



## Science: Interdisciplinary Project

### Proposal

<b>Candidate name</b>	Deborah Lindsay								
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Are low fat food products fuelling obesity and diabetes?								
<p><b>Project outline</b>  <i>(Give a summary of what you propose to do and how will you go about it.)</i></p> <p>The aim of my project is to find out if there is a higher sugar content in low fat food products which is contributing to obesity and type II diabetes. I propose to investigate what perceptions people have of low-fat foods and whether there is a link between teenagers' eating habits, parental buying habits and their lifestyle and health. I propose to investigate low fat food products and compare their sugar and fat content with full fat food products on the basis of using the same brand and making a weight per weight comparison. I will present my findings during Health week and also offer my findings to the canteen manager, local supermarket and medical specialists.</p> <p>I intend to approach University X to carry out research into the mechanism of fat metabolism and how the body deals with different types of fat. I will also research practical methods that can be used to find out about saturation of fats and oils in food and carry this out on a sample of low fat and full fat food products. I also intend to research the effect of a high sugar diet on insulin production and uptake.</p> <p>I aim to complete this by the end of February.</p>									
<p><b>Reasons for choosing this project</b>  <i>(For example: personal interest, future plans, relevance to society, links to other subjects you are studying/have studied.)</i></p> <p>I feel this is an important topic to explore. I have noticed that there is an ever widening range of low-fat food products available yet obesity and type II diabetes are still rising in the teenage population.</p>									

I am personally interested in living a healthy lifestyle and encouraging my family to do so also. My intention is to apply to university to study dietetics and hope eventually to become a dietician. I am looking forward to improving my research and interpersonal skills as I feel these will be useful to me at university and in my future career.

I want to build on the knowledge gained in Higher Human Biology and Higher Chemistry and deepen my understanding of what I am learning in my Advanced Highers.

**The broad contexts this project will cover**

*(Explain the ways in which the theme of your project is relevant to one or more of the broad contexts of citizenship, economic development, employability, enterprise, and sustainable development.)*

The broad context my project will cover is citizenship.

I will be able to make people more aware of their diet and how it might contribute to obesity and diabetes. This will hopefully lead to them making healthier food choices and leading a healthier lifestyle.

**Learning environments I will access**

I propose to conduct a survey on eating and lifestyle habits. I intend to visit my local supermarket to find out what low fat food products are available and if possible, carry out a survey of people's perceptions and buying habits.

I intend to contact University X to find out if I can assist/observe in any lab work related to fat analysis.

I intend to contact the local hospital to find out if I can interview medical specialists to find out more about type II diabetes and the implications of obesity on health.

**How I will use my knowledge of science/technology**

I will use knowledge gained in Human Biology about the pathology of cardiovascular disease, blood glucose levels and obesity.

I will use knowledge gained in Chemistry on fats and oils and hope to use some of the analytical skills I have developed to analyse some foods.

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

*(Carry out a short analysis of your current strengths and weaknesses in each of the skills areas below and say how you think your project will allow you to develop and/or improve these skills:*

**Application of subject knowledge and understanding**

I want to build on the knowledge gained in Higher Human Biology and Higher Chemistry and deepen my understanding of what I am learning in my Advanced Highers.

**Research skills – analysis and evaluation**

I have carried out some research before for assignments, but I have never researched a project of this size and scale and would like to develop my skills on information management.

**Interpersonal skills – negotiation and collaboration**

I feel that I have good interpersonal skills as I have a part-time job which involves dealing with members of the public I also help out with my local Brownies and work well with both the Brownies and the leaders. I am planning to meet with medical specialists. Although I feel comfortable talking to my peers, I am a bit anxious talking to other adults in a professional setting.

**Planning – time, resource and information management**

I have fairly good time management skills developed through my job and leading activities with the Brownies. I am familiar with using spreadsheets for simple data entry but would like to develop my skills further as I have not yet used them to analyse data.

**Independent learning – autonomy and challenge in own learning**

I have very little experience of working on my own in school, but I sometimes need to show initiative in my part-time job or when I am working with the Brownies. I am looking forward to working on my own and visiting the University.

**Problem solving – critical thinking: logical and creative approaches**

This is an area where I feel quite confident but hope to further develop these skills during the planning stage and during my practical experiments.

**Presentation skills**

Although I feel confident in presenting my findings and producing a report I feel less confident in delivering an oral presentation so I should challenge myself with this.

**Self-evaluation – recognition of own skills development and future areas for development**

I plan to keep a diary of my project and the skills that I have used.

**Assessor feedback to candidate**

You have a good title and your aims meet the project requirements.  
 During discussion you explained the relevance of your project. Your strong justifications contained within the proposal were well explained.  
 You have developed a project proposal that clearly sits within the citizenship context. There are significant opportunities for skills development and I would recommend that you carry out an initial self-evaluation of skills to highlight areas that require further development and also to help you later with the self-evaluation.  
 Your proposal to work with the supermarket, University and medical specialists involves you working out with the school environment. Ensure the correct procedures are followed.  
 There are already timetabled 'lab days' for S6 and access to library passes as discussed.  
 Your proposal is well thought out and links your subject knowledge to current and topical health issues.  
 It is sufficiently challenging for Advanced Higher level.

<b>Proposal approved</b>	YES	<b>Further work required</b>	
<b>Candidate signature</b>			<b>Date</b>
<b>Assessor signature</b>			<b>Date</b>

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### Plan

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<b>Assessor name</b>										
<b>Project title</b>	Are low fat food products fuelling obesity and diabetes?									
<b>Is this a group project?</b>	<b>no</b>									
<b>If a group project my individual role or responsibilities will be:</b>										
<b>Timescales</b> <i>(This should be a detailed timeline showing how you plan to time-manage your project. Any separate spreadsheets or charts should be included as evidence.)</i>										
<p><b>Background research – (weeks 1-6)</b>                  Find out what information is available (week 1)                  Collect, review, organise and store the information (week 2-4)                  Write up my review (to be finished by the end of week 6)</p> <p><b>Surveys (weeks 1-13)</b>  <i>S1 questionnaire (weeks 5-13)</i>                  Get permission to conduct surveys with S1 pupils and their parents (week 5)                  Write questionnaire and get it checked (week 5-6)                  Try out the questionnaire on friends and their parents (week 7)                  Get the questionnaire completed (week 9-10)                  Analyse results (week 10-13)</p> <p><b>Supermarket survey (weeks 1-10)</b>                  Contact supermarket and get agreement to do some research there (week 1)                  Write questionnaire/survey sheet (week 5-6)                  Carry out survey (weeks 7-8)                  Analyse results (week 9)</p> <p><b>School canteen manager (weeks 4-6)</b>                  Arrange meeting with her (week 4)                  Write questions (week 4)                  Interview her (week 5)                  Write up interview (week 6)</p>										

**Practical work (week 1-13)**

Organise time in lab (week 1)  
Find out about experiments (week 1-3)  
Buy the foods that I need (week 11)  
Do the practicals (weeks 11-12 – hopefully)  
Write up and analyse results (weeks 12-13)

**Presentation (weeks 14-19)**

Sort out a date for the presentation (week 14)  
Invite audience (week 14)  
Write presentation (week 18)  
Practice presentation (week 19)  
Give presentation (week 19)

**Leaflet (weeks 14-18)**

Gather and analyse all of my findings (week 14-15)  
Produce leaflet (week 15-18)

**Review and Evaluation**

Conduct self-evaluation (week 1)  
Meetings with tutor (every other week)  
Interim review (week 10)  
Evaluation of project (week 20)

**Planning**

*(How you are going to meet the agreed objectives of your project as stated in your outline.)*

I am going to carry out the project within 20 weeks. I have broken the project down into stages and listed them – including the important timings and milestones. My milestones are identified at the end of each section of the project.

**Resources**

*(For example: people, materials, places.)*

S1 pupils and their parents to complete survey  
Local supermarket to carry out research on low fat foods  
Chemistry lab to conduct food tests  
Foods for testing  
Equipment for testing – has the school got the stuff that I need?  
Canteen manager for interview  
University library Online libraries College library

<p><b>Research methods</b>  <i>(For example: contacting companies, surveys, focus groups, experimentation.)</i></p> <p>Review of literature                  Written questionnaire to be completed by pupils at school and parents at home                  Survey of low-fat foods in the supermarket                  Experiments on food tests in chemistry lab</p>	
<p><b>Presentation</b></p> <p><b>Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?</b></p> <p>All pupils, staff canteen manager, local supermarket and specialists.</p> <p><b>What methods are appropriate to my audience(s)?</b>  <i>(For example: demonstration, presentation software, websites, oral, report, piece of theatre, DVD, wiki/blog or any combination.)</i></p> <p>Presentation using presentation software and will also incorporate taste testing with the audience during the presentation.</p> <p>Information leaflet and poster for Health week, supermarket, school catering manager.</p>	
<p><b>Dependencies</b>  <i>(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?)</i></p> <p>The time chart has helped me work out the dependencies within my project. I can't arrange the interviews and plan the questionnaires until I have completed my research. The practical work that I carry out will be dependent upon the resources and time available in the lab.</p>	
<p><b>Contingencies</b></p>	
<p><b>Any anticipated problems</b></p> <p>Supermarket says no.</p> <p>Can't get lab time/equipment not available.</p>	<p><b>My plans for overcoming the anticipated problems</b></p> <p>I will contact a supermarket as early as possible in case they say no. If they say no I will try another supermarket.</p> <p>I will contact local FE college or other schools.</p>

<p>Medical specialist from hospital unable to meet with me.</p> <p>Health week does not go ahead.</p>	<p>I will contact GP, school nurse or community health department. I could possibly use e-mail or Skype to consult with specialist instead of meeting.</p> <p>Present findings to my PSE class or at school assembly, or on YouTube.</p>		
<p><b>Method for recording my skills development and future areas for improvement</b></p> <p>I intend to use the progress log to keep an ongoing and regular record of activities completed, skills used and to record how my skills are developing as the project progresses.</p>			
<p><b>Assessor feedback to candidate</b></p> <p>You have clear project objectives following your proposal. You have outlined strands to the project and indicated your proposed timescales for the different activities. You seem to have spread the activities out throughout the time available but the way that you have written your plan makes it difficult to see where they may be bottlenecks which could have an impact on your plan. You were confident in discussing your plan but I am not sure that you have really thought through all of the possible dependencies within your plan. As we discussed, use of a Gantt chart, rather than a list of activities, may be helpful.</p> <p>We discussed the surveys and the possibility if doing them online – consult with computing department as they have experience in this area.</p> <p>We discussed the practical methods needed to measure saturation of fats – this needs to be researched as a priority in order to determine access possible on 'lab day', availability of equipment or need to find suitable alternatives.</p> <p>There is a wide variety of activities which have been clearly thought out and planned to fit in with a realistic timescale.</p>			
<p><b>Plan approved</b></p>	<p>YES</p>	<p><b>Further work required</b></p>	
<p><b>Candidate signature</b></p>		<p><b>Date</b></p>	
<p><b>Assessor signature</b></p>		<p><b>Date</b></p>	



## Science: Interdisciplinary Project

### Presentation of project findings/product

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<b>Assessor name</b>									
<b>Project title</b>	Are low fat food products fuelling obesity and diabetes?								
<p><b>How I presented my project findings</b>  <i>(Describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s).)</i></p> <p>I chose to present my findings as a poster which was displayed at health week as I felt this would allow access to a wider audience. I had problems finding a large enough piece of card and eventually I taped together several pieces to get the size I wanted. I used bright colours so it would be attractive and eye-catching. I ran out of time to do a PowerPoint presentation and this would also have meant finding an audience. I felt my leaflet was a good way round this.</p>									
<p><b>Assessor feedback to candidate</b></p> <p>You produced an excellent poster which was very professional looking and everyone who saw it commented on how colourful it was. The information on your findings made it quite clear that there is a higher sugar content in the low-fats food you checked. The information from your surveys and taste tests was very interesting and myself and many of the staff you tested will think twice about what low-fat foods they are buying in the future. It is a pity you could not fit in the presentation as several slides would have perhaps better allowed you to display your information than your poster and leaflet.</p>									
<b>Candidate signature</b>						<b>Date</b>			
<b>Assessor signature</b>						<b>Date</b>			

## Science: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>	Deborah Lindsay								
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Are low fat food products fuelling obesity and diabetes?								
<p><b>How successful has my project been overall?</b>  <i>(Consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments.)</i></p> <p>The aim of my project was to find out if there was a higher sugar content in low fat foods that were contributing to obesity and type II diabetes.</p> <p>The project was successful in that my research showed that low fat foods had a higher sugar content. From my research I also found out that there is a link between obesity and type II diabetes, from this I could infer that there is a link between consumption of high sugar foods and a tendency to type II diabetes.</p> <p>My taste tests demonstrated a preference for full fat products in terms of taste but low-fat products in terms of healthy thinking. Surveys indicated that people ate larger portion sizes of low-fat food in the belief that they were healthier and were unaware of the high sugar content.</p> <p>The S1 survey indicated that teenagers prefer full fat food to low fat and that this, together with being inactive, would seem to be leading to an increase in obesity in this age group. The parent survey indicated that parents who purchase low fat foods were not always aware of the sugar content within them and the implications that this can have.</p> <p>My research showed a higher level of trans fats in the chosen low-fat products possibly to improve taste. My research has also shown that trans fats can contribute to obesity and type II diabetes.</p> <p>Selecting information that was relevant was hard due to depth of technical knowledge, relevant knowledge and time constraints.</p> <p>The log really helped me remember what I was doing, but it may have been better using an on-line calendar. I managed to keep to my milestones.</p>									

The whole project was a challenge; my previous learning had been far more directed – always given a task to complete and guidance on how to complete it. In the beginning I felt that I had been thrown in at the deep end, but my confidence quickly developed as I made decisions and lead the discussions with my assessor.

Every time I hit a problem I had sufficient ability to think of alternative options allowing me to re-direct my research.

**How effective were my communication methods throughout the project?**

The project plan worked well. I found it valuable to have spent considerable time at the outset developing a list incorporating timings, resources and dependencies. Using my plan allowed me to reschedule activities when necessary and still keep within the timeframe.

I had difficulty in arranging access to university faculty for research but was able to put plan B into action and asked the school technician for help. I could not meet with the heart specialist, but I overcame this by having an e-mail conversation. The diabetic nurse at my local surgery answered all my questions and provided information about type II diabetes.

A bonus was an opportunistic interview with a teenager with diabetes re diet. I was able to do this 'off the cuff' because I had already done lots of background reading.

I should have planned to carry out the food tests earlier as the first set of results were inconclusive and I had to repeat the experiment.

The poster and information booklet was liked by students and praised by the community health workers who were taking part in our Health week. The school nurse is going to keep copies for her health talk to first year students. The taste test confirmed to the audience that full fat options were tastier. The canteen manager has agreed to review menus. Unfortunately the supermarket manager was not interested in passing on my findings.

**Is there any aspect of my project that could be taken further? What might my next steps be?**

The information leaflet produced could be distributed to all local schools as a first step to reduce obesity and its associated problems. I would like to investigate the composition of diet products and diabetic products.

<b>Candidate signature</b>		<b>Date</b>	
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## Science: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

<b>Candidate name</b>	Deborah Lindsay								
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Are low fat food products fuelling obesity and diabetes?								

*In evaluating your skills consider the skills analysis which you carried out at the proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your interdisciplinary project.*

<b>Application of subject knowledge and understanding</b>
<p><i>(Think about practical uses for the science you have learned. How did you use your knowledge of science/technology effectively to help you carry out various aspects of your project and how did it relate to your chosen broad context(s)?)</i></p> <p>I have used knowledge from my Human Biology course and some of the experimental techniques from Chemistry.</p>
<b>Research skills — analysis and evaluation</b>
<p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p> <p>I did background research prior to the proposal and produced a spider diagram which focused my thoughts.</p> <p>I produced a planning sheet listing all of the subjects that I needed to look at and also used the sheet to manage the information I had gathered. This is the first time I had collected information in this way and I found it easy to use and would consider using this system in the future.</p> <p>I wasn't sure of the best ways to gather information from external sources so I researched methods of constructing questionnaires and feel that this helped me to create a good quality questionnaire; I contributed to and used the school's baccalaureate resource list and identified useful sources; I identified the appropriate medical specialists and university faculty and found out how to contact them.</p>

I enjoyed accessing research sources that I hadn't used before but would hope to use again in the future when I attend university.  
I was good at keeping a log of the information found, contacts I made and research I was using and referenced this where I used it in my project.

### **Interpersonal skills — negotiate and collaborate**

*(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self-belief and had the confidence to offer and ask for support.)*

I feel that my interpersonal skills have improved while I have been working on this project particularly in dealing with adults for example

Negotiation in getting chemistry lab time. When my first experimental results were inconclusive I had to build in more lab time, this involved me carrying out this work during an in-service day.

I was aware I needed to be sensitive when interviewing customers in the supermarket and took this into account and therefore was able to gather a lot of information.

I was disappointed when I couldn't meet the heart specialist or access University lab and was happy when I negotiated an e-mail conversation and got links to very complex research papers.

I now feel I have more of a positive, 'can do' attitude.

### **Planning — time, resource and information management**

The time spent with the initial planning really helped me to meet milestones and monitor my progress.

I updated my log, recording all relevant information, at appropriate times.

I had considered contingency plans for the things that I thought could go wrong so I was able to deal with these issues as they happened. I dealt with other problems as they arose. Successfully dealing with these situations has demonstrated that I have improved my problem-solving skills.

There was so much information that I found it challenging to sift through and choose the best, however I believe that I was successful in doing so.

### **Independent learning — autonomy and challenge in own learning**

*(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)*

Although it was sometimes challenging, I enjoyed taking responsibility for my own project and feel that I was able to carry out the work by myself, although I did have the confidence to ask for help when necessary.

I took the initiative in making contact with the specialists needed to help me carry out my project both in and out of the school.  
I gave up a day's holiday to come and redo the experimental work and amended survey form feedback.

### **Problem solving — creative approaches; critical thinking; logical approaches**

*(Think about your problem-solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors, and think critically about possible actions/changes?)*

I used my initial thought shower to generate ideas for developing my project. I am pleased I chose to use a time chart to plan my project as this helped me to approach it in a logical way and to keep on schedule as I could alter timelines during the course of my project as circumstances changed.  
I believe I responded well when my experiments didn't work as I thought about the things that had gone wrong and took this into account when I re-did them. I was pleased when they worked out second time around.  
I confidently overcame the problem with the university when they were unable to accommodate my experimental work by borrowing the necessary equipment from another school.  
I found it very challenging to work through my literature review, but I took advice on organising my research and believe that the breadth of my literature review allowed me to find reliable evidence to support my findings. In future I would be better organised when looking at that amount of material.

### **Presentation skills**

*(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)*

I think that I was right to choose a poster format as the feedback suggested that the information I gave them was easy to follow.  
Although I was initially anxious about showing my poster, I needn't have been. I was really pleased that the leaflet that I produced and hope it will be used. The first year pupils found the information leaflet interesting.  
I would have liked to have also done a slide presentation, but I spent a lot of time on my poster so couldn't fit it in. This would have allowed me to show the survey results graphically instead of just figures on the poster.

**Self-evaluation — recognition of own skills development and future areas for development**

*(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)*

My assessor recommended that I carry out an initial self-evaluation of skills that require further development. I found this quite difficult as I had not done anything like this before. However completing this process was useful as it allowed me to identify my strengths and weaknesses.

During the project I was able to refer back to this to check my progress and monitor my development.

I intend to carry out this process in future.

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

**Reflection on my experiences throughout this project**

*(For example: things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future.)*

I have learned that I can work independently to complete a given task. This will be very useful to me at University. I am proud of my leaflet and pleased that my project has produced useful information to improve the health of younger pupils. I would have liked more time and access to a research group to investigate further the composition of fats in my chosen foods. I enjoyed dealing with the medical specialists and this has confirmed my choice of future career.

**Skills that I have used in this project that I would like to develop further**

*(For example: using skills in even more challenging situations, more working on your own, more team working.)*

I would like to develop all of my skills further and will get the opportunity to do this when I am studying dietetics.

<b>Candidate signature</b>		<b>Date</b>	
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## Science: Interdisciplinary Project

### Assessor report

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for: <ul style="list-style-type: none"> <li>◆ own skills development</li> <li>◆ collaborative working</li> <li>◆ accessing less familiar learning environments</li> <li>◆ application of science subject knowledge in a broad context</li> <li>◆ use of knowledge and skills across different disciplines</li> <li>◆ making connections between subject knowledge and the wider world</li> </ul>	✓
	✓
	✓
	✓
	✓
	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
The proposal meets all the C and A criteria. It is a very topical issue and was an interesting project. Deborah provided very strong justification and although some links did not work out she kept going and completed the project.	



<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
Careful selection and effective use of research/investigation techniques.	✓
Anticipation of probable and possible factors which may impact on the project with realistic and well considered contingencies.	✓
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.	✓
<b>Comments</b>	
The plan meets all the C and A criteria. Deborah produced a very detailed timeline which might have been better laid out on a spreadsheet and although various factors meant she could not carry out the experiments at university, she found a successful way round the problem. She gave some thought to dependencies and contingencies. She used her log book religiously.	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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 context.	✓
Clear presentation of main findings/outcomes.	✓
<b>Grade A criteria, includes all of above plus</b>	
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 context to progress the project.	✓
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓
<b>Comments</b>	
<p>The poster was extremely eye-catching and Deborah put a lot of effort into it. Her leaflet contained useful information on the links between diet and obesity and diabetes and will be used to initiate discussions on health with PSE classes.</p> <p>She demonstrated a good understanding of her topic and although she did not manage to do a presentation to a wide audience as originally planned, her discussions with me showed she had clearly learned a lot from carrying out her project.</p>	

Evaluation of project	Tick as appropriate
<b>Grade C criteria</b>	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
<b>Grade A criteria, includes all of above plus</b>	
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).	✓
<b>Comments</b>	
A very good evaluation of all aspects of the project.	

Self-evaluation of generic/cognitive skills development	Tick as appropriate
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
An honest self-evaluation which reflects on all areas of the project. Slippage in her time management might have been prevented by making earlier contact with specialists and by sticking with the original method of presentation.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrates a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

<b>Overall grade awarded</b>	<b>A</b>
<b>Additional comments/overview</b>	
I feel this is an excellent project which meet all the requirements for an A.	

**Assessor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier signature** \_\_\_\_\_ **Date** \_\_\_\_\_