



BRONZE AWARD



TEACHER GUIDE



Introduction to CREST Bronze Award

CREST Bronze Awards engage and inspire a wide range of students, and introduce them to the language and methods of project work. The flexible framework can be adapted for students of different ages and abilities.

Bronze projects:

- Involve a minimum of 10 hours of work on one project area
- Use scientific and/or technical knowledge appropriate to students aged 11 to 14
- Students share their project outcomes with their peers (e.g. display, assembly, poster)
- Have active support from an educator: guiding students but allowing them to make decisions for themselves, reviewing progress regularly and supporting planning to maintain the pace of progress

Look on the CREST Awards website for further information about project ideas, CREST accredited schemes and how to support your students.

www.crestawards.org

Managed by:



Supported by:



How to run a Bronze project

CREST Bronze Awards are very flexible, and can be delivered in a number of ways:

- You or your students can come up with your own ideas for a project to investigate. This could link to other activities in your school.
- You could use the ready-made plans and resources available on our website to run a Bronze project:
www.crestawards.org
- You could arrange for an external education provider run a Bronze project with your students. This could be at your school, or at another location such as a museum. You can find information about a range of CREST accredited schemes at www.crestawards.org

Recording student projects

You should make decisions at an early stage about the way that your students record their work. They can either:

| Use a CREST Bronze workbook | Complete a CREST Bronze student profile and their own project report | Record the work in an accessible way |
|---|---|--|
| <p>Workbooks are a structured way to record students' projects and guide the students through the project process. They include the information asked for in the student profile and relate directly to the CREST criteria. Using these, students should gather enough evidence of their project and thought processes in order to submit for a CREST Bronze Award.</p> <p>Students working on team projects should each fill in a CREST Bronze Award student workbook.</p> | <p>Some students may want to write up their own project report, or present their project through video or blogs.</p> <p>You may need to give additional support to students. If you feel that significant support is necessary to help the student through the project, it may be better to consider using a workbook.</p> <p>Whilst working on their project, students need to complete a Bronze student profile to go with their project report which will indicate how they meet all the CREST criteria.</p> <p>Students working on team projects should produce a joint team report and attach individual Bronze Award student profiles for each team member.</p> | <p>You can use discretion over how students work is recorded and presented.</p> <p>For example, it may be more appropriate to:</p> <ul style="list-style-type: none">• record the student working, and have a supporting adult complete the student profile on their behalf• provide a scribe for the student to fill out the workbook• use in person interviews |



Guide for assessors

A teacher or technician in school/college or a home educator can assess CREST Bronze Awards. Ideally, the assessor shouldn't be the same person who has been facilitating the CREST projects. To complete the assessment, they will need:

- The project work
 - the Bronze workbook or
 - project report and student profile
- The assessment criteria
- Student details (age, disability, special circumstances etc.)

The aim of assessment at Bronze level is:

- To confirm that all students contributed at least 10 hours work
- To confirm that the subject knowledge/skill level is appropriate for the age or ability of the student
- To confirm that the student(s) did the work themselves
- To assess the project against the CREST criteria

How to assess

1. Start by reviewing the materials produced by the students. Assess the students' work against each criterion in the assessment grid. At all stages of assessment, take age and special circumstances into account.
2. Discuss the project with the student, focusing on areas where you would need more evidence for the CREST criteria. During the discussion, confirm the level and length of the work and that the project was completed by the student(s).

Possible actions are:

| Achievement level | Action |
|--|--|
| 11+ out of 15 criteria met | Award Bronze |
| 5/6 weak areas | Request further information or work from the student |
| 6+ weak areas | Consider not awarding |
| Many criteria met at an advanced level of scientific knowledge, and student spent 30+ hours on the project | Consider submitting for Silver Award |

3. The results of the assessment should then be added to the project on your CREST account.

Student name(s):

Project title:

To achieve a CREST Award, students must meet a minimum of 11 out of the 15 criteria.

| CREST Bronze Award checklist | Has this been demonstrated? |
|---|-----------------------------|
| 1 – Planning the project | |
| 1.1 The students set a clear aim for the project and broke it down into smaller objectives. | |
| 1.2 The students explained a wider purpose for the project. | |
| 1.3 The students identified a range of approaches to completing the project. | |
| 1.4 The students described their plan for how to complete the project and why they chose that approach | |
| 1.5 The students planned and organised their time well. | |
| 2 – Throughout the project | |
| 2.1 The students made good use of the materials and people available. | |
| 2.2 The students researched the background to the project and acknowledged their sources appropriately. | |
| 3 – Finalising the project | |
| 3.1 The students made logical conclusions and explained the implications for the wider world. | |
| 3.2 The students explained how their actions and decisions affected the project's outcome. | |
| 3.3 The students explained what they have learnt and reflected on what they could improve. | |
| 4 – Project-wide criteria | |
| 4.1 The students showed understanding of the science behind their project, appropriate to their level. | |
| 4.2 The students made decisions to direct the project, taking account of ethical and safety issues. | |
| 4.3 The students showed creative thinking. | |
| 4.4 The students identified and overcame problems successfully. | |
| 4.5 The students explained their project clearly, in both writing and conversation. | |

After CREST Bronze Awards

After completing CREST Bronze Awards, your students can go on to work towards their CREST Silver Award.