



FOUNDED 1553

# KING EDWARD VI SCHOOL

SOUTHAMPTON



**A LEVEL COURSEWORK GUIDE**  
**2019 - 2021**

## COURSEWORK

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### A few basic guidelines

- ▶ Make sure you know what you are expected to do - ask your teacher if uncertain!
- ▶ Check interim and final submission dates. Try to work well in advance of them and, if you have more than one piece with a similar deadline, organise your time to make sure both are given the time and attention they deserve.
- ▶ Plan thoroughly and follow your plan. The Project Guidelines printed in this booklet may help you to do this.

### Dates and deadlines

Overviews of the periods during which coursework is ongoing for the Lower Sixth and Upper Sixth are included in this booklet.

Submission dates are posted on the School website when they are confirmed by heads of subject departments. These deadlines must be regarded as firm and final, and you should expect that your work will not be assessed and/or submitted if it is presented after the deadline, unless special arrangements have been made.

You will be informed of your marks prior to submission to the examination board. You may request a review of the marking prior to this submission and may request copies of material to help you reach this decision. Please also refer to the Examination Appeals Procedure Policy.

### Problems with deadlines

It is your responsibility, if you have a genuine reason for finding it difficult to meet a deadline, to inform your subject teacher sufficiently in advance for other special arrangements to be made, if these are thought to be appropriate.

Circumstances where special arrangements would be considered might include, for example, a sustained period of illness. Having to meet more than one deadline around the same date would not be regarded as a genuine reason - good organisation will avoid problems in this case.

Loss of work related to computer problems is not generally an acceptable reason for delaying a deadline: you should always have back-ups of any coursework - for example, parallel copies on the School network, on hard-drive at home, and cloud-based storage.

## OVERVIEW OF SIXTH FORM COURSEWORK 2019 – 2021

It is hoped that the timetable of planned coursework for A level outlined below will enable students to anticipate the demands of this important aspect of their examination courses and to plan their work accordingly. More precise details of deadlines and nature of the task will be provided by subject staff and will be listed when available on the School website. Unless a specific date is given, it can be assumed that all coursework has to be completed by the end of the Spring Term in the Upper Sixth Year. It should be noted that not all subjects involve coursework. If a subject is not listed in this table, there is no coursework involved.

SUBJECT	LOWER SIXTH 2019 - 2020	UPPER SIXTH 2021 - 2022
<b>ART &amp; PHOTOGRAPHY</b>	Autumn & Spring terms : Foundation Course methodology; new ways of working & thinking Summer Term Topic researched and started	Autumn & Spring terms : Continuous practical coursework and accompanying art essay (3000 words) Examination paper issued in February ; 15 hour practical exam
<b>COMPUTER SCIENCE</b>		A programming project with supporting documentation. A significant piece usually between 80-130 pages in length. It is worth 20% of their grade at A-Level. OCR examinations. Usually conducted in the Autumn and Spring Terms.
<b>DESIGN TECHNOLOGY</b>	Manufacturing project starting at internal examinations in Lower Sixth	Manufacturing project in Autumn and Spring term completed March.
<b>ENGLISH LANGUAGE</b>	Students write their own creative writing piece following the style of storytelling, persuasive or informative writing. A written commentary accompanies the writing, where students explain their language choices and effects. 1500 words.	Individual student-led project investigating an aspect of language use that the student has chosen. Examples such as dialect, gender, child language, occupational and language change features may be investigated through a focused title. 2000 words. The two coursework pieces contribute to 20% of overall A Level mark.
<b>ENGLISH LITERATURE</b>	Coursework will begin in second half of the Lower Sixth Summer term. It comprises two essays, one on poetry and one on prose, of up to 1500 words each. Each essay needs to be informed by theoretical and critical method, and popular approaches to take are Feminist, Eco-Critical and Narrative. The title of the unit is 'Theory and Independence', and students need to be prepared to work as independently as possible. Coursework is worth 20% of the A Level, and is completed in the Autumn Term of the Upper Sixth.	
<b>EXTENDED PROJECT</b>	Introduction in the Summer term with the expectation of some initial research over the summer holidays. This qualification is entirely coursework-based.	Dissertation, Investigation, Artefact or Performance. Most commonly a Dissertation around 8,000 words. Interim deadlines to be agreed between student and supervisor, with a final deadline of February half term for the written work.

<b>SUBJECT</b>	<b>LOWER SIXTH 2019 - 2020</b>	<b>UPPER SIXTH 2021 - 2020</b>
<b>GEOGRAPHY</b>	Summer Term preparation and research for the Independent Investigation. Compulsory residential fieldtrip for data collection. There is the expectation that students will work on their Independent Investigation over the summer holidays.	Autumn Term write up and completion of Independent Investigation.
<b>HISTORY</b>	The second half of the summer term will see pupils introduced to their coursework topic and to the technical demands of this unit. Alongside their normal school work, pupils will be expected to begin their independent research and to continue this through the summer holiday.	A first draft of the NEA essay will be handed in on the first day of the Autumn term, with the final version handed in immediately after half term.
<b>MUSIC</b>	Composition and performance ongoing.	Composition and performance ongoing. Performances are assessed in March and compositions are completed in April.
<b>SPORTS SCIENCE</b>	Students produce filmed evidence of themselves performing in their chosen sport in a competitive situation.	Students produce filmed evidence of themselves performing in their chosen sport in a competitive situation. They also produce a written piece of coursework and have filmed presentations - Autumn and Spring Term
<b>THEATRE STUDIES</b>		Pupils create a devised performance and a written working notebook, which has a maximum word count of 1500 words. The assessment is worth 40%  Pupils will also be required to perform two texts, worth 20%

## JCQ NOTICE TO CANDIDATES

You must make sure you have read and understood it.



**This notice has been produced on behalf of:**

**AQA, OCR, Pearson and WJEC**

### **Information for candidates: non-examination assessments**

**This document tells you about some things that you must and must not do when you are completing your work.**

**When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

#### **The regulations state that:**

**“the work which you submit for assessment must be your own”,**

**“you must not copy from someone else or allow another candidate to copy from you”.**

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called “referencing”.

You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2018.

You may be required to include a bibliography at the end of your piece of written work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) 'Mary, Queen of Scots', London: Weston Press.

**If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.**

### Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they must not give you direct advice on what should or should not be included.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained and **you must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

### Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time. The

awarding body will decide which penalty is appropriate.

### REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

## AVOIDING PLAGIARISM

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This guidance is intended to help you understand what is meant when, in the official JCQ Coursework Guidelines, you are told

*The work which you submit for assessment must be your own.*

In particular, this guidance should help you understand and avoid plagiarism, which is something you must avoid in examination coursework.

This guidance is intended to apply to examination coursework, but it may also be useful in the context of other essays and project pieces set by your teachers. Although references throughout are to written pieces, similar principles apply to coursework that takes other forms, such as practical activity or production of an artefact.

### What is plagiarism?

*Plagiarism is using another person's words or ideas without giving credit to the other person.*

### You must give credit

- ▶ if you directly use someone else's words from a book, magazine, newspaper, essay, web page, or any other medium
- ▶ if you use information or specific phrases gained through interviewing another person
- ▶ if you use ideas that someone else has given you in conversation, e-mail or other form of communication
- ▶ if you reprint any diagrams, illustrations, charts and pictures

### You don't need to give credit

- ▶ if you are writing your own observations, insights, thoughts or conclusions about a subject
- ▶ if you are stating what can be regarded as generally accepted facts or opinions, or shared information within your area of study
- ▶ if you are writing up your own experimental results

What this means is that, if you use information or ideas gained from your own research, from discussion in class or with other people, or from teacher's notes, you must present them in your own words.

If you directly use someone else's words, you must acknowledge this in some way.

### You can acknowledge sources by

- ▶ mentioning them in a footnote or bibliography [list of sources]
- ▶ using quotation marks in your text to enclose directly-quoted sections
- ▶ Using a recognised referencing system such as the Harvard Referencing System

### What if I'm not sure?

Look at the examples on the following pages: they might help you decide what is and what isn't plagiarism.

This website might also be useful.

<http://www.mantex.co.uk/samples/plgrsm.htm>

If you are still not sure whether something you've included in your text might be regarded as plagiarism, or whether you need to acknowledge a source, ask your teacher for advice.



## WHAT IS PLAGIARISM?

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What follows are examples of what is, and what is not, plagiarism, prepared by Richard Dennis of the Geography Department at UCL.

They may be helpful in avoiding unintentional plagiarism.

### OBSERVATIONS ON CLASS STRUGGLE

#### EXAMPLE 1

*The history of all hitherto existing society is the history of class struggles. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. Masses of labourers, crowded into the factory, are organised like soldiers. Not only are they slaves of the bourgeois class, and of the bourgeois State; they are daily and hourly enslaved by the machine, by the overlooker, and, above all, by the individual bourgeois manufacturer himself. The proletarians have nothing to lose but their chains. They have a world to win.*

**THIS IS PLAGIARISM.** THERE IS NO ATTEMPT TO INDICATE THAT THESE ARE NOT RICHARD DENNIS'S OWN THOUGHTS BUT ARE WORDS TAKEN DIRECT FROM DIFFERENT PARTS OF THE COMMUNIST MANIFESTO.

#### EXAMPLE 2

*Marx and Engels noted that the history of all hitherto existing society had been the history of class struggles. Society as a whole was more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. They observed that proletarians had nothing to lose but their chains. They had a world to win.*

**THIS IS STILL PLAGIARISM.** ALTHOUGH THE IDEAS ARE ATTRIBUTED TO MARX AND ENGELS, THERE IS NO INDICATION THAT THE FORM OF WORDS IS NOT RICHARD DENNIS'S. JUST CHANGING IT INTO THE PAST TENSE DOESN'T MAKE IT ORIGINAL.

Examples 3 & 4 follow

### EXAMPLE 3

*In The Communist Manifesto, Marx and Engels (1973 edn., p40) noted that 'The history of all hitherto existing society is the history of class struggles.' They argued that society was 'more and more splitting up into two great hostile camps, into two great classes, directly facing each other: Bourgeoisie and Proletariat' (p41). 'Masses of labourers, crowded into the factory' were 'organised like soldiers ... slaves of the bourgeois class, and of the bourgeois state' (p52). They concluded that 'The proletarians have nothing to lose but their chains. They have a world to win' (p96).*

**THIS IS NOT PLAGIARISM, BUT IF ALL YOUR ESSAY CONSISTS OF IS A SET OF QUOTATIONS STITCHED TOGETHER, IT DOESN'T SUGGEST THAT YOU HAVE THOUGHT ABOUT OR UNDERSTOOD THE CONTENTS OF THE QUOTATIONS, SO RICHARD DENNIS WOULDN'T EARN VERY MANY MARKS FOR THIS EFFORT!**

### EXAMPLE 4

*In one of the most famous first sentences ever written, Marx and Engels (1973 edn., p40) began The Communist Manifesto thus: 'The history of all hitherto existing society is the history of class struggles.' They went on to exemplify this claim by showing how the structure of society had, in their view, developed into two interdependent but antagonistic classes: bourgeoisie and proletariat. The latter comprised factory operatives, who had been reduced to no more than slave labour; but as they became concentrated geographically, in the great factory towns of the industrial revolution, so they had the opportunity to organise themselves politically. Hence, the authors' conclusion that a communist revolution was not only desirable, but possible, leading them to issue their equally famous final exhortation (p96): 'WORKING MEN OF ALL COUNTRIES, UNITE!'*

**THIS MAY NOT BE A VERY PROFOUND COMMENTARY, BUT AT LEAST I'VE TRIED! AND IT IS NOT PLAGIARISM.**