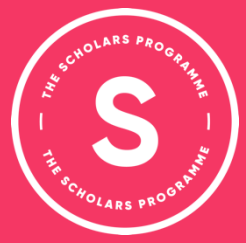# The Scholars Programme

Comparing Political Systems: what is 'political science'?

Key Stage 4 Programme

Pupil Name

Handbook Designed by   Nick Dickinson

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1 (Launch Trip)			
2			
3			
4			
5			
6 (Draft assignment feedback)			
7 (Final assignment feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assessment	
Tutorial 2	Executives Quiz	
Tutorial 3	Legislatures Quiz	
Tutorial 4	Review Quiz	
Tutorial 5	Draft assignment	
Tutorial 6	Final assignment	09/01/2019

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 09/01/2019	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

KS4 Programme – Pupil Feedback Report

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

Name of PhD Tutor	Nick Dickinson		
Title of Assignment	How can the United Kingdom improve its political system?		
Name of Pupil			
Name of School			
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:

Knowledge and Understanding	Research and Evidence
Enter feedback here	*Enter feedback here*
Developing an Argument	**Critical Evaluation**
Enter feedback here	*Enter feedback here*
Structure and Presentation	**Language and Style**
Enter feedback here	*Enter feedback here*
Resilience Comment	
Enter feedback here	

Contents

Course Rationale

Politics can be confusing, frustrating and even infuriating. Increasingly, many people across the world feel they are not well represented by their political systems. People often say that that politicians are unable to solve the problems ordinary people face, and so these problems seem like they are irresolvable.

This course introduces the concept of political science and the political system as a way to make sense of political arguments, and to understand how day-to-day events are driven by the structures within which politics takes place.

The course asks students to think about how changing these structures can help to solve the problems we come across in arguments about politics. It does so by looking at what we can learn about how to do this through studying the differences we find between different countries political systems today.

The course will look sequentially at three concepts which political scientists use to compare political systems; executives, legislatures and the judiciary. The final assignment will ask students to choose one of these and design (and argue for) a reform which could be made in the UK in one of these areas. For example, should we replace the House of Lords with a democratically elected body? Pupils will develop skills both in political analysis and argument, and develop a deeper knowledge of both British politics and those of other countries.

Mark Scheme Table

Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)
Knowledge and Understanding	o All materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics o Clear justification on how the material used is related to the specific issues that are the focus of the essay	o Most of the materials used are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Adequate justification on how the material used is related to the specific issues that are the focus of the essay	o Some of the materials used are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Some justification on how the material used is related to the specific issues that are the focus of the essay
Research and Evidence	o Inclusion of rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Use evidence to support claims/assertions/ideas, consistently clearly and convincingly o Evidence of further reading beyond materials provided which were used in an appropriate context	o Inclusion of adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Use evidence to support claims/assertions/ideas, mostly clearly and convincingly o Evidence of further reading beyond materials provided but not necessarily used in the right context	o Inclusion of some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Use evidence to support claims/assertions/ideas, at times clearly and convincingly o Limited evidence of further reading beyond materials provided
Developing an Argument	o A point of view or position in relation to the title or question is consistently clear o Argument exceptionally well-developed and well-justified o A position is clearly established in relation to the question, and is developed effectively and consistently throughout the essay o Makes links effectively between subjects that have not previously been associated	o A point of view or position in relation to the title or question is adequately clear o Argument clear and well-developed and position justified o A position is established in relation to the question, and is well-developed in most of the essay o Some evidence of linking subjects that have not previously been associated o Use some concepts from the tutorials in an unfamiliar context, and but not always accurate o Analysis of material to support the argument	o A point of view or position in relation to the title or question is somewhat clear o Argument clear but not well-developed o A position is established in relation to the question, and is well-developed in parts of the essay o Limited evidence of linking subjects that have not previously been associated o Limited use of concepts from the tutorials in other contexts o Some analysis of material to support the argument

Critical Evaluation	o Moved <u>beyond description</u> to an assessment of the value or significance of what is described o Evaluative points are <u>consistently</u> explicit/systematic/ reasoned/justified o <u>Effective critiques</u> on the reliability of sources provided	o <u>Mostly description but some assessment</u> of the value or significance of what is described o Evaluative points are <u>mostly</u> explicit/systematic/re asoned/justified o <u>Some evidence of critiques</u> on the reliability of sources provided	o <u>Only description with minimal assessment</u> of the value or significance of what is described o Evaluative points are <u>at times</u> explicit/systematic/reaso ned/justified o <u>Limited evidence</u> of critiques on the reliability of sources provided
Structure and Presentation	o Ideas are presented in paragraphs and arranged as a <u>logical sequence of ideas</u> o The introduction <u>clearly</u> outlines how the essay will deal with the issues o The conclusion summarises <u>all</u> the main points clearly and concisely o <u>All sources are referenced correctly</u> in the agreed format	o Ideas are presented in paragraphs <u>with some structure</u> o The introduction <u>adequately</u> describes how the essay will deal with the issues o The conclusion summarises <u>most</u> of the main points clearly o <u>Most of the sources are referenced correctly</u> in the agreed format	o Ideas are presented in paragraphs and are <u>loosely</u> structured o The introduction <u>mentions</u> how the essay will deal with the issues o The conclusion summarises <u>some</u> of the main points clearly o <u>Some sources are referenced correctly</u> in the agreed format with occasional errors
Language and Style	o <u>No</u> spelling, grammar or punctuation errors o Writing style <u>consistently</u> clear, tone appropriate and easy to follow o <u>Accurate and consistent use of technical language</u> and vocabulary	o <u>Minimal</u> spelling, grammar or punctuation errors o Writing style <u>mostly</u> clear, tone appropriate and easy to follow o <u>Some attempts of using technical language</u> and vocab alary, but not always accurate	o <u>Some</u> spelling, grammar or punctuation errors o Writing style <u>moderately</u> clear, tone appropriate and easy to follow o Use of <u>simple language and vocabulary</u> effectively but struggles to use technical language

Glossary of Keywords

Word	Definition	In a sentence
Executive	The top leadership in a country, responsible for the bureaucracy.	In the UK, the executive is the Prime Minister and their cabinet.
Prime Minister	An executive selected by a majority in parliament.	The British Prime minister must command a majority in the House of Commons.
Presidential System	A system with a directly elected president.	The USA has a presidential political system.
Semi-Presidentialism	A system with a president and a prime minister, who share power.	France has a semi-presidential political system.
Bureaucracy	The government departments and agencies which implement laws.	In the UK, the bureaucracy is staffed by civil servants.
Legislature	An assembly responsible for making a country's laws.	The UK legislature is often referred to as 'Parliament'
Electoral System	The system used to elect members of the legislature.	Germany has an electoral system which ensures proportional representation.
Legislative Process	The process for passing laws in the legislature.	In the UK legislative process, laws must be passed by both Houses of Parliament.
Judiciary	Judges and courts who interpret the laws passed by the legislature.	The judiciary in the UK interprets the will of Parliament.
Supreme Court	The 'top court' responsible for interpreting law.	The UK established a supreme court in 2009.
Codified Consitution	A constitution contained in a single document.	The USA has a codified constitution.
Judicialisation	The involvement of courts and judges in politics.	Critics of codification allege that it leads to the judicialisation of politics.

Tutorial 1 – What is a 'political system' and why do we compare them?
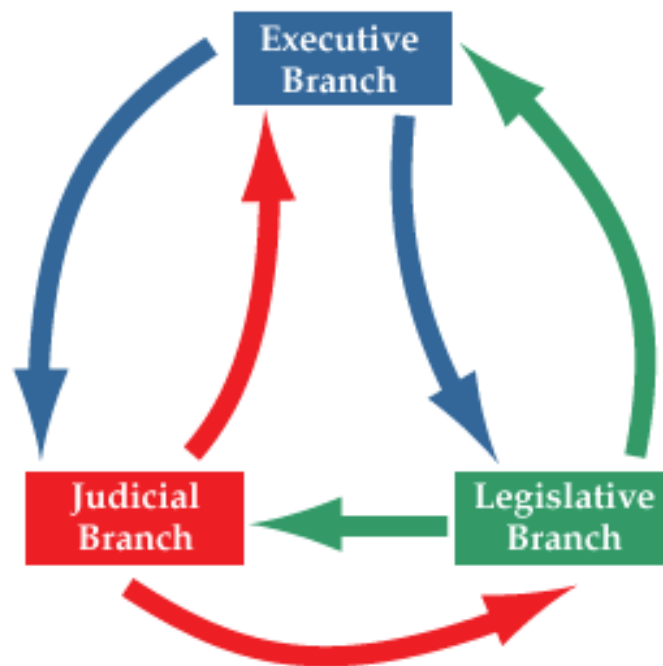
What is the Purpose of Tutorial 1?

Answering these questions:
- What is a political system?
- Why do we compare political systems?
- What is the the UK's political system?

Learning Objectives:
- Understand political systems are rules for making decisions.
- How we set up those rules changes what happens in politics.
- Get a basic overview of UK's system, and why it matters.

Key Terms:
- Political Systems
- Comparative Politics
- The UK Political System

Exercise: Defining Core Concepts
- The Executive
- The Legislature
- The Judiciary

Homework:
- Baseline Assessment

What is a 'political system'?

Political Science

Political science is the systematic study of governance by the application of empirical and generally scientific methods of analysis. As traditionally defined and studied, political science examines the state and its institutions. The contemporary discipline, however, is considerably broader than this, encompassing studies of all the societal, cultural, and psychological factors that mutually influence the operation of government and the body politic.

Although political science borrows heavily from the other social sciences, it is distinguished from them by its focus on power — defined as the ability of one political actor to get another actor to do what it wants — at the international, national, and local levels.

The Political System

In studying the way politics works, political scientists use the idea of the 'political system' to help explain why certain outcomes are produced in the political process. The concept of the political system developed in the 1950s. A leading scholar of the time defined it like this:

> The study of politics is concerned with understanding how authoritative decisions are made and executed for a society. We can try to understand political life by viewing each of its aspects piecemeal. We can examine the operation of such institutions as political parties, interest groups, government, and voting; we can study the nature and consequences of such political practices as manipulation, propaganda, and violence; we can seek to reveal the structure within which these practices occur. By combining the results we can obtain a rough picture of what happens in any self-contained political unit.
>
> In combining these results, however, there is already implicit the notion that each part of the larger political canvas does not stand alone but is related to each other part; or, to put it positively, that the operation of no one part can be fully understood without reference to the way in which the whole system operates.
>
> Once we begin to speak of political life as a system of activity, certain consequences follow for the way in which we can undertake to analyse the working of a system. The very idea of a system suggests that we can separate political life from the rest of social activity, at least for analytical purposes, and examine it as though for the moment it were a self- contained entity surrounded by, but clearly distinguishable from, the environment or setting in which it operates. In much the same way, astronomers consider the solar system a complex of events isolated for certain purposes from the rest of the universe.

Source: Michael G. Roskin "Political Science" in *Encyclopaedia Britannica*; Easton, David. "An approach to the analysis of political systems." *World politics* 9.3 (1957): 383-400.

Tutorial 2 – Executives

What is the Purpose of Tutorial 2?

Answering these questions:
- What is an 'executive' office?
- What is the UK executive?
- What other forms of executive are there?

Learning Objectives:
- Executives are the 'top leaders' of countries.
- Executives are the heads of state bureaucracies.
- Identify different kinds of executive office.

Key Terms:
- Prime Ministers and Presidents
- Semi-Presidentialism
- Bureaucracies

Key debate:
- Prime Ministerial vs. Presidential Democracies

Homework:
- Quiz on types of executives

Prime Ministers and Presidents

World leaders can go by many titles: premier, chancellor, supreme leader. But two of the most common in democracies are president and prime minister. What differentiates them from one another?

Prime Ministers

A prime minister, by definition, must be able to command a legislative majority. In a parliamentary system, the prime minister sets the national agenda, appoints cabinet officials, and governs at the behest of a party or a coalition of parties. In parliamentary systems, presidents — if they exist — serve as largely ceremonial heads of state. In constitutional monarchies, such roles are filled by the king or queen.

If a prime minister loses the legislative mandate, opposition parties may call for a vote of confidence in an effort to topple the sitting government. In this event, the president (or the monarch) may be called upon to formally dismiss the legislature and schedule fresh elections.

Presidents

The concept of a president as a dual head of state and head of government had its origin with British colonial administrative structures in North America. Leaders of colonial councils were called presidents, as were the heads of some state governments. When the U.S. Constitution created the presidency of the United States, the role carried greatly expanded executive powers.

Still, there remains some separation of powers: the U.S. president cannot directly introduce legislation, and Congress retains the power of the purse. In a worst-case scenario, the legislature and the chief executive could deadlock, creating a situation in which the respective officeholders are essentially serving without governing.

Semi-Presidentialism

Perhaps the two most obvious examples of each office are the U.S. president and the prime minister of the United Kingdom. However, many countries have political systems which combine elements of both types. For example, France has both a president and a prime minister with significant powers – and who may come from different parties.

This type of political system is often called a 'semi-presidentialism', and is defined by "the fact that the head of state is directly elected by universal suffrage and that he possesses certain powers which exceed those of a head of state in a normal parliamentary regime. However, the government still consists of a cabinet formed by a prime minister and ministers who can be dismissed by a parliamentary vote" (Duverger, 1970).

Sources: Michael Ray, "What's the Difference Between a President and a Prime Minister?", *Encyclopaedia Britannica*; Maurice Duverger. 1970. *Institutions politiques et Droit constitutionnel*, 11th ed., Paris: Presses Universitaires de France.

Tutorial 3 – Legislatures and Electoral Systems

What is the Purpose of Tutorial 3?

Answering these questions:
- What is a legislature?
- How are legislators elected?

Learning Objectives:
- Understand what a legislature is.
- Know what an 'electoral system' is, and why it matters.
- Understand political parties and their role.

Key Terms:
- Legislative Majority
- Bicamerlaism vs Unicameralism
- Proportional Representation

Key debate:
- Electoral Reform in the UK

Homework:
- Quiz on parliaments and electoral systems

What is a legislature?

A legislature is a law-making assembly of elected members. Legislatures evolved from medieval bodies periodically assembled by kings in order to agree to levies of taxation to bodies which sat more or less continuously, or at least claimed the right to do so as did seventeenth-century English parliaments.

Parliaments

Typically, parliaments combine this role of a legislature with providing the personnel of government, thus fusing legislature and executive in a system of parliamentary government. The head of government and cabinet chosen from amongst the majority grouping in parliament are duly obliged to be accountable to parliament, accepting the principles of collective and individual responsibility which apply respectively to cabinet and ministers. If they can no longer command the support of a majority within parliament and receive a vote of no confidence, then they are obliged to resign to allow another government to be formed.

Systems of parliamentary government vary according to the constitutional role accorded to parliament and the electoral and party systems which determine their composition and political organization. Most parliaments face constitutional constraints. In Germany, for example, the national parliament's powers are limited by the federal constitution which ensures autonomous legislative power for individual Länder (provinces). A constitutional court exists to ensure that the parliament passes no law that is contrary to the written constitution.

In contrast, the UK Parliament theoretically has unfettered authority to make, amend, or abolish any law, and no other body, including the courts, has a right to ignore its legislation. In practice, devolution of primary legislative powers to the Scottish Parliament in 1999 and Northern Ireland Assembly in 1998, although ultimately still subject to Parliamentary sovereignty, heavily amended this supremacy.

Other Types of Legislature

Systems of parliamentary government are broadly distinguished from those based on the separation of powers principle, as in the United States. Here, the President and members of Congress are separately elected, and the executive is appointed by the President from among individuals outside Congress. Ministers are accountable only to the President who is directly accountable only to the electorate.

Congress is the bicameral, national legislature of the United States. According to Article 1 of the Constitution, 'All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives'.

The United States Congress is often characterized as the most powerful legislature in the world. It has, undoubtedly, lost ground to the executive branch in the twentieth century, but, as many recent Presidents would confirm, it is far from being reduced to the position of impotence that has befallen many of its counterparts elsewhere.

Source: The Concise Oxford Dictionary of Politics (3 ed.) (2009)

What are electoral systems?

The electoral system is the way we elect our representatives. There are lots of different ways to do this. You could have 650 constituencies that elect one MP each, or one constituency that elects 650 and everything in between. Do you vote for an individual or a party? Do you cast one vote, multiple votes or give instructions for transferring your vote?

The type of system we use decides whether our government truly represent us and whether we can hold them to account if they let us down. In Britain today there are several voting systems used at different levels of government, and each one has radically different implications for voters, for parties, for Parliament and for the government.

Some electoral systems are good at making the numbers of MPs be in proportion to the votes cast, some at linking MPs to constituencies and some give voters more choice over who is elected.

First Past the Post

First Past the Post is the name for the electoral system used to elect MPs to Westminster. During a General Election, 650 constituencies across the country each hold separate contests. To become an MP, a candidate needs the largest number of votes in their area. This means every MP has a different level of local support. In many areas, the majority of people will not have voted for their MP.

Even if millions of voters support the same party, if they are thinly spread out they may only get the largest number of votes in a couple of these contests. Tens of thousands of voters supporting the same party and living in the same area will end up with more MPs.

This means the number of MPs a party has in parliament rarely reflects the number of votes the party's candidates received. This tends to generate two large parties, as small parties without a geographical base find it hard to win seats.

Proportional Representation

Proportional representation is the idea that seats in parliament should be allocated so that they are in proportion to the votes cast. A more proportional way would mean that a party that received one-third of the vote could expect one-third of the seats in parliament.

Within the more proportional systems, there are different ways of electing MPs. With some, you only vote for a party, with others, you vote directly for candidates.

Rather than the all-or-nothing approach of other systems, each area elects more than one representative. The size of this area can vary according to the system, ranging from the size of the whole country to a county or village. This means that you have a team of MPs that reflect the strength of the different political opinions in your area.

Source: Electoral Reform Society https://www.electoral-reform.org.uk/voting-systems/

Tutorial 4 – Judiciaries and Consitutions

What is the Purpose of Tutorial 4?

Answering these questions:
- What is the judiciary?
- What is a consitution?
- Why are they part of the 'political system'?

Learning Objectives:
- See how judges interpret laws according to the constitution.
- Understand how judges can therefore constrain the executive.
- Analyse how politicians seek to control the judiciary, and why people argue about how much power judges should have in political systems.

Key Terms:
- Codification
- Supreme Courts
- Judicialisation

Homework:
- Executives, Legislatures and Judiciaries Review Quiz

What is the judiciary?

The judiciary is branch of government whose task is the authoritative adjudication of controversies over the application of laws in specific situations. Conflicts brought before the judiciary are embodied in cases involving litigants, who may be individuals, groups, legal entities (e.g., corporations), or governments and their agencies.

Why is it part of the political system?

The stated function of the courts is the authoritative adjudication of controversies over the application of laws in specific situations. However, it is unavoidable that courts also make law and public policy, because judges must exercise at least some measure of discretion in deciding which litigant claims are legally correct or otherwise most appropriate.

Lawmaking and policy making by courts are most evident when powerful national supreme courts (e.g., those in the United States, Germany, and India) exercise their power of judicial review to hold laws or major government actions unconstitutional.

After a court decision has been made, it may or may not require enforcement. In many cases the parties accept the judgment of the court and conform their behaviour to it. In other cases a court must order a party to cease a particular activity. The enforcement of such orders is carried out by the executive branch and may require funding from the legislative branch.

The judiciary has been described as the least-dangerous branch of government because it has "neither the purse nor the sword," but, in reality, enforcement of the orders of any government institution depends on the enforcing institution's acceptance of the issuing institution's right to make the ruling and to have it enforced.

Judicialisation

Legal institutions throughout the world have become increasingly powerful. Some scholars refer to this as the "judicialisation of politics" while also recognizing and acknowledging the "politicisation of judiciaries."

By judicialisation, they mean the transfer of political disputes from the political arena to courts and legal institutions. Because courts in every corner of the world are being asked to decide explosive issues of politics and law, these institutions have achieved a prominence — and a level of controversy — perhaps never before seen.

A tension exists between judicial independence and democratic accountability. In democratic societies, policy-making institutions are typically held accountable through the political process.[9] To the extent that courts are recognized as policy-makers, then expectations of accountability naturally emerge. Where few mechanisms exist to hold judges accountable (as in the federal courts in the United States, where all judges hold lifetime appointments), courts are vulnerable to the loss of legitimacy when their opinions clash with those of the majority.

Sources: C. Neal Tate, "Judiciary" in *Encyclopaedia Britannica*; Gibson, James L. "Judicial institutions." *The Oxford Handbook of Political Institutions*. 2006.

Tutorial 5 – Review and Final Assignment

What is the Purpose of Tutorial 5?

Questions for the Assignment:
- How could the UK political system be changed?
- What would be the effects of these changes?

Learning Objectives:
- Review what we learned about types of political system.
- Think about how political systems change.
- **Prepare to write an answer for the assignment.**

Outline of the Assignment Essay
- Part 1: What is an executive/legislature/judiciary?
- Part 2: How does it work in the UK today?
- Part 3: What change would you make?
- Part 4: What effects would this change have?

Example Topics:

Executives
Should the UK have a directly elected executive?

Legislatures
Should the UK adopt proportional representation?
How should the UK replace the House of Lords?

Judiciaries
Should the UK adopt a codified constitution?

Essay writing reflection

Use the checklist below to reflect on your essay writing ability at the moment. Read the statements for each skill and then tick the box that most closely fits how you currently feel about your ability to do that skill.

You will use this to help your PhD tutor give you feedback in your next tutorial. They will give you specific advice on how to improve these areas in relation to your draft assignment so be completely honest.

Addressing the question

I can…

- identify what the title or question is asking me to do
- select relevant information from to answer the title or question
- explain why the information I have used is relevant

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Using evidence

I can…

- select evidence that supports my points
- link evidence to my points and ideas
- clearly and convincingly explain how my evidence supports my points
- use references

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Developing an argument

I can…

- include a point of view or position in response to the title or question
- develop and explain my view
- argue why my point of view or position is correct

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Critical evaluation

I can…

- ensure I analyse events and information rather than just describe them
- assess the relevance and significance of the ideas and examples I am writing about

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Structuring

I can…

- arrange points in a logical order
- write paragraphs that focus on one idea or point each
- write an introduction that explains how I will deal with the issues of the essay
- write a conclusion that sums up my main points

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Use of language

I can…

- minimise spelling, punctuation and grammar errors
- ensure my writing makes the meaning clear and easy to follow
- write using and appropriate tone and level of formality

I feel…

Confident	Partially confident	Not confident
☐	☐	☐

Tutorial 6 – Draft assignment feedback and reflection

What is the Purpose of Tutorial 6?
- To received feedback on your draft assignment
- To reflect on your essay writing skills
- To identify practical ways to improve your assignment

What three things can you now do to improve your assignment and your essay writing ability?

1 _____

_____

_____

_____

2 _____

_____

_____

_____

3 _____

_____

_____

_____

Tutorial 7 – Final assignment feedback and reflection

What is the Purpose of Tutorial 7?
- To receive feedback on final assignments.

- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

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

My target for future work is...

Reflecting on The Scholars Programme

What did you most enjoy about The Scholars Programme?
•   •   •

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 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:
- **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].
- **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.
- **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].
- **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.
- **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.

Appendix 2 – Using the VLE

VLE username	
VLE password	

Please remember the following key details...

- You are able log into the VLE either through the link on our website (www.thebrilliantclub.org) or going directly to the VLE site at (https://portal.thebrilliantclub.org/sign-in).
- Please update your profile with your full name and email address- this will allow you to retrieve forgotten passwords or usernames
- If you forget your log-in details you can request them to be emailed to you by clicking the link on the VLE home page. (If you are still having problems you can email: schools@thebrilliantclub.org)

What is the VLE?
The VLE is a virtual learning environment for all pupils on the Scholars Programme it is used for:
- messaging your tutor
- submitting homework
- submitting your final assignment
- accessing resources for your tutorials
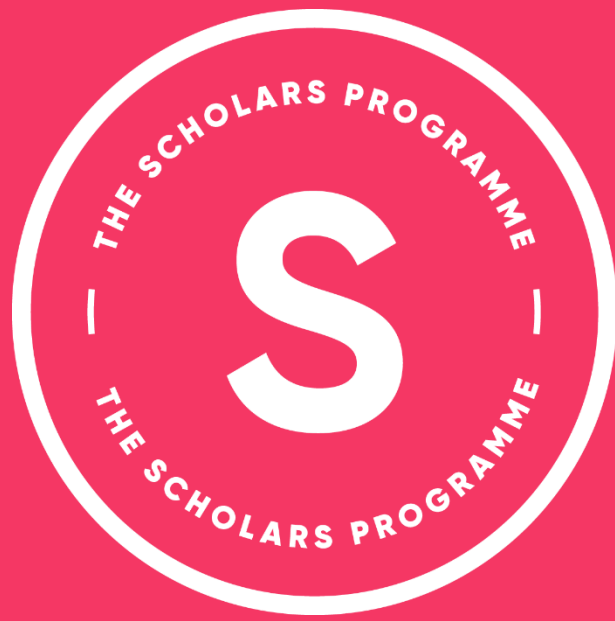- finding out more information about university and careers

How should I use the VLE?
The VLE is a professional academic environment in which pupils are able to message their PhD Tutor. Here are a few things to consider:
- Ensure you keep a professional tone in the messages you send to your tutors.
- Ensure you always reply to your tutors in a timely manner.
- Thank your tutor for the effort they are putting in to give you your feedback etc.
- Submit all homework to your tutor on time.

IMPORTANT: Final assignment
- When you submit your final assignment, please remember that you need to do so through the 'My Activities' tab and not as an attachment to a message.

Notes

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