Section 10

Templates for candidates

Templates for candidates

This section provides examples of templates that could be used by candidates to assist them with the planning of, and reflection on their Interdisciplinary Project.

The format of the templates is by no means mandatory. Candidates should be encouraged to adapt them in a way that suits their preferred style and approach.

- Project requirements.
- Project proposal.
- Project plan.
- Progress log.
- Interim review.
- Evaluation of the project.
- Self evaluation of generic and cognitive skills development.
- Assessment checklist – Candidates may use this to ensure they have addressed all the requirements of the Unit prior to submission of a particular piece of evidence.

Project requirements – Information for candidates

The project you choose must be an investigation or a practical assignment. It should be of personal/career interest to you and provide you with opportunities to do the following.

- Link with and work within different and less familiar learning environments to support the project.

- Use your knowledge and understanding of science and other areas of learning across the curriculum in one or more of the following broad contexts:

  - employability
  - enterprise
  - citizenship
  - sustainable development
  - economic development.

- Make connections between subject knowledge and the wider world.

- Develop the following cognitive and generic skills:

  - **application** – of subject knowledge and understanding
  - **research skills** – analysis and evaluation
  - **interpersonal skills** – negotiation and collaboration
  - **planning** – time, resource and information management
  - **independent learning** – autonomy and challenge in own learning
  - **problem solving** – critical thinking; logical and creative approaches
  - **presentation skills**
  - **self evaluation** – recognition of own skills development and future areas for development.

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development.

Evidence in the folio may be presented in any suitable recorded format including e-evidence.

You may wish to undertake the Interdisciplinary Project as part of a group. Each member of your group must clearly define their own roles and responsibilities and must demonstrate an appropriate level of participation in all three stages of the project.

In order to pass the Unit, whether you have undertaken the project individually or as part of a group, you must complete all five pieces of mandatory evidence and achieve the evidence criteria for a Grade C pass.

Science: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									

Project outline (what it is I want to do and how will I go about it)

Reasons for choosing this project (eg personal interest, future plans, links to other subjects I am studying/ have studied)

The broad contexts this project will cover are

☐ Citizenship ☐ Enterprise ☐ Employability

☐ Economic development ☐ Sustainable development

Learning environments I will access are

The skills I will develop and/or improve in the course of this project are

Application of subject knowledge and understanding.
Research skills – analysis and evaluation.
Interpersonal skills – negotiation and collaboration.
Planning: time, resource and information management.
Independent learning – autonomy and challenge in own learning.
Problem solving – critical thinking: logical and creative approaches.
Presentation skills.
Self evaluation – recognition of own skills development and future areas for development.

Assessor comments			
Proposal approved		**Further work required**	
Candidate signature		**Date**	
Assessor signature		**Date**	

Science: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									

Is this a group project? yes ☐ no ☐

If a group project, what will your role or responsibilities be?

Timescales (start, finish and milestones)

Planning – state how you are going to meet the agreed objectives of your project

Resources (people, materials, places)

Research methods (contacting companies, surveys, focus groups, experimentation)

Presentation • **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?** • **What methods are appropriate to the audience (for example demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)**			
Dependencies (what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step)			
Contingencies			
Any anticipated problems?		**My plans for overcoming the anticipated problems.**	
Method for recording own skills development and future areas for improvement			
Assessor comments			
Plan approved		**Further work required**	
Candidate signature		**Date**	
Assessor signature		**Date**	

Science: Interdisciplinary Project

Progress log

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									

Use this form to record progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/ tutor, your presentation and final evaluation. Things you might want to record are:

- *what you have done (eg from one week to the next)?*
- *what skills have you used and how you feel they have developed?*
- *if you are working in a group, what discussions you have had?*
- *any changes that you have (or will need) to make to your plans and reasons why*
- *what resources you have found/hope to find?*
- *any problems you are encountering and how you are resolving them?*
- *what you are going to do next?*

Date	**Comments**

Science: Interdisciplinary Project

Record of Interim Review to be completed by candidate and teacher/lecturer

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									
Describe what you have done so far and how it meets your plan (changes, successes, difficulties encountered, how you resolved issues, targets met)									
What skills have you used and how far have they developed?									
Next steps									
Assessor comments									
Candidate comments									
Candidate signature						**Date**			
Assessor signature						**Date**			

Science: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									
How successful has my project been overall (planning, implementation, and findings/outcomes in terms of strengths, weaknesses and learning points)? Justify your response using supporting evidence									
How effective were my communication methods?									
Is there any aspect of my project that could be taken further? What might next steps be?									

Candidate signature	**Date**	
Assessor signature	**Date**	

Science: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name									
SCN									
Centre name									
Assessor name									
Project title									

When evaluating your generic and cognitive skills use the information in the left hand column to help you consider your skills development.

Generic and Cognitive Skills	Self evaluation
Application of subject knowledge and understanding	
• Candidates should think about practical uses for the science(s) they have learned. • Build these ideas into meaningful and realistic contexts, chosen from one or more of the Broad Contexts (citizenship, economic development, employability, enterprise and sustainable development). • Plan how they can use their knowledge of sciences effectively as part of a successful project. • Use their sciences to help them carry out various aspects of the project.	

Research skills – plan, research, analyse and evaluate	
Plan • Define your research subject by identifying its scope and key concepts. • Define your research process by identifying tasks and creating a schedule. • Show initiative in choosing methods of research eg contacting companies, surveys, focus groups, experimentation. • Identify and use relevant tools, resources and contacts for your research process.	
Research • Carry out research from a variety of sources. • Keep records and notes on strategies, sources, tools and resources used. • Adopt a referencing methodology (where appropriate).	
Analyse • Analyse the usefulness and reliability of materials gathered and resources consulted. • Return to research stage as necessary	
Evaluate • Evaluate the research process.	

Interpersonal skills – negotiate and collaborate	
• Consider other peoples' views/feedback. • Discuss issues of concern, seeking resolution where needed. • Adjust approach in response to a situation/environment. • Have positive self belief. • Be confident enough to offer and ask for support.	
Planning – time, resource and information management	
• Estimate time needed and set milestones (targets). • Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities. • Consider any probable barriers to achievement and take steps to minimise them.	
Independent learning – autonomy and challenge in own learning	
• Use my skills responsibly to make things happen. • Take initiative to establish links with other learning environments/opportunities. • Look for challenges and don't necessarily take the easy option.	

Problem solving – creative approaches; critical thinking; logical approaches	
• Generate and explore ideas to support my project. • Use creative approaches such as lateral thinking. • Use logical, step by step thinking approaches. • Consider how a situation may have arisen and possible contributory factors. • Think critically about possible actions/changes that would improve the situation. • Analyse points of view in source materials in order to support findings from research eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence.	
Presentation skills	
• Choose appropriate formats and apply effectively eg written, oral, video, multimedia. • Consider my target audience, the layout, structure, degree of formality of my presentation. • Gather, select and include relevant information or ideas, emphasising the main points. • Present information/ideas/ reflections with supporting detail in a logical order, reaching a reasoned conclusion.	

Self evaluation – recognition of own skills development and future areas for development	
• Ask for feedback and deal positively with praise, setbacks and criticism. • Reflect on my experiences and feedback from others to assess the development of my knowledge, skills and understanding. • Learn from my experiences and use to inform future progress.	

This section is not mandatory. It has been included to allow the candidate the opportunity to undertake an overall reflection of their project.

Reflection on my experiences throughout this project (for example things I feel I have achieved, things I have done that I feel particularly proud of, anything I would do differently were I to do something similar in future).

Are there any skills that you have used in this project that you would like to develop further? (for example, using skills in even more challenging situations, more working on own, more team working).

Science: Interdisciplinary Project

Assessment checklist

You may want to use this to ensure that you have addressed all the requirements of the Unit prior to submission of a particular piece of evidence.

Project proposal	**Tick as appropriate**
Grade C criteria	
Clear aims and reasoned arguments to support the relevance and practicability of the project.	
Identification of opportunities for:	
• own skills development	
• collaborative working	
• accessing less familiar learning environments	
• application of science subject knowledge in a broad context	
• use of knowledge and skills across different disciplines	
• making connections between subject knowledge and the wider world.	
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	
Robust and carefully argued justification of the proposal.	
Substantial links and understanding of possible connections across disciplines contributing to the project.	

Project plan	**Tick as appropriate**
Grade C criteria	
Development of clear project objectives in line with the project proposal.	
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	
Realistic timescales and achievable milestones for each stage of the project.	
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	
Anticipation of probable and possible factors which may impact on the project.	
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	
Outline the process for achieving own identified development needs.	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of: resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad theme.	
Clear presentation of main findings/product.	
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	
Skilful and creative use of resources, including people, information and learning contexts to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process: planning, implementation and findings/product in terms of strengths, weaknesses and learning points.	
Effective use of chosen communication method(s).	
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	
Careful choice and skilful use of communication and presentation methods(s).	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	
Assertive and justified use of feedback from others in evaluation and identification of development areas.	