

# Candidate 1 evidence

## Interdisciplinary Project

### Proposal

|  |                           |  |  |  |  |  |  |  |
|--|---------------------------|--|--|--|--|--|--|--|
| <b>Candidate name</b>  |                           |  |  |  |  |  |  |  |
| <b>SCN</b>   |                           |  |  |  |  |  |  |  |
| <b>Centre name</b>   |                           |  |  |  |  |  |  |  |
| <b>Assessor name</b>   |                           |  |  |  |  |  |  |  |
| <b>Project title</b>   | We feel more to feel less |  |  |  |  |  |  |  |
| <b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )   |                           |  |  |  |  |  |  |  |
| <p>I will create a scene to perform in which the narrative highlights sensitive themes such as men's mental health and depression. The scene will tackle these issues so that we can spark up the conversation of men's mental health and ask some of the people that watch it how they feel in regard to their; emotions, seeking help from professionals and outlook on men being vulnerable.</p> <p>I have decided to create this project because of my interest in performance and acting, but also because of the fact that I feel very strongly about men's mental health. I feel as if there is more focus on men's mental health nowadays, but I also feel that these means of educating people on mental health does not reach everyone. I see this in people from the area I live. I think communicating with people on a deeper level that makes them feel something is much more likely to influence their opinions on a subject as empathetic people.</p> |                           |  |  |  |  |  |  |  |
| <b>Reasons for choosing this project</b> ( <i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i> )   |                           |  |  |  |  |  |  |  |
| <p>I chose to do this because I feel very strongly about the effects of toxic masculinity on young men. I have seen many of my close friends be vulnerable at times but shamefully because they don't feel comfortable with the idea. I feel as though this stigma surrounding men being vulnerable people needs to be removed. My love for performance is the reason I would like to communicate these thoughts trough a scene.</p>   |                           |  |  |  |  |  |  |  |
| <b>The broad contexts this project will cover are</b><br>( <i>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.</i> )   |                           |  |  |  |  |  |  |  |

*The themes of my project reflect sustainable development of society. Many young men struggle with their mental health because of toxic masculinity preventing them from speaking openly about their emotions which leads to many male suicides. My project aim is to address this issue and bring attention to the fact that it is okay for men to be emotional and in touch with this part of themselves. The idea is that struggling men speaking about their mental health will help to overcome the problems they face. This relates to sustainable development of society because of the substantial effects on economic and social costs that poor mental health has on society. This being the loss of productivity, the costs associated with the healthcare, the reduced quality of life and the impacts it has on relationships and informal caregiving.*

**Learning environments I will access are:**

I will access physical learning environments such as the classroom and stage that we will rehearse and or perform my project on. The social-emotional learning environments I will access through this project will be the conversations that come up after my performance in line with the survey I hand out to the audience. The audience will mainly consist of young men which will help with my research on the topic. Additionally, I will access information from a handful of organisations that I will reach out to in order to gain insight on the issue which will influence my scene that I write. Furthermore, I will likely access more information from other students leading up to the performance from informal conversations about it that will likely come up.

**How I will use my knowledge of my chosen subject area**

I will use the knowledge I gain from my research to effectively portray a young man struggling with his mental health through Stanislavski's acting techniques to properly access the necessary emotions. I will also need to create a realistic character with mental health issues that really resonates with people seeing this project. My knowledge on writing and dialogue in story's will be put into practise during the development of this scene I am creating.

**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)*

One strength I believe I have is the fact that I will be able to apply my knowledge of dramatic performances to communicate the ideas I would like to. My research skills however are something that I am aware is a weakness of mine, I hope that this project will further develop my research skills since I will be forced to do more in depth research on this as opposed to other projects which I had to do research for. I believe that my interpersonal skills are a strength of mine as I have good verbal and non-verbal communication skills, these skills will likely develop naturally in this process by exercising them. My planning and time management skills are one of my weaker ones, I hope however that the progress log that I will keep up to date with will help to keep

me right through this process and potentially improve them. A strength of mine is my ability to learn independently, I have always been interested in learning and improving my knowledge on things, so it has been easy for me to learn and engage in challenging tasks in my own time. This will only improve as I take on this project. My problem-solving skills are also a skill I pride myself in, and I can only assume that I will need to use these skills during the creation of this project to make it the quality I would be satisfied with. My self-evaluation skills are quite good as I am a very introspective person, I look forward to utilising this throughout this process to learn and develop my ability to communicate creatively even further, learning from my mistakes.

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

**Assessor feedback to candidate**

You have identified several opportunities to develop different skills and, especially as this is a group project, have shown areas where collaboration will be relevant. You will be drawing together use of knowledge and skills across different disciplines and have conveyed this clearly in the proposal.

You are planning to develop acting techniques and reference Stanislavski this will be useful for developing your naturalistic acting skills.

You have not focussed on the learning environments and this will be useful for the project development.

I think this will be challenging, especially as you aim to work with many other sources.

|                            |   |                              |          |
|----------------------------|---|------------------------------|----------|
| <b>Proposal approved</b>   | ✓ | <b>Further work required</b> |          |
| <b>Candidate signature</b> |   | <b>Date</b>                  | 10/10/24 |
| <b>Assessor signature</b>  |   | <b>Date</b>                  | 10/10/24 |

## Interdisciplinary Project

### Plan

| <b>Candidate name</b>  |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |
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| <b>SCN</b>   |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |
| <b>Centre name</b>   |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |
| <b>Assessor name</b>   |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |
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| <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>N/A</p>   |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |
| <p><b>Timescales (this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence).</b></p> <table border="1"> <thead> <tr> <th>Date</th> <th>Description of Action</th> <th>What's Next?</th> <th>Date</th> <th>Description of Action</th> <th>What's Next?</th> <th>Date</th> <th>Description of Action</th> <th>What's Next?</th> </tr> </thead> <tbody> <tr> <td>18/10/24</td> <td>1. I will be looking for a group of 10-12 people to work with. I will be looking for a group of 10-12 people to work with.</td> <td>1. I will be looking for a group of 10-12 people to work with. I will be looking for a group of 10-12 people to work with.</td> <td>18/10/24</td> <td>1. I will be looking for a group of 10-12 people to work with. I will be looking for a group of 10-12 people to work with.</td> <td>1. I will be looking for a group of 10-12 people to work with. I will be looking for a group of 10-12 people to work with.</td> <td>18/10/24</td> <td>1. 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| <p><b>Planning (how you are going to meet the agreed objectives of your project)</b></p> <p>I will meet these objectives by ensuring I cast myself and someone that I already have good chemistry with so that we do not need to spend time building that relationship. Additionally, I will continue to keep up to date with my progress log to</p>   |  |  |                       |  |  |                       |  |  |                       |              |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |          |  |  |

ensure I have a plan which will help to complete tasks in time. The research that I do on the issue will help to create a good performance that communicates the message that it is okay for men to be vulnerable. I will create a survey that I will hand out after my performance that will contribute toward the objectives I have of gaining further insight to the issue of men's mental health and the effects that toxic masculinity has on it.

**Resources** (eg people, materials, places)

To perform what I would like to I will need to write a script which highlights the issue. I will also need a performance space with a table and two chairs. I will need an audience as well. I will need approximately 2 people for the scene (Myself included) I would like access to the lights we use for stage performances in my school, therefore I will need someone to operate these lights as well. Additionally, I would like to possibly create specific costumes for these two characters that incorporate colour theory to further tell the story of these two. That means I will possibly need to buy new clothes or ask my schools drama department for access to their costumes.

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

To create an impactful story about a subject so deep involves having knowledge of the subject itself and other media / expression of the issue. For example, the boo and show "Normal People", A beautiful representation of mental health with an emphasis on Connell – a young man and main character of the show. Another source I will use is the book "Emotional Intelligence" by Gill Hasson. This book highlights the ways to be emotionally intelligent. Ways that men struggle with commonly. I will also research online how different mental health problems come around such as depression.

**Presentation**

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

I believe young men that are surrounded by toxic masculinity would benefit from seeing my project because of the fact that it will enlighten them to the fact that they do not need to suppress their emotions at all or meet the stereotypical representation of what a "man" is. I believe there is also a chance that young women could benefit from seeing this as they may gain insight to what it's like to be a teenage boy which helps with fixing the issue.

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

I would say the most appropriate means of expression would be through a scene shot for the screen. This being because of the fact that younger audiences often don't like to read a big, long essay and theatre/ plays are slowly becoming less and less respected especially from a younger audience. That being said, I will still be performing the scene in a theatrical format because it is a much more accessible means of expression. I will still film the scene in a cinematic format to ensure I reach all audiences.

**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)

I depend on actors taking part in my project and the fact that they will be free when I am free to rehearse. I also depend on the school's facilities as I will need to use things such as the stage, lights and costumes to make this performance the best I can. I will need to finish writing the script before I start rehearsals as well. In addition to these things, I also depend on an audience being available to watch the show.

**Contingencies**

**Any anticipated problems**

I anticipated that finding time that the other actor and I being free at the same time will be an issue.

I anticipate that finding an audience to come and watch my performance will be an issue

**My plans for overcoming the anticipated problems.**

I will overcome this by being very on the ball with taking the (I assume) very limited opportunities to rehearse.

|  |   |   |          |
|--|---|---|----------|
| <p>I assume that writing the script will be an issue for my future self as it needs to be of decent quality.</p>   |   | <p>I will overcome this by creating a poster that I will print off and stick around the school for pupils to see.</p> |          |
|  |   | <p>I will overcome this by researching how script writers effectively write dialogue to further narrative.</p>        |          |
| <p><b>Method for recording my skills development and future areas for improvement</b><br/>                 I will write weekly updates on my project progress every Thursday. This will keep me in cheque and organised during the process.</p>  |   |   |          |
| <p><b>Assessor feedback to candidate</b></p> <p>Your objectives should help you to answer your question. You have concise plan in which you have made your progress apparent. You have identified research methods, which are appropriate for the project. You have considered the larger factors, which may influence your project negatively and have thought about what you may need to do if these areas do not work out.</p> <p>You have shown development of your project through research and understand the progression of your project. You have also factored in how you are going to present this to a chosen target audience taking their needs into account.</p> <p>There are more factors that you have not considered when trying to create a scene for performance. Such as scheduling rehearsals, relying on someone else as well as other aspects of theatre such as lights, props and costumes.</p> |   |   |          |
| Plan approved  | ✓ | Further work required   |          |
| Candidate signature  |   | Date  | 17/11/25 |
| Assessor signature   |   | Date  | 17/11/25 |

### Interdisciplinary Project

#### Progress log

|  |   |
|--|---|
| <b>Candidate name</b>  |   |
| <b>SCN</b>   |   |
| <b>Centre name</b>   |   |
| <b>Assessor name</b>   |   |
| <b>Project title</b>   | We feel now to feel less  |
| <p>You may use this form to record and reflect on progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</p> <ul style="list-style-type: none"> <li>• what you have done (eg from one week to the next)?</li> <li>• what skills have you used and how you feel they have developed?</li> <li>• if you are working in a group, what discussions you have had?</li> <li>• any changes that you have (or will need) to make to your plans and reasons why</li> <li>• what resources you have found/hope to find?</li> <li>• any problems you are encountering and how you are resolving them</li> <li>• what you are going to do next?</li> </ul> |   |
| <b>Date</b>  | <b>Comments</b>   |
| 22/8/2024  | I have decided how I am going to express myself in my baccalaureate my next step is To Write the scene  |
| 5/9/2024   | I have now written the scene tackling issues of toxic masculinity. My next step is to Cast people to act in this scene.   |
| 10/9/2024  | I have decided that [redacted] and I are going to act in the scene I have written. My next step is to Deciding when I will perform this.  |
| 25/9/2024  | [redacted] and I have decided to perform this scene to pupils on the 21 <sup>st</sup> of November. My next step is to Get in contact with agencies to find out more about the topic of men's mental health. |
| 26/9/2024  | I have contacted a handful of agencies to help me with creating my questionnaire. They provided me with a lot of valuable info. My next step is to Create the questionnaire.                                |
| 30/9/2024  | I have now created a questionnaire with 5 questions in it surrounding the performance and features of toxic masculinity. My next step is to Create a poster to promote this performance.                    |
| 9/10/2024  | The poster has now been created and placed around the school to promote the performance. My next step is to Perform the scene on the 21 <sup>st</sup>   |

|          |  |
|----------|--|
| 14/11/24 | <p>■■■ and I have decided that we might have to push back the date of the performance because we do not feel ready. My next step is to Decide on a new date for performance</p>  |
| 18/11/24 | <p>We have now decided on a new date for the performance. This being on the 12/12/24 My next step is to Ensure we are prepared for the 12th</p>  |
| 12/12/24 | <p>■■■ and I have now performed the piece to a group that consisted mostly of boys but still had some people that identified as other genders. My next step is to Take notes of the answers to the questionnaire</p>   |
| 17/12/24 | <p>I have now performed my scene about men's mental health to an audience of 19, 13 of these were boys, 5 were girls and 1 was other.<br/>         19 forms handed back in total.<br/>         5 girls<br/>         1 other<br/>         13 boys<br/>         9 out of these people said they would be embarrassed about going to counselling 47.34%<br/>         8 of these 9 were boy and one was a girl 88.89% 11.11 %<br/>         8 out of the 19 said they would not be embarrassed. 3 girls, 1 other and 4 boys. 42.11% 37.5% 12.5% 50%<br/>         2 people said they were unsure, 1 boy and 1 girl. 10.53% 50% 50%<br/>         8 people would not seek professional help 7 being boys. 1 of them being a girl 42.11% 87.5% 12.5%<br/>         6 people said they would seek professional help 3 of these being boys, 1 other and 2 girls 31.579% 50% 16.67% 33.33%<br/>         5 people said they weren't sure 3 of these were a boy and 2 of them were a girl<br/>         1 person said that they do not have a trusted adult to speak to, 2 said they were unsure and 16 said yes they do<br/>         The 1 person that said no was a boy, the 2 that were unsure were 1 girl and 1 boy<br/>         4 girls said yes they do, 1 other said yes they do and 11 boys said yes they do. My next step is to Evaluate the scene itself</p> |
| 18/12/24 | <p>I wrote the script with the intention to isolate the character from strong connections to people other than the girl that he used to be in a relationship. The reason for this is because toxic masculinity creates barriers between men that prevent them from being totally transparent with one another and be emotionally available. This is because it is not "masculine" The aim was to give people insight to the situation that some men can find themselves in, lonely and lost after separating from their partner. Someone that they would have found security in. This character found it much easier to be vulnerable in front of this girl that he is no</p>  |

|  |  |
|--|--|
|  | longer seeing - though, he has lost that outlet which is why he is in a fragile place. |
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## Interdisciplinary Project

### Presentation of Project Findings/Product

|                       |                           |
|-----------------------|---------------------------|
| <b>Candidate name</b> |                           |
| <b>SCN</b>            |                           |
| <b>Centre name</b>    |                           |
| <b>Assessor name</b>  |                           |
| <b>Project title</b>  | We feel more to feel less |

**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))*

I presented my project findings by writing a scene for theatre that was then performed in front of a small audience of young men and women. I also put this same scene into a cinematic format. I decided that I would communicate this issue through a scene in theatre because of my love for acting and performance. I believe that a performance can translate issues in a deeper way than just simple conversation. I feel that a performance can unearth thoughts or opinions on an emotional level which I value deeply. To further develop the audience that I can reach I also filmed this to create a cinematic scene. This is because I think film can resonate with a younger audience more than theatre. I believe this because of a small research project I have done for my advanced higher drama dissertation where results showed me that many young people are more likely to go to the cinema rather than the theatre. The audience that I selected was a group of fourth years consisting of majority boys. This was an intentional feature of this group because my project was tailored to boys. This is because of the themes of toxic masculinity that I am tackling. I am happy with how my project was presented and who it was presented to because I believe this was the best way to get the message I wanted to communicate out there.

|                            |                     |
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|                            |                     |
| <b>Candidate signature</b> | <b>Date</b> 5/12/24 |
| <b>Assessor signature</b>  | <b>Date</b> 5/12/24 |

## Interdisciplinary Project

### Evaluation of project

|  |                           |
|--|---------------------------|
| <b>Candidate name</b>  |                           |
| <b>SCN</b>   |                           |
| <b>Centre name</b>   |                           |
| <b>Assessor name</b>   |                           |
| <b>Project title</b>   | We feel more to feel less |
| <p><b>How successful has my project been overall? (consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</b></p> <p>I would say my project was moderately successful seeing as the people that watched the performance were entertained. More than that though, people gave me good feedback after we had performed which correlated to my research findings. I also had feedback from a pupil saying that it was understandable and relatable which means people will hopefully be able to take something positive from it. In addition, I feel that my project was successful because I am proud of the work I have done. I think that there is some parts of it that could have been further developed to enhance the quality but overall, I am happy with the product. I will learn from this experience as I am still new to creating my own art which means I was successful in developing my craft with this.</p> |                           |
| <p><b>How effective were my communication methods throughout the project?</b></p> <p>My communication methods were effective when I contacted the agencies as they provided me with clear information about men's mental health which helped me finish the script. I communicated well with [REDACTED] during the rehearsing process seeing as she acted in the way that I wanted her to. I could communicate well whilst arranging a date and place for my audience to come and watch. The communication from me to the audience with my performance was effective as well seeing as I had good responses that furthered my knowledge of the subject.</p>   |                           |
| <p><b>Is there any aspect of my project that could be taken further? What might my next steps be?</b></p>  |                           |

I feel like I could reach a wider audience much more effectively if I created a poster to promote my cinematic scene which I made as well. I made the scene, but I didn't show it off the same as I did the theatrical scene. As I mentioned before I think that it could resonate with people that the stage adaptation may not. I would say that the research process and contacting the agencies could have been taken further. The agencies I contacted gave me very surface level responses or referred me to articles that I had already seen.

|                            |  |             |         |
|----------------------------|--|-------------|---------|
| <b>Candidate signature</b> |  | <b>Date</b> | 1/20/25 |
| <b>Assessor signature</b>  |  | <b>Date</b> | 1/20/25 |

## Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

|                       |                           |
|-----------------------|---------------------------|
| <b>Candidate name</b> |                           |
| <b>SCN</b>            |                           |
| <b>Centre name</b>    |                           |
| <b>Assessor name</b>  |                           |
| <b>Project title</b>  | We feel more to feel less |

*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 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)?)*

Knowledge, I gained from contacting the agencies and research allowed me to create a decent questionnaire that I will give to the audience at the end of the performance. My experience in drama has made it so I can perform this piece that I wrote to an entertaining degree. My knowledge of media has allowed me to film this scene in a cinematic format that entertains audiences. All of this makes for something that can hopefully resonate with people that experience these issues and potentially have a positive impact.

#### **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.)*

I researched my topic by going through online articles and websites before contacting local charities / agencies that gave me insight into what common difficulties men face with their mental health are. I kept track of all info I gathered by writing it into a word document. I only really wrote down points that seemed quite notable and helpful when researching online articles and websites. This info all contributed to the creation of the script and the questionnaire that I use at the end of the performance. The data I gathered was useful after I received a reply from the agencies. This is because I contacted trustworthy establishments.

**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.)*

■ and I came to a mutual agreement that we would like more time for rehearsals in order to perform this to our best ability. I was tending to her needs just as much as mine here. Additionally, during the process of filming the scene for the screen, I had to postpone filming for my partner. My scene partner still struggled with their lines however so we worked around this by placing the script in places that could not be seen in the shot and allowing her to hold it in shots that were on me rather than her.

When ■ and I started to have thoughts of the show being postponed we raised the issue with my mentor immediately so that everyone was on the same page. This meant for no surprises. We decided another couple week would be very beneficial for us considering that we have other priorities and there wasn't any rush to get it performed.

**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?)*

My time management could have been a lot better in all honesty. We found ourselves running behind in the lead up to the performance date which resulted in us having to postpone the show. This was fine because we had the ability to, but in future I would rather not have to do this because it will not be so easy for other projects. We set targets very loosely, allowing ourselves to progress at a very comfortable pace. I would write in my progress log whenever I completed a task. When I did this, I would also set my next target so that I would know when I will next fill in the progress log. We recognised that performing the show prematurely would influence its quality, which is why we postponed it, to overcome this.

**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 decided that I still wanted to film the scene for cinematic experience rather than just perform it in a theatre setting. I was advised not to do this because of my intense workload as it was with my schoolwork. However, I still done it. I did this because of the fact that you can express yourself a lot more with a cinematic scene

as opposed to a theatrical one in my opinion. I only think this because the camera angles add additional depth to the story. My effective communication skills meant that I could get our small crew on the same page and working on the same day for filming. I previously shot and edited my own short scene which meant I could edit this scene together pretty easily.

Regarding the theatrical performance, I just spoke to my mentor to arrange a time and date that I would use the space we needed to. After that I then communicated with the teachers of the students that came to watch the performance to ensure that this was fine.

#### **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 generated the idea for the scene by taking inspiration from a show that I had recently watched called Normal People. This show is about two people that have a complicated relationship, swaying in and out of one another's life. I wanted to capture this same depth and complexity to the characters I had created. To do so I had the two of them mention their past relationship in a very deep and ambiguous way. This was to ensure it was believable, seeing the character Matthew would not have been able to open up to someone unless they already had a strong connection. My research made clear that toxic masculinity has a huge impact on men's mental health and ability to be vulnerable. This is why I made the other character a girl that Matthew had a really close connection to in a romantic way. This eliminates the shyness he would have around men. I decided to acknowledge toxic masculinity in this scene when Matthew mentions not "getting away" with going to counselling because of his friends. I considered making the climax of the scene more emotional and unearth more of Matthew's feelings but I didn't want to take away from the realism of it. I wanted young men or boys to see this and feel as if this is a conversation they would be open to having but having the main character get really upset and emotional would likely deter them.

#### **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?)*

My findings were presented in both a theatrical setting and a cinematic one. Both were the same scene with the same dialogue, the only difference being the way it was presented. Both presentations were effective in raising the question of whether or not the young men watching felt comfortable going to counselling and openly speaking about their feelings. My choice of audience was a group mainly consisting

of boys from 3<sup>rd</sup> year but there were also girls and people that identified as other. I wanted to have a group of people at this age because I feel that the age they are coupled with the expectations placed on them by peers makes them very vulnerable to the effects of toxic masculinity, due to the desire for validation that many teenagers fall victim to. Both of these presentations are moderately formal. The theatrical performance was in a mature environment where everyone was quiet and respected the performance. The video is shot in a mature way that lends itself to the content of the conversation. This has been done by filming the scene with blue hues and a mundane feel to the room so that the focus is on the dialogue and acting. The scene itself establishes the fact that these two have a connection which makes clear why Matthew feels comfortable being vulnerable. Matthew mentions that his friends are doing some things that he doesn't agree with which alludes to the alienation that Matthew feels, furthermore, He also mentions that his friends wouldn't let him away with going to counselling when Elle mentions it to him. I included this as a reference to the fact that young men can often perceive seeking help for with your mental health is a bad thing which generate a stigma around young men being emotional. Elle then gives him a response to this, saying that what his friends say shouldn't matter, and if he needs to, he can keep it a secret. So, in this dialogue they raise the issue and give a possible solution for it. I believe that this was an effective way to express what I have learned and tackle the issue of toxic masculinity.

#### **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 believe my script writing skills and storytelling skills have improved dramatically since starting this project. I think this because I was able to effectively tell a story in two formats that I wasn't incredibly familiar with beforehand. I was praised a couple times by peers on the quality of my writing which was really appreciated. On top of this there was comments about how exciting the scene was. It was seen as a bit boring since the conversation goes back and forth in a slightly repetitive nature and takes some time for the climax of the dialogue. I appreciated this feedback but decided not to alter my scene too much because what I was trying to do was show off an extract from someone life rather than put on an exciting show. I understand how this could reduce the audience which is one of the reasons I would keep this feedback in mind for future projects, but I believe that the realism is something impactful when trying to communicate with the type of audience that I was. In the future I will try to find the fine line of entertainment and realism to perfect the message I am sending out into the world. Outside of the content itself, the process of creating both the cinematic scene and the theatrical one had me very stressed because I was behind schedule. Often when I have worked on set for other projects we always end up behind schedule – it seems to be the norm. I don't want to entertain this culture of setting unrealistic goals or failing to acknowledge the barriers that come with creating projects like this. To combat this I will plan in a way

that seems as if I am giving myself too much time to complete my tasks. This is so that I can definitely meet the deadlines when I come across hurdles.

*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)

I felt as if I was creating something good during this. I was happy with the quality of the script and overall performance as it felt tense and a bit awkward which was my intention. It also felt like a real conversation while still developing in the unnaturally climactic way that dialogue does. I feel as though I succeeded in translating the message I wanted to get across. I am proud of the fact that I also filmed the scene. I have some problems with it such as; the fact that the audio files got corrupted during the editing process which meant we needed to use the files from the camera's mic, I wasn't a great fan of the filming location because of the difficulties I had with the composition of shots and the fact that My editing skills are not developed enough to colour grade the shots as well as I would have preferred.

**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 further develop my script writing skills and my filmmaking skills. I really enjoyed creating this project and seeing it all come together. I'd like to write and film future projects with more intention to get the desired level of quality.

### Interdisciplinary Project

#### Assessor Report

Candidate name

Candidate number

Subject area

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:  |                     |
| • own skills development  | X                   |
| • collaborative working   | X                   |
| • accessing less familiar learning environments   | X                   |
| • application of subject knowledge in a broad context   | X                   |
| • use of knowledge and skills across different disciplines  | X                   |
| • making connections between subject knowledge and the wider world  | X                   |
| 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.   | X                   |
| Robust and carefully argued justification of the proposal.  |                     |
| Substantial links and understanding of possible connections across disciplines contributing to the project.   | X                   |
| <b>Comments</b>   |                     |
| Candidate has developed in his skills of acting and scene writing as well as gathering knowledge from wider areas to help him develop in his understanding and how he aims to present his findings. |                     |

| <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.  | X                          |
| Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.   | X                          |
| Realistic timescales and achievable milestones for each stage of the project.   | X                          |
| Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.  | X                          |
| <b>Grade A criteria, includes all of above plus</b>   |                            |
| Careful selection and effective use of research/investigation techniques.   | X                          |
| Anticipation of probable and possible factors which may impact on the project.  | X                          |
| Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.  | X                          |
| Outline the process for achieving own identified development needs.   |                            |
| <b>Comments</b>   |                            |
| Candidate has demonstrated the ability to plan and implement a project which has a specific timeline and millstones. Candidate has reflected on all factors of his project and how he may overcome any obstacles that he faces. |                            |

| <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. | X                          |
| Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.  | X                          |
| Clear presentation of main findings/outcomes.  | X                          |
| <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.   | X                          |
| Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.  |                            |
| <b>Comments</b>  |                            |
| <b>Candidate has shown ability to research and use research to influence his project. He has used critical thinking to identify</b>  |                            |

|   |  |
|---|--|
| <p><b>issues with his project to overcome them. He used outside agencies to influence his knowledge which was used to gain an understanding into what to add to his questionnaire. He also reflected on this do improve his project for the future.</b></p> |  |
|---|--|

| <b>Evaluation of project</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <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. | X                          |
| Effective use of chosen communication method(s).   | X                          |
| <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.  | X                          |
| Careful choice and skilful use of communication and presentation methods(s).   |                            |
| <b>Comments</b>  |                            |
| Candidate has a critical and justified evaluation and was able to effectively communicate this through his presentation and his research.  |                            |

| <b>Self evaluation of generic/cognitive skills development</b>  | <b>Tick as appropriate</b> |
|---|----------------------------|
| <b>Grade C criteria</b>   |                            |
| A critical evaluation of own skills development against the list of specified generic/cognitive skills.   | X                          |
| 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.  | X                          |
| <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>   |                            |
| Candidate has evaluated his skills in acting, directing and script writing to communicate a message to a target audience. He has highlighted his strengths as well as identified areas of difficulty and overcame them or reflected on them for future reference. |                            |

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

|  |   |          |   |              |
|--|---|----------|---|--------------|
| <b>Overall Grade Awarded</b>   | A | <b>B</b> | C | Unsuccessful |
| <b>Additional Comments/Overview</b>  |   |          |   |              |
| <p><b>Candidate has developed skills and has used research and reflection do improve on his presentation. Candidate has engaged in planning preparation as well as being resilient when faced with obstacles.</b></p> <p><b>Candidates final presentation was unique and relevant to his target audience which engaged the participants to consider and reflect on the topic at hand.</b></p> <p><b>Candidate has worked closely with others and has engaged with teamwork and linking with outside agencies to support his project.</b></p> |   |          |   |              |

**Assessor signature**

**Date** 26/3/25

**Internal verifier signature**

**Date** 26/3/25