



The Scottish Baccalaureate in Social Sciences

Interdisciplinary Project- Exemplar 4

“Personalising History Through Film”

Grade: A

Social Sciences: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Personalising History Through Film								
Project outline									
<p>The aim of this project is to study whether studying history through the use of individual stories and accounts is more effective and engaging than the study of generalised history and whether the study of individuals results in a better understanding of the historical context – in the case of this particular study, the context of the Holocaust. What also must be considered is the best way to present and share personalised and individual stories and whether film and cinema can be used to effectively educate people about historical matters. Particular attention will be paid to Steven Spielberg’s ‘Schindler’s List’ and how this can be used effectively to explore and understand historical events. To assess this I aim to conduct an experiment through which I will teach two separate second year classes – one class I will teach through film and personalised stories and the other class I will also teach through film but remove the notion of personalisation. Hopefully this will allow me to establish the importance of individual accounts in understanding history.</p>									
Reasons for choosing this project									
<p>I am choosing this project predominantly because of personal interest - the aspect I find most interesting about History is the personalisation of it and so I want to explore and reveal how important this is to studying history and whether film is the best medium to explore this. I have always loved literature and cinema and the telling of stories and so this particular subject interests me as it combines film and story-telling with history, which I consider to be very important. I want to study Law at University and so this project will help me to develop my research and presentation skills as well as my ability to analyse and evaluate. The project also allows me to draw on skills developed in other subjects such as English as I will not only be presenting and researching but also communicating my ideas to staff and to second years as part of my research.</p>									
The broad contexts this project will cover are									
x Citizenship <input type="checkbox"/> Enterprise <input type="checkbox"/> Employability									
<input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									

Learning environments I will access are

I hope to contact the Social Sciences Department at Strathclyde University or Glasgow University and interview a professor specialising in History. In my research I have found that George Washington University in the USA sometimes used film to teach history and so I have contacted them to inquire about their teaching methods. I am going to Washington DC in October and will be visiting the Holocaust Museum and I hope to use this opportunity to enrich my own understanding so as I can better represent it through my findings and perhaps gain a better understanding of the effects of personalising history through individual people. I will also utilise the school library as well as public libraries and online journals. I will also use my own school and the resources available there.

How I will use my knowledge of social sciences

To fulfil the aims of this project I will need to draw from my interest and knowledge of history as well as the skills I achieved through studying history in presenting an argument and in researching to reach a valid conclusion. I intend to discuss and interview University professors concerning History and thus to be able to engage in conversation and understand the value of what they say I must be able to draw on my knowledge of history so as to fully understand the points they raise. As well as this I am aiming to teach a lesson to second year classes and so to do this accurately and effectively I must ensure historical accuracy.

The skills I will develop and/or improve in the course of this project are:

- *application of subject knowledge and understanding*
My knowledge of history, and particularly of history surrounding the time of WW2 and the Holocaust on which I will predominantly focus, will be a solid base for my research and experiments with younger classes. I will use the skills developed in history of scanning sources and withdrawing information to locate the information I need to conduct research and reach a conclusion. Hopefully I will continue to learn about historians opinions on matters and learn how other people approach the learning of history.
- *research skills – analysis and evaluation*
I have been developing research skills throughout the Higher History course for my extended response and have continued to develop them for my Advanced Higher History and English dissertations. This means that I have a relatively good starting point for the research I will need to conduct. However, I have never conducted research through interviews or surveys and so I hope to expand my research skills in these areas and develop my ability to extract the appropriate information from any findings I arrive at.
- *interpersonal skills – negotiation and collaboration*
Thus far I have only had the opportunity to talk with teachers; however, hopefully this will extend to speaking with people from Universities. I have emailed George Washington University inquiring about their method of teaching history and hope to hear back from them soon.
As well as this I will arrange to meet with a professor at Strathclyde University

whom I will interview to discover other viewpoints about the personalisation of history.

- *planning: time, resource and information management*
I would say that I am quite good at managing my time; however, I think I need to establish a relatively strict schedule. I will need to be organised and draw up a weekly schedule for when certain sections of the project must be completed. All research and information gathered will be stored in an organised folder to ensure that nothing is misplaced. I will also have to take into account my other academic commitments including prelims.
- *independent learning – autonomy and challenge in own learning*
Throughout the Higher History course and so far through the Advanced Higher course I have had to conduct a lot of research and complete tasks independently. In this project I will be conducting the research independently and putting together the presentation and final project individually also with much less support than I have been used to receiving. I will arrange the interview with my contact independently and conduct the lesson experiment with the second years independently.
- *problem solving – critical thinking: logical and creative approaches*
Due to the nature of the project I might be depending on other people and their reactions and thoughts and this could be potentially problematic. However, I will plan how to conduct my research and experiments so as to minimise risks. I will try to approach the project in a logical way and in a logical order so as to best conduct my investigation and present the verdicts effectively. This will require good planning beforehand.
- *presentation skills*
In my school subjects I have had to make presentations before, however I have never presented on an independent project such as this. I therefore hope to develop these skills in order to best present my own project, research and findings. My presentation skills will be developed through the lessons I will conduct with the second year classes as well as my final presentation.
- *self evaluation – recognition of own skills development and future areas for development*
My research skills are still at the level of Highers and so I hope to develop this further by accessing more difficult sources. My plan will allow me to assess my progress and my development as I follow it so as to allow me to evaluate my work. As well as this, the feedback I will receive from teaching the second year classes will allow me to gauge how successful my project is allowing me to self-evaluate how I have performed.

Assessor feedback to candidate

This is a very detailed proposal and you have clearly given a great deal of thought to your project.

You have clearly stated what you want to achieve from your research activity, how you

will carry out your research and clearly explained the reasoning behind the project.

You have also thoroughly examined your strengths and areas for development and explained how you think these will be developed and overcome throughout this project. You should now focus on creating a viable plan. This is a very good start to your project.

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Social Sciences: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Personalising History Through Film								
Is this a group project?	No								
If a group project my individual role or responsibilities will be:									
Timescales	<p>My initial research and starting point will commence once I return from Washington DC in October. From this time on I will have to maintain a strict schedule so as to maximise productivity and to ensure that my other commitments in school do not suffer. My timescale should be treated strictly and seriously, however, as my prelim timetable is unknown some dates and deadlines may have to be changed thus some flexibility must be allowed for in some cases. My full time line is attached on a separate sheet.</p>								
Planning	<ol style="list-style-type: none">1. Research the personalisation of History in general – individual stories and examples. (Holocaust Museum in Washington)2. Begin to gather research on historical films – focus on ‘Schindler’s List’, gather material on the accuracy of the film and how Spielberg decided to portray the story and his methods used to personalise the film.3. Talk to people about history through film – University of Strathclyde4. Create lesson plans using ‘Schindler’s List’ clips and individual stories5. Conduct own experiment to see if history can be more understandable through film – two different classes, one taught a lesson through without personalisation; the other taught through use of film and personalisation.6. Conduct survey to gather findings – Questionnaire before lesson to establish the classes’ views prior to the lesson and a second Questionnaire to establish any changes in their views. Also include a Follow-Up Question for the second years’ whose lesson was personalised to gauge how effective this method of teaching was.7. Analyse findings and organise them so as to understand and present them in the most appropriate way.								
Resources	<p>The History teachers at my school as well as staff from the University of Strathclyde.</p>								

History textbooks and Historical books on Holocaust as well as websites and online journals. The Holocaust Museum in Washington DC will hopefully enhance my understanding and enthusiasm for the project. As well as this, the film 'Schindler's List' will be heavily focused on in my research and documentaries surrounding it as well as Spielberg's own personal comments on his film will be used. Also, I will use second year classes at my school to help me with my research by teaching them the lessons and surveying them to find out their opinions.

Research methods

I will use History books including 'Defying Hitler' by Sebastian Haffner, as well as research from libraries and websites to gather information on the teaching of history and the personal stories often overlooked. This will be used as background information as well as information which will prove to be vital to the overall project. I will also use the method of interviewing University staff to gather information on the teaching of history and the potential behind teaching history, or aiding the teaching of history through personalising it, particularly through film. I plan to conduct an 'experiment' on second year classes on whether or not film is a good method of teaching history and then survey or interview pupils to establish its effectiveness as part of my research.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

I think that teachers may benefit from the project. It could potentially highlight a new method of teaching or provide some research into how to make history seem more relevant to individuals. Also, pupils studying History may also benefit from it because it may show them the value of studying the real people behind the facts and figures. As well as this it will hopefully impact the second year classes and encourage them to think about history in a different light.

- **What methods are appropriate to my audience(s)**

I have not yet decided how best to present my findings. I considered making a DVD or short video clip however I am not entirely sure that this would be neither the most efficient way to present or the wisest way to spend my time. Therefore I am considering giving an oral presentation of my findings aided by a PowerPoint Presentation so as to effectively demonstrate my findings.

Dependencies

I need to complete background reading on 'Schindler's List' as well as studying Spielberg's own comments on the production of the film and the people from history included in it. Connections with staff from Strathclyde University must be established to conduct an interview, however, before I can conduct any interviews I need to plan my questions ahead of time so that I can fully utilise the opportunity if provided. I will have to rely on the assistance from class teachers so as to access pupils to teach and survey and I am reliant on the cooperation from the second year classes in my 'experiment'. Before I can begin the final project I must have finished all my research

and have established some form of conclusion.

Contingencies

<p>Any anticipated problems</p> <p>Being unable to establish connections with Universities.</p> <p>‘Experiment’ not producing results expected.</p> <p>The responses to interviews or surveys not useful.</p>	<p>My plans for overcoming the anticipated problems.</p> <p>I plan to contact several Universities so as to maximise my chances of establishing connections. As well as this, I will not solely depend on connections established but will also rely on other sources to discover differing opinions on the subject.</p> <p>This would provide me with a different conclusion than expected but any results should be analysed accordingly and the conclusion should revolve around the findings no matter how unexpected. I will also plan the questions for interviews beforehand extensively so as to make full use of the opportunity.</p> <p>The surveys for the second year classes will also be made up in such a way so they provide clear and understandable results which truly reflect how they feel about the personalisation of history.</p>
--	--

Method for recording my skills development and future areas for improvement

I plan on keeping an organised folder of the research I find as well as keeping a detailed log explaining everything I research and do for the project. As well as this I will include how I overcome problems as they arise and this in turn will show me how I have developed my skills. In the log I will include what I think went well and what perhaps could have gone better and how I could have improved it. This, as well as regular meetings with my mentor to evaluate my progress and discuss the next necessary steps, will allow me to note where I may need to improve.

Assessor feedback to candidate

You have developed a thorough plan which covers all of the areas that you will need to focus on.

You have set yourself realistic targets and you have carefully considered how you will fulfil each of your aims.

You have also included detailed contingencies which may be required as the project gets underway.

Plan approved		Further work required	
Candidate signature		Date	
Assessor signature		Date	

Baccalaureate Timeline:

<u>Week Beginning</u>	<u>To be Completed</u>
8 th October 2012	Plan for Baccalaureate
9 th -16 th October 2012	New York/Washington DC Trip
29 th October 2012	Contact University Staff
5 th November 2012	Interview Contacts
12 th Nov 2012	Research Finalised
December (depends on suitability)	Lessons
14 th January 2013	Finalise findings from surveys
11 th February 2013	Presentation Preparation
February (depends on suitability)	Presentation
February/Early March 2013	Final Paperwork

Actual Dates:

<u>Date</u>	<u>Completed</u>
Monday 17 th September 2012	Baccalaureate Ideas Meeting
Thursday 20 th September 2012	Timeline Due
Monday 8 th October 2012	Plan handed in
Tuesday 9 th October – Tuesday 16 th October	New York/Washington DC Trip
Monday 12 th November 2012	Emailed Universities
Wednesday 21 st November 2012	Meeting with lecturer from Strathclyde Uni
Thursday 22 nd November 2012	Research Finalised
Tuesday 15 th January 2013	Lessons
Friday 8 th February 2013	Findings Gathered (surveys)
Monday 11 th March 2013	Presentation
Wednesday 13 th March 2013	Final Paperwork

Social Sciences: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Personalising History Through Film

How I presented my project findings

My findings were presented initially to the second year classes and then once their response was recorded and evaluated my final findings were presented orally to teachers of Social Sciences at my school.

I conducted two lessons with two different second year classes. The first class I taught about the Holocaust and I did utilise film clips, however I did not incorporate individual people's stories. The second class I issued with their own individual story of a person who was in the Holocaust and included in the lesson the story of Helen Sternlicht – a woman who was saved by Schindler and who was represented in the film 'Schindler's List'. The evidence I had gathered from the Holocaust Museum in Washington DC as well as my own independent research into survivors of the Holocaust was presented through these lessons.

The lessons I did with the classes were about 25 minutes long and were based on a PowerPoint Presentation I had prepared myself and included different clips from the film 'Schindler's List'. I introduced the classes to the story of Oskar Schindler as several had not heard of him before and I explained briefly what he did and how he managed to save the lives of hundreds of Jews. The pupils the class whose lesson was personalised were given their individual identity cards and were given the opportunity to make up their own profile of their individual so as to allow them to relate to one person. The pupils were surveyed before and after the lesson and then these findings would make up part of my final presentation.

I am glad I used this method to present my findings on individuals as from the results I received I could see that the pupils enjoyed learning about individuals and understood and engaged with the film clips.

My final presentation was an oral presentation to the teachers of the Social Subjects department. I chose this audience as I felt my findings would be of most use and interest to them. If using individual stories and film clips to portray history engages children then this method could potentially be adopted in some cases so as to ensure children remain interested in the relevance and significance of history.

I once again created a Power Point Presentation to aid me in presenting. I outlined

briefly why I had chosen this particular subject and explained what I had done in order to reach my results. I talked through the interview I had conducted with the lecturer from Strathclyde University and explained her opinion and how that had provided me with more extensive views on the personalisation of history. I included one of the film clips I used in the lessons with the second year classes of the portrayal of Helen Sternlicht to demonstrate how knowing real stories of real people can change the way history is viewed and make it more relevant. A significant part of my final presentation however, was presenting my findings from the surveys of the two classes. The results I presented demonstrated that the film clips and the personal stories had in fact had an impact on the pupils and were viewed as important.

Therefore, I am pleased with the lessons I conducted and the presentation of my findings as the surveys allowed me to communicate my findings clearly and the findings themselves were as I had wanted them to be.

Assessor feedback to candidate

This was a very good presentation which clearly supported your belief that pupils learn better through the use of film and the personalisation of history.

You had well constructed arguments and made very good use of the data from pupil questionnaires. All staff members who were present felt that the presentation was very well researched and presented to a very high standard.

In both your final presentation and your presentations to the S2 classes you spoke confidently and very clearly. Each of your aims was thoroughly explained and the pupils, and staff, learned a lot from your project.

The effort that you made to create your own resources for the pupils to use helped to make the lessons worthwhile and extremely beneficial to their understanding of history.

Within both lessons, all pupils were fully engaged in the lesson and seemed to really enjoy participating. This was evident through their interesting questions, all of which you were able to answer, and through the discussion that they had while working in their groups. In the next lesson I asked them if they had enjoyed the lesson and found it to be useful and all pupils agreed that you had delivered an excellent lesson that was both challenging and enjoyable.

Overall, this was an excellent piece of work that will make a valued contribution to the S2 history course. Well done.

Candidate signature

Date

Assessor signature

Date

Social Sciences: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Personalising History Through Film								
<p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>Overall, I feel my project has been successful. I began by ensuring that my background knowledge of the subject in question – the Holocaust – was sufficient for conducting my research into individual people involved so I could accurately portray the events to the second year classes. I dedicated a lot of time to researching the stories of individual survivors and I also spent a lot of time researching ‘Schindler’s List’ and analysing how Spielberg used cinematic techniques to portray emotion and engage his audience in the story.</p> <p>I then managed to contact a University lecturer at Strathclyde University. I attempted to contact George Washington University in Washington DC as I found out in my research that they used films to teach history. However, despite sending several emails in an attempt to contact them, contact was never established. However, this did not have any detrimental effect on my overall project as the lecturer at Strathclyde University provided me with insightful and useful opinions about the use of film to teach history and the importance of individual accounts and so the project did not suffer.</p> <p>Beforehand I had prepared several questions to discuss and I filmed my interview with her so I could re-watch what we had discussed and her input really helped me appreciate the significance of talking and hearing real life accounts from history. Planning questions beforehand proved to be very useful and I was thus able to gain the most that I could from this interview.</p> <p>The two lessons that I taught were received well. I had initially hoped to do them before Christmas however due to time constraints this was not possible and so the lessons were postponed to January. However, this did not affect my schedule and so my project was not hindered in any way so despite having to deviate slightly from my timescale I still managed to complete my plan.</p> <p>The surveys I conducted showed that where before I taught the lesson using film and individual stories only 67% of one of the classes thought that people’s personal stories were significant; after the lesson 100% thought that individual stories were</p>									

an effective way of fully understanding historical events. Overall, I surveyed 50 second year pupils and in the end 49 (98%) of them said that the film clips were a good way to teach history and to help them understand people's experiences in the Holocaust.

I was very happy with these results. The fact that two classes were surveyed rather than one meant that I had a broader range of results; however I recognise that 50 pupils do not accurately represent the views of all pupils. However, there was no other alternative due to the rotation of classes in second year and so this was the best option available.

I felt my final presentation went fairly well. I feel I managed to communicate my aims and the findings effectively and so I was pleased with this. I had aimed to show a clip of the lecturer from Strathclyde University talking about her experience with the individualisation of history, however, the technology available did not allow for this to be possible and so that was not able to happen. However, this did not take away from my presentation as I had written down her key points and so communicated them myself.

How effective were my communication methods throughout the project?

At the beginning I was quite apprehensive about contacting staff from Universities as I had never done that before but in the end my interview with the lecturer from Strathclyde University greatly aided me in my research and in helping me develop my own understanding of my project so I could better present to the second years what I was trying to say. Thus my communication skills were greatly improved as I arranged the meeting with the lecturer independently and met with her outside of school. This was something I had never done before and was an experience which was out of my comfort zone however it was a great contribution to my background knowledge and although all the points raised were not necessarily related to my project I was able to fully utilise the appropriate details I needed to and the other points were useful for my general understanding and attitude towards history.

Through the lessons I did with the second years I developed my ability to communicate clearly. As they were slightly younger, I had to be able to clearly and concisely communicate with them without being condescending in any way and by teaching them I developed my presentation skills. Afterwards they communicated their views to me reporting back on their experiences in my lesson. The surveys themselves were presented in a clear and simple way so as to achieve clear results. They were not lengthy or time consuming but still sought deeper answers by requesting explanations for certain answers. I was able to read through these and analyse them to understand how effective my lesson had been and how successful I had been in achieving my aim.

I had to communicate my results and findings in my final presentation which I feel I managed to do clearly and in a way that could be easily interpreted by use of pie charts to demonstrate percentages.

Is there any aspect of my project that could be taken further? What might my next steps be?

I was greatly interested in the impact that memorials affect people however I was unable to fully explore this in this project. I thought it would be interesting to explore the way in which some memorials are personalised and how, as a result of this, the personalised ones have a greater impact on people than generalised ones. This links to the individualisation of history and so would be quite interesting to look at in more detail.

Candidate signature	Date	
Assessor signature	Date	

Social Sciences: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name										
SCN										
Centre name										
Assessor name										
Project title	Personalising History Through Film									

In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding

My knowledge of the Holocaust and of World War 2 helped me to engage in deeper conversations with the University lecturer than I would have been able to without it. This meant that I was thus able to ask more pressing questions and engage in more useful discussion that proved to be more useful. Because of my studies of Germany prior to, during and after the Nazi regime, I was able to understand more fully the context of the film 'Schindler's List' and I was therefore able to effectively communicate an accurate interpretation of the film to the pupils. I have developed my skills in evaluation and analysis as I've been forced to extract information that is crucial and dismiss certain research that has not been necessary for my project which is a skill necessary for both Advanced Higher History and Advanced Higher English.

Research skills – analysis and evaluation

The research process was long and continued throughout the duration of the project. I gathered information and fact files about many individuals during the Holocaust so as to communicate their stories to the pupils in second year. I did this through books from the Mitchell Library ('Defying Hitler' – Sebastian Haffner) and through online journals and webpages and I had to select which sources and which accounts to use. I had a good opportunity in my interview with the University history lecturer from Strathclyde who gave me very helpful advice and interesting perspectives on my project concerning the use of film compared to orthodox historical sources. As an oral historian she was a reliable source of information and a person whose opinion I trusted because of her field of research and work. A vital part of my research was the surveys completed by the second year classes and by making these up and distributing them before and after my lessons I feel that I was

able to fully gauge how effective my project was. I was able to contrast the results from before and after so as to see the difference and the effect the film clips had on them. However, I recognise that only a relatively small sample of pupils were taught and surveyed and so this could be seen as an area which could have been improved upon.

Interpersonal skills – negotiate and collaborate

I had regular meetings with my mentor throughout the project and this helped to keep me on track with my research and with my timescale. Despite working independently and creating the lesson plans alone I discussed which film clips were most appropriate to show and which would be most effective. I relied on teachers' willingness to dedicate time for me to conduct my two lessons and discussed beforehand what the pupils had been taught and what stage they were at. As I was able to make contact with university staff at Strathclyde University I was able to develop my interpersonal skills as I had to establish initial contact and establish a date and a time to meet so as to suit both peoples' schedules. I also had to establish the interview points independently and decide what issues were the most important and relevant to discuss. As I had never done anything like this before I feel I have definitely improved in my ability to establish contact and discuss issues with people.

Planning – time, resource and information management

I had to adjust several of my personal deadlines I had created because of other school commitments and this affected the timescale of the overall project. I had planned to have established contact with and interviewed university staff by early November; however, it was not until the 21st of November that I was able to meet with them. This could not have been avoided however and so because my planning had allowed for several weeks before this and the lessons it had no negative effect. The lessons themselves also had to be postponed from December to January, due to several of my other commitments which included UCAS deadlines, my Advanced Higher English dissertation and the LNAT which were all due to be done by December. I did, however, manage to conduct my research within my allocated time and was able to do the lessons and my final presentation at the deadlines that had been agreed. I kept all my research in an organised folder and kept a log of the dates in which things were due to be done so I could meet my targets.

Independent learning – autonomy and challenge in own learning

As this has been the first project like this I have done it has been a great learning experience. My independent learning has certainly been developed as I created my own targets and established my own means by which I would meet them. I conducted research without outside help and established contact with the university staff. I took this initiative and looked to meeting with the lecturer so as to gain a better and more thorough understanding of personalised history. This independent way of learning has helped me in this project and also in my History and English dissertations which have both been done independently. I feel it has definitely been a challenge to discuss my ideas with people I did not know and to communicate them to fellow pupils that I did not know.

Problem solving – creative approaches; critical thinking; logical approaches

My initial attempt to contact an outside source was the George Washington University; however I did not receive any feedback from them. Initially I was worried that this would have a bad effect on my overall project however it became clear that my later interview with the University lecturer at Strathclyde was very useful and provided me with all the knowledge I needed. I also realised I could use other sources, such as webpages and books and so this did not hinder me from continuing with the project. I had to collect accounts from various sources and put these together in a way that was logical and comprehensive. I had to think of the best way to present my ideas to the second year classes so as to interest them and portray my ideas with clarity. Fortunately I did not come across many problems with the project and so none of the contingencies were required.

Presentation skills

I feel my final presentation was communicated in the most appropriate way. I used visual aid in communicating statistics so they could be easily and clearly understood but I did not want to rely too heavily on visual aid so as to engage the audience in what I was actually saying. The audience of Social Subjects teachers I also feel was appropriate as I feel my project would be of most use to them as they could potentially use the individual stories and film clips to engage pupils and aid their understanding in an alternative way. The presentation itself included the main objectives and aims of my project and how I went about achieving these. I also demonstrated the use of film to help the understanding of history by showing a clip from 'Schindler's List' portraying Helen Sternlicht. I felt this was necessary to provide an example of how film can be used in this way. I also summarised what I had found from the pupils' surveys and how they felt about the use of film clips and individual stories and showed that the vast majority of them did indeed enjoy the use of film clips and found them useful in their understanding and nearly all of them said that after the lesson they recognised that learning about individuals in history was important. I spoke largely without notes and feel I was very well prepared to do so. Therefore, I believe it reached a logical conclusion and achieved what I had intended it to.

Self evaluation – recognition of own skills development and future areas for development

This project has helped me develop in a great number of ways. My time management has always been fairly good; however managing this and my other subjects has proved challenging and so it has allowed me to realise my capabilities as even though I found it challenging I managed to meet all deadlines, even if timescales had to be shifted slightly. I feel like I managed to take on feedback and use any advice so as to best conduct research and present my findings. The reaction to the lessons was good and so this encouraged me in my research and made my final presentation more enjoyable to work on and to present because I felt I had achieved what I had set out to do. I personally developed my own understanding of history by speaking with the University lecturer at Strathclyde and thus my view of history and the methods by which it can be approached and taught were enriched by this experience and I was allowed to appreciate more the way in

which people in history were actually affected by events in ways that can never be fully understood or discovered. This made me approach the project in a different way and also impacted the way I approached my Advanced Higher History Dissertation. Despite facing a few setbacks in terms of diverting from my timescale; my overall project was not hindered and I was still able to do all I had set out to do therefore I am fairly happy with my project. My confidence in my ability to present findings has grown as I had previously been quite nervous of speaking in front of groups. I also feel I am now more able to rely on my own research and my own findings so I can work more independently which will be very useful in the future.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project (*eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future*)

Skills that I have used in this project that I would like to develop further (*eg using skills in even more challenging situations, more working on your own, more team working*)

Social Sciences: Interdisciplinary Project

Assessor Report

Candidate name:

Candidate number

Centre:

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Identification of opportunities for:	
• own skills development	√
• collaborative working	√
• accessing less familiar learning environments	√
• application of subject knowledge in a broad context	√
• use of knowledge and skills across different disciplines	√
• making connections between subject knowledge and the wider world	√
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
Comments	
<p>The candidate had developed a well thought out proposal that showed realistic goals and ambitions within the timeframe.</p> <p>The candidate has clearly identified her reasoning for undertaking this project, it is clear that this was a project which was of significant personal interest and something which helped develop the research skills that she will be required at university.</p> <p>She has made a clear and detailed assessment of her skills, both in research and in English, and explained how she thinks that these will be developed by undertaking this project. It is clear that her ability in both English and the research skills developed in History helped her throughout this project.</p> <p>Her plan made good use of the opportunities available to her, including a school trip to Washington DC where she planned to visit the Holocaust Memorial Museum.</p> <p>She realised that this project would challenge her in many different ways but has included this in her proposal in the hope that it would help to develop the overall quality of her work.</p>	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	√
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	√
Realistic timescales and achievable milestones for each stage of the project.	√
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	√
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	√
Anticipation of probable and possible factors which may impact on the project.	√
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	√
Outline the process for achieving own identified development needs.	√
Comments	
<p>The candidate has a well developed plan which is clear in its objectives, these are outlined in the proposal.</p> <p>Her planning was very detailed and included a number of strategies to overcome any difficulties that she would encounter. Throughout the plan she regularly evaluated her progress and was able to adjust her aims accordingly.</p> <p>She sought advice on her plan and on the feasibility of certain aspects of it, when it became clear that certain things were not possible in the timeframe she adjusted her plan without compromising the quality of her project. She used the mentor meetings to very good effect and also asked to arrange other meetings to discuss her progress when she felt it was required.</p> <p>The detailed plan that the candidate had developed allowed her to be prepared for many of the problems that arose, any unforeseen difficulties were easily overcome due to her ability to work around them.</p> <p>Throughout the project, she showed an awareness of her own strengths and was aware of the skills she wanted to develop and how she would be able to do so.</p> <p>The candidate undertook a significant challenge but due to the detailed plan that she had in place and her work rate was able to complete the project in the required timeframe.</p>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	√
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	√
Clear presentation of main findings/outcomes.	√
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	√
Skilful and creative use of resources, including people, information and learning context to progress the project.	√
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	√
Comments	
<p>The candidate successfully brought all of her work together to help her complete very successful and insightful presentations.</p> <p>The presentation took place in two stages. Through lessons with S2 pupils the candidate demonstrated how her confidence had increased throughout the course of this project as she successfully taught two S2 classes.</p> <p>In preparation for these lessons she sought advice on her lesson content, resources and on the questionnaire that she used to assess the success of her lesson. She made very good use of this advice and utilised it fully to help improve the quality of her lesson.</p> <p>Her lessons were well planned and involved a variety of different activities which helped to engage all pupils in the lesson, even those who often showed a lack of interest in the subject.</p> <p>She was able to elicit questions from the pupils and demonstrated the wealth of knowledge that she had developed as she was able to answer all of them to the satisfaction of the pupils.</p> <p>In her presentation of findings to History teachers, she skilfully brought together all of the work that she had completed. She made good use of the data collated and used this to support her belief and present a very strong argument to show that pupils learned better through the personalisation of history.</p> <p>In her presentation she was able to overcome some technical difficulties and was still able to fully explain what she had gained from experience of interviewing a lecturer from the University of Strathclyde. This helped to support her project and showed that she had conducted a valid and very worthwhile research project.</p>	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	√
Effective use of chosen communication method(s).	√
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	√
Careful choice and skilful use of communication and presentation methods(s).	√
Comments	
<p>The candidate has provided a very thorough, yet understated, analysis of her project. She has commented that the project was fairly successful but it is clear that all of the work that she has undertaken has helped her produce a high quality project, for which she should be commended. Her communication skills and her confidence have improved significantly throughout the project, this is shown through the fact that she was able to step out of her comfort zone, visit and interview a university lecturer and then teach 2 classes in school.</p> <p>Throughout the project she evaluated what she was doing and made any changes that were required in order to allow her to complete the project on time and to the high standard that she sets for all of her academic work.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	√
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	√
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	√
Assertive and justified use of feedback from others in evaluation and identification of development areas.	√
Comments	
<p>The candidate has provided a very honest self-evaluation of her both skills development and her personal development and I agree wholeheartedly with what she has said.</p> <p>Throughout the project she sought advice when required and used this to help improve the quality of her work. This was particularly true when it came to the teaching of the lessons. She sought advice and used the advice to create her own materials which were of the highest standard. Throughout her project she showed a high level of self motivation and a commitment to the project. This allowed her to meet even the tightest of deadlines that I may have set her.</p> <p>The candidate began this project as a very able, highly motivated and very self aware</p>	

pupil but I believe that through conducting this piece of work she has developed her understanding of her own strengths and abilities.

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A
Additional Comments/Overview This was an excellent piece of work and I have no hesitation in recommending that this project is awarded a Grade A.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____