Researchers in Schools

Defeating Alzheimer's, the memory thief; Super Scientists to the Rescue.

Key Stage 4 Programme

Pupil Name

Coursebook Designed by **Dr. C Oluwadare**

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1: What is Alzheimer's disease?	Monday 2nd December 2019	12.00 - 3.45pm	Senate House London
2: What is the impact of Alzheimer's disease	Friday 17th January 2020	3.30-4.30 pm	Chiltern Academy Library
3: Will we ever find a cure?	Friday 24th January 2020	3.30-4.30 pm	Chiltern Academy Library
4: Does this treatment option work?	Friday 31st January 2020	3.30-4.30 pm	Chiltern Academy Library
5: What methods can we use to present our data?	Friday 7th February 2020	3.30-4.30 pm	Chiltern Academy Library
6 (Feedback)	Friday 28th February 2020	3.30-4.30 pm	Chiltern Academy Library
7 (Feedback)	Friday 13th March 2020	3.30-4.30 pm	Chiltern Academy Library

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assignment	Thursday 12th December 2019
Tutorial 2	Write a short essay stating the What, How, Who, and When of Alzheimer's disease.	Thursday 23rd January 2020
Tutorial 3	Homework title: What is the impact of AD on the individual family and society?	Thursday 30th January 2020
Tutorial 4	Homework title: Read the excerpts	Thursday 6th February 2020
Tutorial 5	Draft Final assignment	Friday 14th February 2020

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 6th March	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

How would you feel if everyone forgot your most embarrassing moment? Fantastic I'm sure. Now think about how would you feel if you woke up one morning and your parents or grandparents couldn't remember you? Not so great, right? That's because our memories are an important part of who we are. As great as it would be to forget the bad memories, we have no control over which things we forget. So that means we could forget the good, the bad and the things that make us who we are. However, as much as we try to keep all our memories, there are diseases that can cause all our memories to disappear. One of these diseases is Alzheimer's. Alzheimer's disease is a neurological disorder which leads to a loss of memory and a decline in our ability to think. During this course you will learn the difference between Alzheimer's and normal forgetfulness. You will also be able to identify what causes the disease, and what people are most at risk of getting it. Finally, you will learn about the treatments that are currently available and assess data (statistically) to identify if a "treatment" strategy is successful.

By taking this course you will gain a better understanding of how and why research is conducted. You will also develop core skills of research and critical analysis which are essential to your success at university.

Uni Pathways Mark Scheme 2019 – problem-set assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	○ All content included and materials used are relevant to the general topic and to the specific question/title ○ Good understanding of all the relevant topics. ○ Technical terms are defined and used accurately throughout ○ Clear justification of how the material and 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 ○ Technical terms are used accurately but not always clearly defined. ○ Adequate justification of 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	○ The content included and materials used are not applied to the question/title in a relevant manner ○ There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	○ Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly ○ Data is effectively analysed, and appropriate assumptions/conclusions are reached ○ Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas	○ Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly ○ Data is analysed and the assumptions/conclusions that are reached are mostly appropriate ○ Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas	○ Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly ○ There is an attempt to analyse data is and draw assumptions/conclusions ○ Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas	○ Data is presented largely without analysis	
	Developing an argument	○ Argument/proof is <u>exceptionally</u> well-developed and well-justified ○ Uses content from the tutorials in an unfamiliar context and does so accurately and confidently.	○ Argument/proof is <u>clear and well-developed,</u> and position is justified ○ Uses some content from the tutorials in an unfamiliar context, but not always accurately	○ Argument/proof is <u>clear but not well-developed</u> ○ Limited use of content from the tutorials in other contexts	○ Sometimes the argument/proof is not clearly established ○ Limited use of content from the tutorial and often inaccurately	
	Critical evaluation	○ Effectively critiques the problem set and effectively establishes a thorough response to it	○ Some evidence of critiquing the problem set and establishes a reasonable response to it	○ Limited evidence of critiquing the problem set and establishes a response to it that has some coherence	○ The problem is explored in the work but without explanation	

Written communication	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	○ Ideas are presented in paragraphs but there is a lack of structure in how the work is presented ○ The work lacks an introduction that establishes the scope of the question ○ The work lacks a conclusion that summarise the main points raised ○ Work is not referenced accurately	
	Language and style	○ No spelling, grammar or punctuation errors ○ Writing style consistently clear, tone appropriate and easy to follow ○ Accurate and consistent use of technical language and vocabulary	○ Minimal spelling, grammar or punctuation errors ○ Writing style mostly clear, tone appropriate and easy to follow ○ Some attempts of using technical language and vocab alary, but not always accurate	○ Some spelling, grammar or punctuation errors ○ Writing style moderately clear, tone appropriate and easy to follow ○ Use of simple language and vocabulary effectively but struggles to use technical language	○ There are a significant number of spelling, grammar and punctuation errors ○ Use of simple language and vocabulary effectively but a lack of technical language	

Overall Mark for written element (average of the 6 marks from the criteria above)/100	
	+
Problem Set mark/100	
	÷ 2
Final mark/100	

Baseline Assignment (problem-set): 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

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Problem Set	
Comment	*mark*

Final Assignment (problem-set): 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
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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

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*
Problem Set			
			mark

Subject Vocabulary

Word	Definition	In a sentence
Memory	Something we have learnt, people we have met or things that have happened that our brain stores until we need to remember.	
Alzheimer's disease	A neurodegenerative disease that makes people lose their memories.	
Neuro-	Anything that affects the brain.	
Degenerative disease	A disease that gets worse over time	
Neurodegenerative disease	A disease that causes people's brain to lose function over time.	
Symptom	A sign that someone has a particular disease	
Risk factor	People who fit into this category are more likely than others to get the disease	
Cognitive Decline	Reduction in the ability to think, remember and understand things.	

Some space has been left above, to enable you to add keywords to your personal glossary.

Tutorial 1 – What is Alzheimer's disease?

What is the Purpose of Tutorial 1?

The brain is a very complex system that controls the entire body. It is like a big computer that processes all the information that it receives from the senses and body and uses it to control our movement, breathing, thinking and even our emotions. Most importantly, our brain contains our thoughts and memories which are the things that make us who we are. Unlike computers, our brains will never run out of space for our memories. However, as people get older there are things that can cause the brain to "delete" or permanently remove some of our treasured memories. Alzheimer's disease is a terrible disease that causes people to lose their precious memories, and their identity. This tutorial will explain what Alzheimer's disease is and how it makes people lose memories. You will begin to understand where it happens in the brain and why it gets worse over time. We will also discuss who it happens to, when it happens and why it happens at all?

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

- State the differences between normal forgetfulness and Alzheimer's disease.
- Define what Alzheimer's disease is to my partner.
- State the following keywords and their definitions: Alzheimer's, Neurodegenerative, Cognitive Decline and Amyloid Beta.

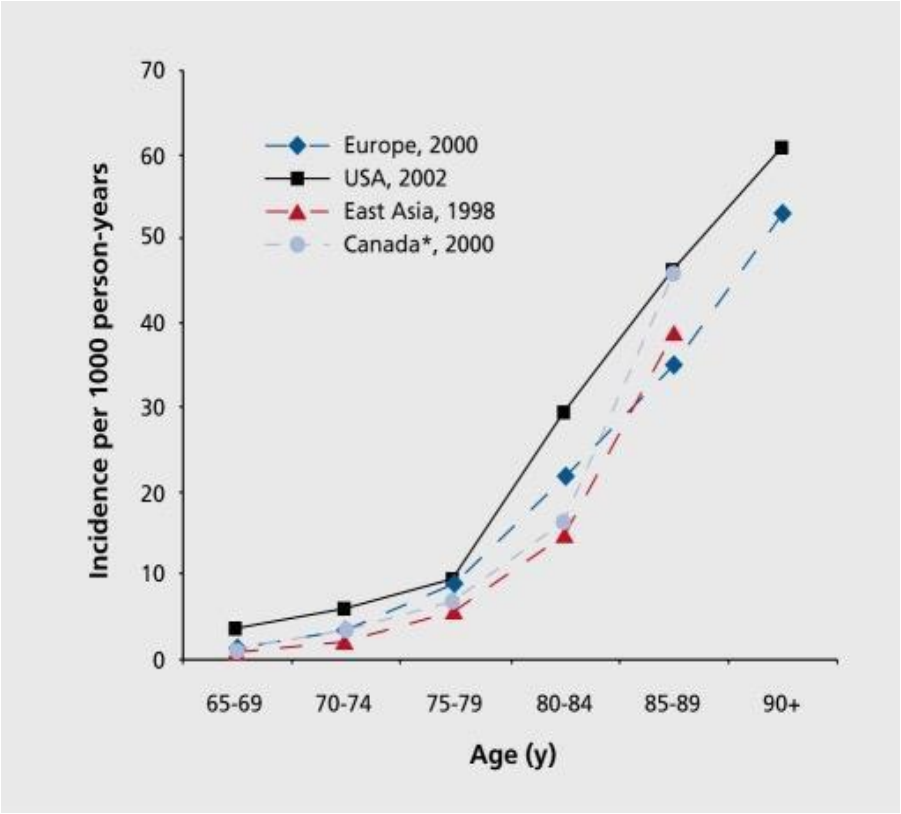
Activity 1-Fill in the blanks

Alzheimer's disease is a ……; which means it gets worse over time. The main symptom is …… loss. People with Alzheimer's often forget important people and memories in their lives. Other symptoms of Alzheimer's disease include …… which means difficulty finding the right words, getting lost, losing things, difficulty handling money, taking longer to complete tasks, mood swings, and personality changes. The major risk factor for Alzheimer's disease is …… AD affects approximately…… of people over the age of years. …….. people were living with dementia in 2010, a number that is set to quadruple to by 2050. There is currently …… for the disease.

Keywords:

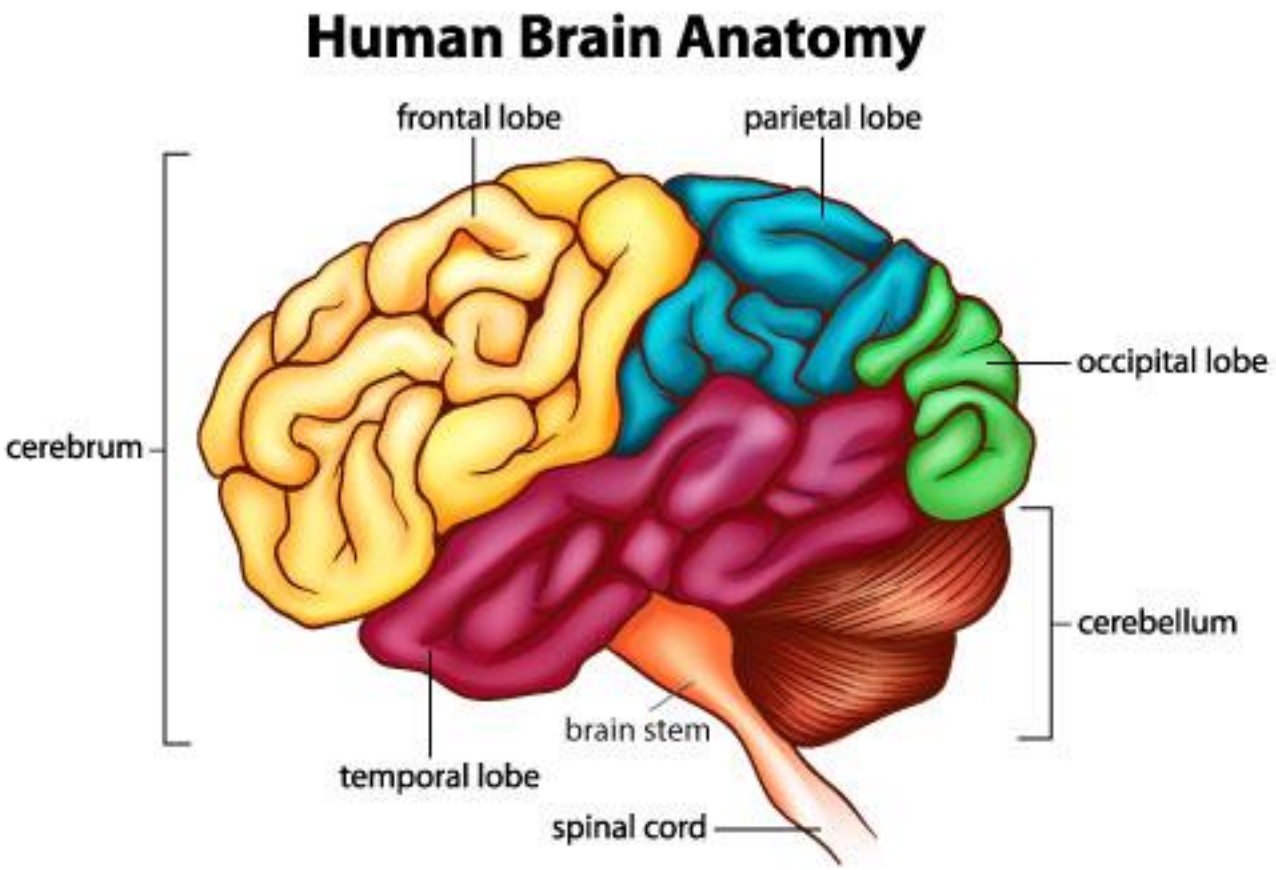
Memory sixty-five eighty-five forty no cure a cure age Neurodegenerative disease 35.6 million 700 thousand 115.4 million 2.8 million aphasia five

Activity 2- What does this graph say about the incidence of AD?



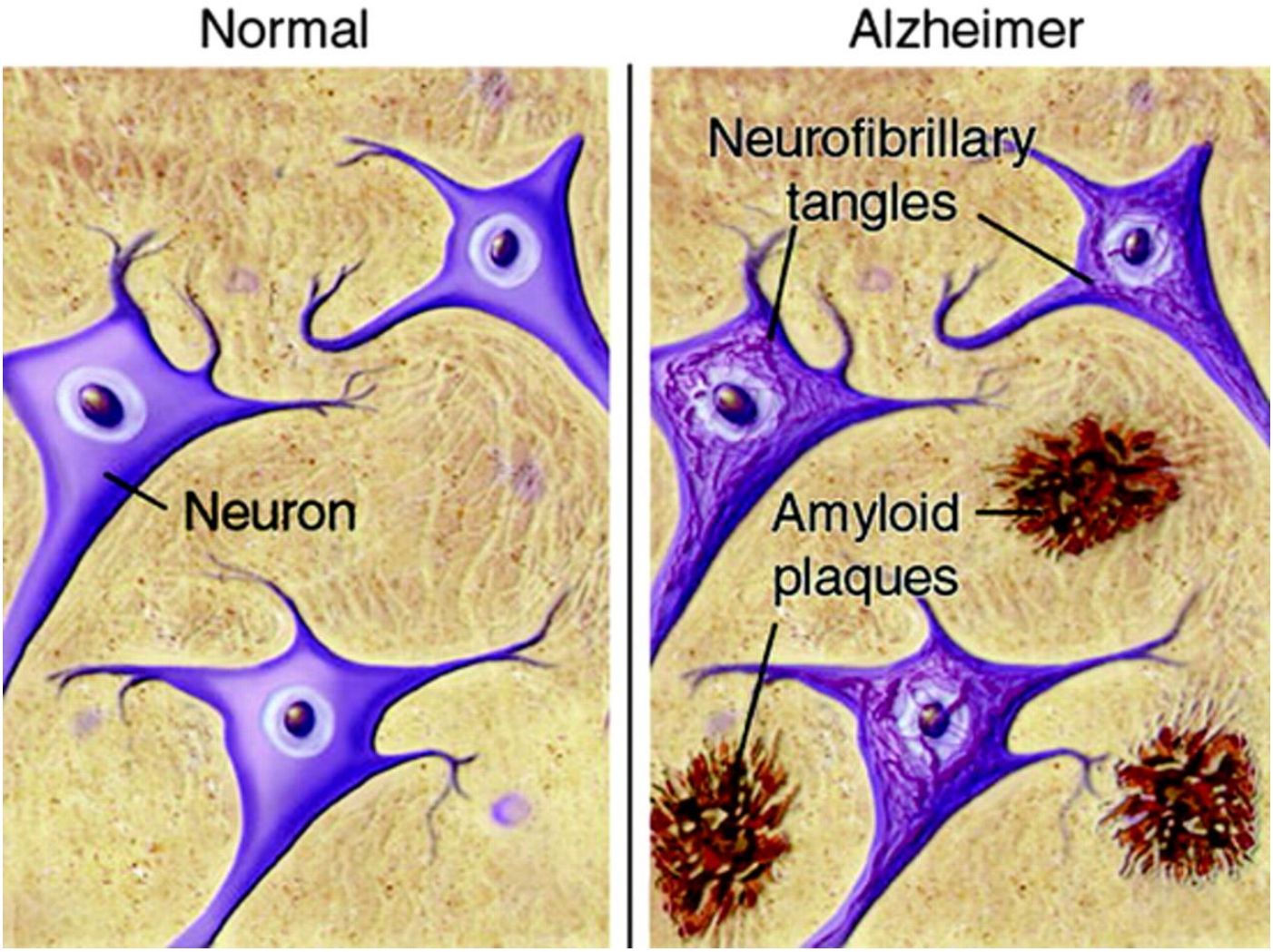
Make sure to include data from the graph and compare the individual regions in your answer.

Activity 3- Where in the brain?



For this activity, match up the regions of the brain to areas you think might be impacted in Alzheimer's disease.

Activity 4- Amyloid the memory thief.



To find out what caused this disease, studies were carried out on the brains of people with Alzheimer's after they had passed away. A scientist known as Alois Alzheimer discovered that two things were always present. Extracellular plaques made of a protein called amyloid beta and neurofibrillary tangles inside the cell made of a different protein, called Tau. Alzheimer also found that these proteins (pathologies) were most present in a region of the brain known as the hippocampus, which is now known to be our memory centre.

Why do you think the discovery of Amyloid Beta in the hippocampus is important in our understanding the disease?

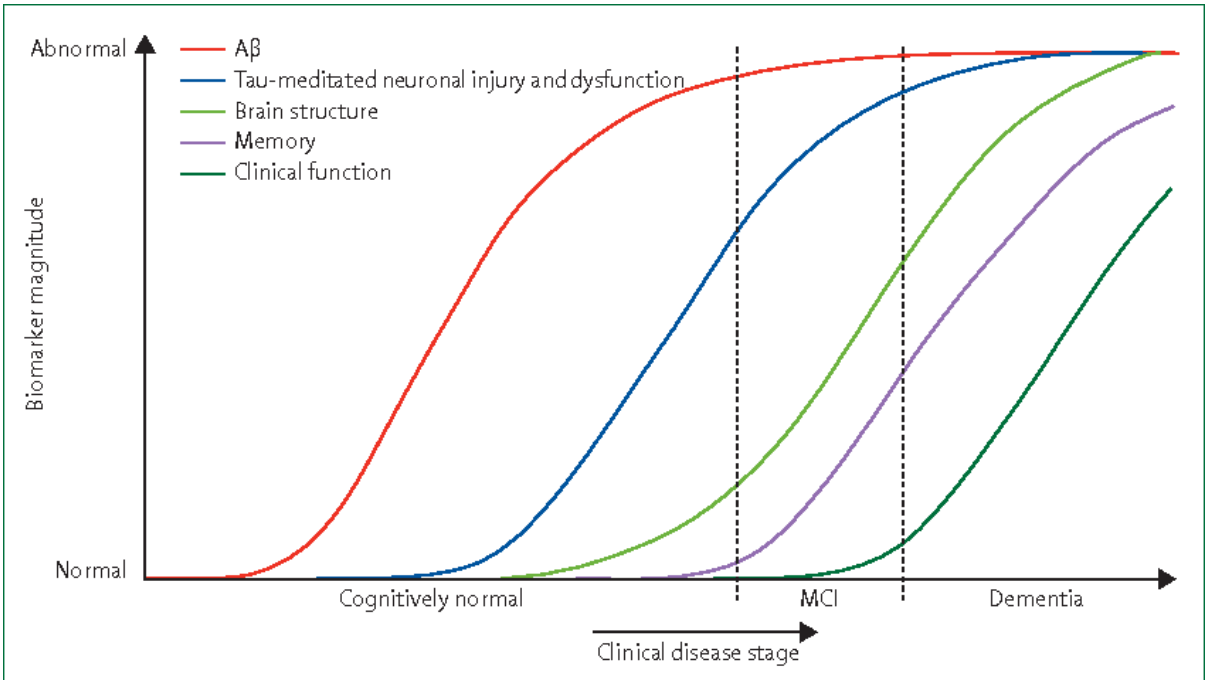
Homework – Baseline Assessment

Write a short essay stating the What, How, Who, and When of Alzheimer's disease.

Baseline assignment instructions:

For this task you will:

1. Define **WHAT** Alzheimer's disease is making sure to give examples of its symptoms.
2. Explain **HOW** it is caused by Amyloid Beta. You may use the graph below.



3. Describe **WHO** it happens to and explain **WHEN** the disease occurs in their life.
4. Explain why you think the incidence increases with age.

Success Criteria:

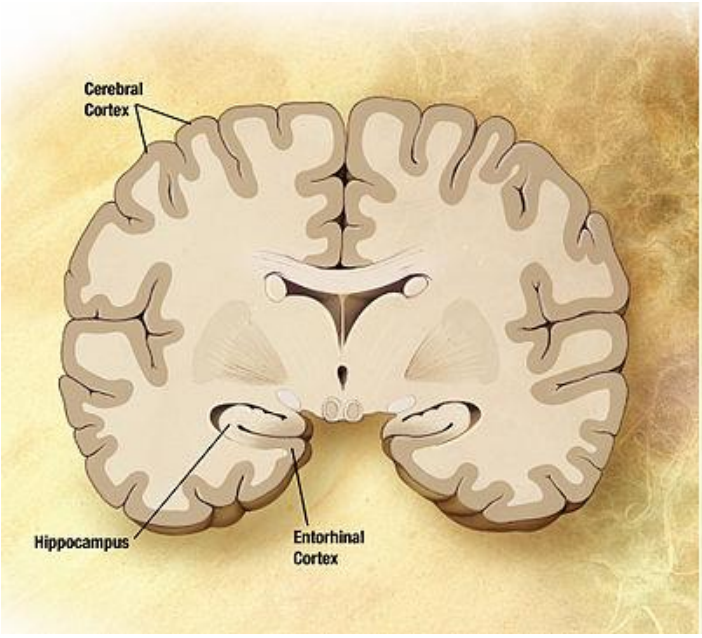
You must write in clear sentences.

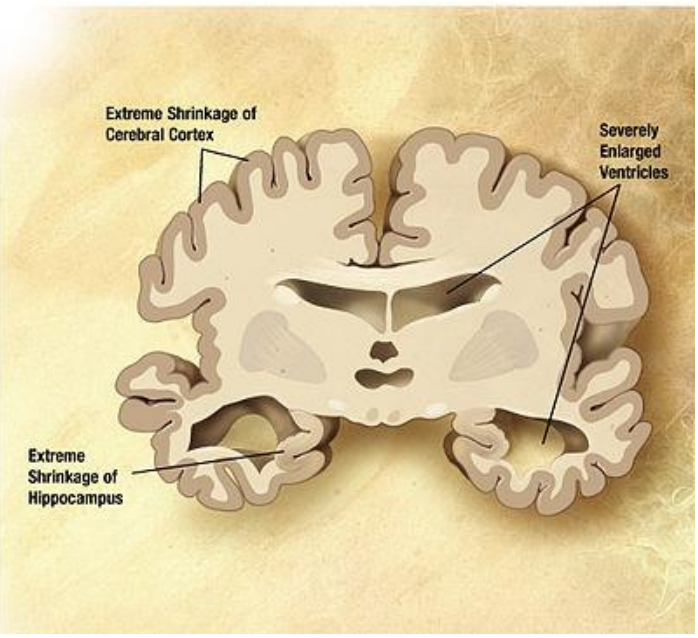
All work must be neatly presented

Give at least 2 examples to back up your argument

You must use the graph (accurately) to strengthen your argument

Tutorial 2 – What is the impact of Alzheimer's disease on the individual, the family and society?





Alzheimer's is a devastating disease, but we often think about the science alone and ignore the real-life effect of the disease on individuals and their families.

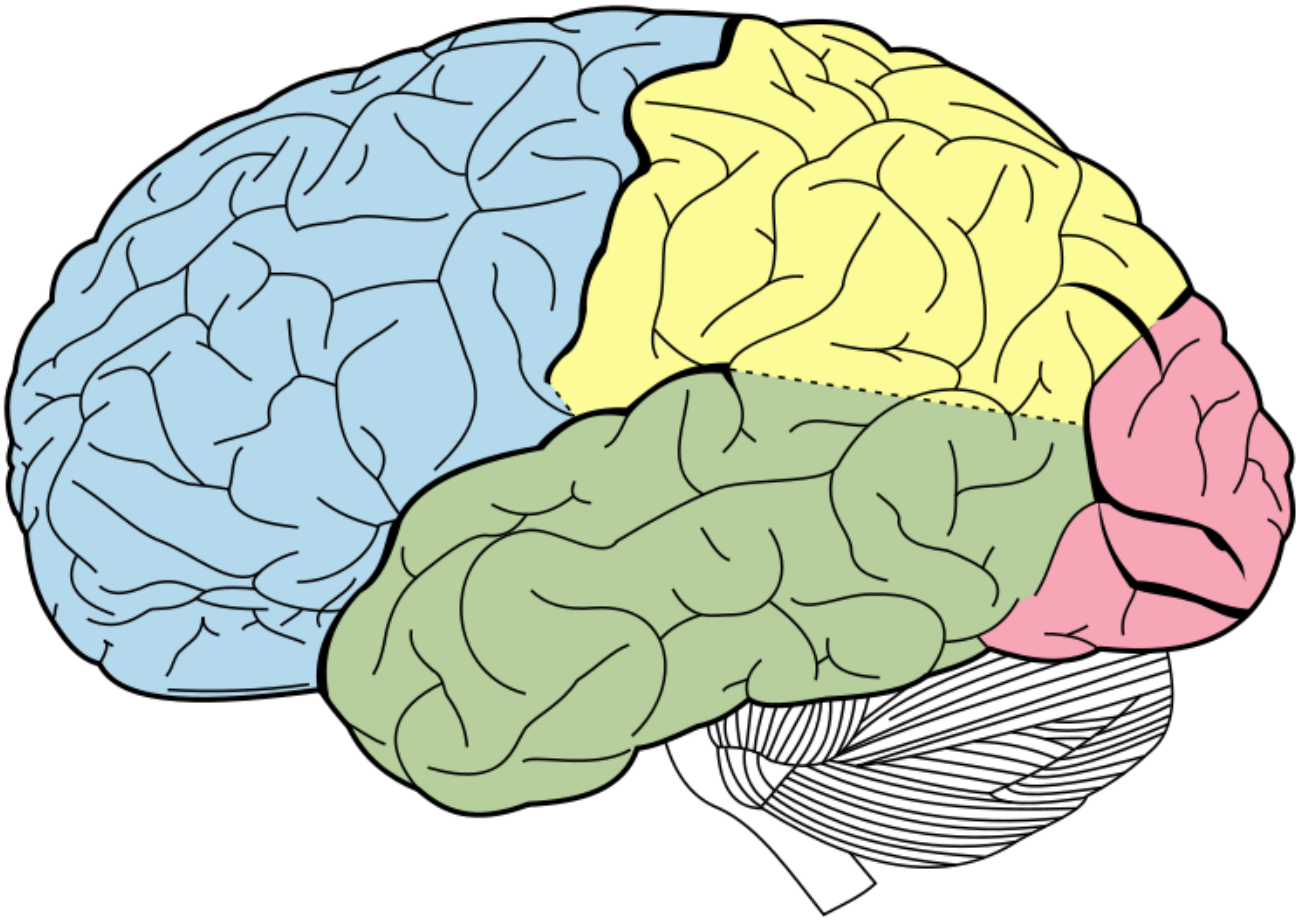
The main symptoms of the disease are memory loss. What does this mean in a family when people begin to forget their children and loved ones? During this tutorial we will discuss the pathology behind the symptoms and how it manifests behaviourally.

What is the Purpose of Tutorial 2?

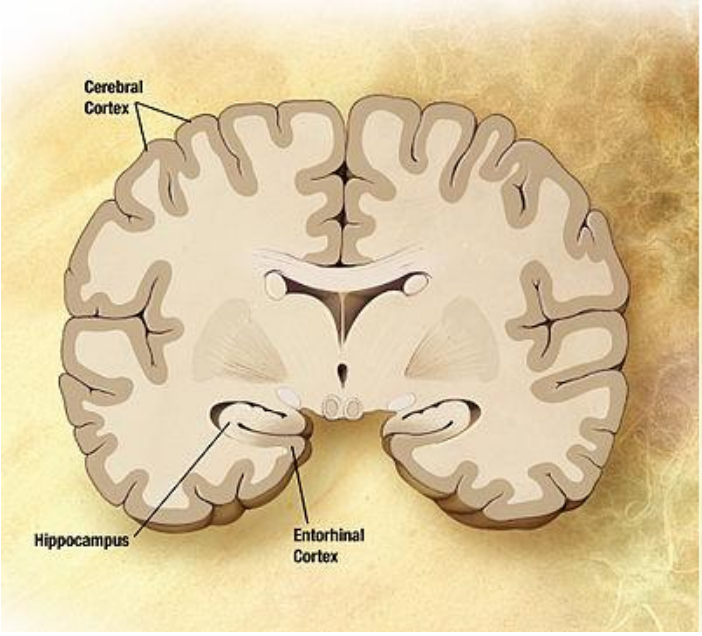
By the end of this tutorial I will be able to…

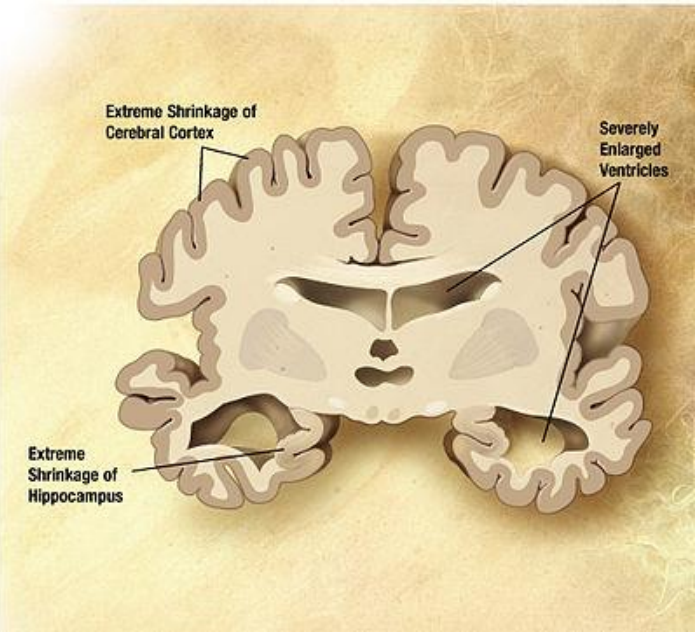
- Name four common symptoms of Alzheimer's (AD) and give examples of how the symptoms show up in real life situations.
- Explain how families and healthcare workers help people with Alzheimer 's disease.

Activity 1- Pin the amyloid on the brain.



Activity 2- What happens in the brain?





For this activity you will describe the difference between the brain section on the left and the right. Next, using your knowledge of the regions of the brain, discuss in pairs what the impact of the brain section on the right is on our normal human functions.

Activity 3- What impact did Alzheimer's have on the following people?

During this activity describe what you notice in the videos.

Video 1

Video 2

Video 3

Homework title: What is the impact of AD on the individual family and society?

Instructions

Make sure you use examples from the video and relate it to the causes and symptoms.

Success Criteria:

You must write in clear sentences.

All work must be neatly presented

Give at least 2 examples to back up your argument

Tutorial 3 – Will we ever find a cure?

What is a cure?

A cure is a drug that ends a medical condition. If we found a cure for Alzheimer's disease, then older people would never have to lose their ability to think, nor forget their precious memories and loved ones. To develop a cure, you first need to understand the mechanisms of the disease. During this tutorial we will discuss the four main mechanisms that play a role in causing Alzheimer's disease and the potential cures that target these mechanisms.

What is the Purpose of Tutorial 3?

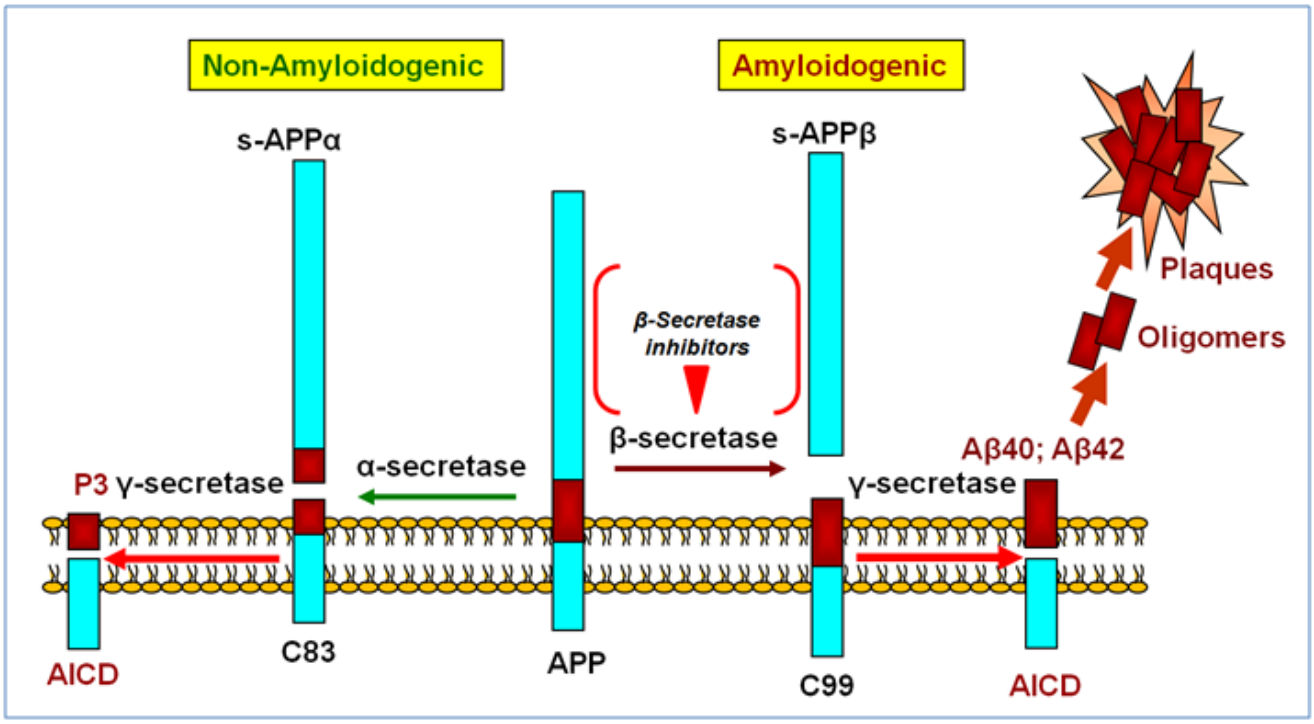
By the end of this tutorial I will be able to…

- Explain the difference between a treatment and a cure.
- Name the two main pathways targeted for treatment.
- Name two out of four available treatments for the disease.

Activity 1- Keyword Bingo

During this activity a table of keywords and definitions will appear on the board. Pick 9 for your table.

Activity 2- How is Amyloid Beta formed?



During this activity take notes on how Amyloid Beta is formed. Then, discuss in pairs how you could target this pathway for the treatment of Alzheimer's disease.

Activity 3- What other mechanisms play a part?

For this activity you will work in pairs. Reorganise the printed sentences and stick them into the relevant sections.

1. Complement system/ Neuroinflammation

2. Complement system/ Neuroinflammation

3. Genetics

Homework title: What pathway would you target to make a cure for Alzheimer's disease?

Instructions:

Discuss the pathway and its normal function. Explain why it is a better choice for a cure than the other pathways.

Success Criteria:

You must write in clear sentences.

All work must be neatly presented

Give at least 2 examples to back up your argument

Tutorial 4 – Does this drug/treatment option work?

What is the Purpose of Tutorial 4?

Graphs are techniques that you have used in school to show a range of results. From the bar and pie charts you have drawn in your maths and science classes; to the charts that show the forms currently winning the most points.

In research, graphs are very important. We use them to analyse the data that shows whether a treatment has worked or not. So, it is very important that we learn how to accurately plot data; and how to interpret the graph. Only then can we see if a treatment has worked, or whether we need to try another option.

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

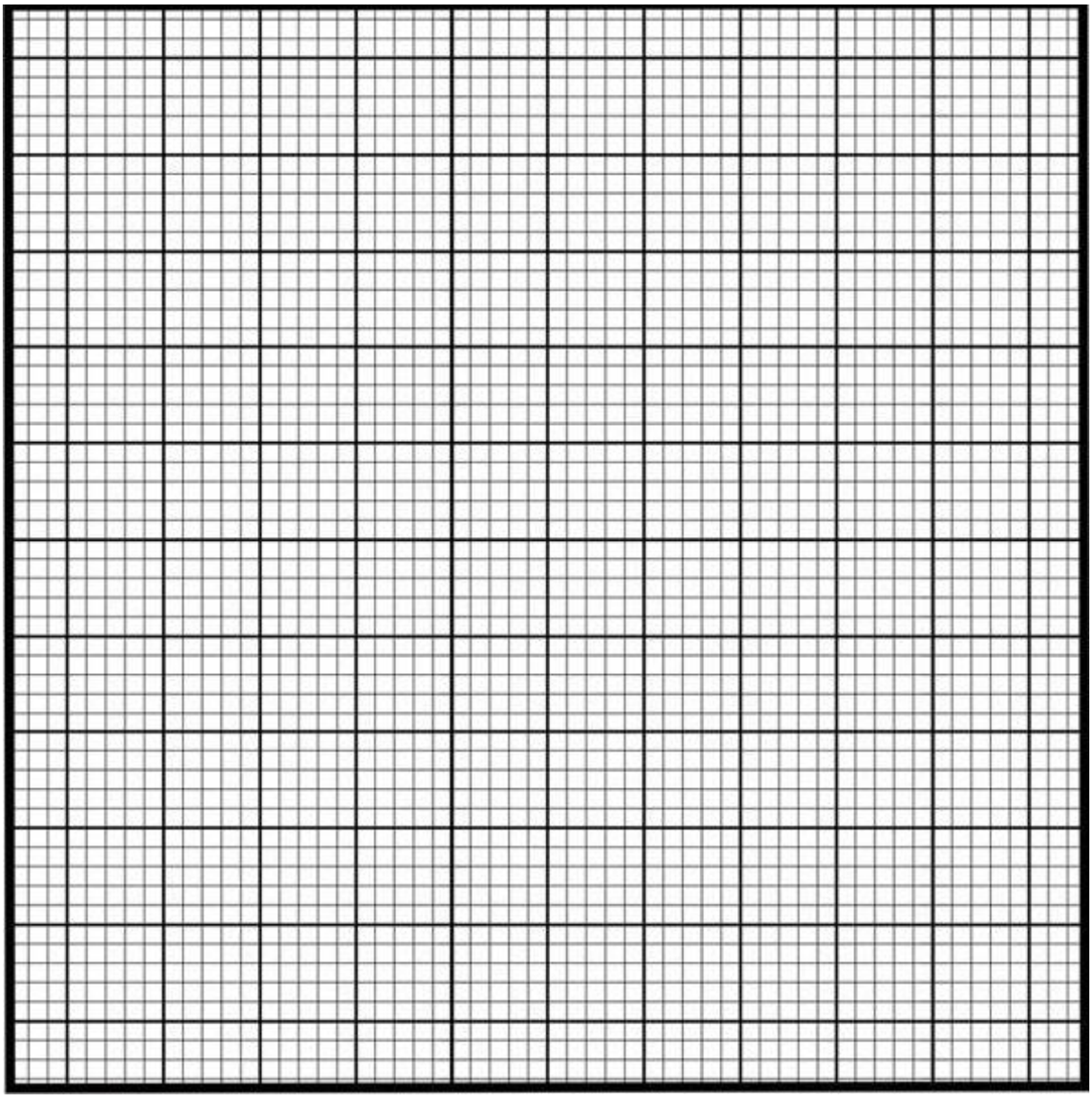
- Draw an appropriate graph for a dataset
- Explain a graph in words.
- Analyse whether a treatment works or not by using the graph.

Activity 1- To bar graph or not to bar graph

Drink	Type	Calories	Sugars (g)	Caffeine (mg)
Brewed coffee	Hot	4	0	260
Caffè latte	Hot	100	14	75
Caffè mocha	Hot	170	27	95
Cappuccino	Hot	60	8	75
Iced brewed coffee	Cold	60	15	120
Chai latte	Hot	120	25	60

Plot a graph in the space below comparing the drink to the number of calories.

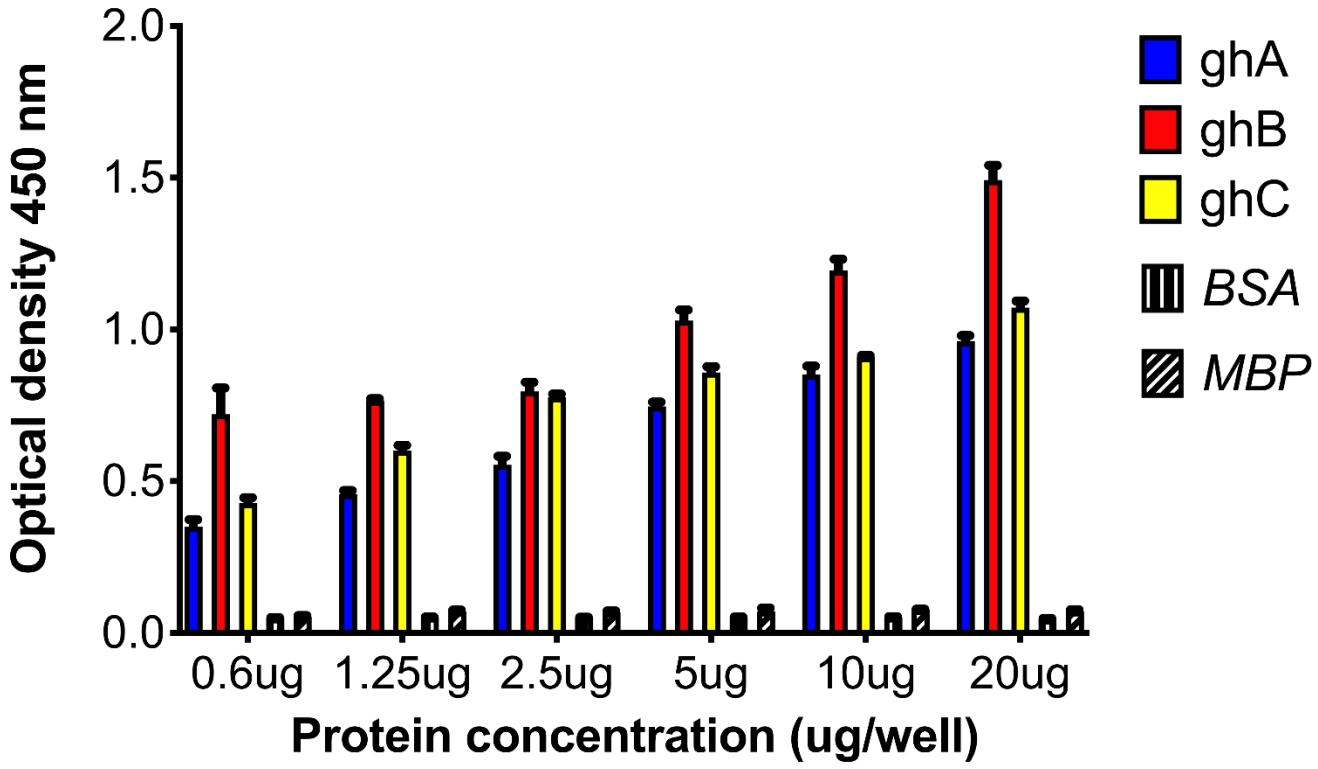
Now plot a graph in the space below comparing the number of calories to the amount of sugar.



Explain why you chose your graph style/styles.

Activity 2- Explain what a dose dependent treatment is and why it is useful?

Activity 3- Which treatment works better?



For this activity every colour shows a different drug with increasing concentrations of the drug from left to right. Describe what impact each drug is having.

Homework Assignment: Read the three research excerpts provided during the tutorial.

Tutorial 5 – What methods can we use to present treatment data?

What is the Purpose of Tutorial 5?

The final stage of any research is to present it in a way that allows others to see and replicate our experiments. This is very important in research. It is only when the work has gone through rigorous analysis and confirmation from other researchers that it can be considered valid. Additionally, all research good or bad, goes towards creating the bigger picture in our understanding of a disease. If we fail to present our research properly, we could slow down the progress made in finding the cure for a disease. Therefore, if we want to save lives as researchers, we must be very accurate when we present our work; and must also be able to defend its relevance through a dissertation.

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

- Understand what a dissertation is and explain how to write one
- Critically analyse the impact of your data on previous work
- Add correct references to my work.

Activity 1- Guess the keyword.

During this activity you will be shown a set of images for each keyword. Guess the keywords and write their definitions below.

1.

2.

3.

4.

5.

Activity 2- What is a dissertation?

1. Introduction

2. Materials and Methods

3. Results

4. Conclusion

Final assignment- Write a mini dissertation identifying which of these 4 treatment drugs would be the most useful treatment for the Alzheimer's.

Final assignment instructions:

The essay will consist of 4 parts the introduction, Methods, Results and conclusion

1. Introduction: Define Alzheimer's disease. Describe the risk factors and analyse how they are related to the Amyloid protein that causes the disease. Discuss why this disease is something we need to cure. Name the current treatment strategies and analyse why they are not a cure.
2. Methods: Using the information from the "what kind of treatments work? "plan your own experiment to test a cure for Alzheimer's disease. 250 words
3. Results: Analyse and present the data (Data will be sent to your email address). 250 words
4. Conclusion: Compare the results of each drug and choose which drug would be the best treatment. 250 words

Success Criteria:

- All my work is correct and neatly presented in the same font.
- I have used to correct terminology/Keywords.
- I have used evidence/calculations from at least three research articles to support my claims.
- My experimental plan is a measurable and fair experiment.
- I have analysed my data and shown the results on a graph.
- Using content from the tutorials, the data and my research I have explained why this is the best plan for treatment.

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?
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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.

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