

## Research Log – A Level Global Perspectives

Date:	Research/Activity Completed:
21 Septem ber	<ul style="list-style-type: none"> <li>• Brainstormed ideas for research paper (A04) and came up with several different ideas including technological advancements, the power and stigma around the media, artificial intelligence, etc.</li> </ul>
24 Septem ber	<ul style="list-style-type: none"> <li>• Reviewed and discussed syllabus with instructor</li> </ul>
26 Septem ber	<ul style="list-style-type: none"> <li>• Today, my father and I brainstormed other possible ideas and played around with the ideas I already thought of. We decided on pharmaceutical testing on humans and went so far as to brainstorm possible perspectives for the topic.</li> </ul>
28 Septem ber	<ul style="list-style-type: none"> <li>• My instructor, peer, and I discussed due dates for the research paper as well as when certain components of the research paper (i.e. literature review) were to be submitted.</li> </ul>
29 Septem ber	<ul style="list-style-type: none"> <li>• My peer and I started research to extensively validate the movie “Tapped” and another source of our choosing. I chose PETA.</li> </ul>
30 Septem ber	<ul style="list-style-type: none"> <li>• My peer and I continued research for these two validations.</li> </ul>
1 October	<ul style="list-style-type: none"> <li>• My peer and I continued research for these two validations.</li> </ul>
4 October	<ul style="list-style-type: none"> <li>• Submitted validation statements to instructor for review</li> </ul>
5 October	<ul style="list-style-type: none"> <li>• My instructor went over our validation statements and gave us comments and criticisms. I reviewed my validation for PETA</li> </ul>
11 October	<ul style="list-style-type: none"> <li>• Today, I began to formulate proposal forms for my preferred topic (pharmaceutical testing) and a secondary topic (psychological factors in regards to personality disorders).</li> </ul>
12 October	<ul style="list-style-type: none"> <li>• Continued working on and completed both proposal forms. Turned proposal forms in.</li> <li>• Graded scaffolding assignments for AS level students – My global peer and I aided the instructor in grading a limited amount of students’ scaffolding assignments on their respective research questions. The goal of this activity is to sharpen our skills on what good research, questions, thesis, validations, and reflections are and succeed in pointing out what is not sufficient.</li> </ul>
13 October	<ul style="list-style-type: none"> <li>• Graded scaffolding assignments for AS level students</li> </ul>
14 October	<ul style="list-style-type: none"> <li>• Graded scaffolding assignments for AS level students</li> </ul>
15 October	<ul style="list-style-type: none"> <li>• Received comments on proposal forms and began to revise them.</li> <li>• Graded scaffolding assignments for AS level students</li> </ul>
16 October	<ul style="list-style-type: none"> <li>• Began review of papers that received an A on last years June testing</li> </ul>

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	<p>series in order to recognize what a good research paper contains and on what principles it is structured.</p> <ul style="list-style-type: none"> <li>• Graded scaffolding assignments for AS level students</li> </ul>
19 October	<ul style="list-style-type: none"> <li>• Aided during AS level presentations – during class, my partner and I gave feedback to the AS level students on their presentations in order to sharpen their presentation skills and research abilities for the AICE exam. This additionally helps our teacher and relieves her of some of the things she has to do during this busy time.</li> </ul>
20 October	<ul style="list-style-type: none"> <li>• Aided during AS level presentations</li> <li>• Continued reviewing A level papers from last years testing series</li> </ul>
21 October	<ul style="list-style-type: none"> <li>• Aided during AS level presentations</li> </ul>
22 October	<ul style="list-style-type: none"> <li>• Aided during AS level presentations</li> <li>• Continued reviewing A level papers from last years testing series</li> </ul>
23 October	<ul style="list-style-type: none"> <li>• Aided during AS level presentations</li> </ul>
27 October	<ul style="list-style-type: none"> <li>• My instructor and I reviewed my proposal form to make necessary changes before sending it to Cambridge for revision</li> </ul>
3 November	<ul style="list-style-type: none"> <li>• Today, we received our proposal forms back from Cambridge. My peer’s proposal form was approved to begin her research. Mine needed revision, which I started today.</li> </ul>
4 November	<ul style="list-style-type: none"> <li>• Revised proposal form; had a conversation with instructor about proposal form and what still needed to be changed</li> <li>• Had a conversation with my A level peer about what she felt needed to be changed</li> </ul>
5 November	<ul style="list-style-type: none"> <li>• Revised proposal form; had a conversation with instructor about proposal form and what still needed to be changed</li> <li>• Had a conversation with my A level peer about what she felt needed to be changed</li> </ul>
6 November	<ul style="list-style-type: none"> <li>• Revised proposal form; had a conversation with instructor about proposal form and what still needed to be changed</li> <li>• Had a conversation with my A level peer about what she felt needed to be changed</li> </ul>
9 November	<ul style="list-style-type: none"> <li>• Revised proposal form; had a conversation with instructor about proposal form and what still needed to be changed</li> <li>• Had a conversation with my A level peer about what she felt needed to be changed</li> </ul>
10 November	<ul style="list-style-type: none"> <li>• Revised proposal form; had a conversation with instructor about proposal form and what still needed to be changed</li> <li>• Had a conversation with my A level peer about what she felt needed to be changed</li> </ul>
11 November	<ul style="list-style-type: none"> <li>• Submitted final proposal form with revisions to instructor to be sent to Cambridge for further revision.</li> <li>• Went to library and checked out “Bad Pharma” by Ben Goldacre to</li> </ul>

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	<p>obtain extensive knowledge on what testing pharmaceutical companies conduct before releasing drugs to the public and the faults of the system. Began reading.</p>
16 November	<ul style="list-style-type: none"> <li>Continued reading “Bad Pharma”</li> </ul>
18 November	<ul style="list-style-type: none"> <li>Continued reading “Bad Pharma.” I am baffled at the amount of unpublished research of experiments that did not produce the results the scientists and companies hoped for.</li> <li>Began research for essay. I had some initial trouble researching because I did not know where to begin. After discussing with my instructor, we decided that researching by drug would be the most effective course of action.</li> </ul>
21 November	<ul style="list-style-type: none"> <li>Continued reading “Bad Pharma”. One quote that stuck out in my mind was the first sentence of the book, which states “Medicine is broken.” I believe this is an extremely powerful statement and plan to utilize it in my essay.</li> <li>Researched Boehringer Ingelheim, used <a href="http://trials.boehringer-ingelheim.com/content/dam/internet/opu/clinicaltrial/com_EN/results/1175/1175.11_U03-1389.pdf">http://trials.boehringer-ingelheim.com/content/dam/internet/opu/clinicaltrial/com_EN/results/1175/1175.11_U03-1389.pdf</a></li> </ul>
24 November	<ul style="list-style-type: none"> <li>Helped revise a third A level student’s proposal form. My partner and I gave feedback to her through pointing out specific phrases that sounded awkward, what areas she needed to expand upon, what we thought she did correctly, and ideas as to perspectives she could address</li> <li>Researched Bristol-Myers Squibb, used <a href="http://www.bms.com/ourcompany/mission/pages/default.aspx">http://www.bms.com/ourcompany/mission/pages/default.aspx</a> and <a href="https://www.clinicaltrials.gov/ct2/show/study/NCT00097357?term=eliquis&amp;rank=14&amp;show_locs=Y#locn">https://www.clinicaltrials.gov/ct2/show/study/NCT00097357?term=eliquis&amp;rank=14&amp;show_locs=Y#locn</a></li> </ul>
25 November	<ul style="list-style-type: none"> <li>Helped revise a third A level student’s proposal form</li> <li>Researched GlaxoSmithKline, used <a href="https://clinicaltrials.gov/ct2/show/study/NCT00056407?term=cancer%20and%20africa&amp;rank=15&amp;show_locs=Y&amp;X01256">https://clinicaltrials.gov/ct2/show/study/NCT00056407?term=cancer and africa&amp;rank=15&amp;show_locs=Y&amp;X01256</a> and <a href="http://www.gsk-clinicalstudyregister.com/study/114543#rs">http://www.gsk-clinicalstudyregister.com/study/114543#rs</a></li> </ul>
26 November	<ul style="list-style-type: none"> <li>Continued reading “Bad Pharma”</li> <li>Helped revise a third A level student’s proposal form</li> </ul>
27 November	<ul style="list-style-type: none"> <li>Continued reading “Bad Pharma”. One example Ben Goldacre uses is that of a trial called TGN1412 in which six patients were initially tested and developed fevers, pneumonia, had to get their fingers amputated, etc. This example is appalling to read and, as I can imagine, more so to experience.</li> <li>Helped revise a third A level student’s proposal form</li> </ul>
28 Decemb	<ul style="list-style-type: none"> <li>Helped revise a third A level student’s proposal form</li> </ul>

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29 Decemb er	<ul style="list-style-type: none"> <li>Helped revise a third A level student's proposal form</li> </ul>
30 Novem ber	<ul style="list-style-type: none"> <li>Continued reading "Bad Pharma". As I was reading the book, I came across what are known as registers – online websites run by the government designed to alleviate fraudulent activity by requiring every trial to be registered with this website. The purpose of these is to publicly show which trials have not posted results for the study, and allows the government to more easily track down data from the companies conducting the trials. The downside to this is that registers only remain in contact for a matter of months or years, depending on the country, because they are not well kept and eventually cease to be used. This information was impactful to me because I used a United States based register for a significant part of my research, <a href="http://clinicaltrials.gov">clinicaltrials.gov</a>, without realizing the basis of what it was. I wonder when <a href="http://clinicaltrials.gov">clinicaltrials.gov</a> will cease to function.</li> <li>Helped revise a third A level student's proposal form</li> </ul>
1 Decemb er	<ul style="list-style-type: none"> <li>Helped revise a third A level student's proposal form</li> </ul>
2 Decemb er	<ul style="list-style-type: none"> <li>Helped revise a third A level student's proposal form</li> <li>I am beginning to discover more ways in which this industry is corrupt and am becoming wary of medicine as a whole.</li> </ul>
3 Decemb er	<ul style="list-style-type: none"> <li>Helped revise a third A level student's proposal form</li> <li>In my AICE AS Level Chemistry class, we learn about hydrocarbons, the basis of what all medicine is made of. My instructor told us today that isotopes, different arrangements of the carbon and hydrogen atoms, of molecules can yield different results. For example, he mentioned that one isotope of a specific hydrocarbon was over-the-counter Advil while another kills you. This information along with the repulsive big business enterprise of pharmaceutical companies has truly made me wary of medicine.</li> </ul>
6 Decemb er	<ul style="list-style-type: none"> <li>Today my partner brought up an important question as to the necessity of validating a source in the review of literature and then a second time in the body of the paper, or if just one validation was required. Our instructor said she would inquire at a training she's attending in January.</li> <li>Discussed due date for scaffolding and review of literature</li> </ul>
11 Decemb er	<ul style="list-style-type: none"> <li>Graded additional AS level student's scaffolding assignments for a second research question they are working on in the hopes of sharpening our skills in recognizing the difference between good and bad research, questions, thesis, etc. and for use in my research paper (AO4).</li> </ul>
12	<ul style="list-style-type: none"> <li>Graded additional AS level student's scaffolding assignments</li> </ul>

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December	
13 December	<ul style="list-style-type: none"> <li>Graded additional AS level student's scaffolding assignments</li> </ul>
14 December	<ul style="list-style-type: none"> <li>Graded additional AS level student's scaffolding assignments</li> </ul>
15 December	<ul style="list-style-type: none"> <li>Graded additional AS level student's scaffolding assignments</li> </ul>
16 December – 14 February	<ul style="list-style-type: none"> <li>Worked on essay and discussed with my peer</li> </ul>
22 December	<ul style="list-style-type: none"> <li>Through the research process, I am beginning to realize the severity of the corruption of the pharmaceutical industry. It is astounding to read specific examples of harm done to individual's bodies, as they are real people and go through such horrific things. The most impactful part was reading a few examples that occurred in my country. As humans, we tend to fall into the "it can't happen to me" trap; obtaining knowledge that these occurrences are happening close to my home puts everything in perspective.</li> </ul>
31 December	<ul style="list-style-type: none"> <li>The lack of government regulation in less developed countries to monitor drug usage and efficacy is inexcusable. There are so many simple solutions these countries are missing to ensure the safety of their citizens, but their main focus in many cases is on financial burdens and poverty.</li> </ul>
2 February	<ul style="list-style-type: none"> <li>There is a need for long-term observation of any pharmaceutical, as every body acts in differing ways. However, the FDA's decision to allow a drug to be made commercial and conduct research on an entire population is unsafe for a multitude of reasons, the most notable being the potential harm to every individual. Scientific advancements allow educated inferences to be made about a drug's course in the body, however instances of harm are proven to occur and, in my opinion, every life matters.</li> </ul>
16 February	<ul style="list-style-type: none"> <li>My partner and I peer reviewed each other's essays</li> </ul>
17 February	<ul style="list-style-type: none"> <li>My partner and I peer reviewed another A level student's essay</li> </ul>