



**The Scottish Baccalaureate in Social Sciences**

**EV Commentary — Exemplar**

**‘Systematic Aid from UK to Africa and why it is not Working’**

**Grade: A**

## Introduction

Evidence was presented for all five stages of the project using SQA templates with the addition of a timeline as supporting evidence for the planning stage. The Assessor feedback to the candidate and the Assessor Report provide comprehensive evidence to support the award of a Grade A for the project.

The centre's internal quality assurance process was carried out with the support of staff from the Science department who have experience in supervising and assessing candidates in that area.

This is a good example of a group project. It can be read in isolation because the candidate has focused on her own part of the project, and her own experiences and skills development throughout.

## Proposal

The project title and project outline were clear and comprehensive. The interdisciplinary nature of the project was exemplified with reference to how the candidate used knowledge from both History and Geography. In addition, the candidate expanded her comments regarding the broad contexts of citizenship, economic development and sustainable development with very relevant comments on the links between sustainable development and the issue of aid to Africa.

The candidate has included very clear reasons for choosing the project. She intends to study Economics at university, but her proposal also links her own experience of being a citizen of a country less economically developed than the UK with an interest in the economies of developing countries.

A range of learning environments have been identified by the candidate, including: the University of St Andrews and the University of Edinburgh; relevant academic journals; and charities involved in aid projects in Africa. There is a comprehensive explanation of the ways these learning environments will be used to help the candidate complete her project.

The candidate goes on to discuss the skills she hopes to develop in producing her project.

Assessor feedback is brief but provides support to the student both in her decision to participate in a group project and in the resources she has identified. All Grade C and A criteria have been met in the proposal section of the project.

## Plan

The candidate worked as part of a group to produce her project. There is a clear explanation of her own individual roles and responsibilities within the group, with the focus on researching the economic aspects of aid to Africa. The resources identified were also discussed in relation to their use in the project — for example, using the IMF website to research current statistics on aid to Africa.

Although comments on research methodologies were included, there was not a clear explanation of specific research methods. This was an area of weakness in the plan but the candidate demonstrates in other stages of the project that the Grade A criterion for 'Careful selection and effective use of research/investigation techniques' was met.

A separate timeline was included with the plan. This showed timescales for completing the project, but the candidate could have included other events (such as prelim exams and holidays) that could have affected the ability to meet deadlines for different stages of the project.

Dependencies, anticipated problems and contingencies were included and discussed in a detailed manner. There was a clear understanding of how the plan would need to be amended to deal with problems. Again the candidate met all of the Grade C and A criteria for this section of the project.

## **Presentation of project findings/product**

The candidate's findings were presented in two ways. First, the candidate created and contributed to a blog. Second, PowerPoint presentations were used to present findings to an S2 group and to a meeting of the school's Model United Nations group. The candidate has written a detailed description of her presentation, including information on her own role and the other group member's role.

She has provided evidence on the content of her presentation and there is clear justification of her decision to produce a blog to present her findings. There is sufficient evidence that the candidate has met the Grade A criteria for this part of the project.

## **Evaluation of project**

The candidate has evaluated all stages of her project. She has made detailed comments on whether or not the project aims were met. The candidate has given an honest evaluation of the communication methods used in the project, including problems encountered and her ability to devise solutions to these problems. In addition, the candidate has clearly benefitted from working with another pupil on this group project as this has improved her ability to work in a team. Finally, the candidate has commented on how the project can be developed further including the establishment and continued work of the Model United Nations group within the school.

## **Self-Evaluation**

The self-evaluation is very detailed. The candidate has provided an excellent evaluation of the development of the generic and cognitive skills outlined in her proposal. For example, there are detailed comments on the development of interpersonal skills, such as seeking advice from school staff on a suitable group to present her project findings to. The candidate has also recognised that her time-management skills are an area where improvements could be made. For example, comments on setting realistic targets show that the candidate has become aware of the importance of this skill when managing a project. In addition, the candidate has commented on how producing the project has helped to improve her English

language skills both in written format through writing the blog and orally through her presentation to S2 and the school's Model United Nations Group. There is clear evidence of critical evaluation of how the candidate's skills have developed and what she has learned about herself while undertaking the project.

## **Overview**

The project was awarded an A grade. The candidate clearly showed a very good ability in working independently, decision making and showing initiative. This was very clear from her decision to present findings in the form of a blog and in her involvement in setting up a Model United Nations group within the school. Although this was a group project, there is excellent evidence to support the role the candidate played within the group and how tasks were divided between group members. The evaluation and self-evaluation were both of a very high quality, and this project clearly meets all Grade A criteria.