# 2015/16 Candidate record form, production log and assessment record

## Level 3 Extended Project (7993)

Please attach the form to your candidate’s work and keep it at the centre or send it to the moderator as required. The declarations should be completed as indicated.

|  |  |  |
| --- | --- | --- |
| **Centre number** |  | **Centre name** |
| 31305 |  | King Edward VI School, Stratford-upon-Avon |
|  |  |  |

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| **Candidate number** |  | **Candidate’s full name** |
| 3300 |  | Ciara Farrelly |
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| Work submitted for assessment **must** be the candidate’s own. If candidates copy work, allow candidates to copy from them, or cheat in any other way, they may be disqualified. |

**Candidate declaration**

Have you received help/information from anyone **other than** subject teacher(s) to produce this work?

**No**  Yes *(give details below or on a separate sheet if necessary).*

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Please list below any books, leaflets or other materials (eg DVDs, software packages, internet information) used to complete this work **not** acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

|  |
| --- |
| See bibliography |

From time to time we use anonymous examples of candidates’ work (in paper form and electronically) within our guidance materials to illustrate particular points. If your work appears in AQA materials in this context and you object to this, please contact us and we will remove it on reasonable notice.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

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| Candidate signature | Date |  |
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**Supervisor declaration**

I confirm the candidate’s work was conducted under the conditions laid out by the specification. I have authenticated the candidate’s work and am satisfied (to the best of my knowledge) that the work produced is solely that of the candidate.

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| Supervisor signature | Date |  |
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| **Candidate number** |  | **Candidate’s full name** |
| **[3300](#CandNo)** |  | **[Ciara](#CandName)** [Farrelly](#CandName) |
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Submission checklist

**To be completed by the supervisor**

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| **Please note** that all elements of the Project are compulsory. Failure to complete or submit an element may result in a mark of zero being awarded. |

|  |  |  |
| --- | --- | --- |
| Select/tick | Items to be included | Notes |
|  | 1. A signed and completed *Candidate record form, Production log and Assessment record* | This document. All pages must be completed by the candidate, except for pages 3, 7, 8 and 14. |
|  | 1. Evidence of the project outcome | Eg photographs of artefact or production; a piece of creative writing (artefact); research based written report. |
|  | 1. Research based written report | If the project outcome is an artefact or a production, an accompanying research based written report is required. |
|  | 1. Evidence of a presentation within the production log | Presentation on the project process. Where the project outcome is a presentation, a presentation on the project process still has to be completed. |

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Record of marks

**To be completed by the supervisor**

Marks must be awarded in accordance with the instructions and criteria in section 2.5.2 of the specification.

Summary information to show how the marks have been awarded should be given in the spaces below in addition to comments in other pages of this document and any supporting information in the form of annotations on the candidate’s work.

|  |  |  |  |
| --- | --- | --- | --- |
| Skill area | Maximum mark | Mark awarded | Supervisor’s supporting statement |
| 1. Manage | 10 |  |  |
| 1. Use resources | 10 |  |  |
| 1. Develop and realise | 20 |  |  |
| 1. Review | 10 |  |  |
| Total mark | 50 |  |  |

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| --- |
| **Concluding comments** |

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| **Outline details of taught skills (specification 2.3 the taught element of the Extended Project**  Record here details of relevant skills taught in a class/group and details of relevant skills taught individually to this candidate as described in the specification. Continue on a separate sheet if necessary. |

**Supervisor declaration**

I confirm that no work assessed for the award of the marks above is also to be submitted, or has been submitted, for any other accredited qualification(s).

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| **Candidate number** |  | **Candidate’s full name** |
| **[3300](#CandNo)** |  | **[Ciara](#CandName)** [Farrelly](#CandName) |
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Contents

**To be completed by the candidate**

|  |  |
| --- | --- |
| Extended Project working title | The relationship between socio-economic status and health and the different policy solutions. |
|  |  |

Planned form of project

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| --- | --- | --- | --- |
|  | Either | written report | |
|  | Or |  | and accompanying written report |
|  |  |  |  |

This document consists of the pages listed below. Additional journal material, planning evidence, research evidence, presentation evidence and review material may be added.

|  |  |  |
| --- | --- | --- |
| Page | Title | Date completed |
| 1 | Candidate declaration | February 2016 |
| 2 - 3 | Submission checklist and Record of marks |  |
| 4 | Contents | February 2016 |
| 5 | Record of initial planning | June 2015 |
| 6 - 8 | Project proposal and approval (Parts A, B and C) | October 2015 |
| 9 | Planning review | October 2015 |
| 10 | Mid-project review | November 2015 |
| 11 | End-of-project review | December 2015 |
| 12 | Summary | January 2016 |
| 13 - 14 | Presentation record (Parts A and B) | January 2016 |
| 15 | Reflection | February 2016 |

Is this extended project part of a group project?

|  |  |  |
| --- | --- | --- |
|  | No |  |
|  | Yes | If ‘Yes’, give brief details |

|  |  |
| --- | --- |
| Extended Project final title |  |
|  | The relationship between socioeconomic status and health and the different policy solutions |

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| **Candidate number** |  | **Candidate’s full name** |
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Record of initial planning

**To be completed by the candidate**

This page records initial meeting(s) with your supervisor to agree your project proposal.

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| Your first idea for topic/title  What is the link between social class and health in the United Kingdom? |
| **Your first ideas for research and development of your project**  1) Research what the link is between social class and health. Research into detail at the following:  - Higher risk of obesity in lower social classes?  - Higher risk of heart disease in lower social classes?  - Higher risk of mental health problems in lower social classes?  2) Research why there is a link using research documents, reports, articles, books from the library. Research the following to greater detail:  - Self inflicted lifestyle choices: smoking, alcohol, drugs, exercise, food choices  - Psychological factors: self image, feelings of worthlessness  - Mental health factors - stress, social anxiety, childhood experiences  - Social factors - less availability of healthy food in society, more availability of fast food, less exercise facilities  How to conduct the research  - Official statistics - Internet  - Research documents  - Reports on the Internet from International Organisations  - News articles - presentation of the issue of health inequalities in the media  - Visit Birmingham Library to see if there are any books on the link between social class and health |
| **Your supervisor’s main comments and advice**  Need for policy solutions in the essay. It is more important to evaluate what can be done about health inequalities rather than the correlation between health and social class.  Place emphasis on the policies to be implemented and evaluate these. Ensure the sections are of increasing length. The first section regarding the link between health and social status must be significantly shorter.  Instead of 'social class', use 'socio-economic status'. Define what the definition of this is in the introduction and make sure all research is consistent with this definition of socio-economic status.  Narrow the different health factors down further - use life expectancy as a health indicator, as this is crucial  Focus primarily on economic, not social factors. Use economic theory as this will provide the basis for effective policies. |
| **Changes, clarifications or additions you have made as a result of your discussion with your supervisor**  Research the policies that can be implemented to reduce health inequalities:  - The provision of information – do the lower classes have the information to stay healthy?  - Fiscal measures – taxation of unhealthy foods, cigarettes – what measures have been taken in recent years and are they effective?  - Government spending on healthcare  - Behavioural economics – policies such as putting healthy foods by the counters of shops – changing people’s incentives  Changed the title to look at socioeconomic factors instead of social class. Instead of asking the question: "Is there a link..?", focus primarily on the economic policies to increase the quality of health of low socio-economic groups.  Title changed to: "The relationship between socioeconomic status and health and the different policy solutions.”  Ensure I do not concentrate too much on what the link is between socio-economic status and health. Instead, focus on the policies. The reasons for a higher risk of poor health in low socio-economic status is also crucial to target policies effectively.  Policies to be split into two main areas: improving the health of lower socio-economic groups and decreasing the inequality gap. |

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| Supervisor signature | Date |  |
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Project proposal part A

**To be completed by the candidate**

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| Title of the Extended Project.  Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.  The relationship between socio-economic status and health and the different policy solutions. |

Provide a brief outline, based upon page 5 of this document, of

|  |
| --- |
| * the topic researched or activity/task to be carried out and sources to be consulted   The effect of socio-economic status in the UK on people's health.  Why is there any effect on health from being in a higher or lower socio-economic group and what is the most effective way to change this through government policy?  Sources to be consulted: scholarly articles, library books, reports, news/media articles |
| * the courses of study or area(s) of personal interest to which the topic relates   Philosophy, Politics and Economics at undergraduate level: the topic covers the morality of the effects of different social classes, the politics of what is the best way to deal with these issues and the economic policies that can be implemented |
| * your proposed action   An essay of 5000+ words |

Provide details of the courses that you are currently studying

|  |  |
| --- | --- |
| **Qualification Type** | **Subject** |
| eg A-level, VRQ, Modern Apprenticeship, BTEC | eg Mathematics, English, Leisure & Tourism, Spanish, ICT |
| A-Level | Mathematics AQA |
| A-Level | Economics AQA |
| Pre-U | Literature in English |
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| **Qualification Type** | **Subject** |
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| **Notice to candidate** You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from book or any other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA and you may be disqualified from **all** subjects. |

**Candidate declaration**

I certify that I have read and understood AQA’s Regulations relating to unfair practice as set out in the notice to candidates above.

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| Candidate signature | Date |  |
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| **Candidate number** |  | **Candidate’s full name** |
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Project proposal part B

**To be completed by the supervisor**

Please comment below on the validity and feasibility of the proposal (project proposal Part A) as an Extended Project (specification 2.4)

|  |  |
| --- | --- |
|  | Supervisor’s comments |
| Comment on the clarity and focus of the title chosen |  |
| Indicate the relation to, and development/extension outside of, the main course(s) of study or interest (specification 1.2) |  |
| Comment on the suitability of the proposed initial sources and research base |  |
| Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties |  |
| Outline the scope to produce a project that meets the assessment objectives (specification 2.5.3) |  |
| Indicate proposed form and date of the presentation |  |

Indicate the expected format of the project product that will be submitted for assessment

Long written report

Live performance (e.g. music, drama, theatre, substantial presentation) plus written report

Electronic format (e.g. CD, video, computer presentation) plus written report

Artefact (e.g. in design & technology, art & design) plus written report

Is the project a contribution to a group exercise? If Yes, confirm that there is a defined individual contribution by the candidate (specification 2.5.1 Group Work) YES NO and list other group members below.

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| Candidate No. | Candidate Name |
| Candidate No. | Candidate Name |
| Candidate No. | Candidate Name |
| Candidate No. | Candidate Name |
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| **Candidate number** |  | **Candidate’s full name** |
| **[3300](#CandNo)** |  | **[Ciara](#CandName)** [Farrelly](#CandName) |
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Project approval part C

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| **Supervisor’s full name** |
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**To be completed by the centre coordinator**

Comment below on the feasibility and acceptability of the proposal (project proposal parts A & B) as an extended project (specification 1.4)

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| Centre coordinator’s comments |

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|  | Approved |  | Approved subject to the implementation of  the centre coordinator’s recommendations |  | Resubmission required |

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| **Centre coordinator’s full name** |
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| Centre coordinator signature | Date |  |
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Planning review

**To be completed by the candidate**

This page records your outline plan at the start of your work.

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| **Outline the next steps in your planned research/initial development**  Introduction  - Defined socio-economic status through ONS social gradings in the UK: A, B, C1, C2, D, E  - Outlined the fact that there is a correlation between low socio-economic status and a greater risk of poor health  - Research into why it is important to improve the health of low socio-economic groups for social and economic reasons  The link between socio-economic status and health  - Factors researched: obesity, heart disease, life expectancy, mental health  - Reasons for increased risk of obesity: psychological factors impacting food choices, low income meaning they have to be more efficient in their food purchasees in terms of energy, lack of exercise  - Reasons for increased risk of heart disease: food choices, cigarette smoking, stress, lack of exercise  - Reasons for increased risk of lower life expectancy - behavioural factors e.g. diet, drugs, alcohol, exercise, materialist factors e.g. living conditions, air pollution, insufficient food, psychosocial factors e.g. stress, life-course model e.g. childhood experiences  - Reasons for increased risk of mental health - widespread reasons, childhood experiences, family history, history of adverse experiences, emotinal support  The policies to be implemented  - Split into two broad categories: improving the health of lower classes and decreasing the inequality gap. It is important to reduce health risks, but the inequality gap is the root cause of differences in health between socio-economic groups  - Improving the health of lower classes through information provision: increasing perfect knowledge, provision of nutritional information, government guidelines on excersise and smoking, increasing information on the Internet, simple strategies such as mass media campaigns and posters  - Improving the health of lower classes through fiscal measures: increasing taxation on unhealthy foods, subsidising healthy foods, taxation on cigarettes  - Improving the helath of lower classes through behavioural economics: displaying calorie informations in restaurants and fast food chains, iPhone applications, sweets and chocolates eliminated at counters  - Decreasing the inequality gap through fiscal measures: more progressive income taxation, increase in the Personal Allowance, reduction in National Insurance contributions  - Decreasing the inequality gap through reducing unemployment - increasing immobility of labour through improved transport, increasing supply of homes, education and training, increased social mobility |
| **Your supervisor’s main comments and advice**  Most of the research presented in the plan was not consistent with socio-economic definitions (A, B, C1, C2, D, E). Instead, much of the research conducted is in terms of income as it easier to measure. Change the definition of socio-economic status so it is in correspondence with income so that the research is more consistent. It is also easier to compare across studies when measured in terms of income.  The policies do not focus on mental health. The causes are widespread for poor mental health and there are many different types of mental health issues. This requires a lot of research that may lead the purpose of the investigation off track. Do not include mental health - focus on the link between low socio-economic status and physical health. Highlight the limitiations presented in using mental health as a factor in the conclusion of your research.  Ensure that the policies are targeting the reasons you have presented to why there is a link between poor health and low socio-economic status  The clear sections of the research are useful and are easy to follow.  Keep track of sources used through footnotes and make sure to reference properly as you go along |
| **Changes, clarifications or additions you have made as a result of your discussion with your supervisor and/or the comments from your centre coordinator**  Changed the definition of socio-economic status to income groupings (in deciles). Explained in the research why I am measuring socio-economic status in this way rather than standard groupings.  Took out mental health as a factor as it did not link to the policies I had evaluated. Highlighted the reasons for this and the limitations in my conclusion. |

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Mid-project review

**To be completed by the candidate**

This page records your outline plan about half-way through your work.

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| **Outline the successes, failures, additions and/or changes you made as you followed your plan at the start of the project**  Successes  - I stopped researching mental health, as the data was too vague  - Redefined social status to focus on income as I found that there were different definitions of socio economic status in each study depending on region and country   * Focused more on the policies instead of the link between health and socio-economic status * Followed clear plan with clear headings and subtitles within the essay of the different health problems and the different types of policy. This makes the essay coherent and easy to follow. * Used footnotes when referring to sources as I began to write the essay to keep track of sources used   Failures  - Mental health would have been useful and interesting to research, as it is such a topical issue and affects so many people in the United Kingdom  - I was planning on using books to research, however much of the books I found were not specific enough to the title and did not relate income to health policies |
| **Outline your planned steps to complete your project**  - Edit it down to provide a clearer focus and make the project more coherant. This involves cutting down unnecessary information about health and avoiding lengthy descriptions  - Sources: what do the sources say about the link between health and socio-economic status? Do not just describe what the source says   * Source evaluation - limitations to sources and bias needs to be evaluated * Complete bibliography of sources used * Complete references - charts and tables refereed to within the text |
| **Your supervisor’s main comments and advice at this stage**   * Remain more focused on the set question - eliminate lengthy descriptions * Evaluate more in the main body of the text in the policy sections   - Encouraged areas to focus on that are easy to gather data and are consistent in the research e.g. obesity, heart disease, life expectancy   * Guidance on the type of source e.g. problems of not using British sources when focusing on the United Kingdom |
| **Changes, clarifications or additions you have made as a result of your discussion with your supervisor at this stage**   * Evaluated source bias and their limitations within the essay * Finalised my bibliography of sources * Condensed source material to make sure it is focused on the question * Eliminated lengthy descriptions of general causes of obesity, heart disease and shorter life expectancy. I attempted to focus on the direct link to socio-economic status. * I explained in the conclusion why mental health is difficult to use as a factor of health when looking at lower socio-economic status |

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End of project review

**To be completed by the candidate**

This page records the (near) completion of your project product.

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| **Outline the successes, failures, additions and/or changes you made as you followed the plan in your mid-project review**  Successes  Cut down lengthy descriptions of different health problems to focus on the reasons why obesity, low life expectancy and heart disease are more common in lower socio-economic groups. This allows me to remain more focused on the set question.  Mental health completely eliminated from the body of the essay  Included various evaluative points of policies that may be implemented to tackle health inequalities  Made sure sources were British based for all sources describing the link between socio-economics status and health. Kept track of all sources used using footnotes.  Source evaluation paragraph completed in the conclusion  Focus on the policy solutions  Additions/changes  Added source bibliography  Added references (tables and charts) at the end to support the text  Failures  Some sources about information provision and behavioural economic policies are American. This does not present too much of a problem because the policy ideas can also be implemented in the same way in different countries. |
| **Outline any additional advice or comment that you received from your supervisor during this final stage**  Although EPQ is still over the guidance of 5000 words, cutting it down any further may reduce the in-depth detail. Therefore, there is no need to further reduce the word count as 5000 words is only a guidance  Finalise the conclusion - make sure it is concise and source evaluation is concise |
| Changes, clarifications or additions you made as a result of discussion with your supervisor in this final stage  Did not cut down any more - kept essay at over 5000 words as cutting down the essay further may reduce in-depth detail  Conclusion cut down to make it more concise. Source evaluation completed. |

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Summary

**To be completed by the candidate**

This page records the nature of your project product (abstract).

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| **Outline (50 – 150 words) the nature of your final product, its main content and your conclusion**  My project is a 5000+ word essay which explores the relationship between health and socio-economic status in the United Kingdom. I explored three factors that affect health: obesity, risk of heart disease and life expectancy. I explored why these factors are more common in lower socio-economic groups. After exploring this, I evaluated the different policies which can reduce this correlation to improve the health of lower socio-economic groups. These policies split into two different types: those which directly try to improve the health decisions of lower income groups (for example by changing their incentives, taxing unhealthy foods and providing information) and those which reduce the gap between rich and poor. I concluded that both policies must be implemented jointly, but reducing inequality is the most crucial way to reduce the effects of health inequalities. |

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Presentation record part A

**To be completed by the candidate**

This page records your presentation and its preparation.

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| **Planned nature of your presentation (e.g. timing, audience, use of visual aids, slides, use of notes, etc.)**  Power Point presentation lasting fifteen to twenty minutes with time for questions at the end    Speak from notes  Audience: Economics and Politics society at school - Year 12 and Year 13 |
| **Briefly list the main content of your presentation**   1. Why have I chose this topic?  * What have I been researching?   2) My research   * Initial problems during research * Changes made * Overall problems during the research   3) The link between socio-economic groups and health   * Why is this topic important? * Obesity in lower socioeconomic groups and reasons why * Risk of lower heart disease and reasons why * Life expectancy in lower socioeconomic groups and reasons why   4) Policies to be implemented   * Provision of information * Fiscal measures * Behavioural economics * Fiscal Measures to reduce inequality * Reducing unemployment to reduce inequality   5) Reflection   * Things I have learnt * Problems |
| **Changes, clarifications or additions you made as a result of rehearsal and/or discussion with your supervisor**  Cut down unnecessary text in order to make the presentation engaging. Do not put anything on the screen you are going to explain aloud  Made text and data larger so people can read it  Use of large charts and graphs to keep the audience engaged on the presentation  Slide 21: “Government spending and taxation must be evaluated jointly” - make sure I am very clear in explaining what I mean by this to a non-Economist |

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Presentation record part B

**To be completed by the supervisor**

Record and comment below on the delivery of the presentation (specification 2.5.1 presentation)

|  |  |
| --- | --- |
|  | Supervisor’s record/comments |
| The nature of the audience (include numbers of staff, students and others present) |  |
| The nature of the presentation (include use of notes, use of display items, and use of presentation software) |  |
| Comment on the content and delivery of the presentation |  |
| Comment on the response of the candidate to questions that demonstrated understanding and grasp of the project and/or its production (give examples where appropriate). |  |
| Outline the nature of any additional presentation evidence that the candidate might add (e.g. speaker notes, handouts, presentation slides, recording). |  |

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Reflection

**To be completed by the candidate**

This page records your own evaluation when you have completed your project product and given your presentation.

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| **Briefly summarise your main learning from completing this project. You might include new knowledge or expertise that you enjoy or find valuable, a consideration of your planning and organisation, changes you would make if you undertook such work again, advice you would give to others undertaking such a project.**  One of the main techniques I had to develop was that of independent work. This includes being organised in research, taking the initiative and keeping to deadlines. As there are many deadlines to be met, time management is a crucial skill I had to develop. To meet this deadline, I had to ensure I carefully planned ahead and recorded everything I had done. I also had to independently overcome problems. For example, I could not find a sufficient link between mental health and lower socio-economic status and relevant policies. As a result, I had to take the initiative to eliminate this from the project and evaluate why this was in the conclusion. Another useful skill during this project was learning how to properly reference. This is an essential skill for further study. The sources used must be relevant and accurate; therefore, I had to be careful in selecting information. Some sources which were useful, for example news reports, contained some bias. As a result, I had to make sure I clearly evaluated these biases.  If I was to undertake such work again, I would have focused more on government policies that have been implemented in the past few years and evaluated how effective these have been. I would certainly recommend the project to a prospective candidate as it has been an opportunity to discover more about a topic that I find interesting whilst learning essential skills such as referencing. |