Transport in London, is it fair?

A Key Stage 3 Programme

Pupil Name

Handbook Designed by Dr T. Alaje

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	12-12-2018	3:15 – 4:15	
2	07-01-2018	3:15 – 4:15	St-Ignatius College
3	14-01-2018	3:15 – 4:15	St-Ignatius College
4	21-01-2018	3:15 – 4:15	St-Ignatius College
5	28-01-2018	3:15 – 4:15	St-Ignatius College
6 (Feedback)	11-02-2018	3:15 – 4:15	St-Ignatius College
7 (Feedback)	18-03-2018	3:15 – 4:15	St-Ignatius College

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1		07-01-2018
Tutorial 2		14-01-2018
Tutorial 3		21-01-2018
Tutorial 4		28-01-2018
Tutorial 5		11-02-2018

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 9th August	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Uni Pathways – Pupil Feedback Report

Grade	Marks	Guidance
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 level
3rd	40-49	Performing to a good standard at GCSE level
Working towards a pass	0-39	Performing below a good standard at GCSE level
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

Name of PhD Tutor	Dr Taiwo Alaje		
Title of Assignment	Transport in London, is it fair?		
Name of Pupil			
Name of School	St-Ignatius College, Enfield, London		
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	

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

Learning Feedback Comment 1 - *Knowledge and understanding*	
What you did in relation to this Key Learning Priority	How you could improve in the future

Learning Feedback Comment 2 – *Developing an argument*	
What you did in relation to this Key Learning Priority	How you could improve in the future

Learning Feedback Comment 3 – *Structure and presentation*	
What you did in relation to this Key Learning Priority	How you could improve in the future
Resilience Comment	
How you showed learning resilience during the course	How you could build learning resilience in the future

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Course Rational

This series of tutorials is aimed creating awareness about how different means of transport within the City of London cause air pollution and the impact on the health of children living in the city.

Research carried out in several cities including California and London have confirmed the direct link between air pollution and reduced lung function in children with long-term exposure to air pollution. Sadly, the study carried out in California proved that the extent of the reduction in lung capacity observed in children between 10 – 18 years, is like that seen in children exposed to maternal smoking and worse still, it is permanent.

Reduced lung function makes an individual more prone to respiratory illnesses like occasional wheezing. The most significant long-term impact being that there is a strong link between it and complications and death during adult life. Surely, transport within the city can be fairer.

Major cities around the globe are putting laws in place to control air pollution. These include plans to make using personal cars less attractive and public transport cheaper as well as to stop using diesel and petrol vehicles entirely. The City of London has also taken some steps in this direction. One of such, is the Low Emission Zone and the upcoming Ultra Low Emission Zone which seeks to discourage certain vehicles from going into some areas in the city.

However, considering the continuing risk to health especially for young children, there is more that can be done. Besides, individuals as well as public and corporate organizations also need to be made aware that they have a moral obligation to voluntarily take steps to reduce emissions that come from their means of transport. It is hoped, that with all these measures, we will be able to answer the question, Transport in London, is it fair?

Mark Scheme

Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)
Knowledge and Understanding	All content included is relevant to the general topic and to the specific question/title Good understanding of all the relevant topics. Scientific terms are defined and used accurately throughout Clear justification on how the content included is related to the specific issues that are the focus of the assignment	Most of the content included is relevant to the general topic and to the specific question/title Good understanding of most the relevant topics Scientific terms are used accurately but not always clearly defined. Adequate justification on how the content included is related to the specific issues that are the focus of the assignment	Some of the content included is relevant to the general topic and to the specific question/title Good understanding on some of the relevant topics but occasional confusion on others. Scientific terms are used mostly accurately with occasional confusion and often not defined. Some justification on how the content included is related to the specific issues that are the focus of the assignment
Critical Evaluation/ Problem solving	Moved beyond description to an assessment of the value or significance of what is described Evaluative points are consistently explicit/systematic/reasoned/justified Effective critiques on the reliability of sources provided Consistently demonstrate clear, analytical and logical steps to solving problems	Mostly description but some assessment of the value or significance of what is described Evaluative points are mostly explicit/systematic/reasoned/justified Some evidence of critiques on the reliability of sources provided Some examples of solving problems but not consistently clear, analytical and logical	Only description with minimal assessment of the value or significance of what is described Evaluative points are at times explicit/systematic/reasoned/justified Limited evidence of critiques on the reliability of sources provided Demonstrate clear steps to solving problems but not consistently analytical or logical

Structure and Presentation	Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment The introduction clearly outlines how the essay/report will deal with the issues The conclusion summarises all the main points clearly and concisely All calculations, formulas and methods are clearly structured, clear to follow and correct Tables and graphs are effectively constructed including appropriate headings, units and scales. All sources are referenced correctly in an agreed format	Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment The introduction adequately describes how the essay/report will deal with the issues The conclusion summarises most of the main points clearly Calculations, formulas and methods are mostly structured, clear to follow and correct Most tables and graphs are well constructed Most sources are referenced correctly in an agreed format	Ideas are presented in paragraphs and arranged in a structure The introduction mentions how the essay/report will deal with the issues The conclusion summarises some of the main points clearly Calculations, formulas and methods are not always structured, clear to follow and correct. Some tables and graphs are well constructed but contains some errors Some sources are referenced correctly in the agreed format with occasional errors

KNOWLEDGE ORGANIZER

S/N	Tutorial One
1	Air Pollution – This is the introduction of gases, particles etc into the atmosphere at such a level that it becomes harmful humans, plants and animals. This is caused mainly by human activities.
2	Air Pollutants – These are gases and particles, which when introduced into the air change the natural balance and cause harm
3	Green House Gases – These are gases which when present in excessive amount in the atmosphere can trap and hold heat. E.g. Carbon dioxide and methane. Generally, greenhouse gases are good because without them, our planet will be too cold. But excessive amounts are not helpful.
4	Green House Effect – Gradual increase in the average temperature of the earth's atmosphere
	Tutorial 2
1	Combustion of fossil fuels - This often generates products like soot (very fine carbon particles) from the exhaust, nitrogen dioxide and ozone(both from nitric oxide (NO)) . These are harmful to health.
2	Common air pollutants detrimental to health – Nitrogen dioxide, particulate matter (especially <2.5µm, 200 times smaller than a grain of sand), ozone and sulphur dioxide
3	Air Quality Standards or limits: These are concentrations recorded over a given period that are considered to be safe in terms of what is scientifically known about its effect on health and the environment.
4	Enforcing good air quality: It is the duty of the government of each country to enforce the Air Quality limits for the good of its citizens. Failure to do this can result in adverse health and economic effects.
5	Sources of air pollutants: Major sources of these air pollutants are; road transport(fuel combustion as well as friction from brakes and tyres, and dust from road surfaces) , domestic combustion, (open fires and solid fuel stoves) industrial combustion and energy generation.
	Tutorial 3
	Health impact of air pollution: • worsens symptoms of those already suffering from lung or heart conditions • increases the possibility of getting respiratory infections and being affected by allergens • Permanently reduced lung function in children who are exposed over a long period of time • Can shorten life span
	Why children are more exposed: Children are exposed to a higher burden of pollutants because they have faster breathing rates and they tend to spend more time outdoors, engaged in physical activity. They are also exposed at a stage when the natural disease-fighting systems are less mature, and the lungs are rapidly developing
	Research: Scientific research has established a strong link between long term exposure to air pollution and health effects like reduced long function and wheezing in children.
	Tutorial 4
	Enforcing good air quality: Generally, it is the duty of the government to ensure that air quality standards are kept to by everyone. This they do be making laws that govern the use of the major sources of air pollutants.

	Restriction on means of transport: Because fuel combustion in vehicles (especially diesel) emits a huge amount of air pollutants, many countries are considering laws that will ensure that diesel and petrol cars will no longer be in use after some years. Many (including London) are also limiting which type of vehicles can enter certain areas of the city.
	Moral persuasion: Considering the very clear danger posed by air pollution, it should be possible to convince government agencies, corporate organizations and individuals to sign up to a charter or commitment to take voluntary steps to reduce their emission into the environment.
	Tutorial 5
	LEZ – The Low Emission Zone (LEZ) operates to encourage the most polluting heavy diesel vehicles driving in London to become cleaner. The LEZ covers most of Greater London and is in operation 24 hours a day, every day of the year.
	ULEZ: An Ultra-Low Emission Zone is a defined area within which all vehicles will have to meet strict emission requirements or face a daily charge to travel. It will mainly cover central London beginning from April 2019. It will extend outwards on 25 October 2021.

Tutorial One – Air pollution in major cities and its impact on health and the environment

Activity 1

I. What can you see in the picture?

II. What do you think happened?

III. Why do you think this happened?

Objectives of the Tutorial

1. To know what an air pollutant is
2. To understand air pollution and why it may be worse in a large city
3. To understand the harmful impact of pollution on the environment and children's health

Discuss the following questions in pairs
What is an air pollutant?

How will you define air pollution?

Activity 2

Considering the definition of air pollution, can you think of why this will be more chronic in major cities? Take two minutes to think about this, then in groups of three, discuss your answer for five minutes. We will then hear from each group. You will have time to write after the discussion.

Greenhouse gases and global warming

Activity 3a

Below is the picture of a green house. Can you write down three things you know about it?

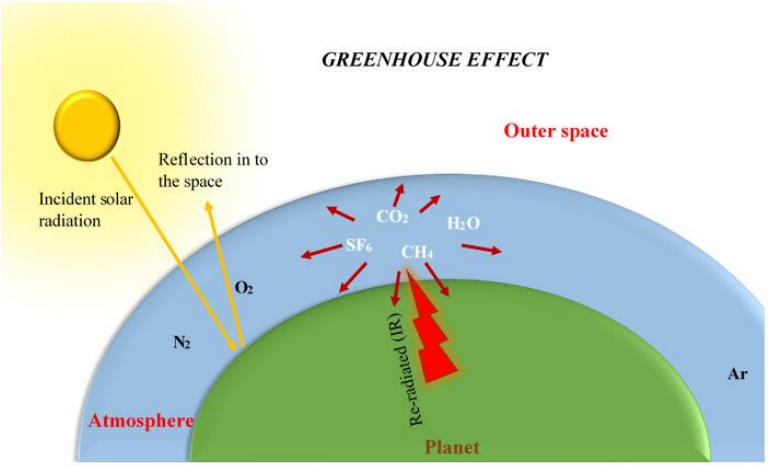
I. .....

II. .....

III. .....

Activity 3b

In pairs, discuss the picture below and list three things you can observe



I. .....

II. .....

III. .....

Activity 4
Whole Group Discussion
Who will have a larger lung, a child born in central London or a child born in a village in Cumbria? Why?

Baseline Assignment: Write a 200 -word essay to explain why you think air pollution is becoming a major challenge for large cities, what are the impacts on the environment and health and what you think can be done to prevent or minimize this? In groups of two, prepare a two-minute presentation or video aimed at persuading the head teacher to encourage staff to ride bicycles rather than drive to work.
You will be assessed on how well you display your knowledge and understanding of air pollutants and pollution, how you develop your argument and how you structure and present your write-up. You will also be assessed on spelling, grammar, and punctuation.

Useful links
https://eschooltoday.com/pollution/air-pollution/what-is-air-pollution.html

https://www.blf.org.uk/your-stories/car-fumes-are-damaging-my-childrens-lungs

https://www.cleanairday.org.uk/air-pollution-and-children
https://climatekids.nasa.gov/greenhouse-cards/

Tutorial Two – Common Air Pollutants in Large Cities and their Sources

Activity One

Source : https://www.geograph.org.uk/photo/5680633

Take a critical look at the picture for a minute, then in pairs come up with three sources of air pollution

i.
ii.
iii.

Can you guess what the pollutants from these sources will likely be?

Objectives of the Tutorial

1. To know the common air pollutants in large cities
2. To identify the significant sources of these common air pollutants
3. To Understand why we have allowable limits and how they are set

According to the World Health Organization (2018), pollutants with the most reliable evidence for public health concern include particulate matter (PM), ozone (O_3), nitrogen dioxide (NO_2) and sulphur dioxide (SO_2).

Activity 2

Read through the material you will be given critically, then in pairs, extract the following for each pollutant. The first one will be done with the teacher.

Particulate Matter

Brief Definition

Major Sources

Ozone
Brief Definition

Major Sources

Nitrogen Oxides
Brief Definition

Major Sources

Sulphur Dioxide
Brief Definition

Major Sources

Activity 3
Think for 2 minutes on why we have **allowable limits** for air pollutants then in pairs discuss your opinion for 3 minutes. You may only write after the group discussion.

Why do we have allowable limits for air pollutants?

How do you think these allowable limits are determined? Discuss these also in the same pairs for 3 minutes. A student from each pair will share their opinion with the group?
How are allowable limits determined?

From the material you will be given, in pairs extract the allowable limits for the major air pollutants in England.

Pollutant	Hourly limit	Daily limit	Annual limit

How do you think the society should enforce these limits?

Practice: The students will practice how to structure the essay assignment for this tutorial

Assignment

Write a brief essay (not more than 300 words) on the major air pollutants; discuss their sources, their allowable limits, what function the limits serve and how they are enforced. Do feel free to express your opinion in the write up.

You will be assessed on how you well you display your knowledge and understanding of pollutants, their sources and how their allowable limits are enforced (or should be enforced); how you develop your argument and how you structure and present your write-up. You will also be assessed on spelling, grammar, and punctuation.

Useful links

https://uk-air.defra.gov.uk/assets/documents/What_are_the_causes_of_Air_Pollution.pdf

http://ec.europa.eu/environment/air/quality/standards.htm

https://consult.defra.gov.uk/environmental-quality/clean-air-strategy-consultation/user_uploads/clean-air-strategy-2018-consultation.pdf

https://uk-air.defra.gov.uk/air-pollution/uk-eu-limits

Tutorial 3: The impact of Air Pollution on Children's health

Activity 1

Source : http://www.geograph.org.uk/photo/4871800

According to investigations carried out by the Guardian Newspaper and Greenpeace (Laville *et al.*, 2017) St Paul's Whitechapel Church of England Primary School (pictured above) in Tower Hamlets is within 150 metres of a road emitting 85.31µg/m^3 of nitrogen dioxide. This is more than twice the allowable annual exposure limit of 40 µg/m^3. Think for 2 minutes about the implication of this for the children in the school. Discuss this is in pairs for 5 mins. You will be asked to share your thoughts with the whole group after which you can write.

Objectives

1. To know the negative impacts of air pollution on public health
2. To understand why children are more likely to be affected by the high level of air pollutants.
3. To explain research that has been carried out on the health implications for children living in areas with air pollution.

Activity 2

Look at the illustrations in the document "Clean Air Strategy" (DEFRA, 2018) which shows various air pollutants, their sources and health impacts. Consider them for 2 minutes and then in pairs extract what the health effect(s) of each pollutant will be. The teacher will do the first one.

Particulate Matter

Ozone

Nitrogen Oxides

Sulphur Dioxide

Activity 3
Children are exposed to a higher amount of pollutants because they have faster breathing rates and they tend to spend more time outdoors, engaged in physical activity. They are also exposed at a stage when the natural disease-fighting systems are less mature, and the lungs are rapidly developing (Chen *et al.*, 2015).

Read the above passage very critically and reflect on it. You will be required to close your workbook after 5 minutes and to discuss what you understand first in pairs and then with the whole group.
You can write your thoughts in your own words only after the group discussion.

Activity 4

Below is an extract from the Sunday Times of October 25, 2015 (Leake, 2015).

Pollution stunts children's lungs

The growth of children's lungs is being stunted by the high levels of air pollution in parts of Britain's cities, a pioneering study has found. The children aged 8 and 9 and living in areas with high levels of particulates and nitrogen dioxide (NO_2) from diesel cars have up to 10% less lung capacity than normal.

They face the prospect of a permanent reduction in lung capacity and an increased risk of lung diseases such as asthma and bronchitis, according to the scientists.

"The data shows that traffic pollution stops children's lungs growing properly," said Ian Mudway, a respiratory toxicologist at King's College London.

"The evidence suggests that by 8-9 years old, children from the most polluted areas have 5-10% less lung capacity and they may never get that back."

The researchers examined the lung function of 400 children a year at 25 schools across east London. Over six years they assessed about 2,400 in total, from a range of locations, so that different levels of pollution could be compared.

The key finding was a direct correlation (link) between air pollutant exposure and reduced lung growth, said Professor Chris Griffiths, a principal investigator at the Medical Research Council and Asthma UK Centre in Allergic Mechanisms of Asthma, who led the research.

Below is an extract from a scientific journal (Gauderman *et al.*, 2004) the research was carried out in the USA

Background

Whether exposure to air pollution adversely affects the growth of lung function during the period of rapid lung development that occurs between the ages of 10 and 18 years is unknown.

Methods

In this prospective study, we recruited 1759 children (average age, 10 years) from schools in 12 southern California communities and measured lung function annually for eight years. The rate of attrition was approximately 10 percent per year. The communities represented a wide range of ambient exposures to ozone, acid vapor, nitrogen dioxide, and particulate matter.

Conclusions

The results of this study indicate that current levels of air pollution have chronic, adverse effects on lung development in children from the age of 10 to 18 years, leading to clinically significant deficits in attained FEV 1 (Forced expiratory volume in 1 second (FEV1) is the volume of air that can forcibly be blown out in one second, after full inspiration) as children reach adulthood.

Study the two extracts for 15 minutes. For the next 10 minutes,

I. Discuss the present implications of these results for children.

II. How do you think this can affect the future of children living in these areas?

III. Comment on the fact that these two studies were carried out in two different geographical areas.

Assignment

Write an essay of not more than 250 words discussing the exposure of children to pollutants well above the allowable limits. Also, discuss the research findings that show that children are at risk of various health problems due to their exposure to air pollutants. Please do a search on the internet for other health challenges children may encounter when they are exposed to air pollutants.

You will be assessed on how you well you display your knowledge and understanding of the effects of air pollution on the health of children, how you develop your argument and how you structure and present your write-up. You will also be assessed on spelling, grammar, and punctuation.

Useful links

https://consult.defra.gov.uk/environmental-quality/clean-air-strategy-consultation/user_uploads/clean-air-strategy-2018-consultation.pdf

https://friendsoftheearth.uk/clean-air/what-are-health-effects-air-pollution-children

http://www.euro.who.int/en/data-and-evidence/evidence-informed-policy-making/publications/hen-summaries-of-network-members-reports/what-are-the-effects-of-air-pollution-on-childrens-health-and-development

TUTORIAL 4: What other cities are doing to reduce the impact of human activities on the environment

Activity 1
News Headline
Ban on big diesel cars stays (in New Delhi), Supreme Court says – The Indian Express, January 6 2016 (Anand, 2016).

New Delhi has one of the worst air pollution records in the world. Think about this judgment for 2 minutes. Why do you think it was necessary? What do you think will be the impact on the society generally and children in particular?

Objective

1. To know what other cities are doing to address the challenge of air pollution.
2. To understand how these best practices can be applied to the situation in London.

Activity 2
Freiburg (Vidal, 2016)
Freiburg in Germany has 500km of bike routes, tramways, and a cheap and efficient public transport system. One suburb, Vauban, forbids people to park near their homes and makes car-owners pay €18,000 for a space on the edge of town. In return for living without a car, people are offered cheaper housing, free public transport, and plentiful bicycle spaces.

Each car in London costs NHS and society £8,000 due to air pollution (over its lifetime), for diesel cars, this can be double (5).

I. Critically discuss the advantages and disadvantages of the approach by the city of Freiburg.
II. Considering the cost of air pollution, do you think this is workable in London?
III. What do you think will be the likely challenges of implementing this in London? Take 5 minutes to think about this and then discuss in pairs for 10 minutes. One person from each pair will share their opinion with the group. Only write after the group discussion.

Advantages

Disadvantages

Can this be implemented in London and what will the likely challenges be?

Activity 3
The Netherlands (Vidal, 2016)
Politicians want to ban the sale of all petrol and diesel cars from 2025, allowing only electric or hydrogen vehicles. The proposed new law would allow anyone who already owns a petrol or diesel car to continue using it. Most cities encourage bicycle use.

What do you know about electric and hydrogen vehicles? In pairs list 5 ways in which this will reduce air pollution.

Activity 4

There is a moral side to air pollution. If we know that our activities are causing harm to our children, should we need a government-enforced law before we change our lifestyles? Do you think this will be a practical approach to controlling air pollution in London? Think for 5 minutes and then discuss in groups of two for five minutes. Each group will present their resolutions. You can write after the general discussion.

Assignment

Take a critical look at all the cities earlier mentioned (you may wish to add more) and what they are doing to reduce air pollution. Bring all these ideas into one combined plan of action for eliminating air pollutants. Give a detailed analysis of why it will work and what will be the likely challenges. The plan of action should not exceed 300 words. You will be assessed on how you well you display your knowledge and understanding of the different solutions, how you develop your argument and how you structure and present your write-up. You will also be assessed on spelling, grammar, and punctuation.

Useful links

https://www.theguardian.com/environment/2016/may/17/how-are-cities-around-the-world-tackling-air-pollution

https://www.dw.com/en/five-ways-to-improve-air-quality-in-our-cities/a-37149216

http://urbanaccessregulations.eu/low-emission-zones-main/what-else-is-being-done-to-reduce-air-pollution

https://tfl.gov.uk/modes/driving/ultra-low-emission-zone

Tutorial 5: The present environmental situation in London and possible modifications

Activity 1

According to research carried out in 2014 (Wood *et al.*, 2015)

"The London LEZ (Low emission zone) has not significantly improved air quality within the city, or the respiratory health of the resident population in its first three years of operation."

What do you understand by the Low Emission Zone? Why do you think this failed to address the problem of air pollution? Think about this for 5 minutes considering all you have learned about air pollution. Discuss in pairs for the next 5 minutes. Share your ideas with the group. One reason was given by the Financial times

"Although the total number of vehicles entering central London has fallen by about 30 per cent since the congestion charge was introduced, the number of private hire vehicles entering central London – where they are exempt from the charge – has more than quadrupled over the same period"

Objective

1. To understand where London is concerning air pollution
2. To fashion out a likely plan for the city that will address air pollution

Activity 2

In the next 5 mins, read the extracts explaining the present air pollution status of the city of London. In pairs, discuss the present efforts of the government (5 mins). Share your thoughts with the group.

Activity 3

In groups of three, identify 5 significant pathways through which air pollution is caused in London and possible solutions.

Final Assignment

Take a critical look at the air pollution challenge in London and its impact on the health of children. You will carry out two tasks which are as follows;

1. Being a child who may likely be affected, write a letter to the Mayor expressing your concern and proposing possible steps that the city can take to reduce its air pollution burden. This should not exceed 1000 words. (70%)
2. In addition, you are persuaded that the corporate organizations also have a moral obligation to reduce emissions from their vehicle fleet as well as their operations. The British Institute of Directors (a business organisation for company directors, senior business leaders and entrepreneurs in the UK) has invited you to

make a 10-minute presentation aimed at persuading them to take immediate action. This you will do in groups of two. (30%)

Guidelines

Task 1 (70 marks)

a) The letter should include enough details to show that you have a good knowledge of the situation. You may use any of the previous write-ups from tutorials 1 – 4.
b) It should have
   - ✓ An introduction where you give the background of the problem. (10 marks)
   - ✓ The main body that can be divided into three paragraphs. Paragraph one may cover the different types of air pollutant and their sources. Paragraph two the impact of outdoor air pollution on the health of children and paragraph three what you propose the Mayor can do to save children in London from this ongoing danger. (45 marks)
   - ✓ A conclusion to summarise all that you have said. (15 marks)

Task 2 (30 marks)

a) The presentation should be very persuasive and backed up with facts.
b) You will need to so present the case that the directors can feel the pain of the child out there. (5 marks)
c) We will love to see figures and data that will convince the corporations that there is a role they can play. (5 marks)
d) You may wish to include what the City of London is already doing and why you are worried that this may not be sufficient. (5 marks)
e) You may also wish to state in very clear terms steps they need to take. (5 marks)
f) The presentation itself will be 10 marks.

Useful links

https://www.newscientist.com/article/dn28100-londons-low-emission-zone-fails-to-improve-air-quality/

https://www.ft.com/content/9c2b9d92-a45b-11e8-8ecf-a7ae1beff35b

Tutorial 6 – Feedback tutorial

Final assignment feedback

What I did well…	What I could have improved on…
•	•
•	•
•	•

Five things I will do to improve on this draft are

Tutorial 7 – Feedback tutorial

What is the Purpose of Tutorial 7?

- To share examples of best practice with the other pupils in your group.
- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

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?
• • •	• • •

REFERENCES

Anand, U. (2016) 'Ban on big diesel cars stays, Supreme Court says get us data on polluting fuel', *The Indian Express*, 6 January. Available at: https://indianexpress.com/article/cities/delhi/supreme-court-upholds-ban-on-sale-of-large-diesel-cars-in-delhi/ (Accessed: 6 November 2018).

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DEFRA (2018) *Air quality: draft Clean Air Strategy 2018*. Department for Environment Food & Rural Affairs. Available at: https://consult.defra.gov.uk/environmental-quality/clean-air-strategy-consultation/user_uploads/clean-air-strategy-2018-consultation.pdf.

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Vidal, J. (2016) 'How are cities around the world tackling air pollution?', *The Guardian*, 17 May. Available at: https://www.theguardian.com/environment/2016/may/17/how-are-cities-around-the-world-tackling-air-pollution.

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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 I 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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Transport in London, is it fair?

A Key Stage 3 Programme

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