

SEMESTER 3 2023-2024

INDIVIDUAL RESEARCH PROJECT -

PART 1. ANALYSING AND EXPLAINING A GRAPH (reading)– the objective of the S3 & S4 project is for you to start developing your research and critical thinking skills. As an undergraduate science student, you must be able to select the right kind of published scientific articles in English (not Wikipedia, not random newspaper articles, not in other languages, not *dot org* sites or product or association websites), read them and understand the main points. You will start to build a bibliography, in which you should demonstrate that you can present your sources neatly and logically. 20% of CC. All research work must be done in English.

GRAPH DESCRIPTION (reading). Using sites such as *Our world in data* or *Statista*, find a graph that in some way involves the research topic you have chosen. For example, if your topic is *How has preservation of rainforests changed over the past 50 years?* Then you might look for graphs that show the deforestation rates in a range of countries, or how conservation efforts are effective or not. You can use pie charts (comparison) line graphs (trends) bar charts (comparing different groups) or tables (raw data). Line graphs are best to show change over time. DO NOT make your own graph.

For some students, finding a graph that corresponds perfectly to your research question will not be possible – that is OK. Please choose a graph that matches your research question in some way. Check with your teacher if you are not sure.

PART 2. TALKING ABOUT YOUR RESEARCH IN A SMALL GROUP: the small group is called a seminar.

For your first speaking test, you have to download and print your graph and then explain it to a group of 2 or 3 students. IF you use your phone for this, you will lose points. You will present your graph and talk about your research. The other students need to see it clearly, so showing it on your phone is not sufficient. So, IF you use your phone or computer for this, you will lose points. The students in your group might ask you questions. To help you, you should have notes, written on small cards, on the first three articles from your bibliography (published, scientific, English-language) that are not too long. You will be able to include information that is not shown in the graph and answer your partners' questions fully.

You do not have to stand up in front of the whole class! Only the members of your seminar and your teacher will be in the room. You must not make a PowerPoint or other presentation.

Make sure you know when your seminar is (what date and time) and be prepared.

You do not have to submit or hand in or show anything to your teacher in S3. You will have 10 minutes (max).

One possible time allocation for the speaking test is the following (but you don't have to follow this):

1 minute : explain your research focus and question/problematic.

4 - 5 minutes: what data in articles 1, 2 and 3 are relevant to your topic. Don't do a 'summary' of each article. Select the information in the articles that is salient to your research.

3 minutes: the graph – what it is, what it does and how it is related to your topic

1 – 2 minutes: interaction with your seminar members

Feel free to change the order of this suggested timeline, or do your own thing. But be logical and coherent.

There is zero interaction with the teacher. The teacher is only there to assess your speaking.

Please practice with your study buddy, the tutors or your friends and family to be ready for this test.

*Bibliography will be submitted at the end of S4