



The Scottish Baccalaureate in Social Sciences

EV Commentary — Exemplar

**‘Differences in Healthcare between Cape Town and
Larbert’**

Grade: C

Introduction

The centre submitted evidence for all five stages using SQA templates. In addition, a timeline has been included as evidence to support the planning stage. Assessor feedback is present for each section of the project, and the Assessor Report provides good assessor comments that support the award of a 'C' grade.

The centre's internal quality assurance process was comprehensive. It was carried out with support from staff involved in the Languages Interdisciplinary Project who had experience of supervising and assessing candidates in that area.

The candidate initially met with his tutor weekly during non-contact time and study periods. However, due to time constraints, these meetings then occurred every three weeks. There were members of staff from both the History and Geography departments supporting the candidate.

Proposal

The title of the project was clear, but the project outline itself lacked clarity in some areas. For example, the interdisciplinary nature of the project could have been made clearer by the candidate referring to his skills from his study of History and Geography in the project outline. In light of this, the Grade A grade criterion in the Assessor Report for 'substantial links' has not been met. Although not mandatory, it may have been beneficial for the candidate to expand on his justification for selecting the broad contexts of citizenship, economic development and sustainable development.

However, the candidate has included good reasons for choosing the project, such as the established links between Larbert and South Africa, and the link to his future career choices. There is also good evidence of the consideration of opportunities for the candidate to develop skills, and these are clearly linked to his chosen career path of becoming a teacher in the area of Social Sciences.

There is evidence of the identification of a range of learning environments, including local health centres, which are environments that are less familiar to the candidate. The candidate could have expanded on the specific ways in which these learning environments would be useful to the project.

Finally, the candidate has outlined a range of skills he wishes to develop throughout the course of the project. These could have been more detailed.

Overall, the candidate has met all of the Grade C criteria and two of the three Grade A criteria.

Plan

The plan showed two clear objectives, with a detailed description of these objectives. A range of resources was identified but the candidate could have expanded on how these

were to be used in the project. Research methodologies were identified but there was a lack of understanding of how to use these effectively.

The candidate provided an additional timescale, and this included holidays, prelim exams and other academic commitments. The additional timescale showed that the candidate began the project in October, and this would seem very late to enable the candidate to meet the deadlines set by SQA to submit the project. Overall, there was sound evidence that the candidate had met the Grade C criteria for the planning stage.

The candidate did identify some dependencies but there was no clear understanding of how these would affect his ability to carry out his plan. In addition, two problems were identified but the candidate's strategies to overcome these problems were very general and did not show a depth of understanding of how the plan would need to be amended to deal with these.

Finally, the candidate commented on using a log book to record his skills development, but his comments are very general and do not give enough insight into how he will achieve his developmental needs. The plan clearly shows evidence for the Grade C criteria but none of the Grade A criteria were met.

Presentation of project findings/product

The candidate's presentation took the form of a PowerPoint presentation to a group of S3 to S5 secondary school pupils. There is not a lot of detail of the content of the presentation on the template and the candidate could have included more information here. There is limited justification for the presentation method chosen, with the main focus on developing presentation skills to help with future career choice of secondary school teaching.

The candidate has collected feedback from the audience including ideas on how the presentation could be improved. The Assessor Report does acknowledge that the presentation was clear but that it did not meet Grade A criteria for critical analysis or skilful and creative use of resources.

Evaluation of project

All stages of the project have been evaluated. The candidate has recognised that he has developed a greater ability to take into consideration others' comments regarding his work. He has also recognised that his method of collecting information was quite often limited to using e-mail, and that speaking directly to people on the telephone may have been more effective. There is an attempt by the candidate to discuss both his strengths and weaknesses.

However, greater detail could have been provided when considering whether or not the project aims were met and what the candidate would change about how he carried out the project if he were to do it again. The comments on the Assessor Report regarding a lack of a well-balanced evaluation reflect the grade C criteria awarded to this section of the project.

Self-Evaluation

The self-evaluation is detailed. There is an honest evaluation of the candidate's development of his skills, clearly linked to the generic and cognitive skills in the proposal. For example, the candidate made clear comments on how he was able to use subject knowledge from a range of Social Science disciplines to enhance his project. He has shown an understanding of the importance of time management skills when working independently, and there is a clear statement that he has grown in confidence in his oral presentation skills.

The Assessor Report shows that all Grade C criteria have been met. However, none of the Grade A criteria were met as there was a lack of balance in the self-evaluation, with more emphasis on the candidate's strengths and limited focus on weaknesses.

Overview

This project was awarded a C grade as it met all the criteria for this grade. Although the Assessor has stated that the candidate has met some Grade A criteria in a number of sections, this is insufficient to award anything other than the C grade given. The candidate could have improved the project by developing his broad contexts and clearly outlining the interdisciplinary nature of the project in his proposal. The candidate's self-evaluation was probably the best section of the project, and he has clearly learned a valuable lesson in listening to constructive feedback.