



Scottish Baccalaureate in Social Sciences

Exemplar 1 - “How does the media influence voting behaviour?”

Grade A

Social Sciences: Interdisciplinary Project

Proposal

Candidate name	Victoria Rankin								
SCN									
Centre name	Riverview Secondary School								
Assessor name	Ann Jones								
Project title	How Does The Media Influence Voting Behaviour?								
Project outline (<i>what it is you want to do and how will you go about it</i>)									
<p>The aim of this project is to investigate the influence on voting behaviour of the ways in which politicians use the media. I hope to be able to show that visual imagery in the media and the use of the media as a form of persuasive communication does influence voting behaviour. I would also want to provide information to allow people to think about how their voting behaviour may be influenced by the media.</p>									
Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)									
<p>I am studying persuasive communication as part of Social Psychology and I participated in a campaign to be elected as Head Girl. I would also like to study Politics and Psychology at University and this project will give me the opportunity to practise research skills in these two areas.</p>									
The broad contexts this project will cover are									
<input checked="" type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input checked="" type="checkbox"/> Employability									
<input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									
Learning environments I will access are									
<p>I will contact the Social Sciences department at Glasgow Caledonia University to seek information on recent research on voting behaviour in elections for both the Scottish Parliament and the UK Parliament. I will also enquire if I can use the facilities at the University library to access online journals and research into trends in voting behaviour.</p> <p>I will make use of the school library and the specialist Psychology, Sociology and Politics texts available.</p> <p>I will use the school IT facilities for websites to carry out research. I will discuss resources with my Psychology and Politics teachers.</p>									

I will contact the local MSP to seek information on how his campaign for election made use of different types of media.

I will seek advice from IT teachers on designing a questionnaire with photos and questions.

How I will use my knowledge of Social Sciences

I will use my knowledge of the psychology of persuasive communication as a base for my project research and for developing questions to collect data for the project. I will use my knowledge of how official statistics are used in the Social Sciences to help me to analyse trends in voting behaviour.

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

(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

- **application of subject knowledge and understanding**

I will have the opportunity to use my knowledge of research method in the Social Sciences in a practical way. For example, I have knowledge of questionnaires and interviews but I have not had the opportunity to carry these out in a project. I will be able to put into practice my knowledge of these research methods in the collection of my data.

- **research skills – analysis and evaluation**

I have undertaken a research investigation as part of the Higher Psychology course. I hope to develop skills such as organisation and data collection. I feel that my research skills are good, but limited to secondary research using school websites and textbooks. I hope to expand my skills to include using online journals, research carried out by specialist organisations and primary research methods such as surveys.

As yet I have not undertaken a project across different subject areas or had to use online journals to collect information. I think collecting statistics and opinions will help improve my research skills. Comparing the statistics on voting behaviour and my primary research will help me with evaluation skills. I think that comparing these two and applying my findings to the question will be difficult and I will have to make sure this part of my IP is clear.

- **interpersonal skills – negotiation and collaboration**

My interpersonal skills have so far been limited to working with fellow pupils and teachers. In carrying out my research I will be speaking to adults from other organisations and this will be a valuable experience for later life. I will also be contacting a range of people of different ages and this will help me to improve my skills in working with others.

I hope to improve my interpersonal skills by communicating with academic staff at university level, a local MSP and by working with other subject teachers in school. I think I am good at communicating with others and this will be important when contacting professional adults and asking for information. It will also be important when carrying out my questionnaire with a range of different people.

- **planning: time, resource and information management**

I will need to have good organisation skills to complete this project. This will help to prepare me for university work and for working life where I will need to know how to manage my time.

My time management is fair but I will have to focus on planning to meet the different stages of the project. If I have a detailed plan of weekly targets then it will be easier to manage my time.

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

I am able to work independently and I have experience of this while completing my Higher Psychology coursework. This ability should help me to cope with the challenges of the IP.

The challenge of collecting my data, constructing the project and presenting my

findings is something I am looking forward to because it will prepare me for university level and should help me to cope better with work at university.

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

This project will need to be carefully planned and I will need to make good use of my time management skills. I will need to develop a logical approach to this to ensure I keep to my plan.

I will be relying on different people to contribute to my project and I may need to use problem-solving skills to co-ordinate these contributions and to keep to my plan.

I feel my project will follow a logical approach but it may lack creativity. I could work on this by looking at how I might use a more creative approach in the design of my questionnaire and how I present my findings

- **presentation skills**

I may present my project as a written report or I may produce a poster to show the dangers of accepting politicians use of the media without questioning it. My creative skills would be improved if I chose to present a poster. This is a skill that I feel I need to improve on.

I could seek advice from the art and IT departments to advise me on how to present my project as a poster. This would allow me to expand my range of presentation skills. My project is looking at how the media influences voting behaviour and so presenting my project as a visual poster would link to this.

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

I have some experience of evaluating my work as I had to do this in my Higher Psychology coursework. That evaluation was quite limited as it only focused on methods. I do not have a lot of experience of reflecting on my interpersonal skills and I hope this project will allow me to do that and to learn more about myself and how I interact with other people.

I hope that my plan will help me to reflect on my progress and I will be able to use this to note skills I need to develop. I hope that the people I come into contact with while doing the project will give me feedback that I could then use in my self-evaluation.

Assessor feedback to candidate

You have set clear, realistic and well-argued objectives for your project and you have discussed an achievable timescale to complete this. Your project title is clear and is set within the area of Social Sciences. You have chosen a project that reflects your interests and builds on research skills you have developed in previous study.

You have included a range of learning environments relevant to the project topic and there is a clear statement of how you will develop your interpersonal skills in your communication with other people.

You have a good understanding of the skills you will need to use and the ways in which you will be able to develop these skills. It may be useful to meet with art and IT teachers at an early stage of planning to allow you time to discuss in detail your questionnaire and final poster.

Justification for the proposal is well argued and the links made between the disciplines show good understanding of how these disciplines contribute to the project.

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Social sciences: Interdisciplinary Project

Plan

Candidate name	Victoria Rankin								
SCN									
Centre name	Riverview Secondary School								
Assessor name	Ann Jones								
Project title	How does the media influence voting behaviour?								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>)</p> <p>August – initial reading from textbooks in school library September – contact University and MSP to arrange meetings. By end of October – visit University library to access research voting behaviour and use of media by politicians; meet with MSP to interview and gather information on the use of different forms of media his political campaigns. By the end of November – contact IT department for advice on putting together a questionnaire with visual images; draw up questionnaire. January - collect information on voting behaviour from local people using the questionnaire with visual images. By the middle of February – seek advice from teachers on drawing up a poster to present findings, present poster. By the beginning of March – evaluations completed.</p>									
<p>Planning (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>Objective 1 – use school library to complete background reading for the project. This will help to focus the order in which the project will develop and will provide the main ideas to be developed. Objective 2 – make contact with people who will have input in project and arrange meetings with these people. Objective 3 – Collect data from online resources such as academic journals. Decide how data is to be stored and used alongside background reading. Objective 4 – Meet with those who will contribute to project and collect data from them. Organise the data and decide what is useful for the project. Objective 5 –Contact IT teacher to help with the design of the questionnaire, carry out a trial questionnaire to check for any problems, make amendments and carry out the questionnaire. Objective 6 – put together all findings and present as an information poster. Objective 7 – complete evaluations.</p>									

Resources (*eg people, materials, places*)

My own psychology and politics teachers; teachers from the art and IT departments; Social Sciences staff from Glasgow Caledonia University and the local MSP.

Psychology and politics textbooks and academic journals, internet sites with links to online journals.

I will need to have access to a sample of the general public over the age of 18.

Research methods (*eg contacting companies, surveys, focus groups, experimentation*)

Primary research (using internet) such as statistics on voting behaviour, budgets for political campaigns. (This could also be gathered through contact with University staff and an MSP)

Survey method as a primary research method to collect opinions on voting and attitudes to political campaigns.

Interview method as a primary research method to gather information from an MSP on media use in political campaigns.

Secondary sources such as textbooks to provide background information.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**
MSP
Pupils in S5 and S6 who will vote for the first time
College and university students who may be voting for the first time.
- **What methods are appropriate to my audience(s)** (eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)
Poster highlighting the importance of questioning motives of politicians' use of the media and links between use of the media and number of votes received.
This would be a useful way to present findings to first time voters.
A written report could be produced which could be given to the MSP.

Dependencies (what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step)

Background reading should be completed first so that I know what information is required from online journals, from University staff and what questions I would include when interviewing the MSP and putting together the questionnaire.

I need to have access to statistics on voting behaviour patterns from recent research and I need to be able to interview an MSP. This needs to be completed before I draw up the questionnaire as the questions in the questionnaire will follow on from the interview. I am also relying on people being willing to answer my questionnaire.

I need to be able to speak to art and IT teachers to get advice on the questionnaire design and the design of the poster for my presentation.

Contingencies

Any anticipated problems

Staff at the university may not be available or may not reply to initial contact.

Unable to access online academic journals at University because they are controlled by a password.

The MSP does not reply to initial contact or is unavailable.

Poor response to the questionnaire.

My plans for overcoming the anticipated problems.

Try to contact again, possibly a phone call. Make initial contact with Social Science staff at more than one University.

Enquire if a temporary password is available to students from other education organisations. Check if there are hard copies of journals available to use.

Find out the names of other MSPs and contact one of those. Could interview a local councillor instead.

Look at using an online programme to carry out the survey. Try to get more

	people to participate so that the response rate improves.
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Method for recording my skills development and future areas for improvement

I will use the progress log provided by SQA to help to keep a record of what I did at each stage of the project. I will include a comment on what went well, what I learned and what I could improve on for each of the stages of planning, researching, analysing, presenting and evaluating. In the Interim Review with my Assessor I will take the opportunity to discuss my progress and to seek feedback on my performance at each stage. I will also keep a diary to record my thoughts on how I used resources, to comment on my communication skills and how well I got on with the people I came into contact with.

Assessor feedback to candidate

The project has a detailed plan with fairly realistic timescales. You could put in specific milestones rather than 'by the end of the month'. You may wish to think about other commitments you have in terms of your time and plan around these. This could improve how realistic your plan is.

You have identified a good range of primary and secondary research you need and also primary research methods. It is not entirely clear what your links are between the secondary research and the design of your questionnaire, though from our discussion at our last meeting it was obvious that you knew the direction you wanted this to take. This could be made clearer to improve your plan.

You have identified possible difficulties and contingencies. Your contingency plan to deal with a poor response rate to your questionnaire is an appropriate contingency, but it would be useful to give a more detailed alternative to this problem. Remember, as we have previously discussed that you must make sure to address ethical issues when you carry out your questionnaire. For example, obtain consent from those participating and make sure there are no names on questionnaires so that participants cannot be identified.

Plan approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Social Sciences: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	Victoria Rankin
SCN	
Centre name	Riverview Secondary School
Assessor name	Ann Jones
Project title	How does the media influence voting behaviour?

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 presented my project findings in the form of a poster as I wanted to use a more creative approach and to develop my presentation skills. I spoke to S5 and S6 during assembly and used the poster as a prompt to present the findings of my research. I also used a poster because I wanted to capture the attention of my audience. I chose to present to S5 and S6 as they will be voting for the first time and I wanted to give information on how their voting maybe influenced by the media. I presented my written findings in a report to the MSP. I also presented to my assessor and head teacher how I had carried out my project and the skills that I gained from the whole process.

Assessor feedback to candidate

Your poster was well-designed and clearly showed the information you wished to present. It was appropriate to the audience and gave clear advice on the influence of the media on voting behaviour and tips for avoiding being influenced. You have recognised that it is important to use an appropriate presentation format to suit your audience.

The presentation shows that you have improved your understanding of the use of persuasive communication techniques used by the media in influencing voting behaviour.

Your analysis of your research and comments during your presentation regarding the information on your poster were very informative but more of these might have been included in the poster itself. A leaflet may give you the opportunity to include more of your information and students could also take this away and read it in their own time. This might make your message more effective.

Your presentation to myself and the head teacher was very informative about what you gained from carrying out the project.

Candidate signature

Date

Assessor signature

Date

Social sciences: Interdisciplinary Project

Evaluation of project

Candidate name	Victoria Rankin								
SCN									
Centre name	Riverview Secondary School								
Assessor name	Ann Jones								
Project title	How does the media influence voting behaviour?								
<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>I think my project has been fairly successful and this was due to careful planning and good time management. I began with background reading to help with my knowledge of the area where the project was set. This was effective as it allowed me to collect relevant data for my project.</p> <p>I managed to make good contacts at the University and so I found I could get access to journals. Unfortunately, I was not able to get access to online journals because I was not allowed a password. However, I was able to use the university library to access hard copies of journals and this gave me relevant information.</p> <p>The interview with the MSP was delayed as he was unavailable on the initial dates he had agreed to meet. However, my contingency plan of following up emails with telephone calls worked and we were able to arrange a date two weeks later than the original date.</p> <p>I managed my time effectively to write up the data more quickly than I had planned and so I was not too delayed by this. I also found that I had a poor response rate to my questionnaire but I decided to gain access to more people by going into the shopping centre. This increased the amount of data I was able to collect.</p> <p>I enjoyed interviewing the MSP and found the information I received very interesting although some of it was not relevant to the focus of my project. I could improve on my questions to ensure that this did not happen.</p> <p>The poster developed to present the findings of my project was given fairly positive feedback from the students who saw it. I was happy with the poster but when I looked at the information I had collected there was a lot of information that could not go onto the poster due to limited space. The posters were displayed at locations around the school and in a local college and university which was good. However, I think a power point presentation of my findings accompanied by a leaflet to show how the media influences voting behaviour would have provided the audience with more information. The presentation to my assessor and head</p>									

teacher went well and I enjoyed the opportunity to show what I had learned and achieved.

How effective were my communication methods throughout the project?

I feel I was able to communicate well with the different people I had contact with during my project I sought advice from a number of teachers at different points when I needed help and I explained clearly the problems I had come across which meant they understood me. For example, I sought advice on how I should address University staff and MSPs both in email communications and on the telephone. This made my communications with both groups respectful and allowed me to gather relevant information for my project.

I believe that communicating using the visual aspects of a poster was a good method to use when communicating information to my fellow pupils and to students at college and university level. This is a form of communication that they are familiar with and it is less formal and so was good to use with this group.

My use of the telephone to speak to professionals and to ask follow-up questions was appropriate. I also used email as a form of communication and this allowed me to think about the information I was asking for and to communicate this clearly and quickly.

The questionnaire was presented in a written visual format and this was appropriate to collect the data required. The questionnaire was clearly presented and it was checked to ensure the questions were easy to understand. This meant the data collected was relevant to the project.

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

I could look at the research collected on the influence of the media on voting behaviour and compare this with how the media is used by politicians at a wider level within the UK and in other countries. I could then compare how the media is used as a tool by politicians across different cultures. For example, comparing Italy, the USA and the UK. This would focus on secondary research but I could also use content analysis as a primary research tool.

Candidate signature	Date	
Assessor signature	Date	

Social sciences: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name	Victoria Rankin								
SCN									
Centre name	Riverview Secondary School								
Assessor name	Ann Jones								
Project title	How does the media influence voting behaviour?								

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)?)

I feel I used my knowledge of the area of persuasive communication well in order to help develop my questionnaire. There was a link between this and my project as I was looking at media influence on voting behaviour. Persuasive communication is used by all forms of media. I tried to make links to citizenship by getting people to think about how they might be influenced by the media in their voting behaviour.

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 feel I did a lot of background reading in my research for the project and this helped me to develop my research question. I then collected some data using internet resources and other people's research to give me information on statistics on voting behaviour. I was able to access journal articles to improve the amount of information I had on persuasive communication. I had the opportunity to collect my own data through the interview with an MSP. This was a good experience as I had not carried out an interview before and I feel I got a lot of information. My questionnaire did not give me a good response when I first carried it out. However, I then went out to the wider public in the local shopping centre and I managed to get a better response from that.

There was a lot of data on voting behaviour and I found it difficult at first to work out

what was most useful for the project. I had to then think about who I was interviewing and choose the statistics linked to the voting public for that MSP's area. I would have preferred to have interviewed an MSP from a different party to compare.

I learned a lot about information handling.

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.)

I found it helpful to ask for advice from my teachers before I contacted the university staff and the MSP as I had never had to speak to people in those positions before. I used the advice and found that I did not feel as nervous as I thought I would when talking to them. Afterwards, I felt that my confidence had improved and I am sure this is a good skill to have in my future studies and working life. I found it easy to speak to teachers from art and IT departments because I knew them slightly from the school. I tried to explain clearly what I was doing and what I wanted my questionnaire and poster to look like. I feel that I explained this clearly and so they were able to give me good advice on using IT and art to help in my project. I decided at first to give questionnaires to people I knew because I was a bit nervous of approaching people I did not know. However, because of the poor response, I had to go out and ask people I did not know. Again, I feel that my confidence in communicating with people I did not know improved.

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?)

I kept a weekly diary to help me to meet my plan's deadlines. This worked well as it broke down the tasks and helped me to manage them. I also wrote some comments on how the tasks went and how I could have improved on them. This helped me to think about how to overcome any problems meaning I was able to solve any problems quite quickly. For example, I made sure I had more than one contact for MSPs as this was something I had written into my contingencies for university contacts and I had found this helpful.

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.)

I was able to work at a more challenging level as I had to collect information from a wide range of sources and compare this information to come up with my poster. I enjoyed this as I like to be able to see that I have made progress in my understanding of information. I enjoyed working independently and I built on the skills I learned in my Higher Psychology coursework. I feel that I met and overcame some challenges in communicating with other people. For example, I did not just

stick with the few responses to my questionnaire but I overcame my nerves to go out and ask people I did not know to answer this for me.

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 feel that my problem solving skills improved as I had to collect sources from different places and people and put these together in a way that made sense. I had to think about ways of presenting my findings to my audience. I recognised that I am not a very creative person and that I wanted to produce a poster that would appeal to young voters. I then solved this by seeking advice from art and IT teachers on more interesting and creative ways of presenting my findings. I also had contingencies to help to overcome any problems I came across.

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?)

I presented my findings as a poster to the S5 and S6 pupils in my school. I also got the poster displayed in the local college and university on their noticeboards. I felt quite calm when presenting the poster to pupils as I was familiar with them. I also sent a copy of my findings to the MSP but I wrote these up in a more formal way. I was pleased that in producing a poster, I was able to improve on my creative skills and my IT skills. I also presented what I had gained from the project and the skills I had developed to my assessor and the head teacher. I was nervous about this part because I wanted to show the head teacher what a good job the teacher had done in supporting me through the project. However, I coped well with this. I hope that I will be able to build on these different ways of presenting information when I move on to studying at university.

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?)

This project helped me to gain experience of working with different groups of people and to practise and improve on my communication skills. This will be useful when I go on to university and have to communicate with professional adults. I have broadened my experience of carrying out research using primary research methods such as questionnaires and interviews and this should help me in my studies at university. My confidence in discussing my progress with teachers has improved and I feel that I am now more confident in offering solutions to problems within my

work rather than expecting teachers just to give me the answers. I have learned that I have got good time management skills and I am able to manage a big project and complete it on time. I have found that self-evaluation is very useful as a way of improving confidence and skills.

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 very proud of what I achieved and of the skills I developed which will help me in university and in my future working life.

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 have found working on my own very valuable training for university. I have also been able to develop confidence in speaking to people I don't know which will help me in the future. The self-evaluation has allowed me to recognise the things I am good at as well as the things I need to improve on and I would like to continue working in this way and perhaps outlining development points for myself.

Social sciences: Interdisciplinary Project

Assessor Report

Candidate name Victoria Rankin _____

Candidate number _____

Centre Riverview Secondary School _____

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	
Victoria clearly fulfils all the criteria. She did a good presentation of her proposal with strong justification and good links to other disciplines.	

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	
Victoria had thought carefully about how she was going to carry out her project. She wanted to ensure good communication with professional adults showing great maturity. She managed her time effectively by keeping to her timeframe.	

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	
Victoria was nervous when presenting to others but she overcame this showing a level of maturity developed through the project. She had critically analysed the information she had collected to produce an excellent	

poster. Her presentation to myself and the Head teacher demonstrated very clearly what she had gained personally and academically from carrying out her project.

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	
Victoria has shown a clear and intelligent approach to evaluation of her project. She has been methodical in her approach throughout the project and has always remained focused on her objectives.	

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	
Victoria gave a well- balanced evaluation of her own progress and the skills she had developed during the project. Her honest approach to her self-evaluation was very refreshing.	

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 Victoria has produced a very good piece of work. It has been well researched and presented in an effective manner. There is clear evidence of independent learning and development of a range of skills including interpersonal skills. Victoria has clearly shown the ability to reflect on her own working practices and she has recognised areas where she has improved as a result of carrying out the project.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____