

Candidate evidence

Interdisciplinary Project

Proposal

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?
Chosen subject	☒ Expressive Arts ☐ Languages ☐ Sciences ☐ Social Sciences
Project outline (what it is you want to do and how will you go about it)	
I would like to investigate the positive (Or negative) effects that the subject drama has with participation and activity in wider school projects, such as participation in subjects and the overall experience of high school, like school shows or battle of the bands. I will do this by interviewing people who have taken drama all throughout their years, compare them with people who haven't taken drama or very recently taken it by looking at how outwards they are as a person, there academic succession and participation in school activities, and see how they compare with one another. I will also investigate statistics on grades with students who have taken drama and those who have not. I will collect information by: • Carrying out pupil surveys from people who have not and have taken drama and see how they compare. • Asking friends who have taken drama and see how much more out there they are compared to those who have not. My target audience would be preferably people in S1-S3, as they will have a wider school experience before choosing subjects for later in school this may then impact their choices. If they were to read my report over the year they will maybe, consider choosing drama if they feel a little self-conscious about themselves and a little shy, or maybe they don't understand certain things, and see my report and realise drama could be a fun way to be able to engaged with other subjects. Presentation of findings to lower school classes – I will make a power point of my experiences with drama, speaking about how I was before and how I am now. In this power point I will include pictures and direct references to my life before and after drama. For example, I used to be this quite little kid who didn't know how to speak to people at all, very limited friends and horrible social interaction skills, but now I thrive in school and share a close bond with a variety of people, using my confidence and other skills I have learned from drama to express myself more and get out in the public world better. I will perform this power point to S1's S2's and S3's to enlighten them on how good of a subject drama is for your life. I will inform them on the specific quality's that arise from taking drama, for example- Collaborative teamwork you get from working	

Templates for candidates and assessors
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with many different people in your time in drama. As said before, you gain confidence as a quality as you are more open due to your performances. I would like to find out specifically how drama has affected others in different subjects, and how that succession led to their future careers and personal interests outside of the subject.

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

I have chosen this topic because I believe drama has affected my grades, personality, and school participation for the better, and I wanted to know if it has also affected others positively. I have also wondered how this compares with people who have never taken drama and how active they are with school activities.

Drama had been a very prominent part of my life since my high school career. Through my teachers great teaching and influence since joining, S2 rose the start of my love for drama. As I grew older into S3-S4, so did my passion for drama. The constant reassurance from my teacher on how well I am doing and how good I am becoming has only made me try harder. I participate in every school show that becomes available and have since the very first one. My love for drama stems all from the teacher, and I am eternally grateful for this. My aim is to start getting involved in outside of school drama activities such as getting involved with musicals and pantomimes.

- Drama has improved my social skills in terms of my confidence and how I naturally speak to people now. It has made me more outward and more likeable because of this peak in confidence.
- I have been able to meet my group of people because of drama, Such as my friend who I have been friends with since I was put into his drama class, and now we are best friends and still doing drama together. But my other friend for example, has never taken drama, yet the first time we spoke it was about a school show that I did, and a bond grew from this discussion.
- Drama has allowed me to join outside school clubs such as this youth group called "Connect Community Youth Group" which I started attending after was taking drama and my confidence was growing.
- Drama has successfully helped me achieve my succession in other subjects, and for example, I was failing business management during my National 5 year in school, and this was due to my lack of confidence, and I refused to ask for help in fear I may be made fun of. But nearing the end of the year (After sitting at an F all year) I went to my teacher confidently and told her my struggles, and she helped me understand what I did not 3 weeks before the exam and got a C because of this. The same was in my photography class in S5, I wasn't understanding much of the topic and was afraid to ask for help in fear of being made fun of yet again, but instead of waiting so long, my confidence allowed me to ask for help publicly of the teacher and other class mates, and I ended up getting a high B.
- I have specifically gotten meta skills such as adaptability because I have taken drama. As I have learned to adapt to circumstances that may be awkward or unsettling, such as getting a performance piece with somebody you have never spoken to, but you must Adapt to the awkwardness and make it not so awkward. It has also given me a meta skill of creativity, as I have learned to be creative with aspect this improvisation pieces and planning movement in my Drama pieces. Giving me the Creativity meta skill.

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- I have obtained other skills such as leadership and teamworking skills through drama. *I did this by learning that selfishness does not work in drama, and that collaboration and teamwork is key to a successful drama piece. This is important to different subjects as you need to work collaboratively with others in subjects such as English and maths to get help and support with understanding. Leadership can help with employment in the future as in certain work situations, there would be an opportunity to step up and manage others in a leadership position.*
- *I was able to obtain creativity skills during drama when experimenting with voice, movement, and adlibbing lines. This helped me better portray the character and make it feel more real. Creativity can help you vastly in other subjects as well, such as English. In English, you obtain the ability to look outside the box during textual analysis or RUAE and can obtain more marks because of this. Creativity can help you with future employment also, giving you the unique characteristic to see perspectives others do not see and get a new outcome to different situations.*

My aim for after school is to attend the _____ for drama and acting, as I would like to take my love for drama further than my S6 year. The yearlong course I aim to take at uni will hopefully take place just after my S6 year.

This all links back to my passion for drama and why I chose to do a topic relating with drama as it gives some insight on why I love drama so much and what it means to me, and how it has changed me for the better. Skills in drama heavily benefit towards employment as a drama qualification on your CV automatically highlights how good you are at working as a team, as drama is all about teamwork, paired with the confidence needed to excel in drama paired with the problem solving skills needed to function well in drama all highlight great characteristics that would improve your shot of getting a job.

The broad contexts this project will cover are

(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.)

Employability- Drama participation naturally allows one to be more confident and outgoing. Allowing you to fully put yourself out there to begin with and be yourself. This helps with job employability because jobs do not only care about grades, but they care what type of person you are and how you put yourself out there.

Drama (As I am investigating) allows other to participate more in other subjects and be able to take more of an interest. This allows you understand other subjects more and take participation because of this. This would help with employability as it gives the opportunity to pass a lot of subjects, and get better grades, allowing for further job opportunities to pick from.

- the perception of drama is up to interpretation of the person. For example, if someone is very intrigued in perusing a career drama, they will see it as beneficial to go into a course for drama or performing. But stereotypically, drama is viewed by many as homosexual, and for whatever reason gets little to no respect by a lot of people.

However, these stereotypes may seem outlandish, it is many people's views and opinions. Drama helps you get into a lot of universities and university courses, not just the drama ones. For example, the 'university of Strathclyde' prefers drama at higher level or further as a preferred subject for their course in law, as it helps to develop valuable skills that can be contributed into law, such as Persuasion, Confidence, and empathy.

Citizenship- Drama participation helps with setting yourself up with valuable life skills and assets that could set you up for success with not only school, but in future life when you are grown. This is because it will help you with your confidence and make you naturally more outgoing, making extremely helpful life skills to have later down the line of life. The involvement in performing arts

Learning environments, I will access are

I will choose my drama teachers classroom to learn and work in, as he is the best teacher to speak to when authoring a report on a drama-based topic. I also feel extremely safe and hard working when I am in his class, and I get a lot done when I am there.

will also choose to work via an online session or call with friends who are also doing baccalaureate, to get an outsider's perspective on what to do next and see what else I should add.

I will attend workshops such as the workshop to learn more about drama further out into the world, as focuses on hands on help and experiences by working in a real-world studio and helps getting them an idea of how drama works outside of school.

I will speak to local employers about their views of drama and find out what their initial impressions are of someone with a drama degree and see how it would affect getting a job.

I will speak to a variety of different charities and organisations to see how many people partaking have participated in drama.

How I will use my knowledge of my chosen subject area

I will use my knowledge of expressive arts in my project to communicate with teachers and get statistics (Facts) on my topic to get undeniable evidence. I will also use my knowledge to figure out for myself certain aspects like my own firsthand experiences with confidence and participation.

The skills I will develop and/or improve during 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*
- *research skills – analysis and evaluation: My research skills will improve as I will have to research a lot for statistics and while be able to find good and reliable information fast.*
- *interpersonal skills – negotiation and collaboration: Listen to the people who I am interviewing and expressing my respect for Sed people.*
-

- *planning: time, resource, and information management: I will work on my planning skills by having a set layout on what I will do to gather my information and following the layout.*
-
- *independent learning – autonomy and challenge in own learning: I will improve my independent learning by working on my own and gathering all information by myself.*
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- *problem solving – critical thinking: logical and creative approaches*
- *presentation skills: I will work on my problem-solving skills, while coming to different solutions in different yet effective ways.*
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- *self-evaluation – recognition of own skills development and future areas for development: I will work on this by evaluating my own work effectively and fairly, comparing it to fully marked examples and what have you.*

Assessor feedback to candidate

you have highlighted and chosen an interesting and engaging project. You have some good justification based on personal experience and have identified how you wish to present your project and what you want to achieve. You would benefit from engaging in wider research to spread out your project to cover a wider variety of contexts. You have been successful in highlighting and expanding on skills that you will use and develop skills throughout this project especially skills like planning and problem solving. You could expand on how you will use your subject knowledge of Drama and make some wider links to your project. You have made a good link to social lives commenting on the stigma that comes attached to Drama and highlighting why this is relevant to your project.

Proposal approved	Y	Further work required	
Candidate signature			Date 17/04/26
Assessor signature			17/04/26
	Date		

Interdisciplinary Project

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?

Is this a group project? yes ☐ no ☐

If a group project my individual role or responsibilities will be:

Timescales *(this should be a detailed timeline, and any separate spreadsheets or charts should be included as evidence)*

August- In august is when I have decided to start the theoretical aspect of my baccalaureate and plan out how it will go down and when I will do things. Such as creating my proposal for my baccalaureate and having detailed discussions with teachers to inform me fully of what baccalaureate is.

September- In September I will create a timeline of how and when I will carry out different tasks in an orderly manner. I will also aim to have my project plan created by then, followed by doing research on different topics that are remarkably similar to mine.

October- I will do my own personal and independent research with any sources that are applicable within the school's browser privacy, and or looking at books. This is so I have a good knowledge of the subject further than what I already know before going into interviews with others. Doing this means that I would be able to ask the people I am interviewing the questions I saw in these books/ the internet for further and better information.

November- Interview other people who are doing a baccalaureate in expressive arts to see what sort of ideas they have planned. I will also interview teachers of the subjects Music, art, and Drama to get an idea on what other people have done.
Begin carrying out interviews with people who are experienced in the industry of drama and acting.
Consider and write questions to ask drama and other expressive arts pupils.
Organise the dates when I interview pupils and teachers to make sure no dates class and that they are not busy on the day/ periods I want to interview them.

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December-

Finish carrying out my interviews, bringing them to a close in the expressive arts industry.

Interview more students of Drama and see their views on the subject.

Speak with young inspiring actors and see how drama at school affected them as people.

Put together all information I have received from interviews and put it into a digital file/folder, so I know where it is always.

January-

Put all information I have gathered into a PowerPoint or a word document.

Create a PowerPoint and script for my presentation, on the rewards that come with taking drama.

Practise my PowerPoint to my teacher, myself, and my friends to make sure it is ready for presentation.

February-

Organise a time and date for my presentation to be presented to other children who take an interest into drama.

Give my presentation to BGE pupils (and some teachers) showing them the results of my research and informing the young drama pupils about the industry and the employment.

Ask for feedback from the teachers and pupils that I presented to and act upon it and do research on similar projects that I may have to carry out.

March-

Carry out myself evaluation and evaluate what I should work on and what should be improved for future presentations, while also looking at what I did well and what I was able to develop upon well.

Planning *(how you are going to meet the agreed objectives of your project)*

I will aim to carry out my independent research around and within the school. Using sources like books and the internet, as well as the school librarian to ask about any websites that she could recommend in as orderly of a manner as possible. This will mean that I will not be going to sources that are not useful during my research. By this time, I will have many things to talk about inside of my topics to them carry out into my interviews:

Objective 1: Carry out some independent research using the internet and using books inside the school library that may relate to my topic, and get this done in a productive and fast manner using a variety of different websites and search engines. This means that I will not be using sources that are unhelpful and useless and focus on the important websites. By doing all this research, I will have lots of information to discuss during my interview stages.

Objective 2: Ask permission to enter different Drama and art classes to get an idea of pupil's desire of the subject and if they would like to take it further or not, e.g. take the subject further or pursue the subject into their future life.

Objective 3: Prepare and create a form online and written to hand out to pupils within my class and in my wider/baccalaureate class.

Objective 4: Prepare all questions I may have in the correct order to figure out all the answers and information I desire.

Objective 5: Carry out Sed interviews with my chosen candidates (Friends who also take a baccalaureate, Teachers, Peers, and other pupils that take the subject)

Objective 6: Bring together all information I have gathered and create a PowerPoint containing everything I have found.

Objective 7: Present all my findings to younger pupils of the S3-S6 and or anyone who is currently in the drama industry.

Resources (e.g. people, materials, places)

- Internet – examples what for
- Books from the library
- Drama and expressive arts teachers
- School librarian
- People from outside of school who have pursue drama all throughout school
- Sister-in-law who graduated RCS in Drama
- Microsoft forms
- Microsoft PowerPoint
- Microsoft Word
- Workshops
- Local community groups
- Going and being a part of the theatre

Research methods (e.g. contacting companies, surveys, focus groups, experimentation)

I will do independent research in the school library using the computers that are available there, allowing me to research people lack an interest in drama and other expressive arts, allowing me to gain a better understanding of this.

I plan to use Microsoft Forms to distribute a questionnaire to mine and others drama classes. this will allow me to conveniently email a link to the class teachers, so the students can fill out and submit the online form. This format will be helpful because I can clearly view the student's responses, which will simplify the analysis of the data and results I gather from this research approach.

I plan to attend and watch drama performances at my school, by watching younger and current years perform during class. This will allow me to see how passionate the students are about the subject, and it will also give me a chance to ask them questions

about it. - (Highlight that I will contact local agents, such as national lottery's, breaking convention, saddlers well)

Most of the research I conduct will primarily involve interviews, which will allow me to learn about the subjective experiences of the people I interview, as well as analyse their emotions when they talk about specific subjects. I intend to take notes during some interviews and record a few in both audio and video formats, so I can evaluate the interviewees' reactions to questions, giving me deeper insight into their genuine feelings about the topics we cover.

For the interviews I record, I will be able to create a transcript, providing me with a tangible piece of evidence to refer to. Additionally, I can pull quotes from these interviews to include in my presentation, which will help improve its quality.

Presentation

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

I believe my project presentation will help younger drama pupils who are just starting out, as well as university students. This is because my research will give them insights into the opportunities available in this field, along with the challenges they might face when looking for jobs in this specific industry. This means that younger drama pupils will understand the difficulties of entering the industry early on, which will help them either rethink their career paths or create a strategy for how to successfully enter the field. I also think my presentation could catch the attention of course leaders at universities, colleges, and conservatoires: they will learn about the challenges of building a stable career in drama and the reasons behind these challenges. From this, I hope they can adjust their courses to address this issue and help their students transition from higher education to a career in the performance industry much more easily.

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

I plan to present my findings through a verbal presentation to my audience, complemented by a PowerPoint slideshow. In the slides, I will emphasize key words and visuals, enabling my audience to focus on my speech without the distraction of reading the slides at the same time. This method ensures that attendees have a visual aid to enhance their understanding of my message, making it easier for them to absorb the crucial information. - Provide specific on what I am going to show them (Video clips, interviews e.g.)

Dependencies (what is required for your project to go ahead i.e. reliance on other people or resources, steps in plan that must be completed before starting the next step)

- I need to set up some days when I can go into school and watch music classes. This is important so I can find a time that fits with my Baccalaureate schedule and when a music class is happening that I can observe.
- I also must plan the dates for the interviews for my project, making sure I have enough time and that the interviewees know well ahead of time when their interviews will be.
- I rely on the younger students at school to fill out and return the online questionnaire I will send; the more responses I get, the better and more accurate the data I collect will be.
- My ability to gather information from younger students in music classes depends on their willingness to cooperate, behave properly, and answer my questions.

- The information I get from the interviews will depend on how detailed the interviewees' answers are and how well they understand my questions, so I need to carefully word and structure my questions to get as much information as I can.
- My actual presentation relies on whether I can gather all the information needed to create a solid presentation, as well as my ability to find a suitable venue for it and to inform people about the presentation so I can attract a large audience.

Contingencies

Any anticipated problems

- The individuals I want to interview are not available on any of the suggested dates, and our schedules keep conflicting.
- When an interviewee responds to my questions with minimal detail or explanation.
- My class I would be presenting to would have an assembly during the periods I planned to present to them.
- My file could corrupt and I lose the PowerPoint or Microsoft form I had prepared for my presentation
- The kids I present might not take me seriously and not fill in my form with accurate feedback.

My plans for overcoming the anticipated problems.

- I will either conduct an online interview (using MS Teams) or send them a form/questionnaire to complete and send back to me, which will include all the questions I would have asked in a real interview.
- I will attempt to rephrase the question slightly to see if it triggers any new thoughts for them. If that approach fails, I will provide some suggestions or answers to the questions to encourage the interviewee to elaborate.
- I could reschedule the day of my presentation so the S3's are able to still whiteness and participate in my baccalaureate.
- I could have a copy of my files just in-case a corruption occurs with my files.
- I could make sure they take me seriously by getting the teacher to explain to them the severity of the presentation.

Method for recording my skills development and future areas for improvement

I will keep my timelines and plans nearby throughout my project to make sure I stay on track, assign the right amount of time to each section of the project, and improve my time management skills.

As I move through the various stages of my project, I will keep a journal that records all the tasks I finish, the timing of those tasks, and the skills I have used or developed

while carrying out each task (for example, skills in organization, communication, or problem-solving).

By tracking my activities in this manner, I will be able to clearly see the skills I have gained throughout this project and pinpoint areas that still require improvement, which will be especially helpful for my project evaluation.

- From my findings of my Microsoft form, I have gathered very varied responses through people who have and have not taken part in drama. For starters, I asked the applicants "Have you taken drama?" and I was given very evenly split answers, with a 50% of the applicants saying "yes" and 50% saying "No". This immediately tells me that I will be getting very varied responses and that I will get the answers I am looking for.
- The second question I asked in my form was "If yes, has drama made you more confident?" To which I got responses of 62% of people saying "Yes", 29% of people saying "unsure" and 10% saying "No". This tells me that the majority of people who filled out my form have said that Drama has helped them become a more outgoing person, and with being an outgoing person brings the ability to speak more fluently and openly in front of people they maybe aren't used to speaking with. The 'Unsure' part of my form tells me that they just have not realised that it has made them more confident, or they are just generally unsure if it has made an impact on their confidence.
- The third question I asked my form was "How do you feel like it affected your confidence?" (Not Multiple Choice) To look at a few, one person said, "The art of Drama allows me to express myself inside the classroom, and I have gained the ability to take that outside the class into further subjects." This enables me to write as much as I can with answers as firm and detailed as this, with being as short and simple at the same time. Another response I got was "By performing in front of groups of people often it made me more confident with doing it" This answer gives me further insight on how exactly drama has boosted their confidence. In this instance - The person has said that when they perform in front of their peers and do school performances, it boosts their confidence and they become a more open person as a result of this. The last answer I will look at here will be "By developing my teamworking and improvisation has allowed me to be a more talkative person to others." from this response I have gathered that working with other people has allowed this person to be more 'Confident' with working with new people and getting the job done. This is a valuable skill to have as it applies to most aspects of life, such as jobs and further education.
- The improvisation aspect of this answer is slightly different, as improvisation does not directly contribute to confidence, it does however set a low-stakes environment that encourages you to spark randomness, trust your instincts and let go of perfectionism.
- I then asked, "how far have you taken drama too in school?" just so I can grasp the range of data I am acquiring. I got varied results of 1 person in S1, 8 People in S2, 1 S3, 8 S4's, 3 S5's and 6 S6's. This further enforces that my data has a wider spread and I am getting information from a bunch of different age ranges and school progression levels.
- I further gained information by asking the question "How do you feel Drama has affected your succession in other classes? (has drama helped you pass

or fail other subjects)?” and from all the questions in my form, this is the most valuable important question. I have gathered a variety of answers and will go over 5 now; Number 1 being “It has helped with my teamwork skills which has helped me in other classes.”

- This tells me that the valuable ability to work with others in drama has allowed this person to work collaboratively with others in other subjects to have further understanding of the learning, and further down the line could be the difference between a pass or a failure.
- The second answer I got was “my participation in drama allowed me to speak out a lot more, before in classes I didn't when I was stuck, so taking drama has allowed me to ask for help when I'm stuck.” I believe this has improved not only this person's communication skills, but confidence in themselves- Losing the worry and fear of speaking in front of others, and something as simple as asking for help has become a lot easier for this person.
- As a result of this, the person understands the course more and would be able to pass this class that they are struggling with easier. The next answer I got was “Not really as I take mostly science, but I would say it's allowed me to be calmer as I can focus myself like I would do in performances” This is a very good answer, as it tells us that drama doesn't directly always support you in other classes, but it does help with valuable skills such as relieving stress and teamwork (As previously instated), and stress relieving is a very key step when revising for other classes.
- Another answer I got was “defo pass cause I learned things like better analysis skills and stuff that I applied in RMPS too, during higher drama” this answer flat out states that they believe drama has helped them with skills to do with analysis that they converted into different subjects such as RMPS in order to understand the course and what it's asking of them clearer.
- The last answer I gathered was “Helps me pass my original drama class and a little confidence in class” I believe what they meant by this is drama has allowed them to not only pass drama but has boosted their confidence a little in other classes. Even if it is a little bit drama had boosted their confidence and is allowing them to show more of ‘themselves’ now and helps with team building.

Assessor feedback to candidate

you have demonstrated strong engagement with external companies and made effective use of a wide range of research sources to deepen your understanding of the subject. You have also developed realistic and achievable timelines for completing this project, and it will be important to maintain these. In addition, you have identified potential challenges you may face and outlined appropriate contingency plans to address them. You have also highlighted that you

will conduct interviews with other pupils. This will be good for you to link your own personal experience to others to create a more detailed picture of your desired outcomes. You have used a Microsoft form to gather information that is relevant to your project and used this to drive your learning forward. Your project will use a variety of different sources and research methods this will allow your project to have a strong outcome for your presentations.

Plan approved	Y	Further work required	
Candidate signature	Date		17/04/26
Assessor signature	Date		17/04/26

Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?

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 findings through a PowerPoint presentation I was able to create within my time during baccalaureate. I made this power point very engaging to my target audience of people by adding animations and transitions into my PowerPoint followed with images to keep them engaged the full time. My age range I aimed to present to be an S3 drama class just in time for them picking their subjects into S4. At the start of the presentation, I said to them "There is a booklet at the end if you are able to give me functional feedback" which was remarkably effective in making them pay attention during the presentation and them giving effective and workable feedback. I attached a QR code at the end of the PowerPoint attached to a Microsoft form where they could relay their feedback through that, and my findings whereas followed-

I first asked if the power point presentation had taught them anything about drama at face value, and I gathered similar information for all responses, except a few. For starters, my first response was "Yea, because I didn't know it would relate to a lot of other subjects" this information tells me I was successful in portraying to them that drama isn't just acting, but has ties into art with costume design or music with the band for different school shows, and has allowed people to see the similarities in other subjects and that drama isn't just about acting. I then got the response "it has taught me that drama can boost your confidence and that university's look for people who took drama" this tells me I was successful in portraying to my audience that drama can help boost your confidence a lot and make you grow as a person. I did this by sharing my own views and subjective

experiences before and after drama and then taking points of view from other people in my year who have also taken drama, and we told our stories on how we grew and where we are today because of drama. I also mentioned the fact that some university degrees such as a law degree asks for a preferred subject of drama at higher or advanced higher (Depending on the uni). And finally, I got the response "I learned a lot from you and how drama is as a subject" this tells me that I was successful in portraying to them the benefits of drama, and how it can help you in everyday life, and your future.

The second question I asked in my form was "Has this made you want to take drama later in high school or through university?" I asked this question so that I would get an idea on how my presentation may have effected people subject choice and drama after realising so many things about it. I first got the response "yes, I was going to drop it in s4, but this has inspired me to take it as it can build my confidence and other things." This tells me I was super successful in portraying the benefits of drama to the younger years and opened their eyes into the greatness of drama and the ties into other subjects. This person very well could have been dropping drama because they thought it was only a 'Fun' Class but realised that their skills may contribute more than they knew. I then got the response "Yes, I now know the importance of drama and how fun it can be." This tell me I was successful in portraying to them not only the educational benefits of drama, but also the fun and joy that comes with it. This led the person to want to take drama as they had seen how beneficial the subject could be and they could have fun while doing it. Finally, I got the response "I would have liked too, but it doesn't fit into what I want to do when I'm older." Now, this result tells me that I was successful in what I was trying to portray the benefits drama has, but they are unable to take it due to the poor columns of S4.

The third question I asked them was "Do you have any feedback for myself?" I got most answers saying similar things, such as; "You need to stand centre, so you portray information to the audience better." This was because I was more to the side so I could skip the slides, but this feedback is fair and it would be ideal to stand in the centre and portray better to my audience. I then got the response saying, "Fix spelling mistakes." and although this may seem like meticulous feedback, it is very crucial that I get my spelling right. This is because I need to make sure people who are reading the board instead of listening to me still know what I am talking about, and if I spell something wrong, they might get the wrong idea or not understand what I am talking about. I then got the response "It was good, it had other people's views." This shows me that my idea of adding in other people's point of views was good and it allowed others to trust the information more and take in more information from different perspectives.

Assessor feedback to candidate

Templates for candidates and assessors
Advanced Higher BAC Interdisciplinary Project

you have planned an insightful presentation and identified an appropriate target audience. You have considered how you will deliver the presentation, what you aim to achieve, and how you will gather feedback afterward. Your presentation is interesting and engaging you have practiced using comedy and your personality to connect with your audience. You have also used your research well to present a clear message to the pupils you are presenting to which should hopefully inspire them.

You presented well and created an interesting and engaging presentation which your audience enjoyed. What you should consider for future presentations is how you will engage the audience to take part by asking questions and allowing them time to process the information. I would also like to see your feedback forms using more specific language for better reflection on your presentation.

Candidate signature		Date	17/04/26
Assessor signature		Date	17/04/26

Interdisciplinary Project

Evaluation of project

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?

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)*

My Project has been extremely successful, as I found out a lot about the S3 drama industry and performing to see how they feel about drama and how it affects them. I was able to find out things about the questions I asked, but also useful information to questions that I did not ask. My strengths from taking drama have allowed me to gain an exceptionally good bond and connection with the people I presented too. This was an advantage for me as it allowed me to gather a ton of information from various viewpoints; I gathered people's opinions along with accurate date and personalised stories while doing my research. This helped me figure out different people's views on drama and their opinions on how it has affected them and allowed them to be more confident.

I stuck to my plan very well during my project. There were a few times when I could not finish some tasks on time as of my availability problems and sickness, so parts of my project were done late as I fell behind a bit. Still, I was able to gather all my findings by the deadlines et and presented them when I wanted to, which means my overall timing for the project was estimated spot on.

In my research, I have found that few people peruse careers in drama as they either lack confidence or like the will power to go into something like acting, it is also a particularly challenging field of work to get into. There are lots of talented actors out in the world who find it hard to make a name for themselves as they are physically unable to make a name for themselves. I realized that it is often about who you know and the connections you have that really matters, but also a lack in confidence is a struggle for a lot of actors as they have the talent but not the confidence to pursue it further.

After looking at all the Microsoft Forms, I sent out, it was noticeably clear that the class I presented to where very keen on pursuing drama later into their school life. I found this out from the final question on my form that asked if they were taking it

further or not, but 100% of my results where that they are in fact taking it further. However, there does seem to be a slight lack of interest in the class I was observing as they seemed to not pay attention at first, but I used my whimsical characteristics to keep them engaged and paying attention. Through this lack of interest, I have noticed they are all really dedicated to drama but tend to get extremely distracted by others in the class. There is a vast number of careers and opportunity's you get from perusing drama, and this is something I made clear inside my presentation. I spoke about the university of Strathclyde that has higher drama listed as a preferred subject for law school, making drama useful for more than just wanting to become an actor. I also feel like people are not very well educated on drama due to a lack of interest inside of the class, or the fear of getting made fun of. In conclusion, I believe if children are less scared of performing and are well educated on the benefits of drama then they would be more inclined to put effort in and perform.

Throughout my project, I have gained a variety of skills and strengths, some being - My ability to stay focused and meet the deadlines set for me as they approach, along with my skill in reaching out to individuals inside and outside my school to collect my data and research for my presentation. On the other hand, I recognised my weaknesses in planning certain aspects of my research, especially when it came to interviewing people outside of school. There were some scheduling difficulties with certain people as our availability over lapped with one another due to employment and other activities, so either me or the interviewee had to cancel last minute.

How effective were my communication methods throughout the project?

My communication methods throughout my project where remarkably effective on obtaining the information I needed to take forward my baccalaureate effectively and efficiently. I Used my wider periods and Baccalaureate periods to obtain information to use in my project by analysing the classroom I sat in and taking notes. I communicated by using different forms of technology (Email, MS Teams, and MS Forms) and spoke directly to my drama teacher in my free time or during my bac periods to gain another perspective other than the students.

I felt that communicating verbally was more effective though, as I found that immediate responses where better, more precise and allowed me to move forward quicker, whereas online I had to wait for people to send me their feedback which could be timely or rushed. Verbal communication also allowed me to clear up any mix-ups that occur E.g. When setting up interviews through email, the communication was slow, which led to some confusion. This caused delays in the interviews, making it harder for me to stick to my plan as closely as I wanted.

During the interviews, I really felt like I connected well with the people I was interviewing, creating a chill and friendly environment that made them feel at ease. Even though I had my questions all set up before the interview and knew what I wanted to figure out, I aimed to keep the interviews feeling more like a

conversation. This way, the interviewee could relax and share their thoughts freely. As a result, I managed to get some genuine answers from these people and was able to fill in the form quick and easily.

Finally, I used verbal communication when I was gathering information from distinct groups during my presentation after creating a PowerPoint and gathering all my data from interviews. I made sure to speak loudly and clearly so everyone could hear me. I played with my tone while presenting to keep everyone engaged and interested. To make my communication even better, I could have added some audience participation (Such as making them raise their hand to answer questions) to make them feel more involved and engaged instead of just listening passively. Overall, I did a wonderful job communicating with the audience during my presentations and teaching them the benefits of drama and the positive effects it has on you as a person.

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

I would have wanted to help younger students learn about jobs in the performing arts. I want to show them all the opportunities out there in the industry so that more people consider this career path. It is important to understand that you do not have to stick with a typical 9-5 job or a regular office job, but you can pursue your dreams if you would like.

Candidate signature	Date	17/04/26
Assessor Signature		17/04/26

Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?

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)?)

It was a smart move to present to such a diverse range of audiences across different ages and backgrounds. It is never too soon to start thinking about career paths, and having more information about various careers and industries makes it easier to make informed choices that you will not regret later. This is particularly beneficial because my presentation has opened the eyes of younger students to the idea that they can chase a career in any field they are passionate about, including music performance. This realization can help them see the many opportunities available to them. In the end, I hope this leads to more people wanting to pursue careers in music performance, especially since there has been a recent decline in interest.

My presentation was well organized, covering all the info I gathered during my research, sorted by research method, which made it super easy to see where I got everything from. It also helped the audience follow along my presentation was nicely structured. I think it was pretty clear in my presentation what conclusion I reached during my research, but if I were to do this project again, I'd add a separate slide after all my findings to sum up everything I talked about before clearly stating the conclusion I reached. This way, audience members would not be left wondering about the overall outcome of my research; instead, they would walk away from the presentation feeling satisfied with what they heard, having a clear understanding that my research led me to that conclusion.

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.)

Throughout my project, I stayed in regular touch with my teacher to chat about any ideas we both had regarding various parts of the project. We also reviewed completed sections so I could get feedback on what needed improvement. After receiving any feedback or criticism, I did my best to implement it, making the suggested changes to enhance both individual sections and the overall project. I tried not to be too hard on myself for any negative feedback since this was my first time doing a project like this, and I knew it would not be perfect right away. Instead, I took the feedback seriously and made the necessary adjustments. Not all the feedback was negative, which helped boost my confidence because I recognized that I had done certain parts of my project well. This motivated me to work on the sections that received less favourable feedback to elevate their quality, especially since I had already proven I could do it. After addressing the initial feedback, I checked back in with my mentor teacher to ensure she was satisfied with everything before making any final adjustments to ensure my project was as high quality as possible.

Interpersonal skills – negotiate and collaborate

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

I chose to take on my project solo instead of teaming up with others, which allowed me the freedom to execute everything just the way I wanted to. This meant I did not really have to collaborate with anyone to complete it. However, I did frequently Debate and work with my teacher throughout the project, discussing timelines, deadlines, and research and presentation techniques. This was crucial because it provided me with a second opinion on my ideas, and my teacher often suggested new concepts I had not thought of. As a result, I was able to thoroughly evaluate all options before making significant decisions, like which research methods to adopt. My mentor not only shared valuable insights and ideas but also offered constructive criticism regularly on aspects I might want to enhance after finishing certain parts. I could act on this feedback to refine individual sections of my project, ensuring that I delivered work at the highest standard I could achieve before handing in 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?)

Managing my time was super important during my project. I had to stick to the deadlines I set for myself strictly to make sure I could give equal attention to each part, which helped me produce the best work I could. I did an excellent job sticking to my deadlines throughout the project, even though I faced a few minor hiccups along the way (like organizing interviews and stuff). In the end, I managed to wrap everything up on time, which allowed me to review my work before handing it in.

Once I had all my information gathered, it was crucial to organize it properly, so I knew where everything was. This way, I could easily access it when it was time to put together my final presentation. I did an excellent job organizing my findings by creating separate documents for each type of research I conducted (like questionnaires, student interviews, and professional interviews, each had their own document). This approach worked well for me because I always knew where my information was stored, and it was meticulously organized. This meant I did not have to stress about finding my info when it was time to create the presentation, allowing me to focus on making it as high quality as I could.

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 feel that I did well with my independent learning skills while working on this project, especially since I decided to tackle it solo instead of in a group. Throughout the project, I took on a lot of tasks by myself, such as investigating my topic on my own and connecting with diverse groups from both inside and outside the school for my research. I also created and delivered the presentation all by myself. Plus, I collected, organized, analysed, and evaluated all my research findings independently, which felt overwhelming at first, but once I got started, I made steady progress and finished it up.

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 to support findings, reflect on problems and possible contributory factors and think critically about actions/changes?)

From the get-go, I knew that problem-solving was going to be super important for my project. I had to be prepared for anything that might pop up and throw a wrench in my progress. I have had to tap into my problem-solving skills plenty of times before in different situations, but this was the first time I was really on my own. Even though my mentor teacher was there to guide me, it was my responsibility to get things done and tackle any issues or challenges that came my way.

The biggest challenge I ran into was when two of the interviewees bailed on me at the last minute. They each had their own reasons for not being able to do the interviews on the dates I suggested, which really set back my research. But I

figured out a way around it. instead of scrapping the interviews altogether, I just rescheduled them for a little later. So, even though I missed the deadline for that part, I still managed to gather the info I needed, which was key for my final presentation since I wanted to include different perspectives from people with various backgrounds and experiences.

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 did my presentation several times in front of different S3 audiences. I picked the right way to present (speaking with a PowerPoint) because it allowed the audience to hear the information instead of just reading it off a paper. They could also look at notes, graphs, and other visuals during the talk. That said, I feel like my PowerPoint was a bit too 'wordy'; there were a lot of complete sentences, which meant the audience had a lot to read. This is not great for any audience, but especially for younger ones who can get distracted easily. Next time, I'd add graphs and tables and also consider using shorter sentences, quotes, and images in my presentation, so the audience doesn't just feel like they're reading slides, but instead have something more engaging to look at, which would help them better understand the information I'm sharing verbally.

My presentation was well organized, covering all the info I gathered during my research, sorted by research method, which made it super easy to see where I got everything from. It also helped the audience follow along, even with all the text on the slides. my presentation was just well structured overall, and I think it was pretty clear what conclusion I reached during my research, but if I had to do this project again, I'd add a separate slide after all my findings to sum up everything I talked about before clearly stating the conclusion I reached. This way, the audience would not be left wondering about the overall outcome of my research; instead, they would walk away from the presentation feeling satisfied with what they heard, having a clear understanding of how my research led me to that conclusion.

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 have gained many skills from taking this baccalaureate and presenting my findings, such as verbal communication skills from having to present to a class of S3's. This skill has allowed me to be a whole lot more confident in my future

presentations; Allowing me to be able to speak to an audience with more clarity and understanding.

I feel I have also gained some confidence from even presenting my findings in general, as I have seen how far I have come from before I had taken drama and been a part of school shows compared to now. Showing my commitment and how far it helped me develop acting and confidence skills. This also showed me future room for development, as I saw there is always ways to improve. I saw that I could improve my presentation skills by adding more images to capture the audience's attention more and present myself towards the audience more when I speak so I can get the information across clearer.

Interdisciplinary Project

Assessor Report

Candidate name

Candidate number

Subject area Expressive Arts

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	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	
• making connections between subject knowledge and the wider world	X
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	x
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	
you have proposed an interesting and engaging topic. You have highlighted how you are going to develop your own skills, and you have indicated that you can access less familiar learning environments. I don't believe you have fully accessed unfamiliar environments and connecting with outside agencies. You would have hit more of the A criteria if you would have pushed your learning further. You have shown a confidence in being able to communicate clearly and concisely and your project was clear from the planning stage to what you finally produced.	

Project plan	Tick as appropriate
Grade C criteria	
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
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.	X
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	
Outline the process for achieving own identified development needs.	
Comments	
you have planned your project having taken account of your time and have planned well for possible contingencies. You plans are realistic and achievable. You have highlighted resources than you need to access to help you with your project. You could have provided more detail in your development needs and factors that might impact your project.	

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.	x
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	x
Clear presentation of main findings/outcomes.	x
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	

you were successful in your presentation. You chose an appropriate target audience with strong justification as to why this would be suitable. You have used a variety of mixed media such as videos and PowerPoint. You demonstrated skills that you have developed in Drama such as confidence and creativity during your presentation which as well as showing this through your knowledge and information your demonstrated this through modelling the skills you have picked up through your learning. These presentation skills are relevant to you and your future life aspirations.

Your presentation is very straightforward and does have rigorous arguments or come to a strong conclusion.

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.	x
Effective use of chosen communication method(s).	x
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	
you have evaluated your presentation well and you have highlighted why your chosen methods of communication were effective. You have also evaluated what was successful in your presentation and highlighted ways to improve this. You chose to do an in-person presentation which was successful you were able to use your personality and charisma to engage audiences. You used a variety of media in your presentation such as videos and photos to further engage the audience. Your presentation would have been more effective if you also included more research findings rather than just a personal approach.	

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.	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
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	
you have highlighted ways in which you have developed skills throughout this project. You have been able to identify key goals for development and application of new skills. Your evaluation is not insightful or well-structured and would benefit from more detail. You have responded well to feedback that I have given you throughout this process which has allowed you to develop in creativity and problem-solving skills. Your self-evaluation could benefit from being more insightful and providing more detail about how you have grown in these skills.	

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	A	B	C	Unsuccessful
Additional Comments/Overview				
, you have completed a well-rounded project. You have been able to use research and personal experience and chosen a compelling way to present this to younger pupils within the school to try impact their choices in future subject. You have engaged in a variety of different research methods including interviewing other pupils in school this has made you project relatable to the pupils you present to. Your project was engaging and you showed a passion for your subject. Your project would have benefitted from conducting more research and linking with wider agencies. However, you speak so passionately about Drama and how it has impacted you this felt believable and authentic. You have been able to evaluate your process and highlighting strengths and weaknesses that you were able to reflect upon and overcome your challenges.				

Assessor signature

Date

23/04/26

Internal verifier signature

Date

23/04/26