

Candidate 2 evidence

Proposal

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Idiots Guide To Economics!
Chosen subject	<input type="checkbox"/> Expressive Arts <input type="checkbox"/> Languages <input type="checkbox"/> Sciences <input type="checkbox"/> Social Sciences
Project outline (what it is you want to do and how will you go about it)	
<p>In this project I would like to assess the cost-of-living crisis in the UK. It is such a critical time with millions facing ever-rising bills, it is crucial that we delve into the crisis and how to deal with it.</p> <p>The BBC released a statement discussing the ongoing cost of living crisis, 'A quarter of UK adults have less than £100 set aside in savings, a survey suggests, leaving them vulnerable to rising and unexpected bills.'. This is shocking, less than £100? On average the UK spends £63 a week on grocery shopping. Let alone rent, travel, bills and other expenses. It is dangerous that so many people do not have a financial lifeline. Seeing this statistic really made it apparent to me something is going wrong and something more needed to be done.</p> <p>This prompted me to get involved. I want to help those about to go into university, into the adult world for the first time. I want to help these people because currently it seems not enough is being done to help, as seen by the fact a quarter of the UK population has less than £100 saved. I will try to do this by providing them with the knowledge and understanding, as well as the tools, to allow them to effectively plan their finances and budget accordingly. Especially so, with the current cost of living crisis, we currently find ourselves. The key objectives that I have set to help me achieve the aforementioned feat are:</p> <p>Firstly, looking in detail at how current affairs are affecting the economic landscape. Additionally, by acknowledging the ever-changing dynamics of world economics, and the role that geopolitics and current affairs play, as underpinned by novels such as; Prisoners of Geography, Tim Marshall and The World for Sale by Javier Blas and Jack Farchy. This will</p>	

allow me to be build a strong foundation of knowledge and understanding that I can take into my project.

Secondly, I want to look at the how the UK public are being affected. What is impacting their life the most? Have they noticed an increase in prices? Do they think my idea of helping those going into a financially independent stage a good idea? I want to try find answers to all these questions. So, I can better understand the situation and have those with experience with finances confirm my project would be effective.

Finally, I want to compare the perceptions of the current crisis between a professional economist and the general public. To better understand how my project can aid the public as it can focus on sections which are less understood and may need more guidance.

To achieve this, I will gather primary data – questionnaires and interviews, from a demographic range, whilst constantly comparing against reliable secondary sources. With the limited time to achieve this goal, I will implement SMART targets, and utilise a Gantt Chart, to ensure tight deadlines are met. This will allow me to collate the necessary information, with suitable data to support key findings, in order to produce a document/series of lessons, which will be user-friendly for the 'average' consumer and will serve a purpose in terms of filling the void in economic illiteracy.

This is with the hope that it will be used by pupils to know what they can do to help themselves as well as know what to look out for in the ever more confusing economical landscape.

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

I have a personal interest in Economics and more specifically the microeconomic factors that are currently affecting the general UK population. So, investigating a topic that digs into this and will eventually create something that'll ideally help people is exciting.

Reading this news, I constantly see articles describing the hardships so many are experiencing right now. It is frustrating reading it and not being able to take action, but I hope through my project I will be able to provide help to others. Especially those soon to enter the adult world and may struggle as they are facing personal financial challenges for the very first time.

Furthermore, I would like to also link the topic to subjects such as mathematics and statistics, that I study in school. The project will allow me to apply and develop knowledge I have learnt in these classes in a real-life context. This is especially useful for subjects like maths and stats because prior to this project I have not had an opportunity to utilise these skills outside the classroom and I haven't had a chance to properly connect them with economics either.

I hope that what learn from this project about independent learning and research is applicable to my future career in economics, as well as my desire to study economics further at university.

The broad contexts this project will cover are

- Citizenship Enterprise Employability

Economic development Sustainable development

My project will aid citizenship as I aim to help students handle their finances. Doing so will improve their lives as they gain proper financial independence and will become a functioning member of society.

My project will improve economic development as it'll teach young people financial skills. These skills can be developed further, making individuals more financially aware, and turning them into more economically active members of society.

My project will help employability of young people as the skills I am looking to teach them surrounding personal finances and the wider picture of how economics works is a highly sought after skill be employers. This means those with better financial knowledge from my project will be a more attractive candidate to employers.

Learning environments I will access are

Learning environments, I will have access include different departments in my school. This includes the economics and business departments, as well as social sciences, and in particular Geography. They can give me advice on current economic issues and what I should target in my report. The geography department can give tips on how best collect data as a lot of their work is centred around it. I will also have the ICT department in my school. They will be able to give me guidance on creating effective and appealing surveys and how best to distribute them too. I will attempt to gain useful and applicable information from the general public who must deal with the ongoing crisis.

Environments out with my school community include universities. I plan to interview university students who are currently learning the ropes in living financially independent. I hope to learn from them their struggles and things they wish they knew as they were entering university.

I want to access other schools as well. Gaining both research from private and state schools will prove beneficial as their experiences may differ. It'll offer insights into both educational systems and if they provide enough financial education for those moving into university.

How I will use my knowledge of social sciences

I will use my knowledge of economics and modern studies to create a foundation of prior knowledge for my project. Economics will help me as I try to understand the cost-of-living crisis, including key terms and figures from the government. Modern studies will help me as I investigate social issues, inequalities and the circumstances which lead to some people having a better financial understanding than others. Writing essays in modern studies will also help as I write out my project, allowing me to effectively structure it. Having a good knowledge for both will help me take complex issues and solutions and turn them into easier to understand messages.

I will also use my knowledge of mathematics and statistics to analyse and interpret data and figures. This will be useful as it will let me express different statistics in a format that can be understood by someone who has a lower level of mathematics.

It will also give me an opportunity to apply the economic theories I have learnt in class to a real-life scenario.

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 the skills areas below and how you think your project will allow you to develop and/or improve these skills) ·

Application of subject knowledge and understanding

In my final year, I am studying both Advanced Higher Economics and Advanced Higher Statistics. This project will enable me to use and apply the knowledge I have learnt in class. This provides an exciting opportunity to see how textbook theorem translates into real-life contexts, and furthermore, will ideally develop my knowledge and how I can apply it to different situations.

Research skills – analysis and evaluation

I haven't had such a project that requires me to obtain primary data, thus, any research I do will be a first for me and the chance for me to collect data first-hand, will be a learning experience. On top of this, I will need to ensure the data I do gather, is done so in a consistent and reliable way, to minimise any errors and biases. Therefore, ensuring subsequent analysis and evaluations, are truly representative, thus ensuring sound conclusions are found. I am hoping to develop these skills, and in particular, utilise my AH Statistics knowledge to analyse and test the strength of relationships (if applicable). By ensuring monotony and consistency through the data collection process, it will give me the best chance of reaching robust conclusions.

Due to the large scale of this project, and the limited time to complete it, the utilisation of Gantt charts and SMART targets will ensure deadlines, and aims are met.

Interpersonal skills – negotiation and collaboration

This will be a highly important skill I will need to develop for this project. The cost-of-living crisis could be a personal issue for a lot of people so I will need to develop my skill, so I do not come across as patronising or too intrusive into their personal finances. Therefore, when constructing questionnaires, developing interview questions, and any other data collection for that matter, I will apply and appreciate moral and ethical considerations, in doing so. This will ensure no offence is created during the data collection process.

Planning: time, resource and information management

I am an organised individual; this project will allow me to use these skills and develop them by applying them to a project where I have greater freedom to research what I am interested in. This will require me to stay organised to avoid being overloaded and rushed for time to complete my project, which could potentially compromise its quality. To help achieve this, the implementation of SMART targets and Gantt Chart will ensure effective time management.

Independent learning – autonomy and challenge in own learning

With this independent aspect of the project, I am looking to improve my research skills as information in school is usually provided, however, the exciting prospect of this project is the ability to tailor it to my own interests, and ultimately, the needs of the end user. With the project I hope I will be able to learn how to effectively research sources and extract concise notes from them.

The project also gives me a unique opportunity to working independently without the confines of a curriculum which must be followed. I will use this to improve my independent thinking as I

will need to overcome difficulties myself, without the help of a teacher who knows all the answers.

Problem solving – critical thinking: logical and creative approaches

I will need to improve and develop my problem-solving skills to properly execute this project. There will be undoubtedly something during the running of my project that may not go to plan. If that happens, I will need to think logically in how I am best to tackle the obstacle that has risen. Furthermore, I will need to think of creative approaches in gathering my research and how to present it in an effective manner.

Presentation skills

I haven't had the chance to decide how to present my work in school. Typically, I am told what to do and how to present it. So, this project is an exciting opportunity for me to assess my work and decided how best it is to be presented. This will require me to look at different methods of presentations and each of their pros and cons. Once deciding a method I will need to learn how to use it in a way that will have the greatest impact on those I am looking to affect.

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

I plan to keep a diary evaluating what I'm doing and perhaps what I could improve on. It will also allow me to see my actions in the project from an outside perspective. And be able to see improvements I otherwise wouldn't of noticed.

I am also looking to gain feedback from my advisor and people I contact. Hopefully their feedback will be constructive meaning I can improve upon myself and better my project.

Assessor feedback to candidate

A clear passion for economics, as underpinned by the phenomenal amount of background reading you have undertaken, and coupled with your academic background in Economics, and desire to study it at University – an appropriate project indeed. Whilst initially, the scope of the project was vast, you have succeeded in reducing the scope of the investigation, narrowing your focus to a pertinent demographic range – and one you can also relate to! The proposal paves the way for a successful project, and it is clear the steps you wish to take, in order to promote economic literacy among young people. Through a range of different primary and secondary data sources, I am confident, that you will produce a powerful resource, and moreover, it will allow you to challenge yourself in this independent learning environment.

Proposal approved	✓	Further work required	
Candidate signature			Date 8/11/22
Assessor signature			Date 8/11/22

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Idiots Guide to Economics
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>	
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>Please see attached Gantt Chart</p>	
<p>Planning <i>(how you are going to meet the agreed objectives of your project)</i></p> <p>Research</p> <p>I will firstly do background reading around the costs of living crisis. This will be done by reading news articles as well as looking at statistics from the ONS (office of national statistics). Then once I have a solid foundation of knowledge and understanding I will begin collecting data through field research.</p> <p>I plan to gather this data by conducting interviews and doing questionnaires online. Both will be targeted towards the general public and sixth year pupils (sixth years being within the demographic I am looking to target).</p>	

These can be distributed through QR codes on posters that I will put up around my local town. Also, I will interview other demographics such as university students who can give me an insight into their struggles and advice, they would give to those entering university..

I can contact sixth year pupils at my school through the whole year group chat where they are likely to view any messages and fill out a survey I send out. I will contact other school pupils too, to gain a wider range of feedback from a range of pupils from different backgrounds.

I am going to meet my objectives by gathering a range of data on:

- Economic driving
- Gas bills
- Water bills
- Food inflation
- Weekly Shopping
- Adequacy of economics education in schools

Using Research

- I shall use the gathered information and data and compare it to articles I read online to better understand the cost-of-living crisis.
- I will use the research to identify the main issues that are facing current university students.
- I will also use the research to identify what pupils going into university feel they lack knowledge in and what they wish to know more about.
- Based off the results I will give solutions for the issues that are raised.
- I will present these solutions by preparing a pamphlet in an appealing format that displays the information.
- Print pamphlets as well as get a link which can be easily shared online.
- Distribute the pamphlets to locations where the target demographic is likely to access it and use them. Eg PSE classes, freshers' conventions, school libraries.
- Utilise feedback throughout the process, especially from the consumer / user – acknowledging that this is not the final product.

Resources (*eg people, materials, places*)

I will access a wide range of people for my project. I will use resources in my school as well as my local community. Both of which will hopefully see the importance in my research and so will contribute.

- Local members of the community
- School students
- University students
- Economics teachers
- Business teachers
- Websites
- Parents of sixth year pupils

I will also use different materials to aid me in collecting research effectively and to create the pamphlet.

This includes:

- Email

- Microsoft forms
- Computers
- Printer
- Drawing utensils

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

My main means of research will be through online surveys. I will contact the general public and sixth year students through this method. I shall gain information from the public by printing out QR codes with the survey link and posting posters around my local area. People passing by can respond to the questionnaire as well as give feedback. I can use this information to better understand the struggles of the general population and analyse the causes behind it.

I will also reach out to students and teachers at other schools – to enable me to create a comparison between schools, in terms of the education provided for financial planning. Further, this will allow me to investigate any differences between the independent and the state sector.

Along with this I will use interviews to research. I will contact and interview university students and ask them about their current experiences of living independently and if they have felt the impacts of the cost-of-living crisis. Throughout the process, questionnaires, and interviews, all have space for feedback, which will be vital in tailoring the final pamphlet/presentation.

I will also use the internet to gain access to statistics from reliable sources such as the office of a national statistics that will further help my own research. Finally, I will research news articles and reports I can find online, utilising these up-to-date and reliable secondary sources. They will allow me to support, or challenge, my primary data, helping me secure more valid conclusions.

Presentation

Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?

- S4-S6 pupils at school who are looking towards university and living on their own with little knowledge on the matter.
- Senior schoolteachers who can share information with their pupils.
- Parents of teenagers who are concerned about their children and them becoming independent.

What methods are appropriate to my audience(s) (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

A brochure or pamphlet will be an appropriate method to display my findings and research. For young adults and pupils giving information in a convenient and concise manner will be most beneficial and mean they are more likely to read and consume it. Furthermore, an in-built algorithm, or link to a simple budgeting tool, will be more appealing to young people, who are IT literate, in terms of using their phones, tablets and laptops. Whilst the development of an application or algorithm falls out with the remit of this project, there is very much scope to develop such a tool. For those for whom a printed brochure is not convenient, however, an online format can also be distributed to allow easy access for all. Finally, the application of the final pamphlet could be used widely in and around school, for example, it could potentially be distributed through PSE lessons.

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*)

- It is very important I get an appropriate number of responses, so I properly understand the problem. Furthermore, I must ensure data is gathered from a variety of sources to allow for more valid and representative results. For example, I am dependent on my own classmates within my year group here at school, in addition to pupils in other schools, whom I am not familiar with. Overall, a good diverse data mix will allow me to begin to answer the problem and come to a sound conclusion.
- Linking to the point above, I can use my AH Statistics knowledge, to test any relationships between variables, if appropriate and applicable.
- I will need to get advice and criticisms/feedback, from those assisting me with my project so I can make it as useful as it can become. This will ensure that the pamphlet will be user-friendly, as it will be very easy for someone with my enhanced knowledge and understanding to overlook, something, that I may perceive as being simple/straightforward.
- I must have access to a printer that can print a large number of pamphlets.
- Suitable support from teachers to help me best understand the current economic climate. And how to undertake reliable and robust data collection.

Contingencies

Any anticipated problems

- A lack of diversification in my demographic.

My plans for overcoming the anticipated problems.

- Use multiple research methods that enable me to gain access to different

<ul style="list-style-type: none"> • A low number of responses to my survey. • Failing to secure data from other schools. • Environmental impact of printing a large number of questionnaires. • Own personal time – with multiple commitments during term time; University applications, prelims, head boy duties. 	<p>demographics. Such as interviews and questionnaires.</p> <ul style="list-style-type: none"> • Use of QR codes to limit environmental impact, whilst also enabling me to ask a large number of people, so the likelihood of more respondents coming back increases. • Similarly, the utilisation of Microsoft Teams, Forms, to get data from people within my own school. • Support/contradict findings by supplementing primary data, with secondary data. • Understand that data may drive/alter the final product (pamphlet)
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Method for recording my skills development and future areas for improvement

As I go through my project, as I complete a certain section, I shall reflect on it in writing and discussing what skills I had to use and how they may have developed through using them. I shall also note changes I would make if I were to do it again so I can avoid the same mistakes and pitfalls in future. Each stage will be documented, and any areas of further development will be noted too.

Assessor feedback to candidate

Your ideas are clear and mapped out nicely, and by using SMART targets, achievable – especially so with your added time constraints. Ensure you are building on your already extensive knowledge of economic theory, whilst importantly, exercising empathy, when consider the end user, and how this could empower young people, to help them develop their understanding, of something that is quite complex. With that said, I have every confidence, you will succeed in breaking down complex theories, to succeed in reaching the wider audience. Remember, less is more sometimes!

Try and remove yourself from your comfort zone – approach people, out with familiar social realms, utilise subject experts, as well as people who are likely to benefit from your proposal – this data will provide further justification for your product, whilst also driving the overall direction of your final product. On this note, this is most certainly an interesting and powerful concept, especially when considering the current economic crisis, which continues to unfold, both domestically, and globally. It will also be of great benefit for you, in terms of your future ambitions in this field.

Plan approved	✓	Further work required	
Candidate signature		Date	28/11/22
Assessor signature		Date	28/11/22

	Nov '22 (First half month)	Nov '22 (Second half month)	Dec '22	Dec '22	Jan '23	Jan '23	Feb '23	Feb '23	Mar '23
1. Proposal	■								
2. Planning	■	■							
3. Research	■	■	■	■	■	■	■		
3.1 Secondary Source Reading	■	■	■	■	■	■	■		
3.2 Primary data collection 1 (General Public Questionnaire) - construction and distribution		■	■	■	■	■	■		
3.3 Primary data 2 (School data - from intra - and inter-school respectively)		■	■	■	■	■	■		
4. Design (pamphlet)							■	■	
5. Presentation							■	■	
6. Final write-up / Self-evaluation							■	■	

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Idiot's Guide to Economics

How I presented my project findings *(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))*

After collecting my research, it became apparent to me that it would be most effective to present my information through a pamphlet. I decided this I presented my findings through a pamphlet. I used this to go into detail about different methods people can use to improve their financial literacy during the cost-of-living crisis.

I firstly used a box at the top to justify the pamphlet. I used my findings from the surveys I conducted to explain the need for the pamphlet and why someone may want to pick it up. This was important because I had to consider and understand that a person's financial situation is a personal thing, so by having this justification be the first thing they read it helps communicate that other people are experiencing the same problems as them. I did this in the hope that this will make people not feel alone and more likely to read the rest of the pamphlet's information.

I decided to cover four main sections of personal finances in my pamphlet. These were budgeting, taxes, savings and food. This was influenced by results from my survey which highlighted the areas in which people lacked the most knowledge and wanted to learn more.

I created the pamphlet to be consumed by young adults who are at the end of their education, going into university. This is because students are often working on a tight budget. This is because they may be a full-time student with a part time job, providing a basic income. From my research an astounding 98% of respondents thought financial knowledge is an important skill for leaving school. So, the information on the pamphlet will be useful and people who pick it up will understand its importance. By presenting in a pamphlet format, individuals can take what they believe will be beneficial to them and then decide whether to implement that into their financial management in the future.

Considering the demographic, I was attempting to target, I decided to present my findings via a pamphlet. This is because they can be easily distributed whether it is at a convention, PSE lesson or any location where my chosen demographic will see it and want to pick up a copy. It allowed people to take a copy and either read it then or save it for later. I choose to give most of the information in short, simple

sentences. I received positive feedback on this decision as people said it made the process of handling their finances not such a big and complicated issue, and instead something they could take control of.

At the same time, I provided links to websites online so anyone can investigate further and better understand each section if they choose.

My pamphlet utilised images and drawings to better communicate my message I was trying to get across. It also helped visualise some ideas such as the 50:30:20 rule meaning people are more likely to understand it. I also gained feedback which commented on the drawings, saying they helped make the pamphlet look more appealing. This will hopefully mean people will be more enticed to pick it up and use it.

Assessor feedback to candidate

A great achievement, putting this project together, especially with the additional commitments and responsibilities you have this year, as head boy. Your primary data, to an extent, provide clear justification for the project, and the qualitative and quantitative data have provided insight into the lack of education in this area.

You succeed in promoting economic literacy amongst younger people, especially those gearing up for independent living (namely prospective university students) and provide useful resources to help people develop their knowledge and understanding. On this note, it is evident that you have struggled to maximise your data collection, and the narrow focus, has appeared to deter your progress. On this note, you do reflect well, and as we say, hindsight is a wonderful thing. Re. your final presentation, you execute your strengths, and spoke clearly, eloquently, and in a mature and professional manner, the audience were engaged and certainly able to appreciate the 'journey' you have taken over the past few months. It is clear you have grown throughout this process, and looking ahead, you will apply the skills and knowledge you have taken from this year.

Candidate signature		Date	17/3/23
Assessor signature		Date	17/3/23

Evaluation of project

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Idiot's Guide to Economics
<p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>My project aim was to help the pupils and students handle their finances during the cost-of-living crisis. More importantly in a clear concise manner that allows anyone to understand the guidance regardless of their current economic knowledge. I believe that I have achieved this aim successfully and help create a source that people can refer to and look towards to gain a good understanding of economics and their personal finances. I have spilt a large problem such as finance into smaller chunks that are more easily digestible for someone likely to consume my pamphlet. Using this method, I am convinced it is effective in helping improve individuals' economic literacy.</p> <p>Planning</p> <p>I feel my project has been a success in providing evidence that not enough is being done to help people with their finances. I know this from interviewing university students who believed they needed more help when entering university. Although my original plan for my project was too large scale as I did not target a specific audience enough, I still think in making a pamphlet it can still hold that has purpose and can be utilised by a large audience whether in a PSE lesson or another scenario. It allowed me to overcome an obstacle as well as really understand what my project was, who it was for and how I was going to achieve it. I believe from there it has been great.</p> <p>A weakness of my planning and general organisation was not spreading out the work enough. Over sixth year I have had a lot of commitments out with Scot baccalaureate which took priority for me at the time. This included UCAS, university admissions tests, prelims and duties as head boy. These commitments meant I pushed back parts of my project later into the year to be completed. In retrospect it would have been better for me to still commit to these other things but do small chunks of my project at the same time which would have taken pressure of me in later months.</p>	

A strength however coming off the back of that, was using Gantt charts during my planning. These helped me as I had tight deadlines and meant I could stay on track with the work I needed to complete and get it finished within a tight timeframe. This helped reduce pressure also as I knew if I kept to the times, I had set I would complete my project and not miss out any important sections.

Implementation

I posted well received questionnaires which I received some feedback for, which was great as it allowed me to look over my work and know how to better it. On top of this I think that I did a good job at asking questions that got me strong effective data without intruding on individuals' privacy too much. This was a balance that I needed to get correct in all stages of my project otherwise people would be reluctant to help me gather data or use the information I wanted to provide them with. I think I was successful in getting this balance as I managed to get the data I needed and people who presented me with feedback did not complain about any questions being too intrusive. From published sources, is also well-documented, that a large proportion of the UK population is underprepared in terms of their understanding of economic literacy (<https://www.gov.uk/research-for-development-outputs/financial-literacy-and-financial-resilience-evidence-from-around-the-world>), and as such, the UK Government, has placed great emphasis on improving economic literacy nationwide.

Findings and outcomes

Once I received my first set of primary data, I feel my project took a slightly different direction. It changed from being about helping everyone to focus on students as my data really highlighted the lack of support and knowledge teenagers, soon to become independent adults, had. This made me focus on their needs and what would be most beneficial to that smaller demographic rather than a one size fits for the entire UK population.

Additionally, with a limited number of responses from my initial questionnaire, the general feeling, was, that members of the public were reluctant to indulge in questions relating to their financial status/understanding of economics. It is also with these ethical and moral concerns in mind that the decision to alter the final product.

How effective were my communication methods throughout the project?

At first, I was hesitant about how to contact people and the daunting idea of asking a large number of people who help me with completing my project. However, the use of Microsoft forms helped with this as I could easily and effectively ask many people with more ease than asking people one by one. It was still slightly scary contacting my whole year at once, but it was for the best and overall made my communication more effective. I got 40 responses from my year group out of 150 pupils. Giving me 26%. Although this could have been higher, the number of respondents was limited due to the time constraints on the survey, only being up for 48 hours.

I can say I think my interpersonal skills have developed greatly through discussing with teachers about my project as well as talking to people out with the school community about feedback. I interviewed university students on their experiences of living on their own and if they have seen a change in the costs of food since they started. I believe my communication with them was effective as they were open to answering my questions, giving insightful answers. They also didn't seem put off when I asked personal finance questions which I hope was in part from how I came across and that they felt comfortable talking to me.

Having to engage with so many different people from different backgrounds may me more aware of the importance and need for good soft skills. Having to use soft skills made it far easier to build relationships with people I was trying to reach out to. In my project this was key as talking to individuals such as the university, students, about their personal finances is a delicate matter. So, these soft skills are so important so that contacts trusted me and gave more insightful contributions from their knowledge. Having to utilise these soft skills has certainly developed them and made me understand their importance. Meaning when I go forward in my career, I will use them to help me achieve what I need. I believe all the above have contributed to my development.

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

Instead of suggesting external websites that can help budget or save money, developing my own resources (eg recipes or an app that helps budget) would mean it would be more curated for my target audience and have more of an impact. Also making the pamphlet digital with a website or a short advert for the internet would allow more people to have access to my findings and advice.

Candidate signature		Date	17/3/23
Assessor signature		Date	17/3/23

Self evaluation of generic and cognitive skills development

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Idiot's Guide to Economics

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.

Application of subject knowledge and understanding

(Think about practical uses for the what you have learned. How did you use your knowledge of your chosen subject area effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

My current knowledge I had from taking economics at higher and advanced higher at school helped me in my project. Having previously read up on the current inflation situation and the ongoing impacts of Ukraine and Russia, it gave me a solid foundation to find more information online. Furthermore, during national 5 economics there is a personal economics section which helped when I was originally researching the issue as I knew some key words and good websites to research on.

I also already understood the interconnectedness of statistics and economics as I take both at advanced higher level. On top of this having conversations with geography teachers within my school who shared their knowledge and insight helped too as a lot of their studies are focused on data gathering. The statistical side allowed me to appreciate statistics I saw during research, better understand the working behind the figures and understand the relationship between the figures I was seeing and the impact on the economy. One such example is understanding how inflation is calculated as it takes a group of 650 most bought goods, calculates the difference in prices and creates an average. If I did not have that prior knowledge, I do not believe I would be able to fully comprehend inflation statistics and instead would just be a number that would mean very little.

During my research I was able to quickly grasp new ideas such as stealth taxes which is when the government freezes tax brackets, so people move into higher brackets and pay more tax. I related these concepts to my current knowledge I had already before starting the project. I feel I have improved in this area as I can now better link pieces of information I see.

Research skills – analysis and evaluation

(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.)

Plan

When planning my project, I had an image in my head of what I was looking to do and achieve. I then took this idea, and I broke it down into different stages. This included deciding a demographic, conducting research and analysing it. I then took these stages and took them into even smaller achievable goals. I devised a Gantt chart to help me keep organised and keep on task, making sure I was completing what was required at the right time. This was good for me as it provided a roadmap in how my project and the research section would progress over the weeks.

My original plan was to attempt to solve the entire UK economic problem. Which very clearly now in retrospect was far too ambitious and large. This meant during my first stages of research, searching up on the topic through websites, news articles and potential solutions I could explore, all the information I was gathering was tailored to that goal. This did mean when changing my topic, I had to adjust and adapt a lot of the research I had done which was time consuming.

My plan I think was a success as although I did research for a topic I did change, what was most important was that I identified the problem and then changed my plan and approach appropriately. The plan I set in place helped me with this. The Gantt chart I could edit to allow for the extra time I needed in the first stages since most of the work I had done needed to be redone. This meant I didn't feel overwhelmed and still felt I was in control which was very important going into the rest of my project.

RESEARCH

I attempted to reach out to several different sources for data gathering. I firstly sent a survey out to my year group asking them a few questions. I decided to go for small concise surveys so not to deter people from filling out the survey. I think this was a good choice as it meant I got a lot more responses and the feedback were positive, saying that the survey was not too time consuming. This was a good choice as I got over 40 responses giving insightful answers to the questions I had asked.

Secondly, I reached out to the public in my local town. The survey allowed me to print out a QR code that I posted around my town. This was somewhat effective as it allowed people who saw it to easily access my survey and answer it only if they wanted to. Due to my limited time frame, I didn't get a huge number of responses, so in future if I needed to work in a smaller time frame I would instead try and go up

to people and ask them a few questions. This would be a more active form of research which in the short term would likely lead to more results.

Thirdly, I emailed other schools and contacted pupils I knew from other schools to try and get some data from state schools who would possibly have a different experience and opinion to my surveys. It would also help to broaden the demographic I was researching from. This came back fruitless however as the teachers did not email me back and the pupils did not manage to return any data back to me. This was unfortunate but the data I had collected from my own school was already telling enough as 67% believed they hadn't been taught enough financial education for leaving school. This was the impression I was trying to get, and I believe if the data had come back I would of have similar results.

Analysing my results was straightforward; I made my questionnaires on Microsoft forms which I would definitely do again for any future project. It provided the results clearly and in easy-to-read graphics. I could display them in pie charts or bar graphs, both of which made it visually very clear the results of my surveys. Furthermore, the questionnaires were easy to create too with little hassle due to the impressive software, making the primary data collecting a far simpler process. The field data I gathered was good also. In more advanced sources such as the Economist I didn't understand a lot of the terms such as CPIH inflation. This was good for me as it expanded my knowledge and forced me to dig deeper to understand the whole picture.

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.)

When undertaking my project, I anticipated I would need to contact people at some stage to gather information and research. This idea at first was daunting, as I did not want to be a nuisance to be the people I was contacting. Once I started contacting different groups though it did become easier as people were willing to help me out and provide their knowledge.

My economics teacher was more than welcome in helping explain different economic terms I didn't know and contacting teachers in the geography department helped me put together the survey which I would later use for data collecting.

When my survey was ready, I had to push myself to contact the rest of my year. I have over 100 people in my year so putting myself out there asking questions on finance was scary. I took the step however and I felt great afterwards as I had responses rolling in and knew it must have been well received.

I gained both positive and constructive feedback on my questionnaires. An area I could work on is how easy the questions are to understand. One or two questions were hard to comprehend and meant my results weren't as good as they could've

been. In future I will double check any questions with one or two others before releasing it to a wider audience. This will hopefully avoid the same problem from happening again.

When I did not receive data back from the other schools, I could have done more to chase them up and gather the data. This is something if I were to do the project again, I would do. I now understand it is okay to chase people up on things and try push for a response. I could also go to other teachers and schools and ask them instead. These would increase the likelihood of getting a response.

Overall, I think my interpersonal skills have been pushed and my confidence has been tested. I am happy it has, reaching out to different groups was something I hadn't done much of before but now I feel far more confident in doing so because of my project.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

I set out goals to have certain parts of the project completed by through a Gantt chart. The Gantt chart all allowed me to break up the project into small, measurable, achievable, realistic targets (SMART). This helped me stay on track and maintain a steady flow of progress. The chart also allowed me to look ahead and plan out what I was doing this was good at helping me visualise the progress I was making and keep me motivated as I made my way through the tasks and the chart.

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.)

I enjoyed doing a lot of the work independently as it made me rely on myself and not simply lean onto others. As I couldn't wait on anyone else to do the work as if it did not do it no one did! Despite this having some guidance from my surrounding teachers was a massive help as they were able to help me if I needed it. Whether it was looking over my work or allowing me to bounce my ideas off them.

I felt I took on challenges that were not necessarily the easy option. For my data gathering I asked my entire year group to fill out a questionnaire. With over 150 pupils it was rather intimidating, and I was worried that I may have made a mistake when contacting them that would've made me look bad. Luckily it went well and putting myself out there allowed me to gain back many more responses than if I just asked close friends.

I also attempted to expand my demographic by branching out to different schools to gain a broader range of responses. This was hard for me as I didn't have close

connections to a large state school populous. I took this as a challenge though and used my limited contacts to try and get some data. Unfortunately, this came out empty handed as I did not get many responses. I took this as a point of reflection though and think in future I will try contact multiple people so even if one contact doesn't come back positively, hopefully the other ones do.

Overall, I did enjoy the experience of reaching out to different people. I feel as it pushed me and made me realise there is so much you can do if you talk to the right people and simply just ask them to help with something.

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 have had a large interest in economics for a few years now, so any economic news naturally intrigues me. However, when I first saw the cost-of-living crisis I felt not enough was being done by politicians and there weren't enough resources were out there to help people. I thought about my own experience and that of my peers and realised we were given very little support and insight into personal finances. Pairing both these things together lead to the creation of the main idea of my project, in providing financial education to those in need of it.

Finding sources online to help support my belief there was a problem was not difficult. Countless articles from the BBC, Guardian and the Economist all confirmed my thoughts. Providing details of sky-rocketing inflation, gas prices rising, and people's budgets being pushed to the limit. These articles although useful in helping me identify the problem did very little in the way of offering a solution for people who may be reading these articles and experiencing the problems themselves.

I originally was planning to assess the UK economy as a whole and how everyone from politicians to the average resident could deal with the current economic landscape. There was a problem with this as it was too large of a scale and would've hindered the quality of my work. So, I had to look at my original idea and solve this problem that had arisen. I had to look over my project and decide what parts I wanted to focus on and what was most important. It made me evaluate the whole project and made me think about what I wanted to achieve and who I wanted to reach out too as I realised it couldn't be everyone. I concluded it was best to target late teens and early 20s who will presumably have a low income and have little experience handling their own finances.

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 believe my choice of presentation was very effective. I chose a pamphlet model as the people I would be targeting would be younger university students or those early into their career. This audience are most likely to have limited income and to feel a squeeze on their budgets. Having it in a pamphlet form means they can be easily printed and handed out in receptions or events where my audience will be, increasing its effectiveness and likelihood someone will read it.

I think the presentation takes the reader through the thought process I went through myself as I firstly show the lack of support helping people to save and budget and then go on to do those things. It shows there is a need for the pamphlet and why it exists and then helps give the information. The information was given in a convenient format. As I used limited wording to get across the message. I believe this was a good decision as my target demographic of pupils and students who are more likely to read and take in my pamphlet if it is short and snappy. I did still include useful links such as to a money budget planner which helps create a budgeting spreadsheet. I included these so people who wanted to investigate further had an easy and direct way of accessing more knowledge.

Furthermore, the pamphlet can even be a base for creating new PSE lessons as I believe not enough is being done in the way of financial education for pupils in schools. Having a structure going over the four sections I chose to cover (budgeting, saving, taxes and food) would be extremely beneficial and provide the basic knowledge needed. At the end of lessons, the pamphlet could be handed out to summarise what pupils had just learnt too.

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?)

I appreciated any feedback I received. I like to get it as it highlights to me areas which I could improve on from an outside perspective which may see issues I wouldn't or realised on my own. Any feedback I did receive I have taken and considered, and I will apply next time I am doing a similar project to this one. I will ask for more feedback next time as I didn't give an easy way for respondents to give me it, rather they contacted me on their own to give me feedback they thought of. This would allow me to gain more feedback and better myself even further in future.

I feel a great improvement in a lot of my skills. My data collecting skills feel more polished and the communication I have had to do, especially when reaching out to peers and the public has made me feel more confident as an individual. This project has made me realise I can work well independently, and I can pursue other areas I find interesting on my own accord without being told by my school I need to do it. Furthermore, in completing a project it has highlighted to me the importance of planning and laying out milestones but being able to adapt and take the plan in a different direction if need be.

Overall, the whole experience has been very beneficial to me, and I am grateful to be given feedback as it shows I still have a way to go and even though I have improved I can still get better.

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 *(eg 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)*

In reflection of my project, I am immensely proud of the work I have undertaken. From choosing a topic that was of interest to me and connecting it towards a tangible goal that I could achieve. I have used several skills that often go unused such as independent learning, problem solving and self-evaluation. All these skills and more I feel as if I have worked on and improved through the completion of my project. If I were to do it again, I would ask for feedback at the end of my questionnaires so I can gain more and understand what I need to improve on next. I would also explore other methods of reaching out to the public to receive more responses.

Skills that I have used in this project that I would like to develop further *(eg using skills in even more challenging situations, more working on your own, more team working)*

I would like to develop my problem solving skills further as I have realised through my project how key of a skill it is and the useful of being a good problem solver in the workplace and life.

Interdisciplinary Project

Assessor Report

Candidate name: _____

Candidate number: _____

Subject area: Social Sciences

Centre:

Project proposal	Tick as appropriate
Grade C criteria	
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:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
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.	✓
Comments	
<p>This is an interesting proposal on what is a very fitting topic in the current financial climate, both within the UK and worldwide. Whilst also tying into the candidate's own personal interests, he was able to utilise his extensive knowledge of the subject whilst tying it into the aforementioned challenges, posed, by the current financial climate. Whilst initial proposals were vast and too broad, the candidate was able to heed assessor feedback, to a project which was within an achievable scope – targeting a demographic from which he is familiar and able to acquire the appropriate primary data. As head boy, the candidate is a confident, extrovert, who academically, is achieving well, and thus the foundations were in place to collate a wide range of different data, whilst coupled with a substantial amount of background research – a particular strength of the candidate. Furthermore, the links between his economic strengths and wider social sciences is clear; as underpinned by the wide range of additional reading which the candidate enjoys. With all said, this project certainly sets some challenging goals; particularly in terms of escaping from a narrow demographic range to ensure true representation, in terms of the whole socio-economic spectrum. Finally, this project provided an additional commitment for the candidate to juggle,</p>	

testing his ability to manage time, with what is already a busy academic and co-curricular timetable.	
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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 your own identified development needs.	✓
Comments	
The candidate has clear objectives, which are in line with his project proposal, albeit, timelines are slightly condensed due to various commitments. With that said, timescales are realistic and practical, and he has a clear idea about what. The candidate acknowledges the time constraints involved in collating primary data, and subsequently analysing and evaluating. Ever the optimist, the candidate Produced a Gantt Chart, paving the way for his project, however, very few contingencies were identified, and the 'plan B's, C's' etc. not considered enough, to overcome the demographic narrowness.	

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 context.	✓
Clear presentation of main findings/outcomes.	✓
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 context to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓
Comments	
<p>The candidate's presentation was informative and unearthed a 'niche'/gap in the PSE provision within the school and a need for young people to be better equipped, in terms of their knowledge and understanding of economics. The use of a pamphlet is a quick and cheerful way to generate awareness, whilst also appealing to a wide audience, and he has succeeded in communicating complex economics theorem, in basic terms, reaching the correct level in terms of his audiences. Additionally, the use of helpful secondary sources (with links provided) makes this a particularly powerful document, which could (with amendments) be circulated throughout the school. The candidate was receptive and dynamic in terms of feedback, and it was clear that his lack of primary data would prove to be his 'Achilles heel'. On this note, with limited primary data, from a narrow demographic range, realistic and accurate conclusions were restricted, thus limiting the overall scope of the project. That said, his conclusions were valid, that there is a need to improve young people's economic literacy. Whilst he has been very reflective when considering any shortcomings that his approach had, there needed to be more versatility in terms of his sources of data, as this has defined his entire project.</p>	

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/outcomes 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).	
Comments	
The candidate gives an honest evaluation of his project and was critical in terms of the limitations of his primary data, and the subsequent impact on his project. He also quickly identified a need to narrow the focus of his project, as the initial aims, were too broad, in terms of the time constraints for the project. His verbal presentation was well received, and it is clear, he successfully achieved the main aim, of educating/generating awareness of economic literacy. He also was effective in terms of his self-reflections, linking his research back to the original project aims. Whilst creative in the presentation of the information of the pamphlet, he could have taken more time, and effort, in the overall execution.	

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.	
Comments	
The candidate has shown maturity throughout the project, demonstrating an ability to reflect throughout the process, both honestly and realistic in terms of the successes and limitations faced. Whilst receptive to feedback he was unable to push himself further in terms of new approaches, especially in terms of his data collection, which would have enabled him to open up other areas of this project. All in all, he must be commended on submitting a fully completed project, especially when considering his busy curricular and co-curricular workload, in addition to various commitments elsewhere. An admirable achievement indeed.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated 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

Overall Grade Awarded	C
Additional Comments/Overview	
<p>Whilst it took a few extra steps to get to the final project, to an attainable scope of the investigation, he has succeeded, putting together a project, which achieved the overall aims he set initially. The project most definitely identified a need for greater economics education and financial planning for younger people. He has demonstrated independence throughout and has absorbed feedback, whilst running with his own ideas, that stem from his enjoyment and passion for economics. However, he did fall short in terms of his primary data collection, and with time to reflect, he realises the importance of robust, and varied data, in any investigation. This a lesson, that he will most certainly take with him, as he moves on to the study of economics at the tertiary level.</p>	

Assessor signature _____

Date 24/3/23

Internal verifier signature _____

Date 24/3/23