



The Scottish Baccalaureate in Social Sciences

EV Commentary — Exemplar

‘Personalising History through Film’

Grade: A

Introduction

The SQA templates have been completed in great detail and have included insightful and supportive comments from the assessor. The assessor report also contains helpful comments which illuminate the reasons why the assessor had judged that candidate had met the A grade criteria. It is evident from the assessor's comments that the candidate was well supported through every stage of the project.

Proposal

The Project outline is explained clearly and in detail. The proposal is original and the candidate has clearly chosen a project on something they are passionate about, and which they feel will help them beyond school at university.

The candidate has selected the broad context of citizenship. Having read the project this is clear, but at the proposal stage it may have been useful for her to develop this with a couple of sentences. This is not mandatory but is seen as good practice.

Although large aspects of the project are historic, there is cross-curricular work looking at how children learn in the classroom (the plan to have an experiment where one class would be taught through film and personalised stories and the other class taught through film but without the notion of personalisation). Also some of the research being proposed by the candidate focuses on other subject areas such as English.

The skills section of the proposal was completed in depth with the candidate explaining how she would apply these skills in the course of the project. This is to be viewed as good practice.

This is a very comprehensive proposal and constitutes clear evidence of the candidate having met all the Grade C and the Grade A criteria as ticked by the assessor.

Plan

The candidate's objectives are clear and in line with the proposal. It is clear the candidate has spent considerable time thinking about the plan. The use of the progress log should help with organisation and also recording how her skills have developed over the course of the project.

The candidate provides a clear and full timetable and is to be commended for seeing the timeline not as a fixed plan but something that also has a degree of flexibility built in. For example, the candidate did not yet know the time of their prelims before writing her timescales. She has completed full and detailed dependencies and contingencies — for example, she considers the need to contact more than one university.

There is a good range of research methods. This included primary research, accessing the University of Strathclyde, carrying out surveys, and even carrying out an experiment to evaluate which teaching method would be most effective.

Presentation of project findings/product

The presentation is described in sufficient depth for the assessor to gain a good understanding. There were in fact three separate presentations involving two S2 classes and staff at the school. The assessor's feedback is also helpful in this regard. There was a clear justification given for the presentation. It is clear from the candidate's comments in addition to the assessor's that the topic has been researched in great detail and this added to quality of the presentation.

It is good practice for the audience to have an opportunity to evaluate the presentation. In this project the pupils were surveyed before and after the lesson and then these findings were used as part of the final presentation. The presentation was original in its approach and has a clear rationale behind it. Once again, the assessor's feedback provides valuable evidence of the quality of work shown in the final presentation, clearly all Grade A criteria have been met.

Evaluation of project

The candidate has written a very balanced evaluation. For example, she discusses how she was able to interview a university lecturer but was unsuccessful in contacting another as e-mails were not returned. The fact that she was able to interview staff at the university shows how her communication skills improved throughout the project, not just through the presentation. She talks about how her communication skills have improved. Interviewing a member of staff from the university was 'taking her outside her comfort zone'

The fact that the candidate had the foresight to allow the pupils to evaluate whether personalisation of History was important before and after the presentation is very good practice. It is clear the candidate has learned a great deal from the project and this comes across in the evaluation. As with all projects, not everything can go to plan and the candidate acknowledges this when mentioning the limitations of IT during her presentation.

Self-evaluation

The candidate has provided a very rigorous evaluation of the skills she has developed while carrying out the project. The evaluation of cognitive and generic skills relates directly to the project — for example, the candidate discusses becoming more confident speaking in front of a group. She also talks about how her project helped with other Advanced Highers. The evaluations are balanced and show a large amount of autonomy.

The candidate has also shown flexibility with timelines, and has clearly learned a great deal through completing the project. She has not completed the section that asked what skills you would like to develop further. Although this is not compulsory, it would have provided more evidence of self-evaluation.

Overview

In summary, this project clearly meets all the Grade A criteria, for the reasons outlined above. There was a high degree of independent learning shown by the candidate throughout

the project alongside regular meetings with her mentor to ensure she was keeping on track. This was an excellent project.