Course Companion

GAC Study and Communication Skills

Every topic handout in one volume

exercises.lol

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GAC003 Study Skills for Independent Learning

GAC Study and Communication Skills

What this module is, and how it is marked

This GAC003-aligned guide covers reflection, semester and weekly planning, the higher education study environment, independent learning and study strategies. Its examples are original practice. Follow your centre's current assessment brief for required documents, dates, entry counts, weights and authorship rules; this guide does not set those rules.

A **reflective learning journal** records learning and later checks. A **semester planner** connects work to available time. A **curriculum vitae (CV)** and **personal statement** describe experience and interests truthfully. Keep the evidence for **coursework** as you complete it, including drafts, feedback and agreed changes.

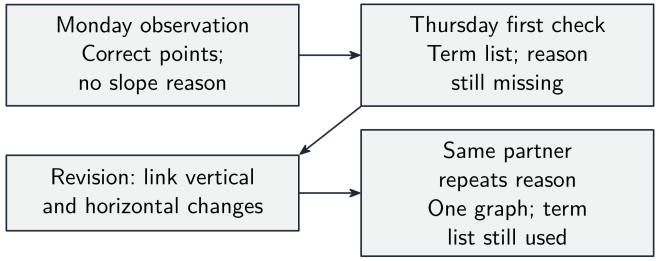
> **Worked example: evidence is different from a claim.** "I kept a journal" names an activity. "I could plot graph points but could not explain the slope comparison; I tried a new explanation and recorded the check" identifies a learning issue and its review. Neither sentence establishes an official grade without the actual criteria.

Reflective learning

Reflection connects what happened to a reasoned next action. Use evidence rather than permanent labels.

- **Describe** the task, your action and the conditions.
- **Evaluate** what the result shows and what remains uncertain.
- **Plan** a feasible change, an understanding check and a review point.
- A **learning style** may describe a preference. Finding diagrams helpful does not prove an inability to read explanations or a fixed way that every task must be learned.
- If a class uses **Multiple intelligences** to discuss different activities, use the discussion to consider practice options. It does not establish that you should avoid a required task or that one activity proves a permanent ability label.

> **Worked example: update a possible explanation.** Chen plots four points correctly but cannot explain why a segment is steeper in English. He guesses that vocabulary is the only difficulty. No first-language explanation has been recorded, so that guess is not yet established.



Next check: another graph without the term list
Record the result before making a wider claim

A practice check leads to a revised explanation and a bounded result.

With a short term list, his partner identifies the steeper segment but cannot repeat its reason. Chen checks a worked explanation, adds the link between vertical and horizontal changes, and tries again. The same partner then repeats the reason. The record supports progress on one graph with support. It does not prove that vocabulary alone caused the difficulty or that all graphs are now understood. A next check uses another graph without the term list.

> **Try it.** Replace "I am bad at graphs" with one observed difficulty and a next check. Keep a possible explanation provisional until you have evidence for it.

Time management I: planning the semester

Record fixed **assessment deadlines** and commitments before assigning study slots. Break each outcome into tasks and note what must happen first. A report may need checked data before a draft and returned feedback before revision.

- Choose a **start date** using task duration, dependencies and available time. A report due at the start of week 10 with three full weeks of work begins by the start of week 7; exact days still matter.
- Look for **collisions** between tasks using the same time, not only submissions in the same week. A quiet submission week may hold essential preparation.
- A task is **urgent** when action is needed soon. It is **important** because of its consequences, including learning, assessment and obligations. Weight is one factor; a small required quiz can still matter.
- Leave a **buffer** where it can actually help. Spare time after an endangered deadline cannot rescue the earlier task. If work does not fit, raise the problem early rather than silently moving a fixed deadline.

> **Worked example: feedback constrains the plan.** Mei's report needs one hour to check data, two to draft and one to revise. A draft sent by Friday in week 7 receives comments on Monday in week 8. The report is due Friday in week 8.



Send draft by Friday, week 7
Comments return Monday, week 8

Revision uses the returned comments
Report deadline: Friday, week 8

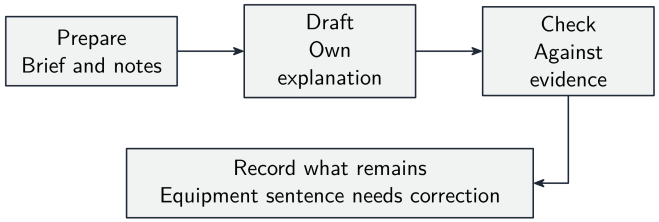
The report's order and feedback dates constrain when revision can occur.

The four work hours fit only if they are placed in that order, with the draft before the feedback cutoff. Starting the draft in week 8 misses the offered feedback arrangement even if the final deadline is later. Check the other tasks sharing those slots too; a correct total of available hours is not proof that a particular timetable fits.

Time management II: the working week

A **to-do list** names tasks; a **schedule** places them in available time and a place. Include a starting action, required materials and a check of the outcome.

> **Worked example: review the output, not only the timer.** Arun has a 45-minute library slot. He plans five minutes to preview the brief and notes, fifteen to draft, ten to check, five to revise, five to record the next action and five for a break. The total is 45 minutes, including the break.



A completed block is not proof of readiness

The block connects preparation and writing to a check and a recorded next action.

His paragraph now explains repeated measurements, but an equipment sentence still differs from the notes. The timer ending does not make the paragraph ready. Compare that sentence with the notes, correct it and check the correction before submission. If no further slot is available, ask early about a permitted arrangement rather than inventing one.

Procrastination is delaying intended action. An unclear first step may contribute, but one delay does not identify a single cause or prove laziness. Check instructions, materials and commitments. Try a specific first action and record the result. A 40-minute block is one option, not a universally best duration. Several changes in one

session do not establish which caused an improvement.

The higher education study environment

Courses differ in preparation, attendance, participation and assessment arrangements. Read the actual handbook and brief.

- A **lecture** often presents material to a larger group; a **seminar** often focuses on discussion; a **tutorial** often gives closer guidance on prepared work. Check the course's requirements rather than assuming the names fix every rule.
- **Academic integrity** includes honest work, permitted help and acknowledgement of sources. **Plagiarism** includes presenting another person's words or ideas as your own without appropriate acknowledgement. A citation does not automatically make copied work acceptable for a task.
- **Referencing** connects a **citation** to a full source entry, often in a **bibliography**. Follow the required style and check that each cited claim actually comes from that source.
- A **transcript** records academic results. Where a record uses a grade point average **(GPA)**, read the scale and calculation rules. It is not by itself a universal admissions guarantee.
- Use **Academic advisers** and other available support for specific questions. Check how to request help and whether an arrangement is confirmed.

> **Worked example: teacher silence is not feedback.** A student has no comment on a draft. That does not establish that it is correct, incorrect or unread. The student should compare it with the task criteria and ask about a precise unresolved point. An early question may leave more time to use an answer, but it does not guarantee availability or a successful outcome.

Independent learning

Independent learning means taking responsibility for preparation, progress and review while using permitted support.

- Set an observable **learning goal**. "Explain the water cycle without notes and compare my account with the diagram" defines a check; "study science" does not.
- Preview assigned material before class where required. Write what is unclear so the class or a later question can address it. Previewing alone does not establish understanding.
- Use the **library and databases** alongside other appropriate sources. Check the author, relevance, date where it matters and evidence. Being easy to cite does not make a claim reliable.
- **Group study** can include prepared explanations and questions. Check explanations against reliable course material; being confident or persuasive does not establish correctness.

> **Worked example: revise a goal.** "Read ten pages" measures activity. "Read the assigned section, explain its three main stages without looking, then check and record any missing stage" connects activity to learning evidence. Keep the check result even when it shows a gap.

Effective study strategies, and the CV

- **Active recall** retrieves an answer before looking it up. Check it afterwards and correct errors; repeating an unchecked answer can repeat the mistake.
- **Spaced practice** places practice across separate sessions. Set review points that fit the course and check what is retained. A fixed interval is not automatically suitable for every task.
- **Note-taking** selects useful information and its relationships. The **Cornell method** separates notes, cue questions and a summary. Try answering the cues without the notes, then check the response.
- A CV should follow the requested length, format and contents. Distinguish your contribution from a team's result, and include only qualifications you hold. A personal statement connects interest to specific experience and a reasoned next step; follow the task's authorship rules.

> **Worked example: bound a skill claim.** "I led everything" overstates a shared project. "I wrote the club leaflet text; another student supplied the layout and photos. Two readers missed the date, so I moved it and checked again" identifies an action, a result and limits. It does not prove leadership in every situation or permission to publish classmates' information.

Review question. Choose one proposed strategy. Name the task, the evidence you will check, one limitation of that check and the next decision if the difficulty remains. The aim is an honest plan that can improve, not a claim that one technique guarantees marks.

Vocabulary card meanings

curriculum vitae (CV): A short written record of schooling and jobs, sent with an application. personal statement: A short essay in which an applicant explains aims and fitness for a place. Describe: To say what something is like, with concrete detail. Multiple intelligences: The view that ability comes in several kinds, not only one score. assessment deadlines: The dates by which graded work must be handed in. urgent: Needing to be dealt with soon. important: Having serious weight, whether or not the due time is close. Procrastination: Delaying a task that should be done now. Academic integrity: Honesty in study, including not presenting another person's work as one's own. Referencing: The required way of showing where ideas and quotations came

from. bibliography: The list of works consulted, placed at the end of a paper. (GPA): A single number that averages grades across a student's courses. Academic advisers: Staff employed to guide a student's choice of courses. Independent learning: Study a person plans and carries out without a teacher directing every step. library and databases: Books on the shelves and searchable collections of articles. Group study: Learning sessions held with other students at the same time. Active recall: Practice that tries to remember, rather than only rereading. Spaced practice: Returning to the same material after planned gaps. Note-taking: Writing the main points while listening or reading.

GAC006 Business, Science, Social Science and Psychology I: Communication Skills

GAC Study and Communication Skills

What this module is, and how it is marked

This site's GAC006-aligned communication practice covers understanding yourself and others, coordinating team work and working with different perspectives. The examples below are fictional. They teach useful actions; they do not replace your centre's assessment brief.

Possible activities include an individual **role play** , a **group role play** , an **in-class test** , a **logbook** and **coursework** . Check which activities your actual course requires, their dates and their criteria. Do not assume a mark allocation or exemption from this handout.

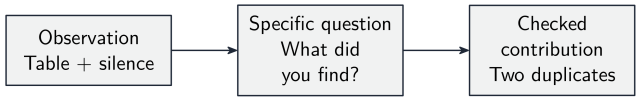
In a role play, give others a clear opening, check their meaning and respond to the task. Review both the action and its result. In a logbook, record a dated event, evidence, what remains uncertain and a next action you can check. Keep entries as the work happens. A later reconstruction should be labelled honestly; it cannot supply evidence that was never recorded.

Understanding self and relationships with others

A **personality trait** describes a relatively lasting tendency in thought, feeling or behaviour. One silent meeting does not establish a trait or its cause.

- **Introversion and extraversion** describe broad tendencies along a range. They include more inward or more outward/social orientations; they do not assign a fixed team role. APA definition.
- **Self-awareness** recognises your own responses, tendencies and limits. Use observations rather than a verdict: "I interrupted twice when we spoke quickly; next time I will note the question and wait for my turn."
- **Values** are things a person considers important. Ask which priorities matter in this task. A disagreement does not by itself establish different values, ability or effort.
- **Empathy** involves trying to understand another perspective. Ask respectfully and allow an answer that differs from your guess. Understanding someone does not require agreeing with every claim.

> **Worked example: an observation and a checked contribution.** In a fictional meeting Chen brings a survey table but says nothing for twenty minutes. Wei assumes he has no useful findings. Wei then asks, "Chen, you checked the totals. What did you find?" Chen identifies two duplicate entries. The group compares the table with the raw list and confirms them.



Reason for silence remains unknown
One checked finding does not prove every future answer

A specific question invites a contribution that can be checked, without inventing a reason for silence.

Known: Chen prepared a table and supplied a checked finding after the question. Unknown: why he was silent. The group agrees notes and a reporting turn for rehearsal. Keep the actual required contribution and agreed support; a personality label neither creates an exemption nor cancels a support need. Check the rehearsal's responses rather than promising they will be correct.

The skills of effective communication

Communication can be reviewed through specific actions and responses. The local brief determines what is assessed.

- **Active listening** means attending to the message and checking your understanding. Ask a relevant question or summarise the point and invite correction. Eye contact alone does not prove understanding and should not be imposed as its only sign.
- **Non-verbal communication** includes gesture, posture, expression and distance. Meaning depends on the person and situation. Do not diagnose an intention from one gesture.
- **Open questions** invite an extended answer, such as "What is blocking the draft?" **Closed questions** restrict the response, such as "Can you send the checked file by 16:00?" Choose according to the information needed, then check the response.
- **Assertiveness** states a need or position clearly while respecting others. A **passive** response may leave the need unstated. An **aggressive** response may attack or threaten the person. Evaluate the actual words and effect; silence alone does not establish resentment or passivity.
- **Feedback** is useful when it identifies specific work and a checkable improvement. "The graph's vertical axis needs a unit" tells the author what to inspect. Confirm that the unit is actually missing before making that claim.

> **Worked example: raise a missing handover.** A checked survey file was due Monday 16:00. It has not arrived, and analysis depends on it. A useful message is: "The checked file was due at 16:00 and the analysis cannot start without it. What is ready, and when can we receive it?" This names an event, an effect and a request. It does not claim the teammate is lazy or that the whole project is ruined. Record the answer, revise the handover if authorised and follow the course process if the deadline remains at risk.

Understanding groups and teams

A team coordinates contributions towards a shared result. Name each task's owner, required input, handover time and quality check. Confirm availability. A named role helps organise the work but does not prove completion.

- **Forming**, **storming**, **norming** and **performing** describe orientation, conflict, shared practices and coordinated work in Tuckman's proposed model. These labels are not a timetable every team must follow. Use observed events to explain the label; do not invent conflict to reach a stage. Original model.
- **Team roles** describe contributions such as generating ideas, recording decisions, checking evidence and coordinating handovers. People can share or change roles. If the final check has no owner, assign it and review its result; do not predict inevitable failure from personality labels.
- **Leadership styles** describe decision arrangements. **Autocratic** concentrates authority in the leader; **democratic** involves members in decisions; **laissez-faire** gives members substantial freedom. None of these definitions alone establishes the best choice. Consider information, permissions, safety, availability and review.
- **Ground rules** specify practical arrangements: meeting times, decision recording, task ownership, internal handovers and how to report a likely delay. Agree them early where possible and revise them when needed. A disagreement does not make later agreement impossible.
- **Conflict** may involve tasks or relationships. Keep the discussion specific, respectful and connected to evidence. Task disagreement can still be unhelpful if it is unsupported or never resolved. Follow the course process for an unresolved problem.

> **Worked example: repair a dependence.** Mei supplies survey questions, Arun collects responses, Chen checks totals and Wei writes findings. Wei cannot start before the checked totals arrive. Agree Chen's handover and Wei's receipt check, with time left for correction. If the file is late, ask what is ready and record a feasible revised plan. A contract alone cannot establish that the totals are correct.

Life skills: culture, and working with difference

Culture includes shared practices, meanings and expectations. Individuals also differ and work conditions matter. Ask about the current task rather than assigning an intention from nationality.

- **Cultural diversity** can bring different experiences and questions. It does not guarantee a better decision or identify a particular member's knowledge.
- A **stereotype** applies a generalised group expectation to an individual. Such an expectation does not establish that person's intention, ability or behaviour.
- **Directness** varies among people and situations. "That could be difficult" may identify an obstacle or express reluctance. Ask what makes it difficult and what can be ready by the deadline.
- **Adapting** means agreeing a workable shared process. Discuss turns, preparation, clarification and decision records, while keeping task and accessibility rules in view.

> **Worked example: review a speaking arrangement.** In a fictional rehearsal two students answer immediately and interrupt the others. The quieter students say they need time to read each question. The group agrees question areas and a pause before each reporting turn. In the next rehearsal all four answer at least one question. The group checks answers against the report and finds one figure still needs correction.

The trial shows more balanced participation, with an accuracy gap still open. It does not establish nationality as the cause of the earlier silence or prove that every future response will be correct. Correct and check the figure, then review another rehearsal. Neither volume nor quietness proves expertise.

Vocabulary card meanings

role play: Acting a part to practise a situation, done alone or with other people. group role play: Acting parts together so a group can practise a situation. logbook: A notebook in which work and reflections are entered as they happen. Introversion and extraversion: Broad tendencies toward a more inward or a more outward focus, which are not explained just by where someone finds energy. Empathy: Understanding and feeling something of what another person feels. Non-verbal communication: Messages carried by face, posture, and gesture rather than by words. Open questions: Questions that cannot be answered with only yes or no. closed questions: Questions that expect a short, fixed answer. Assertiveness: Stating one's needs clearly while still respecting other people. passive: Letting others decide, without stating what one needs. aggressive: Pushing one's own wants in a way that attacks others. Team roles: The different jobs people take inside a working group. Leadership styles: Different ways of guiding a group. Ground rules: Basic agreements a group sets before the work starts. Culture: The shared beliefs and habits of a group of people. Cultural diversity: The presence of more than one set of beliefs and habits in a community. Directness: How plainly a person states a point. Adapting: Changing one's behaviour to suit a new situation.

GAC031 Social Emotional Learning through Project Based Learning

GAC Study and Communication Skills

What this module is, and how it is marked

GAC031 teaches **social and emotional learning** through a project that improves something about your own school. Five units run from the competencies themselves to a finished, shared piece of work.

Assessment is the **project** – planned, built, revised, presented – plus **reflection** on the strategies you used, and coursework.

- The reflection is not decoration. You are marked on analysing where you grew and where you still need practice, which requires naming a weakness honestly.
- △ The project must actually be **for someone**. A project with no user is an essay with slides.

Introduction to social emotional learning

- **Social and emotional learning (SEL)** is the set of skills for managing yourself and working with others.
- The five competencies: **self-awareness** , **self-management** , **social awareness** , **relationship skills** , and **responsible decision-making** .
- These are trainable, which is the module's premise. They are not personality.
- Each shows up in the other modules: self-management is the GAC003 planner, relationship skills are the GAC006 team.

Project planning

- **Project based learning (PBL)** starts from a **driving question** that cannot be answered by looking it up.
- The question must be **answerable by making something**: a guide, an event, a system, a redesign.
- Identify the **user** and ask them what they need before designing anything for them.
- Plan backwards from the sharing date, as in GAC003.

> **Worked example.** Two driving questions for a school project.

Weak: "What is recycling?" – a search engine answers it, and there is nothing to build.

Strong: "How can our year group cut the waste left in the canteen at lunch?" – it

needs observation, a design, and someone to use it.

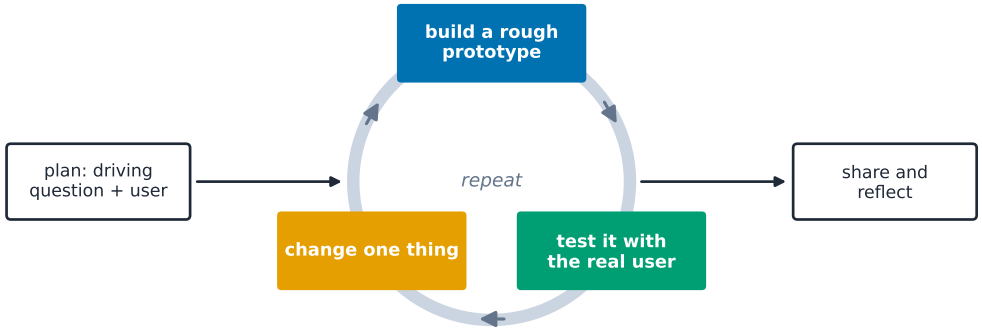
The second is a driving question because the answer is a thing you make, and the making is what the module assesses.

Design and develop

- Build a **prototype** early and badly. A rough version you can show beats a perfect plan nobody has seen.
- **Collaboration** here is assessed by contribution, so record who did what as you go.
- Use **self-management** deliberately: the project runs across weeks, and the weeks are where it is lost.
- Expect the first version to be wrong in a way you could not have predicted. That is the point of building it.

Revise and update

- **Feedback** from the actual user is the module's engine. Ask what did not work, not whether they liked it.
- **Iteration** means changing one thing and testing again, so you learn which change helped.
- **Perseverance** is shown by responding constructively when a trial reveals a problem. Keep evidence of the problem, revision and later test; use the current centre criteria rather than assuming that a failed trial or revision guarantees a particular mark.



Keep evidence of each problem, revision and later test: it is what the reflection is built on.

The project loop: build, test with the user, change one thing, repeat

Share, present and reflect

- Present to the people the project was for, not only to the teacher.
- **Reflect** on the SEL strategies you used: which competency you leaned on, which you avoided, what you would do differently.
- △ A reflection that reports only success reports nothing. Explain the evidence for growth and remaining difficulties, including why a strategy did not work and what you will change. No single reflection move guarantees a particular score.

Vocabulary card meanings

project: A piece of work with an aim and a finish point. Social and emotional learning (SEL): Learning to handle feelings, relate to others, and choose responsibly. awareness: Noticing how other people in a community live and feel. Project based learning (PBL): Learning by completing a long task that ends in a real product. Collaboration: Working with other people toward one task. Perseverance: Continuing with a hard task instead of stopping.

GAC032 Education and Career Navigation: Finding Your Pathways

GAC Study and Communication Skills

What this module is, and how it is marked

GAC032 is about designing your own next step: understanding what you are good at and what you want, then choosing and applying to courses that fit.

Assessment is a set of documents – a **personal profile**, an **education and career plan**, interview practice, and a **college application essay** – plus coursework.

- Everything here is used for real. The profile becomes the personal statement, and the plan becomes what you say in an interview.
- △ Honesty outperforms ambition. A plan built on interests you actually have is easier to defend than one built on a job title that sounds impressive.

Create my profile

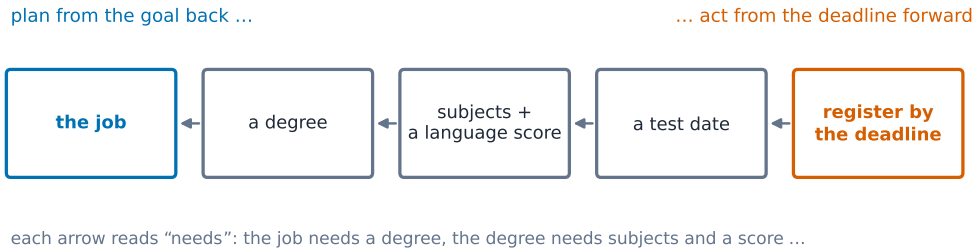
- A **personal profile** collects **interests**, **strengths**, **values** and **experience** in one place.
- Evidence, not adjectives: "I fixed the school's printer queue" says more than "I am good with technology".
- **Skills** are transferable; a **subject** is not. The student who ran a fundraiser has project management, whatever they study next.
- Ask two people who know you to add to the profile. Self-assessment misses what is obvious to everyone else.

Build up your supports and knock down your barriers

- A **support** is anything that makes the path easier: a teacher who will write a reference, a relative who studied abroad, a scholarship.
- A **barrier** is anything in the way – cost, a language requirement, a missing subject, a deadline you did not know about.
- Most barriers have a **workaround** if found early: a foundation year, a test retake, a different intake. Found late, they are walls.
- List both explicitly. A plan that names its barriers is what an interviewer means by realistic.

Connect your profile to your goals

- A **goal** must be specific enough to plan towards, and it may be a direction rather than a job title.
- Work backwards: the job needs a degree, the degree needs subjects and a language score, the score needs a test date, the test date needs registering by a deadline.
- △ Check the **entry requirements** of real courses now, not later. They are published, and one of them will change what you do this year.



Plan from the goal back; act from the first deadline forward

Find good fit colleges

- **Fit** has several dimensions: the course content, the entry requirements, the cost, the location, and the support for international students.
- Build a list with a **range**: some ambitious, some likely, at least one safe.
- Read the **module list** of the actual degree, not the university's front page. Two degrees with the same name teach different things.
- **Cost** includes living costs and visa requirements, which is where the GAC034 budget belongs.

Develop your college and career pathway

- An **action plan** has dates. Applications, tests, references and documents all have deadlines that do not move.
- Practise the **interview**: why this course, why this university, why you, and what you did about your interest.
- The **application essay** is the personal statement of GAC003, at higher stakes: evidence first, and specific to the course.

Build up your career skills

- Employers and admissions readers both look for evidence of **skills**, not claims of them.
- Build a **portfolio** as you go: the project, the report, the site, the video. Every GAC module produces one artefact worth keeping.
- **Networking** is asking people who do the thing you want to do what it is actually like, and most of them answer.
- Keep the profile current. It is easier to update in June than to reconstruct in December.

Vocabulary card meanings

personal profile: A short account of who a student is, kept for applications. education and career plan: A written path from present study toward a kind of work. college application essay: The personal essay sent when asking to enter a college. experience: What a person has already lived through and can describe. Skills: Abilities a person can practise and then use. support: Help that makes a plan more likely to succeed. barrier: Something that blocks progress toward an aim. goal: The end a person is trying to reach. entry requirements: The grades and other conditions a course sets before admission. Fit: How well a course or a job matches the student. Networking: Building useful contacts with people in a field.

GAC033 Project Based Learning and Research Methods

GAC Study and Communication Skills

What this module is, and how it is marked

GAC033 teaches research the way a university expects it: a team develops, presents and defends a **research proposal** . Eight units take you from a question to a defended plan.

Assessment is the proposal itself, its **presentation** to peers and facilitators, and coursework. What is assessed is the proposal – not results, because the study is not run.

- △ The commonest failure is a question too big to research. Narrowing is the skill, and it is worth more marks than any amount of reading.

Introducing PBL: the driving question

- A **driving question** opens an investigation. It cannot be answered by a search, and it does not have one obvious answer.
- Good driving questions are **specific**, **researchable** and **arguable**.
- Start from something you have noticed, not from a topic you were given.

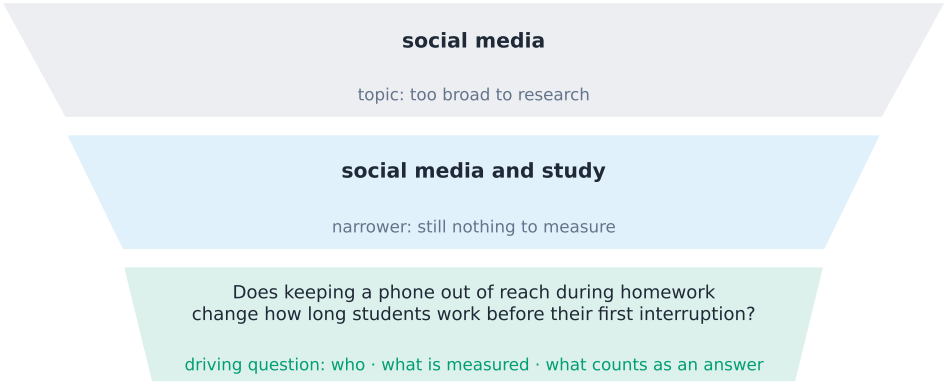
> **Worked example.** Narrowing one topic three times.

Topic: social media. *Too broad to research.*

Narrower: social media and study. *Still no measurable question.*

Driving question: Does keeping a phone out of reach during homework change how long students work before their first interruption?

The third names who, what is measured, and what would count as an answer. That is what “narrow” means, and it is the whole first unit.



Three narrowings: only the last names who, what is measured and what counts as an answer

Inquiry: the research methods

- Choose the method **after** the question, not before.
- An **experiment** changes something and measures the effect; a **survey** measures what people report; an **observation** records what they do; a **research interview** explains why.
- **Ethics**: consent, anonymity, the right to withdraw, and nothing that could harm a participant. A proposal without an ethics section is incomplete.

Inquiry: gathering information

- Use **databases** and library catalogues, not a search engine alone.
- Keep a **search log**: what you searched, where, and what you found. It is evidence of method, and it stops you repeating searches.
- Record every citation as you go – the same rule as every other module, for the same reason.

Inquiry: the research question

- The **research question** is the driving question made precise: variables named, population defined, timeframe fixed.
- Write the **null hypothesis** as well. If you cannot state what "no effect" looks like, the question is not yet measurable.
- Define your terms. "Interruption" needs a definition before anyone can count one.

Synthesis: literature

- A **literature review** says what is already known, where sources agree and disagree, and where the gap is that your study would fill.
- Organise by **idea**, never by source. One paragraph per idea, citing whoever supports it – the GAC015 rule, applied to a longer text.
- The gap is the justification for your study, and a proposal without one has not explained why it should exist.

Synthesis: the proposal

- A proposal states: the question, why it matters, what is known, the method, the ethics, the timeline, and the limitations.
- **Limitations** are written before the study, not after. Saying what your design cannot show is what makes the rest credible.
- The **timeline** must be realistic for the weeks you actually have.

Critique: peer review

- **Peer review** here means reading another team's proposal as a critical friend.
- Review the **method against the question**: would this design actually answer it?
- Give feedback that is specific and about the work: *the sample is only your own class, so the claim about the school does not follow.*
- Receiving critique well is assessed too. Defending every point is a worse outcome than changing one.

Finalize and share: the proposal and presentation

- Present the question first, then why it matters, then the method. An audience that does not understand the question cannot judge the method.
- Prepare for the **defence**: the three hardest questions are almost always about sample, measurement and alternative explanations.
- Answer with the limitation, not around it. "That is a real weakness; here is why the result would still be informative" is the strongest thing you can say.

Vocabulary card meanings

research proposal: A plan that states a question, a method, and why the study matters. presentation: A talk, often with slides, given to an audience. survey: A set of questions put to many people. research interview: A conversation held to collect evidence for a study. literature review: A written account of research already published on a question. timeline: A list of steps with the dates they should be finished. Peer review: Comments on a piece of work from someone at a similar level. defence: An oral exam

in which a student answers questions about a project.