



WELSH BACCALAUREATE
National / Foundation
Skills Challenge Certificate



Individual Project

PUPIL GUIDANCE BOOKLET

What is the Individual Project?

The Individual Project is a research activity.



You can choose a topic or key issue from an area of personal interest or one that reflects your future educational or career ambitions.

The Individual Project must be presented in written form of between 1,000 to 2,000 words in length. This does not include your front cover, contents page, self-evaluation, bibliography and appendix.

Skills you need include:

- **planning and organisational** skills that will enable you to manage the task;
- **research** skills;
- acquiring and **handling information and data** required;
- **critical thinking** skills which will enable you to analyse and use research effectively;
- **problem solving** skills which will enable you to overcome challenges and produce solutions;
- **communication and digital literacy** skills to support your research and presentation of information.

How to use this booklet:

- Each section is a guide on how to meet the Learning Outcomes for the project (see assessment grid).
- Each section of the booklet provides you with information explaining the criteria and skills needed.
- You will be given a number of tasks to complete in each section, which includes an estimated time as to how long each task should take you to complete.
- Your teacher will provide regular feedback on your progress throughout the duration of undertaking the project.

IP skills_u_need

You will be assessed on the development, application and reflection of ALL of the skills in this project



Numeracy

- Sources of information
- Methods for collecting own information and numerical data
- Methods for analysing numerical data
- Methods to display information and numerical data

Digital Literacy

- Using digital techniques to present tables, graphs and diagrams
- Assessment of the credibility of information and sources
- Store data in appropriate format

Personal Effectiveness

- Understand, manage & improve own behaviour & performance
- Demonstrate initiative & independence
- Evaluate own personal effectiveness
- Manage time effectively
- Develop ability to reflect on strengths and weaknesses of own performance

Critical Thinking & Problem Solving

- Identification, consideration and use a variety of facts, opinions and viewpoints
- Identification, development and analysis of arguments
- Critical assessment and construction of arguments
- Expression of own views and consideration of those of others
- Identification of information, resources and materials to solve a problem
- Identification of key information and factors including causes, changes, consequences, similarities and differences
- Formulating judgements, summarising and presenting findings

Literacy

- Writing compound sentences including accurate spelling, basic grammar and punctuation
- Creation of a rationale
- Methods of referencing source material
- Collation and synthesis of information and numerical data

Planning & Organisation

- Development of aims and objectives
- Production of action plans
- Identification, selection and collation of information and numerical data from a variety of sources

Individual Project Assessment Grid

Learning Outcomes	Performance Bands			
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9	Band 4 10 - 12
LO1 Understand how to identify the focus and scope of an individual project	<ul style="list-style-type: none"> Limited introduction to research subject including basic aims and/or objectives. 	<ul style="list-style-type: none"> Basic introduction to research subject including relevant aims and objectives. 	<ul style="list-style-type: none"> Detailed introduction to research subject including appropriate aims and objectives. 	<ul style="list-style-type: none"> Detailed and effective introduction to research subject including appropriate and realistic aims and objectives.
LO2 Be able to select and plan research methods, resources and materials	<ul style="list-style-type: none"> Limited rationale including plans to achieve aims and objectives. Basic research methods, resources and materials selected. 	<ul style="list-style-type: none"> Basic rationale including plans to achieve aims and objectives. Relevant research methods, resources and materials selected. 	<ul style="list-style-type: none"> Detailed rationale including plans to achieve aims and objectives. Appropriate research methods, resources and materials selected. 	<ul style="list-style-type: none"> Detailed and effective rationale, describing the planning decisions to be made when addressing aims and objectives. Appropriate and effective research methods, resources and materials selected.
LO3 Be able to select, collate, reference and assess the credibility of information and numerical data	<ul style="list-style-type: none"> Limited secondary and primary information and numerical data selected, collated and referenced. Limited consideration of the credibility of sources used including currency, reliability and validity 	<ul style="list-style-type: none"> Basic secondary and primary information and numerical data selected, collated and referenced. Basic consideration of the credibility of sources used including currency, reliability and validity. 	<ul style="list-style-type: none"> Appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed consideration of the credibility of sources used including currency, reliability and validity. 	<ul style="list-style-type: none"> A range of appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed and effective consideration of the credibility of sources including currency, reliability and validity.
LO4 Be able to analyse the numerical data collected and display using digital techniques	<ul style="list-style-type: none"> Limited analysis of the numerical data collected. Limited use of digital techniques to display numerical data. 	<ul style="list-style-type: none"> Basic analysis of the numerical data collected. Basic use of digital techniques to display numerical data. 	<ul style="list-style-type: none"> Detailed analysis of the numerical data collected. Appropriate use of digital techniques to display numerical data. 	<ul style="list-style-type: none"> Detailed and effective analysis on the numerical data collected. Appropriate and effective use of digital techniques to display numerical data.

Learning Outcomes	Performance Bands			
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9	Band 4 10 - 12
LO5 Be able to synthesise, analyse and use information and viewpoints	<ul style="list-style-type: none"> ○ Limited knowledge and understanding of the subject. ○ Limited synthesis, analysis and use of information and viewpoints. 	<ul style="list-style-type: none"> ○ Basic knowledge and understanding of the subject. ○ Basic synthesis, analysis and use of information and viewpoints. 	<ul style="list-style-type: none"> ○ Detailed knowledge and understanding of the subject. ○ Detailed synthesis, analysis and use of information and viewpoints. 	<ul style="list-style-type: none"> ○ Detailed and effective knowledge and understanding of the subject. ○ Detailed and effective synthesis, analysis and use of information and viewpoints.
LO6 Be able to produce and present an outcome	<ul style="list-style-type: none"> ○ Limited use of basic skills and techniques. ○ Limited success in producing and presenting a final outcome to address project aims. 	<ul style="list-style-type: none"> ○ Basic use of relevant skills and techniques. ○ Mostly successful in producing and presenting a final outcome that addresses project aims. 	<ul style="list-style-type: none"> ○ Effective use of appropriate skills and techniques. ○ Successfully produces and presents a final outcome that addresses project aims. 	<ul style="list-style-type: none"> ○ Efficient and effective use of a range of appropriate skills and techniques. ○ Successfully and effectively produces and presents a final outcome that meets project aims.
LO7 Be able to make judgements and draw conclusions	<ul style="list-style-type: none"> ○ Limited judgements made. ○ Limited conclusions on the outcome in addressing the focus and scope of the individual project. 	<ul style="list-style-type: none"> ○ Basic judgements made. ○ Basic conclusions on the outcome in addressing the focus and scope of the individual project. 	<ul style="list-style-type: none"> ○ Detailed judgements made. ○ Detailed conclusions on the outcome in addressing the focus and scope of the individual project. 	<ul style="list-style-type: none"> ○ Detailed and well-reasoned judgements made. ○ Detailed and well-reasoned conclusions on the outcome in addressing the focus and scope of the individual project.
LO8 Be able to reflect on strengths and weaknesses of own performance	<ul style="list-style-type: none"> ○ Limited strengths and weaknesses of own performance identified, including planning, problem solving and completion processes. 	<ul style="list-style-type: none"> ○ Basic reflection on the strengths and weaknesses of own performance including planning, problem solving and completion processes. 	<ul style="list-style-type: none"> ○ Detailed reflection of own performance including planning, problem solving and completion processes. 	<ul style="list-style-type: none"> ○ Detailed and well-reasoned reflection of own performance including planning, problem solving and completion processes.

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Section 3: Aims & Objectives



Section 4: Research Methods



Section 5: Analysis of Information



Section 6: Analysis of Data



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Section 8: Bibliography



Section 9: Self-Evaluation



Section 1: Choosing a Title and Focus



Learning Outcome 1:
Understand how to identify the focus and scope of an Individual Project

Getting Started



- Think about a suitable topic or issue from an area of personal interest or one that reflects your future educational or career ambitions.
- Make sure you choose a topic or issue you know you will be able to find enough information about. Be confident you will be able to find good sources of information that will allow you to present more than one point of view.

How do I choose a Research Question?

- ✓ Do not make the title too long or too complicated
- ✓ Have a straightforward question that uses specific words to indicate the subject and scope of the project clearly
- ✓ Use words that create a positive impression and stimulate reader interest
- ✓ Avoid questions that give you a simple Yes or No answer

Health Warning



Task

1. Think about a suitable topic or issue – record your ideas on a mind-map
2. Carry out some preliminary research – use the internet to explore what type of information is available to support your project – e.g. you could look at newspaper headlines / government docs / medical articles / charity organisations etc.
3. Think of a suitable title for your project – you must get your teacher to sign off your title *before* you go any further!

Remember – you are only checking what's out there before you begin! If you can't find enough information, go back to your mind-map and choose a different focus

Time: 2-3 hours

Section 2: Writing an Introduction

Learning Outcome 1:
Understand how to identify the focus and scope of an Individual Project

What is an introduction paragraph?

The introduction paragraph is the first paragraph of your research project.

What does it do?

It introduces the main idea of your project. A good opening paragraph captures the interest of your reader and outlines why your topic is important.

How do I write one?

- Begin by outlining what topic / issue you have chosen to research.
- You should include a personal explanation as to **why** you have chosen this topic – make sure you make a link with an area of interest to you or a topic linked to your future career / educational aspirations.
- Provide some background information about your topic. You can use interesting facts, quotations, or definitions of important terms you will use later in the project.
- Include a hypothesis of what you think you may find.



Task

1. Write a detailed paragraph to introduce your chosen research project – remember to follow the guidance opposite

Your teacher will check your introduction and provide feedback

Remember – you need to write in the future tense, e.g. I aim to... / I will... / I hope to...

Time: 1 hour

Section 3: Aims & Objectives

Learning Outcome 1:

Understand how to identify the focus and scope of an Individual Project

What are aims and objectives?

- The **Aims** are the statements describing **what** you hope to achieve through your research project (strategies).
- The **Objectives** are the actions or the individual stages, which explain the steps of **how** you are going to achieve the aims.



What action verbs should I use for my project?

Try to use a range of different verbs for your aims and objectives to help you avoid boring and repetitive sentences.

analyse	evaluate	contrast	compare
define	determine	differentiate	discover
explore	identify	interpret	outline
design	review	select	research
illustrate	state	generate	explain
assess	establish	maintain	organise
select	locate	specify	gather

Task

1. Produce **TWO or THREE Aims** for your research project – they must relate specifically to your research title – **WHAT** (knowledge) do you want to find out in order to answer your question?
2. For each aim, produce **TWO Objectives** to explain **HOW** you are going to achieve each aim

Your teacher will check your aims & objectives and provide feedback.

Remember – you do not need to make your aims & objectives long-winded and complicated – keep them simple and straightforward.

Time: 1 hour

Section 4: Research Methods

Learning Outcome 2:

Be able to select and plan research methods, resources and materials

What are research methods?

There are two main ways you can gather information for your project:

- **Secondary Sources of Information**

These are sources of information that have been **produced by someone else**. These can include: books / leaflets / posters / newspaper articles / web pages / photos etc.

- **Primary Sources of Information**

These are sources of information that have been **produced by you**. These can include: surveys / interviews / observations / photos etc.



Task

1. Write a short paragraph for **each objective**, clearly stating **what** method you will use, **why** and what **type of sources** (e.g. NHS / gov stats /.org) will provide the information you need

Use the checklist on the next page to make sure you have met the criteria for the Learning Outcome

Your teacher will check your research methods and provide feedback

How do I write my research methods?

For each objective, you need to do three things:



- i. Describe the research **method** you will use to collect the information and numerical data you need
- ii. Explain **why** you think this is the most appropriate method to use
- iii. Give examples of **specific types of sources** you think may be useful to help you find the information you need to achieve your objective

Remember – you need to be able to justify each research method you have chosen for your objectives

Pupil Checklist

Secondary Research

Have you:

- explained your chosen research method?
- found specific secondary sources to meet your objective(s)?
- provided reasons why this source(s) will be useful?
- considered the credibility of the source(s)?



Primary Research

Have you:

- explained your chosen research method?
- described the format your primary research will take?
- considered the type of questions you will ask to gather useful data for your objective(s)?
- decided and explained the sampling method you will use, if undertaking a survey?



Section 5: Analysis of Information

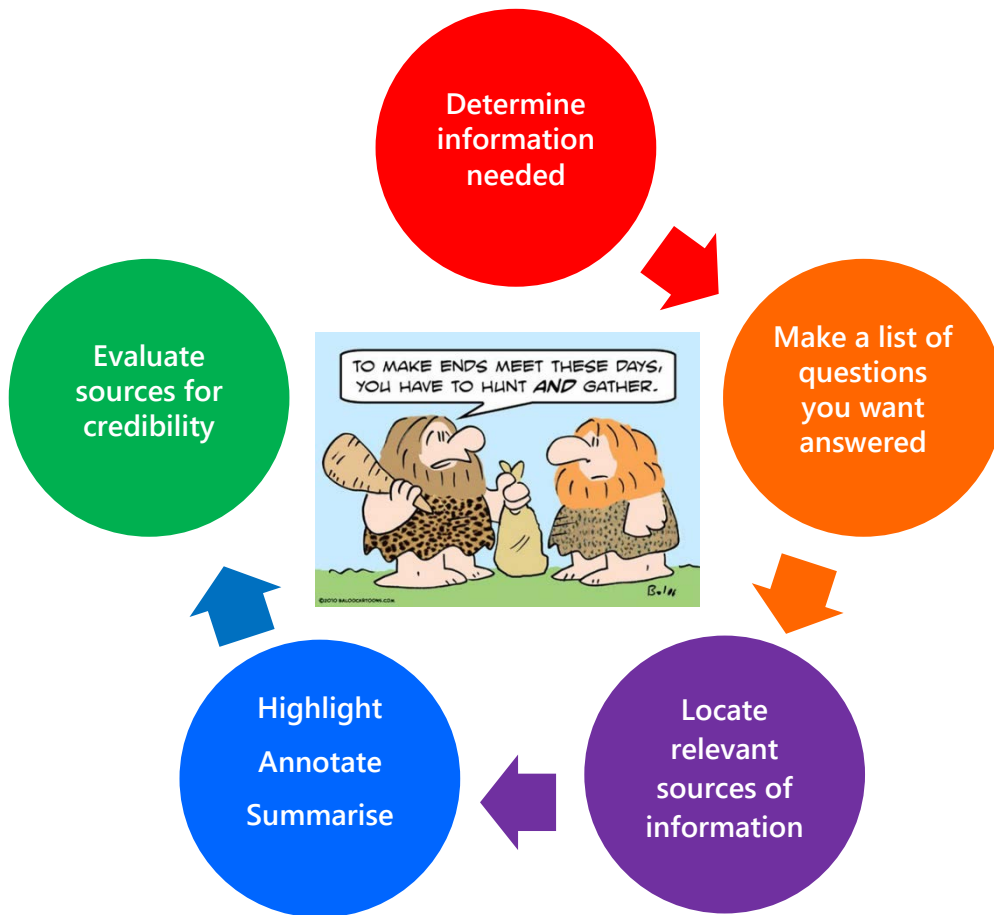
Learning Outcome 3:

Be able to select, collate, reference and assess the credibility of information and numerical data

Learning Outcome 5:

Be able to synthesise, analyse and use information and viewpoints

How do I research Secondary Sources?



Step One:

Determine the information you want



- Focus your research on the aims & objectives of your project – **do not go off-task** - this will help avoid overload of **irrelevant** information

Step Two:

Make a list of questions you want answered

Who? **What?** **Where?**
How? **Why?** **When?**

Step Three:

Locate relevant sources of information

- Try to find information from a **range of sources** e.g. books, magazines, newspapers, leaflets, TV programmes, posters, maps, music, poetry etc.



Section 5: Analysis of Information

Learning Outcome 3:

Be able to select, collate, reference and assess the credibility of information and numerical data

Learning Outcome 5:

Be able to synthesise, analyse and use information and viewpoints

Step four:

- **Read! Read! Read!**

You must read through the sources of information carefully before you begin to highlight and annotate

- **Highlight**

Highlight or underline key words / phrases that are relevant to your project – warning: overly underlined or marked text can be difficult to decode.

- **Annotate**

When you find information that is relevant make some notes in the margin – these notes should help you to make important connections that you can refer to later.

- **Summarise**

When you summarise information you write about the key points **in your own words**.

Top tip: use the “hands” template on the next page to help you identify what some of the main arguments are before you write your synthesis.



Task

1. **Research 4-6 different types of sources.** DO NOT just use the internet for your research!

Save a copy all of your sources & keep a record of where your sources came from

(see Section 8: Bibliography).

Time: 3 hours

2. Use the **highlighter tool** in Word to highlight key words or phrases and make some notes in the margins (either insert a text box or use comment tool).

3. Write a summary of the information in **your own words** (this can be copied and pasted into your project later).

Time: 2 hours

Section 5: Analysis of Information

How do I write an argument?

Five steps to writing a great argument:

Step 1: Make sure to get the topic or question correct.

Step 2: Support your argument with good reason.

Step 3: Use good support for your own views.

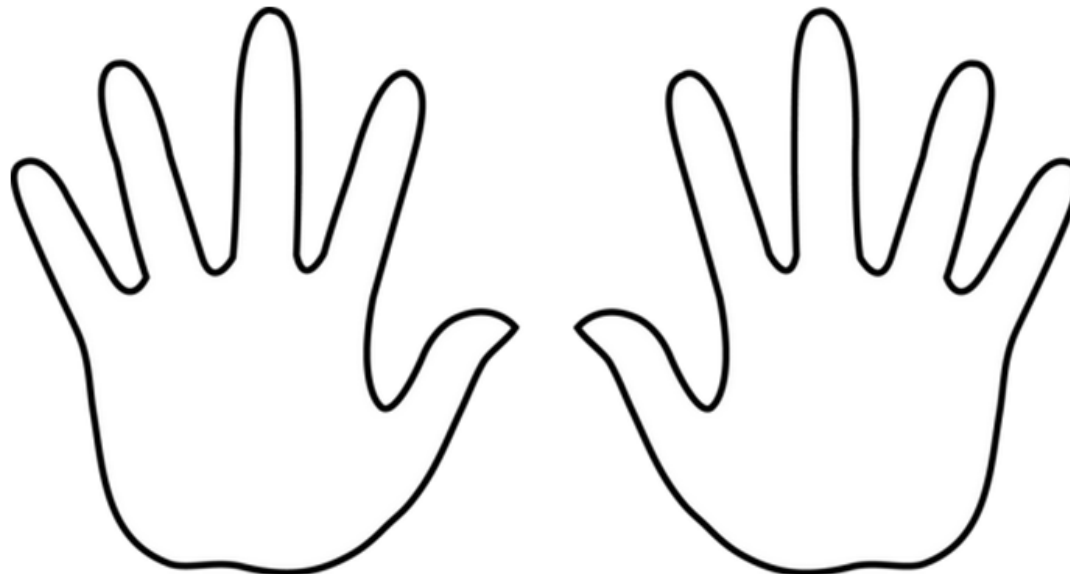
Step 4: Deal with disagreement.

Step 5: Be clear, yet concise.



On the one hand...

On the other hand...



Section 5: Analysis of Information

Learning Outcome 5:

Be able to synthesise, analyse and use information and viewpoints

Learning Outcome 6:

Be able to produce and present an outcome

How do I present my Secondary Research?

You should now be ready to write-up some of your research in the main body of your project:



- ✓ start a **new page** for each aim and objective
- ✓ use your written aims and objectives for the heading / sub-headings
- ✓ use your research to discuss key points, arguments and viewpoints
- ✓ **do not copy** directly from the source(s) and keep quotations to a minimum
- ✓ remember to include a **source evaluation** to support your discussion (RURU)
- ✓ use the **S E A R** formula to structure your paragraphs:

S make a **Statement**
E support with **Evidence**
A **Analyse** the main arguments
R comment on **Reliability**



Task

1. **Use your secondary research** to complete the appropriate aims and objectives in the main body of your project –

For example,

Aim 1: ...

Objective 1.1...

Objective 1.2...

Remember – you have a word count so make sure you do not just paraphrase your research and take care not to waffle!

Time: 3 hours

Section 5: Analysis of Information

Learning Outcome 3:

Be able to select, collate, reference and assess the credibility of information and numerical data

Learning Outcome 5:

Be able to synthesise, analyse and use information and viewpoints

Learning Outcome 7: Be able to make judgements and draw conclusions

Step five:

Evaluating Sources for Credibility

You need to evaluate all secondary sources of information you refer to in your project for credibility.

Use the **RURU** approach to support your evaluation



Relevant

- ✓ How **relevant** is the source to your enquiry?
- ✓ What **does it tell you** about your topic / issue?
- ✓ What **doesn't** the source tell you?

Useful

- ✓ How **useful** is the source to your enquiry? Give reasons.
- ✓ Is it full of **facts** or is it based on **opinion**?
- ✓ What **type** of source is it? For example, a scientific report / fiction / news article

Reliable

- ✓ **Who** produced the source?
- ✓ Was the information produced by an expert? Are they **biased**?
- ✓ Does the author stand to benefit from their position/viewpoint?
- ✓ Is the source trustworthy?

Up-to-date

- ✓ **When was** the source published?
- ✓ Is it **current and up-to-date**?
- ✓ Does the date of publication affect its reliability?

Task

1. Write a short paragraph for each source to evaluate its credibility (save this with your synthesis).

Remember – you must comment on **all four** elements of...

RURU

Time: 1-2 hours

Section 5: Analysis of Information

Credibility of Secondary Sources of Information

There are billions of different websites. Anybody can set up a website and publish anything they want. Information on the internet isn't always true, so look out for the signs of an accurate website.

The most reliable websites are often set up by official organisations and businesses. They can often be identified by their web address.

Web addresses and suffixes

[.com](#)

The "standard" ending to web address often used by commercial organisations

[.org](#)

Generally used by 'not for profit' organisations

[.org.co.uk](#)

A company's website based in the UK

[.bbc.co.uk](#)

A government organisation, e.g. The BBC

[.gov.uk](#)

A government website

[.ac.uk](#)

A University, college or school website



Section 6: Analysis of Data

Learning Outcome 4:

Be able to analyse the numerical data collected and display using digital techniques

Learning Outcome 6:

Be able to produce and present an outcome

Gathering Data from Primary Research

Primary Research involves gathering **new data** that has not been collected before. It is research carried out by you! For example, surveys using questionnaires, or conducting interviews or taking photographs.



Questionnaire 'Sampling'

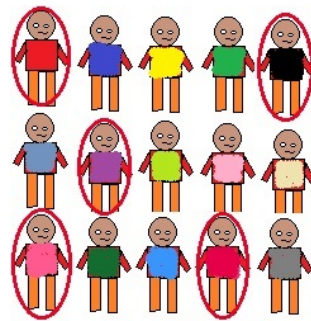
It is important to have a group of people who will participate in the survey and be able to represent the whole target population. This group is called a "sample." Deciding the right kind and number of participants in a sample group, also known as sampling, is one of the basic steps in carrying out a survey.

(Useful website - <http://education-savvy.blogspot.com/2016/01/types-of-probability-sampling.html>)

Simple Random Sampling

Individuals are chosen randomly and entirely by chance. This is where each member of a population is equally likely to be selected.

For example: Random selection of 20 students from class of 50 students. Each student has an equal chance of getting selected. Here, the probability of selection is $1/50$



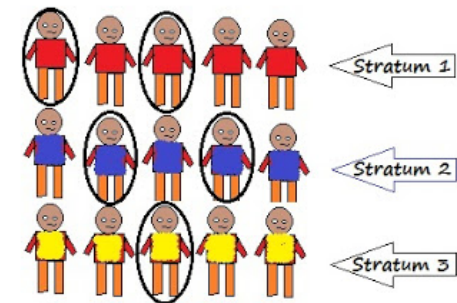
Single Random Sampling

Stratified Sampling

Used to select a sample that is representative of different groups. If the groups are of different sizes, the number of items selected from each different group will be proportional to the number of items in that group.

For example: (sample 1000 persons/population)

Muslims = 40% | $40/100 \times 1000 = 400$
Christians = 30% | $30/100 \times 1000 = 300$
Hindus = 20% | $20/100 \times 1000 = 200$
Buddhists = 10% | $10/100 \times 1000 = 100$



Stratified Sampling

Section 6: Analysis of Data

Learning Outcome 4:

Be able to analyse the numerical data collected and display using digital techniques

Learning Outcome 6:

Be able to produce and present an outcome.

How do I produce an effective questionnaire?

There are three types of question you could ask which collect different types of information:



1. Behavioural Questions -

factual questions about what a participant does, what they own, how often they do things etc.

2. Classification Questions -

questions to gather information on how groups differ from each other. For example, often about common categories such as gender, age, ethnicity etc.

3. Attitudinal Questions -

questions based on the opinions and values of participants, including their image and ratings of things. They are often asked using an 'agree-disagree' rating question format.

When creating your questionnaire, make sure you ask a variety of questions –

- ✓ **Closed questions** Yes / No (only ask one or two)
- ✓ **Multiple questions** a choice of answers (tick box)
- ✓ **Open-ended** only include one or two questions of this type as it takes too long for people to answer

Task

1. Create a questionnaire on your topic / issue. Include between 5-7 questions. You cannot ask questions that are too personable.

You do not need to include a question on age or gender if it is not relevant to what you want to find out!

Remember – you must get your questionnaire signed off by your teacher to BEFORE you copy and distribute

(You will need to target a minimum of 30 people)

Time: 2 hours

**Examples ~
Data Questions**

Section 6: Analysis of Data

Top Tips for Creating an Effective Questionnaire

Rule:	Example:
Be concise and unambiguous	Questions should be brief and clear Avoid jargon Check for ambiguity
Avoid double questions	Do you think the British should eat less and exercise more? Do you think the British should eat less? Do you think the British should exercise more?
Avoid questions involving double negatives	Are you against a ban on smoking? Do you agree with the smoking ban?
Ask for precise answers	Are you... Under 18 / 18-65 / Over 65 Give your age on 1 st September 2001 in years ***
Avoid leading questions	Do you agree with the majority of people that the health service is failing? Do you think that the health service is failing?

Rated Responses

Indicate your view of the following aspects of a camping holiday
(circle the number under the initials that applies: VI=very important, I = important
N=neutral, U=unimportant, VU=very unimportant)

	VI	I	N	U	VU
Community life	1	2	3	4	5
Low cost	1	2	3	4	5
Outdoor life	1	2	3	4	5

Rank Order

- Place in **order of importance to you** the following features of a camping holiday
(Indicate by numbering 1-4 in order, where 1 is the most important)
- Open air
 - Distance from home
 - Cost
 - People
 - Atmosphere

Be specific!

- Which of the following means do you use to travel to college?
- Bus
 - Car
 - Bike
- What is your **most usual** means of travelling to college (tick one box only)
- Bus
 - Car
 - Bike



Section 6: Analysis of Data

Examples of how to structure data-driven questions

How often do you use the internet for:

1 Never; 2 Very rarely; 3 Rarely; 4 Regularly; 5 Very Regularly

	1	2	3	4	5
Shopping					
Email					
Education / Research					
Talking					
Games					

How long do you use the internet every day?

less than 1 hr 1 – 2 hours
 3 – 4 hours more than 4 hours

How often do you shop online?

once a month 2 - 3 a week
 Daily never

How strongly do you agree/disagree with the following statements?

1-Strongly Disagree 2-Disagree 3-No opinion 4-Agree 5-Strongly Agree

Statement	1	2	3	4	5
Shopping online saves time					
It is possible to shop online anytime					
I would rather shop online than shop traditionally					
There is more choice online					
Shopping online saves money on travelling and parking					
Prices are cheaper online					
I am satisfied in buying products that I have never seen					
I enjoy shopping on the internet					
Shopping online can be dangerous					
Shopping online is difficult and complicated					

What type of shopping do you do online?

(✓ all that apply)

Food		Fast food	
Electronic products		Cosmetics	
Furniture		CD / DVD	
Clothes		Books	
Jewellery		cinema / shows	
Other			

Section 6: Analysis of Data

Learning Outcome 4:

Be able to analyse the numerical data collected and display using digital techniques

Learning Outcome 6: Be able to produce and present an outcome

Learning Outcome 7: Be able to make judgements and draw conclusions

IMPORTANT –

The following guidance applies to both **PRIMARY** and **SECONDARY** data.



How do I analyse data?

- Look for **patterns** or **trends** in the data to draw conclusions.
- Compare **frequency** or percentage of people, behaviour, events etc.
- Use visual inspection of **patterns** to identify marked increases or decreases in the measures over time e.g. weeks, months, years;
- Calculate an average of a series of measurements or observations - the mean, the median (midpoint), or mode (most frequent, rarely used)
- Calculate the **spread of data** – range, inter quartile range, standard deviation
- Determine if there is a **link** between two measurements – scatter diagram, line of best fit, correlation
- Use **ICT** to do the calculations and display data (Useful website to create graphs: www.geogebra.org)
- **Interpret** what the display or calculation of the data implies. Does it answer the question?

Task

1. Create a **range of graphs, charts and tables** to present you **primary** data. Make sure you label them clearly and use appropriate headings.
2. Analyse your **PRIMARY** and **SECONDARY** data – only use the numerical skills that are relevant to the data you have collected.

Remember – don't forget to keep checking your word count – be concise and to the point!

Useful website for secondary data:

www.ourworldindata.org

Time: 3 hours

Section 7: Drawing Conclusions

Learning Outcome 7:

Be able to make judgements and draw conclusions

What is a conclusion?

- A conclusion is what you will leave with your reader
- It "wraps up" your project
- It demonstrates to the reader that you accomplished what you set out to do
- It provides the reader with a sense of closure on the topic



How do I reach a final conclusion?

There are a number of steps you can follow to help you draw conclusions:

Step 1:

Topic and Title - What was the focus of your project?

Step 2:

Aims and Objectives - Have the aims and objectives of your project been met? Look for supporting details from your secondary and primary research.

Step 3:

Final Judgements – **Answer the question!** What do your findings tell you about your topic overall? Were you surprised at some findings?

Task

1. Begin your conclusion by writing a paragraph referring back to your overall topic and title
2. For each aim and objective, write a paragraph to summarise your main findings. What were the main arguments presented? Give specific examples. How does this relate to the focus of your project?
3. Complete your conclusion by making final judgement linked to your topic and focus.

Remember – you can make simple judgements and conclusions throughout your project too!

Time: 2 hours

Section 8: Bibliography

Learning Outcome 3:

Be able to select, collate, reference and assess the credibility of information and numerical data

What is a bibliography?

Harvard style referencing is one of the most popular methods used.

Sources are cited within the body of your work by giving the surname of the author(s) followed by the date of publication.

For example, “**Spencer (2015)** argues that the main dangers of the internet are...”

All other details about the source are given in the **bibliography** at the end:



Author - put the surname first, followed by their initial,
For example, **Spencer, J.,**

Title - now add the title of the document and place in inverted commas
For example, **Spencer, J., 'Dangers of the Internet,'**

Date - next, include the date the document was published
For example, **Spencer, J., 'Dangers of the Internet,' June 2015.**

Web link - on the next line, state where the document came from
For example, **Available from <http://www.bbc.co.uk/dida>**

Research Date – on the last line, include the date you accessed the document online
For example, **[Accessed on 21/09/2020]**

Task

1. Produce a bibliography listing all the secondary sources you have used for your project

Remember - these should be listed in alphabetic order

Time: 1 hour

Arnett, G. (2015), 'Religious extremism main cause of terrorism'

Available at:

<http://www.theguardian.com/news/datablog/2014/nov/18/religious-extremism-main-cause-of-terrorism-according-to-report>

[Accessed: 24/9/2020]

Biography.com Editors (2014), 'Osama bin Laden Biography'

Available at:

www.biography.com/people/osamabinladen-37172

[Accessed: 1/10/2020]

Ellis, R., Fantz, A., Karimi, F. and McLaughlin, E.C. (2016), 'CNN Orlando shooting: 49 killed, shooter pledged ISIS allegiance'

Available at: <http://www.edition.cnn.com/2016/06/12/us/orlando-nightclub-shooting>

[Accessed: 14/9/2020]

GCSE Bitesize (2006), 'Islam – War and Peace'

Available at:

<http://www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev1.shtml>

[Accessed: 21/9/2020]

Ainsworth-Wells, 'London Olympic Legacy- The results are in'

(27th June 2013)

Available at:

<http://www.telegraph.co.uk/travel/destinations/europe/unitedkingdom/england/london/articles/Londons-Olympic-legacy-the-results-are-in/>

[Accessed 03/09/20]

Gallas, D. (2016) 'What will be the legacy of the Olympic Games in Rio?'

Available at:

<http://www.bbc.co.uk/news/world-latin-america-36952364>

[Accessed 11/08/20]

Olympic News (2013), 'London 2012 to provide long-lasting economic benefits '

Olympic News (Published 08/08/13)

Available at:

<https://www.olympic.org/news/london-2012-to-provide-long-lasting-economic-benefits>

[Accessed 16/09/20]

Palmer, M., (2016), 'The property legacy of London 2012: Four years on, what's it like to live in the Olympic Village? '

Available at:

<http://www.dailymail.co.uk/property/article-3725436/The-property-legacy-London-2012-Four-years-s-like-live-Olympic-village.html>

[Accessed 11/08/20]

Examples ~ Bibliography

Section 9: Self-Evaluation

Learning Outcome 8:

Be able to reflect on strengths and weaknesses of own performance

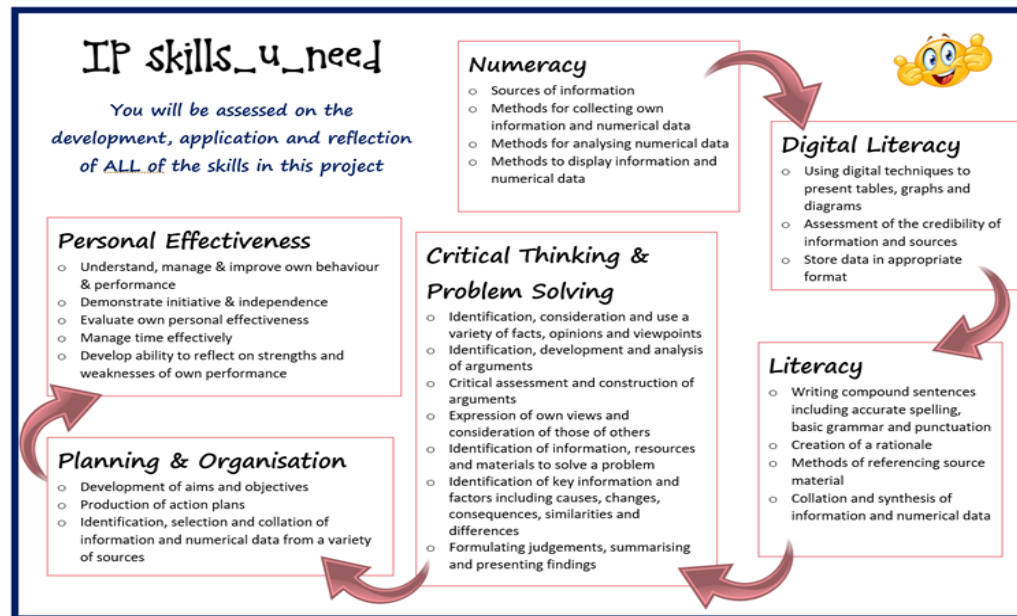
What is a self-evaluation?

A self-evaluation is an opportunity for you to evaluate your strengths and weaknesses, and the specific skills you have developed in this project.



How do I write a self-evaluation?

Use the skills map from the introduction booklet to help you reflect on the development and application of **all the skills**.



Task

1. Produce a self-evaluation and reflect on **all the skills** you have developed throughout this project.

You should also consider what your most effective personal skills are and how you used these in your project, and what might you do to improve your skills in future projects.

Remember – this should be included in the appendix and does not contribute towards the final word count!

Time: 1 hour 30 min