

Read it, Write it, Reference it - Level 2

Teachers' Notes

P2. What is a source?

Before this discussion, it would be useful for teachers to have a range of sources (ideally centred on one topic) for pupils to view. eg. books, websites, newspaper articles, podcasts, DVD (of television programme)

Key questions:

What sort of sources do you enjoy using?

Can you think of any other types of sources you can use?

P3. Not all sources are quality sources!

This page is designed to introduce pupils to the idea that they should evaluate the quality of the sources they are using.

As a follow-up, teachers could provide groups of pupils with two or three sources each. The group should discuss the quality of the sources, using the four questions.

Who wrote it?

Is it accurate?

Is it biased?

Is it useful?

P4 – Referencing Sources

P5 – Tracking Sources

This grid gives an example of how sources can be tracked and recorded DURING topic work, making it easier to write references at the end of the research.

P6 – Tracking Sources

A blank grid for pupils to use as they find information from a number of sources.

P7 – Specimen References

A specimen “references” from a project on Food in World War 2 demonstrates the correct layout of a range of sources, and can be used as a model for the pupils’ own references.

At this level, many pupils will struggle to lay out references accurately. Where possible, they should be encouraged to adopt the correct conventions, but the key point at this stage is that the sources are acknowledged in some way at the end of the piece of work.

To encourage awareness of the conventions of laying out references, ask the pupils to investigate the following:

- What do they notice about the order the sources have been referenced?
- Ask them to identify what sort of source is being referenced in each example.
- Where does the date of publication always go?

- In what ways are the layouts of books and websites done differently?

P8 – Plagiarism

A very brief introduction to the concept of plagiarism. It would be useful if teachers particularly reinforce the importance of resisting the temptation to cut and paste from internet sites.