statistics) and qualitative analysis (coding) to a data set.
- Distinguish when and why you might choose to use either quantitative or qualitative analysis.

Vocabulary

Below are two images which we will discuss, use the space here to make notes on what you see and remember to note how this relates to our subject specific vocabulary following our in-class discussion.



Data Analysis

"Children should choose what they learn in school" (The Noisy Classroom, 2020)

Quantitative

Look back at the data you collected last week (see Table 1 and Table 2) we want to think about how we can analyse this data.

From Table 1 we can calculate a percentage of people who agree with the statement "Children should choose what they learn in school".

To do this we use the formula below:

$$\text{Percentage Agreed} = \frac{\text{No. of people who agree}}{\text{Total no. of people asked}} \times 100$$

Calculate this percentage for your data (seen in Table 1):

Percentage Agreed = _____ ×100 =

From Table 2 we can calculate on average rating for how much people agreed with the statement "Children should choose what they learn in school".

To do this we use the formula below:

$$\text{Average Rating} = \frac{\text{Sum of all ratings (numbered 1 to 5)}}{\text{Total no. of people asked}}$$

Calculate this average for your data (seen in Table 2):

Average Rating = _____ =

Qualitative

Look back at the notes (page 13 and 14) you made after interviewing one of your classmates. Using a highlighter to mark aspects of these notes which contain important points or any ideas which were repeated. These will then be shared to the whole class.

Use the table below to note down the key themes identified from the earlier interviews which were discussed when sharing with the whole class. This could be written as bullet point list or a concept map just make sure the content is clear.

Key Themes

Why do we analysis data?

Following the class discussion identify three reasons why we might need to analysis data when conducting research.

Three reasons why we analysis data:
•   •   •

Comparing quantitative and qualitative data analysis

Think

- Think about and note down ideas to compare quantitative and qualitative data analysis

Pair

- Share these thoughts with your partner, note down any new ideas below.

Share

Use the table below to record the similarities and differences of quantitative and qualitative analysis.

Quantitative Analysis	Qualitative Analysis

My data analysis

There is space below for you to make some notes on how you might analyse the data you are planning to collect.

- What type of data have you collected?
- What question are you trying to answer?
- What type of analysis will work for this data and help to answer your question?

Home Learning

Design and refine the tool you developed during your last home learning, whether this is writing a questionnaire or designing questions for an interview/focus group script.

- Consider what you need to know to answer your research question.
- Who do you need to collect this data from? Fellow pupils or staff or both?

Use this tool to collect data from your chosen participants by sending out a questionnaire electronically, asking participants to fill out the questionnaire on paper or organising focus groups or interviews within school.

Bring this data to the following tutorial for us to work on how this can be analysed and presented.

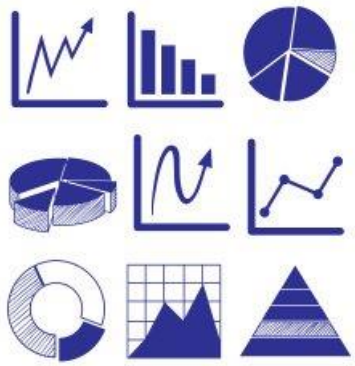
Tutorial 4 – How can we present our own data analysis?

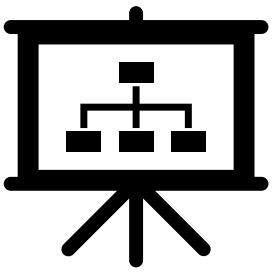
What is the Purpose of Tutorial 4?

- Identify the appropriate method of data analysis to apply to the data collected.
- Apply this method of data analysis to a set of collected data.
- Define three techniques used to present qualitative data analysis.

Vocabulary

Below are three images which we will discuss, use the space here to make notes on what you see and remember to note how this relates to our subject specific vocabulary following our in-class discussion.





My Data Analysis

Writing Task

Following the discussion during last week's tutorial choose a method of data analysis which will help you condense and interpret the data you have collected. Write a paragraph (approximately 500 words) including the details below.

- How will you analyse your data?
- Justify your decision
    - Advantages and disadvantages of the technique you have chosen to answer your own question

This will help you when you are writing your final assignment so aim to be clear with your written communication and focus on good spelling, punctuation, and grammar, and the correct use of subject vocabulary.

Analysis Task
Take the data you collected as your home learning to complete your data analysis on computers. Use your chosen technique as written above, this should help you condense and interpret your data. Look back at the methods we studied in last weeks tutorial (see page 18) as a reminder.

There is some space here for you to make any notes relevant to your analysis.

Presentation of data analysis

Use the tables below to present the data analysed in tutorial 3 (see page 18 and 19).

- What did we find out and how can this be displayed for your fellow pupils to understand?
    - Look back at Table 1 and Table 2.
    - Think about quotes that you highlighted after completing your interview.

Quantitative Data

Qualitative Data

How might you be able to present larger sets of data? Use the space below to copy down the ideas discussed in class.

Home Learning

Spend some time to finish the analysis of the data you collected, consider how this can be presented to a new audience to understand.

- Have you been able to answer the question you set out to address?
- How are you hoping to present this to a new audience?
    - Think about the senior staff at school – how would you present the data you have found to them?

Tutorial 5 – How to complete a reference list and understand the need to consider reliability of resources?

What is the Purpose of Tutorial 5?

- Review the reliability of different sources of information by comparing two different extracts.
- Understand the use of university style bibliographies and have created one formatted reference which is relevant to my research topic.

Vocabulary

Reliability in resources

Below are two extracts of similar articles regarding the rise to fame of Charli D'Amelio the most popular creator on TikTok. She reached 100 million followers at the end of November 2020. **Error! Reference source not found.** and **Error! Reference source not found.** give two accounts relating to this instance. Read them both carefully and make any notes on their differences or similarities and why (use the space provided). We will then discuss these in more detail as a group.

TikTok star Charli D'Amelio first to hit 100m followers
A 16-year-old girl has become the first TikTok user to cross the 100 million subscriber mark.

Charli D'Amelio, from Norwalk, Connecticut, hit the milestone after a year and a half on the app.

It comes days after controversy over her behaviour in a YouTube video.

In the first episode of her family's reality series, Dinner with the D'Amelios, fans claimed the star acted disrespectfully toward the personal chef who prepared them dinner.

More than 600,000 fans swiftly unfollowed her in protest.

However, controversy died down after D'Amelio shared a video in which she apologised for her actions, and promised to do better.

She took to Twitter to thank fans for her record breaking achievement on Sunday: "100 million people supporting me… I truly cannot believe that this is real," she wrote.

BBC News. 2020. Tiktok Star Charli D'amelio First To Hit 100M Followers. [online] Available at: <https://www.bbc.co.uk/news/technology-55048385> [Accessed 25 November 2020].

16-year-old TikTok star Charli D'Amelio is accused of BUYING followers after she became the first user to reach 100 million fans on the app following fury over 'rude' food video on YouTube.

- **Charli, who is originally from Connecticut, made history as the first TikTok user to hit 100 million followers over the weekend**
- **The teen sensation celebrated the news on Instagram Live and announced TikTok is donating $100,000 to the American Dance Movement on her behalf**
- **However, other users have voiced suspicions about the milestone, with some accusing Charli of using purchased bot accounts to boost her numbers**
- **A TikToker named Ashley showed in a video that one of the followers listed on Charli's account was not actually following the star**
- **Another user named Henry pointed out that Charli's account had been experiencing suspiciously large spikes in follower numbers**
- **A spokesperson for the D'Amelios told DailyMail.com that neither Charli nor any other member of the family has ever bought followers**

TikTok's most popular star Charli D'Amelio has been accused of buying followers on the app in order to reach 100 million fans, just days after she became the first user to achieve the impressive milestone.

The 16-year-old, who is from Connecticut but is now based in Los Angeles with her family, made history on Sunday when she surpassed 100 million followers. However, her achievement has prompted suspicion among her fellow users, some of whom have claimed that she purchased followers in order to boost her numbers.

Over the weekend, a TikTok user named Ashley (@kissmyasshleyy) posted a video in which she pointed out that one of the followers listed on Charli's account was not actually following the teen star.

'Charli getting canceled for no reason rn abt this snail stuff BUT look @ her followers & some aren't following her. Who can explain,' she captioned the clip.

Some commenters insisted Charli was buying bot accounts, with one person insisting the influencer's videos would get more than just five million views if she had 100 million followers.

Others were suspicious that Charli had lost one million followers in one day but then gained nearly double back shortly after.

Ashley later posted follow-up videos saying it was likely a glitch in the system, which she had been told, noting that she had only checked one of Charli's followers.

Tempesta, E., 2020. Charli D'amelio Is Accused Of BUYING Tiktok Followers. [online] Mail Online. Available at: <https://www.dailymail.co.uk/femail/article-8982841/Charli-DAmelio-accused-BUYING-TikTok-followers-reaching100-million-fans-app.html> [Accessed 25 November 2020].

Similarities	Differences	Why

Challenge
Find two sources of information that you used when completing any of your home learning tasks (in particular consider those used for your baseline assignment). Note down the similarities or differences you notice between these two sources and your ideas on why this might be the case

Similarities	Differences	Why

Referencing

Details on techniques for referencing are shown in the appendix of this workbook. Spend 5 minutes reading this information and attempt to format one reference, use a source of information which we have considered during this tutorial or look at those which you worked with on your baseline assignment. The table below provides space for you to complete this. Make sure you have one completed reference which can then be shared with the group.

References

Final Assignment

For your final assignment I would like you to produce a formal report to summarise the work you have completed on your research project. The question will have been determined from your baseline assignment and through discussion as a group in your second tutorial.

The report is being written to describe the research you have conducted, explain why this was necessary and what you have found as a result. This report should be maximum 2000 words long and contain the following details.

Title

Abstract: A short paragraph to explain the topic you were investigating and the major findings from your research.

Introduction: A brief explanation of your topic and why it is important to both your group and the school community.

Background: Include here some content about the background of your chosen topic looking at what is already known about your subject.

Method: Describe the data which you have collected, why you chose this method and how you went about collecting it.

Results: Present the findings from your data which has been collected and analysed. This can include images, extracts or graphs to visualise your data collected.

Conclusion: Sum up the key learnings from your research project and how these have helped to understand the problem or issue you set out to investigate.

Reflection: This should include some details on how you feel the project has gone, regarding how you have worked with your team, anything you have particularly struggled with and how you would change things if you were to start the project again.

References: Include here all resources which are referred to in your report.

The structure above works through the content which has been covered in our Uni Pathways tutorials, this is the time for you apply this knowledge, bring all your ideas together and present your own research. Make sure your report is coherent (each section should lead into the next). Remember you will also be marked on your spelling, punctuation, grammar, and the correct use of subject vocabulary.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
•   •   •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should you use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Notes

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