



The Scottish Baccalaureate in Social Sciences

Interdisciplinary Project- Exemplar 6

“To examine the effect of Braehead Shopping Centre on retail businesses within Paisley Town Centre.”

Grade: A

Social Sciences: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	To examine the effect of Braehead Shopping Centre on retail businesses within Paisley Town Centre.								
Project outline									
<p>The aim of this project is to investigate the impact of Braehead shopping mall on the retail businesses in Paisley town centre. A variety of aspects will be assessed, including an analysis on shopping habits and consumer demand in relation to the area, the history and development of shopping and the impact on local small scale businesses in Paisley, as well as the larger malls. I will approach the public through conducting a questionnaire to investigate personal reasons for shopping in Braehead, and in Paisley, and thereafter to gain an indication of the shopping cliental in each area. I hope to spend time interviewing and emailing members of the Chamber of Commerce – enhancing my knowledge on the subject and gaining first-hand information on cliental, the impact on the economy and society and also why the location of Braehead was chosen. I will contact small scale businesses in Paisley to discover the impacts on business and through estate agents and the internet; I intend to find out if there are other reasons that would affect businesses in Paisley other than the introduction of Braehead. Throughout recent years, the number of businesses in Braehead has increased and I would like to gain an indication as to why this has happened. I will examine this by, for example, comparing the price of retail rents in both shopping malls in Braehead and Paisley.</p>									
Reasons for choosing this project									
<p>I am hoping to study Geography with Business Management at University next year, so I feel that by increasing my knowledge of consumer demand and habits, particularly with regards to effects on businesses, I will be at an advantage. Currently at school I am studying Advanced Higher Geography and Higher Business Management and Psychology and I feel that the research I will undertake for this investigation will be beneficial – in terms of the knowledge I will gain and also through developing my social and interpersonal skills which will help me in later life. I feel this topic is one fundamental to investigate as recently the media have documented the death of town centres and have been searching for methods of revival. I am particularly interested in the topic of retail in business, with perhaps a view to a career in this area. Additionally, the self-regulating type of work required for a Baccalaureate will stand me in good stead for independent work at university.</p>									

The broad contexts this project will cover are

Citizenship

My project will involve working with a variety of members from the Paisley community in order to extract valuable information which I can use to make my presentation of a high quality, whilst educating younger pupils in my school.

Enterprise

I will be contacting various businesses to examine the detrimental effect of Braehead in order to gather first-hand information which is reliable and accurate.

Employability

The experience of researching a topic beyond my present knowledge and taking my learning beyond the classroom in order to meet experts in the business world will develop skills that will be of benefit to my own future employability. I am intending on entering a business career path, good communication skills will be essential.

Economic development

I am investigating a problem which has significant effects on the economy of Paisley due to a high unemployment rates and the closure of previously influential businesses, which may become a hindrance to economic development.

Sustainable development

Learning environments I will access are

I will seek advice from the expertise of the school's Geography, Business Management and Psychology teachers. I hope to carry out a questionnaire, at Braehead and in Paisley town centre, which will be of great use to me in terms of collecting insightful information. I will contact members of the Chamber of Commerce in order to find out the reasons behind the location of shopping centres and future developments of how they aim to rejuvenate Paisley, as previously mentioned. Also, by contacting estate agents and using the internet, I can get an indication as to the number of retail buildings, currently and previously, up for sale and therefore, an understanding of Paisley in relation to the future.

How I will use my knowledge of social sciences

I plan to utilise my geographical skills through the interpretation of facts and data collected and gained from research. I will collate, analyse and interpret statistical data obtained from questionnaires, figures received from estate agents and the information I will collect from interviews. I aim to construct a sphere of influence around the high order services in both areas and to be able to construct this to a high level will require a detailed knowledge and understanding of Geography. The interdisciplinary nature of the chosen topic will allow me to use knowledge gained in Psychology, when conducting interviews with the public and my Business Management knowledge will help in researching the impact of businesses in both areas.

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

- *application of subject knowledge and understanding*

I wish to deepen my knowledge I have gained from Higher Geography and Business Management and the Psychology of shopping behaviour. I will apply this knowledge I have gained to present my findings in a logical way that is easily understood by all the members of the school community. I wish to go into a greater depth in regards to subjects - such as, I have prior knowledge of questionnaires, but I have never had to conduct one.

- *research skills – analysis and evaluation*

I have not researched a subject in such depth, so this investigation will enhance my skills; through evaluating and researching. This will help me with my Advanced Higher Geography dissertation, Higher Psychology research investigation and thereafter at University. I hope to develop skills which I have never previously used before, namely organisational skills and the ability to collect reliable and useful information. Currently I feel my analytical skills are limited due to the use of secondary sources, but the use of primary sources, such as an interview, will benefit me in the future.

- *interpersonal skills – negotiation and collaboration*

I intend to discuss plans and organise meetings with my assessor and a variety of people out with the school community, for example an executive in the Chamber of Commerce. I will have to negotiate; the arrangement of the meeting, the time of the interview, in addition to the arrangement of deadlines of various pieces of work with my mentor. My interpersonal skills have so far been limited to working with my peers and teachers. By carrying out this investigation, I must communicate to adults from a variety of professions, which will be an important skill to have developed in later life. This ability to communicate will be essential when collaborating and speaking to the public during the questionnaire and interviewing estate agents.

- *planning: time, resource and information management*

In order to complete this investigation to a high standard, effective time management is essential around my other subjects and extra-curricular activities. I will need to arrange meetings and source information early on in the project and to fully utilise them. My information will be kept neat and organised, so it is easy to access when I have to complete the presentation. Throughout the year, I will regularly update my progress log, meaning I can effectively evaluate my time management and any successes or areas of difficulty.

- *independent learning – autonomy and challenge in own learning*

I will find this topic challenging, as it requires me to use skills which have never been previously required. I must contact individuals independently, making me a more independent individual and therefore accurately preparing me for the style of work at University. I will find communicating with people from high order professions particularly difficult - something which I aim to be more confident in on completion of the Baccalaureate.

- *problem solving – critical thinking: logical and creative approaches*

I must apply previous knowledge of experimental skills gained from Higher Geography to my investigation, to improve my perception of the topics I am studying. At the

moment in Advanced Higher Geography, I am beginning work which is of a similar nature; I therefore will combine the skills I have gained from my dissertation to the completion of the baccalaureate. This project will also need to be planned precisely and time management is essential. As I am relying on a variety of contributions to my project, I am likely to incur a variety of problems. I may therefore need to use problem solving skills to ensure cooperation. I am aware that planning might not always run smoothly and continuous plans will have to be put in place in order to overcome any arising problems. Even then unexpected events can arise which might demand a more creative change in plan to overcome the obstacle.

- *presentation skills*

I aim to present my findings in the form of a power point presentation to my peers. This will be difficult – it must be informative, attractive and be capable of holding the attention of a group of adults. I will utilise presentation skills I have gained from Higher Art to make the power point attractive. I will also try to make the presentation appropriate to both pupils and adults. I aim to involve the audience by making the power point interactive, for example, by questioning and humorously analysing female shopping habits.

- *self evaluation – recognition of own skills development and future areas for development*

As the plan evolves from consecutive stages, I will self-evaluate the work I have completed, to gain an understanding of the most successful research skills. This information can be accessed through the completion of a progress log. However, previous experience of evaluating my work, for example in Higher Chemistry experiments, is fairly limited as this focused on methods and areas that went wrong. I hope that the baccalaureate will enable me to reflect on my interpersonal skills, hopefully allowing me to learn more about myself as an individual and how I interact with people in an unfamiliar environment.

Assessor feedback to candidate

This is a great start. You have chosen a topic which will allow you to develop the skills you have highlighted. Well done for embracing from the start the interdisciplinary aspect of the project. It is clear that you can see the connections across the disciplines. You have Identified already the importance of taking your learning beyond the classroom. This proposal identifies opportunities in which your knowledge of your subjects can be deepened. It is an ambitious proposal, but your organisation and commitment to it so far has been excellent.

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	The effect of Braehead shopping centre on retail businesses within Paisley Town Centre								
<p>Is this a group project? yes <input type="checkbox"/> no <input type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales (Detailed timescales included in Gantt Chart)</p> <p>September – Initial research of shopping centres and of the topic in general from the internet and school Geography department.</p> <p>October – Write the final draft of the Proposal Design and complete the questionnaire Email businesses in Paisley</p> <p>November – Finish Plan Conduct questionnaire in Braehead Shopping Centre Interview Estate Agent</p> <p>December – Conduct questionnaire at Piazza Shopping Centre, Paisley Interview business executive in the Chamber of Commerce</p> <p>January – Finish Plan Begin to analyse gathered information Use results to make relevant graphs and conclusions</p> <p>February – Organise presentation for Higher class Complete handouts for during the presentation</p> <p>March – Finish evaluations Complete the project</p> <p>(Detailed timescales included in Gantt Chart)</p>									

Planning

To be able to meet my targets, I will have to rigorously follow the plan I have devised on the Gantt Chart and write down any comments for each activity. I will keep a log of this in the provided Progress Log. I will dedicate one of my free periods in the week solely for the IP and meet my mentor every week. Should I fall behind, which is possible during Prelims in January, I will need to ensure my time management ability is of a high standard to be able to foresee any potential difficulties and overcome them by giving myself a realistic set of targets.

For my research, I will email various businesses in Paisley with a set of questions to provide me with a realistic view of how Paisley has changed over the previous few years. I will initially email the estate agent, however, should I feel it would be more beneficial to arrange a meeting, I will organise an interview. I will email the executive from the Chamber of Commerce to arrange an interview, which will involve me travelling to his office. Finally, I will conduct my questionnaire inside the shopping centres to find out consumer opinions on the areas and to understand consumer demand. This will require effective communication skills and an attractive and straight forward set of questions to ensure maximum participation.

Resources

To further my knowledge of consumer demand and shopping habits, I will contact individuals who have vast amounts of experience in the retail and rejuvenation sectors of business. These include an estate agent and the executive in the Chamber of Commerce. Therefore, this information will be informative, reliable and accurate. I am also going to contact smaller scale businesses to discover if their trade has notably decreased or been affected by the opening of Braehead, such as, the traditional kilt makers and a children's wear shop, both of which are located in central Paisley. I will also seek advice from the staff of the Geography and Business departments when analysing my results so as to gain an insight to more detail on the subjects. They can also look over my questionnaire and give me any advice which would allow me to gain the correct information. My Psychology teacher can also advise the best ways in which I should deal with the public when conducting the questionnaire and the most effective layout that should give me the greatest number of participants. To further my knowledge, and to add depth to my findings and final presentation, I will make sure my research is current by going in to businesses in person and face to face interviews with both the public and the experts I have identified.

Research methods

To contact the executive from the Chamber of Commerce and various other businesses in Paisley, I will email them and await their response. At this stage I have already made contact with the Glasgow and the West's Manager of a Legal Estate Agency firm, who has passed me onto the partner of a Solicitors firm. I will then interview these business men to find out their personal knowledge of Paisley and the way they have been affected by the opening of Braehead. My questionnaire will be conducted outside the two mentioned shopping centres and will be completed by 50 people at each location. This will allow me to investigate consumer demand and hopefully, the reasons that make Braehead a more attractive and popular shopping centre. The focus of my project is for the Higher Geography class; however, I would

like to make it available to as many pupils as I can, so I may arrange with my geography teacher to additionally give the presentation to S1 or S2.

Presentation

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

I believe all Higher Geography pupils will benefit from my project as my findings are relevant to the course they are currently undertaking, furthering their knowledge of the subject. I also hope this will help them to decide if they wish to take Geography to a further level, and to a potential career in the subject. My current Higher Business Management and Psychology class should also benefit from my project, as I will be able to share with them knowledge of how to effectively deal with the public and the best ways to undertake an investigation of a large size. The project as a whole should provide an insight to the death of town centres and an understanding of consumer demand.

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

I will present my findings to the audience by means of a power point presentation. This will contain only small amounts of information, so it remains interesting to view and not too cluttered, boring the audience. The majority of the information I will present as a talk. The presentation will also include graphs and charts in addition to photographs I have taken. This should make it more attractive and ensure all the figures are easy to understand and are comparable with one another. Also, I will come up with an interactive shopping quiz. This will be done with the intention of involving the audience and allowing them to see the true effects of shopping – i.e. should they favour Braehead, they are able to see why Paisley town centre has, essentially, died. During the presentation, I will hand out the quiz to the audience in order to immediately capture their attention. This quiz will focus on their shopping habits, as they will all be familiar with the shopping environments being discussed, I can effectively relate the results to population on the wide scale as well as to individual tastes and results. To aid the interaction of the audience, I would like to add a humorous edge to the quiz, for example, by light-heartedly discussing female shopping habits and demands.

Dependencies

Firstly, background reading on the topic of changing shopping patterns should be completed, allowing me to fully understand the information I aim to collect and what information I should include in my questionnaire.

The information gathered will also depend on the people I am gathering the information from and the amount of detail they are able to provide me. For instance, I may be interviewing them at a particularly busy time and they may be unable to complete my interview, or complete it in any great detail. Should this happen, I must devise an alternative strategy. This could be, emailing them the remaining few questions or phoning them during a quieter period.

I am requiring the public to be willing to spare a few moments of their time to fill in the questionnaire and for them to take the questions seriously and only respond with reasonable answers.

Additionally, this research must be completed by February, so I have enough time to evaluate the information, conclude it effectively and produce an informative presentation.

Contingencies

Any anticipated problems

My plans for overcoming the anticipated problems.

Executive at chamber of commerce may not be available

Phone him and conduct an interview via telephone.

Emails to various businesses may be ignored or not completed with the level of detail I require

Try to contact them again. If this is not successful, I will phone them. Should this also fail, I will have to email a new business that provides a similar service in the area, asking them the same questions.

Poor response to the questionnaire

Seek advice from the internet as to the methods to conducting a questionnaire and seek support from the teachers expertise. Or, conduct a survey to a large number of participants around the local areas by email or mail, to hopefully increase response rates.

Solicitor may be unavailable

Phone him or email him with my devised set of questions. Should this be unsuccessful, I can ask him to pass me onto people with relevant knowledge of housing prices in the named areas.

Pupils may become bored during the presentation

Make it more interactive and involve the audience to a greater extent. This could be done by asking them questions, or offering a prize to the best answers and overall quiz winner.

Method for recording my skills development and future areas for improvement

I will take photographs in Braehead and around Paisley town centre, which I will thereafter include in my presentation. By doing this, and photographing my actual presentation, I can later review how aesthetically pleasing the power point was. This should therefore develop my presentation skills for the future. I will also ask the class and geography teacher for feedback on the presentation, allowing me to take note of any areas of weakness. At the end of the power point, I will evaluate various aspects of the talk, for example, my delivery, relevance of information, overall benefit to the class once hearing the presentation and presentation skills. This evaluation will allow me to analyse my project into a greater depth and understand how I can improve, something I will find useful when conducting presentations outside the school community.

My Progress Log will allow me to evaluate my time management skills and my ability to meet deadlines, as well as reflecting on the progress I have made over the completion of the project. I also meet with my mentor once a week, which helps me to set realistic targets, providing me with relevant help. This ensures I am well prepared for the challenging nature of a Baccalaureate.

Assessor feedback to candidate

You have detailed clear objectives for your project. Your plan is well developed for this stage in the project. It is good that substantial contacts have already been made as this will help in allowing your research to move along quickly.

You have clearly thought of potential pitfalls and thought about contingency plans. It is good that you have dedicated a set time every week to work on your project and another time to meet your mentor. I would think about your audience. If you want a higher level presentation, it might not appeal to both S1/2 and S5/6.

It is evident from our discussions and your plan that you have a great enthusiasm for the chosen topic.

Plan approved	✓	Further work required	
Candidate signature	Date		
Assessor signature			

TASKS

Week beginning

14-Sep 01-Oct 08-Oct 15-Oct 22-Oct 29-Oct 05-Nov 12-Nov 19-Nov 26-Nov 03-Dec 10-Dec 17-Dec 24-Dec 31-Dec 07-Jan 14-Jan 21-Jan 28-Jan 04-Feb 11-Feb 18-Feb 25-Feb 03-Mar 10-Mar 18-Mar

Weekly meetings with mentor

Update progress log and make notes for further evaluation

Research of topic

Start Proposal

Design questionnaire

Email businesses in Paisley

Final draft of Proposal

Start Plan

Contact Braehead Shopping Centre

Conduct questionnaire inside Braehead Shopping Centre

Contact Estate Agent

Contact Business Executive in The Chamber of Commerce

Conduct interview with The Chamber of Commerce

Contact The Piazza Centre Shopping Mall, Paisley

Conduct questionnaire in The Piazza Centre

Conduct interview

Analyse gathered information from surveys

Interpret information into graphs and tables

Prepare presentation

Trial presentation in front of family and friends

Obtain feedback

Final amendments to presentation

Conduct presentation

Obtain feedback and evaluate

Evaluate skills development

Social Sciences: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	The effect of Braehead shopping centre on retail businesses within Paisley Town Centre

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I decided to present my research and findings in the form of a power point presentation to the Higher Geography class, two Geography teachers and to the Scottish Baccalaureate School Co-ordinator. As a large percentage of the Urban Geography course content is of a similar nature to my topic of interest, I felt that the Higher Geography class would find the talk to be beneficial and aid their understanding, allowing them to fully appreciate the interdisciplinary nature of this topic. Unfortunately, I was unable to present my research to S4 Geography as I was unable to arrange a suitable time. However, I was able to arrange for Advanced Higher Geography pupils to view my presentation. This was successful as they were able to offer effective feedback and improve their own existing knowledge of this topic.

I did not want this presentation to be a lecture. Although I wanted to present my findings, I wanted to involve and engage my audience. I felt that by using a power point presentation, I was able to fulfil this requirement. This allowed me to ask the audience a variety of questions, as well as to relate some of my findings to their everyday life, helping them to fully understand the full effect as to which Braehead has impacted upon Paisley. For example, I asked the audience about their personal shopping habits and asked for reasons why they chose Braehead as their shopping location. The results showed that pupils descend upon Braehead frequently, often as much as weekly, yet the majority of the class had never visited The Piazza Centre. This was due to a range of influential factors, but the most common was the lack of desirable shops.

I chose to use a power point as it is relatively straightforward to compile information onto and additionally enabled me to use a variety of graphical and statistical techniques to present the results of my research. I thereafter was able to include a range of photographs of each location, from the past and present day, to which I could subsequently discuss in the latter part of my presentation. This made my presentation more aesthetically pleasing to the audience and helped them absorb

the information.

The first part of my presentation included a general summary of shopping habits and consumer demand over the Scottish region, as well as a few statistical facts. I then discussed reasons as to why habits have begun to change and the problems that this has caused. Thereafter, I began to focus purely on Braehead and Paisley town centre and related these shopping malls to the information previously discussed. I had compiled related graphs to help me to display this information effectively; for example, a sphere of influence diagram and proportional symbols displaying the types of goods bought by customers at each location. These graphs were compiled from the consumer surveys taken at Braehead and The Piazza Centre. I ended the presentation by using photographs to show the drastic change at each location over a period of time. The audience were amazed at the drastic changes in the locations, which evoked great discussion. Finally, I discussed the information I had received by conducting the interviews with an executive in the Chamber of Commerce and a solicitor; for example, the ways in which Paisley aims to rejuvenate the town centre.

As a final activity, I asked the class to split into pairs or groups of 3. I then handed them a selection of cut out cards each with different factors which contribute to the success of a shopping centre. For example; range of shops, accessibility, location etc. The pupils were asked to put these factors into a hierarchical structure or ranked order, with the most influential factor being placed at the top. This was a successful activity, as pupils used their previous knowledge of the topic, in addition to facts I had mentioned, and all independently arose to the same conclusion; that accessibility and range of shops were key to a successful shopping centre.

As this presentation had a fairly high statistical content, I decided to give each member of the audience a hand-out sheet which contained a general overview of my presentation and the main points to remember.

I also encouraged the audience to complete a short feedback questionnaire after the presentation which allowed me to fully evaluate the success of my power point and to identify any areas which could be improved.

Assessor feedback to candidate

A very engaging presentation. You captured your audience's attention by clearly relating the introduction to their shopping habits. I found the whole presentation very informative and it was presented in a manner that clearly demonstrated that you had an extensive knowledge of your topic. The power point slides were very clear, colourful and the use of the pie charts and other statistical diagrams made the data you had collected more relevant and understandable. The audience enjoyed seeing the old photographs of Paisley. This made an impact on the understanding and illustration of the changes that had taken place. The Sphere of Influence diagrams cleverly depicted why Braehead seemed a good choice for the shopping area as the diagram indicated the excellent traffic links in terms of motorways and public transport. The audience were very interested to hear of the new plans to regenerate Paisley town centre and it was clear that your meetings

with experts were fruitful in providing you with up to date information. The audience participation was an excellent idea and everyone took part willingly, providing good discussion and follow up questions, which you clearly handled well. Inviting written feedback was a good idea. This will allow you to evaluate at first hand the audience's views.

Candidate signature		Date	
Assessor signature		Date	

Social Sciences: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The effect of Braehead shopping centre on retail businesses within Paisley Town Centre								
<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 that my project has been very successful and I have effectively shown the effect of Braehead on retail businesses in Paisley Town Centre. At the beginning of my research, I found it incredibly difficult to focus on one particular aspect of Paisley that has been affected as there are such a vast number of variables which have contributed to its gradual decline, such as; changing types industry, pedestrianisation, the needs of the local population etc. But, throughout my extensive research of the topic of retail, I have felt that my knowledge of shopping habits within Braehead and Paisley has greatly improved. As a result of this, I was able to present an interesting and informative power point presentation to the Higher and Advanced Higher Geography pupils.</p> <p>On completion of my presentation, I received very encouraging feedback on the evaluation sheets. The pupils felt that my presentation effectively reinforced information learnt throughout the Urban Geography course and found the spheres of influence and proportional symbols diagrams to be particularly beneficial when reinforcing the statements made about shopper demographics.</p> <p>My planning allowed me to ensure I met my deadlines throughout the year, despite other school commitments. The Progress Log aided my time management, as I could relate completed tasks to future tasks foreseeing any potential difficulties and strive ways to overcome them. For example, when arranging a suitable time and date to conduct the interviews. The completion of a Gantt Chart also helped me to prioritise activities and foresee any busy periods. This meant I could plan ahead, avoiding rushing to complete work at a later date. For example, I was to complete dissertation work in February and as a result had a large proportion of the Baccalaureate work completed beforehand.</p> <p>Primarily, I feel that the development of my interpersonal skills has been the greatest strength of this interdisciplinary project. Beforehand, I had never conducted an interview with a person whom I didn't know. Yet, on completion of the interviews with the councillor and solicitor, I felt as though they had been very successful and I had extracted a greater amount of information from the men than I</p>									

had expected to do so.

However, the time constraints of this project proved to be very demanding. As this is such a vast topic, I found it to be very time consuming to research all the factors which have had a detrimental effect upon retail businesses within Paisley and as a result, was unable to research these into a great depth. Additionally, the construction of my spheres of influence diagram took a longer time than I had expected. To compensate for this, I decided to annotate these diagrams to show the major road links surrounding each centre, which I subsequently allowed the pupils to hand around the class during the presentation.

How effective were my communication methods throughout the project?

I had to undertake a variety of communication methods throughout the project. To make these as effective as I could, I used skills I had developed from aspects of social Psychology. Whilst dealing with the public and highly regarded business men, I made myself appear confident, yet approachable. I also made sure I didn't slouch and spoke clearly. Whilst conducting the presentation, my voice remained loud and clear and the power point was aesthetically pleasing so as to hold the audience's attention.

Firstly, I had to phone, and latterly email, both Braehead and The Piazza Centre to explain my project and to negotiate a suitable time, date and standing position to conduct the questionnaire. This was important as I had to ensure I was going to be present at a busy enough time, so my results would be accurate representations of the shoppers present in the centre, and that where I was standing wouldn't influence the type of transport used by each consumer. This was overcome by standing at all the entrances at each centre.

Secondly, I had to contact the business executives in order to arrange interviews. To arrange an interview with the councillor I emailed his secretary who kept me updated with his busy schedule and subsequently, gave me a list of appropriate dates. Prior to establishing contact with the solicitor, I spoke to an estate agent who was able to pass me onto the solicitor. Thereafter, I emailed him a few examples of the types of questions I wished to ask so he could check if he was capable of fulfilling the needs for this interdisciplinary project. He responded positively and gave me a selection of possible dates to conduct the interview. For this, I had to use my initiative to contact them, giving them enough notice and time to meet up. I also emailed them the list of questions I intended to ask, allowing them to prepare for the interview. As a result of this, both men brought me booklets and relevant newspaper articles to help with my development and knowledge of this topic. On completion of both interviews, both were very impressed with the way I conducted the interviews and handled myself throughout. They additionally felt that I asked a range of well researched questions that related well to my chosen topic.

On a weekly basis, I have been in communication with my mentor. During this time I have discussed with her my progress throughout this project. I have been in constant communication also with the schools Scottish Baccalaureate Co-ordinator who has tracked my progress and been there to offer advice. She has encouraged me to take positive steps with my project and has pushed me to set difficult targets

for myself.

When communicating with members of the public, the councillor and solicitor I had to ensure that I was approachable, addressed them with a friendly manner and spoke clearly. As I was asking questions, I had to be well prepared and make sure that I could effectively interpret the responses into my presentation.

Finally, when presenting my power point I had to communicate effectively and adaptively with the pupils and teachers in a way which allowed me to explain the information clearly and also so I would give an accurate and useful response to any questions asked. When answering these questions, I tried to relate my response back to my presentation and to give them examples of my findings. For example, this allowed me to effectively evaluate my spheres of influence diagrams. Whilst explaining the group activity, I had to make sure I spoke to the class in a way that I wasn't patronising their ability, yet the objectives of the activity remained clear. To do this, I briefly explained what I wished for them to do and thereafter, went around the class to answer any additional questions.

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

As this presentation focused purely on the effect of Braehead upon retail businesses within Paisley Town Centre, the next step could be to examine the effect upon industry within Paisley. I briefly mentioned this within my presentation as I discussed the significant change along the main streets in Paisley, making particular reference to the fact that the main manufactures; Robertson's Jams and Polson & Brown, were no longer in existence, yet were an integral part of Paisley during the 60s/70s. In the introduction to my presentation, I discussed changing methods of shopping, e-commerce and the death of the high street, yet was unable to fully investigate these topics during my research. Should I take this topic further, I would like to focus my work on retail within Glasgow and the impact that the internet has had upon smaller scale businesses around Glasgow, Braehead and Paisley. I also mentioned ways in which Paisley aims to rejuvenate its town centre. Should I take this project any further, I would like to investigate any other towns which have been subject to the same forms of degeneration as Paisley and investigate if they have managed to overcome these problems.

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	The effect of Braehead shopping centre on retail businesses within Paisley Town Centre								

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

(Think about practical uses for the social sciences you have learned. How did you use your knowledge of social sciences effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

Earlier this year, I undertook my first research investigation during Higher Psychology, whereby my group and I looked at the impact of the ambiguity of a situation on conformity levels. This allowed me to improve my time management skills and note the importance of organisation around the time of deadlines. I could therefore apply this to the interdisciplinary project as I had previous experience of getting my peers to contribute to the success of a project and the writing of evaluations.

Preparing my questionnaire to be conducted in the shopping centres, allowed me to ask a range of questions which I knew would be beneficial for this topic, effectively preparing me for my final presentation. For this, I had to have a good understanding of shopping habits and be able to present such questions in a manner so as to allow for a high response rate amongst customers.

Through the interviews with the councillor and solicitor, I was able to improve my knowledge of rejuvenation schemes and the economic and social impact that Braehead had upon Paisley town centre. This also provided me with an effective insight to the way that a small change, which seems insignificant to many people, can have a significant impact upon a business. Such as, pedestrianisation and the urban landscaping around Paisley town centre have had a detrimental effect upon retail businesses within a close proximity. When devising my list of questions to ask during the interview, I used a large amount of knowledge gained this year from studying Higher Business Management. This meant that I could apply frequently

used business terms to my questions and I could understand the responses of both interviewees more clearly. Both men thereafter noted the sophisticated vocabulary I had used throughout and were very impressed with the way I had conducted the interview.

Although I was familiar with spheres of influence after using them throughout Standard Grade and Higher Geography, I had never actually constructed one. Therefore, this project allowed me to apply geographical theories to my studies. In order to complete this, I had to have a clear understanding of how to collect the information, plot the points correctly and analyse it effectively to the Higher class.

By contacting retail businesses within Paisley town centre, my knowledge of geography proved to be essential. During these discussions, I had to ensure that my questions were entirely relevant to the topic and would provide me with facts, and potentially figures, that would permit me to analyse into graphs and diagrams to use in my presentation.

I am currently studying Advanced Higher Geography and improving my knowledge of shopper's demographics and shopping centres will be beneficial within urban topics. In addition to this, the interpersonal and social skills I have developed through dealing with members of the public and business executives will be beneficial when I am studying Geography at University next year.

Research skills – analysis and evaluation

(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)

I started the year with an aim for this project of investigating the effect of Braehead on retail businesses within Paisley Town Centre and was keen to explore this to the best of my ability. Through discussions with my mentor and school's geography teachers, I had a clear plan of how I would achieve this aim which I recorded in my Gantt Chart. Initially I researched the topic on the internet and through books. Once I had devised my questionnaire, I contacted various businesses and kept a note of this in my progress log. I did the same with the interviews. Once all my information had been gathered, I devised it into relevant graphs and diagrams.

The death of British high streets is a topic which has been recently well documented. The Government and local councils have begun to encourage a variety of procedures to encourage consumers to travel to these central locations and are offering a variety of incentives to potential shop owners, such as; through subsidising retail rents and using an 'imagine' scheme whereby shops are boarded up giving the impression that they are already occupied.

I attempted to use a range of methods to collect information about changing shopping habits. Contacting business executives, estate agents and retail shop owners, emailing businesses and conducting questionnaires allowed me to obtain a wide range of information. Before I began to collect information and analyse results,

I had completed all of my research through internet searches and my schools geography department. This meant that my understanding of the topics was to a suitable level and that my questions would lead to an accurate representation of Braehead and Paisley today.

Throughout this interdisciplinary project, I have been able to significantly widen my knowledge of shopping habits by using an extensive range of research methods, which has involved interviews, questionnaires and phone calls. By contacting these people, I was able to fully understand the extent to which Braehead has impacted upon Paisley. Prior to undertaking this project, my knowledge of Paisley was fairly limited, meaning I found my results to be particularly shocking.

The information I received from undertaking interviews with the councillor and solicitor was extremely accurate and was far more detailed than information I could have extracted from the internet in a short time period. These interviews were very beneficial and were incredibly good contacts to have made.

The information I received from the retail shop owners within Paisley was also accurate and reliable, therefore increasing the validity of the results. In order to have improved this, however, I should have tried to contact more retail businesses as opposed to the 5 I successfully spoke to.

In each shopping centre, I asked 50 customers, spoke to them at the same time of day (1pm) and stood at each entrance to the centres. This improved the validity of my results and ensured that they were representative of the centre as a whole.

I felt that my background research was extensive as I obtained information from a variety of sources. As this has been a recently well documented topic, I paid close attention to current newspaper articles and television programmes so as to keep up-to-date and to include important information in my presentation. Unfortunately, due to time constraints, I was unable to present my findings to the S4 Geography class, which would have been undoubtedly beneficial to their understanding of urban geography.

In order to widen the aspect of shopping habits, I would have liked to widen my research to include Glasgow city centre. This is because, Glasgow is rated as being the top shopping destination outside of London and it would have been interesting to see if it had been at all impacted by Braehead.

I had initially planned to present my project to S1/S2 before I presented to the Higher and Advanced Higher Geography class, however, on discussion with my geography teacher she did not feel as though they would benefit and fully understand my presentation as they are yet to cover this topic within their geography lessons. I also wished for S4 geography to view my presentation, but I could not arrange a suitable time due to clashing lesson times between S4 and S5. Although, I was able to arrange for Advanced Higher Geography pupils to view my presentation, allowing them to further develop their knowledge of this topic.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

As I was working alone on the project, I was forced to develop my interpersonal skills as I had to communicate with all the people I intended to extract information from. Organising the interviews and arranging the questionnaire were both events which required a great deal of planning, and as a result, my time management skills have improved. I also had to communicate with my geography teacher which class I would present my findings to. Although I was reluctant at first, she convinced me to present to the Higher Geography class. I had to arrange with her, as well as the school's Scottish Baccalaureate Co-ordinator and Deputy Head Rector, which period I could conduct the interview in, what day would suit me and also for the Advanced Higher Geography class to be present during the presentation.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

My progress throughout the project was logged in my Progress Log, which gave me the opportunity to examine and reflect upon the tasks I had completed, highlighting any areas of weakness. To improve my time management and planning during the baccalaureate, I devised a Gantt Chart. By doing this, I was able to foresee any potential difficulties and work around them, such as; during prelims or sports competitions. My mentor and I discussed dates, and by including them in the Gantt Chart, I could remain organised and continually meet deadlines.

I additionally kept all Scottish Baccalaureate work separate in a different folder from school work. All my completed work was printed off, which I kept, and then emailed onto my mentor so she could track my progress.

I realised from the beginning of the project, that any potential barriers would come from the unavailability of the business executives to conduct the interviews or from Braehead or The Piazza Centre being unable to accommodate my questionnaire survey. In order to minimise the risk of these problems occurring, I made sure I established contact early enough on in the project so as I could make alternative arrangements. Fortunately, problems were minimal and my effective planning meant my research was completed at an early date.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

The interdisciplinary project has allowed me to develop a broad range of skills, but I feel the most significant has been my improvement in communicating in an

unfamiliar environment. When contacting management within Braehead and The Piazza Centre, I had to ensure I spoke to them far enough in advance that should a problem arise; I would be able to devise an alternative solution. This occurred when phoning Braehead as the manager who would authorise my questionnaire was on holiday for a week and then the date I initially chose was unavailable due to a survey already taking place within the centre. Because I had contacted her in plenty of time, I was able to negotiate with her an alternative date to conduct the questionnaire.

I quickly realised from the onset of the project, that emailing businesses was the 'easy option' whereas picking up the phone was a far greater challenge. I was encouraged throughout to phone contacts whenever possible as it allowed me to ask any questions at the time and avoided any time delays. The greatest challenge came from conducting interviews which resulted in a significant improvement in my communication skills. Although it was a very daunting prospect initially, the face to face interview has undoubtedly prepared me for University life, where I will be unfazed by seminars and meetings with my tutors.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

I had initially studied the effect of shopping centres during Standard Grade Geography and to a greater extent during Higher Geography, so I already had a sound understanding of the topic before I began this project. I decided to develop these skills I had acquired over many years in Geography by researching the topic over the internet and school's library, which also helped me to focus on which aspects of shopping I wished to investigate. I knew from the onset that I wished to establish shopper demographics of each centre and the only logical way of gaining this information was to conduct a questionnaire. When conducting the questionnaire I stood at all the entrances to the centre and made sure I conducted them at the same time, so as to improve the validity of the results. By gaining 50 responses I knew that my results would have an accurate representation of each centre. To make my results as aesthetically pleasing to my audience as I could, I devised spheres of influence diagrams and proportional symbols, both of which I had never constructed before. I, however, was unable to include an isoline map on my spheres of influence diagram due to time constraints, but to compensate for this; I annotated the diagrams to show the importance of the transport network. I included in my presentation a variety of location maps, highlighting to the pupils the importance of an easily accessible centre.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

Although I have some past experience of conducting speeches in front of my peers,

I have never undertaken a presentation as large as this Scottish Baccalaureate project. By conducting the presentation to Higher and Advanced Higher pupils I was able to include a variety of sophisticated geographical terms, which by reflecting on this project, I feel may have been too advanced for S4 pupils to understand. Overall, I was very pleased with my choice of presentation group. Each slide on my power point contained a general over view of the points I was discussing during my speech and a range of photographs. This made the presentation easy to read, aesthetically pleasing and, therefore, held the attention of the audience. To conclude my presentation, I asked the class to split into pairs or groups of 3. I gave each group a selection of cut out cards each with important factors to consider when evaluating the success of a shopping centre and asked them to sort these factors into a hierarchical or ranked order. This group activity evoked a great discussion and debate over which factor is the most influential, however, all groups eventually agreed that accessibility and range of shops was paramount to success.

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

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

Throughout this project I had to deal with a range of factors I had never used before. Being in constant communication with a range of business people within Paisley has meant that my knowledge of the business world has increased and as a result, so has my time management skills. I also feel that I have now overcome my fear of communicating to people whom I did not know and no longer have any confidence issues with regards to speaking on the phone.

I was praised on the conclusion of my interviews, with both the councillor and solicitor noting my confidence whilst speaking, well devised questions and knowledge of the topic of retail within Western Scotland. This was an incredibly rewarding experience as I extracted valuable knowledge, which will undoubtedly benefit me in the future at University.

As University has an independent nature of study like the Baccalaureate, I feel as though I can effectively handle any work I will be given. I have successfully completed this project and will be rewarded at University when I have to make similar contacts and my past experience will benefit my development. Because I had to write a proposal for this project, my sound knowledge will help me to complete any similar work at University whilst the majority of my peers are unclear about the task being asked.

Another rewarding aspect of my presentation was that I inspired members of the Higher Geography class to undertake a Scottish Baccalaureate next year. I found this to be particularly encouraging as it was clear to me that my presentation was effective and that I successfully met my aims.

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)*

I am particularly proud that I have inspired members of Higher Geography to undertake a Scottish Baccalaureate with a similar nature to mine. This was encouraging towards my development and showed that I had presented my research effectively.

Should I do this sort of work again in the future, I would further develop my planning and time management skills more effectively around busy periods and course work deadlines. Although this was not a problem this year, it may have had more of an impact had this project been completed at University.

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)*

I feel I have now developed the skills to work in a challenging and unfamiliar environment and should I wish to further develop. Going to University will be a tasks, set deadlines for completion of work, manage people and resources, I would like to take forward the skills that have developed in the completion of the Interdisciplinary project to my University life and to the work place in the future.

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	
This was a well conceived proposal from the start. The candidate had clearly thought about her goals well in advance of beginning the project. She clearly understood the Interdisciplinary nature of the project and saw the connections across the disciplines. This project had the potential for skills development that she wanted to work on. She had her ideas in place as to how she could use connections and access less familiar learning environments e.g. the Chamber Of Commerce, small businesses in order to take her learning beyond the classroom. It was an ambitious proposal, but she had already demonstrated her enthusiasm and organisation in the first few weeks of embarking on the IP.	

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 plan came together well. The candidate outlined in detail how she was going to achieve her goals and develop the skills outlined. She had already made initial contact with her external agencies at this stage. She had a clear idea as to where and when to conduct her surveys and what she wanted to find out from these. Throughout the project she kept a progress log which was very detailed in all aspects of her planning. This was updated constantly, setting new targets each time. A very detailed Gantt chart was included with her plan documentation indicating that she had thought about the large and smaller milestones in her timeline. It is evident that she had thought of possible problems that could impact on the project and had outlined the contingencies that would have to be considered. In her plan she considered her presentation audience, but with more consideration and discussion decided to only present to upper school and staff as she could demonstrate the knowledge she had gained to a higher level with this age group.</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 presentation was attended by the Higher and Advanced Higher pupils. It was also attended by two Humanities teachers and the Scottish Baccalaureate coordinator of the school. Feedback was obtained from the attending staff which helped in the assessment of this area.</p> <p>The presentation made use of the white board and was an effective and colourful power point presentation displaying in great detail the project findings. She compared the shopping in Braehead and Paisley in terms of accessibility, type of shops, leisure facilities etc. She highlighted the reasons why shopping habits had changed and had an excellent display of photographs depicting the changes that have taken place in the areas especially the town centre. She used 'Sphere of Influence' maps and related these to the transport network servicing the areas. She made very good use of the data collected in her surveys and information from the interviews conducted. The audience were very interested in hearing of the plans for rejuvenation of Paisley. There were lots of associated issues discussed including the effect of housing, employment, shop rental etc in terms of survival of shopping malls and town centres. These were impressively tied up and it was clearly illustrates the relationship that existed.</p> <p>She followed up her presentation with an activity that involved the audience in groups arranging a set of cards in a diamond, pyramid or rank order to illustrate the importance of various aspects in choosing a place to shop. This was discussed and questions taken from the audience. She answered these with confidence and clearly demonstrated that she had a depth of knowledge on the subject. In conclusion to her presentation she discussed how the Interdisciplinary project had developed her skills. This was followed by the distribution of a summary hand out and an evaluation form which was completed and returned to her for evaluation.</p> <p>In general this was an impressive presentation which clearly illustrated the excellent use she had made of all the research, interviews, surveys etc. It was presented in a clear, confident manner and engaged the whole audience and allowed them to participate in the experience.</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	
An insightful evaluation, highlighting the journey taken in terms of the complete IP. It especially discusses an important point in that a project like this has many variables that affect the particularly chosen topic. The candidate demonstrates an understanding that in the nature of a project at this level she has investigated only some of the variables that has had an effect on the decline of the town centre. Excellent evaluation of communication in terms of throughout the project and during the presentation.	

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	
An honest evaluation of the development of skills. The candidate has highlighted the growth of knowledge obtained and how the development of her skills will impact her future. She has been honest about the difference between the 'easy option' against the option which will be more challenging and allow development of communication skills. It is evident from the evaluation that the candidate was proud of what she achieved and of her skills development. This was reinforced by the excellent feedback she received from her peers and the staff attending the Presentation.	

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	
<p>When looking at this IP from the proposal to evaluations, the candidate has embraced the autonomous nature of the project and worked very hard to deepen her existing knowledge while making sure that she has considered the strands across the disciplines that link this project together. She has certainly developed her skills and is fully aware of this growth and has been active in recommending the Scottish Baccalaureate to the S5 pupils going into S6 next year. The project has fulfilled all assessment criteria in both C and A categories.</p>	

Assessor signature _____

Date

Internal verifier signature _____

Date