



working  
with



**GPR**



**PERSPECTIVES**

**student**

**Guide for**

**STAGE 2**

Name:

Form: U6\_\_ Tutor:

**West Kirby Grammar School**

**2015-2016**

# Welcome to GPR Stage 2!

## What is Stage 2?

Stage 2 GPR takes skills you developed in Year 12 and applies them to **one** extended essay or report of 4500-5000 words. This is completed by March 2016. You will have a tutor who will meet with you regularly. You will need to show maturity to meet deadlines, self motivation and a willingness to see the project through. This will be enormously beneficial if you are progressing to undergraduate studies in 2016. There are five assessment objectives (see bottom right of opposite page) and your work is marked in-house and moderated externally.

## Preliminary

## Timeline

### SUPPORT

Your tutor has to log the level of support that you have received. This is in one of three categories. Students can have as much support as they need, but if a lot of support is given, it will affect the final mark:

Level 1 - Candidate required **significant support** in planning/research

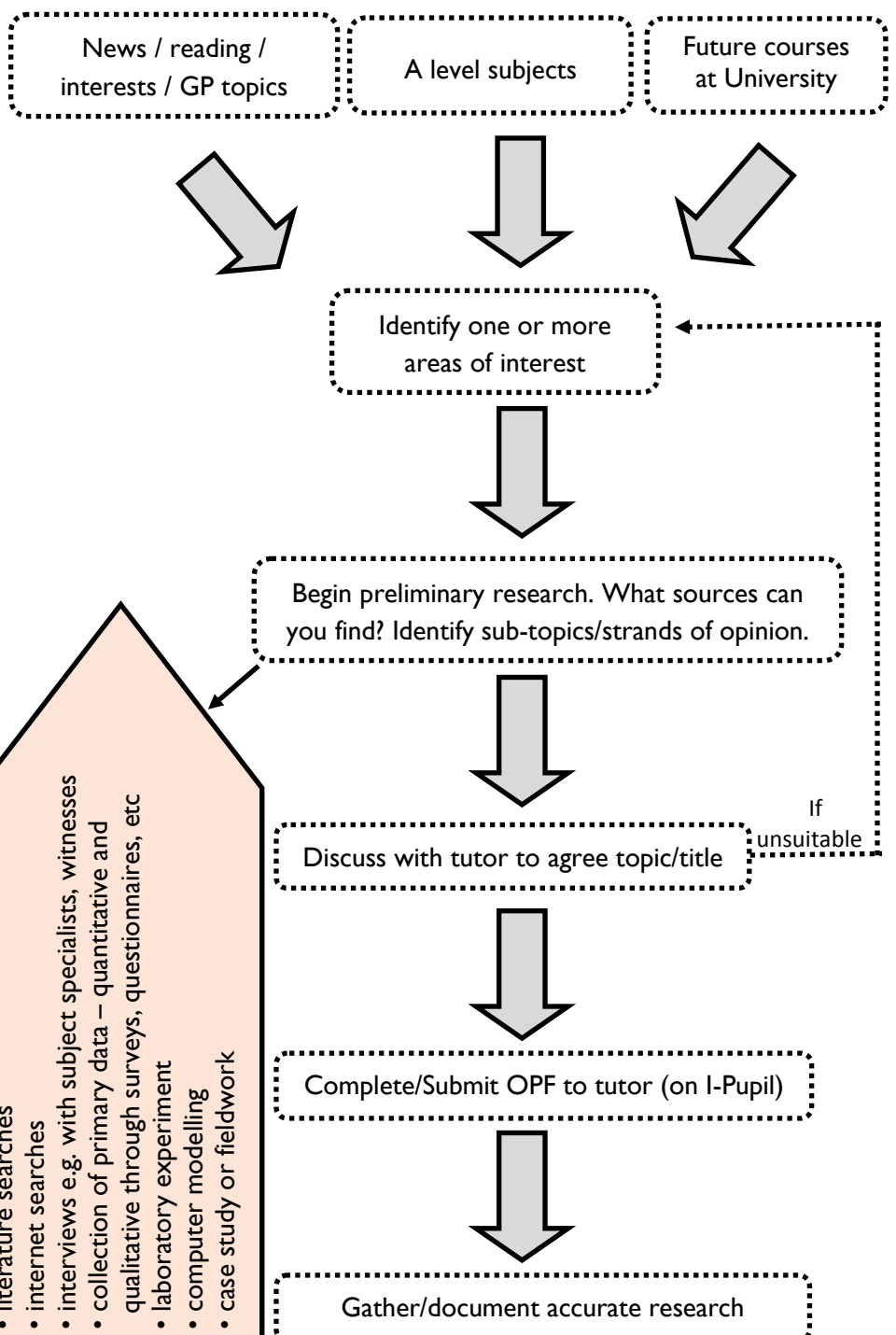
Level 2 - Candidate required **some support** in planning and carrying out research.

Level 3 - There was **constructive dialogue** about research conducted independently.

We anticipate most students at WKGS being in level 3 territory, but help is available if you need it.

### Levels of Support

- literature searches
- internet searches
- interviews e.g. with subject specialists, witnesses
- collection of primary data – quantitative and qualitative through surveys, questionnaires, etc
- laboratory experiment
- computer modelling
- case study or fieldwork



## Sample Titles from CIE

Is globalisation economically efficient for developed countries?

Why did the Nazis try to discredit Einstein's theories?

Is there a contradiction between quantum theory and relativity?

Are dreams purposeful neurophysiological processes or random firings of brain activity?

To what extent do we experience the true nature of the world through our senses?

Do we need a national curriculum and national testing in our schools?

To what extent is the 'war on terror' driven by a social media frenzy?

How far is a person's upbringing a justifiable reason for committing crime?

How can child abuse affect the development of the brain in young people under the age of ten?

To what extent is the extinction of Maui Dolphins in the next ten years a cause of a human desire for fish?

Will solar energy ever be economic?

The GPR Stage 2 course builds on the skills you learnt in the three parts of Stage 1 (Essay, Presentation and taught sessions). You will need to show in your project that you can:

- ☆ Deconstruct a research question
- ☆ Clarify/define/limit the scope of terms
- ☆ Use appropriate terminology
- ☆ Deconstruct arguments
- ☆ Select reliable relevant sources
- ☆ Provide correct references for all sources used
- ☆ Evaluate credibility of sources
- ☆ Evaluate credibility of evidence
- ☆ Evaluate reasoning
- ☆ Identify consider and analyse different perspectives
- ☆ Compare different perspectives on a problem
- ☆ Synthesise points of view
- ☆ Construct a persuasive argument
- ☆ Draw clear conclusions
- ☆ Identify the need for further research
- ☆ Consider how their own view has been influenced by their research



AO	% of total	Descriptor
AO1	15%	Design, plan, manage and conduct own research project
AO2	30%	Select, assess & synthesise information, concepts, arguments and evidence from sources
AO3	30%	Evaluate alternative perspectives and make independent reasoned judgements showing capacity to reflect on own learning
AO4	15%	Communicate clearly in all aspects of presentation, research using appropriate conventions
AO5	10%	Demonstrate additional skills/knowledge that show particular intellectual engagement with the subject of the report.

## Grading

As with GPR Stage 1, there are three marks awarded: Pass, Merit and Distinction. These are further subdivided into P1 P2 P3, M1 M2 M3 and D1 D2 and D3. D1 is the highest. D2 is similar to an A\* at A2.

Check the board outside S1 for extra information about the course

# GPR Year 2 - Provisional Calendar



Wk	Date	Activity
-7	Summer	Launch of GPR Stage 2
1	1 Sep	No sessions
2	7 Sep	P5 - Meeting/Research Lecture
		P6 - Tutorials
3	14 Sep	Tutorials/Discuss topic & title
4	21 Sep	Visit to Liverpool University or tutorials. <b>Thu 1 Oct</b> - Submit Outline Proposal Form
5	28 Sep	
6	5 Oct	Independent Research/Surgery
7	12 Oct	Independent Research/Surgery
8	19 Oct	Fri 23rd-Research summary due
	<b>26 Oct</b>	<b>HALF TERM</b>
9	2 Nov	Lecture - Writing the essay
10	9 Nov	Tutorials to approve research
11	16 Nov	Tutorials to approve research
12	23 Nov	Work session/Surgery
13	30 Nov	Work session/Surgery
14	7 Dec	Tutorials - progress check
15	14 Dec	Tutorials - progress check
	<b>21 Dec</b>	<b>CHRISTMAS HOLIDAY</b>
	<b>28 Dec</b>	<b>CHRISTMAS HOLIDAY</b>

Wk	Date	Activity
16	4 Jan	Work session/Surgery
17	11 Jan	Tutorials - bring your draft!
18	18 Jan	Tutorials - bring your draft!
19	25 Jan	Tutorials - bring your draft!
20	1 Feb	Work session/Surgery
21	8 Feb	Work session/Surgery
	<b>15 Feb</b>	<b>HALF TERM</b>
22	22 Feb	Mock Week - no GPR sessions
23	29 Feb	Work session/Surgery
24	7 Mar	Fri 11th - GPR essay to tutor

**March/April - a viva discussion with your supervisor**

There is a balance of lectures and tutorials to teach you relevant skills, but to allow you to work on your essay. Your tutor will have a sign up system to book a tutorial. Any marks given by your tutor will be moderated by the examination board.



## Team

### Tue

Mr Scott (Deputy Headteacher)  
Mrs K Amery (Head of History)  
Mrs J Williams (Head of Music)  
Mrs L Hughes (Head of Psychology)

## Team

### Thu

Mr Scott (Deputy Headteacher)  
Mrs A Duffy (Headteacher)  
Mr D Soares (Psychology)  
Mrs E Jackson (Business/Psychology)

## Plagiarism

*The practice of taking someone else's work or ideas and passing them off as one's own.*

You are expected to research widely and take ideas and concepts from scholars' works, both online and in printed form. However, you **must not** simply copy and paste text nor use any direct quotations from sources without referencing these. You will be taught how to do this in the initial research lecture. Checks are carried out.