Researchers in Schools

Bombs, Bullets, and Brexit
Trouble and Terrorism in Northern Ireland
Key Stage 4 Programme

Pupil Name

Coursebook Designed by Dr. Dalton

Contents

Timetable and Assignment Submission 1
Timetable – Tutorials 1
Assignment Submission –Plagiarism 1
Course Rationale 2
Uni Pathways Mark Scheme 2020 – Essay-based assignments 3
Baseline Assignment (essay based): Pupil Feedback Report 5
Final Assignment (essay based): Pupil Feedback Report 6
Subject Vocabulary 7
Launch Event 9
Tutorial 1 – Back to the Beginning: The Establishment of Northern Ireland 10
What is the Purpose of Tutorial 1? 10
Tutorial 2 – Bombs and Bullets: Getting to Know the Paramilitaries 14
What is the Purpose of Tutorial 2? 14
Tutorial 3 – Secrets and Spies: Countering Terrorism 18
What is the Purpose of Tutorial 3? 18
Tutorial 4 – Building Peace 22
What is the Purpose of Tutorial 4? 22
Tutorial 5 – Borders and Brexit: The Northern Irish Peace Process Today 24
What is the Purpose of Tutorial 5? 24
Tutorial 6 – Feedback tutorial 28
What is the Purpose of Tutorial 6? 28
Final assignment feedback from your Uni Pathways Teacher 28
Tutorial 7 – Final tutorial 30
Appendix 1 – Referencing correctly 32
How do I reference? 33
Notes 34

Timetable and Assignment Submission

Timetable – Tutorials

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

Assignment Submission –Plagiarism

Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Course Rationale

Welcome to Uni Pathways! This course is designed to introduce you to conflict in Northern Ireland. You will learn how Northern Ireland came into existence, why it has a history of conflict, and to what extent the Brexit vote poses a risk of future violence in Northern Ireland.

Despite being part of the United Kingdom, the history and current affairs of Northern Ireland are not always covered in school curriculums. Yet, understanding why there has been violence in Northern Ireland remains important. This course will provide you with the opportunity to explore the reasons for conflict in Northern Ireland, to consider how such violence can be prevented, and to think about what the future holds for this small Province in the United Kingdom.

Our sessions together will be interactive. By watching video clips of interviews with former paramilitaries, you will meet the men and women involved in violence. You will learn the ways in which the army and spies tried to stop violence in Northern Ireland and debate which method you think worked best. You will look at pictures of murals (wall art) and discuss what they mean. You will learn about terrorism, intelligence, and politics. ***This course will help you understand the news headlines you see about bombs, bullets, and Brexit.***

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

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. 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

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
Covenant	An agreement or promise recognised by law	Politicians signed a covenant where they agreed to the laws that would be used to rule Northern Ireland.
DUP	This is an acronym that stands for the Democratic Unionist Party, a political party in Northern Ireland. Members of this party believe that Northern Ireland should remain part of the United Kingdom.	The DUP are one of the most well-known political parties in Northern Ireland.
Empire	A group of countries ruled by the same ruler/leader.	The British Empire was very large.
Enforce	To make someone do something. This term often refers to making sure someone sticks to rules and laws.	Headteachers will enforce mask wearing in schools in order to stop the spread of Covid-19.
IRA	This is an acronym that stands for Irish Republican Army, a terrorist group that fought for Irish independence.	The IRA used violence in the name of achieving Irish independence.
Nationalist	The view that Northern Ireland should be part of a united Ireland.	'Sarah' is a nationalist.
Paramilitary	This term refers to a person or group who are organized and act like an army. However, they are not part of the official armed forces.	'John' and 'Jack' are members of a paramilitary group and sometimes patrol the neighbourhoods they live in.
PIRA	This is an acronym for the terrorist group the Provisional Irish Republican Army.	The PIRA used violent methods to achieve their aims.
Rebellion	When a group of individuals refuse to accept authority and fight against the government.	The government quickly put down a rebellion.
Sectarianism	When a group associated with one religion shows prejudice towards people associated with another religion. This can be through name calling, bullying-type behaviour, or by assuming people will act a certain way because of their religious beliefs.	Sectarianism can cause violence between different groups of people.

Settlement	When a group of individuals from one country move to another country in big numbers in order to help their country establish control of the country they move to.	In 1609, Scottish people were sent to Northern Ireland to establish settlements.
Sinn Féin	A political party in Northern Ireland that works towards Northern Ireland becoming part of a united Ireland. Sinn Féin grew out of the PIRA.	The leader of Sinn Féin in Northern Ireland is Michelle O'Neill.
Terrorism	Violence carried out for political motivations.	The bombing of the London underground was an act of terrorism.
Taoiseach	The Irish word for Prime Minister.	Bertie Ahern was the Taoiseach in 1998.
Unionist	View that NI should remain part of the UK,	'Jill' is a unionist.
UVF/UDA/UFF	Acronyms for loyalist terrorist groups in Northern Ireland. UVF stands for Ulster Volunteer Force, UDA stands for Ulster Defence Association and UFF stands for Ulster Freedom Fighters.	The UVF is a terrorist group.

Launch Event

The launch event is your opportunity to learn more about this course and Uni Pathways. You will watch some videos, listen to your teacher and have some discussion. Below is some room to make notes for some of the videos you will watch during the event.

Virtual Campus Tours

Notes…

The Scholars Programme Alumni

Notes…

Student Ambassadors

Notes…

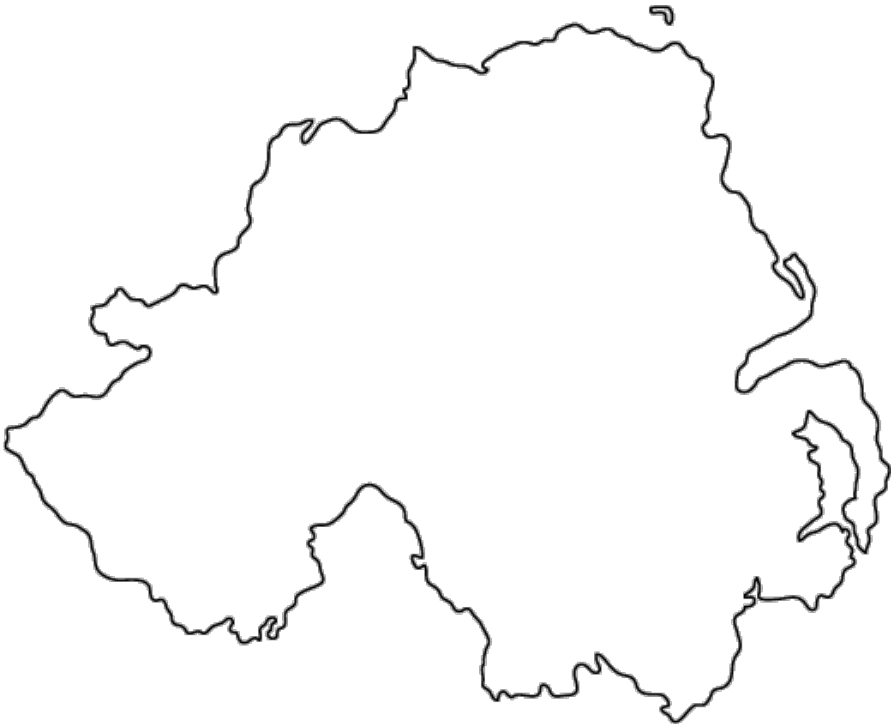
Tutorial 1 – Back to the Beginning: The Establishment of Northern Ireland

What is the Purpose of Tutorial 1?

- Objective 1: Understand that Ireland was part of the British Empire
- Objective 2: Describe the difference between unionism and nationalism
- Objective State when and why Northern Ireland was created

Starter Exercise:

Your Task: Below is a map of Northern Ireland. Write down what you already know about Northern Ireland inside the map. This can be anything! A word, something you have heard on the news, or something you have learnt in another class. Don't worry about whether what you have heard is right or wrong! Just write down anything you can think of…



True or False? The Ireland Edition

Your Task: With your partner, decide if the statements below are true or false and circle the correct answer. Be ready to share your answers with the rest of the class.

Statement One:

Ireland used to be part of the British Empire

True/False

Statement Two:

Nationalists wanted Ireland to remain part of the United Kingdom

True/False

Statement Three:

The Easter Rising took place in 1916

True/False

Statement Four:

As a result of the Easter Rising, Ireland gained independence

True/False

Statement Five:

Most unionists are Catholic

True/False

Statement Six

IRA stands for Irish Republican Army **True/False**

Stretch exercise: Go back to any statements you have decided that are false. Write down *why* they are false in the box below and what the correct version of the sentence would be.

Think, Talk, Tell

'When Northern Ireland was established, its Prime Minister, James Craig, stated that it would be ***a 'Protestant Parliament for a Protestant People'***

Do you think this is a fair thing to say? How would you have felt if you were a Catholic nationalist hearing that statement?

Your Task: **Think** about your response to this question, **Talk** to your partner and listen to their thoughts too, be prepared to **Tell** to the rest of the class what you think.

Baseline assignment question / questions: Why has Northern Ireland come into existence? Do you think it will have a peaceful and stable future?

Details of the assignment: *You are a Unionist politician living in the newly created province of Northern Ireland in 1921.*

The current Prime Minister is David Lloyd George.

Lloyd George has written to you for some advice. He wants you to write him a report explaining why Northern Ireland has come into existence and has asked you to provide your opinion on whether you think it will have a peaceful and stable future. Your report must be 500 words in length.

Remember! You are a Unionist politician living in the year 1921.

Success criteria – how to structure your assignment and what to include:

This report is for the Prime Minister, David Lloyd George. This means it must be clear (think about spelling and grammar!) and well-structured

- **Include an introduction:** You might like to start by saying 'Dear David Lloyd George, this report will explain why Northern Ireland came into existence.'
- **Body of the work:** Explain how and why Northern Ireland has come into existence. The strongest reports will be able to demonstrate an understanding of unionism and nationalism.
- **Before finishing your report:** Provide some thoughts on whether you think Northern Ireland will have a peaceful and stable future. To help you with this section, think about how well unionists and nationalists get on and how happy you are with the newly created Northern Ireland as a Unionist politician.
- Include a conclusion: This should be a couple of sentences summarising what you have discussed. You might want to indicate that you are at the conclusion by beginning it with 'In conclusion…'

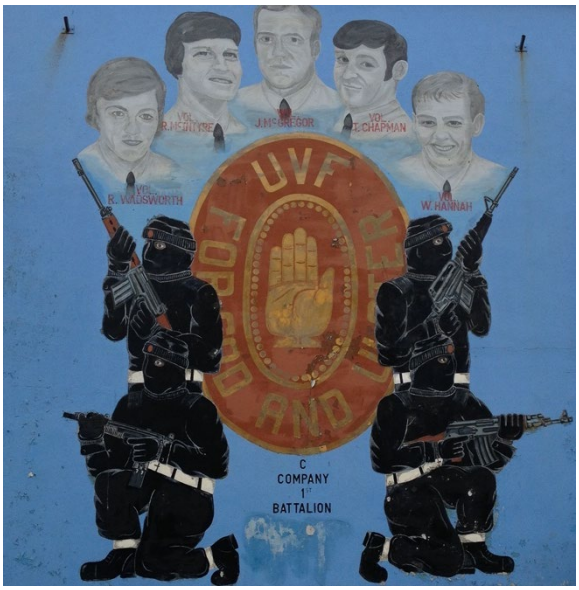
In this assignment, show me that you **understand**:

- Whether Northern Ireland is part of the United Kingdom or the Republic of Ireland
- The difference between nationalism and unionism

Show me that you **are able to**:

- Write clearly by using correct spelling and grammar
- Meet the word limit by ensuring that your report is 500 words in length (not more or less!)
- Think analytically by providing some thoughts on how peacefully you think unionists and nationalists will co-exist in the future

Tutorial 2 – Bombs and Bullets: Getting to Know the Paramilitaries



What is the Purpose of Tutorial 2?

- Objective One: To be able to identify at least one Northern Irish terrorist group and list at least one tactic used by this group
- Objective Two: To be able to distinguish between ideological and personal motivations towards violent behaviour when examining sources
- Objective Three: To be able to interpret, analyse, and critique a mural

Do Now Exercise:

Welcome to Lesson 2! Whilst you are waiting for your peers to arrive and class to start, write one sentence in answer to the following two questions….

1) *What is the difference between unionism and nationalism?*

_____
_____
_____
_____
_____

2) *Write down one thing you learnt last lesson that you didn't know before*

_____
_____
_____
_____
_____

Starter Exercise *'Mural Messages'*:

In certain areas in Northern Ireland, it is common to come across **murals.** Murals are pieces of artwork on a wall. Most often, murals are painted directly onto a wall. Murals are often used to communicate a message. They might signal who is in control of a particular area, demonstrate support for a particular cause, or feature famous people from the area.

Murals are great **sources** for historians. Historians can examine pictures of murals to learn more about what life was like when the mural was created. Below is a picture of a mural from Northern Ireland.

Your Task: ***Think, Pair, Share!***

In pairs, have a look at the mural on the board and discuss the following questions. Make sure you write down some notes in the space provided. Be prepared to share your thoughts with the rest of the class.

1) What can you see in this picture? Give as much detail as you can (*Top tip! Think about any objects you can see, what people are wearing, and any writing that might be in the picture)*

2) Who do you think the people in the picture are? What makes you think that?

3) What overall message do you think this mural communicates?

Mini Lecture Follow Along Worksheet

Fill in the blanks on this worksheet as you are listening to the mini lecture. This exercise is designed to help you get used to making notes when you listen to mini lectures and help you recognize what the most important information is.

Terrorism is

_____

_____

_____

_____

PIRA stands for _____

The PIRA wanted Northern Ireland to be part of _____

UDA stands for _____

The UDA wanted Northern Ireland to be part of _____

Write down ***at least one*** tactic that the PIRA used to achieve their aims

_____

Additional notes:

Meeting the Paramilitaries: Audio Visual Exercise

In the mini lecture you learnt about two terrorist groups in Northern Ireland, the Provisional Irish Republican Army (PIRA) and the Ulster Defence Association (UDA).

You learnt that people became involved in these groups for many reasons including:

- **Ideological reasons** (because they wanted Northern Ireland to be part of the UK or Ireland and thought this was worth fighting for)
- **Personal reasons** (for example, revenge for having been a victim of violence or having a friend or family member who was hurt)

Task time! We are now going to watch video clips of two men, Billy and Séanna, who were paramilitaries in the UDA and the PIRA. Whilst you are watching the video, write down what reasons the two men give for their involvement in violence

Video Clip 1: Billy Hutchinson (UDA)

Video Clip 2: Séanna Walsh (PIRA)

Tutorial 3 – Secrets and Spies: Countering Terrorism

What is the Purpose of Tutorial 3?

- To be able to explain the difference between military and intelligence approaches to counterterrorism in Northern Ireland.
- To be able to identify which approach is being discussed in academic writing.
- To be able to debate the effectiveness of military versus intelligence models.

Do Now:

Mix and Match: Match the correct word to the correct statement

PIRA	A member of the PIRA
Séanna Walsh	An ideological belief that NI should remain part of the United Kingdom.
Republicanism	A member of the UDA
Loyalism	Provisional Irish Republican Army
Billy Hutchinson	Ulster Defence Association
UDA	An ideological belief that NI become part of a united Ireland

Starter Exercise: *Stopping Terrorism*

Imagine you are a government minister in charge of British security during 'the Troubles.' You have been asked to come up with some ideas on how to stop terrorism in Northern Ireland. What are some suggestions you can think of?

Discuss with your partner

Task 1: Mini Lecture

Listen to the mini lecture and use it to help you fill out the following:

A military approach to counterterrorism is one where…….

An intelligence approach to counterterrorism is one where…….

	Successes/strengths	Failures/weaknesses
Military approach		
Intelligence approach		

Task 2: Uni Level Reading

Extract from Timothy Shanahan (2009) *The Provisional IRA and the Morality of Terrorism*, Edinburgh: Edinburgh University Press, *Chapter 7, pages 169-170*

Internment without trial, authorised by the Civil Authorities (Special Powers) Act of 1922, had been used effectively in Northern Ireland by the British in dealing with internal security threats in 1922–6 (following partition and the Irish Civil War), 1939–44 (World War II), and 1956–62 (the IRA's Border Campaign; O'Boyle 1977). In each of these cases it was applied almost exclusively against Catholics. Internment without trial was re-introduced on 9 August 1971 in an effort to remove suspected IRA volunteers from circulation. By the end of 1971, over 900 Catholic men were being held without trial. Internment without trial ended with the release of the last prisoner on 5 December 1975. During this time, 1,981 people had been interned: 1,874 were Catholic, only 107 were Protestant. Of the 1,590 people interned between 9 August and 15 December 1971, only 18 were eventually charged with criminal offences (Neumann 2003). Tactically, internment was ineffectual in diminishing IRA activity. As quickly as suspected IRA members were taken off the street, additional volunteers took their places. Indeed, shortly after the introduction of internment, Republican News (9 October 1971) carried an article in which the Provisionals gloated over this fact: 'The Republican movement in Belfast extends to her Majesty's forces their [sic] heartfelt thanks for the magnificent recruiting drive that they have held on our behalf'. Politically, internment was a disaster for the British and a boon to the republican movement.1 Because of the perceived sectarian nature of internment, it further alienated the entire nationalist community from the state and its security forces, and in the process garnered support in Catholic neighbourhoods for the IRA. As Ó Dochartaigh (2005, p. 231) notes, 'The comprehensive alienation of huge sections of the Catholic community from the state had the effect of transforming the Republican movement from a small, marginal and conspiratorial group of individuals . . . into a major force within the Catholic community'. Its indirect effects were also far-reaching. It was in the context of a NICRA march against internment on 30 January 1972 that British troops killed over a dozen unarmed demonstrators. Because of Bloody Sunday, in turn, the IRA's ranks swelled with willing volunteers, some of them reasoning 'you were going to be shot anyway so you might as well be shot for something as for nothing' (Ó Dochartaigh 2005, p. 247).

Based on the reading, answer the following questions with the person next to you:

- What approach to counterterrorism is the reading talking about? A military approach or an intelligence approach?

- Does the reading think the approach taken was a good or a bad idea? Why or why not?

Task 3: Class Debate

You will be assigned one approach, either military or intelligence. In your groups, you must come up with a speech arguing why your assigned approach is the best approach to countering terrorism. You can use the rest of this page to make notes

Top tip! Use your successes and failures table above to help you come up with your argument

Notes:

Tutorial 4 – Building Peace

What is the Purpose of Tutorial 4?

- Be able to discuss why there is a debate over the name of the peace agreement in Northern Ireland
- Be able to interpret a source to find information about community actors
- Be able to explain the role of at least one community actor in the peace process

Do-Now

It is the 1980s and 'Sarah' is a new employee with MI5. Her first mission is to stop terrorism in Northern Ireland. What are some of the things that 'Sarah' could do in order to complete her mission? Write your ideas below using bullet points

-
-

Task 1: Mini Lecture

Below is some space for you to take notes during the mini lecture. You should write down anything from the mini lecture that you think might be important to remember. Things to think about are:

- **Words/phrases you haven't heard before and what they mean**
- **Important dates**
- **The names of important people**
- **The most important parts of the Belfast/Good Friday Agreement**

My lecture notes…

Task 2: Group Research Project

Come and pick up a research pack from the front of the class. Each packet focuses on a different community actor in Northern Ireland who played a role in the peace process. In your groups:

- *Read through the source(s) in your packet*
- *Underline/highlight parts of the source that help you understand how this individual contributed to the peace process*
- *Be prepared to explain your case to the rest of the class*

Things to think about when analysing sources:

- The subject of your source
- How they contributed to the peace process in Northern Ireland
- What type of sources were in your packet- do you think they were good/reliable sources?

Tutorial 5 – Borders and Brexit: The Northern Irish Peace Process Today

What is the Purpose of Tutorial 5?

- Be able to explain the significance of the border between Ireland and Northern Ireland
- Interpret a mural depicting the peace process
- Be able to evaluate the state of the peace process by discussing their opinion with a classmate

Do-Now

What do you know about Brexit? Write down any words or thoughts you have below:

Starter Exercise: Mural Messages

Think, Pair, Share! Have a look at the mural you have been assigned. What message do you think it gives about how successful the peace process has been in Northern Ireland? Discuss your ideas with a partner.

Notes:

Task 1: Audio Visual Exercise:

Based on the video you have just watched, write down your answers to the following questions:

1) *Does the video suggest the peace process is going well? Why or why not?*

2) *Why has Brexit caused challenges for the peace process in Northern Ireland?*

Final assignment question: Why has there been conflict in Northern Ireland since 1969? What advice would you give to Boris Johnson to help ensure that there isn't further conflict in Northern Ireland?

Details of the assignment: You are a civil servant assigned to work on Northern Ireland. You have been asked to write a report for the Prime Minister explaining why there has been conflict in Northern Ireland and offering some advice on how to ensure that the peace process remains in place. You must write 2,000 words.

Success criteria – how to structure your assignment and what to include:

Your assignment should include:

An Introduction

In this section, you should briefly explain what your report is about…

- Your introduction should list the points you will discuss in the rest of the essay
- Example: 'In this essay I will explore why there has been conflict in Northern Ireland since 1969. I will argue that….'

Argument paragraph(s)

In this section, you should include your main argument(s) for why there has been conflict in Northern Ireland since 1969.

- ***There are no right or wrong answers!*** It is up to you to decide what arguments you find the most convincing.
- Think about the reasons for both past conflict and more recent conflict following Brexit.
- Each paragraph should be made up of **one** point only.
- Remember **PEEL (Point, Evidence, Explain, Link)**

Advice

In this section you should consider what advice would you give to the Prime Minister to ensure that the peace process remains in place in Northern Ireland. Thinking about the following might help you….

- How has the government responded to violence in Northern Ireland in the past? How successful have those responses been?
- Why might there be a risk of violence in Northern Ireland at the moment?
- Are there particular groups/individuals that you have learnt about during this course who you think are important to maintaining peace?

<table>
<tr><td colspan="2"><u>Conclusion</u>

• This section should summarize what you have discussed in your report.
• Example: 'This essay has argued that……'
• This section shouldn't be too long!</td></tr>
<tr><td>In this assignment, show me that you understand:

• The difference between Nationalism and Unionism
• <u>At least one</u> reason why there has been conflict in Northern Ireland since 1969
• Why the peace process is currently fragile in Northern Ireland</td><td>Show me that you are able to:

• Write clearly by splitting up your essay into different paragraphs
• Provide evidence in support of the claims you make
• Evaluate what you have learnt in this course by considering different reasons for conflict
• Demonstrate originality by providing suggestions to the Prime Minister</td></tr>
</table>

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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