

ECGE4003Q - Portfolio of Activities

Assessment Tasks

Part 1

The paragraph below contains many errors. Re-write the paragraph to demonstrate your understanding of:

- ***Use of formal, standard English which is expected as part of academic style;***
- ***Accurate spelling;***
- ***Correct use of punctuation including commas, apostrophes and full stops;***
- ***Well written sentences which make grammatical sense.***

In Wales there are loads of policies and important documents that tell us about youth work and what it is about and where it happens and these are really useful when you are a youth work student to help you to learn loads about it. These documents are also of good help to those who are working in the field of youth work. In the document youth work in Wales: principles and purposes (youth work in Wales review group, 2018) it says that one of the really important principles of youth work is that there is a voluntary relationship between the kids and the youth workers. It also says that all kids can engage in youth work all they need to be is between 11 and twenty five years old. This emphasising on the voluntary relationship between the kids and the youth worker you can see in lots of other books and stuff. For example Jeffs and Smith (2010) says that the voluntary principle means that the kids can choose to enter the relationship with the youth worker and that they can also decide to end the relationship too if they want to. The youth work Strategy for Wales (WG, 2019) also talks about how youth work is based on the voluntary participation between kids and youth workers and that this helps the kids feel like empowered partners.

Adapted from:

Youth Work in Wales Review Group. (2018) Youth Work in Wales: Principles and Purposes, Cardiff: Youth Work in Wales Review Group.

Welsh Government. (2019) Youth Work Strategy for Wales, Cardiff: Welsh Government.

Part 2a

The text below also contains many errors, which includes incorrect use of Harvard referencing conventions. Re-write both the paragraph and the reference list to demonstrate your understanding of:

- ***Use of formal, standard English which is expected as part of academic style;***
- ***Accurate spelling;***
- ***Correct use of punctuation including commas, apostrophes and full stops;***
- ***Well written sentences which make grammatical sense;***
- ***Careful, accurate use of Harvard referencing conventions.***

This essay will discuss youth work. A definition of the purpose of youth work has been made by the CLD Standards Council Scotland they say that it 'Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'. One of the most important things a youth worker needs to be able to do with young people is build a relationship with them and this is something that lots of people have written about such as Blacker who said that "a central task for any youth worker has always been the need to construct and sustain educational and social relationships with young people' (2010). Jolly thinks the same as Blacker and says that "it is no exaggeration to say that the single most important factor in defining youth work practice rests with the worker" (2010, p. 6). Youth workers provide kids with opportunities to learn but in a non-formal and informal way and the activities that youth workers use are like tools and just as Harte 2020 page 90 says "they provide a key setting to enable the educational processes of youth work to take place. They act as a catalyst to initiate and hasten young people's development and learning'.

Reference List:

CLD Standards Council Scotland. (2019) Youth Work National Occupational Standards, Glasgow: CLD Standards Council Scotland.

Blacker, H. (2010) "Relationships, friendships and youth work", in Jeffs, T. & Smith, M. (eds). (2010) Youth work Practice, Basingstoke: Palgrave Macmillan, pp. 15-30.

harte, S. (2010) "Activities in youth work", in Jeffs, T. & Smith, M. (eds). (2010) Youth work Practice, Basingstoke: Palgrave Macmillan, pp. 85-100.

jolly j. 2010 "Local Youth Work", in Rogers, A. & Smith, M. (eds). 2010 *Journeying Together*, Dorset: Russell House Publishing, pp. 1-12

Part 2b

Answer all questions below **as fully** as possible.

- If you fail to acknowledge the source of your information in academic writing, you could be accused of _____? Why is it important that students avoid this?
- You only have to reference when you use a direct quotation. Is this True or False? Explain your answer.
- Wikipedia is a good place to search for information for your academic assignments. Explain, with reasons, whether you believe this statement is true or false.
- Write a set of instructions which could be included in a referencing guide which explains how to present a very long quotation.
- Explain how you can begin to conduct research for an academic assignment. Identify five sources which would be acceptable for academic study.

Part 3

Write a critical response to an article.

Structuring your critical response:

- Begin by **introducing** your article briefly.
 - Include a few opening sentences that identify the author(s) and the title, and briefly explain the topic of the text.
 - Can you identify the aim of the text?
- **Summarise** the article.
 - What is the main finding or key argument that is being used by the writer? What do you think the author's purpose/intentions are throughout the text? (Tip – this may not always be obvious and you may need to 'read between the lines'. If so, some (limited) examples may help illustrate your points).
- Comment on the **structure** of the article. Think about how the text has been organised, as this may be done in a deliberate way to help the reader organise their thoughts, or even to persuade us. Consider:
 - use of paragraphs
 - length of paragraphs
 - linking words between paragraphs
 - use of statistics/ numbers within article
 - use of appendices.
- Comment on the **language** of the article. You should think about whether the writing style suits the intended audience (e.g. expert/non expert, academic etc). Explore:
 - style used – formal, informal
 - easy to read, difficult to read
 - accuracy
 - use of persuasive language
 - use of objective language
 - use of subjective language.
- Comment on the **evidence** and **reasoning** within the article. You could use these questions to help you consider this aspect:
 - Is there a clear problem, statement or hypothesis?
 - What claims are made?
 - Is the argument consistent?
 - What kinds of evidence does the text rely on?
 - How valid and reliable is the evidence?
 - How effective is the evidence in supporting the argument?
 - What conclusions are drawn?
 - Are these conclusions justified?

- **Write a conclusion** regarding the article. This is usually a fairly short paragraph.
 - Restate your overall opinion of the text.
 - Briefly present recommendations.
 - If necessary some further qualification or explanation of your judgement can be included. This can help your critique sound fair and reasonable.
 - Overall, is it an appropriate academic article?
- Write a **reference list**- accurately constructed. Include the article itself in the reference list as well as any other reading you may have done to help you respond to the task.